



Primary languages starter pack

Materials to support the teaching of
languages in UK primary schools

Introduction

This primary pack is for Language Assistants, but it will also be useful for other native speakers, class teachers and also for primary schools to use to support any of these colleagues who are involved in teaching or supporting foreign language learning.

It was written for the British Council by Kati Szeless, Primary Languages Teaching Consultant.

In this pack you will find a series of sections about different aspects of foreign language education in the primary school. They have been designed to give you ideas and advice about good practice so that you can feel confident from the beginning.

There are also some examples of visuals showing food, pets, the weather and activities.

http://www.primarylanguages.org.uk/training_zone.aspx

The pack also makes reference to the Primary Languages Training Zone. This website contains a large number of short video clips of primary languages in action in the classroom as well as transcripts and native speaker audio files of each activity in six different languages. There are also phonology sections for teachers wishing to develop their own language skills.

French <http://upskilling.primarylanguages.org.uk/?q=content/phonology>

German <http://upskilling.primarylanguages.org.uk/?q=content/german/phonology>

Spanish <http://upskilling.primarylanguages.org.uk/?q=content/spanish/phonology>

We hope you find this pack helpful and wish you a very enjoyable and rewarding year.

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For the Mentor

Forward planning

How am I going to organise my Language Assistant's time and what materials could I suggest they bring?

When planning the timetable, do remember that Language Assistants are not usually trained teachers and they should not be left in charge of a class.

For this reason, some schools prefer to have their Language Assistant work with small groups of pupils. However, this may be difficult to organise successfully, especially when time and teaching space are limited. With support Language Assistants will happily and successfully teach whole classes for short periods, however the class teacher or a teaching assistant should always be present.

We recommend that the Language Assistant is used in dedicated lesson time, working alongside the class teacher who can then practise and revise during the rest of the week.

Working in this way has many advantages; the class teacher can monitor the pupils while also developing their own subject knowledge, and can continue to practise with the class at other times during the week when the Language Assistant is not available. The pupils all benefit from the same amount of time with the Language Assistant and the Language Assistant has a chance to practise appropriate methodologies and make full use of classroom technology. It also helps to integrate the Language Assistant and for him or her to be regarded as a member of staff by both teachers and pupils.

Primary schools are encouraged to teach languages through one or more dedicated lessons per week supported by a number of short opportunities to practise and revise.

Here is an example of 60 minutes of languages for a class of beginners:

Meeting and greeting

- Monday – 20 minute dedicated lesson – Language Assistant and teacher together. The Language Assistant teaches the class to say “Hello, how are you?” with three different responses (see ‘Getting started: Meeting People’) and introduces a short song on a CD or from a website. The teacher supports and observes.
- Tuesday – ten minute revision lesson – the teacher revises lesson with class.
- Wednesday – The teacher spends five minutes practising greetings during registration time, and ten minutes in a music lesson to revise the song with the CD or website.
- Thursday – the teacher spends five minutes practising greetings during registration and five minutes later practising the song.
- Friday – the teacher spends five minutes practising greetings during registration and the class sings the song in assembly.

By the end of the week, the Language Assistant has only taught the class for 20 minutes but the pupils have had 60 minutes of languages and have consolidated the Language Assistant's lesson, ready to start again on Monday.

This example assumes that a class has 20 minutes of Language Assistant time. If your school has 4 hours of Language Assistant time he or she could work with up to 12 classes like this. Language Assistants' hours are actual teaching hours - preparation time is additional.

Do remember that you can be as creative as you like with your Language Assistant's teaching hours in order to maximise his or her usefulness in your school.

Think beyond the classroom and consider assemblies, lunchtime or after school clubs, themed cultural days, end-of-term concerts, presentations to parents, staff training, etc.

Your Language Assistant can help you and your colleagues as well as your pupils.

In primary schools, both specialist and non-specialist languages teachers as well as teaching assistants can all develop their own language skills and confidence by working with an Language Assistant.

For example, you could:

- set up a weekly session where the Language Assistant runs an informal class for you and your colleagues, perhaps during a coffee break or after school,
- try to use the target language as much as possible in your classroom when speaking to the Language Assistant,
- learn alongside the pupils, by listening carefully as the Language Assistant works with them.

By practising with your class between their sessions with the Language Assistant you will make the most of the Language Assistant's time, and add a new dimension to your teaching.

If you are part of a Teaching School Alliance (TSA) consider getting in touch with the Specialist Leader in Education (SLE) for modern languages to tell them about your Language Assistant. It may be possible for your Language Assistant to help with some of the training events that the TSA is running either at the events themselves or, for example, by recording vocabulary, sourcing authentic songs and rhymes or translating stories.

Here is an example of how one school timetabled an Italian Language Assistant for four hours:

'I teach pupils during the morning (four classes, 30 minutes each) and then I do a Language Club after school for other children who want to learn Italian – I now have about 15 pupils. There is always a teacher with me. Then from 4 pm to 5 pm I teach the teachers. There are about six teachers and they want to learn Italian both for themselves and to be able to teach it to the pupils when I am not there or when I have gone back to Italy.'

Primary Language Assistant



Language Assistants can always participate in non-foreign language activities with the school, too. Accompanying pupils on school trips, for example, such as museum, theatre and outdoor visits, is enriching for the Language Assistant, particularly if they intend to teach English when back in their own country.

It is useful to think in advance what materials your Language Assistant might bring from home to use with their pupils.

Give your Language Assistant guidance on which visuals would be most appealing to primary-aged children. He or she might like to take photographs of his or her family, pets, friends, home and town. Suggest that they look for sweets, menus, food wrappers, colourful brochures and comics. They might even bring examples of children's exercise books, school timetables, homework diaries, story books and CDs of songs and rhymes.

Remember that for some Language Assistants, the creative and interactive nature of a typical UK primary lesson will be very new. Sending some photos of your classroom might help to stimulate thinking about what materials might be useful.



For the Mentor

Making the most of your Language Assistant

What sort of activities and projects could the Language Assistant be involved in?

'Teaching should allow children to make substantial progress [and] ... should provide an appropriate balance of spoken and written language.'

- New National Curriculum

There are all sorts of ways in which your Language Assistant could support language activities in the classroom, such as:

- offering an alternative and authentic listening experience
- supporting pronunciation, intonation and phonological knowledge
- introducing or consolidating vocabulary, phrases and sentences
- demonstrating and giving instructions for games
- participating in dialogues
- leading songs and rhymes
- reading stories or taking a narrators part to support re-telling or dramatisation
- supporting spelling and sentence construction,
- highlighting examples and explaining elements of basic grammar.

We recommend that, whenever possible, the class teacher should remain in the classroom and work alongside the Language Assistant. This could involve team teaching or the FLA working with small groups. Look at the 'Classroom Activities' and 'Resources' sections in this pack to find ideas that your Language Assistant could use or adapt as a starting point.

If your Language Assistant is planning activities independently, do make time to read through the plans well before the session so that you know what everyone will be doing. Ensure that there are opportunities for the pupils to develop their knowledge and understanding by building on what they already know and that planned activities can be finished in the allocated time. Check that the Language Assistant knows how to use any equipment that will be required, such as the interactive whiteboard, data projector, DVD player, laptop, visualiser, etc.

Foreign language learning should provide an opening for children into other ways of life.

In general, Language Assistants' strengths are linguistic expertise as well as enthusiasm and inventiveness when working with young children, but they also bring a love for their own culture. Don't forget to make the most of your Language Assistant as an excellent source of authentic information about life and events in their country. Your pupils might like to find out about:

- family life, pets and the home
- the town and travelling around
- food and drink
- local and national festivals and events
- television, film and music
- sports, games and leisure time
- school life
- fashion and design
- wildlife
- famous landmarks
- famous people past and present

Your Language Assistant may also be able to support you with partner school links, either in setting these up or by helping with joint planning of projects or visits. He or she may also be able to help with establishing or developing links with your twin town.



While you will certainly want your Language Assistant to support delivery of your scheme of work, try to be flexible enough to also build on his or her particular strengths and interests.

One of the most exciting aspects of teaching languages in primary schools is the opportunity for a cross-curricular approach.

Time spent with your Language Assistant in the autumn term planning topics will pay valuable dividends later. This could be as simple as the Language Assistant finding a song or poem to teach alongside a curriculum topic, or it could be much more wide-ranging.

The links can be made at different levels and you should consider what it is you want the pupils to learn when planning a cross-curricular approach. Is the foreign language more important, or the curriculum subject to which you are linking?

- Surface level links, for example, singing a song in the foreign language during a music lesson.
- Semi-familiar content, for example, *The Very Hungry Caterpillar* (see below). The pupils may know the book and basic numbers but it could stimulate a joint science and foreign language project on healthy eating.
- New content, for example, pupils may do their regular mental maths warm-up but everything is done in the foreign language.

A book like Eric Carle's *The Very Hungry Caterpillar*, which is available in many languages*, could be the starting point for the Language Assistant to teach numbers, food and days of the week in language lessons. However, for the class teacher, it could also link with science topics such as teeth and eating, keeping healthy and life cycles.

*These are the titles you need to look for:

- French – *La chenille qui fait des trous*
- Spanish – *La oruga muy hambrienta*
- German – *Die kleine Raupe Nimmersatt*
- Italian – *Il piccolo bruco maisazio*
- Mandarin Chinese – 好饿的毛毛虫 *Hǎo è de máomao chóng*
- Japanese – はらぺこあおむし *Hara peko aomushi*

Look through your plans for the year, and see what links you could make. Keep any useful resources to share with your colleagues and use again in the future.

USEFUL INFORMATION

For more ideas about making cross-curricular links, visit the Primary Languages Training Zone at www.primarylanguages.org.uk/embedding



For the Mentor

Exploiting the Legacy

How can I keep things going after my Language Assistant has left?

If the foreign language is used by pupils and adults around the school, it becomes a normal, natural part of everyday school life, rather than something which only happens during 'language lessons' or when the Language Assistant is present.

The routine of the primary school offers many opportunities for the class teacher to reinforce elements of the foreign language work that the Language Assistant has done. If it is used as a part of the school day, pupils are able to practise on a daily basis and begin to use the foreign language for real purposes.

Daily routines that can be done in the foreign language might include:

- Greeting and dismissing
- The register, the dinner register and dinner money
- Changing the weather chart
- Using webcams to check the weather in the home town of your Language Assistant or partner school
- Lining up for assembly and PE
- Washing hands before lunch
- Basic classroom instructions
- Counting down to silence
- Mental maths starters
- Songs, poems and rhymes
- Story telling

You can also help to sustain enthusiasm by encouraging other adults in the school to use the foreign language regularly with the pupils. Try to ensure as well that you celebrate the foreign language in displays and notice boards around the school and maintain its profile, for example, with the creation of foreign language labels and signs for the offices, hall and staffroom.

Visit the Primary Languages website for more ideas about embedding the foreign language into your daily routine http://www.primarylanguages.org.uk/teaching_and_learning/embedding/daily_routine.aspx

It is important that your Language Assistant leaves behind a record of his or her work

Your Language Assistant will eventually have to leave the school and you will want to have a record of what he or she has done. This is important not only so that the work can be continued by the class teacher and for the pupils' progression, but also so that teachers and other Language Assistants can use them in the future. The records could be a copy of the lesson plans used or it could be the Language Assistant's individual report of their placement.

It is also very useful to have a list of the resources used by the Language Assistant. Many Language Assistants will be keen to take home the resources they have created, especially if they are going back to teach English, but do try and persuade them to leave a set. You might suggest, for example, that some of the resources are scanned and kept electronically or a second set made so that you can each keep one. And consider where and how these resources are going to be kept. They should all be catalogued so that you can gradually build up a complete bank of resources for anyone to have access to. If they are physical resources you will need to find dedicated space for them so they are not just left to gather dust on a shelf.

Maintaining links and contacts

You may wish to see if it is possible to keep touch with your Language Assistant after they have returned home. You could consider emails or letters or, if your Language Assistant is working in a school in their country, you could set up a class blog or Skype link (see the British Council Skype in the classroom web pages for more information - <http://schoolsonline.britishcouncil.org/projects-and-resources/skype-in-the-classroom>). You might like to start a joint project to exchange items from your country or town.

The British Council International School Award is aimed at helping pupils gain a greater awareness of other cultures. The award can support you in embedding international learning in your school as well as providing recognition of your school's international work.

Visit the British Council's Schools Online website <http://schoolsonline.britishcouncil.org/> for more information about setting up joint projects, global learning resources and the International School Award.

It is always helpful if there is more than just one member of staff involved in maintaining international links.

Try to involve others in the work that the Language Assistant is doing in school and in the setting up of international contacts. A lot of really good work and important networking opportunities can be lost if the one member of staff who has been working with the Language Assistant leaves.



Celebrating International Education Week

Assembly is a key event in primary school life

In most primaries the whole school community of pupils and staff will gather together in one place. Quite often a number of parents and other community friends are invited. Assembly time gives the school's leadership the opportunity to continually reinforce the values of the school.

When you take an assembly you show yourself, to colleagues and pupils, as a person with confidence and presence. This establishes you in their eyes as a member of staff and a significant member of the school community. You also give the pupils some variation – they will enjoy seeing a different approach and hearing a new voice.

Things to think about

The start. Decide whether you are going to be at the front waiting for the first class to come in. If not, check who will do this. Ask your mentor if the pupils are expected to come in without speaking and how you could organise for some music to be playing while the pupils settle down.

Your behaviour. Don't be hesitant or apologise for being there. Remember to stand still and not to fidget. Be confident, assertive and friendly. Make eye contact with the pupils and smile.

Length. Assemblies usually take longer than you think. Think about several places during the assembly where you could stop if necessary, and keep an eye on the time.

Voice. Don't shout. Speak clearly, more slowly than you normally would, and talk to the pupils at all times.

Support material. Check beforehand that anything you want to use is working but be prepared to carry on without it just in case.

Drama. Drama usually works well in assembly but keep it simple, clear and without too much talking.

Volunteers. Pupils like to come out to the front to help you. Ask your mentor which pupils are good at this. You need pupils who can pick up quickly on what you want, and add their own contribution.

Prayer. Finish with a prayer if you're comfortable with it and if the school policy allows it. If not, have a few moments of quiet reflection instead. Silence is always good in assembly.

Ending. A definite finish is important. When the pupils leave, there should be a sense of the whole school going off quietly to the first lesson. Don't let assembly end on a note of uncertainty or noise.



International Education Week (IEW) is a wonderful opportunity to inspire pupils and get them excited about learning languages.

An International Education Week assembly

Aims: Language skills are a necessity and a right for everyone.

You will need:

- A version of the European Anthem, 'Ode to Joy', or the national anthem from the country of your partner school
- The PowerPoint quiz from this pack
- A short amusing story about your experiences of learning English
- A small group of pupils, teachers, or parents who speak a first language other than English
- Large cards saying 'hello' in each of the languages spoken

Play the European Anthem 'Ode to Joy' as the pupils come in. YouTube is a great place to find clips of the music accompanied by photos from the different European countries. Try <http://www.youtube.com/watch?v=EZ9lhoo8fZo> as an example.

