



Primary FLA starter pack

Welcome

- We are delighted that you have chosen to become a foreign language assistant (FLA) this year.



●●● As a foreign language assistant working with primary children, you will be playing an important role in the development of language teaching in this country.

We have prepared this pack to help get you started.

In it you will find a series of leaflets and support sheets about aspects of teaching. These have been designed to give you ideas and advice on good practice in the primary languages classroom so that you can feel confident from the beginning.

There are also some printed examples of the visuals you can find on the CD-ROM, which has more than fifty photographs showing food, pets, the weather and activities. You can use them to make PowerPoint presentations, flashcards and games. Open the CD-ROM to find a full list.

www.britishcouncil.org/flasonline

The British Council website is there to help you. It contains lesson plans and links to useful resources for foreign language assistants, and you can join an online discussion group.

Your school will also have a copy of a pack, *Piece by Piece: Languages in Primary Schools*. This was prepared by the Department for Education and Skills and CiLT, the National Centre for Languages, to support and encourage language teaching in primary schools. In it you will find a CD-ROM, *Primary Languages in Action* which contains three very useful short videos to give you more ideas for the classroom. Ask your mentor if you can borrow it.

Your mentor will also be able to give you information about FLA training courses you can attend. These will help you throughout the year, and allow you to meet other FLAs in your area.



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

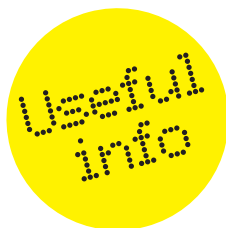
Language Learning in England

- The National Languages Strategy was published on 18 December 2002. In it, the government set out its plans to 'transform the country's capability in languages.' The strategy is called *Languages for All: Languages for Life*.

One of the most exciting features of the National Languages Strategy is the commitment to teach languages to pupils aged 7 to 11. This stage of a child's education is called Key Stage 2.

“ Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high-quality teaching and learning opportunities, making use of native speakers and e-learning.”

- In England, children usually start school around their fifth birthday.
- From then until the age of 7 they are in Key Stage 1.
- Key Stage 2 is for pupils aged from 7 to 11.
- At the age of 11 pupils usually transfer to secondary school for Key Stage 3, which takes them up to the age of 14.
- For the last two years of compulsory education pupils are in Key Stage 4.
- If they choose to stay on at school for two more years, they are in Key Stage 5, but this is usually called the sixth form.
- At the end of the sixth form, pupils usually take three or four A level examinations which they choose from a wide range of subjects. At this stage, there are no compulsory subjects.



Key Stages

Key Stage 1	4 to 7	Infant/Primary school
Key Stage 2	7 to 11	Junior/Primary school
Key Stage 3	11 to 14	Secondary school
Key Stage 4	14 to 16	Secondary school
Key Stage 5 The Sixth Form	16 to 18	Secondary school or college

Most, but not all, areas of the country follow this pattern.

By the end of the decade, primary schools are expected to ensure that language learning is offered to all pupils from the ages of 7-11 (Key Stage 2). For pupils aged 11-14 (Key Stage 3) it is compulsory to study a modern foreign language. Pupils aged 14-16 (Key Stage 4) have an 'entitlement' to study a modern foreign language - which means that all schools must offer at least one modern foreign language for pupils to study if they choose to do so.

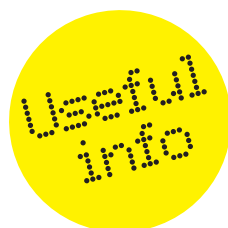
Traditionally, pupils in England have begun to study foreign languages at the age of 11 and have taken their first examinations, called GCSEs, at the age of 16. Most pupils take about nine GCSEs, and often they will take one or two foreign languages. French has been the main language studied from 11 to 16, and German and Spanish are also popular.

Since the middle of the 1990s, some schools have chosen to specialise in languages, and many of their pupils study at least two languages. Some of these schools, called Specialist Language Colleges, have started to teach non-

European languages such as Mandarin Chinese and Japanese. 'Community' languages, such as Urdu and Panjabi, have also grown in importance.

Learning languages is a popular hobby and many adults attend evening classes, especially to help them make the most of foreign holidays. More and more British people are buying property abroad. Studying languages is a lifelong experience offering opportunities for both younger and older learners.

The Department for Education and Skills has devised a Languages Ladder to allow language students of all ages to measure their performance and progress. An assessment scheme is available to support the Languages Ladder. An interesting aspect of this is that students can assess their progress in the individual language skills of listening, speaking, reading and writing, so, for instance, they will be able to gain a grade 6 in reading Italian or a grade 3 in writing Russian. All language learners, from beginners to advanced students of any age, will be able to take part in these assessments.



If you would like to learn more about the government's plans for languages in this country, here is the website:
www.dfes.gov.uk/languages/

Getting started: meeting people

- The first time you work with a group of children 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 children to ask each other questions and develop short conversations.

In a small group, the children 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 children to use the gestures and the expressions as they answer. They will enjoy changing their tone of voice to suit the response.

Who are you?

Your pupils will enjoy learning about you.

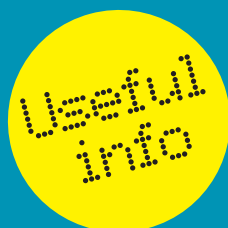
You could create a wall display about yourself, showing pictures of your home town, members of your family, your home and your pets.

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!

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



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.

For more ideas go to:

www.britishcouncil.org/flasonline



Presenting new language

Working with flashcards

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

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

For this example we will imagine that you are going to teach numbers to beginners, 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.

We will also imagine that you are going to use flashcards.

