



This issue of RiPL comes to you with two additional pages. The first is a one-page summary of our recently published RiPL White Paper: [Primary Languages Policy in England – The Way Forward](#). The summary may be freely used, so please send it to anyone whom you feel would be interested in reading it, and please post it on your own websites, ask associations you belong to if they could post it on our behalf, and circulate it amongst your teachers and student teachers. There has been a lot in the news recently about language teaching but very, very little about primary languages, and it is time our voices were heard! More below.

The second additional sheet launches a new feature. We have given space in previous newsletters to short articles from schools and they have proved a very welcome and popular feature. We have therefore decided to give over an additional page to the 'voice' of headteachers and teachers to tell us in their own words about their language teaching experiences in their schools. The first is an article by Linda Dupret, headteacher at St Paul's CE Primary School, Brighton, Sussex. Linda describes how Spanish has developed in her school, including visits, cultural exchanges, projects and full-school participation.

## School Focus

### [BBC World Service: Parentland - Speaking in many tongues? Broadcast 11 March 2019](#)

Dr Thomas Bak (University of Edinburgh): (18:16-18:54): "I would say every exposure is good and positive. There is some interesting research, for instance, very interesting article by Florence Myles from the University of Essex in Colchester suggesting that children who are exposed to just a little bit to another language early on tend to develop more positive attitude to languages. So they might not learn this language that well but they will have an attitude that languages is fun, language is something that can be learnt and they are much more likely in their later life to pick up a language, to learn it, so they will - sort of say - not to have the language phobia which characterises big parts of British populations."

If you are a teacher or head teacher please do send through articles about your school's language teaching for our next 'School Focus' issue. We'd love to hear from you!

[Can you learn a language playing video games? What the research says](#) The Conversation. "gaming can encourage social skills and teamwork – as well as incredible scope to share ideas and build knowledge". What do you think?

18th April 2019: 5 Live, Clare McDonnell . Various mentions of foreign languages. Nick Gibbs announced that he plans to set a target for 90% of teenagers to take a foreign language at GCSE by 2025. He didn't mention primary languages ...

**Language learning issues in the media.** recent links in the media addressing, or commenting on, the state of primary language teaching in the UK, ways to improve both teaching and learning, and calls to action for policy reform.

- > [Primary Languages Policy in England-The Way Forward](#)
- > [University of Essex – press release](#)
- > [BBC News: Language learning: German and French drop by half in UK schools.](#)
- > [BBC Language Learning Review](#)
- > [British Academy Call to Action](#)
- > [National All-Party Parliamentary Group \(APPG\) Recovery Programme for Languages](#)
- > [OFSTED Framework Consultation](#)
- > [Association for Language Learning](#)
- > [Primary languages: the problem and the way forward](#)
- > [The Guardian: UK Schools are turning to foreign governments to fund languages](#)
- > ['How can we rejuvenate languages learning in Britain?'](#)
- > [British Council: Is the UK in a language crisis?](#)

[A newly established project supported by the European Centre for Modern Languages](#). Inspiring language learning in the early years. Why it matters and what it looks like for children age 3-12. "This project aims to help teachers and other educators prepare young children to successfully face the challenges of a culturally and linguistically diverse world. It will provide them with learning and teaching resources and strategies which take existing linguistic repertoires into account in order to (further) develop the linguistic and intercultural competences of both learners and educators" Sadly, the UK is no longer a contributor to the Centre.

[Early Language Learning and Teacher Education, international Research and Practice](#), edited by Subhan Zein and Sue Garton. Multilingual Matters. 2019. Includes sections on: The complexity of Teacher Learning; Innovations in Mentoring and Supervision; Strategies in Programme Development; Perceptions, Knowledge and Assessment. "The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers, but with an emphasis on the implications for practitioners."



**Write away!** Clare Seccombe, Languages Teacher and Consultant, has had the idea of putting together a regular magazine to showcase writing in modern or ancient foreign languages from children in primary schools around the country. The magazine will celebrate the writing that children have been doing in their language lessons as well as provide a reading resource for children and give teachers ideas for their lessons. The magazine will be called Write Away! and will come out every half term free via [Light Bulb Languages](#). Keep up with the latest news about Write Away! on [Clare's blog](#)

Florence Myles recently took part in a conference evaluating the impact of CLIL over a 5-year period in about 250 schools in Belgium. The study showed that even though exams are always in the native language, never the L2, CLIL learners did as well in subjects taught via the L2 (e.g. history or geography) as the children who studied them in their native language. The CLIL children also did as well in exams on their mother tongue, even though they had less schooling in it.

## A vibrant network of researchers and teacher practitioners engaging through RiPL