Ask the pupils if they recognise any of the photos that were on the screen. Tell them that they were all famous places in countries of Europe. And the music was the European Anthem. It's called 'Ode to Joy'. Tell the pupils the international start to the assembly is because this week we are celebrating International Education Week.

Tell the pupils that you are going to begin with a quiz and show them the IEW quiz PowerPoint (these statistics are taken from Ethnologue - <http://www.ethnologue.com/world>).

After the final question, ask the pupils which languages they speak in their school. Tell them that you have invited some people to help you find out. Ask each person from the small group in turn to come to the front. They say 'hello' clearly in their own language and hold up the sign. Thank the group.

Ask the pupils if they knew that all those people could speak other languages. Did they know what all these people were saying? Tell them they are going to see if they can learn some of the words. Ask each person from the group to introduce their language and to say the greeting for the pupils to repeat. Thank the small group.

Ask the pupils if anyone can say 'hello' in your language. Say 'hello' and encourage the pupils to repeat.

Praise the pupils for their efforts and ask them if they know which language that was. Tell them that this is your mother tongue or native language and tell them that you also speak English and about any other languages that you have.



Tell the pupils about when you learned English. Tell them the short story about your experiences of learning English (or you could use this one):

Once when I was at school, we had the opportunity to go and stay with a family in England. The family I stayed with was lovely, very friendly and they helped me with my pronunciation a lot. One lunch time when we were eating our meal I wanted to tell the mum how much I was enjoying the food. I wanted to say, "You are a very good cook." Instead what I said in English was, "You are cooked very well,!" It was only when everyone fell about laughing that I realised I might have made a mistake. But the mum was very kind – she gave a big smile and said 'Am I? Thank you very much!

Tell the pupils that you are glad that you learned another language and about some of the things that you have been able to do as a result of knowing another language.

Tell them that During International Education Week, they are celebrating with millions of other people in countries all around the world and taking part in activities to encourage language learning.

Play the music again as pupils leave.

Follow-up in class

- Teachers might ask bilingual pupils to teach the class some more words of their mother tongue.
- Teachers might invite parents in who speak a different language to read stories to the class.
- Pupils could create an international wall display with cultural facts.
- Pupils could learn a traditional dance or song from a different country.
- The canteen could serve food from other countries.

Other ideas:

This plan can easily be adapted for use with other international festivals such as European Day of Languages (26 September), International Mother Language Day (21 February), International Day for the Elimination of Racial Discrimination (21 March) or Human Rights Day (10 December).

The aims of International Education Week are to provide an opportunity to celebrate the benefits of international education and global exchange. It promotes the international dimension as a key part of the primary and secondary school curriculum and the importance of foreign language learning as part of that. It aims to show how international education is not just about physically crossing borders, but is also about thinking globally in local situations.

Useful Info:

For further information, visit the British Council schools online website at
<http://schoolsonline.britishcouncil.org/international-education-week-2013>

For further information about European Day of Languages, see the Council of Europe website at
<http://edl.ecml.at/Home/tabid/1455/language/en-GB/Default.aspx>

Visit the United Nations website for information about:

- International Mother Language Day **<http://www.un.org/en/events/motherlanguageday/>**
- International Day for the Elimination of Racial Discrimination
<http://www.un.org/en/events/racialdiscriminationday/>
- Human Rights Day **<http://www.un.org/en/events/humanrightsdays/>**



National Festivals

An assembly to celebrate German *Karneval*

Aims:

- Learn about the traditions of *Karneval* in Germany
- Reflect on the past and how traditions are handed down from generation to generation.
- Think about how we can protect our history and keep it alive while also developing our culture.

As the pupils come in, play a traditional piece of music or song that would be heard at *Karneval*.

Ask the pupils if they know the country that this music comes from. Explain that it is a piece of traditional music that is often heard on particular occasions in Germany. Ask them if they can tell you what the word 'traditional' means. Explain that it is the long-standing practices and customs of a particular group of people that are handed down from one generation to the next. In today's assembly you are going to think about one very famous tradition from your country – *Karneval*.

The festival: Give the pupils some facts about *Karneval*. You might like to prepare some older pupils beforehand to read these while you show some photographs or the pupils could dramatize the facts as you read.

When: the season of *Karneval* in Germany starts on 11 November at 11.11am (*elften elften elf Uhr elf*). Soon after *Karneval* season starts in November, a mock government is elected, along with a carnival prince and princess who are in charge of planning the *Karneval* festivities.

Other important countdown dates are New Year's Day, 1 January, and the Festival of the Three Kings (also known as the Epiphany), on 6 January.

Meaning: The name *Karneval* probably comes from the Latin *carne vale* meaning 'farewell to meat'. A tradition during the Christian season of Lent was to give up meat in preparation for Easter. In some regions of Germany, the festival is also called *Fasching* or *Fastnacht*. Our word fasting, meaning 'to give up food', comes from the same origin.

Some people think the name *Karneval* might also come from the Latin *carrus navalis* which was the name of a Roman festival where the boat of the goddess Isis was pulled through the streets to bless the start of the sailing season. In the German *Karneval*, people decorate colourful floats as part of the huge street parades.

What happens: The main *Karneval* festivities usually take start a week before the Christian season of Lent. Shrove Tuesday is the last day of celebration. In certain regions, the Thursday before Ash Wednesday, called *Weiberfastnacht*, is women's day. The day begins with women taking over town hall. Then, throughout the day they are allowed to snip off men's ties and kiss any man that passes their way.

People celebrate at various *Karneval* community events and individual parties by dressing up in costumes and masks. The largest and most popular *Karneval* parades take place on the Monday before Ash Wednesday which is called *Rosenmontag* or Rose Monday. People throughout the German-speaking countries will tune in to watch the biggest German *Karneval* parade of all which is held in Cologne.



Traditions: Tell the pupils that *Fasching* or *Karneval* celebrations come from various traditions or roots.

For catholic Christians, it was a festive season of food and fun before the fasting during Lent.

In pre-Christian times, *Karneval* celebrations symbolized the driving out of winter and its evil spirits. People dress up in costumes and masks to 'scare away' these spirits.

There are also *Karneval* traditions that can be traced back to historical events. After the French Revolution, the French took over Rhineland. In protest at this invasion, Germans from Cologne and surrounding areas would make fun of their politicians and leaders safely behind masks during *Karneval* season.

Tell the pupils briefly about your own experience of *Karneval* and the traditions you have in your family that are associated with the festival. Tell the pupils where your family traditions came from and why they are important to you. Share with the pupils a story that an older family member has told you about their experiences of *Karneval*, how things have changed since then and why, and what has stayed the same.

You might like to show the pupils a video clip which describes some of the traditions of *Karneval*. This video from YouTube can be used under the Creative Commons copyright licence: <http://youtu.be/TXAMEmfdgeE>

Ask the pupils why they think traditions are important for us. You might get answers such as: they contain important ideas from the past; we can learn from the past; they help us connect to the past; so that we don't forget things that have happened; they help us feel like we belong; they give us a feeling of comfort because they're familiar; they bring families together; they're fun; etc.

Play the music again as the pupils leave.

Follow-up in class:

- Teachers might ask their pupils to describe traditions that they have in their families, where they come from and why they are important.
- Pupils could decorate *Karneval* masks for a display.
- Pupils could learn the words and movements to a typical *Karneval* song such as *So ein Schöner Tag* (*Fliegerlied*). This video from YouTube can be used under the Creative Commons copyright licence: <http://youtu.be/jCBTdYNicCg>

Other ideas

This plan can easily be adapted for use with other national festivals such as Bastille Day, San Fermin, or Chinese New Year.

USEFUL INFORMATION

You could create a PowerPoint presentation to illustrate some of the facts and traditions of *Karneval*.



Getting started; meeting people

The language of greetings

The first time you work with a group of pupils you will want to introduce yourself and learn their names.

A simple way to do this is to say

‘Hello. My name is ; **and you?**’

From the start, encourage the pupils to ask each other questions and develop short conversations.

In a small group, the pupils could work in pairs.

In a class, they could get up and walk around the room, introducing themselves to one another.

‘**And you?**’ is a phrase that can be used in many different contexts:

I am nine; **and you?**

I have one sister; **and you?**

I like cats; **and you?**

How are you?

Think of three simple answers to the question ‘How are you?’, and teach gestures to go with them, for example:

Great thumbs up and a smile

Okay hands horizontal

Not good thumbs down and a sad face

Encourage the pupils to use the gestures and the expressions as they answer. They will enjoy changing their tone of voice to suit the response.

A first conversation

With just a few words, your pupils will be able to take part in a conversation:

*¡Hola!
¡Hola! ¿Cómo te llamas?
Me llamo Sam. ¿Y tú?
Me llamo Chris. ¿Qué tal?
Regular. ¿Y tú?
¡Fatal!*

To encourage your pupils to memorise the language you could set some of the words and phrases to a tune. For example, in French, you could use the tune Frère Jacques.

*Bonjour! Bonjour! Bonjour! Bonjour!
Ça va? Ça va?
Ça va très bien, merci. Ça va très bien, merci.
Au revoir! Au revoir!*

You can see a class of pupils practising greetings in this way on the Primary Languages Training Zone at http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/use_of_rhyme_and_songs/greetings_song.aspx

Who are you?

Your pupils will enjoy learning about you.

You could create a wall display about yourself, showing pictures of your home town, members of your family, your home and your pets.

Your photographs will help pupils to understand, and encourage them to tell you about themselves.

USEFUL INFORMATION

If you want to create something that is easy to carry, you could make a small folder, or a series of cards, to take around with you to use in different schools with different classes.



Presenting new language

1. Working with Flashcards

In this pack there are three sections to take you through the steps of presenting new language to a group of pupils

These sections will give you ideas for using visuals to present new language

For this example we will imagine that you are going to teach the names of some animals to beginners or as new vocabulary, but you can adapt the information to suit any new topic.

This leaflet gives ideas for your first session on the topic. The time it takes will depend on the number of pupils in the group and how much they know already, but what we describe here should take about ten minutes.

- You could use the real thing but it's not always a good idea to bring live animals into a primary classroom!
- You could draw pictures of animals on the board, but this will mean you have to turn your back on the class and that you'll have to be both confident and quick at drawing.
- You could make a PowerPoint presentation, but you might not be teaching in a room which has the technology.

So... use flashcards.

How many?

How many flashcards will you present to start with? Between three and six is ideal depending on the age of your pupils. For year one, three is plenty but year six could quite easily manage six.

Let's imagine you decide to use four cards showing an elephant, a lion, a snake and a giraffe.

You can easily make some flashcards using clip art stuck or printed onto card.



Before you start

Seat your pupils where everyone can see you. This first introduction to new words is all about listening, so make a signal to show them you want them to be silent, for example, put your finger to your lips.

Tell the pupils in English that you are going to teach them the animals. Set an achievable target for the group, for example 'By the end of this lesson you will be able to recognise the names of four animals when I say them'. Remember to give the pupils the chance at the end of the session to show that they have achieved this, and give an appropriate reward.

Listening

For upper primary, choose two cards to start with. Hold each one up, one at a time, and say the word clearly. Go through them twice, then reverse the order and go through them twice more. By this stage you will notice that some of the pupils are starting to repeat or say the word with you.



CLASSROOM MANAGEMENT TIP

The pupils must be silent at this stage. Careful listening is essential. If pupils are talking, put the cards down, or behind your back, and show them that you are not happy with this. When there is silence, start again.

Allow all the pupils to see and hear you – and only you – clearly.

Now encourage the pupils to respond. Hold up a card, say the word clearly and nod your head or make a 'thumbs up' sign. Encourage the pupils to nod their heads with you to show they know it is correct. Then hold up the second card, say the word, and nod your head or make a 'thumbs up' sign with the pupils.

CLASSROOM MANAGEMENT TIP

This would be a good time to introduce the words for **yes** and **no**.

After a while you can make this harder. Hold up one card and say the wrong animal. As you do so, make a sad face and shake your head or make a 'thumbs down' sign. Then say another wrong animal for the same card. Again, make a sad face and shake your head or make a 'thumbs down' sign. Finally, get it right. Say the correct animal with a big smile on your face and nod your head or make a 'thumbs up' sign.

Your pupils will gradually join in with your gestures.

Now take the second card. Get it wrong twice, and then get it right.

Once this is working well, you can present the other two animals, one at a time, so that you are using all four animals.

Soon the whole class should be able to nod their head (or give a 'thumbs up' or a smile) to show that they recognise each of the animals when they hear it said and you will have achieved your lesson objective.

Remind the pupils of the objective, tell them that they have achieved it and praise them for doing so: 'I said you would be able to recognise the names of four animals, and now you can. Well done!'

CLASSROOM MANAGEMENT TIP

Try to create some sense of mystery or suspense about the cards. Children are more receptive to learning when they are curious and they will be more likely to remember the words.



Evaluating the lesson

In addition to learning four words in the target language, a session like this will teach your pupils so much more:

- They will learn that they can succeed.
- They will learn that language learning can be fun.
- They will get to know you, and trust you.
- They will get to know your way of working.
- They will develop their language learning strategies.

You should be feeling pleased with yourself. How did the session go?

- Did your pupils achieve the target more quickly than you expected?
- Did they respond well to your instructions?
- Did they understand your gestures easily?

If any part of the session did not go according to plan, make a note to remind yourself so that you can change things next time.

- Perhaps you went too quickly, or too slowly.
- Perhaps the cards you used were too small.
- Perhaps you have just thought of a new gesture, or a new idea. Write it down before you forget it!

USEFUL INFORMATION

The next leaflet will help you to teach your pupils how to say the words.



Presenting new language

2. From listening to speaking

Your pupils now know how to recognise the words represented by four flashcards. What do you do next? You could teach more words in the same way, and then add three more, but soon your pupils are going to want to speak.

Your overall target will be that you can show your pupils something and they will be able to name it in an authentic accent, but there are several mini-targets on the way. Get used to breaking down your targets into steps that are appropriate for the pupils and achievable in the time you have available.

CLASSROOM MANAGEMENT TIP

Children learn in different ways and make progress at different speeds. Some will want to speak out loud, others will want to listen without saying anything at all. Working closely with the class teacher and watching pupils during other lessons will help you to enable each pupil to be successful.

Back to the flashcards

For this example, let us go back to the flashcard lesson where we introduced animals.

Use the same four flashcards again. Tell the class that the target is to be able to say the word for three of the cards.

The first step in speaking is repeating, and so once the class is recognising the words again, it is time to encourage them to repeat the words after you.

Back to the beginning

You will need to start by going over the lesson you did before. Hopefully, this time you will be able to go more quickly, although make sure you give time for any pupils who may have been absent.

CLASSROOM MANAGEMENT TIP

Don't let your pupils repeat with you just yet. Every pupil needs to have you as the model at this early stage. Some pupils will be used to repeating new words after their teacher and will want to talk. If this is the case, encourage them to use the words for 'yes' and 'no' so that they feel they are joining in. If anyone starts to join in at the wrong time, stop, put the flashcards down, wait for silence and start again.

USEFUL INFORMATION

Setting the target for three cards is more achievable. This will avoid confident pupils feeling they are being held back as they can try to do more than the target.

Repeating

Repeating as a whole group can be as interesting or as boring as you choose to make it, so try saying individual words and asking the group to repeat

- in a loud voice
- in a whisper
- in a high-pitched voice
- in a deep voice
- in a happy way
- in a sad way.

