

FINAL REPORT ON THE

Modern Languages in Primary Schools Initiative

1998 – 2012

Nuathangacha i mBunscoilanna
Modern Languages In Primary Schools



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Modern Languages in Primary Schools Initiative (MLPSI)

Kildare Education Centre, in partnership with the Consultative Management Group (CMG) and the Project Management Group (PMG), has had the privilege of being involved in the management of the Modern Languages in Primary Schools Initiative since its inception as a Pilot Project in 1998.

Although the primary role of Kildare Education Centre is to provide administrative support to the MLPSI we are extremely proud of the Educational Leadership role that we have fulfilled since 1998. The Centre, as a member of the National Network of Education Centres, has been able to inform and influence the direction of the MLPSI as it responded to national and international best practice in the teaching and learning of modern languages at primary level. The Centre was in a position to guide the direction taken to provide teacher professional development and support Government priorities as mediated through the Department of Education and Skills over the past 14 years. We are particularly grateful to our colleagues in the Network of Education Centres for the support they have provided at a local level to the teachers working on the MLPSI and to the many members of the MLPSI team who have been designing and delivering professional support throughout the lifetime of the MLPSI.

Since 1998 there have been many excellent teachers and language experts who were members of the team. Each and every one of them made a unique and valuable contribution that enriched the Initiative and from the feedback received we know that they, in turn, have been enriched by their engagement with the Initiative. We are really grateful to them and to the many educational management leaders and representatives that gave their time on the Consultative Management Group and the Project Management Group. They have generously contributed their knowledge, wisdom and expertise in guiding the MLPSI.

Of course we are very sad to see this work paused due to the current economic climate but we take great satisfaction from knowing that this work has made an enormous contribution to the lives of the children, teachers and school that it served and has led to an increased awareness of the importance of language learning. The learnings that have been gleaned from this Initiative are currently informing and we believe will continue to inform the language education agenda in Ireland for many years to come.

Over the years key partnerships have been built up with many third level education and cultural institutions both at home and abroad. Kildare Education Centre will work hard to sustain these partnerships. A key element that will support this is that the DES and our colleagues in the PDST have acceded to our request that Kildare Education Centre can maintain the re-vamped MLPSI website as it contains many excellent educational resources that will serve language teachers and students right through the Junior Cycle in second level schools. We hope to continue to develop e-learning resources that can be added to the website as time goes on. We have also received permission to retain all the paper and software language education resources in Kildare Education Centre and we have great confidence that with the assistance of our colleagues in the Network we can keep these in circulation for the use of our language teachers and students.

All this work, including this final exit report, is a testimony to the huge belief that is in and beyond the team to the wider education and business community that language learning is vital both for economic or social reasons as it results in honest, true and open communication between peoples.

I wish to sincerely thank the many people that have been involved in the MLPSI since its inception in 1998: the Minister for Education and Skills, the Principal Officer and staff in Schools Division Financial, DES, Athlone, the Inspectorate, the members of CMG & PMG and the various organisations and bodies that they represented, the Management Committee and Staff of Kildare Education Centre, the National Co-ordinator, Regional Advisors and the Administrator, MLPSI.

Beir bua agus beannacht!

Dolores Hamill, Director,
Kildare Education Centre.

1

Introduction

This report details the work of the Modern Languages in Primary Schools Initiative (MLPSI), including its forerunner, the Pilot Project for Modern Languages in Primary Schools (1998-2001). The budget announced in December 2011 contained a decision to end the MLPSI with immediate effect. This decision was reviewed later that month and an extension was granted until the end of the academic year, June 2012. It was deemed appropriate to compile a final report to reflect the many aspects of the work of the MLPSI and its impact on language provision at primary level in Ireland.

Chapter 2 provides details of the background, original aims and the curriculum framework put in place to assist teachers and schools. It also gives a brief overview of language policy in Ireland and in a broader European context.

Chapter 3 provides details of the various models adopted by the Department of Education and Skills (DES) in the support of modern languages at primary level, as well as details of the brief and role of the support team.

Chapter 4 gives an indepth view of the impact of the MLPSI on participating schools, including reference to the approaches advocated and measures adopted at school level.

An outline of the support services offered to schools participating in the MLPSI is given in Chapter 5. This chapter focuses on the school-based support, the CPD training programme, teacher upskilling in terms of language and pedagogy and the online support provided through the project's website.

During its lifetime, the MLPSI has endeavoured to leave a positive footprint on the Irish educational landscape and it has worked on many ancillary projects, often in conjunction with partner agencies in education, both in Ireland and abroad. Details of these projects are included in Chapter 6.

Since the inception of the project, the MLPSI has been independently evaluated by a team led by Dr. John Harris (TCD and formerly ITÉ). Dr. Harris and his associates, Mary Conway and Denise O'Leary, have to date completed two formal reports on the work and impact of the MLPSI and Chapter 7 is dedicated to data and analysis from these.

Each chapter concludes with some key points which may be of use when examining the issue of the introduction of modern language provision at primary level again in the future.

The Appendices contain information on the organisation, team details and management committees of the MLPSI, schools involved in the programme and an overview of the academic papers and presentations made by members of the present MLPSI support team.

Further details on the work of the MLPSI are available on our website – www.mlpsi.ie

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Background: History, Aims, Curriculum, Policy Context

2.1: HISTORY

The Pilot Project for Modern Languages in Primary Schools was launched in October 1997 by the then Minister for Education, Micheál Martin TD. Schools were invited to join the project in November 1997 and from over 1,300 applicant schools, 270 schools were selected. The selection of schools mirrored the entire primary school profile from small two-teacher rural schools to large urban schools, Irish-medium Gaelscoileanna and schools in Gaeltacht areas, multidenominational schools, Special schools and a significant proportion of schools with designated disadvantaged status.

Before the Pilot Project was launched, many schools were already offering a European language to their pupils but it was largely on an after-school basis and was very often on fee-paying. It was felt that the opportunity to learn an additional language should be afforded to more primary school pupils on a more equitable basis.

The Pilot Project was initially co-funded by the Department of Education and Skills (DES) and the European Social Fund. The status of the Pilot Project was changed to Initiative in 2001 and in that year the funding arrangements also changed so that all funding was solely provided by the DES.

Schools that joined the project in the early years were offered the choice of using a member of their own staff to deliver the modern language programme or engaging a peripatetic language teacher. Unsurprisingly, most schools chose the latter option, with the result that the majority of teachers involved in the project were visiting. The DES placed a cap on the number of schools joining the project in 2002 (with the very minor exception of allowing schools offering one of the minority languages that withdrew to be replaced by a school from the waiting list wishing to offer that language). The cap was in place from 2002-2007 which effectively meant that the number of schools participating in the project remained at 394 during that time. The partial lifting of the cap in 2007 to allow schools with staff capacity to accede to the project has resulted in increased numbers of schools and the number involved in the project is now 546 (June 2012). The decision to only accept schools with staff capacity has resulted in a rebalancing of the teacher profile within the project and 56% of teachers involved in the project being staff teachers who are delivering the modern language programme as part of their normal teaching duties. This policy change is also discussed in terms of the evolving model adopted by the DES in Chapter 3.

