Creating tasks for eLearning Slovenian under the LanGuide project

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The introductory chapters of the article briefly outline the Slovene language, its origin, and its basic characteristics. Afterwards, the article also offers an insight into Slovene as a second/foreign language, which more and more people have been learning in recent time. The main part of the article is to introduce the methodology of creating exercises for e-learning Slovene from A1 to B1 levels. To make it easier for the user to learn the language, the exercises are upgraded in terms of content and grammar. The paper presents ten examples of exercises for all three levels on the topic of mobility, in which the grammar and the vocabulary are based on narrowed thematic sections (greetings, presentations, numbers, countries, nationalities, languages, travel and accommodation).
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1. Introduction

The paper tackles the aspect of the process of creating tasks for learning Slovenian as a second/foreign language. The introductory part is followed by a chapter in which we describe the Slovenian language as an official language and as a first language. We also outline the development of the Slovenian language through history and reference some of the initial basic language manuals. Fundamental grammatical characteristics of Slovenian literary language – number

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and names of cases, grammatical gender, grammatical number, and tenses are also given. The specificities of Slovenian are highlighted in comparison to other (Slavic) languages, focusing mainly on the dual and the absence of the vocative case. Basic phonetic features are also presented – the spelling and division of phonemes, their spoken versions in a particular phonetic environment, and the phonological changes according to the sonority hierarchy. The specificities mentioned and the fact that Slovenian is a "small" language or spoken by a relatively small number of speakers make it exotic and attractive.

The increase in interest in Slovenian as a second/foreign language over the recent years has been evidenced by research in this field as well as by a higher number of foreign users of Slovenian. For foreign speakers, new materials are thus produced based on documents and manuals in the field of Slovenian as a second/foreign language, in particular, the Common European Language Framework, and the manuals *Preživetvena raven za slovenščino and Sporazumevalni prag za slovenščino,* which are presented in *Chapter 3.* Tasks that were created for particular language levels are given their description or the expected level of competencies shown by the speakers upon reaching a certain level. The central chapter is dedicated to describing the creation of tasks for selected language levels, from A1 to B2, encompassing the topic of mobility[5]. The tasks are designed to be upgraded both grammatically and in terms of content. The types of tasks (drag & drop, matching, multiple-choice, type in) are customized to the selected language level. Examples of tasks are accompanied by descriptions of what is checked, consolidated, and taught with each task.

For learning Slovenian as a second/foreign language, users already have two applications – Slovene learning online and 50 languages, which cover (more) general topics, such as Slovenia, Slovenian, letters, numbers, names of days and months, food and drink, daily routines, body parts, emotions, the most common phrases in selected communication circumstances, e.g., in a restaurant, at a bank, at a doctor's office. This application, however, offers vocabulary and grammar tasks in four selected areas, intended primarily for students, higher education teachers and administrative staff, namely mobility, academic language, computer language, and administrative language. The article presents tasks on the topic of mobility in further detail.

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[5] The term (academic) mobility refers to students and higher education teachers who move to another institution within or outside their country to study or teach for a limited time.

2. The Slovenian language

The Slovenian language is considered as one of the marginal Slavic languages by the number of speakers. It is used for mutual communication by around 2.5 million Slovenes inside and outside the borders of Slovenia (including members of Slovenian minorities in Italy, Austria, and Hungary, and ex-pats around the world).

The position of Slovenian language is formally defined in Article 11 of the Constitution of the Republic of Slovenia, where Article 1 states that

> Slovenian language is the official language of the Republic of Slovenia. It provides for spoken and written communication in all areas of public life in the Republic of Slovenia, except when, per the Constitution of the Republic of Slovenia, Italian and Hungarian are the official languages in addition to Slovenian, and when the provisions of international treaties binding the Republic of Slovenia specifically allow the use of other languages. Slovenian, which is one of the official languages of the European Union, is used by the Republic of Slovenia in international contacts (Pravno-informacijski sistem).

When Slovenia became independent in 1991, it had a population of just under 2 million, of which, according to the 1991 census, Slovenian was the first language of 88.3% of the population. In 2002, when this data was last collected, it was 87.7%. In the areas of the municipalities inhabited by the Italian or Hungarian national communities, Italian and Hungarian are also official languages. In 1991 and 2002, 0.2% of the population cited Italian as their first language, while 0.5% cited Hungarian and one per cent less in 2002. (https://www.stat.si/StatWeb/News/Index/5004).

