



EMBAJADA
DE ESPAÑA

CONSEJERÍA DE EDUCACIÓN
EN EL REINO UNIDO E IRLANDA



Spanish course for Primary teachers in Scotland

Looking ahead

The new 1+2 Languages Policy implemented by the Scottish Government offers a unique opportunity to contribute to the promotion and enhancement of foreign language skills.

Our new project in this area comprises a teacher training course specifically designed to address the needs of Primary Education teachers involved in teaching Spanish. The Spanish Embassy Education Office teaming up with SALT want to offer experience and expertise to a project that will have a positive impact on society at large, but also on the sector we belong to: foreign or additional language learning will be promoted.

What do the teachers need?

According to the National Survey of Modern Language Provision in Scottish Schools conducted by SCILT in 2011:

What further training would you find beneficial?
(n= 611)



In 2007, 67% of respondents stated that they would like further training whereas in 2011 nearly all respondents (97%) did so. Of these, the majority (65%) indicated that they would like both linguistic up-skilling and methodology training.

What do we offer?

Our course is a Spanish Language Course for adults + tips for language teaching strategies and methods for primary teachers.

Language knowledge: teachers need to have a sufficient knowledge of the language according to the Common European Framework of Reference for Languages. This course aims at meeting the specific language needs of primary education teachers.

Methodology TIPS: in the last part of the course teachers will have the chance to get a lot of methodology tips for their lessons. This part will consist of language teaching approaches, strategies, tools and methods that will add up to the repertoire of teaching skills and experience teachers already have. Among these, it is important to guide teachers on how to design or adapt activities, find new materials available at specialised websites, blogs and resource banks, create their own materials by using technology and make the most of the ones available at their schools.

We think a combination of both is the key for success: Knowing the language and knowing how to teach the language.

The course

Subject knowledge

Primary teachers do not have to be fluent in the modern language(s) they teach. However, they do need to have enough language and sufficient expertise in using and accessing appropriate resources so that they can include modern language teaching readily in lessons.

A 1+2 approach to language learning
Framework for primary schools – Guidance for P1

As a Spanish Course, the course content includes phonetics, grammar, vocabulary, culture and communicative strategies. The four main language skills will be equally developed: speaking, listening, reading and writing.

The contents contained in the specifications of the Scottish Curriculum of Excellence for Modern Languages in line with the 1+2 Languages Policy until P7 will be included in the syllabus.

By the end of Primary 7, the majority of children will have learned the skills necessary to:

- give a short presentation about themselves
- take part in simple conversations and transactions
- understand classroom instructions and personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read and understand a short text
- write a few sentences about themselves and others.'

Therefore, teachers must have sufficient language knowledge to be equipped to cover in class the content contained in the CfE, as it is described below:

Through listening to and joining in with stories, songs, rhymes and games, children will explore the patterns and sounds of the modern language. The teaching of 'formal' grammar at this stage is not appropriate. [...] P1 teachers should have a basic understanding of grammar in the modern language and model it effectively.

A 1+2 approach to language learning
Framework for primary schools – Guidance or P1

As to the methodology part of the course, we will follow the recommendations of the Scottish Government Languages Working Group:

The Working Group makes recommendations for piloting and trialling to demonstrate effective methods of teaching and learning to take forward the 1+2 policy.

Language Learning in Scotland
A 1+2 Approach
Report and Recommendations (Part 1. Number 10)

Pupils will arrive in secondary school having experience of interdisciplinary working in the primary school.

Language Learning in Scotland
A 1+2 Approach
Report and Recommendations (Part 4. Number 6)

Teachers will have the chance to know more about task-based and project-based work as well as CLIL-based interdisciplinary and multilingual lesson design by using technology.

Course content

Spanish Pronunciation	Communication
<ul style="list-style-type: none"> • The alphabet • Spanish words • Syllables • Reading: words, sentences and texts • Comparison between English and Spanish • Intonation: statements/questions/exclamation. 	<ul style="list-style-type: none"> • Giving and asking personal information • Giving instructions • Making general questions/short answers • Taking part in simple conversations • Shopping and simple transactions
Vocabulary	Grammar
<ul style="list-style-type: none"> • Personal information • Greetings • Classroom objects and language • Nationalities • Numbers • Colours • Describing people: physical appearance and character • Routine: days of the week. • Describing a place: my area • Shopping • Using and understanding Spanish to search on-line materials 	<ul style="list-style-type: none"> • Articles • Nouns: Gender and number • Adjectives: Gender and number • Verbs: Present tense • Verb to be: SER/ESTAR • There is/are: HAY • Making questions and short answers • Giving instructions

Methodology TIPS

Equipping teachers with language teaching skills: By being exposed to various teaching methods during the course, teachers will not only learn Spanish, but they will also acquire new tools and resources to teach a modern language: task-based and project-based work, interdisciplinary and CLIL lessons, ICT tools for lesson design...

Discussion: Time for discussion to share different experiences and views. Reflection, advice and considerations about the methods used in class and discussion of other ways to teach each topic. The dialogue between Scottish and Spanish professionals described above promotes the level of intercultural awareness needed to teach a foreign language.