- You could use your fingers to represent the numbers, but in a large room you might not be seen. Another disadvantage is that you can't go beyond ten!
- You could write the figures on the board, but this will mean you have to turn your back on the class to write.
- You could make a PowerPoint presentation, but you might not be teaching in a room which has the technology.

So use flashcards.



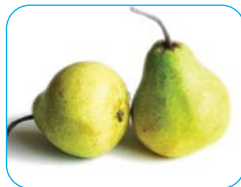
How many ...?

How many flashcards will you present to start with? Many people suggest that between four and eight is ideal.

Let's imagine you decide to use five cards, showing the numbers 1 to 5.

You can easily make some flashcards using a thick pen on card.

You could use the photographs of fruit from your pack: one lemon, two pears, three raspberries, four strawberries and five cherries.



Before you start

Seat the 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.

Tell the children in English that you are going to teach them the numbers. Set an achievable target for the group, for example 'By the end of this lesson you will be able to recognise the names of five numbers 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

Start with three cards. Hold each one up, one at a time, and say the word clearly.

Go through the first three cards twice, then change the order and go through them twice more. By this stage you will notice that some of the children are starting to mouth the word with you.

CLASSROOM MANAGEMENT TIP

The pupils must be silent at this stage. Careful listening is essential. Some pupils may know numbers already (or think they do) and may want to join in. If they do, 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.



If you ask, you may find your school already has some cards they use in numeracy lessons.



Responding

Now encourage the pupils to respond. Hold up a card, say the word clearly and nod your head. Encourage the children 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 with the children. Then a third card, and so on.

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

The children will gradually join in with your gestures.

Now take another of your cards. Get it wrong twice, and then get it right.

Once this is working well, you can present the other two numbers, one at a time, so that you are using all five numbers. 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 numbers when they hear it said **AND YOU WILL HAVE ACHIEVED YOUR LESSON OBJECTIVE.**

Remind the children 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 five numbers, and now you can. Well done!'

CLASSROOM MANAGEMENT TIP

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



Evaluating the lesson

In addition to learning five words in the target language, a session like this will teach the children 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 start to develop language learning strategies.

Look at the other photographs on the CD. Can you think of ways to adapt this lesson with other words and phrases?

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

- Did the 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!



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



Presenting new language

From listening to speaking

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

From listening to speaking

Your overall target will be that you can show the children 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 children and achievable in the time you have available.

Back to the flashcards

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

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

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 children who may have been absent.

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 children during other lessons will help you to enable each child to be successful.

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.

CLASSROOM MANAGEMENT TIP

Don't let the children repeat with you. Every pupil needs to have you as the model at this early stage. If anyone starts to join in at the wrong time, stop, put the flashcards down, wait for silence and start again.



Setting the target for three cards is more achievable. This will avoid confident children 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 squeaky 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.

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 the children 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

You need to be very alert throughout this activity: keep listening to the children 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.

CLASSROOM MANAGEMENT TIP

Some children 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 the children and also an excellent way of showing you how they are progressing. 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 children are leading the way. Hold up a flashcard, and go back to simple repetition but, this time, ask children to repeat individually. In a large group, you may like to ask them to put up their hand so that you don't choose someone who does not feel ready to take part.

Hold up a flashcard and say the word, then choose one child 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 children. 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 children 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 the children a choice including the correct word.

Example – you hold up 2, you say '1 or 2?'

The children put up their hands, you choose someone and they say the right number.

CLASSROOM MANAGEMENT TIP

Most children will get this right as long as the correct answer is the last word you say.

Take a step back ...

Show the flashcards one at a time and ask the children to say the words together with you. Change the order and give 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 children will carry on without you, saying the word as they see each picture.

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



Now that the children are starting to work individually, the fun begins for you. You can vary the difficulty of the question you ask by adding more choices or changing the position of the correct word. In this way you can set a challenging target for each child.

You will start to get a feel for the progress towards your target, which was for all children 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 children the chance to show what they can do individually, and 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 children, ask who thinks they can do two cards, then three, and then work on through until one or two children manage to attempt four or five.

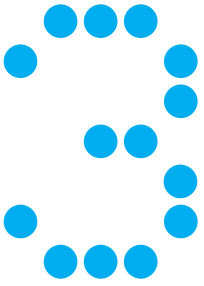
CLASSROOM MANAGEMENT TIP

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



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

Keep encouraging, keep smiling and keep praising.



Presenting new language

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 progress:

- First they 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, starting with a choice of answer
- Gradually you make the questions harder
- Then they speak in a group
- Then 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.



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 numbers 1 to 5.

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. The children take it in turns to guess which number 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 number it is. As each number 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 the children to close their eyes. Take one card away. Children 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 child who guesses correctly comes and works with you, choosing the next child to answer and responding with yes, no or a signal.

A confident child could take your place and run this activity.



Going beyond the visuals

4 Make up a song

Think of a tune you and the children know well. You could ask your mentor to suggest one. Fit numbers to the rhythm and write the numbers on the board so that everybody can sing, for example:

Twinkle, twinkle little star (in Spanish)

Easy version 1 1 1 2
 1 1 2 2 2

UNO, UNO, UNO, DOS
UNO, UNO, DOS, DOS, DOS

Advanced 4 4 5 3
 4 4 3 3 3

CUATRO, CUATRO, CINCO, TRES
CUATRO, CUATRO, TRES, TRES, TRES

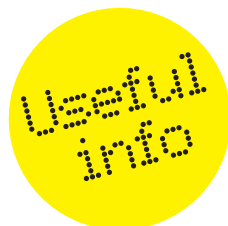
5 Bingo (Lotto)

Ask the children to choose three numbers and write them down (for example 1, 3, 5)

You call out the numbers and they cross them off.