Historically, the ancestor of Slovenian is Indo-European, from which the Proto-Slavic developed. The Slovenian language evolved from one of the ancient Proto-Slavic dialects spoken by the Slavs, who came into our space in the 6th century. The first Slovenian manuscript is part of the 10th-century Freising manuscripts, written in the Carolingian minuscule. The beginning of the Slovenian literary language goes back to the time of the Reformation, more specifically to the year 1550, when we received our first book, written in Slovenian by Primož Trubar. In 1584, we received the first Slovenian grammar *Arcticae horulae succisivae de Latino carniolana* by the author Adam Bohorič, in which the meta-language is Latin. The first dictionary containing (also) Slovenian can be considered *Dictionarium quatuor linguarum*, which was written in 1592 by Hieronim Megiser, while the first dictionary based on the Slovenian language is the handwritten Slovenian-German-Latin dictionary *Krajnsko besedische pisano,* in the second half of the 17th century.

In 1781 we obtained the first printed dictionary based on the Slovenian language *Tu malu besedishe treh jesikov* by Marko Pohlin. The *Dictionary of The Slovenian Language* (1936), by Jože Gloner, is considered the first monolingual interpretative dictionary of Slovenian. The first *Standard Slovene s*pelling and grammar was compiled in 1899 by Fran Levec (Eagle 2006; Ramovš 1995; Snoj 2003).[6]

Slavic languages are divided into Eastern (Russian, Ukrainian, Belarusian), Western (Czech, Slovak, Polish, Kashubian, and the Sorbian languages) and Southern (Bulgarian, Macedonian), Croatian, Serbian, Bosnian, Montenegrin, and Slovenian falling in the Western branch of the South Slavic languages (Snoj 2003, IX).

The Slovenian language has 6 cases, i.e., inflectional forms of a noun or adjective word (nominative, genitive, dative, accusative, locative, instrumental) expressed by declensions. Compared to other Western South Slavic languages, the vocative was dropped, which is the same as the nominative in Slovenian, e.g., Josip, pridi.

The Slovenian literary language distinguishes among three distinct grammatical genders: masculine (brat, vojvoda, A, dežurni), feminine (mama, perut, Iris, dežurna), neuter (polje, Krško), and further divides into four stem-based declensions for each (there is no second declension for neuter).

There are four tenses in use – the future, which is formed with the verb *to be i*n the future and *the -l participle* (bom delal, boš delal, bo delal …), the present (delam, delaš, dela …), the past tense which is formed with the verb to be in the present and *the -l participle* (sem delal, si delal, je delal …) and very rarely used pluperfect from *the descriptive -l participle* and the past tense auxiliary verb italcis (sem bil delal).

The peculiarity that makes people say that the Slovenian language is a lovers' language is that in addition to the singular and the plural, we also have the dual (1 hiša, 2 hiši, 3 hiše). The dual was already known in Indo-European proto-language and Proto-Slavic, and among the Slavic languages, it is also known today in the Kashubian in Northern Poland, in the Sorbian languages, which is spoken in South-Eastern Germany, and the Chakavian dialect of Croatia.

The Slovenian literary language defines 29 phonemes written in 25 letters of the alphabet. The phonemes are divided into vowels (i, ɛ, e, a, u, ɔ, o,ə) and consonants (b, c, č, d, f, g, h, j, k, l, m, n, p, r, s, š, t, v, z, ž in dž), which are further divided into sonorants (m, n, l, r, j, v) and obstruents, these are further divided into voiced (b, g, d, ž, z, dž) and voiceless (t, s, h, š, k, f, c, p, č). In most cases, the principle of phonetic pretext applies, especially before vocals, which means that š is pronounced [š], dž [dž], g [g] etc. The main exceptions are the phonemes v and l, which are pronounced as u (with different pronunciation nuances) before consonants and a pause, e.g. vino [vino] : vsak [wsak], lep [lep] : bel [beu̯].

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[6] Today, the Fran web portal is open to the public, with several general and specific dictionaries, language resources, etc.

At the end of the word, we pronounce voiceless obstruents: rog [rok], mlad [mlat], rob [rop] etc. We also define phonological changes according to the sonority hierarchy – when two differently voiced sounds stand together, the first one adjusts to the second, e.g., glasba [glazba], sladkor [slatkor], robček [ropček] (Šeruga-Prek and Antončič 2004; Tivadar and Batista 2019; Toporišič 2000).