2.2: AIMS OF THE PROJECT:

The original aims of the MLPSI were:

- to foster positive attitudes towards language learning
- to ensure that greater numbers of children were able to access modern languages in primary level
- to promote diversification in the languages taught at primary level
- to establish links between primary and post-primary schools in the area of modern language learning. (See DES Circular 45/97).

In more recent years, the MLPSI has also sought to promote:

- greater use of ICT in modern language classes
- the adoption of a whole school approach and school plan for modern language learning by the school management and teaching staff
- a cross-curricular approach to modern language teaching
- a greater appreciation of the importance of intercultural awareness through modern language learning
- greater awareness of the need to build staff capacity in the school's chosen language to make language learning sustainable in the longer term

2.3: CURRICULUM:

The National Council for Curriculum and Assessment (NCCA) was charged with the design and development of the curriculum for modern languages in primary schools. *Draft Curriculum Guidelines* were provided to schools in 1999 and these were supported by the publication of *Teacher Guidelines for Modern Languages in Primary Schools* in 2001. A summary of these documents is given in more detail in Chapter 4 of this report.

2.4: POLICY CONTEXT:

The Council of Europe has advocated for a more plurilingual approach to modern language learning across education systems for many years. The Barcelona Agreement and the Lisbon Strategy recommended that systems be put in place to facilitate early language learning of at least two

Links between primary and post-primary:

During my time with the MLPSI, I taught in seven Primary Schools which feed into six Secondary Schools, in Killorglin, Milltown and Killarney. When I began only the ISK in Killorglin and the Presentation Girls in Killarney taught Spanish. Within a short space of time all but one (St. Brendan's Boys, Killarney) introduced Spanish to their Curriculum. In fact Milltown Presentation (mixed) now has three Spanish Teachers. All have expressed their disappointment with the abolition of the MLPSI as it created a fantastic link between Primary and Secondary. It has also been one less worry for my pupils when facing the daunting task of beginning Secondary School.

– Mary Moore, Visiting Teacher for Spanish, Co. Kerry.

¹ See details of the evolving profile of teachers involved in the MLPSI in Appendix C of this report.

² Nov. 15, 2011: Council of Europe Permanent Representatives Committee adopted recommendations on language competences to enhance mobility referring specifically to - a. the conclusions of the Barcelona European Council meeting of 15-16 March 2002, which called for further action to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age;

b. the Council conclusions of 19 May 2006 on the European Indicator of Language Competence, which reaffirmed that foreign language skills, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the European Union economy.



The Experience of a DEIS school in the MLPSI:

St Philip the Apostle SNS in Mountview, Clonsilla, Dublin 15 has been part of the MLPSI since its inception. It is a DEIS Band 1 school with a very vibrant multicultural environment. 39 nationalities are represented in the school and plurilingualism is actively promoted as a great life-long asset for pupils. French is taught to 5th and 6th classes, Spanish is offered after school as part of a link with the Blanchardstown Institute of Technology and all pupils' home languages are valued and celebrated.

The lasting success of the MLPSI programme in St Philip's has been due to the strong commitment and enthusiasm from the part of two staff members and strong support from the Principal. Modern languages have been linked with active learning methodologies, enjoyment and cross-curricular integration. With high standards too: over the years St Philip's and its pupils have received numerous modern languages awards, among them prizes for their entry for the MLPSI calendar for the Irish Presidency of the European Union (2004), a top prize for their exceptional entry to the MLPSI-NCCRI-IBM competition for the European Year of Intercultural Dialogue (2008) as well as the very prestigious European Language Label for Languages (2009).

foreign languages. Indeed, all EU countries, including Ireland, ratified recommendations and pledged to “step up their efforts” to implement the Barcelona Agreement as recently as November 2011². Policy developments in the area of early language learning have moved at a much more significant rate in other European countries. Indeed, some countries are now also focusing on language learning at pre-school level and it is increasingly common for primary education to offer more than one modern language³.

Across Europe, countries have adopted a language competency model, which often includes CLIL. Language Awareness is seen as an ancillary and complementary skill which can be developed through a competency model.

The Language Policy Division in the Council of Europe is now placing greater emphasis on languages of schooling and their role in the teaching of subjects so as to establish a balance more in keeping with the idea of plurilingual and intercultural education. The overarching theme for the Council of Europe's Language Policy Division's current programme of work is “*Languages in/for Education*” and similarly the European Commission's new European Languages and Education policy, “*Languages 2010 and beyond*” reflects the critical need to improve foreign language learning as it is deemed a core skill to be nurtured and developed from an early age.

Ireland is the only European country where in practice modern languages are not taught as part of its primary curriculum⁴, although in Ireland, as in the rest of Europe, the multilingual reality of the primary classroom is acknowledged. In Ireland there are at least 167 languages spoken in the primary system.

In 2004 the Department of Education and Science, aware that a number of key issues in the area of language education needed to be addressed, invited the Council of Europe Language Policy Division to carry out a Language Education Policy Profile for Ireland. The Profile process allowed the Department to reflect on these issues with a view to articulating such a policy. The Council of Europe and the DES published their joint report in 2008 and the final section of the detailed some guiding principles and action priorities for the Department, the main priority being the development and implementation of a Languages in Education policy.

In the absence of the formulation and publication of a *Languages in Education policy* by the DES, the MLPSI has been an excellent vehicle which in addition to providing new language learning opportunities, has promoted language awareness and inclusion within the rich language and multicultural environment of modern Ireland.

³ Key Data on Teaching Languages at School in Europe, 2008 - http://eacea.ec.europa.eu/about/eurydice/documents/KDL2008_EN.pdf (accessed Jan. 2012)

⁴ Data quoted in Eurostat, *Education statistics 49/2010* shows “a marked upward trend in the average number of foreign languages studied by primary school pupils. Between 2000 and 2008 the average number of languages studied in the EU increased by roughly a third (from 0.6 to 0.8). There were significant increases in some countries, such as Greece, Bulgaria, Germany, Italy and the United Kingdom, although the trend was also positive in most other countries. These increases are basically due to the fact that, over the years, studying at least one foreign language at primary school level has become compulsory in every European country with the sole exception of Ireland”.

Key Points:

- Being part of the MLPSI has meant that over 200,000 children have had the opportunity to learn a modern language in primary school. Many of these children, for both economic or educational disadvantage reasons, would never have had this learning, were it not for their schools' participation in the MLPSI.
- The importance of ensuring that all languages are to be promoted equally is essential in terms of sustaining the lesser taught languages.
- A model clustering primary and post-primary schools should be considered as well as the availability of wider number of languages at primary as well as post-primary level. The combination of language competency and language awareness development facilitates the introduction of new languages in later school life.
- If modern languages are to be offered to all children, it is recommended that modern languages become a mandatory part of the primary curriculum. Failing that, the option of offering modern languages as a statutory option, on an equal footing as the other subjects in terms of recognition by the Inspectorate, cross-curricular integration, visibility, support from the whole staff, planning at school level and capacity building must be considered.
- The publication of a National Languages in Education Policy would give direction and clarity to the many issues concerning language provision at all levels of the education system in Ireland.



