



MASTERING PRIMARY  
**LANGUAGES**

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你好  
Привет  
Bonjour  
Habari  
Hola  
مرحبا

# Moving from Apprehension towards Liberation from Insularity

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These slides provide only a guide to aspects discussed by P. Ambrossi during her presentation.

The full content in detail, can be obtained from the book, Mastering Primary Languages, by Ambrossi and Constant-Shepherd, 2018

[https://www.amazon.co.uk/Mastering-Primary-Languages-Teaching/dp/1474296637/ref=pb\\_sbs\\_14\\_4/259-0264961-0769273?encoding=UTF8&pd\\_rd\\_i=1474296637&pd\\_rd\\_r=47c49356-1602-47d7-a960-40f52ea7ed97&pd\\_rd\\_w=rkN8p&pd\\_rd\\_wg=XC9I3&pf\\_rd\\_p=2b420a2f-6593-478e-8b5f-cb43865ff16f&pf\\_rd\\_r=3PGAG120WRNRY8N5S0C4&psc=1&refRID=3PGAG120WRNRY8N5S0C4](https://www.amazon.co.uk/Mastering-Primary-Languages-Teaching/dp/1474296637/ref=pb_sbs_14_4/259-0264961-0769273?encoding=UTF8&pd_rd_i=1474296637&pd_rd_r=47c49356-1602-47d7-a960-40f52ea7ed97&pd_rd_w=rkN8p&pd_rd_wg=XC9I3&pf_rd_p=2b420a2f-6593-478e-8b5f-cb43865ff16f&pf_rd_r=3PGAG120WRNRY8N5S0C4&psc=1&refRID=3PGAG120WRNRY8N5S0C4)



## Introduction

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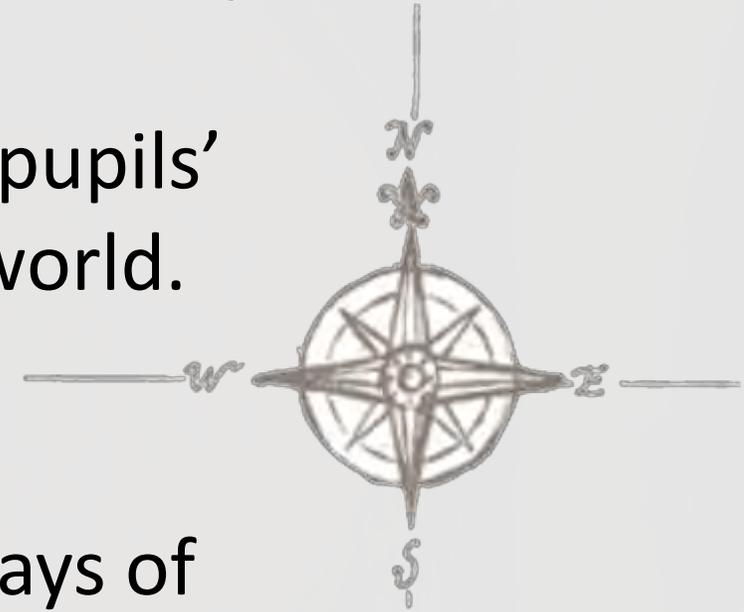
- **Main points raised in each slide:**
- 2. My starting point, not reflected in the NC for KS2, which is very instrumental. Why is this? A discussion on what ‘liberation from insularity’ means is pertinent to what is happening in our times. How do we make sense of LfI and Fundamental British Values? As a country, is Britain heading towards more insularity?
- 3. Government views on the above spill down, amongst other sectors, into school initiatives. From this, Heads need to prioritize their resources. How much time and money goes into Languages varies greatly depending on individual Heads’ attitudes towards FL: a) outsource teachers, b) use teacher with a FL, c) train own teachers ‘Language proficiency’ -what does this mean in the practice? Does it mean pedagogically sound?
- 4. An effective motivation cannot be ‘stuck on’ people. Yes, money can make a difference to the level of time we dedicate to something, but not necessarily to the level of effort employed. What kind of motivation we use is critical if we want to use that motivation to motivate others in turn. Where can such motivation come from?
- 5. The Languages Framework gives us such an opportunity, because its vision is broad. It is inclusive not only of all teachers, bi and monolingual, but of topics that can be approached with children. It does not assume proficiency in the TL. Where is the assumption of proficiency coming from? Who decides what it means to be a good language teacher in Primary?
- 6. Within the IU strand we encounter a useful concept developed by B&D, ‘savoir être’. This has clear links to PHSE. What is culture? What are we doing when we ask children to think how they are ‘similar’ or ‘different’ to others? Them/us situation? Maybe we can start with this question in relation to their own homes? Or to themselves, from one day to another? IU is not about living the stereotypes, but about addressing them. Links to History, Geography, Literature, Arts, Etc. done creatively.
- 7. Before thinking about creativity in FL, have we created a space for it? Sternberg’s conception is useful. Which of these aspects can teachers have some kind of impact on? However, creativity is not a static concept. We cannot take a snapshot of creativity -only of its outcomes. Its process is complex and never the same. Time and motivation can help teachers be creative and model creative thinking. Where is creativity? In the activity or its delivery?
- 8. Ultimately, any creative process will need to consider these. But if we focus on the engine that makes this spin we find the actual teacher.
- 9. The main resource will always be the teacher -regardless of their language proficiency level. To entuse children to the level where they want to learn a language is an achievement in itself. Fostering a love of languages, creating a can-do attitude to language learning which will serve children well in Secondary, does not hinge necessarily on the language proficiency of the teacher, but on the values and attitudes modelled by them and their school. A wrong pronunciation can be easily fixed; the wrong attitude is much harder if not impossible to change. Of course, to have primary teachers who have LP and use it pedagogically well is the best scenario, but in the absence of this we need to start with a system of inclusion not exclusion. There are too many assumptions about native speakers that we need to question. Many of our apprehensions stem from old-fashioned ideas on what T&L a FL should consist of.