The first one to finish is the winner.

You can make this harder – and last longer – by saying other numbers or words. The children listen for the ones they know.



Remember, Bingo can be played with pictures and any words and phrases, not just numbers.



When you have more space

6 In a Games lesson

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

The children run or dance around (possibly to a song you have on tape).

Suddenly you call out a number. The children have to go into groups of that number.

Anyone left over is 'out' and has to sit at the side.

Then you repeat, this time choosing a different number, until you have a final winning group.

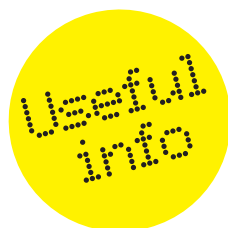
7 Fishermen and Fish

‘I play a counting game when I teach my class in the hall.

I divide the children into two groups – the fishermen and the fish. The fishermen hold hands in a circle, lift up their hands and the fish run in and out of the circle under the hands. We count up to an agreed number, and then the children bring down their hands.

Some fish will be ‘caught’ in the fishermen’s net. Then we all count the fish. After that we change over, so that the fish become the fishermen, and we start again.’

Primary FLA



Games should be a regular part of your lessons.

Not only do they make language learning fun, but they help children to develop language learning strategies.

For more ideas about using games in your lessons, go to:

www.britishcouncil.org/flasonline

Resources

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

Primary language teaching in this country is still at an early stage and your school may have few specialist resources.

If you look around and see what is available in other lessons you may find resources you can use or adapt. These include coloured blocks, balls, dice and number flashcards. Ask your mentor if you can borrow items to use in your classroom.

Think of things you have at home that could be useful – photographs, simple story books, CDs or cassettes, 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.

The children will be very 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 children 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 this year; 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.



The most important lesson the children can learn this year is that it is fun and worthwhile to learn languages, and you are the ideal person to teach them this.



If you have access to a computer you can bring a new dimension to your work.

To use a computer in your school, you may need to be given a password. Ask your mentor if this can be arranged.

Interactive whiteboards are available in many primary schools. They are not difficult to use and the children love working with them. Ask your mentor for some training so that you can use them to teach languages.

You could use the pictures from the CD-ROM to make presentations.

You can find more pictures on websites such as **www.sxc.hu** or by using search engines.

You can find out more information to help you plan your lessons on the British Council website:

www.britishcouncil.org/flasonline



For up-to-date advice on teaching languages to young learners, **www.nacell.org.uk** will give you links to a range of useful websites. The Resources link will lead you to websites offering interactive exercises which you could recommend to other teachers in your school.

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 children will often respond to a puppet when they are not confident about speaking to an adult.

You can correct mistakes by having the puppet make the mistake and asking the children to help him get it right.

You can improve pronunciation by having the puppet say something badly and ask the children to help him by saying it properly.

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



Using a puppet to speak English

Sometimes you will have to explain something to the children 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 children will love this, and you can add to the fun by setting up a conversation between the puppet, the pupils and yourself.

You can see some children working with puppets on the *Piece by Piece* CD-ROM.

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

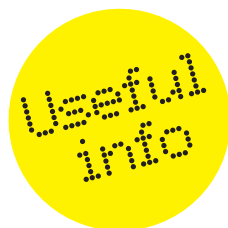


Another very useful resource is a story sack. This contains toys or puppets needed to tell a story. Ask your mentor if there are any in your school, possibly for use in lessons at Key Stage 1.

Resources

Making and using flashcards

- In the classroom you can communicate ideas to children 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.



All the pictures in this leaflet are on the CD-ROM.

Making and using flashcards

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 four strawberries within the topic of food, but you could also use it to represent the colour red or the number four.



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.
- You can use the images from the CD-ROM.

Making and using flashcards

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 children. Flashcards this size are easy for small hands to hold.

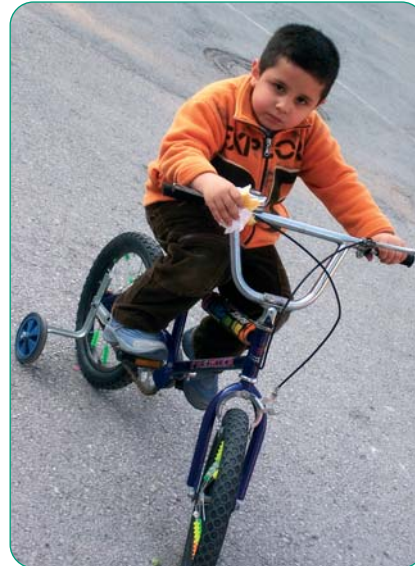
If possible, cover the flashcards you make in plastic by using a laminating machine. Your school will probably have one. Ask if you can use it.

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 overhead transparencies (OHTs) on an overhead projector (OHP).

You could make PowerPoint presentations for use with a computer and data projector. Your school may have interactive whiteboards.

Technology can make a tremendous impact in the classroom, but it is not easy to move. If you are working with a small group of pupils in a corner, you may not be able to use it.



I like cycling



I like reading



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.

Making and using flashcards

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

The lesson aim 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 the children understand without speaking English, she wrote the words on card in Italian in the correct colour eg



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 children 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 children 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.



A Spanish FLA 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. The photographs included on the CD-ROM, and any other visuals you use, can represent an idea to learners without having to explain in English.



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

Look at your CD-ROM, and find the picture of the two girls 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 girls are dancing
- I like dancing
- I like dancing with my friend
- Next Saturday I am going dancing
- When I went to my sister's wedding we all had a great time dancing.