Repeat the same word three or five times

- with a tune
- with a rhythm.

CLASSROOM MANAGEMENT TIP

You need to be very alert throughout this activity: keep listening to your pupils and keep your target in mind. When you are happy that most of the group is repeating most of the words accurately it is time to move on. You will have other occasions to go back over this again.

Matching the sound to the picture

The last few minutes will have been quite hectic, so here is an activity to calm things down. It is similar to the listening activity you did when you presented the words for the first time, but this time your pupils have to say the word.

Hold up a flashcard. Say the wrong word, and make your sign for silence. Say another wrong word and make your sign for silence. Then say the correct word, smile and repeat it, making a sign to ask the group to repeat.

The idea is that when you get it wrong, there will be silence, and when you get it right, the group will say the word after you.

CLASSROOM MANAGEMENT TIP

Some pupils will enjoy deliberately getting this wrong. Show them that this is not what you want them to do. You will need to be determined because when they do it properly this is both a fun activity for your pupils and also an excellent way of showing you how they are progressing.

Some pupils, because of their individual needs, will have difficulty understanding the rules of this game. You could ask the class teacher to sit with them for support.

If you have problems try it in short bursts, but do go back to this in the future, because it is a very useful activity.



Working individually

By now you should have a feeling for how well the group is doing and which pupils are leading the way. Hold up a flashcard, and go back to simple repetition but, this time, ask pupils to repeat individually. In a large group, you may like to give pupils a few seconds to whisper the answer to a partner so that everyone feels confident to join in if you ask them.

Hold up a flashcard and say the word then choose one pupil to repeat it, then another and perhaps one more. Keep encouraging them with a smile. Then say the same word again and start another chain of three or four pupils. This is a challenging activity, so keep smiling and don't show any disappointment if someone gets it wrong. Just say the word again, or move to a new card, and start another chain.

CLASSROOM MANAGEMENT TIP

Don't go round in a circle. Don't let the pupils guess who is going to be asked next. Keep praising, and keep moving quite quickly through the cards until as many of the class as possible have had a chance to say a word aloud and alone correctly. This is a significant step in language learning, so enjoy it and be ready to celebrate.

Asking questions

The next step is to offer your pupils a choice including the correct word.

For example, you hold up the lion, and ask 'lion or giraffe?' The pupils put up their hands, you choose someone, and they say the right animal word.

CLASSROOM MANAGEMENT TIP

If some pupils are finding this difficult, try saying the correct answer as the last word you say each time.

Take a step back...

Show the flashcards one at a time and ask the pupils to say the words together with you. Change the order and allow extra practice of the more difficult sounds.

...and a leap forward

Without drawing attention to what you are doing, show the flashcards without speaking. The pupils will carry on without you, saying the word as they see each picture.

When most pupils are confidently saying three of the words, stop and praise the class. They have achieved the target.

USEFUL INFORMATION

Now that the pupils are starting to work individually you can vary the difficulty of the question. Do this by adding more choices or changing the position of the correct word. In this way you can set a challenging target for each pupil. You will start to get a feel for the progress towards your target, which was for all pupils to be able to say the word for three of the pictures.



Extending the activity

With a confident class you might like to give some pupils the chance to show what they can do individually. Here is a good way of doing it.

Resources

For this activity you will need your flashcards and some Blu-Tack.

Stick all the flashcards on to a wall or board and ask if anyone in the class would like to come to the board, point to a card and say the correct word. Choose someone you know will get it right, and encourage the class to praise them in an appropriate way when they do. Then ask for someone else, and repeat the process.

After two or three pupils, ask who thinks they can do two cards, then three, and then work on through until one or two pupils manage to attempt four or five.

CLASSROOM MANAGEMENT TIP

Always try to leave your pupils with a sense of achievement. Don't allow anyone to be made fun of when you are teaching. It is a challenge for pupils to step to the front of the room, so keep the atmosphere happy and supportive and remember to praise. Support each pupil who wants to try, and help them to succeed.

USEFUL INFORMATION

The way you run this sort of activity will be very important for your relationship with your pupils and their attitude to language learning.

Keep encouraging, keep smiling and keep praising.



Presenting new language

3. Practising and revising

When you are teaching a foreign language to young learners you need to take things step by step.

Here is an example of the way things could progress:

- First pupils listen
- Then they show they understand by responding to what they hear
- Next they repeat in a group
- Then they repeat alone
- Then you ask simple questions with 'yes' or 'no' answers
- Then you ask questions with a choice of answer, for example, 'Is this a lion or an elephant?'
- Gradually you make the questions harder, for example, 'What is this?'
- Then they speak in a group
- Finally they speak alone.

It is also important to remember to take a step back before taking another step forward. You need to revise earlier work so that it is not forgotten. The more your pupils know, the more important revision becomes, and so it is good to keep changing the way you revise with the pupils. This is true for all language learners, no matter how old they are or what stage they are at.

USEFUL INFORMATION

Don't try to miss out any of these stages. Think of it as building a tower. If the first bricks are not steady, the tower will collapse!

You will gradually build up your own range of activities to help you revise, but here are some more ideas based around flashcards and the names of some animals.

Many of them can be used with any phrases at any level.

1. Guessing game A

Hold the set of flashcards close to your chest. Your pupils take it in turns to guess which animal is on the top.

2. Guessing game B

Stick the cards to the board with Blu-Tack, with the blank side facing the class. Point to a card and ask the class to guess which animal it is. As each animal is guessed, turn it over, so that it becomes easier to see which ones have yet to be chosen.

3. Missing card

Stick the cards to the board with Blu-Tack, this time with the correct side facing the class. Ask your pupils to close their eyes. Take one card away. Pupils put up their hand to say which one has gone.

Adaptations

- Divide the group into teams. The team which guesses correctly keeps the card. The team with the most cards wins.
- The pupil who guesses correctly comes and works with you, choosing the next pupil to answer and responding with 'yes,' 'no,' or a signal.
- A confident pupil could take your place and run this activity.

4. Find the card

Stick the cards to the board with Blu-Tack, with the picture side facing the class and within reach of the smallest pupil. Divide the class into two teams. Call one pupil from each team to come to the board. You call out one of the animals and the pupils must find the picture. The first pupil to put their hand over the correct picture wins a point for their team. Choose two different pupils for the next round.

CLASSROOM MANAGEMENT TIP

Insist that your pupils play the game gently. Some pupils will try to slap the hand of the other pupil in order to try to win the point. If they do, ask them to sit down and choose another pupil to play the game. Alternatively they could use fly-swats instead of their hands to cover the picture.



Going beyond the visuals

5. Make up a song

Think of a tune you and your pupils know well. You could ask your mentor to suggest one. Fit animal names to the tune. Stick the cards on the board and point to them in the correct order so that everybody can sing, for example:

London's burning (in Spanish)

*un loro, un loro
un tigre, un tigre,
un león, un león,
una jirafa, una jirafa*

Here we go gathering nuts in May (in Italian)

*una giraffa e un leone
un leone, un leone
una giraffa e un leone
un serpente
un pappagallo e una tigre
una tigre, una tigre
un pappagallo e una tigre
un elefante*

6. Memory games

Try a simple version of 'My grandmother went to market and she bought...' by saying 'At the zoo there is...' and then adding the name of an animal. The next player repeats your sentence and then adds an animal of their choice. Each player repeats the previous sentence and adds an animal in turn.

7. Make a gesture

Say the name of an animal and make a gesture or an action to represent the animal. Encourage your pupils to copy your gesture and repeat the word. Repeat the gesture and word three or four times, then move on to the next animal and do the same. Go back to the first animal and check the pupils have remembered the gesture. Repeat with animals three and four. Go back over all four animals and gestures.

Try this simple sequence to help pupils memorise and pronounce the names of the animals:

- You say an animal and your pupils must make the correct gesture. Repeat several times.
- Then ask an individual pupil to make a gesture and you have to say the animal. Repeat with different pupils.
- Next you make a gesture and your pupils chorus the correct animal name. Repeat several times.
- Finally, ask an individual pupil to say an animal name and you have to make the gesture. Repeat with different pupils.

USEFUL INFORMATION

Make this harder by speeding up the rate at which you call out the animals or make the gestures.



When you have more space

8. Fruit salad

This is an activity for a large group of pupils in a large space.

- You and your pupils all sit in a circle on chairs. You give them each the name of one of the animals.
- You call out an animal.
- All the pupils with that animal name must swap seats.
- When the pupils have played a few times, you stand up and put your chair away. Stand in the middle of the circle and call out an animal. The pupils must swap places as before but you must also find an empty seat to sit on. The pupil left without a seat stands in the middle to call the next animal.
- When the person in the middle calls out the word 'Zoo!' everyone changes places!

CLASSROOM MANAGEMENT TIP

Some pupils will try to remain in the middle of the circle throughout the game. Be very clear that they are allowed two turns each. If they do not find a seat after that, stand up and insist that they have your seat while you call out the next animal.

9. Chinese ladders

Divide the class into equal teams. In pairs, pupils sit opposite each other on the floor with their legs stretched out and feet touching. In each team, all the pairs should be in line. You give each pair the name of one of the animals. You call out an animal and the pair with that word has to get to the front of their team over the legs of those sitting down. They then run round the outside, over the legs of the pupils at the back and sit in their place. The first pair to get back wins a point for their team.

USEFUL INFORMATION

If your school is worried that the pupils may fall during this game, you could play it with each pair sitting cross-legged and holding a PE hoop. When you call out an animal the pupils must climb through all the hoops until they are back in their place.

Games should be a regular part of your lessons.

Not only do they make language learning fun, but they help pupils to learn and use language for a real purpose.



Presenting new language

4. Phonology

Pupils need to listen to and be able to discriminate between the separate syllables in words.

The most important thing is to make sure that you speak clearly for your pupils. To help them distinguish the separate sounds in words, try:

- Counting the number of syllables on your fingers as you say the word, for example, *oroszlán* ('lion' in Hungarian): 1: *or-*, 2: *o-*, 3: *szlán*.
- Saying the words to a clapping rhythm, for example, *Eineschlange* ('snake' in German): *Ei-ne Schlän-ge*.

Pupils also need to be aware of where a particular syllable might be stressed. You can extend the clapping rhythm activity by asking your pupils to also stamp one foot on the stressed syllable, for example, (Spanish) *un león* would be clap, clap, stamp.

Syllable games

Games are a great way of encouraging pupils to practise identifying and pronouncing each syllable in a word.

Syllable clapping game

Ask your pupils to say which animal name you could be clapping if you clapped four times, for example, in Portuguese, this would be '*a gi-ra-fa*'. Pupils will enjoy taking the lead in this game and clapping syllables for their classmates to guess the word.

Syllable tennis

You mime serving a tennis ball and as you do so, say the first syllable of one of the animal words. The pupils mime serving back to you saying the next syllable and so on until the word is complete. Pupils will enjoy playing this in pairs.

Linking sounds to actions

Many pupils will be familiar with the idea of linking a sound and an action from their learning of English phonics.

You can play a range of responding games in which pupils match a sound in the target language with a physical action.

Look through your list of animal words and pick out some sounds to work on with your pupils. These could be sounds that occur several times in the list or sounds which do not occur in English. You then need to think up an action or gesture for each of your chosen sounds that will help your pupils remember it. You could do this yourself or ask the pupils for their ideas. Try to think what the sound would look like. For example, in French, the action for:

- 'i' might be to put their hands to their mouths and wiggle their fingers like mouse whiskers
- 'an/en' might be to gently press their nose as if sounding a horn
- 'r' might be to mimic the action of revving a motorbike.

You choose one of the sounds and ask your pupils to practise the action. Repeat this several times. Now move on to the next sound and do the same. Come back to the first sound and check that the pupils remember the action. Now teach the third and fourth sounds, always remembering to go back to the ones you have already done.

Now tell your pupils that they are going to focus on one of the sounds. Read the list of animal names and when pupils hear the chosen sound, they make the action.

Try adding in some new words that your pupils have not learned yet that contain the chosen sound and ask them to make the appropriate action when they think they hear the sound.

When your pupils are confident, you can make this more difficult by asking them to listen for two or even three sounds at once.



Your pupils need to practise making the sounds themselves so they can physically feel what their mouths and tongues need to do.

Many of the sounds that your pupils will encounter in the target language are not ones that they are used to making when they speak English. Making the sounds correctly will involve them moving their mouths and tongues in new ways. This takes practice!

Watch closely!

A good way of helping your pupils to see that their mouths need to move differently is for them to watch you. Try mouthing one of the animal words and ask pupils to work out which animal you were saying. When they have got the idea of this game, they can play it in pairs.

Split it up

Split the word up into sounds and encourage your pupils to repeat the sounds several times after you, for example (in Dutch): t, t, (t, t) ij, ij, ij, (ij, ij, ij) g, g, g, (g, g, g) er, er (er, er) – *tijger (tijger)*.

Pass it on

From the list of animal words, choose a sound that does not occur in English, for example, (in French) 'on' in 'lion'. Holding the flashcard, you say the sound then pass the flashcard to a pupil who also says the sound and passes the card to the next pupil and so on around the class.

When the card comes back to you, choose a letter to put in front of the chosen sound to make a new word, for example, 'bon'. You say the new word but don't pass the card this time. Instead, nod at the next pupil to indicate that they should say the word. They then nod at the next pupil and so on around the class.

Once your pupils are familiar with the game, make it more difficult by changing the rules slightly. Now, rather than passing the same word around the class, when they are nodded at, each pupil must think up a new letter to put in front of the chosen sound. It doesn't matter if the word exists or not. The aim is for the pupils to have plenty of practice in making the sound.



Taking it further

When you have more space, you could try one of these games to reinforce the new sounds.

Phoneme salad

This game is played in the same way as 'fruit salad' (see the section on 'Practising and Revising'). The pupils sit in a circle on chairs. Choose five or six sounds from the list of animals and go around the circle allocating one sound to each pupil. Each sound will be allocated several times. Call out a sound and all the pupils with that sound swap places.

Once your pupils have the idea, put your chair away and stand in the middle. Call out one of the sounds. As your pupils swap places, you sit in one of the empty chairs. The child left standing at the end calls out the next sound.

To make the game more difficult, instead of calling out a sound, call out an animal. All the pupils whose sound is in that word must swap places.

Running game

This game is best played in the hall. Use Blu-Tack to stick the flashcards up around the edge of the hall, making sure they are well spaced out. The pupils jog slowly in a circle. You call out a sound and the pupils must run to one of the animals that contains that sound. Anyone who gets it wrong must sit out for the next round before rejoining the game.

Variation

Display the flashcards as before. The pupils jog slowly in a circle until you blow the whistle or until the music stops, at which point they must choose an animal picture to stand next to. You call out one of the sounds. If the pupils are standing next to the picture of an animal that contains your chosen sound, they can play again. If their animal does not have that sound, they sit out for the next round.

Find the picture

Divide the class into teams of equal numbers. You will need a set of flashcards for each team. Line the teams up at one end of the hall and put the sets of flashcards at the other end opposite each team. Call out a sound and the first player in each team must run to find an animal that contains that sound and hold it up. They score a point if they get it right. The picture is returned to the pile and play passes to the second pupil and so on until everyone has had a turn.