The number of people learning Slovenian as a second and a foreign language (SJDTJ) for a variety of reasons is increasing each year, as a result, SJDTJ has become the subject of numerous linguistic and scientific research in recent decades, as evidenced by numerous language manuals, textbooks, debates, articles, monographs, diploma and master's theses, which have been produced during this time[7] (Šumenjak and Volk 2020, 461). In addition to the printed material, several freely available applications enable learning of the Slovenian language, e.g. *Slovene learning online and 50 languages.*

SJDTJ is learned by many although there is no exact data on the number. It is learned by immigrants in primary and secondary schools, adults, and also students (Šumenjak and Volk 2020, 461), so new ways, especially web applications, are very welcome and desirable in learning Slovenian as a second/foreign language.

3. Slovenian as a second/foreign language

The starting point for the tasks for learning Slovenian was the basic manuals and documents in the field of Slovenian as a second/foreign language, namely the Common European Framework of Reference for Languages (CEFR or Slovenian SEJO), which is also the basis for the manuals *Preživetvena raven v slovenščini* (A1 level) and *Sporazumevalni prag za slovenščino* (B1 level). We do not yet have a descriptor for level A2 in Slovenian. CEFR "introduces common reference levels for describing language achievements, which classify language skills into six levels" (SEJO 2011, 12), namely from A1 to C2 for five language competencies (auditory comprehension, reading comprehension, speech comprehension, spoken communication and written communication) (SEJO 2011, 12). It is thus designed in general terms, covers recommendations, and provides a common basis for the preparation of language curricula, exams, textbooks, etc. in Europe (SEJO 2011, 23). *Preživetvena raven v slovenščini* and *Sporazumevalni prag za slovenščino* give a description of the A1 and B1 level for Slovenian, which is adapted to the language specifics of Slovenian.

Vstopna raven (entry-level) corresponds to level A1. Speaker at A1 level:

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[7] e.g., Ferbežar 2019; Knez 2019; Lečič 2020 and 2018; Pavletić 2019; Pirih Svetina 2019; Savarin 2019; Stramljič Breznik 2019, Šumenjak and Volk 2020.

They understand and use common daily terms and very basic phrases intended to meet specific needs. They can talk about themselves and others and respond to personal questions, such as where they live, about the people they know and about their possessions. They can handle simple interaction when the interlocutor speaks slowly and clearly and is willing to help (SEJO 2011, 46).

A1 level is the lowest level of language proficiency in the CEFR. The A1 level of communication capability is limited to simple, predictable, and routine phrases that can be used in different speaking situations, but the number of these situations at this level is, of course, limited. Restrictions also occur when listening and reading, as speakers at the A1 level cannot fully understand the usual spoken or written text but can only identify individual words and phrases. The *Preživetveni ravni za slovenščino* covers ten topics, which represent the starting point for A1 level. Individual topics also include a description of sociocultural behaviour, while the grammar in the manual does not have a specific chapter, as learning grammar requires an analytical approach and highlighting the formulaic use of language, which is too early at this level (Pirih Svetina 2016, 4–6). When listening and speaking, an A1 level speaker can understand simple instructions, engage in basic daily conversations with a predictable topic and know how to ask simple questions. When reading, they understand short and simple messages, instructions, and information. When writing, they can complete basic forms requesting personal data and write text messages containing information about the time, date, and place. (Pirih Svetina et al. 2004, 10) In creating various tasks at the A1 level, we relied on the topics, vocabulary, and competencies presented in the manual and derived from actual linguistic use.

Vmesna raven (intermediate level) corresponds to level A2 and, together with level A1, entails the capabilities of a basic language user. Speaker at A2 level:

They understand sentences and common phrases relating to the most fundamental areas (e.g., the most basic personal and family data, shopping, local geography, employment). They are able to communicate about the simple and routine tasks that require simple and direct exchange of information on known and routine matters. In simple words, they can say something to the person in their immediate environment and meet their current needs (SEJO 2011, 46).