Look carefully through the pictures and, if they fit with a topic or a grammar point you are teaching, build them into your lessons.

A picture is worth a thousand words ...

Think of the pictures as ways of introducing whole phrases, rather than individual words.

The pets pictures could be used when you are teaching 'I have' or 'I would like'.



I have a dog.



I would like a pony.

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



When it rains I like to play on my computer.

Or, with the pets, make up crazy sentences.



When it is windy I like to go fishing with my cat.



Putting longer strings of phrases together develops children's 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.

A picture is worth a thousand words ...

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

- You can use photographs from the CD-ROM or from internet sites.
- 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, especially a digital camera, you can plan and take your own photographs to use in the classroom.

Here are two ideas from Primary FLAs 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.’

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 children have allergies.
- In the right atmosphere, a round of applause can be a reward.

Work with the class teacher to find something suitable.

- You could make a small card for each child and add a smiley face for success.
- You could involve the children 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 the children for them to keep in their book or folder.

All these rewards will help children 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 the children a chance to show they have achieved them, and then
- celebrate their success with them.

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

Some songs can support work on intercultural understanding. Here are two suggestions in French and Spanish:

‘With Years 3 to 5 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 FLA

‘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 children 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 FLA

Like all the best songs in the languages classroom, this German suggestion uses actions.

‘I teach the children 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 FLA



‘I work in a deprived area with children 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 FLA

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.

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.

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, but they do not sound the same.

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.

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 an FLA you are the model for the class, so slow down and make sure your language is **clear**.

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

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

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



By being consistent, choosing your words carefully and speaking clearly, you will help the pupils understand you more easily and, with the help of some simple gestures, you will be able to avoid using 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 the children without speaking English.
- If you are consistent with these movements, the children will soon understand.
- You can say the correct phrase in the target language to accompany the movement.
- In time, you will not need to make the gesture at all. When you say the phrase the children will understand.

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 the children 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 FLA



If the children 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 the children 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 children 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.

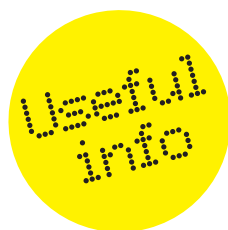


You will find that many children will copy your gestures, and they will gradually join in with any command words you are using.

In time, you will be able to use this work as part of your teaching. For example, you say the command and the children have to make the gesture, or you make the gesture and the children say the command.

This could be part of a warm up routine at the start of the session.

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', the children have to touch their toes, but if you just say 'touch your toes' they must stand still, and anyone who moves is out of the game. You can see a video clip of a teacher playing this game with her class on the *Piece by Piece* CD-ROM.



If you would like to read about other active games go to:
www.britishcouncil.org/flasonline

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 the 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 will want to set a routine for the end of the lesson, perhaps by saying 'Goodbye. Thank you. See you soon.' with the children.

Asking for silence

There will be times in your lesson when you need to attract the children's 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. A teacher on the *Piece by Piece* CD-ROM counts out loud, to give the class time to be quiet and ready.



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 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.
- Give the pupils plenty of opportunities to practise repeating as a class or in small groups, and make it fun by changing the speed or getting louder or quieter. Look at the leaflet *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.

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.



If you would like to read more about these issues, go to this website:
www.britishcouncil.org/flasonline

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 the children 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 children 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 the children about the way you and your family celebrate Christmas
- tell them about another important festival in your country
- 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 FLAs:

‘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 children 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 1 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 children helped to make their costumes during art lessons. At the performance the teacher read the play and the children mimed the actions. They translated some of the words as the teacher held up a flashcard, eg she read ‘The elves were working hard’ and the children shouted ‘Lutins’. Every child took part.’

‘In order to teach about French culture, I decided to tell them our Epiphany tradition and we did some cooking. All the children in the school took part. With the older children – years 4, 5 and 6 – 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 children – years 1, 2 and 3 – 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!’



For more ideas about lessons linked to the theme of Christmas, go to www.britishcouncil.org/flasonline

Classroom activities

Memory pairs game

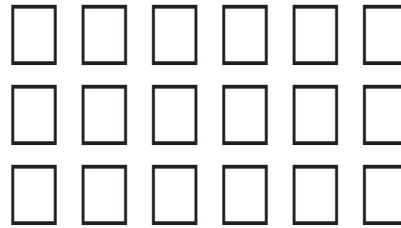
- This is a game that has many different names but is always fun to play. It can be used with all ages of language learners to practise single words or longer phrases.



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.

In the pack you will find two sheets of photographs which you can use. Cut them up and you will be ready to start. By laminating them first, they will last longer. Ask your mentor if the school has a 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 pupils take it in turns to turn over the cards
- They can choose cards from anywhere on the grid
- They turn 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.



For a more advanced version of this game, you could make matching cards where one shows the picture and the other the written word or phrase. This time the pupils need to match the picture card with the written card.



Two
Lemons

Classroom activities

Why teach numbers?