## Purpose of Study KS2/3

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

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

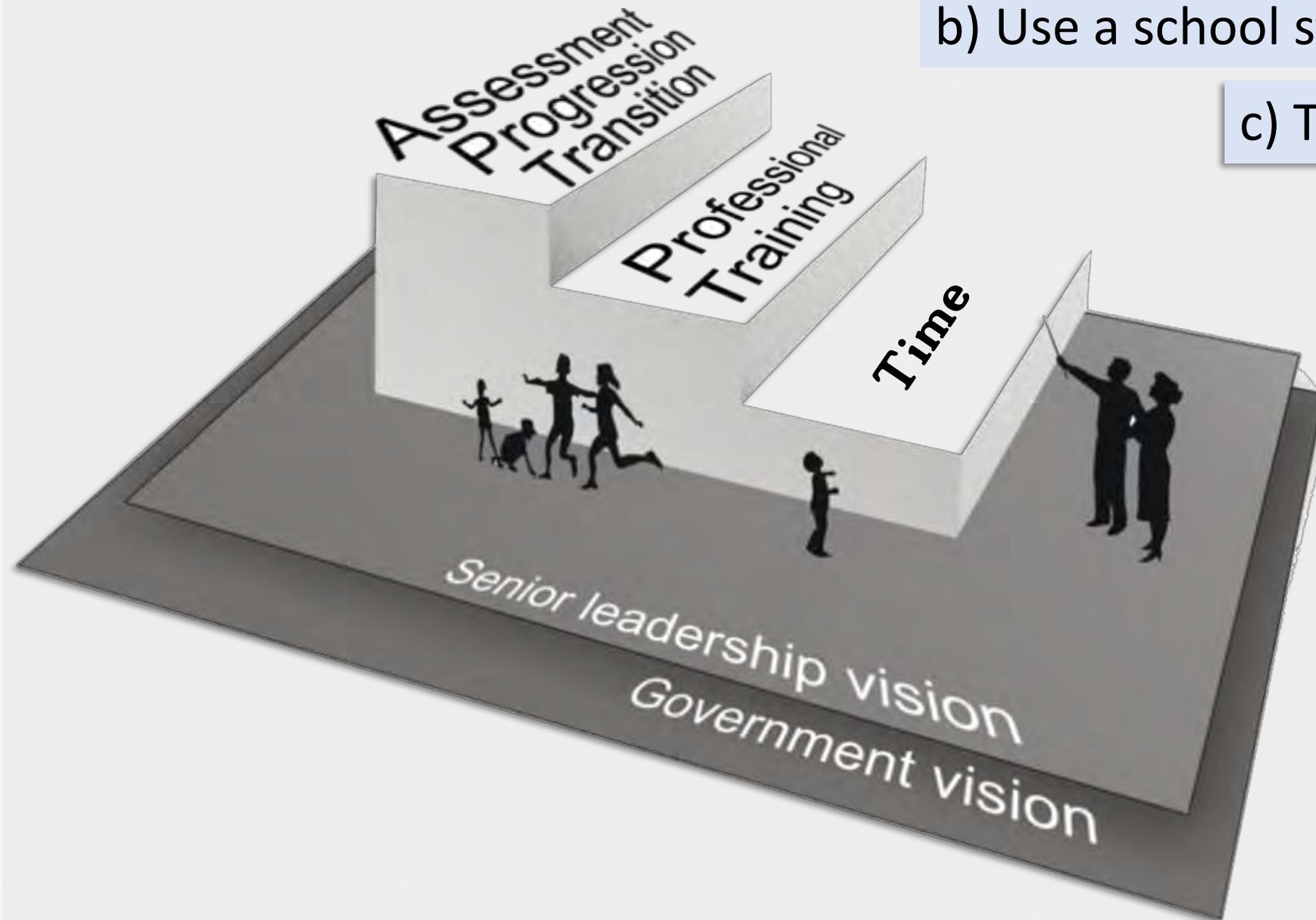
...It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