USEFUL INFORMATION

Visit the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/media_library.aspx?criteria=45 to see video clips of how teachers bring phonics work into their foreign language lessons.



Resources

What resources are available in your school to help teach your language to young learners?

Schools will vary as to their supply of specialist language resources. Some schools are in the early stages of introducing primary language learning, while others have been teaching successfully for many years.

However, virtually all schools will have a good stock of general resources that can be used to support language learning.

Look around and see what is available in other lessons and also what teachers use in lower primary classrooms. You will probably find resources such as coloured blocks, bean bags, sponge dice, mini whiteboards and number cards or fans. Ask your mentor if you can borrow items to use in your classroom.

So what can I do with them?

Number cards or fans are useful in nearly every number activity. One of the easiest games to play is 'Show me!' Give out a set of cards or a fan to each pupil. You call out numbers at random and the pupils find the correct number from their fan or cards. They keep their answer secret until you give the instruction, 'Show me!' (or the equivalent in whichever language you are teaching), when the pupils hold up the fans. You can very quickly see which pupils have the correct answer.

Mini whiteboards can be used for games of Beetle. Write six body parts of a beetle on the board and number them from one to six. In pairs, pupils take it in turns to throw a dice and can draw on their mini whiteboard the body part corresponding to the number on the dice. The winner is the first to draw a complete 'beetle'. The boards are an excellent resource for pair work, allowing pupils to work collaboratively, trying out spellings and creating sentences.

Sponge dice: one of the pupils throws the dice and all the pupils say the numbers. You could then repeat with two dice. To make it more difficult, if you have taught your pupils how to say the words for 'plus', 'minus', and 'equals', they could make up a simple calculation for which the number showing on the dice is the answer. If your dice have plastic pockets on the sides you can make picture- or sound-cards. Pupils have to name the picture or give you a word containing the sound that is showing.

Coloured blocks can be used to reinforce colours. You say a repeated colour pattern to the pupils (for example, red, red, green, blue, red, red, green, blue etc.) and the pupils recreate the pattern with their blocks. The pupils can also make up their own patterns for their partners to say. Blocks can also be used to count how many times a certain word or sound appears in a song. Each pupil has some blocks on his or her desk and takes one each time the word or sound is heard. The pupil builds their blocks into a tower and then counts them to see if everyone agrees.

Coloured bean bags can be used for practising colours but are also great for passing around to indicate whose turn it is to speak. They can be used in dialogues or with a sequence of words such as days, months, numbers etc. They can also be used to indicate recognition of words or sounds. Play a song to the pupils and they pass the bean bag each time they hear the given word or sound.

Resources from home

Think of things you have at home that could be useful – for example, photographs, simple story books, CDs or DVDs, your old toys. Even empty food packets or used travel tickets could contribute to a lesson. When you go home, leave some space in your suitcase so that you can bring things back with you. See the section 'For the Mentor: Forward Planning' for further ideas about items that you could find from home.



Pupils will be interested to see coins and notes and learn about your country's currency. You could work with your mentor to plan a maths lesson about money.

Although you may not realise it, your school's best languages resource is you.

For many pupils you will be the first person they ever meet who is a native speaker of the language they are learning. You are an ambassador for your country; your pupils' relationship with you will help to build intercultural understanding.

As a native speaker, you have an authentic accent. Your pupils and your colleagues in the school will make progress as they try to speak like you.

You will bring with you a wealth of knowledge about your country which you can share. For example, young children are always interested to hear about going to school in different countries, and you have first-hand experience of this.

In your own childhood you will have learned songs, stories and games which you can enjoy all over again with your classes.

Remember: the most important lesson your pupils can learn this year is that it is enjoyable and worthwhile to learn languages, and you are the ideal person to teach them this.

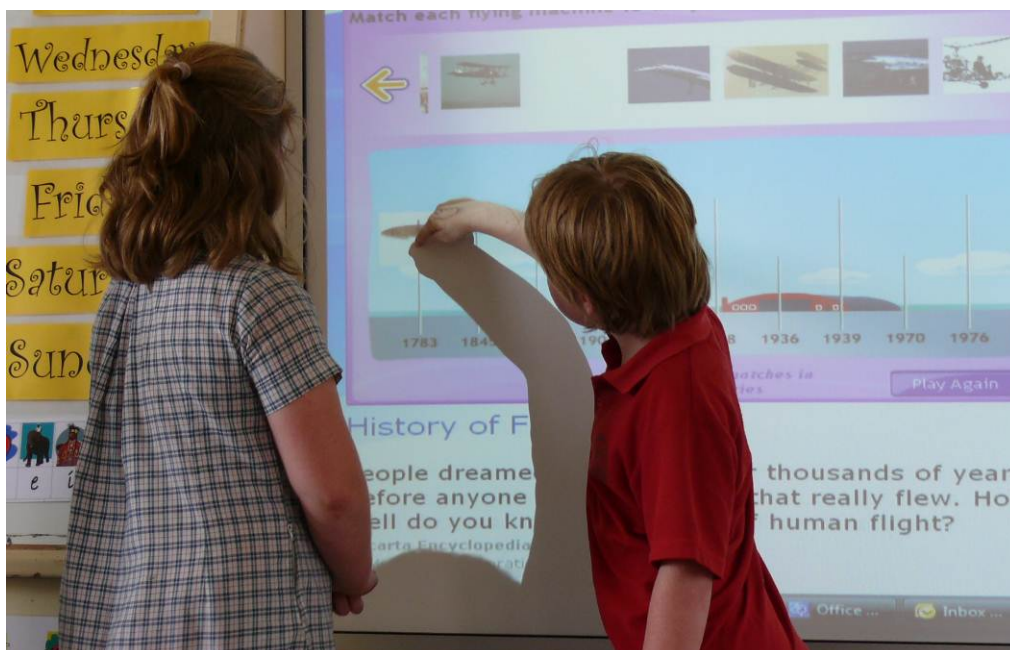


Resources

ICT

Interactive whiteboards

Most schools have interactive whiteboards, and in some schools there is a whiteboard in every teaching area. They are not difficult to work with, and when well used they allow an element of flexibility, challenge, engagement and differentiation that is not possible in a simple presentation.



Features of the whiteboard

Any application that runs on your computer can be used on the interactive whiteboard. You can use the internet with your pupils, share photographs and videos, make PowerPoint presentations, play music and games, demonstrate how to use language learning websites and link up with people from all around the world.



Using PowerPoint

1. **'Slow reveal'** activities: cover a picture with rectangles and slowly reveal it by moving the rectangles away or using custom animation to make them disappear one at a time when they are clicked.
2. **Embed appropriate sounds and animations** to introduce vocabulary.
3. **Colour code words** according to gender.
4. Create a **'memory pairs' game**: cover each picture with a rectangle and use custom animation and triggers to make the rectangles disappear when they are clicked and reappear when the picture underneath is clicked.
5. For vocabulary practice, use the **'flash once'** custom animation to make the activity more like a game.
6. Use **speech bubbles** which are blank at first to encourage pupils to guess what the character is saying. Use custom animation to make the words appear once the pupils have had a chance to guess.

Interactive Whiteboard software - how to use the features of the whiteboard

Use the **'screen shade'** to cover the screen, and then encourage your pupils to guess the picture or word as you gradually reveal it. Drag the **'handles'** to reveal different parts of the picture or remove the screen shade completely by clicking the **'X'** in the top right hand corner.

The **'spotlight'** lets you show just a small part of a picture or word for your pupils to guess. Move the spotlight by dragging the dark area of the screen. The **'shape'** tool allows you to change the shape of the spotlight while **'exit'** allows you to close it.

The **'magnifier'** enlarges a certain area of the screen which can be useful when you want to show a close-up of a web page. The small window shows which part of the screen is being magnified. Move the small window around to focus on different areas of the screen.

The **'screen capture'** toolbar allows you to capture and save images of your screen.

The **'pointer'** lets you highlight key areas with a pointer. Drag the pointer around to the area you want to highlight or double click to remove it.

Choosing **'calculator'** opens the calculator available on your computer.

Ask your mentor for some training so that you can use the interactive whiteboard to teach languages.



The whiteboard also comes with a lot of software already installed. Most of it can be used very successfully in your language lessons.

Use **‘rub out to reveal’** activities to encourage pupils to guess which picture or text is underneath.

Set the text properties to the front or back to make correct or incorrect words move in front of or behind a shape.

Use the **‘magic box’** to bring objects into a box and see how to spell the word.

Use the ready-made resources to create well-known stories such as *‘Red Riding Hood’* or *‘Goldilocks’* in your language.

Have pictures from the **‘gallery’** on the screen with words that need to be matched to them. Make sure the words are colour-coded according to gender.

Use the **‘sounds’** effectively, for example by asking pupils to match a word to a sound (rather than a picture).



USEFUL INFORMATION

See how teachers use the interactive whiteboard in their language lessons on the Primary Languages Training Zone at http://www.primarylanguages.org.uk/training_zone/media_library.aspx?criteria=47



Shared networks

Interactive whiteboards are also useful for creating and sharing resources across school and county networks.

Primary schools are usually linked to their local authority or teaching school alliance networks. This gives you a wealth of possibilities for retrieving, sharing and adapting resources.

- You can create a file and upload it onto the platform for teachers in your school or in other schools to retrieve and use.
- You can download resources, adapting them to the needs and capabilities of the class.

You can find links to useful online resources on the Primary Languages website at http://www.primarylanguages.org.uk/resources/online_resources.aspx

Intercultural understanding

Using the interactive whiteboard to access the internet with your pupils can open up the culture of your country for them and help them to see similarities and differences, as well bringing real-life situations into the classroom.



Resources

Working with a puppet

Just as you don't have to be a mime artist to use gestures in your teaching, you don't have to be a ventriloquist to use a puppet.

Working with a glove puppet can give you your own classroom assistant.

You can encourage the pupils to speak by telling them the puppet is shy. Shy pupils will often respond to a puppet when they are not confident about speaking to an adult.

You can correct mistakes by having the puppet repeat the pupils' responses correctly and getting the whole class to repeat after the puppet.

You can develop confidence by asking pupils to perform a song with their puppets in the target language.

You can improve classroom behaviour by using the puppet as a good or naughty pupil and showing the pupils your response to him or her.

You can 'free' your own voice by having the puppet read a story to the younger pupils.

See a teacher using puppets to model a conversation for a class of pupils on the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/drama/puppets.aspx

Pupils respond well to puppets when they see them as 'real people'. Consider how you can make sure that your puppet becomes and stays 'real' to the pupils. Think about building a 'story' to introduce your puppet for the first time.

USEFUL INFORMATION

You can use ICT to create animated 'puppets'. This would particularly suit older pupils who can create their own avatars on sites such as **<http://www.voki.com>**.

Using a puppet to speak English

Sometimes you will have to explain something to your pupils in English. It is good practice to explain the lesson objective in English, but you might like to keep speaking the target language yourself. By using a puppet, to act as your interpreter, you can 'whisper' to the puppet and the puppet will tell the class in English what they are going to do. The pupils will love this, and you can add to the fun by setting up a conversation between the puppet, the pupils and yourself.

If your puppet is to remain real to the pupils you must decide from the outset if he or she speaks just your language, just English or both.

Which language you have your puppet speak will affect how you use it in the classroom. If your puppet speaks only English, you cannot then use him or her to correct pupils' mistakes in your language. You need to be consistent.

Puppet making

Don't go out and buy an expensive toy. Ask the school if they have any puppets.

You can make a puppet out of a sock and some buttons. You could work with the class teacher to set up a craft activity so that everyone in the class makes their own puppet. You could guide them through the steps in the target language and teach the words for sock, buttons, needle, thread, scissors and cut. Younger pupils could achieve the same results with circles of felt and some glue.

When everyone has a puppet you have a marvellous opportunity to develop and practise simple conversations, and the puppets can be shy, grumpy, sad, noisy...

You can see some pupils working with puppets on the Primary Languages Training Zone at http://www.primarylanguages.org.uk/training_zone/teachers/using_the_ks2_framework/oracy/puppet_conversation_-_new.aspx

USEFUL INFORMATION

Another very useful resource is a story sack. This contains toys or puppets needed to tell a story. Ask your mentor if there are any in your school, possibly for use in lessons in lower primary.



Resources

Making and using flashcards

In the classroom you can communicate ideas to pupils by using pictures. This will mean you can avoid using English. Picture flashcards are very useful tools for language teachers. They can make your lessons colourful and fun.

Flash cards are a great resource to have and can be useful at every stage of language learning. They are useful for presenting, practising and recycling vocabulary.

When your pupils become familiar with the activities you use in class, you can give out the cards to early-finishers to use in small groups.

You could also get your pupils to make their own sets of mini flash cards that can be taken home for them to use, with parents and siblings.



Flashcards are pieces of paper or card with pictures, diagrams or writing on them. You can use them to prompt your pupils to respond.

The advantages of flashcards are that

- They are easy to make.
- They are cheap.
- They can be used anywhere.
- They can be easily handled.
- They can be easily stored.



As with all visuals, they are adaptable. For example, you could use a flashcard showing five elephants within the topic of animals, but you could also use it to represent the colour grey or the number 5.

USEFUL INFORMATION

You don't have to be a good artist to make simple flashcards.

- You can cut pictures from magazines.
- You can download images from the internet.



Flashcards can take time to make, so look after them. A4 is a good size of paper or card for working with a large group of pupils. Flashcards this size are easy for small hands to hold.

If possible, cover the flashcards you make in plastic by using a laminating machine. Your school will probably have one. Ask if you can use it.

Save your resources in a box or cupboard so that your colleagues can use them to practise with the class between your lessons.

You could also use a ‘visualiser’ to show pictures from magazines or books. A ‘visualiser’ is a document camera which ‘captures’ quickly and easily anything you put in front of it (books, photos, 3-dimensional objects etc.) and provides a high resolution picture for a data projector, monitor or interactive whiteboard.

You could make PowerPoint presentations for use with a computer and data projector. Your school is very likely to have interactive whiteboards.

Technology can make a tremendous impact in the classroom, but large pieces are not always easy to move. If you are working with a small group of pupils in a corner you may not be able to use the interactive whiteboard. If this is the case, you could ask your mentor if the school has a set of iPads that you could borrow.

USEFUL INFORMATION

Flashcards can be used anywhere at any time, and it is worth practising how to make the most of them for presenting new language, revising, playing games and prompting your pupils to respond.



Here is a complete lesson based around some easily-made flashcards. It was suggested by Nora, an Italian Language Assistant, but you could adapt it to your language.

The aim of the lesson is to teach the words for seven colours – red, yellow, green, blue, white, black and grey – and Nora made up her own song to the tune of Frère Jacques:

Rosso Giallo (x2)

Verde Blu (x2)

Bianco Nero Grigio (x2)

Verde Blu (x2)

(You may need to change the tune as well as the words to fit your language.)

Nora made a flashcard for each colour, plus an extra one each of green and blue to complete the last line of the song.

To help her pupils understand without speaking English, she wrote the words on card in Italian in the correct colour, as below:

Then, using Blu-Tack, she stuck the flashcards on to the wall in the correct order of the words of her song, and taught the pupils to sing the song line by line.