This level covers the majority of descriptors relating to social functions, descriptors for movement and travel, which are a simplified version of descriptors at the level of the communication threshold (B1) (SEJO 2001, 55–56). The A2 level defines another sublevel *močna vmesna raven* (strong waystage level A2+). "This is where more active participation in the conversation stands out with certain help and with some limitations" (SEJO 2011, 56). When listening and speaking, an A2 level speaker can easily express an opinion and requests in familiar contexts and spontaneously engage in a conversation. When reading, they understand basic information, public notices, simple forms, personal letters, descriptions, and simple instructions. When writing, they can fill out forms and write short and simple letters, messages or requests (Pirih Svetina et al. 2004, 10). Levels A2 and B1 are grouped below the basic level in the educational programme *Slovenščina kot drugi in tuji jezik*, because the speaker "masters the language to the extent that they can communicate independently. They can handle most everyday and reproducible situations while using a wide range of simple language" (Ferbežar et al. 2020, 14). Precise descriptors for each communication activity are separate for A2 and B1 in CEFR, and often at A2 level there is a descriptor for A2+ (SEJO 2011, 82–114), while the actual linguistic use of individual topics and language competencies from different levels are strongly intertwined.

Raven sporazumevalnega praga corresponds to the B1 level, which covers the capabilities of an independent language user. Speaker at B1 level:

> When speaking in a standard language, they understand the main points when it comes to familiar things, which they regularly deal with at work, school, leisure, etc. They can handle most situations, which often occur when travelling around the country where this language is spoken. They are able to produce simple cohesive texts about topics known to them. They can describe experiences and events, dreams, hopes, and ambitions and briefly justify and clarify their opinions and plans (SEJO 2011, 46).

"The concept of the communication threshold indicates the degree of their ability to communicate. This is a boundary which a foreign speaker crosses when they can communicate independently in the target language" (Ferbežar et al. 2004, 9). The communication threshold is reached by the speaker at the B1 level, which means that they are able to participate in a conversation and communicate effectively in a wide range of contexts. Level B1, like A2, is further divided into the *močna raven sporazumevalnega praga* (strong waystage level B1+). It is subject to the same basic characteristics as B1 and includes descriptors covering the exchange of large quantities of information (SEJO 2011, 56–57). When listening and speaking, a B1

level speaker can express a limited opinion on abstract and specialised cultural civilisation related matters or advise on familiar topics, understand instructions or public advertisements and can participate in everyday conversation. When reading, they understand real information and articles, if related to a known field, are able to understand the essence of texts relating to their professional area or field of study. When writing, they can write letters and routine notices and take notes on predictable things (Pirih Svetina et al. 2004, 10). The communication objectives for the communication threshold or level B1 are further defined in the *Sporazumevalnem pragu za slovenščino* and are organised according to the topics (Ferbežar et al. 2004, 15–22).

4. Creating tasks for learning Slovene as a second/foreign language

The tasks for the LanGuide application were created for the three levels, namely A1, A2, and B1, and cover four basic areas: mobility, academic language, computer language and administrative language. The tasks are designed to be upgraded both grammatically and in terms of content. For all three levels, the paper presents sample tasks on the topic of mobility, and grammar and vocabulary are based on narrower thematic strands (saying hello, introducing yourself, numbers, countries, nationality, languages, travel and accommodation).

Tasks at the A1 level are designed so that the user can successfully solve them without or with minimal pre-existing knowledge, acquiring key communication competencies at the entry-level. In A1 level tasks, emphasis is placed on vocabulary, which is very basic and at the same time necessary for successful communication in Slovenian. Since users at A1 do not possess any or have minimal prior knowledge, tasks with matching and choosing the correct answer prevail. We avoided using exercises where solutions need to be entered (typed in), which are suited for higher levels when the users already have some knowledge of the language.

A2 level tasks are designed so that they can be solved by a user who has achieved A1 level language and communication goals, or by a language user of Slavic origin, i.e., someone who uses cases in their language system. Tasks at the A2 level are upgraded both grammatically and in terms of content and are based on the ones from the A1 level. The vocabulary is a bit more challenging, the sentences are composed, but still simple enough. Because users already have some language skills, the tasks are also upgraded with the type in answering format.

B1 level tasks upgrade the content and grammar of the previous two levels, and focus on the more difficult grammatical sets and peculiarities of the Slovenian language. In the sample tasks we have shown the peculiarities in accentuation, use of the dual, and the two possible declension forms in the declension of country names ending with -*ska* or -*ška.* Sentences may be slightly longer than the technical limitations of the application tools allow, but still understandable enough for users who have acquired knowledge at the A2 level. B1 level can include several types of tasks, especially multiple-choice and type in.