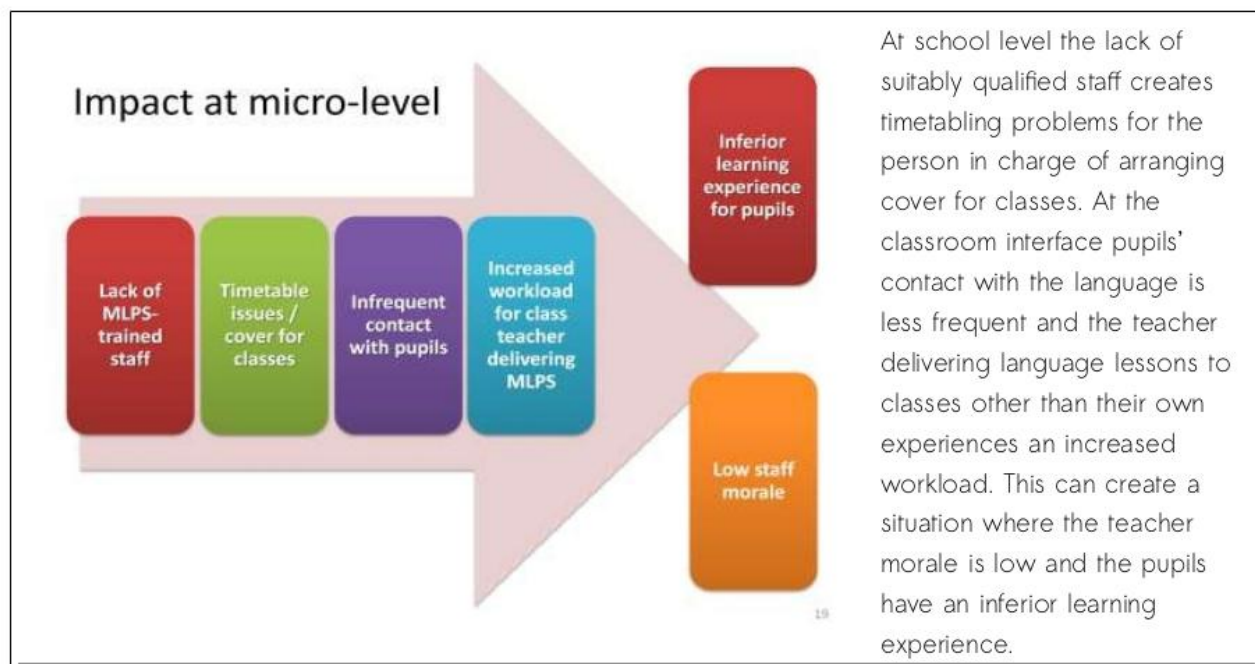
Materials for your lessons: Students will analyse in class existing materials and will learn how to create or adapt activities to work with their students.

Culture and childhood: Teachers are not normally familiar with cultural manifestations that are part of the culture and a part of the curriculum Spanish and Latin American schools. Traditional fairy tales, poems and songs will be included in the course, in such a way that teachers can later use them in class.

Independent language teachers: The course includes basic vocabulary to search resources on the Internet. Over the last years, Primary teachers in Spain and Latin-America have created numerous materials that are available for users to read or download.

The value of the course

The real value of the course is to help teachers gain confidence to teach Spanish. The lack of specific training translates into a lack of confidence. According to the National Survey of Modern Language Provision in Scottish Schools, the lack of training resulted into significant problems to manage schools, as illustrated below:



Impact at macro-level



Respondents have differing views about the rationale behind the language choices on offer in their respective schools, which may be linked to demand from parents for a different language from the one(s) taught and/or to a lack of ML status within the school. Add to this mix competing curriculum priorities, lack of funding for initial or continuing MLPS training, which results in lack of qualified staff, further compounded when staff move away or retire and you end up with inconsistent ML provision at national level.

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The call for training among Primary Education professionals can be considered as a valuable asset of this course, as put forward in the final conclusions of the survey:

Key Quantitative Findings:

- Language tuition is mostly provided by staff within the school but usually NOT by the pupils' class teacher due to a shortage of qualified staff.
- Most respondents had received some form of MLPS training but the need for further staff development emerged as a key concern.

Respondents' Key Concerns :

- The lack of trained staff has a number of repercussions for the ability of schools to deliver MLPS, e.g. not being able to teach (solely) their own class, restricted frequency of ML contact, difficulty to link to other subjects, teaching in a language other than one qualified. This in turn diminishes pupils' learning experience and can affect their motivation.
- From the senior manager perspective, timetabling issues arise when they have to find cover when teachers deliver language lessons to classes other than their own.

- Whilst the majority of respondents felt that the best delivery model for languages would be a properly qualified class teacher there was also a recognition that many teachers may lack (or lose) confidence in teaching the language because there is a lack of opportunity for further training.

Respondents' Key Requests :

- Provide additional training in both language and methodology
- Enable access to native speakers and up-to-date language resources, as well as time to adapt these to their target groups.

We think this course addresses the subject in a way that helps teachers build up the confidence they need. It is a myth that languages are difficult. It is not necessary to be fluent in a modern language to be able to teach it properly at Primary School. But teachers need, and actually demand, further training to be ready for the new challenge and opportunities that the 1+2 Languages Policy means for Scottish Education.

Course length

25 hours.

Course venue and dates

Two options:

- At SALT headquarters: 12A Castle Terrace, Edinburgh EH1 2DP. 10 weeks, 2 ½ - hour weekly sessions. Attendants can choose between these two options:
 - Tuesdays, 4.00 pm - 6.30 pm. Starting on the 13th January (there is no class on the 17th February due to school half-term holidays).
 - Fridays, 5 pm – 7.30 pm. Starting on the 16th January (there is no class on the 20th February due to school half-term holidays).
- At your school or institution. We can tailor the course length and format to your needs: intensive, over one term, weekly seminars, etc.

Course coordinators

Spanish Embassy Education Office: Xabier San Isidro (Education Adviser)
SALT directors: Jorge Coronilla Naranjo & Eduardo Rodríguez Luque