When they were confidently singing alone, Nora started to remove one flashcard each time from any part of the song and the pupils carried on singing until in the end they were singing with no flashcards to help them – and they had learned the names of seven colours in Italian.

USEFUL INFORMATION

Useful info: A Spanish Language Assistant made up a similar activity to the tune of Is This the Way to Amarillo? Amarillo is the name of a town but it is also the Spanish word for yellow.

Here is her song:

Blanco Negro Amarillo

Naranja Verde Amarillo

Azul Rojo Amarillo

Violeta Rosa Rosa



Resources

A picture is worth a thousand words

Pictures and photographs are very useful for teaching languages. Any visuals you use can represent an idea to learners without you having to explain it in English.



The pictures can mean whatever you want them to mean, so be creative and teach phrases rather than individual words.

Look at this picture of people dancing.



When you present this picture to the class what will you say? What will you want the pupils to say? What will you want them to understand?

It could be:

- Dancing
- They are dancing
- The children are dancing
- I like dancing
- I like dancing with my friends
- Next Saturday I am going dancing

USEFUL INFORMATION

Build pictures into your lessons to support a topic or grammar point you are teaching.



Think of the pictures as ways of introducing whole phrases, rather than individual words. The pictures of pets below could be used when you are teaching 'I have' or 'I would like':



In time, with some pupils, you will be able to put pictures together to make a longer phrase, for example with a weather picture and an activity:



Your pupils will also be able to match pictures with the written words or phrases that they illustrate.

USEFUL INFORMATION

Putting longer strings of phrases together develops pupils' language skills. It is something they enjoy – especially when they know they are talking nonsense! It is challenging and it gives them a real sense of achievement.



How can you build up a bank of pictures to help with your teaching?

- You can use photographs from the internet.
- You can cut out photographs from magazines or draw your own pictures.
- You can use photographs from your family album.

Your pupils will be very interested to see you at home with your family, going on holiday or on special occasions such as birthdays.

If you have a camera you can plan and take your own photographs to use in the classroom.

Here are two ideas from Primary Language Assistants who took photographs during their holidays:

'In Spain we do things at different times of the day. I wanted to explain this to my classes, so when I went home I took photographs of my little sister. Each time I made sure there was a clock in the photograph to show what time she went to school and what time she came home again. They couldn't believe how late we had our evening meal and what time she went to bed!'

'My pupils were very excited when I told them I lived near Paris and I can visit the Eiffel Tower. At Easter I have planned with a friend that she will take photographs of me leaving my house, buying my ticket, getting on the bus and then travelling by metro. The last photograph will be going up in the lift to the top of the tower. I want my pupils to see how we travel around in Paris.'



Classroom activities

Christmas

Christmas is an exciting time for children in the UK. If you plan ahead you can add an international dimension to the festivities in your school this year.

Primary school teachers work hard to make a special end to the autumn term for pupils and their parents.

Many schools put on a show – sometimes this is a nativity play but it can be based on a pantomime or other traditional story.

The pupils will sing carols, and there will often be a Christmas tree and a party.

Ask your mentor what is planned in your school and discuss ways in which you could get involved.

You could:

- speak to your pupils about the way you and your family celebrate Christmas
- tell them about another important festival in your country
- use the target language to show your pupils how to make an advent calendar or Christmas card
- tell your pupils a traditional Christmas story from your country and encourage them to act it out or join in with repeated language
- teach a traditional carol or a song in your language, and suggest it is included in a Christmas show or assembly.



Here are three very different Christmas ideas from primary Language Assistants:

'This is how I taught them the words about Christmas: I made an Advent calendar. I put pictures of presents, toys and food inside envelopes. Each day in December we opened a new envelope and I taught the pupils the word for the picture inside. I drew a Christmas tree, and we stuck the pictures on the tree, so that we could keep revising.'

'I worked with the year one teacher and we wrote a short play about Christmas including all the usual characters from the traditional story we tell in Quebec – Father and Mother Christmas, elves, reindeer, Rudolph... The play lasted about seven minutes and was in English with a few French words. The pupils helped to make their costumes during art lessons. At the performance the teacher read the play and the pupils mimed the actions. They translated some of the words as the teacher held up a flashcard. For example, she read "The elves were working hard" and the pupils shouted "Lutins". Every child took part.'

'In order to teach the pupils about French culture, I decided to tell them about our Epiphany tradition, and we did some cooking. All the pupils in the school took part. With the older pupils – years four, five and six – we made Galettes des Rois. We prepared them in class with flour, ground almonds, sugar, eggs and butter and then added a lucky charm to each cake before we cooked them. With the younger pupils – years one, two and three – we made paper crowns. We ate them all together – each cake was shared between six children – and whoever found a lucky charm got to wear the crown!'



Classroom activities

Memory pairs game

This is a game that has many different names but is always fun to play. It can be used with all ages of language learners to practise single words or longer phrases.

You will need some small cards about 8 cm x 5 cm. One side should be blank, and the other should show a picture. The only other rule is that you must have two of each picture.

If you laminate the cards, they will last longer. Ask your mentor if the school has a laminating machine you can use.

Set the cards out in a grid with the picture side down. You could ask the pupils to do this, and count the cards as they place them on the table.

The game works like this:

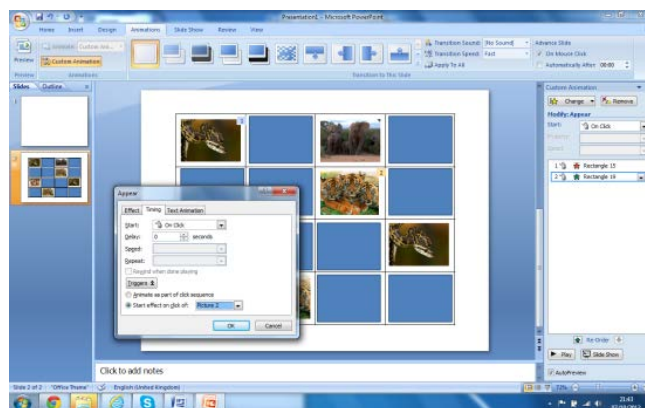
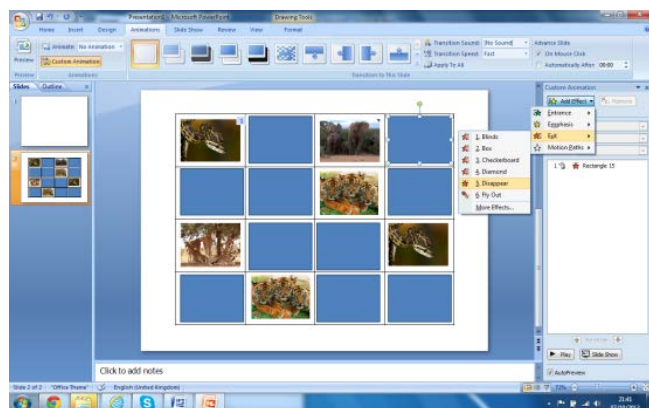
- The pupils take it in turns to turn over the cards
- They can choose cards from anywhere on the grid
- They turn over two cards each time, and they must show the other pupils and say what is on each card
- If the cards are not a pair, they must be carefully replaced in the same position
- Then the next pupil tries to find a pair and correctly name them
- When a pupil is successful he or she keeps the cards and can have another go
- When all the cards have been chosen, the person with the most cards wins.

Variation

Stick a number on the blank side of each card with Blu-tack. The numbers will be face up as you place the cards on the table. This time, before the pupils are allowed to turn over the cards, they must say the number on the cards they choose.

Using ICT

Make a PowerPoint slide of the pictures as they would be if they were placed on the table. You can do this by inserting a table and then adding an image to each box. Cover each image with a blank shape then use custom animation and the trigger function to make the shape disappear and reappear each time it is clicked. You will need to use custom animation on the blank shape to make it disappear when clicked or tapped, but then link a trigger to the picture underneath to make the blank shape reappear when you click or tap on the picture.



USEFUL INFORMATION

For a more advanced version of this game, you could make pairs of cards where one shows the picture and the other the written word or phrase in the target language. This time, the pupils need to match the picture card with the written card describing what's in the picture.



Classroom activities

Teaching numbers

There is no rule which says that you have to begin by teaching pupils numbers. There are other things which can be much more interesting! However, at early stages in the primary classroom, if they are taught in short bursts, numbers can be fun.

- The pupils know what numbers are and will recognise the symbols
- They can be used in other areas of the curriculum such as numeracy, but also in sports and dance
- They can be used as part of the daily routine, to count how many pupils are present, or how many are going to eat a school dinner
- They are part of the answer to many questions such as ages, birthdays, dates, brothers and sisters
- They often contain many of the important new sounds of the target language
- They are very useful in playing many classroom games
- They are a way of identifying visuals or statements.

Let's look at that last suggestion and see how we could use numbers to help when practising other vocabulary.

Imagine you now have five flashcards, each showing different types of weather.

Using Blu-Tack, put them on the board and write the numbers one to five beside them.

You can now introduce other ways of working with the visuals.

- You say a word or phrase represented by the picture and the pupils have to say the number
- You say the number and the pupils have to say the word or phrase

You can develop this into a team game, with one team challenging the other to identify the correct card.



Imagine the pupils are confident about the phrases to say the food they like.

Draw the grid on the board and, using Blu-Tack, put a picture of a different food into each box. Divide the group into teams.

One member of the first team chooses a number, and then tries to give the word or phrase for the picture in the box. If they get it right, take the picture down and put an O or X into the box. Then the next team has a turn, and so on until one team has completed a correct line of three.

1 	2 	3 
4 	5 	6 
7 	8 	9 



CLASSROOM MANAGEMENT TIP

Numbers can be fun for beginners, but they become boring very quickly because they don't lead to conversations.

Teach numbers a few at a time, as your pupils need them:

- to teach ages you may need to go up to 11
- to teach the time you will need to go up to 59.

Being able to count up to 1,000 does not make you a linguist. Vary the activities so your pupils are not always hearing the numbers in the same sequence. Can they count backwards? Can they recognise numbers when they hear them out of sequence? Can they say their times tables in the target language?

USEFUL INFORMATION

If you teach up to number six you can then start to play with a dice.

If you teach three more numbers, you can use them to identify squares on a noughts and crosses grid.



Further ideas with numbers

Lower primary

Number song – set the numbers to a well-known tune, for example *Lavender's blue*.

1, 2, 3, 4, 5-6-7-8 9, 10, 11, 12. 1, 2, 3, 4, 5-6-7-8 9, 10, 11, 12.

Number ping pong – you mime serving a tennis ball and as you do so, say 'one'. Your pupils mime serving back to you saying 'two' and so on until you have counted your whole sequence. You can also do this with random numbers where pupils have to 'serve back' the next number.

Number groups – as a PE warm-up, ask your pupils to jog quietly around the hall. You call out a number and they have to get into groups of that number and sit down. Anyone left out sits out the next round before rejoining the game.

Upper primary

Fizz buzz – count from zero to twenty (or to whichever number your pupils have learned) as a group. When you get to any multiple of five, make an animal noise instead of saying the number (for example, 'one, two, three, four, moo' etc.). Play again with a different animal noise when you get to a multiple of three for example, 'one, two, woof, four, five' etc.). Try again with both!

Strategy Game – in pairs, the pupils count to a given number, for example 20. They take it in turns to say either one, two or three numbers in sequence. The idea is to try and force your partner to say the last number. If you succeed you get a point.

Splash! – put a selection of about six number cards on the floor in random order to look like stepping-stones. Demonstrate the game by stepping on each number in turn and saying the number you step on. Make a deliberate mistake for the pupils to notice at which point they all say 'Splash!' in the target language.



Taking it Home

Experiencing language every day helps children to memorise new words and structures.

Encouraging your pupils to take their language learning home gives them more opportunities to practise.

It is very important to involve parents in their children's learning. It helps to keep them informed and gives them the opportunity to support their child's language development. Often parents enjoy learning or revising language alongside their children.

Depending on the age of the child, five or ten minutes of planned activity would be sufficient.

Parents will need a set of number cards. You might also like to provide a sound file of the numbers that parents can download from the school website to listen to before playing the games.

Stand on it – put the number cards on the floor. The child calls out a number in the target language and the parent has to stand on that number. Repeat with all the numbers then swap over, with the parent calling out the numbers.

Guess the number – the parent chooses a number card to hold behind their back. The child must guess the number. Swap over with the child hiding the number card.

Play lotto – on a piece of paper, the parent and the child each write four numbers from those the child has been learning. The number cards are mixed up and placed face down in a pile on the table. The child turns over the top number card and calls out the number. Whoever has that number on their paper can cross it out. Continue until one person has crossed out all their numbers.

Out and about – ask parents to encourage their child to pick out numbers when they are out and about – for example, on price labels, on buses, or in shop windows – and to say them in the target language.

Count aloud, for example, how many blue cars you see when out on a trip. The first to ten is the winner.



Classroom activities

Songs and rhymes

Songs and rhymes help to give a sense of the natural rhythm and sentence patterns of the target language.

Songs and rhymes allow pupils to experience language in context and to move away from just hearing single words. Most children (and adults too!) find it much easier to recall words and phrases that have been set to a tune or rhythm. Songs and rhymes can also become part of the classroom routine, allowing the class teacher to reinforce the language whenever there is a suitable moment.

Lower primary

Finger rhymes – these rhymes should be quick, easy to learn and linked to simple hand actions. Pupils who are not yet confident at speaking can still join in with the actions. Use everyday greetings which your pupils will be using on a daily basis. Here's an example in Italian.

Start by making a fist.

<i>Ciao, papà!</i>	put up your thumb
<i>Ciao mamma!</i>	put up your forefinger
<i>Ciao, mio fratello!</i>	put up your middle finger
<i>Ciao, mia sorella!</i>	put up your fourth finger
<i>e mi</i>	put up your little finger
<i>Ciao mignolo!</i>	wave your little finger

This Spanish rhyme can easily be translated into any language.

<i>Señor Pulgar</i>	put both thumbs up
<i>está</i>	put both hands up
<i>en su casa</i>	put your hands together to make a 'roof'
<i>Toc! Toc! Toc!!</i>	tap your head three times with your fist
<i>¿quién es?</i>	open your arms wide in a questioning gesture
<i>Soy yo!</i>	point to yourself
<i>Shh!</i>	put a finger on your lips
<i>Estoy dormido!</i>	put your hands together at the side of your head
<i>Pero...</i>	put your hands on your hips and look cross
<i>Toc! Toc! Toc!!</i>	tap your head three times with your fist
<i>¿quién es?</i>	open your arms wide in a questioning gesture
<i>Soy yo!</i>	point to yourself
<i>Ah! Voy a salir!!</i>	both thumbs greet each other

USEFUL INFORMATION

The suggested activities include examples in a range of languages. You can find help with pronunciation by copying and pasting the examples into Google translate at <http://translate.google.com>.

Classroom language

You can make the giving of classroom instructions more enjoyable and more memorable for your pupils by setting them to music. If the rhyme or song is repeated at the same time each day, for example, to start a lesson or when lining up, pupils will sing it for themselves!