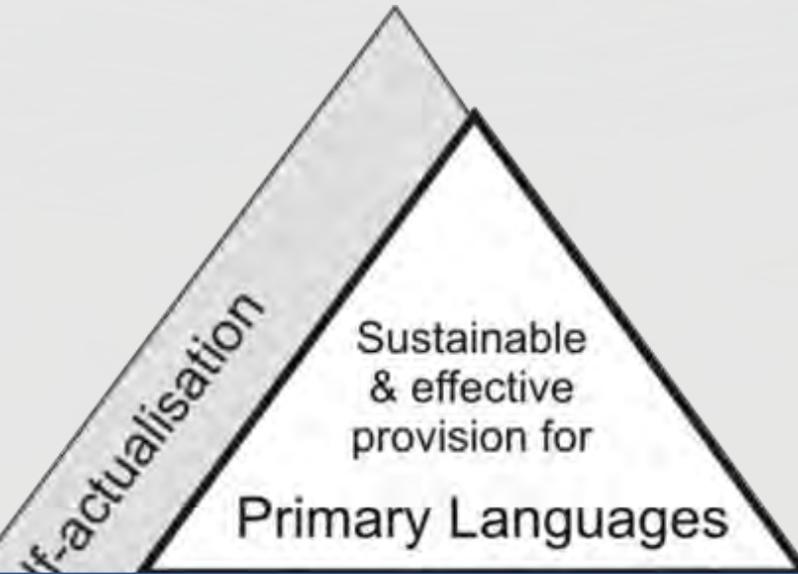


a) Outsource 'expertise'

b) Use a school staff with a FL

c) Train teachers





## Motivation

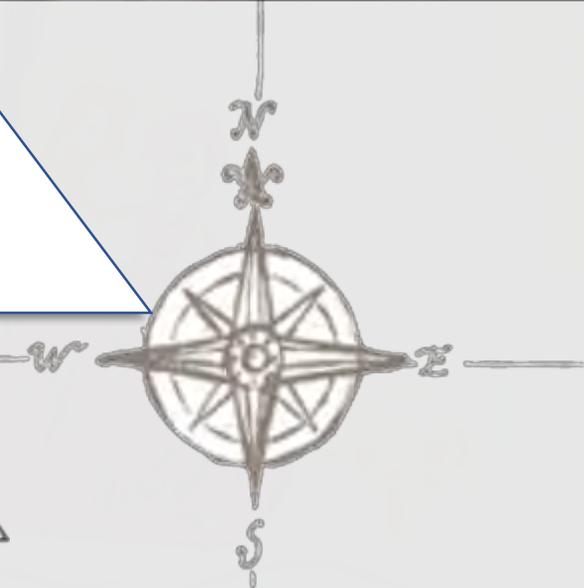
The language coordinator assesses the curriculum and the needs of staff resulting in a scheme of work derived from teachers' and pupils' interests, cultural capital and school vision.