4.1. Sample tasks and descriptions

4.1.1. Basic vocabulary

A1 (1) Izberite izraze z en enakim pomenom. *Choose sentences with the same meaning.* (Match.)

Ime mi je ...	My surname is ...
Pišem se ...	I'm a/an ... by profession.
Prihajam iz ...	I'm ... years old.
Star/-a sem ... let	My name is ...
Po poklicu sem ...	My e-mail is ...
Moj naslov je ...	My telephone number is ...
Moj elektronski naslov je ...	I'm from ...
Moja telefonska številka je ...	My adress is ...

A1 (2) Izberite izraze z en enakim pomenom. *Choose sentences with the same meaning.* (Match.)

Ime mi je	26 let.
Pišem se	oljčna pot 23, Koper.
Prihajam iz	051 321 456.
Star/-a sem	Novak.
Po poklicu sem	martina.novak@email.com.
Moj naslov je	profesorica matematike.
Moj elektronski naslov je	Martina.
Moja telefonska številka je	Slovenije.

A2 (1) Izberite izraze z en enakim pomenom. *Choose sentences with the same meaning.* (Match.)

Ime mi je …	Imam … let
Moj priimek je …	Moji hobiji so …
Všeč mi je …	Moja najljubša pijača je …
Ni mi všeč …	Pišem se …
Najraje pijem …	Ne maram …
Najraje jem …	Jaz sem …
V prostem času se ukvarjam z …	Moja najljubša hrana je
Star/-a sem …	Rad imam …

B1 (1)

Izberite besedo s pravilnim naglasom. (Select the correctly accented word.) (Multiple choice.)

Moje _____ je Peter.	Moj _____ je Novak.	_____ 20 let in prihajam s Slovaške.
a) íme	a) príimek	a) Ímam
b) imé	b) priímek	b) imam
Moj _____ prigrizek je mlečna čokolada.	Zelo rad jem tudi _____ z raznimi omakami.	Moj <u>najljubši</u> prigrizek je mlečna _____.
a) nájljubši	a) téstenine	a) čókolada
b) najljúbši	b) testeníne	b) čokoláda.
_____ sem v matematiki, zato sem vpisan na študij matematike.	Od vseh športov mi je _____ tek.	V prostem času se _____ z glasbo.
a) Najuspéšnejši	a) najpomémbnejši	a) úkvarjam
b) Najuspešnéjši	b) najpomembnéjši	b) ukvárjam

A1 (1) shows an example of an A1 task as part of the "talking about yourself" topic. The aim of the task is for the user to learn about the basic phrases when talking about themselves in Slovenian, which they connect to the corresponding English translation. In doing so, the user is learning new vocabulary and at the same time developing their communication capability, since the task is designed in a communicative way, which means that even in a realistic situation, the user will hear and use the vocabulary and phrases from the task. At this point, the user is not yet familiar with the grammar, but learns the phrases by heart and complements them accordingly with their own data. Task A1 (2) is an example of a basic introduction dialogue in Slovenian.

In task A1 (2), the same phrases are used as in task A1 (1), since, especially at the basic level, it is important to operate only with the vocabulary known to the user in the exercises, otherwise the main objective of the task is lost as the user focuses on unknown words, which inhibits the development of communication capabilities. In task A1 (2), users develop their vocabulary but also comprehension, as the user must recognize the meanings of the phrases in the left column in order to select the appropriate answer from the right. One of the objectives of the task is also that the user can talk about themselves using the model from the A1 (2) task.

In task A2 (1), after the users already know some basic vocabulary, they are asked to identify and connect related phrases (words that mean the same or similar) from the left and right columns, since in everyday communication, it is often the case that we use different words and phrases to communicate the same meanings. This will allow the user to expand their vocabulary and communication patterns, thus being more confident in talking about themselves and others.

One of the problematic areas of learning Slovenian is also the accentuation. Namely, Slovenian has the system of free and mobile tonal accent, which means that the users have to learn the accentuation along with an individual word. Task B1 (1) checks the adequacy of the accent location in the selected words, which are often accented incorrectly. The user has two options, one of which is correct. In certain cases, the accent may change the entire meaning, e.g. hôtel (participle of the verb hoteti – *want*): hotél (accommodation facility), védenje (znanje – *knowledge*): vedênje (obnašanje – *behaviour*), and in sample cases the user learns to correct the most common accent errors. The language learning app is still in development, so there is currently only a basic (written) option, which will also be upgraded with added audio recordings of the pronunciation.