3

The Model adopted - initially and how it has evolved - Introduction

3.1.1: MANAGEMENT AND ORGANISATION STRUCTURE:

Since its inception, the MLPSI has been managed and administered by the Kildare Education Centre under the guidance of its Director and Management Committee. The MLPSI is also guided by two management committees – a Project Management Group and a larger Consultative Management Group - both of which are chaired by a DES nominee. Further details of the membership of these committees are contained in the Appendices of this report.

Following the launch of the Pilot Project, a team of seven Project Leaders (PLs) was appointed to support the selected schools. The Project Leaders initially had a language-specific brief in that each member of the team supported schools offering provision in a particular language and prepared and delivered training also in that language. A National Coordinator was appointed to manage and coordinate the work of the Project Leader team in 2001.

In 2007, the DES and the MLPSI agreed that school support and teacher CPD provision would be delivered on a generic basis. Following this decision, the members of the team became known as Regional Advisors (RAs) and each RA assumed responsibility for the support all MLPSI schools in a particular geographical region, regardless of the languages offered. The remit to deliver language-specific CPD was retained and thus the brief of the team members assumed a dual focus – generic in terms of school support and language-specific in terms of materials and resources development and CPD delivery.

3.1.2: SELECTION OF SCHOOLS AND PROFILE OF TEACHERS:

As discussed in the opening chapter of this report, schools were invited to join the project in November 1997 and from over 1,300 applicant schools, 270 schools were selected. The DES initially invited the schools that had been selected to offer a modern language the choice of using their own staff to deliver the modern language programme or to employ the services of a peripatetic or visiting teacher.

A cap on the number of schools allowed to join the project was put in place in 2002 and this remained in effect until 2007. In 2007 the decision was taken to only accept new schools that had staff capacity to deliver the modern programme. This decision has reduced the reliance on visiting teachers and ensured an increasing cohort of schools with staff-based capacity. Schools that had secured the services of a visiting teacher were allowed to retain that additional funding. Further data on the profile of teachers involved in the project is contained in the Appendices of this report.

3.1.3: TIME ALLOCATION:

The DES, NCCA and management groups of the MLPSI advised that all children in the 5th and 6th classes in participating schools were to be involved in the modern language classes. Initially, it was recommended that the modern language was to be taught for 90 minutes per week and that this tuition would be delivered during normal school hours. Following a commissioned review of the *Draft Curriculum Guidelines* by the NCCA in 2001 and the findings of the first evaluation report in 2002, it was agreed to allow schools to reduce this time allocation to 60 minutes per week, if necessary.

A teacher's perspective on being part of the MLPSI:

The effect of the MLPSI on my own professional life as a teacher has been immense. I am self taught and from basic beginners level I have been able to improve and develop, using many of the methods which I used in teaching the children. Thanks to my involvement in MLPSI, I have shared in very many CPD days, seminars in the Goethe Institute, four month-long study visits to Germany, a two year diploma course in Carlow I.T. and most recently have completed an M.Litt in the German Department of Maynooth University on the teaching of poetry in German in the Irish Primary School. At present I have taken up French and would wish to add another language after that. I see languages as a lifelong benefit rather than a school subject, and will always be grateful for the opportunities and encouragement provided for my pupils and for me by the MLPSI.

– Peter Hennessy,
Ballymurphy NS.,
Co. Carlow.

3.2: TEACHER AND SCHOOL SUPPORT:

The MLPSI team supported schools and teachers at every stage of their involvement in the project. Following a school's successful application to join the MLPSI, an introductory pack of materials and resources were sent to the school. A designated member of the team then contacted and subsequently visited every new school and worked with the language teachers and school management to ensure that the modern language programme was introduced appropriately and that the teachers, in particular, were supported at this initial stage in their involvement. Follow-up visits were arranged to ensure that teachers and Principals were adequately supported and that all queries and issues could be dealt with. School support was also provided by telephone and email and support on administrative issues was also available through the MLPSI office staff in the Kildare Education Centre. Very high satisfaction rates with the level of school and teacher support were identified through the formal evaluation reports of the MLPSI (see Chapter 7 for further details).

3.3: CPD PROVISION:

The MLPSI team provided Induction support for teachers new to the project at the beginning of each academic year. These generic, regional training events offered teachers joining the MLPSI an opportunity to receive training on many aspects of modern language teaching including the curriculum, planning, resources and the whole school approach.

Language-specific training days were also a major element of the support offered to teachers participating in the MLPSI. In all 23 language-specific training days were organised and facilitated by the MLPSI team. These training days were held in regional venues nationwide and focussed on many aspects of modern language teaching and learning. Since 2007, the MLPSI team had adopted a modular programme for its CPD provision and this approach of integrating language learning with another curriculum area was very popular with our teachers. Feedback from teachers from our language-specific training days was consistently very positive. This high level of satisfaction with MLPSI CPD provision was also reflected in the formal evaluation reports (see Chapter 7 for further details). The materials and additional resources developed for these training events are available to download from the MLPSI website.

In addition to the language-specific CPD days, the MLPSI also organised three national training conferences in 2005, 2008 and 2011. The National Training Conferences in 2005 and 2008 were held in UCC, with the 2011 event being held in the Marino Institute of Education. All three national conferences were very well attended by MLPSI Principals, teachers and guests from our partner agencies. The programmes were a mixture of keynote speakers, plenary events, workshops and

exhibitions. Keynote speakers at the conferences included Dr. David Little, Prof. Catherine O'Brien, Prof. Muiris O'Laoire, Prof. Tom Collins, Micheál Martin, Simon Coveney, Dr. Anne O'Gara and Caroline Nash. One interesting aspect of the conference programmes was the inclusion of a large number of teachers in the project as facilitators and this promotion of best practice and excellent practitioners was welcomed by those in attendance. The materials and additional resources developed for these workshops are available to download from the MLPSI website.

The Cultural Institutes and Embassies of Italy, Spain, Germany and France have been extremely supportive of the work of the MLPSI since its inception and many training events were hosted in conjunction with these partners over the years. More details of these additional training opportunities offered are outlined in Chapter 6 of this report.

Using ICT in the Modern Language class:

I've found ICT to be of great use when looking to brighten up and improve a language class. Putting a video, a cartoon or a Powerpoint together gives a great stimulus to children to produce accurate work. Placing items on the website has been a great stimulus to children to emulate work produced by their peers. Project work is always enhanced by neat and effective presentation, whether by Word or Powerpoint. Our favourite means of communication with partner schools in Italy has been by email. Finally, the internet has been an open window on interesting source material.