A language coordinator is appointed and time allocated for language lessons either discreetly or across the curriculum.

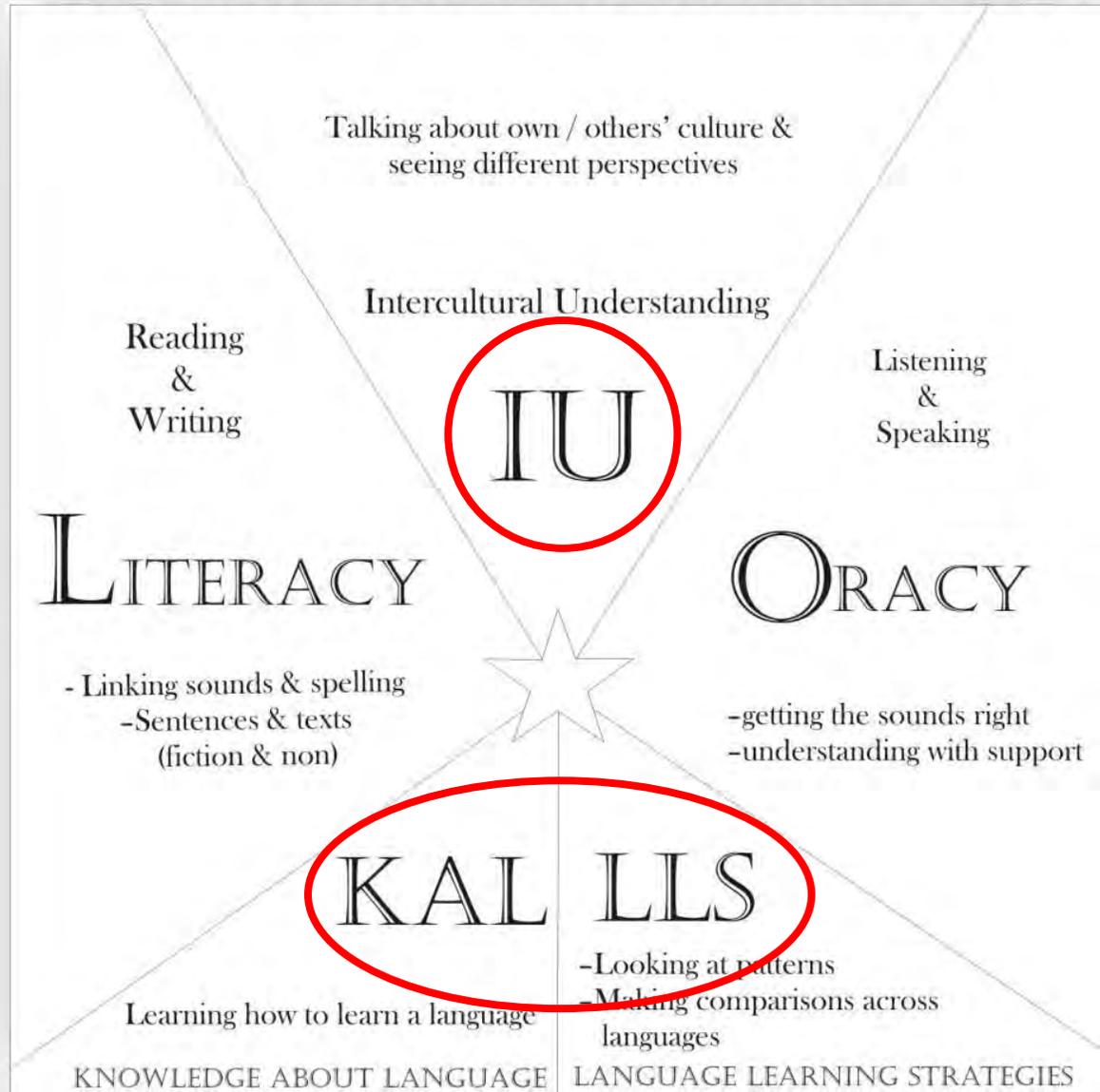
## School ethos

Head acknowledges the value of languages in the Primary curriculum