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



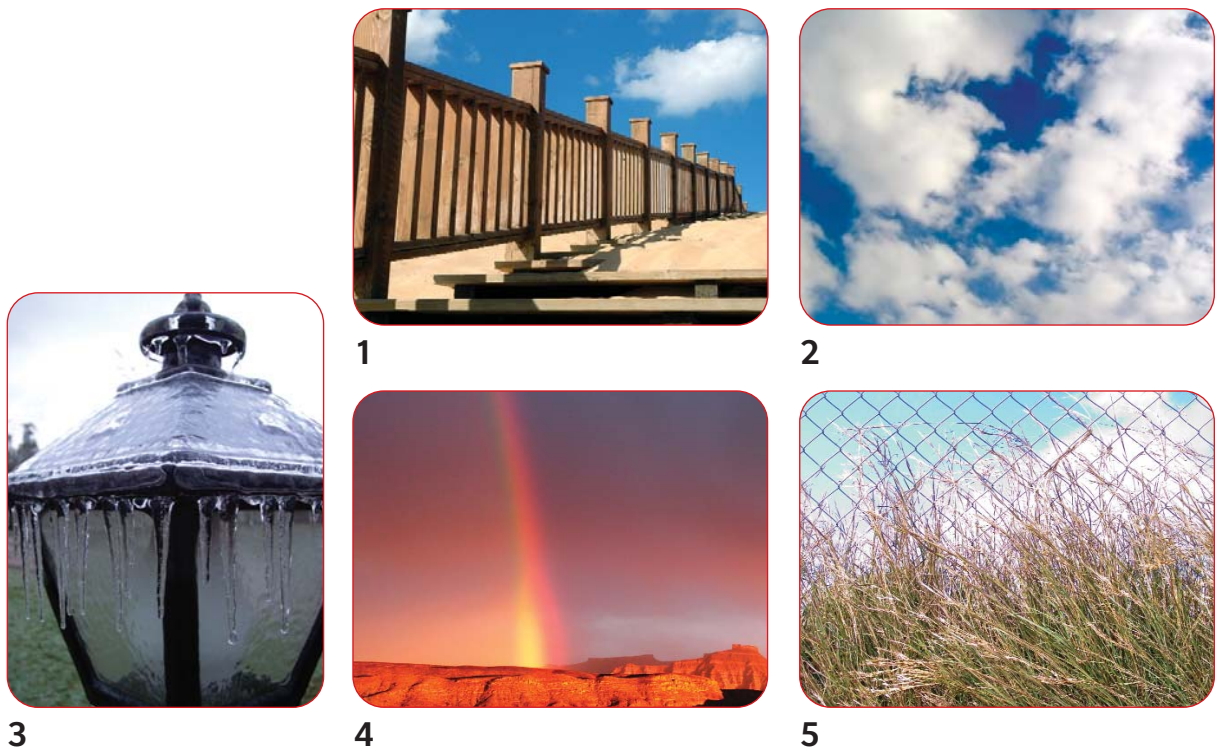
- The pupils know what they are
- Most pupils will recognise the symbols
- They are short, single word items
- They can be used in other areas of the curriculum such as numeracy, but also in sports and dance
- They can be used as part of the daily routine, to count how many children are present, or how 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 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.

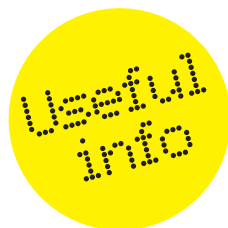
Imagine you now have five flashcards, each showing different types of weather.

Using Blu-Tack, put them on the board and write the numbers 1 to 5 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 team games, with one team challenging the other to identify the correct card.



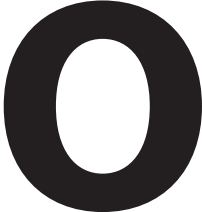




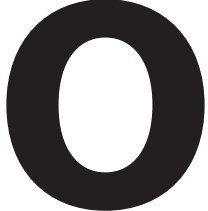



➤ If you teach one more number – 6 – you can then start to play with a dice.

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

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 a **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.

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 	<p>9</p> 

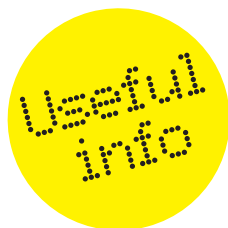
CLASSROOM MANAGEMENT TIP

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

Being able to count up to 1,000 does not make you a linguist.

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.*



For more tips about teaching numbers go to:
www.britishcouncil.org/flasonline

This website also gives ideas for teaching the alphabet.

For the mentor and the FLA

Intercultural understanding

- “Children develop a greater understanding of their own lives in the context of exploring the lives of others.”

The Key Stage 2 Framework for Languages

Intercultural understanding is one of the three core strands of the Key Stage 2 Framework for Languages with progressive objectives for years 3 to 6.

IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken

- Have contact with a native speaker

By working with an FLA this year children in your school will have an ideal opportunity to “learn to look at things from another’s perspective.”

Many of the activities suggested elsewhere in this pack will contribute to objectives in this teaching strand. As you read through the pack, discuss ideas with your FLA.

Plan creatively to use your FLA 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 FLA 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.

This booklet contains details of activities suggested by Primary FLAs to meet learning objectives for intercultural understanding in each year of Key Stage 2.



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

Primary FLA

IU 3.2 Locate country/countries where the language to be studied is spoken

- 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 children have been to your country.
- Ask the children 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 children go to school.

IU 4.1 Learn about festivals and celebrations in different cultures

- Involve a native speaker in sharing their childhood memories of celebrations and in helping children to recognise diversity

- 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 children, make blue, white and red *cocardes* to decorate the classroom.

IU 4.4 Learn about ways of travelling to the country/countries

- Decide which type of transport to use to travel to their location

- Ask the children 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.

IU 5.6 Look at further aspects of their everyday lives from the perspective of someone from another country

- Talk about daily routines and traditions which affect children's lives, eg schools, meals, transport, holidays

- Ask them 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.

IU 6.3 Present information on an aspect of culture

- Plan a cultural or cross-cultural celebration, eg concert of songs, dances, sketches, performance of a traditional story

- In school we celebrated a Spanish day.
- The children and I wore Spanish dress or clothes in the colours of the Spanish flag.
- In the afternoon we had a performance where we sang Spanish songs to the parents.
- Then we had *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 5. I worked closely with the two teachers and we gave a performance to the parents and all in French. The headteacher thanked me for my support in front of all the school, parents and teachers, and they all clapped. I was nearly crying.”