– Gerry Ryder, Scoil Raifteirí, Castlebar, Co. Mayo.

3.4: MATERIALS AND RESOURCES DEVELOPMENT:

The development and provision of appropriate teaching and learning material and resources for teachers and schools in the MLPSI has been a priority for the support team since the inception of the project. The MLPSI team has consistently produced high-quality, age-appropriate and current language teaching and classroom resources to assist with and complement all areas of the modern language curriculum. In latter years, with an increased focus on the use of ICT and the MLPSI website as a vehicle for the communication and dissemination of resources, the MLPSI team has developed a wealth of online resources which are all easily accessible and downloadable and which are being used not only by schools involved in the programme, but by teacher training institutions both in Ireland and abroad.

3.5: ONLINE SUPPORT:

The MLPSI began to develop an independent website to house its own materials and resources in 2006 and it was officially launched at its National Training Conference in 2008. As well as the materials developed by the MLPSI, the website contained links to other language sites, provided information on upcoming training events and was a vehicle for informing teachers and schools of additional training opportunities, competitions, events etc. The site also gave guidance to teachers who wished to upskill their own level of language and provided suitable links for this purpose. The site also contained information and guidance for new schools, for parents and for second and third level partners. The site also housed a suite of online language games which could be used by teachers and pupils in school or accessed at home. The MLPSI website was shortlisted in the Eircom Golden Spider Awards in 2011 in the Education Category.

3.6: EVALUATION AND MONITORING:

Institiúid Teangeolaíochta Éireann (ITÉ) was appointed by the DES to independently and formally evaluate the Pilot Project and later, the MLPSI. Following the decision to close ITÉ in 2004, the team of evaluators was moved to Trinity College Dublin.

The first evaluation report was launched in the DES in 2003. The second evaluation report was submitted to the DES in 2008 but has yet to be formally published. A third research project has been commenced with interim findings due to be presented to the Consultative Management Group of the MLPSI in June 2012.

These evaluation reports are explored in greater detail in Chapter 7.

Key Points:

- Key to the success of the MLPSI has been the promotion of a best practice model of primary modern language teaching and learning based on active learning and enjoyment, including communicative language teaching, developing intercultural awareness and language awareness, cross-curricular integration, use of ICT and Whole School Approach to the Modern Language.
- The value of the promotion of an inclusive definition of language teaching and learning with the inclusion of all children in the Modern Language programme, including children with special needs, should not be underestimated.
- A model offering a number of school and classroom visits as well as CPD provision is optimal. It facilitates the transfer of best practice at classroom level.
- Attendance at CPD should be mandatory and to be open to teachers other than modern language teachers when relevant.
- On-going monitoring, evaluation and review need to be built into the brief of the management committee in charge of the MLPSI. This should include areas such as school performance in relation to the programme, progress in capacity-building as well as yearly learning outcomes and the commissioning of follow up research on the impact of primary language learning at post-primary level and beyond.



4

The Implementation of the MLPSI in Irish primary schools

This chapter deals with the implementation of the MLPSI's aims and objectives in Irish Primary Schools. The section describes how the Modern Language has impacted on school communities and it outlines resources developed by the MLPSI and other efforts which supported schools in the delivery and implementation of the Modern Languages curriculum.

4.1 THE IRISH PRIMARY MODERN LANGUAGES CURRICULUM - INTRODUCTION AND IMPLEMENTATION.

4.1.1: Introduction to the NCCA Curriculum documents:

The NCCA developed and produced *Draft Curriculum Guidelines for Modern Languages* in 1999. With a structure familiar to Irish primary teachers, the *Draft Curriculum* consisted of three strands – Communicative Competence, Language Awareness and Cultural Awareness. As is the case also for other aspects of the language curriculum at primary level, each strand has four strand units, the four language skills – *listening, speaking, reading and writing*.

The aims of the modern language curriculum were:

- to foster a positive attitude towards language learning and to promote self-confidence, self-esteem and enjoyment in learning a language
- to develop communicative competence, enabling the child to use the language in a variety of contexts
- to develop an awareness of the target language and its relationship with other languages
- to develop the child's awareness, appreciation and respect for other cultures, particularly those associated with the target language.

The *Draft Curriculum Guidelines* also gave comprehensive guidelines for teachers and school management in terms of the teaching objectives and principles of a language programme in the Irish primary context, as well as guidelines on planning, language topics and functions and assessment. It included a brief description of some approaches and methodologies for the modern language class and focussed at all times on the key principle of inclusiveness and the importance of using the target language, active learning and integrating ICT.

The *NCCA Teacher Guidelines*, produced in 2001, expanded on the *Draft Curriculum Guidelines* by providing guidance on the rationale and nature of teaching and learning of modern languages at primary school level. It explored the contents of the curriculum and emphasised the three phases of the communicative approach. It also contained sections on planning for the modern language at school level and classroom level and outlined approaches and methodologies, including language-specific examples.

The impact of learning a modern language in an urban school:

Since we started the Italian in Rutland NS it has impacted on the whole school community. 6th class learnt the 'Padre Nostro' for their communion two years in a row. The parish priest was very supportive and enthusiastic about this. Learning Italian in Rutland has always been supported by the principal, teachers and SNAs. Signs around the school mean everyone can get involved. Intercultural day in 2010 allowed for us to impress parents and teachers with our knowledge about Italy and Italian language. Similarities between Irish, English and Italian are noted and expanded on. Maths, Art, History, Geography cross over frequently into our Italian experience. Children who speak other languages at home seem to enjoy comparing the language's differences and similarities, and like having the opportunity to discuss their own first languages during Italian time. Language learning is also included across the curriculum. An art project on Caravaggio led to some wonderful artwork being produced and a trip to the National Gallery two years in a row. We also came 5th and 6th place in the postcard competition celebrating 150 years of Italian unity with the Istituto Italiano di Cultura in October 2011. In 2010 we won first prize in the Istituto photography competition for our pizza making efforts! Italian is the main modern language in the main feeder school for Rutland NS and provided opportunity to discuss what Italian is like at second level, exams, etc. and it also gave them a great head start for the Junior Certificate.

– Alice O'Connor, Italian teacher, Rutland St. NS, Dublin 1.

4.1.2: Developing the curriculum

Throughout the existence of the MLPSI, the advisory team has endeavoured to support and enhance the implementation of the primary modern language curriculum through in-service/CPD training and other initiatives (see also Chapter 5). In particular, the following resources have been made available to schools and teachers through the MLPSI website:

- Planning templates for planning at classroom and school level, including planning for a whole school approach to the language
- Peer-assessment and self-assessment templates
- Best Practice Guidelines for Principals, modern language teachers and hosting class teachers
- 'Top tips' quick reference documents
- Integration mind map
- Cross-curricular integration document
- A vast number of classroom resources supporting the development of the three strands
- Language of... language-specific list of key language for different activities or subject areas to support teaching through the target language
- Whole School Approach signs and classroom signs to enhance visibility of the modern language
- My ELP and its related resources which support teaching and learning
- Teaching and Learning videos for Principals and language teachers

Through the development of these supplementary resources, the MLPSI advisory team has sought to support teachers in terms of their use of the target language in class, their planning, progression and assessment methods and their approaches to integration of the strands and language skills, as well as integration of the modern language with other areas of the primary school curriculum.

