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How are we coping?

With Brexit the focus for so long for so many of us, could we even have imagined a time when it would pale into seeming insignificance beside a much greater upset? Who could believe that schools would close, that teachers and parents – and the children themselves – would need to undergo such a radical rethink of what we have all known as ‘school-based education’ up to now?

Clare Seccombe’s round-up of useful language sites

To paraphrase a well-known saying, different times call for different measures. Teachers have been plunged into a very different way of working, and are having to be resourceful and learn quickly to teach their students in new ways.

Some colleagues are teaching their pupils “live”, while others are choosing to make videos which they then upload for children to access as and when they can.

Many of these teachers are making their video lessons available to everyone. You might like to try the Daily French Challenges uploaded by [Nathalie Paris of Nattalingo](#) - she also has videos of French comptines. There are also the lovely videos especially for very little learners produced by [Catherine Cantin](#), and I’ve been videoing my [Spanish lessons](#), gradually working my way through my scheme of work from Year 1 to Year 6.

If you’d like some ideas for teaching your classes remotely, have a look at the posts on the *Languages in Primary School Facebook* group. There are also other more specialist groups starting up all the time for teachers to support each other with things like *Google Classroom*.

Of course it’s not just children who can enhance their learning while at home. Some teachers are also taking advantage of the time to pursue their own CPD. *Duolingo* and *Rosetta Stone* are available for improving your language skills, or you may choose to seek out a podcast like the *RadioLingua Coffee Break* series.

Language Angels have a programme of free webinars if you want to improve your skills in the classroom, and there are also some courses available on the Open University’s *OpenLearn*.

All in all there lots of options to help you to make the most of this time.

Have you read ... our latest blog?



Research and the future of primary languages

In our latest RiPL blog, Ros Mitchell muses on whether or not the National Languages Strategy of 2002 has worked, and examines subsequent research, mainly large-scale and mainly at the behest of government departments, which aimed to answer the question. Are the linguistic goals expressed in the current (2014) National Curriculum actually attainable? The question of course is central to the future of primary languages. [Read more](#)

Ros Mitchell
University of Southampton

Grant for school-based research! June deadline

"The BCF Curriculum Investigation Grant is intended to support research led by schools and colleges with a focus on curriculum inquiry and investigation. The grant ... is worth up to £5,000 for the winner, with £3,500 for two other grants, for a total of £12,000. ... We would expect the grant work to be carried out in the 2020/21 academic year with the final report being submitted by September 2021.

This prize, awarded biennially, acknowledges the importance of research led by schools and colleges."

RiPL happy to advise if schools would like to apply – contact us!

Transition

We have a new RiPL theme page prepared for us by Suzanne Graham. She presents some of the issues which children and teachers encounter in the transfer from primary to secondary school. She looks at issues from both the primary teacher's view and the viewpoint of a receiving secondary teacher. She asks what can be done? - and looks at possible policy changes which might make life simpler for all concerned.

Transition from primary to secondary school

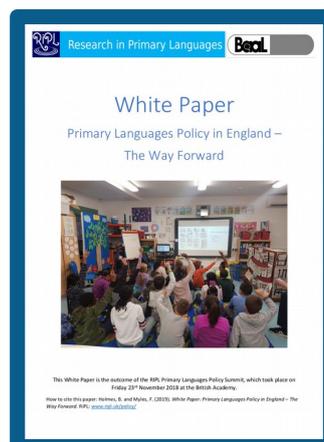
Like all our theme pages, this new page on transition hosts theme-related summaries. On this page, you can find summaries of research on such pertinent issues as motivation and motivation dips, sense of progress, children's attitudes, and challenges to be met.



The RiPL White Paper is the outcome of the RiPL Primary Languages Policy Summit (23 Nov. 2018).

The Summit was followed by a RiPL call to action on primary languages (9 Nov. 2019) to plan and discuss the next steps for primary language policy in England.

Keep up to date on RiPL Policy!



And we're really, really proud !

... to let you know that the **RiPL White Paper** and its recommendations have been **fully endorsed by the British Association for Applied Linguistics (BAAL)**. Thank you **BAAL!**

Definitely not to be missed!

A **RiPL MOOC*** running in July! Teaching languages in primary schools: putting research into practice. For teachers and teachers educators. Discover engaging, age-appropriate activities and teaching methods to motivate primary school children and support progression in foreign languages, based on the latest research evidence.



* a MOOC (Massive Open Online Course) is a free interactive course delivered online

MOOC-interested?

Let us know, and you'll get the latest updates!

Congratulations Florence Myles & Ros Mitchell!

Our very own **RiPL Chair, Florence Myles** (right), has been honoured with a **Distinguished Scholar Award** from the the European Second Language Association (EuroSLA), a leading learned society for second language research internationally!



To mark its 30th anniversary, and to celebrate an exemplary and long-standing collaboration that embodies its core values, Eurosla exceptionally made it a double award this year, celebrating another member of the RiPL management team, Ros Mitchell! This is what EuroSLA had to say:

To **Professor Florence Myles** "for her outstanding influence across the field of second language research, including theoretical SLA, corpus studies and young learners, and for her generosity in motivating the work of others as supervisor, research centre director, journals editor and in public engagement. Florence is a dedicated member of EuroSLA, organising the 2007 conference, and serving as President 2011-2015."

To **Professor Ros Mitchell** "for the outstanding significance and impact of her work in second language research, particularly on young learners, classroom interaction and study abroad, and also for her inspiring support for early career researchers. Ros's commitment to making research relevant to practice and open to all is particularly notable in her multiple open access publications and engagement with public and policy-makers worldwide."

A vibrant network of researchers and teacher practioners through RiPL

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