4.1.2 Grammatical tasks – example of the verb to be

A1 (3) Izberite ustrezno obliko glagola biti. *Choose the verb to be in the correct form.* (Multiple choice.)

Jaz	**Ti**	**On/Ona**	**Mi**	**Vi**	**Oni**
a) si	a) je	a) je	a) sem	a) ste	a) smo
b) sem	b) ste	b) sem	b) smo	b) so	b) je
c) smo	c) si	c) so	c) si	c) je	c) so

A2 (2) Vstavite ustrezno obliko glagola biti. *Type in the verb to be in the correct form.* (Type in.)

Jaz _____ Ana, kdo _____ti?
Jaz _____Marko, kdo _____on?
On _____Peter, kdo _____ona?

Mi _____Slovenci, kaj _____ vi?
Ali _____ oni Romuni? Ne, oni _____ Hrvati.
Mi _____ Italijani, ampak Španci.
Oni _____ Angleži, ampak Američani.
Vi _____ Francozi, ampak Madžari.

B1 (2)
Vstavite glagol biti v pravilni obliki. *Type in the verb to be in the correct form.* (Type in.)

Midva _____ Janko in Metka. Kdo pa _____ vidva?
Medve _____ iz Nemčije, od kod pa _____ vedve, Alejandra in Juanita?
– Medve pa _____ iz Španije.
Janez in Marija _____ iz Kopra, ampak _____ iz Kranja.
Ali _____ Marco in Maria iz Madžarske? – Ne, onadva _____ iz Italije.
Medve _____ Slovenki. Ali _____ Ursula in Brigitte tudi Slovenki? – Ne, onidve _____ Slovenki, ampak _____ Nemki.

Grammar at the A1 level is covered to a minimum, including only the structures that are crucial for the development of basic communication skills. Such a structure is, for example, the verb to be presented in the A1 (3) task. It involves only singular and plural forms for all three persons, as singular and plural forms are already sufficient for basic, survival communication. The task requires the user to circle the

correct answer, but it should be emphasised that an incorrect or non-existent word never appears among the incorrect answers; all offered answers are appropriate in a certain context in Slovenian. This will be specified in the rubric: "Which of the following is correct in this context, as all variants offered are correct in different contexts"

At A2 level, the task is a bit more challenging. Even if the users at this level already know the conjugation of verbs in the singular and plural, the task is somewhat more difficult because it requires them to type in the correct form of the verb themselves. Although the level of A2 otherwise provides for mastery of the dual, we decided that the dual shall be implemented at the B1 level as it is more challenging to learn through language learning applications than in in-person courses. A2 (2) task requires the user to recognise the required form of the verb to be based on the personal pronouns already shown in exercise A1 (3) and to solve it by typing in the proper solutions.

The most particular and also the most difficult element in learning Slovenian for most users is undoubtedly the dual. Task B1 (2) therefore builds on knowledge from A1 and A2 levels and consolidates/teaches the use of the verb to be in the dual for all three genders and persons, both in the positive and in the negative form. Since the task contains the names of Slovenian and European places and nationalities, it summarises/connects the vocabulary from A1 and A2 levels.

4.1.3 Vocabulary and grammar

A1 (4) Izberite pravilno obliko samostalnika. *Type in the correct form of the noun.* (Multiple choice.)

Maja je Slovenka. Ona je iz …   Stefan je Nemec. On je iz …
a) Slovenija   a) Nemčije
b) Slovenije   b) Nemčijo
c) Sloveniji   c) Nemčija

Maria je Italijanka. Ona je iz …   Adrian je Romun. On je iz …
a) Italiji   a) Romunije
b) Italijo   b) Romuniji
c) Italije   c) Romunijo

A2 (3) Izberite pravilno obliko samostalnika. *Type in the correct form of the noun.* (Type in.)

Grem v _____(Avstrija).
Ivan Cankar se je rodil na _____(Vrhnika).
Nahajam se v _____(Slovenija).
Na _____(Kozina) moram prevzeti paket.
Zjutraj moram iti na _____(Kozina).
Jutri zvečer se vrnem v _____ (Romunija).
Počitnice sem preživela v _____(Španija).
Pet let sem živela v _____ (Nemčija).
Vsako leto odpotujem na _____(Bled).
Ko obiščem Slovenijo, grem na _____(Ptuj).
 Na _____(Ptuj) je vedno lepo.