4.2.1: Cross-curricular Approach

'Because of the integrated nature of the primary curriculum, links should be made between the language lesson and other curricular areas. The language learning experience should not be viewed in isolation.' - NCCA MLPSI Teacher Guidelines, p.3.

A cross-curricular approach has become a key element of the CPD modular programme and support materials devised by the MLPSI support team. The benefits of cross-curricular integration are many. It gives children a broader and richer perspective, consolidates the place and importance of the language within the curriculum, increases time spent on both the target language and the particular subject area and enhances the transfer of learning strategies and skills.

When the modern language was not taught by the class teacher but by either another teacher in the school or by a visiting language teacher, collaborative planning was strongly advised between the modern language and the hosting class teacher.

Teachers were encouraged to focus on cross-curricular integration both within the modern language class – such as the modern language teacher integrating an activity based on the food pyramid, on map reading or on a painting or music appreciation in the target language - and throughout the entire curriculum – such as the hosting class teacher adding added dimensions to other subject areas such as including target country(ies) or cultural references in SESE, English, Gaeilge or Maths. The

hosting class teacher was also encouraged and supported in planning for the embedding of some target language throughout the week.

This 'reciprocal cross-curricular integration', whereby the modern language teacher integrated the primary curriculum with their modern language lesson, and the hosting class teacher integrated the modern curriculum into their lesson(s), worked very successfully in many MLPSI schools.

A comprehensive range of language-specific and generic resources was developed by the MLPSI team to support teachers in the integration of modern languages across the primary school curriculum.

4.2.1: CLIL – Content and Language Integrated Learning

Teachers were also encouraged to engage in CLIL, content and language integrated learning, where aspects of the general curriculum are integrated in the modern language class and taught using the target language.

CLIL can be used to introduce new knowledge, concepts and skills. However, as the primary school curriculum prescribes a spiral development approach, CLIL could also be used for revisiting and consolidating knowledge, concepts and skills as well as for transferring knowledge, concepts and skills learned in another subject area to a new context. Most CLIL lessons in the MLPSI context were a mixture of consolidation and new material and may necessarily have been at times uneven in terms of age appropriate curriculum content.

4.3: MODERN LANGUAGES AND ICT

4.3.1: Introduction

This is an area which has seen rapid change in the course of the life of the MLPSI, largely as a result of changes in relation to ICT at school level. As schools' access to ICT has increased, so too have their needs for resources and guidance in relation to IT and its integration into the teaching of modern languages.

4.3.2: ICT and CPD.

Since the introduction of the modular CPD programme for teachers in 2007, ICT has been a key element of each module. The use of different technologies has been addressed and this in turn has increased the integration of ICT in the modern language classroom.

The increased use of Interactive Whiteboards, the internet and digital media has been noted by the MLPSI team in their engagement with schools. (See also Chapter 6 for details of the ICT and Language course developed by the MLPSI and facilitated in conjunction with NCTE).

4.4: A WHOLE SCHOOL APPROACH (WSA) TO MODERN LANGUAGE PROVISION

4.4.1: Introduction.

The integration of the modern language with other areas of the curriculum, with school life in general, with the local community and with international projects strengthens its place in the curriculum and in the school and makes the teaching and learning of the modern language more effective and enjoyable for all involved. To this effect, MLPSI schools have been encouraged to adopt a whole school approach. The whole school approach developed by the MLPSI encourages

The impact of learning a modern language in rural school:

We have been involved as a school in the Modern language Initiative for some years and have found it very beneficial to our pupils. This Initiative has brought the benefit of a foreign language to the forefront. Not only is it a benefit to secondary school education but also as a EU citizen. This Initiative has been integrated into Primary Education through all Curriculum areas and through local festivals which is very important to rural communities e.g. Melting Pot festival. We cater for various Nationalities in the school so this initiative has brought language to the forefront. Pupils learn French in a fun, interesting way. As a parent also I can see the benefits to my daughter – she is now interested in other EU countries, cultures and languages. The teacher of the Modern Language Initiative has been very inclusive making learning fun and interesting for all. Pupils learning the language have taught other pupils in the school and initiated learning about other languages and cultures. Parents have had a very positive response to this Initiative and realise the value of this to pupils in their education. Special Needs pupils particularly have been very positive as it is inclusive and leads to a greater self-esteem in education which is vitally important especially in a disadvantaged, rural community such as ours. As emigration is now such a scourge, any crutch is an advantage.

- Laraine Long,
Principal, Woods NS,
Co. Donegal.

schools to consider the relationship between the 5th and 6th class learners of the modern language with the rest of the school, the wider school community, the local community and the international community.

Schools were encouraged to promote the Whole School Approach through:

- Visibility
- Communication
- Collaboration

Some of the benefits of a Whole School Approach include:

- the modern language is integrated in the life of the school
- the sharing of expertise and increased collaboration
- all stakeholders having an input
- the perception of the modern language not only as a subject area but as a living language, an additional form of communication and life skill
- the potential of language learning being maximised at both class and school levels
- the enhanced perception of the school as being a trilingual school

4.4.2: Resources provided

To facilitate the adoption of a Whole School Approach the MLPSI team has developed a comprehensive range of resources. These include:

- Planning templates for language teachers and whole staff
- Documents outlining suggestions for whole school planning
- Guidelines for organising a Language Day/Week in MLPSI schools
- Guidelines for creating Culture Boxes in Schools
- Resources and guidelines for displays in the modern language in schools
- Information leaflets for parents
- Whole Staff presentations on the MLPSI for schools

4.4.3: Links with school community

To foster and develop links with the school community, MLPSI schools have been encouraged to engage in the following activities:

- to include the younger learners in modern languages classes and activities
- to invite visitors from the community with connections to the target country/countries
- to perform for other classes and parents
- to feature the modern language in the school website
- to include the modern language in information relayed to parents (prospective and current) by using the MLPSI leaflet for parents, through discussion at parent-teacher meetings, the inclusion of the modern language in school reports etc.)

4.4.4: Links with local community

To foster and develop links with the local community, MLPSI schools have been encouraged to engage in the following activities:

- to invite guests with connections to the country/countries where the modern language is spoken
- to visit the school and speak with the children
- to consider the local Library as a resource
- to include the modern language in religious ceremonies associated with school life
- to establish relations with the local post-primary school and third level institution
- to identify potential links with local businesses (e.g. restaurants from the target culture etc.)
- to showcase modern language learning at school events, concerts etc.
- to bring the children on visits where there are opportunities to engage with the target culture(s) – galleries, museums, heritage centres etc.

The uptake of these activities across schools has been quite successful with many schools including some of these headings in their whole school plan for modern language provision. The success of initiatives of this kind needs the support of the whole school community to be sustainable.