To start a lesson (*Three blind mice*)

<i>Ecoutez ! Ecoutez !</i>	Put your hands behind your ears
<i>Regardez ! Regardez !</i>	Put your hand on your forehead as if looking
<i>Asseyez-vous correctement !</i>	
<i>Asseyez-vous correctement !</i>	Sit up properly and 'rock' folded arms
<i>Asseyez-vous correctement !</i>	
<i>Chut ! Chut ! Chut !</i>	Put your finger to your lips

For lining up

*Stellt euch hintereinander auf,
alle Kinder, alle Kinder
Stellt euch hintereinander auf,
alle Kinder!*

For praising pupils

Putting some praise words to a rhythm means that all the pupils can join in to say 'Well done!' when someone has done well.

Chinese: 干得好 ! *gàn dé ho!* (clap, clap, clap)

Polish: *Doskonale!* (clap, clap, clap)

USEFUL INFORMATION

It is not only pupils in the lower primary classes who will enjoy praising their peers using the foreign language. For upper primary classes, you could make the rhyme longer using more praise words.



Upper primary

In upper primary classes, songs and rhymes can help to recycle previously taught language and skills in new ways.

Pupils in upper primary will also enjoy action songs. It is important however that they don't perceive the songs as babyish. One way of ensuring that your pupils feel they are moving on is to use songs in which each verse is slightly different so they have to concentrate more carefully.

Action songs

Many of the well-known children's action songs have similar versions in English and in the target language, for example, *Heads, shoulders, knees and toes*. This type of song is usually very repetitive, with one item being missed out with each repetition of the song.

Heads, shoulders, knees and toes (in Mandarin Chinese)

Tóu jiānbǎng xīgài jiǎozhǐ tóu 头肩膀膝盖脚趾头
Tóu jiānbǎng xīgài jiǎozhǐ tóu 头肩膀膝盖脚趾头
Yǎnjīng ěrduo bízi hé zuǐba 眼睛耳朵鼻子和嘴巴
Tóu jiānbǎng xīgài jiǎozhǐ tóu 头肩膀膝盖脚趾头

There are also a number of action songs in which an item is added with each repetition.

Father Abraham (in Japanese)

<i>Aburahamuni wa shichi nin no ko</i>	アブラハムには 7 人の子
<i>Hitoriwa noppo de ato wa chibi</i>	一人はのっぽで あとはちび
<i>Minna nakayoku kurashiteru</i>	みんな仲よく 暮らしてる
<i>Saa odori mashou</i>	さあ おどりましょう
<i>Migi te (migi te)</i>	右手 (右手)

<i>Aburahamuni wa shichi nin no ko</i>	アブラハムには 7 人の子
<i>Hitoriwa noppo de ato wa chibi</i>	一人はのっぽで あとはちび
<i>Minna nakayoku kurashiteru</i>	みんな仲よく 暮らしてる
<i>Saa odori mashou</i>	さあ おどりましょう
<i>Migi te (migi te)</i>	右手 (右手)
<i>Hidari te (hidari te) etc.</i>	左手 (左手)
<i>Migi ashi (migi ashi)</i>	右足 (右足)
<i>Hidari ashi (hidari ashi)</i>	左足 (左足)
<i>Atama (atama)</i>	あたま (あたま)
<i>Oshiri (oshiri)</i>	おしり (おしり)
<i>Mawatte (mawatte)</i>	回って (回って)
<i>Oshimai!!</i>	おしまい!!

USEFUL INFORMATION

You don't need to introduce the whole song or expect your pupils to know every word in the first lesson! Build up their confidence gradually by letting them hear just, for example, the chorus first. Let the actions indicate to the pupils what the song might mean rather than teaching all the words.



Using Traditional songs

As your pupils develop their language, literacy and cognitive skills, they will also enjoy the challenge of experiencing more complex traditional songs.

Songs for listening

Sometimes you will choose to use a song or rhyme with your pupils where the aim is not to join in or understand all the words, but to be able to discriminate sounds in the target language.

You might, for example, ask your pupils to put their hand up or pass an object around the class each time they hear a given word in the song. You could also ask them to stand up when they hear a particular sound.

This example could be used to ask pupils to listen out for the *-ou* sound in French:

*Dans la forêt lointaine, on entend le coucou.
Du haut de son grand chêne, il répond au hibou.
Coucou, hibou, coucou, hibou ! On entend le coucou.
Coucou, hibou, coucou, hibou ! On entend le coucou.*

Pupils will need to have plenty of opportunities to recycle previously taught vocabulary, but they will also enjoy being creative with the language and making up their own verses.

With this Italian example of *La Zia di Forlì*, pupils could be asked to substitute different body parts in each verse:

*Io ho una zia, una zia che sta a Forlì
E che quando va a ballare con la testa fa così
Così così con la testa fa così
Così così con la testa fa così.
Io ho una zia, una zia che sta a Forlì
E che quando va a ballare con le braccia fa così
Così così con le braccia fa così
Così così con le braccia fa così.
con le mani...
con le gambe...
con i piedi...
con la pancia...
con il sedere*

Taking it home

You could record a digital version of the rhymes and songs to put on the school's website or learning platform for parents and children to use as reinforcement and to help memorisation. If you include the lyrics, pupils could be asked to find certain letter patterns, complete a gap-fill task or create a verse of their own.

USEFUL INFORMATION

You can access video clips of teachers using songs and rhymes in the language class by visiting the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/media_library.aspx?criteria=42



Classroom activities

Daily routine

Embedding language learning into school life brings benefits on many levels.

Integrating language learning into the school day makes best use of the time available and provides opportunities for your pupils to use and experience the language in a real context. Short, repeated activities are also suitable for class teachers or teaching assistants to use as follow-ups to the main language sessions.

Create a buzz!

Make target language labels for places in and around the school and have a prominent display board dedicated to the language and country/countries.

Hello everyone!

Encourage everyone in the school to greet one another in the target language.

Who's here?

Use the target language to take the register and the dinner register, and encourage your pupils to answer you, too. See an example of this in action on the Primary Languages Training Zone at http://www.primarylanguages.org.uk/training_zone/teachers/embedding/daily_routine/register.aspx

Pupils can respond to the registers in many different ways, simple or complex. They can use words, phrases or sentences which they have learned previously. They could also fill in the daily weather chart using the target language.

Ready to sing?

Start each day with a song in the target language and make these songs a regular part of daily school life. If your school is a church school, you could also say daily prayers in the target language.

Break time!

Teach your pupils some simple playground games in the target language. You could encourage the older pupils to organise some of these games for the younger ones. They could also learn rhymes for counting in or out to decide who is going to be 'it'. See an example of a playground game on the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/games/playground_leaders_-_new.aspx

All change!

When lining up after break or changing between activities in the classroom, use the target language to give simple instructions and to count down to settle the class.

Bend and stretch

Give your pupils a physical break between sessions by doing some simple daily physical activity in the target language. You could give them a series of verbs for which they must make an action or sing an action song. You can easily build in progression by increasing the difficulty and complexity of the language and by getting pupils to take on the role of teacher. See an example of this in action on the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/teachers/embedding/daily_routine/physical_response.aspx

Keep moving!

Try doing your PE warm-ups and cool-downs in the target language. You could also try simple instructions for parachute games. See an example of a parachute game on the Primary languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/games/parachute.aspx

Mathematics

Play a number game or do your mental maths starter activities in the target language. You could also use the language to practise times tables.

Enjoy your meal!

Encourage staff and pupils to use the target language at lunchtimes. They could use phrases such as 'please,' 'thank you,' 'please could I have some of that,' and 'I've finished.'

Play a game

Try pair games such as 'rock, paper, scissors', versions of which vary from country to country. Old favourites such as 'Simon says' and 'beat the teacher' also work well.

USEFUL INFORMATION

Don't forget that you can download a full transcript and an audio file of all of the videos on the Primary Languages Training Zone in any of the six different languages so you can adapt the examples easily for your own class and context.



Classroom activities

A language and culture taster day

If you are asked or you decide to arrange a ‘language and culture taster day’ for a primary school, it is the ideal opportunity to show pupils how language learning can be both interesting and enjoyable.

Before the day

Who is going to be involved?

One of the first things you will need to find out is who your audience will be. You need to know whether you will be working with just one class, a whole year group, or even the whole school.

You should also find out how long the session will run for. Although it is called a ‘taster day’, the school might want you to work in turn with each class, so each session might only last between 30 and 60 minutes.

You will then need to consider whether or not you will need extra help on the day. You might have a colleague who is also an Language Assistant in the area. Ask the school whether they have any parents who are native speakers of the language and whether they could be approached to help. The school or your mentor should also be able to help you find out about any native speaker student teachers in the area and put you in touch with your local teaching school or local authority adviser if you need further support.

You should check whether you are expected to help plan activities that the class teachers can do or can support in their own classes. If they are to be involved, will they be confident running language activities?

Are parents going to be invited, too? Will they come during the day, or will you need to plan something extra for them after the school day has finished?

USEFUL INFORMATION

Make sure that the school has approved any requests for help from adults external to the school in case they require DBS checks.

Generating interest

Even if the event is just with one class or year group, it is worth spending a little time thinking about how you could generate enthusiasm across the whole school community.

The school will obviously be able to support you in this regard but you might like to suggest some of the following:

- A week before the event, send a letter home with a quiz about your country's language and culture for families to answer and enter into a competition. If the school charged a small 'fee' for entry into the competition, the money could be put towards the day itself, for example, refreshments for a parents' evening, ingredients for a cookery activity or towards some language resources for the school.
- Could pupils wear special outfits on the day? Encourage the school to avoid suggesting clothes that give a stereotypical view of the country. You might suggest that the pupils wear at least one of the colours of the country's flag, for example.
- The week before the event, at a staff meeting for example, ensure that all the staff are given a list of timetables and activities.

On the day

Depending on how big the event is going to be, you could choose any or all of the following activities.

- Start the day with a colourful whole-school assembly to introduce the people, culture and geography of your country.
- Teach some simple language such as colours, numbers or greetings.
- Teach pupils a traditional song or introduce them to some traditional music and instruments.
- Teach a traditional dance.
- Read a traditional story. Use lots of pictures and encourage pupils to join in with any repeated language. It could be a story that they already know in English, to see if they recognise it.
- Introduce pupils to an aspect of culture or life, for example, table manners, Chinese abacas, how to use chopsticks, Spanish piñata.
- Provide an opportunity for pupils to help prepare and taste some typical food (check with the school about any known food allergies).
- Introduce pupils to a non-Roman script.
- Let pupils experience a traditional visual, creative or performance art or craft, for example, mask making, origami, calligraphy, mime or ventriloquism. You could also introduce the work of a famous artist from your country and allow pupils to produce a piece of art work in the same style.
- Teach pupils a traditional game such as *Strega Comanda Colore* (Italy), *Jan Ken Po* (Japan), *Boules* (France), *Zośka* (Poland) or *Bujj Bujj Zöld Ág* (Hungary). You could finish the day with a competition or game between staff and pupils!



In the evening

If parents and other family members are going to be invited, you might like to consider organising a special evening of language and culture for them.

If parents are coming after work, you will need, above all, to consider how to make the evening appeal to them.

Some kind of refreshment usually goes down well. This could be something simple such as a traditional drink (non-alcoholic!) and snacks. Check with the school whether they have budget for this kind of activity. Native speaker parents might be persuaded to help out with preparing some dishes.

Parents always enjoy seeing their children presenting the work they have done, so you might want to involve some of the pupils you have worked with during the day.

You could start by giving parents a brief talk about your country. Make sure you have plenty of engaging images and / or music, and keep it short.

You might want to teach them some simple language such as colours and numbers. This would be a good opportunity to bring in some of the pupils to act as teachers for their parents.

The pupils could also teach their parents some easy language games such as lotto. You may want to do this with the whole group or arrange a few different activities that parents can wander around and take part in if they choose. A few pupils could act as group leaders for the activities. As well as some simple language, these could include quick (and not too messy!) art or craft sessions, a typical game or dance, traditional costume and a 'tourist office' staffed by older pupils with brochures and posters giving further information about the country of study.

USEFUL INFORMATION

If you are intending to provide food and drink, check with the school well in advance about any known dietary restrictions, as well as checking health and safety policies.



You and your pupils

Rewarding pupils

All children like to be rewarded for success – and the good news is that they really don't mind what the reward is, as long as they see it is something you value.

- Don't feel you have to buy sweets and chocolate – many parents and teachers object to this, and some pupils have allergies.
- In the right atmosphere, a round of applause can be a reward.

Most schools will have a reward system in place and individual classes will probably have their own system, too.

Some schools use 'Golden Time', when pupils are allowed to choose to do a favourite activity once they have reached a certain number of 'points'. Other schools use 'house points' or award points to class groups or tables. Sometimes pupils are rewarded by being allowed to show a really good piece of work to the Head Teacher or in an assembly. Ask your class teacher about what is in place in your school.

If you have your own choice of reward system, work with the class teacher to find something suitable. He or she will know what the pupils are more likely to respond to.

- You could draw a smiley face on the board and add pupils' names next to it.
- You could make a small card for each pupil and add a smiley face for success.
- You could involve the pupils in the process, by getting them to draw a smiley face if they feel they have achieved the target.
- You could make small cards or labels saying 'Well done' or 'Good work' in the target language which you can give out to your pupils for them to keep in their book or folder.

All these rewards will help pupils to take pride in their work and gain in confidence.

Very often, your own smiling face will be a reward in itself, so remember to

- set achievable targets
- give your pupils a chance to show they have achieved them, and then
- celebrate their success with them.

As your pupils' range of language grows, a reward could be a game played at the end of a lesson, or a favourite song.

You may like to award this 'prize' based on your own observation of the lesson. Alternatively you could collect 'points' on the board by drawing a tick or star each time a pupil does well. Some teachers prefer to have a jar on their desk to which they add a marble each time a pupil does well. Whichever system you use, make sure that everyone can see the 'points' as they add up. The reward only comes when the class has reached an agreed number of 'points'.

See the 'Classroom Activities' section for lots of ideas for games and songs that might be suitable to use as rewards.

Here are three song suggestions, one in French, one in Spanish and one in German:

'With years three to five I have based some work around the song Sur le Pont d'Avignon. First I taught them the vocabulary with flashcards – sur le pont, les beaux messieurs, petits lapins, etc. Then we talked about Avignon. Where is it? When was the bridge built? What is it made of? Finally I played the tape and we made up a dance with different movements to represent the characters. We all held hands and danced together in a big circle. They really, really enjoyed it.'

French Primary Language Assistant

'After teaching numbers and months of the year, I taught them the song Uno de Enero. This is a good way to consolidate as well as to get to know one of the most popular traditional Spanish songs. We sang it in assembly, and different pupils held up flashcards with numbers and months as we sang each line. Then I taught them about San Fermín in Pamplona, and other Spanish fiestas.'

Spanish Primary Language Assistant

'I teach my pupils to sing the song Mein Hut, der hat drei Ecken (there is an equivalent English song – My hat, it has three corners) with gestures. When they know the song well children skip one word and just do the gesture instead. The next time they skip another word as well, and so on. At the end they sing just a few words and mime most of the song. After that you could do it the other way round until they sing the complete song again. This is great fun for them!'

German Primary Language Assistant

If you get your reward system right, it can be very satisfying for you as well as your pupils:

'I work in a deprived area with pupils who are badly behaved sometimes, but when I enter the classroom and they ask me to do that game again or that song, with a big smile and such enthusiasm, I feel so pleased.'