B1 (3)
Izberite pravilno obliko samostalnika. *Select the correct form of the noun.* (Multiple choice.)

_____ bo danes pihala burja.	a) V Primorski b) Na Primorskem
Udeležila sem se potopisnega predavanja o _____.	a) Koroški b) Koroškem
Počitnice bomo preživeli pri teti _____.	a) v Štajerski b) na Štajerskem
Vino cviček uspeva _____.	a) v Dolenjski b) na Dolenjskem
Avtomobile volvo izdelujejo na _____.	a) v Švedski b) na Švedskem
Ste se pri zemljepisu že učili o _____?	a) Finskem b) Finski
_____ si bomo ogledali nekaj turističnih znamenitosti.	a) V Češki b) Na Češkem
Mi lahko poveš kaj zanimivega o _____?	a) Slovaškem b) Slovaški

A1 (4) task upgrades the "talking about yourself" topic from A1 level, as it brings new vocabulary, namely words for countries and ethnicities, while introducing grammatical structures (the genitive) which is present in the genitive declension form of country names in conjunction with the preposition *iz* (from). Since the focus is on the development of communication skills, the user does not yet need to

know the genitive and its forms, the user learns about its use through repetitive patterns (On je iz ..., Ona je iz ... - He is from..., She is from... etc.).

A2 (3) task is a grammatical upgrade of the A1 (4) task, because in addition to the genitive form of country names, which link with the preposition *iz (from),* it also shows the distinction between the prepositions *v* and *na* (in and on) in the accusative and locative forms. The essential difference between the use of the accusative and the locative is the category of mobility, as the accusative expresses the direction of movement while the locative indicates the location. In determining the case, the key question is *kje* (where) and the verb of immobility, which requires a locative form, and the question *kam* (where to) and the verb of mobility, which requires the accusative form. With the help of the A2 (3) task, the user upgrades the vocabulary (countries and Slovenian cities) and learns to distinguish between the accusative and the locative forms with prepositions *v* and *na*, and learns about some exceptions for Slovenian city names, where the preposition *na* is used in the accusative form (na Kozino, na Ptuj) instead of *v* (v Izolo, v Koper).

With the B1 (3) task we grammatically upgraded the knowledge of different declensional forms and expanded the vocabulary of Slovenian regions and foreign countries, which users acquired at A1 and A2 levels. One of the peculiarities of feminine nouns is the names of countries and provinces with the *-ska* or *-ška* endings. These have two possible forms in the locative form of the singular – if we ask "Where?", the appropriate choice of form is e.g., *na Primorskem* (in Primorska), *na Češkem* (in the Czech Republic…); if we ask, "What about?", the appropriate choice is *o Primorski* (about Primorska), *o Češki* (about the Czech Republic…). Users choose the appropriate form of the noun, depending on the context, in a type in task.

5. Conclusion

Slovenian is the official language in the Republic of Slovenia, and one of the official languages in the European Union. In modern times, multilingualism is almost necessary, since in addition to our first language people all over the world use foreign languages on trips, in communication on social media, on business trips or work abroad, when studying. Slovenian is also among the languages that are studied by more and more people. The tendency towards a constant increase in the number of foreign students studying at the University of Primorska is also evident from the data from the Enrolment Service. The LanGuide application is primarily intended for them as well as for exchange students, higher education teachers and administrative staff, as the purpose of the project, in which the application is created, is to promote the internationalisation of higher education

using state-of-the-art technology. In the paper, we briefly presented the Slovenian language and some of its peculiarities. Since the tasks for learning Slovenian are designed for learning at three levels, we provided descriptions of A1, A2 and B1 levels. Sample tasks were presented, showing the principles of learning vocabulary and grammatical structures with different types of tasks for different levels. We primarily focused on just one of the planned topics – mobility. The sample tasks were equipped with additional explanation, indicating what will be learnt with each task and how the tasks are correlated. We expect that the tasks will be upgraded with audio recordings in the future, as auditory comprehension, speech comprehension and spoken communication are equivalent to other language competencies, which enable us to achieve language knowledge at the appropriate level.

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