Primary FLA



“Language competence and intercultural understanding are an essential part of being a citizen.”

The Key Stage 2 Framework for Languages

“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 children share activities with their French partners.”

Primary headteacher

“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 children 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 FLA

“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).”

Examples of questions:

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 FLA



IU 5.1 suggests “Imagine what a child whose first language is not English feels like when ... arriving in a school in the UK for the first time.”

FLAs can feel just as apprehensive but they can work with you to achieve excellent results for the children in your school.

For the mentor

Hosting a foreign language assistant

- The more you can do to make your FLA feel welcome in your school and on a par with other colleagues the more successful their stay will be.

Before your FLA arrives

Read the Forward Planning sheet for help and advice on organising the timetable.

Make sure everyone knows that your school is hosting an FLA. You could announce this to colleagues in a staff meeting and follow up with a message on the staff notice board. Inform the children in an assembly and tell the parents in a newsletter.

Prepare for his or her arrival by reserving a locker (with a coffee cup) in the staffroom for personal belongings.

Arrange a password so that (s)he can access your computer network.

Stock up on resources, such as coloured paper and card, laminating pouches, pencils, glue and scissors for creative activities, and teaching resources, such as board pens.

Clear space for your FLA, so that all the resources (s)he makes are not lost, but can be easily found and used again in the future.

Clear some wall space so that (s)he can make a display about where (s)he comes from.

Plan observations so that your FLA will be able to start to know the teachers and children straightaway.

Look out for local training courses or events organised by your Local Authority or Early Language Learning Regional Support Group.



“Regional Support Groups actively support Early Language Learning at a local level and help to build language teaching capacity in primary schools across the country by providing free networking, training and information sessions for teachers and trainers involved or interested in early language learning.”

When your FLA arrives

If you are the host school, make sure your FLA is met when (s)he arrives, and is taken to their accommodation.

Arrange some non-contact time for yourself on your FLA's first visit, so that you can explain their timetable.

Introduce your FLA formally to children and colleagues in their classrooms.

Book a time for them to meet with your headteacher and school secretary or bursar.

Invite all the staff to a special 'welcome' coffee break.

If you have a Who We Are board, take your FLA's picture and include them as soon as possible.

What your FLA will need to know

You will help your FLA settle in more easily if you take time to explain how your school works, including the timing of the school day and key events in the year. We receive very positive feedback from FLAs about primary schools in this country but their own experience of primary education may have been very different and they are always surprised when they first arrive. Arranging time for your FLA to "shadow" a small group of children for a day would be an excellent way to help them understand the routine.

Communication

Please remember to tell your FLA when your school is closed or when classes are out of school on a visit. If your FLA only spends one day per week with you it can be easy to forget to warn them. Most FLAs would be happy to rearrange their timetable as long as they have prior warning. Exchange mobile phone numbers so that you can contact each other easily.



‘When I arrived at my school I had a very warm welcome with a French breakfast. The mentor teacher planned a short activity (five minutes) and she taught it with me in all twelve classrooms. I was really happy that she joined in with me – it was a fantastic start.’

Primary FLA

For the mentor

Making the most of your FLA

- ‘I can really see the difference when teachers keep on practising the things I have been doing with the children during the week. Children pick up things so much more easily.’

Primary FLA

When planning the timetable, do remember that FLAs 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 FLA work with small groups of children. However, this may be difficult to organise successfully, especially when time and teaching space are limited. It also means that the teacher does not see the FLA with the pupils.

In general, FLAs' strengths are their love for their own language and culture, their enthusiasm and inventiveness when working with young children and their linguistic expertise. They provide a role model for accurate pronunciation to help both children and teachers. With support they will happily and successfully teach whole classes for short periods of time. However the class teacher or a teaching assistant should always be present.

We recommend that, whenever possible, the class teacher should remain in the classroom and work alongside the FLA.

If the teacher is a confident speaker of the language this could involve team teaching but if not, then it is always helpful for the teacher to be present and learn the language with the pupils. This will allow the teacher to continue to practise with the class at other times during the week when the FLA is not available.



The Key Stage 2 Framework for Languages encourages non-specialist teachers to “give thought to doing a little language well”.

Supporting and observing an FLA with their own class is an excellent way for teachers to learn a little language well.

Your FLA can help you and your colleagues as well as your pupils.

Professional development

In primary schools, non-specialist languages teachers and teaching assistants can improve their own language skills and confidence by working with an FLA. For example you could

- set up a weekly session where the FLA runs an informal class for you and your colleagues, perhaps during a coffee break
- use the Target Language in your classroom when speaking to the FLA
- learn alongside the children, by listening carefully as the FLA works with them.

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

Support for mentors

The British Council booklet *Foreign Language Assistants Notes for schools, colleges and language assistants* provides essential advice on issues ranging from employment regulations and financial matters to the FLA's role in school.

Towards the end of the booklet, *Appendix IV How to make the best use of your assistant* gives a range of tips for mentors.



You can access this information online at:
www.britishcouncil.org/languageassistants

For the mentor

Forward planning

- The Key Stage 2 Framework for Languages “works on the basis that schools will teach languages for no less than 60 minutes per week. This can be arranged flexibly...”

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.

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

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

Meeting and greeting

Monday – 20 minute dedicated lesson – FLA and teacher together. FLA teaches class to say “Hello, how are you?” with three different responses (see enclosed sheet *Getting started: Meeting people*) and introduces a short song on CD or cassette. Teacher supports and observes.

