

Contextualised Learning of the Spanish Language in the Primary School.



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Spanish in Glasgow City Council

- Each year Glasgow City Council trains in excess of 25 primary teachers in Spanish.
- The current position is that schools must deliver a modern language from at least primary 6 although this does not preclude an earlier start.
- Teachers undertake MLPS *twilight* training and while it is recognised that there are more effective ways to deliver this such as day time training, there are constraints on time and funding.
- Glasgow Continues to train teachers from other local authorities in Modern languages.
- Uptake for Spanish is now significantly higher than it has ever been and with the latest Scottish Government proposals of using the Barcelona Model of 1+2 languages (Mother Tongue plus two foreign languages) for every pupil, schools are using this as a chance to bring Spanish into their curriculum.



Spanish in Glasgow City Council

- Despite being the biggest local authority in Scotland, Glasgow is making progress in effectively addressing the 3-18 curriculum for Modern Languages with a number of Pre 5 establishments now delivering Modern Languages as part of their curriculum. This involves Child Development Officers being trained in Early Years methodology for Modern Languages.
- We see examples of a third language being delivered through master classes and topics in Primary as well as a small-steps approach to CLIL - contextualised learning in the language.
- Glasgow City Council has recently agreed to part fund the retraining of teachers who don't have Spanish on their portfolio of languages for Secondary schools and the demand has been extremely high.



Glasgow City Council Teacher Training for Spanish

- 20 weeks Twilight sessions after school.
- Each session lasts two and a half hours.
- Practitioners complete one collaborative group assignment.
- Additional individual assignments-
features of grammar and language and
Oral assessment.



Background of Topic

- Primary 4/5 class.
- 24 children- ASN included.
- Range of abilities- some not engaging with learning in class.
- Choice of topic left to children- progression and transferring of skills.
- Decision to study this topic was made by vote and a topic plan was drawn up.



Why teach Spanish?

To enable young people to:

- 'begin to develop a secure understanding of how language works, and use language well to communicate ideas and information'.
- 'exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments.
- 'enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language.

Building the Curriculum 1



Order of teaching Spanish

- Listening (receptive)
- Speaking (productive)
- Reading (receptive)
- Writing (productive)



Talking and Listening to Spanish

- Children conversed confidently for a few minutes in pairs then in front of the class (Walkabout, Talkabout).
- They introduced themselves, where they are from, their age.
- Children who needed to be challenged were also working on learning vocabulary for months, days and dates.



Reading Spanish

- Children read stimuli.
- They linked reading to their previous learning e.g matching written numbers to spoken number names (number loop games, alphabet loop games, Bingo, Celtic Learning Centre).
- They completed basic cloze procedures in Spanish.



Writing Spanish

- Children learned the Spanish alphabet and used this in active spelling of English and basic Spanish words.
- They explored and experimented Spanish using flashcards and other stimuli to check their writing made sense.
- The children were able to write personal profiles in Spanish.



Pace and Challenge

- The programme of Spanish activities was appropriately differentiated to meet all learners' needs.
- The children who were less confident in learning English found that this barrier was removed when learning Spanish- the learning taking place was new to everyone.



Assessment

- Formative and Summative, Peer and Self Assessment.
- This topic equipped all children with basic Spanish skills.
- This was a positive learning experience and challenged pupils to think beyond the classroom and outside of Scotland.



Impact on Classroom Practice

- Daily greetings in Spanish.
- Sign of the Cross / Prayers in Spanish.
- Register in Spanish.
- Classroom instructions in Spanish.
- Peer and Self assessment in Spanish.
- Very enthusiastic reaction to learning the language- eager to learn new vocabulary and to show off their skills.
- Children were engaged and enthused.



Spanish Taught

Unit 1- ¡Hola!

- Greetings.
- Name.
- Where you live.
- Age.
- Numbers 0-20.
- Alphabet.