4.4.5: International links.

To foster and develop international links, MLPSI schools have been encouraged to participate in a number of Initiatives. These include:

- Correspondence exchanges
- Twinning projects
- Hosting teacher trainees from the country(ies) where the modern language is spoken
- Hosting Language Assistants
- Comenius projects
- Teachers partaking in Comenius in-service training, including language immersion courses

For various reasons, the uptake of these projects has been somehow slow. The support and engagement of a school's whole staff, and in particular of the Principal, is critical in encouraging teachers' and school's willingness to establish international links.

4.6: MANAGEMENT OF THE MLPSI AT SCHOOL LEVEL

4.6.1: Introduction

As we have described, the MLPSI advocated a model in which a whole school approach to the modern language is adopted by schools. The nature of the programme and its aims mean that it was envisaged that different members of staff would play a different role in the implementation of the MLPSI at school level. These roles are outlined below.

4.6.2: Role of the Principal

The role and involvement of the Principal has been crucial in schools that have succeeded in implementing the teaching of a modern language in their schools. Principals have been encouraged to take an active and facilitatory role in terms of Planning, Resources, Visibility and Teacher Support.

In terms of communication, Principals were encouraged to discuss the provision of modern languages at staff Meetings, parent teacher meetings and Board of Management meetings, and also to ensure that modern languages were reflected on their schools' report cards, school newsletters and school websites. Best Practice guidelines and videos were produced for Principals videos to assist and guide them in this role.

4.6.3: Role of the language teacher

The MLPSI team has worked extensively with language teachers to ensure that they feel adequately supported, not only in terms of their delivery of the modern language curriculum, but also in terms of their role as a modern language teacher at school level. The role of the language teacher was seen as critical in terms of the successful implementation of the Whole School Approach and this area was explored extensively as part of the Induction and Language-specific training days. Much support documentation was also developed by the MLPSI team in the areas of visibility, collaboration and communication and these resources were made available to schools through the School Pack CD and via the MLPSI website.

4.6.4: Role of staff members - hosting class teachers and other teaching staff

The MLPSI team encouraged all members of staff to play a role in the provision of a modern language in their schools. Among the suggestions made to staff members during support visits and whole staff presentations were project work, involving younger learners and the integration of the modern language in class and school events. While many schools have made tremendous efforts to integrate the modern languages into every aspect of their school life and ethos, a lack of knowledge of the MLPSI and the modern languages curriculum has sometimes been a challenge in some schools for staff not directly involved in the provision of modern languages.

The allocation of a post of responsibility or the appointment of a Languages Coordinator has certainly enhanced the provision of modern languages in many schools. Such positions have contributed to better planning amongst teachers, more integrated teaching of the modern language and more time being allocated to the discussion and review of modern language provision at staff level.

4.7: MY EUROPEAN LANGUAGE PORTFOLIO – MY ELP

4.5.1: Introduction: My ELP – a tool for teachers, tool for pupils

Devised by the Council of Europe as an innovative language-learning tool with both pedagogic and reporting functions, the European Language Portfolio (ELP) is certainly one of the most innovative developments in language teaching and learning in recent years.



Considerable time was devoted to the compilation and design of a primary model of the ELP which could be used for modern languages in the Irish primary context. The MLPSI model of the ELP, entitled *My European Language Portfolio*, was submitted to the Validation Committee of the Council of Europe and it was subsequently accredited in 2005.



My ELP expounds the linguistic aims of the Primary School Curriculum in that it facilitates increased receptiveness to language, competence and confidence in using language, the development of cognitive abilities through language and the development of the pupil emotionally and imaginatively through language.

Unlike most other primary models of the ELP produced in other jurisdictions, *My ELP* is topic-based in line with the NCCA's *Draft Curriculum Guidelines* and it was hoped that this structure would further enhance its usability by pupils and teachers alike. It was also intended that children could take their ELP with them when they moved class and eventually progressed to second level, thereby facilitating transparency and easing transition between the levels and also, it was hoped, increasing links between language teaching at primary and post-primary levels.

While *My ELP* was designed primarily to assist in the teaching and learning of modern languages, as it is a fully bilingual resource, children can also use it to assess their progress in Irish and indeed their progress in English, if English is not their mother tongue.

The MLPSI model of the ELP was launched officially by the Minister for Education, Mary Hanafin TD, in the Kildare Education Centre in November 2006. *My ELP* is printed and distributed by the Government Publications Office.

4.5.2: My ELP - support materials and resources

Following Council of Europe accreditation in 2005, the MLPSI team devised a comprehensive programme of Teacher Guidelines to accompany *My ELP* and these were delivered as part of a two module training programme for teachers in 2007. A pilot programme of evening courses was also delivered in 2008 to further equip teachers with the skills, knowledge and confidence to introduce *My ELP* to their classes.

In more recent years, the MLPSI team has continued to build on the suite of resources available to teachers to assist them in their implementation of the ELP. These include classroom signs, IWB resources, worksheets, speech bubbles, best practice videos and online tutorials.

The use of *My ELP* both as a planning tool and as a classroom resource has also been addressed by the MLPSI team as part of their school based support and *My ELP* has been a key element in all of the training days delivered as part of our CPD modular programme.