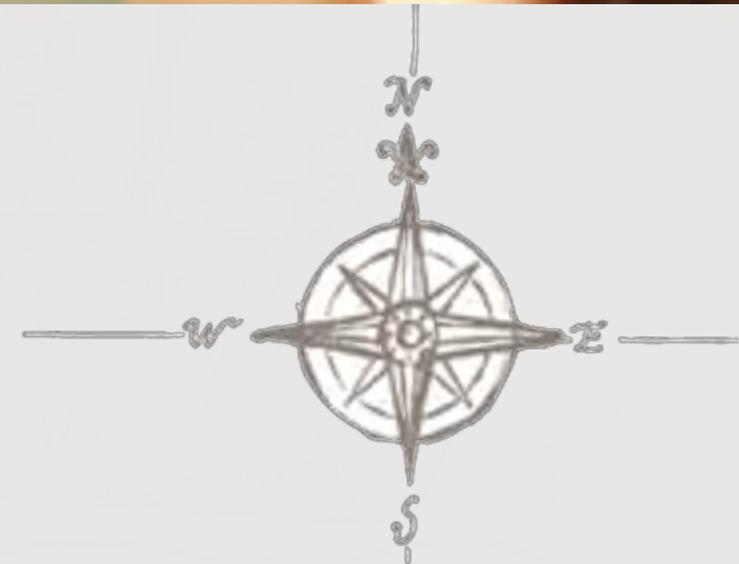
Self-esteem



# KS2 LANGUAGES FRAMEWORK



HOW CAN YOU CONTRIBUTE?





**Intercultural attitudes**

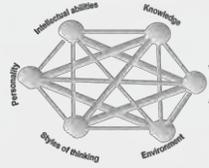
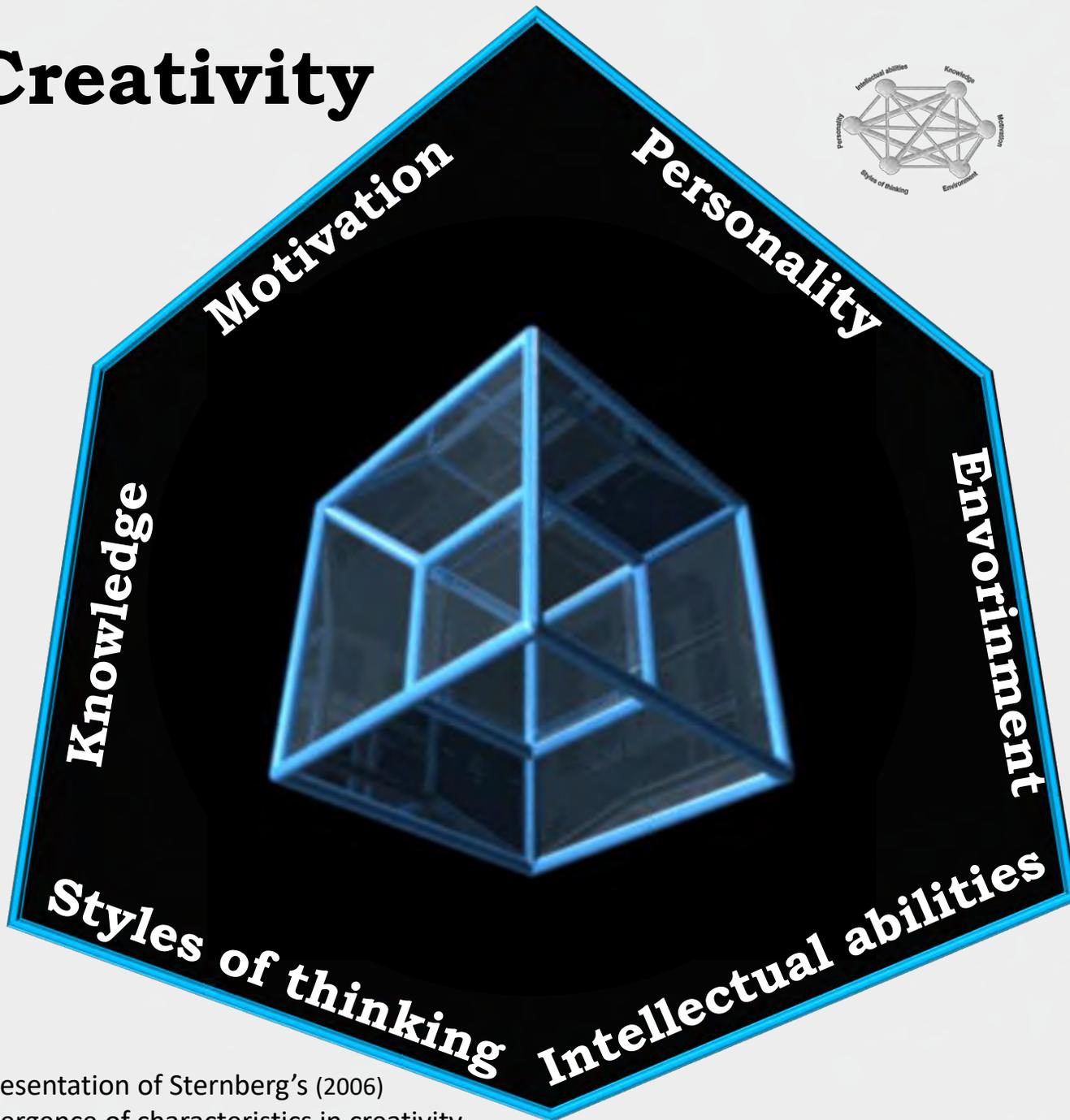
**Savoir être**