Tuesday – 10 minute revision lesson – teacher revises lesson with class.

Wednesday – Teacher spends 5 minutes practising greetings during registration time and 10 minutes in a music lesson to revise the song with the CD or cassette.

Thursday – Teacher spends 5 minutes practising greetings during registration and 5 minutes later practising the song.

Friday – Teacher spends 5 minutes practising greetings during registration and class sings song in assembly.

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

This example assumes that a class has 20 minutes of FLA time. If your school has 4 hours of FLA time he or she could work with up to 12 classes in this way. The FLA hours are actual teaching hours, and preparation time is in addition to this.

Do remember that you can be as creative as you like with your FLA's teaching hours in order to maximise their 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 ...

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

“I teach children during the morning (4 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 children. 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 children when I am not there or when I have gone back to Italy.”

Primary FLA

“Effective integration into other areas of the curriculum helps to make cohesive links between subjects, which can raise teachers’ and children’s motivation and make better use of their time.

Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a bolt-on extra.”

The Key Stage 2 Framework for Languages

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

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

In this pack you will find suggestions for teaching the book *Maisy’s Rainbow Dream*, by Lucy Cousins, as a joint project between the class teacher and the FLA, with suggestions for links to other areas of the curriculum.

A book like Eric Carle’s *The Very Hungry Caterpillar*, which is available in many languages*, could be the starting point for the FLA 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*

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.



For more ideas visit the NACELL website:
www.nacell.org.uk

or study the CD-ROM *Primary Languages in Action* in the *Piece by Piece* pack (DfES/CiLT), which was sent to all primary school headteachers in 2004.

For the mentor and the FLA

Teamwork – the FLA and class teacher
working together

● A cross-curricular project based on a reading book

This is a project for the FLA 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.

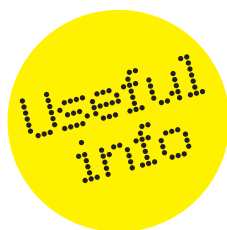
In this book, a mouse goes to sleep and dreams about playing with a variety of colourful objects and animals.

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

- A large, preferably hardback, copy of the book in the target language
- A set of home-made flashcards showing:
 - a red ladybird
 - an orange fish
 - a yellow bee
 - a green tortoise
 - a blue alarm clock
 - a black-and-white spotted rabbit
 - 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, Pairs
- Blu-Tack
- A recording of the FLA reading the story at a steady pace, with gaps where the pages have to be turned. (You could include a 'beep' or other clue for this).

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.



The character Maisy Mouse is well known to young children throughout Europe. In Spanish she is called Maisy, in German Maus and in French Mimi. You can order this book and other stories about the same character in different languages on various websites. Try replacing the uk suffix of the address with es, de or fr for Spain, Germany or France.

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 children 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 children 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 children – what are dreams? what do we dream about?

For older children – how do you recognise a dream?

Read an English book about a dream. Older children could write their own story.

2 Before reading – Look at the cover of the book CLASS TEACHER

Do the children recognise the character?

What do they notice about the writing?

Look inside. What do they think the book might be about?

Older children will enjoy re-exploring in another language a book they already know.

3 Getting information from illustrations – Hide the text CLASS TEACHER

Ask the children to suggest words (in English) to match the pictures. In groups, each working on one or two pages, children come up with a sentence or caption in English for each picture. After this, older children 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 the children familiar with key vocabulary first. **(The FLA could present the new language using the flashcards.)**

4 Exploring the target language vocabulary FLA

In their key phrases, the children 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.

(Read the leaflet *Working with Visuals* for ideas on how to use flashcards.)

5 Sorting and matching FLA

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

- Hold up a familiar picture. As the children name the picture, show the written word. Practise this several times.
- Using Blu-Tack, stick three words and three pictures on to a board. Children 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

Children 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 children could explore colour mixing to produce orange, green and violet.

7 Read the story in the target language FLA

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

8 Language practice FLA

Go back to the flashcards. Start with repetition. Try to encourage the children to repeat longer phrases. Some children will be ready to repeat the whole sentence. Don't force this; if you say the whole sentence, children 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 FLA

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

11 Games FLA 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 children, the FLA can gradually teach a range of language needed for playing a game. For example:

<i>My turn</i>	<i>Here it is</i>
<i>Your turn</i>	<i>There it is</i>
<i>I've found</i>	<i>That's it</i>
<i>I've forgotten</i>	<i>I've won</i>
<i>Give me</i>	<i>You've won</i>
<i>Pass me</i>	<i>Well done</i>

12 Predicting FLA

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

13 Verbs/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 FLA and CLASS TEACHER

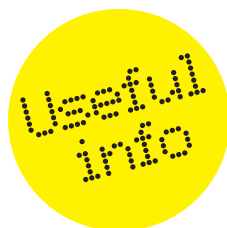
Younger children could act out part of the story with the cassette playing. Older children could read or recite the story. The class could use the masks they have made. They could show their work in assembly or at an end of term presentation.