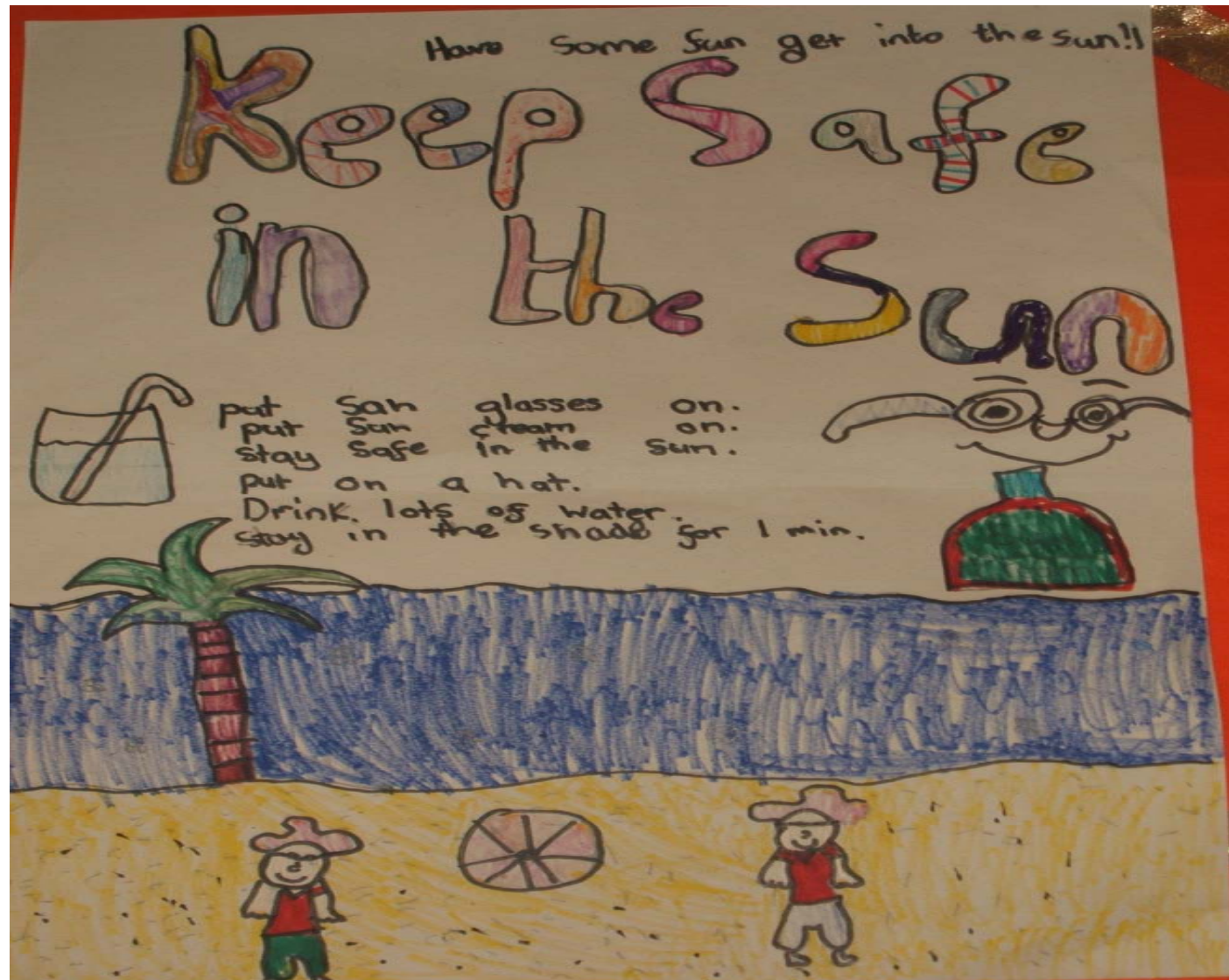
Unit 2- ¡Feliz Cumpleaños!

- Days of the week.
- Months.
- Talking about dates and birthdays.
- Using numbers 0-31.
- *Drawing attention to some presents.*



Language/Art and design/ Health and Wellbeing

We are learning to design poster which advertise staying safe in the sun.



Talking and listening

We are learning to discuss the work of Pablo Picasso

"It looks like she is chewing a hankie"

"It looks like an abandoned circus"

"Half clown, half skeleton"

"It looks like they are hiding or have found a baby"


"Fed up with baby"

"Taking the baby away"

"They look poor"

"The foot on the man looks like a bird"

'Harlequin family'



"I can show my understanding of what I listen to or watch by responding to literal information"

Art and Design

We are learning to create our own Picasso-inspired artwork.



English Language

We are learning to write discursive essays about Bullfighting





Final Thought

'It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.'

Curriculum for Excellence
Modern Languages: Principles and Practice



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