**Curiosity and openness,  
readiness to suspend  
disbelief about other cultures  
and belief about one's own.**

**The art  
of being**



# Creativity

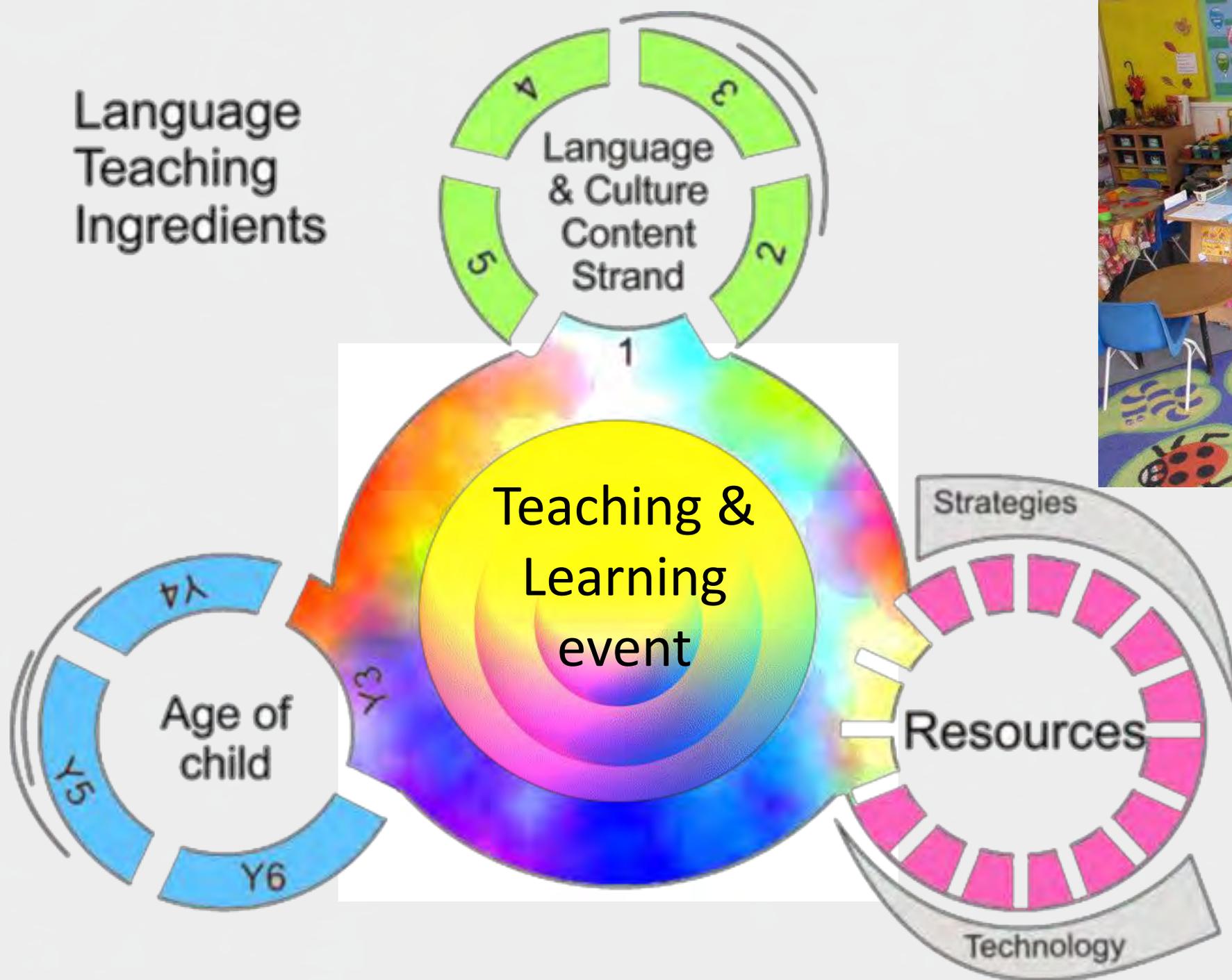


‘We do not grow absolutely, chronologically. We grow sometimes in one dimension, and not in another, unevenly.

We grow partially. We are relative. We are mature in one realm, childish in another. The past, present, and future mingle and pull us backward, forward, or fix us in the present. We are made up of layers, cells, constellations.’

(Anais Nin, *The Diary of Anais Nin* Vol. 4 (1971); as quoted in *Journal of Phenomenological Psychology* Vol. 15 (1984)