4.5.3: Implementing My ELP - a step at a time

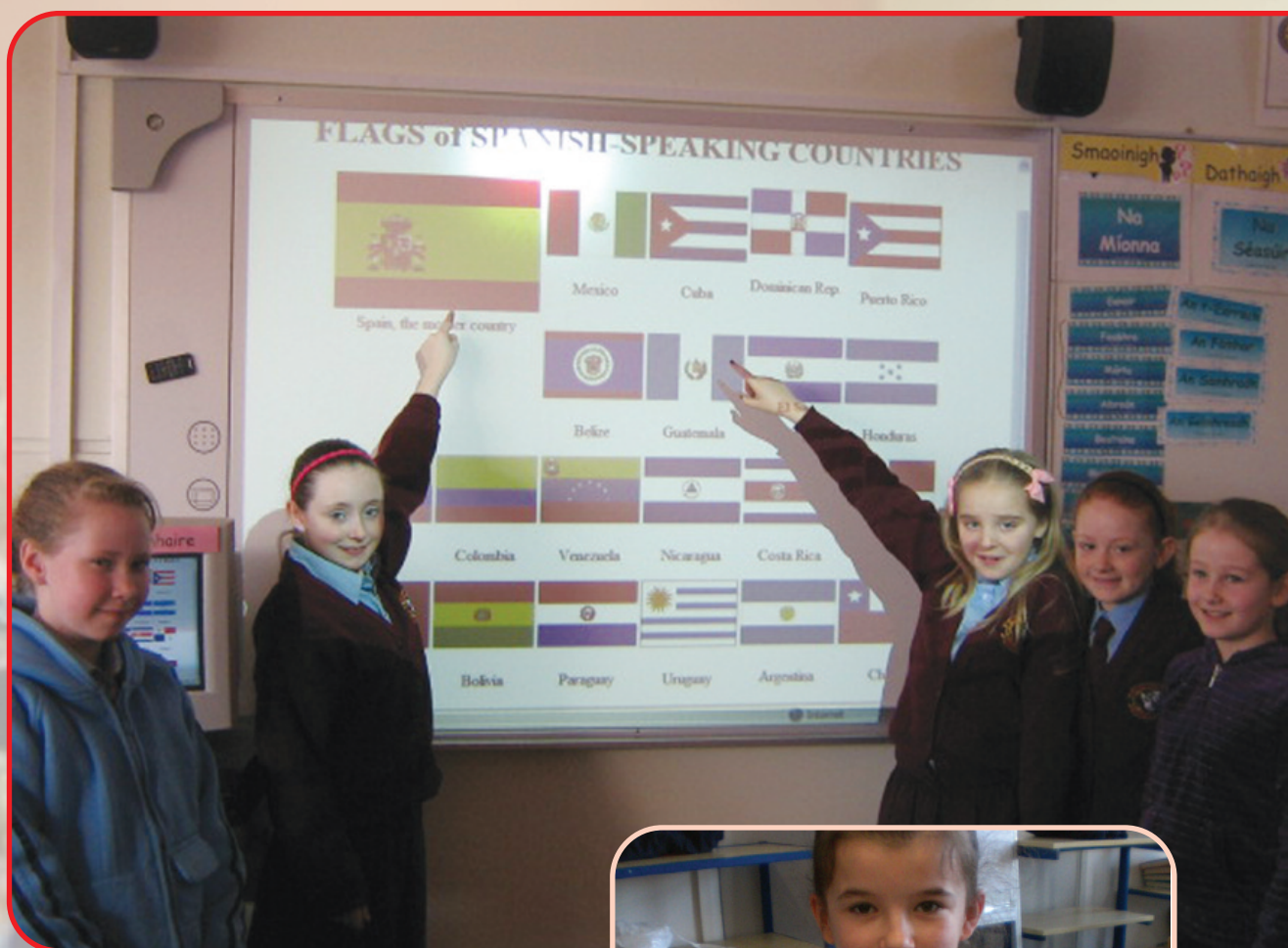
Rather than encouraging teachers and schools to undertake the use of *My ELP* immediately, the MLPSI team advised the implementation of the ELP on a phased basis. The implementation was advised in three stages – initially the teacher using the ELP as a planning tool, followed by the teacher using the ancillary support materials and resources to introduce their pupils to the concepts underpinning the ELP. The final step in the process is each pupil having his/her own copy of *My ELP* in which they can record and monitor their own progress in the target language.

4.5.4: Using My ELP in the classroom

My ELP has proved to be an excellent planning tool for modern language teachers at primary level and many schools are using *My ELP* as part of their modern language provision. While efforts have been made to engage teachers in the practical implementation and application of *My ELP* in their language classes, further work remains to be done as many Irish teachers are unfamiliar with the concepts underpinning the Common European Framework of Reference, the European Language Portfolio and the use of self-assessment at this level. Notwithstanding these issues, feedback from pupils and teachers who have used *My ELP* has been very positive with many teachers reporting that using the ELP with their classes has impacted positively in terms of literacy and cross-curricular work as well as facilitating collaboration and planning.

Key Points:

- Communication and collaboration between post-primary and local primary schools should be facilitated. Greater understanding of the nature of primary modern language teaching and learning should be encouraged among post-primary language teachers. Language teachers associations have a key role to play in this. This requires an evolution in attitudes as well as transfer of skills and knowledge. Differentiation in post-primary modern language programmes should be encouraged, including recognition of prior learning and learning styles.
- *My ELP* can be a key element in communicating about pupils' modern language competence when transferring to post-primary school. The implementation of *My ELP* should be promoted through teacher training and clear information to school principals.
- A minimum level of language proficiency is required to teach the modern language effectively. All teachers should be encouraged to follow a progression path in relation to the modern language. A national plan to allow primary teachers to boost their modern language proficiency should be in place. Peripatetic language tutors could be considered as a resource only for the initial years but could have a role in developing modern language resources and staff language proficiency.
- Whether small or large, schools should draw up a capacity building plan according to their needs for sustainability of the modern language programme through language up-skilling training of existing staff, hosting of Comenius-funded modern language assistant or bringing in modern language expertise when employing new staff.
- For the modern language to fully contribute to the educational experience of the pupils, the full modern language curriculum should be implemented. This implies that pupils do a lot more than 'a bit of language' and that by the end of a two-year programme they have achieved a recognised level of proficiency in communicative language as well as having developed the skills, knowledge and attitudes set out in the other two strands of Cultural Awareness and Cultural Awareness. Meaningful assessment (AfL as well as AoL) as well as measurable progression should be evident in relation to the three stands and to all language skills.
- Using *My ELP* both as a planning tool and as a pupils' companion to learning is recommended. *My ELP* fosters a communicative definition of language, a balance between the three curriculum stands and the development of autonomous language learning.



5

MLPSI Support Service

INTRODUCTION:

The aim of the MLPSI support service was to assist schools and teachers in the implementation of the MLPSI curriculum.

MLPSI support services consisted of central administrative and educational support given by the National Coordinator and administrative staff based in the Kildare Education Centre and teacher and school support given by Regional Advisors (initially called Project Leaders). In addition to school-based support, in-service/CPD provision, materials and resources and access to online information and resources were also made available to teachers and schools.

5.1: TEACHER AND SCHOOL SUPPORT BY THE REGIONAL ADVISOR TEAM

5.1.1: School-based support.

On joining the MLPSI, all schools were assured of the support of a Regional Advisor who was to be the first port of call for telephone and e-mail contacts. Regional Advisors administered the scheduling, preparation and follow up of their visits. School visits logs were used for a time (2003-2006), and School visits reports were then compiled for entry into the MLPSI Access Schools Database (from 2007). This allowed the Initiative team to keep track of changes in personnel in schools as well as providing an account of the progress, challenges and issues faced by schools in the MLPSI.

As was detailed in Chapter 3, the Regional Advisor team assumed a generic support role for schools in designated regions from 2007. From that point on, team members supported all schools in a particular region, in all four target languages of the Initiative.

School Visits from the Regional Advisors - format and focus:

The format and focus of school visits varied depending on school size and specific school needs. They also evolved over time. In the initial years of the Initiative school visits consisted mainly of class visits for modelling purposes followed by a review meeting between the PL and the modern language teacher and a meeting with the Principal only when circumstances required it. Over time school visits developed into a combination of class visits for observation as well as modelling purposes, supplemented by meetings with the modern language teacher and the Principal but also with hosting class teachers.