15 Literacy CLASS TEACHER

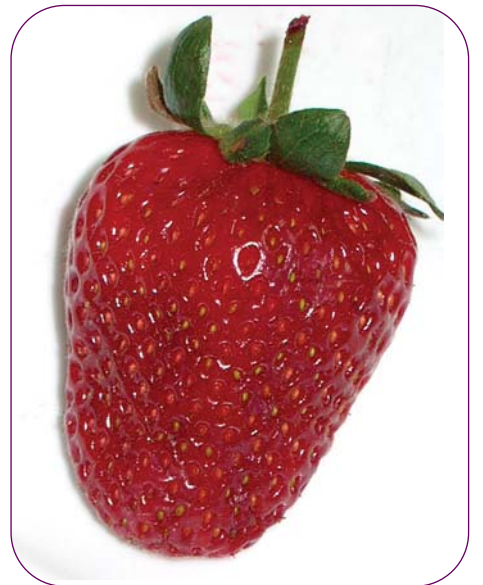
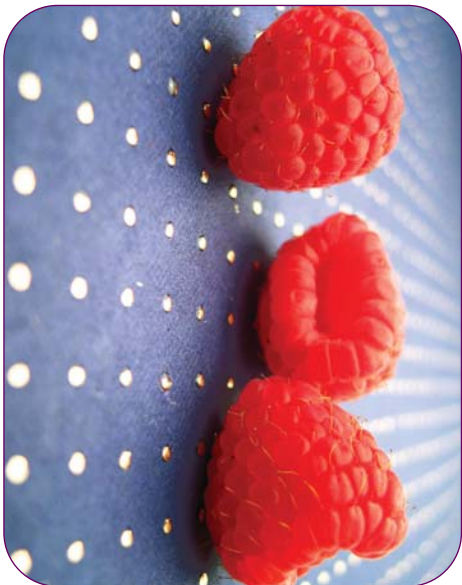
- Make comparisons between the target language words and equivalent English words. Depending on the language being taught, you should find a number of links, especially with the words for colours.
- With an older group of children, you could study the word order of the sentences. (Which word is the noun? Where is the colour adjective?) Make comparisons with English.

16 Display

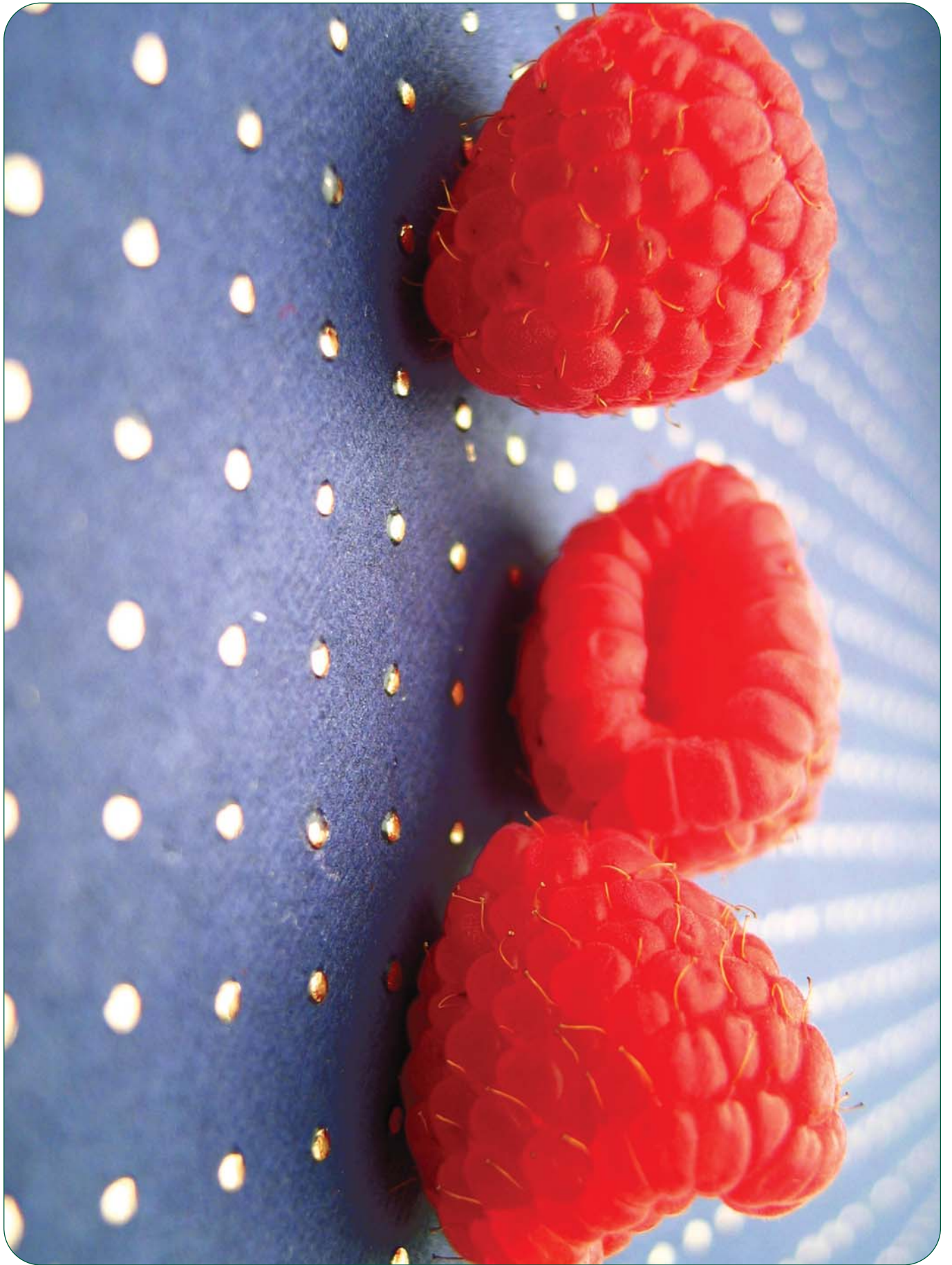
Put the results of the work into a display. You could include the flashcards (correctly labelled), pictures and masks the children have made and photographs from their lessons.



The Key Stage 2 Framework for Languages will give you more ideas and suggestions for cross-curricular links.













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