# Language Teaching Ingredients



One of the benefits of not having a prescribed curriculum in Primary, is the flexibility it offers in terms of creativity. The CT is best placed to make this wheel work for the children's learning. A balanced act that invites creativity. Most add-on approaches focus only on the resources, but not on the teacher.

**Personal  
Interests**

**Curriculum  
links**

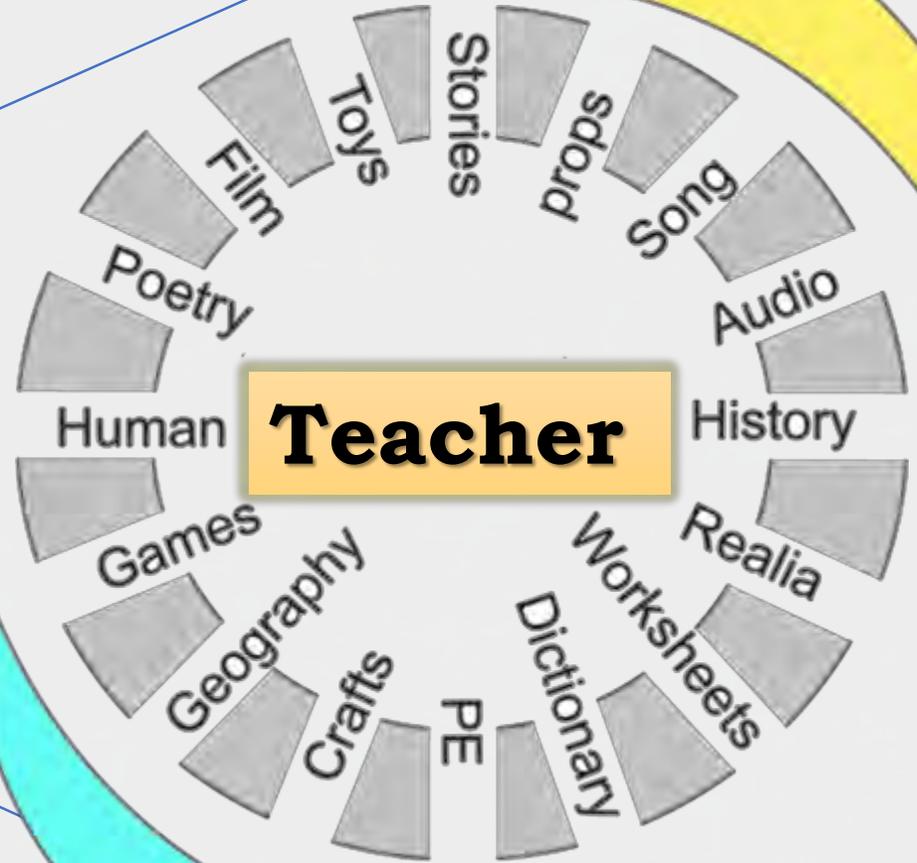
**Teaching  
&  
Learning**



**Strategies**

**Teacher**

**Technology**





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