Primary Language Assistant



You and your pupils

Watch what you say

Be consistent, careful and clear.

Your greatest advantage in the primary classroom is that you are a native speaker of the language being taught (the ‘target’ language).

However, this can also be a disadvantage if you do not choose your words carefully. You may not realise how confusing some things can be for a beginner.

As a native speaker, you may think that it’s not necessary to plan your own use of your own language, but it is!

You need to plan in advance what you are going to say, and be clear and consistent in using your own language, especially when beginning a new topic.

It is essential that your pupils have a chance to listen and learn to a consistent model. It is also important for when pupils move into using text, and see your words written down as a model for reading and writing.

The class teacher, too, needs to know exactly what language they will be expected to pick up and use in the follow-up sessions.

It does not mean that you have to plan your language so carefully that your pupils will understand every word that you say. One advantage of having you in the class is that your pupils get a chance to hear a ‘real’ model of the language, not a version that is so ‘watered down’ that it becomes unnatural. But you do need to think about what classroom language you are going to use, as well as exactly what language you are going to teach.

Be consistent

In your native language, there will often be different ways of saying the same thing. Although these ways are correct, and all mean the same, they will not sound the same to a learner. When you begin teaching a new topic, it will help if you are **consistent**, and always use the same phrase.

Here is an example in French:

Comment t’appelles-tu?

Comment tu t’appelles?

Tu t’appelles comment?

These phrases mean the same thing, but they do not sound the same.

Be careful

With instructions, keep your language simple and try to involve your pupils.

For instance, if you are teaching Spanish, rather than use commands like *¡escuchad!* or *¡cantad!* you could say '*Vamos a escuchar*' or '*Vamos a cantar*', so that you can have a conversation as you set up the lesson.

Remember to be **careful** when you plan what you are going to say.

Here is an example of a conversation in Spanish at the start of a lesson:

Language Assistant	<i>¿Qué vamos a hacer hoy?</i>
Pupils	<i>¿Vamos a escribir?</i>
Language Assistant	<i>No.</i>
Pupils	<i>¿Vamos a bailar?</i>
Language Assistant	<i>No.</i>
Pupils	<i>¿Vamos a cantar?</i>
Language Assistant	<i>Sí. Vamos a cantar.</i>

More confident pupils will ask the questions but, if you nod or shake your head, the whole class will join in with your answers.

Be clear

Finally, remember to speak **clearly**. We can all become lazy about speaking our own language and speak too quickly or mumble the words. As a Language Assistant you are the model for the class, so slow down and make sure your language is clear. Remember that not only the words but some of the sounds that are completely natural to you in your own language will be very unfamiliar to your pupils. They will need to hear the sounds very clearly in order to be able produce them for themselves.

Remember: by being consistent, choosing your words carefully and speaking clearly, you will help the pupils understand you more easily and, with careful planning and the help of some simple gestures, you will be able to avoid using too much English in the classroom.



You and your pupils

Sign language

For anyone trying to learn a foreign language, it can be very confusing if the teacher keeps jumping between the target language and English.

Understanding ‘body language’ – gestures, facial expressions – is an important language learning strategy.

- You don't have to be a mime artist to give your pupils clues to meaning, but it will be very helpful if you can develop a range of movements that allow you to communicate with them without speaking English.
- If you are consistent with these movements, your pupils will soon understand.
- You can say the correct phrase in the target language to accompany the movement.
- In time, you may not need to make every gesture. When you say the phrase your pupils will understand.
- Gestures also help pupils recall language for themselves so even when they understand what you say without gestures, it is still important to use them when you are expecting pupils to produce the target language.

The best and easiest movement is a smile.

It shows people that you are happy with what they are doing. This may seem obvious, but if you are nervous at first, you may forget to smile.

A smile should not be reserved only for good results. Good efforts should always be encouraged, and will help your pupils to have confidence and keep trying.

‘I want my pupils to work hard and put energy into our lessons. I try to work hard too, and when I smile I feel I am giving something back to them.’

Primary Language Assistant

Remember: If your pupils know that you will always translate for them if they wait long enough, they will not try to understand.

If you take your smile away, you will show your pupils that you are unhappy. Keep this serious face for behaviour that is holding up learning. For example, if someone is calling out when you have asked them to put up their hand, or repeating when you have asked them to listen.

- You can ask pupils to look, by pointing to your eyes.
- You can ask them to listen, by pointing to your ear.
- A finger to your mouth can mean silence.
- Raising your hands with the palms up can mean stand up.
- Lowering your hands with the palms down can mean sit down.

You will find that many pupils will copy your gestures, and they will gradually join in with any command words you are using.

In time, you will be able to use this work as part of your teaching. For example, you say the command and your pupils have to make the gesture, or you make the gesture and the pupils say the command. This could be part of a warm up routine at the start of the session (see the section on 'Presenting new Language; Going Beyond the Visuals' for a useful word/gesture sequence).

You could build this work of linking commands and actions into the game which, in English, is called 'Simon says'. If you say 'Simon says touch your toes', your pupils have to touch their toes, but if you just say 'touch your toes' (without first saying 'Simon says') then they must stand still, and anyone who moves is out of the game.

USEFUL INFORMATION

You can see a video clip of a teacher playing this game with her class using classroom commands on the Primary Languages Training Zone at

http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/games/simon_says.aspx



You and your pupils

Classroom management

Throughout this pack you will find classroom management tips to help you build a good relationship with your pupils and give them the best opportunity to learn.

Most children are very enthusiastic language learners, but sometimes they can become over-excited, and this may make it hard for you to teach them.

Try to start each lesson in the same way.

You could always start with the same song or rhyme, or begin with everyone saying 'Hello. How are you?' Some people like to start with the weather or the date.

By establishing a routine, you will help to settle your pupils down so that they are ready to learn. You can gradually change this routine as you get to know the class better.

Similarly, you may want to set a routine for the end of the lesson, perhaps by saying 'Goodbye. Thank you. See you soon.' with your pupils.

Asking for silence

There will be times in your lesson when you need to attract your pupils' attention ready to move on to the next activity.

Try to avoid shouting – you will find this very tiring and after a while you will need to shout louder to achieve the same response.

- Some teachers clap their hands.
- Some teachers have a clapping rhythm that they use. When pupils hear the rhythm it is their signal to join in and stop talking.
- Some teachers have a hand signal that they make and their pupils are expected to copy, for example, hands on heads. Without saying anything, the teacher will make the signal and gradually the pupils will see the signal, copy it and settle down.
- Some teachers like to count out loud from five to zero, to give the class time to be quiet and ready.

USEFUL INFORMATION

Watch other teachers in your school to see what they do, or ask your mentor for advice.

Sometimes, despite everything, a lesson won't go as well as you hoped.

Your pupils are shy and don't speak enough

Learning a language is very challenging, so avoid putting your pupils under too much pressure.

- Teach rhymes or songs with actions so that pupils can join in even if they don't feel like speaking, or think of activities that don't involve talking, for example a card game or 'Simon says'.
- Use puppets to do the talking.
- Ask your teacher if she or he has any pretend microphones or mobiles. Often pupils will speak into a 'device' rather than speak aloud to the class.
- Give your pupils plenty of opportunities to practise repeating as a class, in small groups or in pairs, where they may find speaking aloud less threatening. Remember to make it fun by changing the speed or getting louder or quieter.

Look at the section on 'Presenting New Language: from Listening to Speaking' for more ideas.

Your pupils are noisy and don't listen enough

Some pupils will be very excited when you teach them, especially if your lessons are as lively as language lessons often can be. If you want to calm things down:

- Think of activities that involve careful listening, for example a game of Bingo.
- Organise activities where they can work with a partner, or in a small group.
- If it is hard to get their attention, try clapping or counting, rather than having to ask for quiet.
- Use the puppet! Pretend to make the puppet whisper in your ear and then make it look out to the pupils and then back to whispering to you again. Make it look as if you are having a whispered conversation about your pupils with the puppet. They will be keen to know what you are talking about, and will usually quieten down.

The class teacher will be able to tell you if any pupils have special educational needs, and you should be aware of these. However, the time of day, the day of the week or even the weather can make a huge difference to the mood and behaviour of a class.

Teachers are well trained and experienced people who can make it look very easy in the classroom, but teaching is a highly skilled job and few teachers achieve instant success, so don't be afraid to share your problems with your mentor.

Remember: unless you are a qualified teacher, you should not be left alone with a class.



You and your pupils

Pair and group work

Working in pairs or groups is often more productive than working alone, as pupils can share knowledge and start to become independent in their learning.

Providing pupils with opportunities to work in pairs or groups:

- gives them more speaking time
- takes the spotlight off you and puts it onto your pupils
- allows pupils to mix with everyone in the group
- gives them a sense of achievement when reaching a team goal
- teaches them how to lead and be led by someone other than the teacher
- changes the pace of the lesson
- allows you to have a break from performing
- allows you to move around the class and really listen to the language your pupils are producing

Learning a language is also about interaction. Simply repeating, in a large group, what the teacher says is not going to make pupils linguists. Whole class learning can, of course, provide the stimulus for pair and group work, building up from whole class repetition with the teacher to pairs of pupils rehearsing language or conversing in a simple, relevant and enjoyable exchange of information.

Activities for pair and group work

- **Games:** a number of the games that are suggested for whole class involvement could be repeated in pairs or small groups, for example, Fizz Buzz or Memory Pairs.
- **Sequences:** any language that involves a sequence of words or phrases. Pupils pass a toy or bean bag between them taking it in turns to say, for example, the next number, month, or day.
- **Conversations:** simple exchanges or any language with a question/answer pattern. Pupils could use pretend mobile phones to recreate a dialogue. Older pupils could sit back to back when taking part in a brief exchange to really develop their listening skills!
- **Rhymes:** Even the youngest children can work in pairs. Once your pupils have learned a finger rhyme or song well, they can practise saying or singing it to each other in pairs.

Setting up pair or group work

It is important that your pupils know exactly what is expected of them before you set them off working independently. If not, you could run into classroom management problems!

- Make sure your pupils know what to do. Ask one pair to demonstrate in front of the class if necessary.
- Give your pupils a chance to ask you any questions to clarify the task before they begin.
- Set a clear time limit. You need to give enough time for your pupils to complete the task, especially if it is a game, but don't let it drag on as they will start to lose focus.
- Be clear about the outcome. Try to give your pupils something practical to do, for example, read a dialogue, play a game, or come up with a possible answer.
- Ensure that you know what your pupils will do if they finish early. Could they play a more difficult version of the game? Instead of counting up in ones, could they count in fives or count backwards? Could they assess each other's performance in the task? What did they do well? What needs to be improved?
- Make time for feedback. Your pupils need to feel that the activity has added to their knowledge and abilities. Feedback might be pupils sharing their best idea with the class or giving an indication of how well they think they did in the task.

Air, Pair, Share

Primary school pupils work with partners on a regular basis. In some classrooms, pupils may already, for example, have a 'talk partner'. The teacher will often let pupils discuss an answer to a question or problem with their partner before expecting them to put their hands up with an answer. In this way, knowledge can be shared and everyone has a chance to answer. The teacher 'airs' a question which pupils discuss as a 'pair' before having a chance to 'share' their answers.

Working in this way prevents some pupils sitting back and letting others do the work. It also stops the more confident pupils always being chosen to give the answer.

Remember: ask your teacher about how she or he usually organises group or pair work in the classroom.

You can see an example of pupils practising language in pairs on the Primary Languages Training Zone at http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/pair_and_group_work/making_words_and_sentences.aspx



For the Mentor and the Language Assistant

Forward planning

How am I going to organise my Language Assistant's time and what materials could I suggest they bring?

When planning the timetable, do remember that Language Assistants are not usually trained teachers and they should not be left in charge of a class.

For this reason, some schools prefer to have their Language Assistant work with small groups of pupils. However, this may be difficult to organise successfully, especially when time and teaching space are limited. With support Language Assistants will happily and successfully teach whole classes for short periods, however the class teacher or a teaching assistant should always be present.

We recommend that the Language Assistant is used in dedicated lesson time, working alongside the class teacher who can then practise and revise during the rest of the week.

Working in this way has many advantages; the class teacher can monitor the pupils while also developing their own subject knowledge, and can continue to practise with the class at other times during the week when the Language Assistant is not available. The pupils all benefit from the same amount of time with the Language Assistant and the Language Assistant has a chance to practise appropriate methodologies and make full use of classroom technology. It also helps to integrate the Language Assistant and for him or her to be regarded as a member of staff by both teachers and pupils.

Primary schools are encouraged to teach languages through one or more dedicated lessons per week supported by a number of short opportunities to practise and revise.

Here is an example of 60 minutes of languages for a class of beginners:

Meeting and greeting

- Monday – 20 minute dedicated lesson – Language Assistant and teacher together. The Language Assistant teaches the class to say 'Hello, how are you?' with three different responses (see 'Getting started: Meeting People') and introduces a short song on a CD or from a website. The teacher supports and observes.
- Tuesday – ten minute revision lesson – the teacher revises lesson with class.
- Wednesday – the teacher spends five minutes practising greetings during registration time, and ten minutes in a music lesson to revise the song with the CD or website.
- Thursday – the teacher spends five minutes practising greetings during registration and five minutes later practising the song.
- Friday – the teacher spends five minutes practising greetings during registration and the class sings the song in assembly.

By the end of the week, the Language Assistant has only taught the class for 20 minutes but the pupils have had 60 minutes of languages and have consolidated the Language Assistant's lesson, ready to start again on Monday.

This example assumes that a class has 20 minutes of Language Assistant time. If your school has four hours of Language Assistant time he or she could work with up to 12 classes like this. Language Assistants' hours are actual teaching hours - preparation time is additional.

Do remember that you can be as creative as you like with your Language Assistant's teaching hours in order to maximise his or her usefulness in your school.

Think beyond the classroom and consider assemblies, lunchtime or after school clubs, themed cultural days, end-of-term concerts, presentations to parents, staff training, etc.

Your Language Assistant can help you and your colleagues as well as your pupils.

In primary schools, both specialist and non-specialist languages teachers as well as teaching assistants can all develop their own language skills and confidence by working with a Language Assistant.

For example, you could:

- set up a weekly session where the Language Assistant runs an informal class for you and your colleagues, perhaps during a coffee break or after school,
- try to use the target language as much as possible in your classroom when speaking to the Language Assistant,
- learn alongside the pupils, by listening carefully as the Language Assistant works with them.

By practising with your class between their sessions with the Language Assistant you will make the most of the Language Assistant's time, and add a new dimension to your teaching.

If you are part of a Teaching School Alliance (TSA) consider getting in touch with the Specialist Leader in Education (SLE) for modern languages to tell them about your Language Assistant. It may be possible for your Language Assistant to help with some of the training events that the TSA is running either at the events themselves or, for example, by recording vocabulary, sourcing authentic songs and rhymes or translating stories.

Here is an example of how one school timetabled an Italian Language Assistant for four hours:

'I teach pupils during the morning (four classes, 30 minutes each) and then I do a Language Club after school for other pupils who want to learn Italian – I now have about 15 pupils. There is always a teacher with me. Then from 4pm to 5pm I teach the teachers. There are about six teachers and they want to learn Italian both for themselves and to be able to teach it to the pupils when I am not there or when I have gone back to Italy.'

Primary Language Assistant



Language Assistants can always participate in non-foreign language activities with the school, too. Accompanying pupils on school trips, for example, such as museum, theatre and outdoor visits, is enriching for the Language Assistant, particularly if they intend to teach English when back in their own country.

It is useful to think in advance what materials your Language Assistant might bring from home to use with their pupils.

Give your Language Assistant guidance on which visuals would be most appealing to primary-aged pupils. He or she might like to take photographs of his or her family, pets, friends, home and town. Suggest that they look for sweets, menus, food wrappers, colourful brochures and comics. They might even bring examples of children's exercise books, school timetables, homework diaries, story books and CDs of songs and rhymes.

Remember that for some Language Assistants, the creative and interactive nature of a typical UK primary lesson will be very new. Sending some photos of your classroom might help to stimulate thinking about what materials might be useful.



For the Mentor and the Language Assistant

Developing intercultural understanding

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures.'

- New National Curriculum

By working with an Language Assistant this year pupils in your school will have an ideal opportunity to foster their curiosity in and deepen their understanding of the world. Many of the activities suggested elsewhere in this pack will contribute to intercultural understanding and global dimension teaching objectives. As you read through the pack, discuss ideas with your Language Assistant.

Plan creatively to use your Language Assistant in a range of lessons – use their specialist knowledge in geography or invite them to teach a traditional song in a music lesson or a dance in PE. Your Language Assistant could make regular presentations in assemblies to coincide with important dates in the calendar and explain their significance to the whole school or year group.

You could consider devoting a day to a cultural celebration, including the opportunity to prepare and share a typical dish.

'I really feel like I'm useful, like I have a mission ... spreading French language and culture.'

Primary Language Assistant

For the Mentor and the Language Assistant

Project idea – Culture in a Box - upper primary

Aims:

- To think about what might be representative of their country
- To consider how other people view their country
- To consider stereotypes and their effects
- To explore typical things about another country and thereby gain some insight into other people's reality.

Key language:

- We have got (we have got a famous monument called...)
- Types of buildings
- Geographical features
- Typical foods

Start a discussion about things that are typically 'British' by Googling 'Great Britain' and clicking on the 'images' link. What can pupils see in the images? Are these really typical of Britain? Are they typical of your part of Britain? Why? Why not? How would you feel if someone from your partner school saw one of these images and thought, 'All British children are... or like...?' Explain the concept of stereotyping and see if pupils can think of a typical stereotype for the country of their partner school.

Set your pupils a task to find items or pictures of items that they believe represent their country or town. Gather the items together and pupils can say why they picked each one. The pupils must now decide on the best ten to send in a Culture Box to their partner school abroad. You could do this by asking pupils to speak for each item saying why it should be included in the box and then asking the class to vote.

The pupils could also think about how to excite the interest of their partner class, for example, by creating a quiz to see if the items can be guessed in advance or create PowerPoint presentations about stereotypical images of their country. Photograph the box being opened in each school and share responses to the objects.

USEFUL INFORMATION

You can find more information about the Culture in a Box project, including extension activities, on the British Council Schools Online website

<http://schoolsonline.britishcouncil.org/sites/default/files/files/CC%20project%20template%20-%20culture%20in%20a%20box%20-%202001.pdf>

You can see how a class teacher tackles a similar idea with lower primary pupils on the Primary Languages Training Zone in a clip called International Exchange.

http://www.primarylanguages.org.uk/training_zone/teachers/using_the_ks2_framework/intercultural_understanding/international_exchange.aspx

Here are details of some more activities suggested by Primary Language Assistants and teachers.

There are suggestions for both upper and lower primary classes covering a range of different aspects of Intercultural Understanding.

Lower primary

Aims: to find out, via a Skype link, about how birthdays are celebrated in Italy

- Show the pupils pictures of items associated with birthdays such as a cake, a present or a party. Ask them to identify each picture and to think whether children in Italy would have the same.
- Tell the pupils that they are going to be able to ask their partner school whether they have these items for their birthdays or not.
- Open the Skype link. Invite individual pupils to come to the webcam. They greet their Italian partner then say their name and their age in Italian. They ask their birthday question in English which you or the Italian class teacher can translate for the Italian pupils.
- Finish the link by singing a birthday song in Italian and then in English.

Aims: to compare what people have for breakfast in the UK and in Germany

- Ask the pupils what they had for breakfast this morning
- Show them pictures of a German breakfast – or you could bring in the real foods
- What is the same and what is different? What would the pupils like and not like from the German breakfast? Have the pupils ever eaten these foods before? When?
- Make a display showing the two breakfasts and label the foods in both languages.
- Share a German breakfast together.

Aims: to locate the country and identify capital city and main towns and the areas and towns familiar to members of the class or group

- Make a wall display with a world map with different flags of countries where the language is spoken.
- Ask if any pupils have been to your country.
- Ask the pupils if they know any towns in your country. Help them to pronounce the names properly.
- Make a presentation about your home town and compare it to the town where the pupils go to school.

Lower and upper primary

Aims: to learn about festivals and celebrations in different cultures

- Explain about French National Day – 14 July. Discuss what it means to have a national day. Talk about its history.
- Show pictures of processions, dances and fireworks.
- Listen to the national anthem La Marseillaise.
- With the pupils, make blue, white and red cocardes to decorate the classroom.



Upper primary

Aim: to decide which type of transport to use to travel to their location

- Ask the pupils if they have ever been on a long journey.
- Tell them about your journey from your country to their school, the different forms of transport and how long it took you.
- Show them your passport and your tickets.
- Make a wall display to show your route.

Aim: to talk about daily routines and traditions which affect children's lives

- Ask the pupils about their routines each day.
- Tell them about the times children in your country go to school and come home again.
- Tell them about the times you eat and go to bed.
- Make a display with two clocks on each picture to show the different times.

Aim: to plan a cultural or cross-cultural celebration, for example, a concert of songs, dances, sketches, or performance of a traditional story.

- Celebrate a Spanish day in school.
- The pupils and Language Assistant can wear Spanish dress or clothes in the colours of the Spanish flag.
- In the afternoon you could organise a performance to sing Spanish songs to the parents.
- Organise a café de la tarde, which is similar to a coffee morning but in the afternoon.



'Above all I will take away from this year my French assembly with year five. I worked closely with the two teachers and we gave a performance to the parents and all in French. The head teacher thanked me for my support in front of the school, parents and teachers, and they all clapped. I was nearly crying.'

Primary Language Assistant

'It has been wonderful to have Arlène in our school. All the languages work in school has been bolstered by the presence of a French assistant. Arlène is from the Mayenne region and she is acting as an intermediary between our school and primary schools in that region, so that our visit to France in February, and future visits, will see our pupils share activities with their French partners.'

Primary head teacher

'In each of the three schools I teach in I made a French board. The background is like the French flag – blue, white and red. I put a map in the middle with the big cities. Then I put some French phrases to introduce myself, just as we do in class: 'Bonjour. Ça va? Je m'appelle Mademoiselle Emy. Et toi? J'ai 21 ans. J'habite à Bordeaux (dans le sud de la France).' As I teach the pupils I add flashcards with the weather, days of the week, seasons, months. In the corner I have made a Christmas display with greetings: 'Joyeux Noël! Bonne Année! Meilleurs voeux!' I will change this for different times of the year like Epiphany, Mardi Gras and Easter. The boards will stay after I have gone and will be there when French Comenius partners come to visit.'

Primary Language Assistant

'What I do to develop their interest in Spanish culture is to put a question in one section of my Spanish display. They have a week to answer the question. They can use the internet, and ask their parents, friends, etc. and they give me the answer in the following lesson. They learn Spanish culture without really being aware of it and having fun (it's a challenge for them). Sample questions were 'What is the name of the King of Spain?' 'What is El Quijote?' 'Who is Cervantes?' 'Who is Fernando Alonso?' 'What is the colour of the Spanish football team shirt?'

Primary Language Assistant



For the Mentor and the Language Assistant

Team work – the Language Assistant and the class teacher working together

A cross-curricular project based on story telling

This is a project for the Language Assistant and the class teacher to use together, based on *Maisy's Rainbow Dream* by Lucy Cousins. You could adapt the ideas to work with a different book.

In this book, a mouse goes to sleep and dreams about playing with a variety of colourful objects and animals.

This gives the opportunity to teach colours within the context of a story, but the class teacher and Language Assistant working together could use this book for a range of other activities.

In this section you will find suggestions for a project that could take up to half a term to complete. It could give you some ideas for how you could approach any book in a cross-curricular way.

Resources

- An e-copy or a large physical copy of the book in the target language
- A set of home-made flashcards showing:
 - o a red ladybird
 - o an orange fish
 - o a yellow bee
 - o a green tortoise
 - o a blue alarm clock
 - o a black-and-white spotted rabbit
 - o a violet butterfly.
- A second set of flashcards to represent these colours
- A third set of flashcards showing the written words for the above objects and colours
- Some smaller versions of the flashcards for use in games, for example Snap or Pairs
- Blu-Tack
- A recording of the Language Assistant reading the story at a steady pace, with gaps where the pages have to be turned. (You could include a 'beep' or other cue for this). You could also embed the sound files into the pages of your PowerPoint file. Alternatively, if you have the book in English, the Language Assistant could translate the text and you could create an e-version of the story in the target language.

You will also need to clear some wall space, preferably with some shelf or table-top space, to create an ongoing display of the project.

USEFUL INFORMATION

The character Maisy Mouse is well known to young children throughout Europe. In Spanish she is called Maisy, in German Mausli, in French Mimi and in Chinese 波波 Bō bō. You can order this book and other stories about the same character in different languages on various websites.

Language aims

Learning outcomes - by the end of this project:

Most children will be able to recognise the words in the target language for some colours and familiar objects when they hear or read them. They should be able to understand the story when it is read to them at a steady pace in the target language with support from the illustrations. They will respond to a range of commands in the target language. They will be able to name some colours and objects and be able to repeat short phrases.

Some pupils will not have made as much progress but, with support, they will understand and respond to the target language words they hear. They will be able to repeat some of the words.

Some pupils will have made more progress and will be able to take part in word matching games using some target language phrases and will be able to follow the story in the target language with a taped recording, working in a small group. They will be able to produce some phrases from memory.

Display outcomes (interactive/ongoing)

- Art work
- Labels in the target language
- Photographs of lessons, for example drama
- Games table

1. Ways in – Talk about dreams (class teacher)

- For younger pupils – what are dreams? What do we dream about?
- For older pupils – how do you recognise a dream?
- Read an English book about a dream. Older pupils could write their own story.

2. Before reading – Look at the cover of the book (class teacher)

- Do the pupils recognise the character?
- What do they notice about the writing?
- Look inside. What do they think the book might be about?
- Older pupils will enjoy re-exploring in another language a book they already know.

3. Getting information from illustrations – Hide the text (class teacher)

- Ask the pupils to suggest words (in English) to match the pictures. In groups, each working on one or two pages, pupils come up with a sentence or caption in English for each picture.
- After this, older pupils could be encouraged to use a simple bilingual dictionary to find some of the vocabulary.

Depending on the age, experience and ability of the class, you may wish to read the story in the target language now, or you may prefer to make your pupils familiar with key vocabulary first (the Language Assistant could present the new language using the flashcards).



4. Exploring the target language vocabulary (Language Assistant)

In their key phrases, the pupils will have included seven nouns and adjectives: ladybird, fish, bee, tortoise, alarm clock, rabbit, butterfly; red, orange, yellow, green, blue, spotty, violet.

Use the flashcards you or the pupils have made to teach this key vocabulary.

(The 'Working with Visuals' section has ideas on how to use flashcards.)

5. Sorting and matching (Language Assistant)

Only move on to the written words when the majority of pupils are confident orally and pronunciation is secure.

- Hold up a familiar picture. As the pupils name the picture, show the written word.
- Practise this several times.
- Using Blu-Tack, stick three words and three pictures on to a board. Pupils decide the correct match of picture flashcard with written flashcard.
- Over time, gradually increase the number of cards.
- As ever, throughout the target language activities, keep encouraging and praising.

6. Art work – Colour mixing (class teacher)

Pupils could produce their own versions of the seven items from the story. They could use these pictures to make masks or to add to a display board. Younger pupils could explore colour mixing to produce orange, green and violet.

7. Read the story in the target language (Language Assistant)

Begin the story on the page with the ladybird, so that the vocabulary is familiar. Some pupils will start to repeat the words they recognise.

8. Language practice (Language Assistant)

Go back to the flashcards. Start with repetition. Try to encourage the pupils to repeat longer phrases. Some pupils will be ready to repeat the whole sentence. Don't force this; if you say the whole sentence, pupils will be able to join in with as much or as little as they feel confident about.

9. Rainbows (class teacher)

Explore the idea of rainbows. Depending on the age of the class, you could make links to science (the weather, colour wheels) and religious education (the Great Flood).

10. Music (Language Assistant)

Teach a song which includes the colours. You could make one up to a familiar tune. Older pupils could be encouraged to make up their own simple song, listing or repeating colours.

11. Games Language Assistant and (class teacher)

Build up a series of games based around the story, for example:

- Matching pairs
- Dominoes
- Snap
- Happy Families



Depending on the age of the pupils, the Language Assistant can gradually teach a range of language needed for playing a game. For example:

*My turn
Your turn
I've found
I've forgotten
Give me
Pass me*

*Here it is
There it is
That's it
I've won
You've won
Well done*

12. Predicting (Language Assistant)

Go back to the story book. Some pupils should now be able to predict words or parts of sentences in the target language. Older pupils may start to attempt whole sentences.

13. Verbs and movement (class teacher)

In a PE lesson, explore the verbs in the story. Devise some actions to match, and build them into a short sequence or dance.

14. Drama (Language Assistant and class teacher)

Younger pupils could act out part of the story with the cassette playing. Older pupils could read or recite the story. The class could use the masks they have made. They could show their work in assembly or at an end of term presentation.

15. English (class teacher)

Make comparisons between the target language words and equivalent English words. Depending on the language being taught, you should find a number of links, especially with the words for colours.

With an older group of pupils, you could study the word order of the sentences. (Which word is the noun? Where is the colour adjective?) Make comparisons with English.

16. Display

Put the results of the work into a display. You could include the flashcards (correctly labelled), pictures and masks the pupils have made and photographs from their lessons.

Suggestions for other stories:

- *The Very Hungry Caterpillar* – Eric Carle
- *The Mixed up Chameleon* – Eric Carle
- *Have you Seen my Cat?* – Eric Carle
- *Mr. Grumpy's Outing* – John Burningham
- *Dear Zoo* – Rod Campbell

And traditional tales such as:

- The Enormous Turnip
- The Little Red Hen
- The Three Little Pigs



USEFUL INFORMATION

The Primary Languages website will give you more ideas for storytelling

http://www.primarylanguages.org.uk/teaching__learning/active_learning/storytelling.aspx

You can see a teacher with his class using the Eric Carle story, *Where's my Cat* on the Primary Languages Training Zone

http://www.primarylanguages.org.uk/training_zone/teachers/active_learning/story_telling/joining_in_story.aspx