Whole School Approach (WSA) visits: From 2004, the MLPSI placed a renewed emphasis on the promotion of a whole school approach (as opposed to the teaching the modern language as a stand-alone subject). This resulted in a new emphasis on the WSA in all visits to new schools but also in the definition of 'Whole School Approach visits' to schools which had been in the MLPSI for some time and had already received visits from the RA team. These visits emphasised visibility, cross-

MLPSI CPD:

I have been an MLPSI visiting teacher for the past 12 years, teaching French and Spanish to children in 5 rural primary schools. From the onset, I have valued and looked forward to CPD days. Firstly, CPD days were occasions to meet colleagues. By the nature of my work, I never met other teachers who did the same work as I did. During these days, invaluable informal contact and networking took place. Useful information was often exchanged, regarding a wide number of topics, from working conditions to holidays entitlements. Secondly, CPD days introduced me to best practice in modern language teaching methods. Regional advisors in French and Spanish facilitated the days with a consistently high degree of professionalism and expertise, which ensured that we participants got as much out of any one day as was humanly possible. Over the years, ideas and concepts on language teaching and learning were teased out. I grasped the importance of embedding the modern language into the life of the whole school. We were systematically brought through the primary curriculum, exploring ways where I, as a visiting teacher, could connect to and enhance classroom learning in my language class. All of this work was done in a participative, active way, ensuring a multi-faceted outcome - first-hand involvement for me in a wide range of classroom methodologies from phonetics, role-plays, games and activities, culture boxes, music, drama etc, while at the same time deriving huge personal enjoyment from same. The days also allowed me to evaluate and assess on how to adapt and use the material in my particular schools. Thirdly, MLPSI has invited international guest trainers to work with us from time to time. Memorable for me was the visit of Carol Nicoll. Finally, the energy, enthusiasm and professionalism of MLPSI Regional Advisors in French and Spanish has always impacted on me when we met at CPD/in-service days. I always returned to Co. Clare renewed, refreshed, replenished, armed with scores of exciting new ideas to implement and try out.

– Bernadette Malone, Visiting Teacher, Co. Clare.

curricular integration, collaboration and communication about the modern language at school level. As well as class visits and meetings with the modern language teacher, these visits also sought to include systematic meetings with the Principal and/or modern language coordinator and with the hosting class teachers in order to raise awareness about the potential and advantages of integrating the modern language throughout the curriculum and the life of the school.

Whole Staff Presentations: These presentations evolved from the WSA visits, as detailed above. They were piloted from 2007 and further developed and formalised in 2011. These visits were offered to Principals who wanted to include a modern language component in their staff training days and raise all school staff's awareness of the nature of the modern language provision in the school. The motivation to request such visits may have arisen from the wish to promote communication and collaboration between a visiting teacher for the modern language and the rest of the staff or from the wish to encourage greater collaboration between all the teaching staff and the one teacher in charge of all modern language teaching. The presentations also served as opportunities to explore capacity building in the modern language in the school and thus for more colleagues to become involved in the programme in the short to medium term. The introduction of the "Croke Park training hours" provided an opportunity for whole staff presentations and many Principals were happy to use this training time for this purpose.

Frequency of school visits: The frequency of support visits to MLPSI schools has varied over time. Depending on the number of schools per PL/RA (which in the initial language-specific model of school support depended on the number of schools in each language and the number of PL/RA per language) all schools may have been visited once a year, twice a year, once every two or more years. Since the introduction of the generic model of school support in 2007 and with an ever increasing number of schools in the programme, new schools could expect an initial visit and one follow up visit in their first year. Other visits were then arranged for new Principals and new modern language teachers in their first year in the programme. Additional visits were considered to be very beneficial and were arranged where practicable, in particular visits encouraging the implementation of approaches exemplified in the previous CPD day or the implementation of *My ELP*, as well as visits scheduled to observe examples of transferable best practice.

A review of schools' level of satisfaction with the school support system, based on a Schools Feedback Questionnaire, was carried out by the Independent Evaluators of the MLPSI in 2001. Further details of this evaluation are given in Chapter 7.

5.1.2: Office-based support.

School-based support was always considered one of the key duties of the Regional Advisor team, however once direct contact was established through an initial visit, Regional Advisors were able to provide on-going support to teachers and schools by telephone and e-mail correspondence as the need arose. Over the life-span of the MLPSI, the increased use of mobile phones and e-mail communication had facilitated a considerably improved system of on-going support.

5.2: IN-SERVICE/CPD PROVISION.

Throughout the life-time of the MLPSI, language-specific training days were offered to teachers annually. The only alternative model occurred in the years when a National Training Conference was organised (2005, 2008 and 2011), which replaced one of the in-service/CPD days for that year. The language specific in-service/CPD programme evolved from the initial training days developed by each individual Project Leader (1998-2005) to a common modular programme of training days including language specific resources (2006-2011).

The in-service/CPD days consisted of modern language curriculum-linked workshops delivered entirely or partially in the target language. These activity-based sessions were supplemented by a booklet containing background notes, activities and classroom resources (1998-2007). The CPD booklet was later replaced by a CD of resources (2007-2011). All booklets and CDs were also uploaded to the CPD section of each of the four language resource areas of the MLPSI website.

As mentioned above, three National Training Conferences were organised in 2005, 2008 and 2011. Teachers and Principals in MLPSI warmly welcomed the opportunity to meet with colleagues from schools all over the country and to engage in the varied programmes of plenary sessions and workshops which were offered. One important feature of the conference programmes was the participation of many MLPSI teacher and Principals as facilitators. This opportunity to showcase best practice in their own teaching contributed hugely to their own professional development and inspired colleagues to also learn from their experience. The inclusion of teachers in the conference programmes also served to highlight how the MLPSI CPD programme was being used and adapted by teachers in their own classroom practice.

National Training Conference - Modern Languages – the bigger picture, Literacy, Numeracy and Assessment, April 2011.

Way above expectations. Content of workshops exceptional".

"More than met' expectations. Very enthusiastic. Workshops well presented. Bringing literacy to life very interesting".

"Incredibly valuable. Better than expected. Quality of sessions very high. Conference well-structured and finely organised".

"Everything well organised, educational and professional. Keynote speech very engaging".

"Superb. All workshops brilliant. Liked ELP workshop. Would like CPD in developing a school plan for the modern language. ICT ideas were great".

– Comments from teachers in attendance.

See Appendix E for details of the MLPSI modular CPD programme and of the three National Training Conferences.

5.3: MATERIALS AND RESOURCES.

Materials and resources available to MLPSI teachers consisted of those specifically designed by the MLPSI team and also commercial, authentic and 'borrowed' resources.

5.3.1: Online materials and resources developed by the MLPSI.

Materials developed by the MLPSI team fall into a number of categories:

Classroom and school based materials, including planning documents and documents to assist in the implementation of a Whole School Approach:

The development of materials and resources by the MLPSI support team was initially linked to the delivery of in-service days and school visits and at a later stage they were also more linked to the development of the MLPSI website (see below). Materials and resources were developed to support all areas of the primary modern language curriculum as well as complementing subsequent NCCA reference resources in the areas of Intercultural Education and Assessment. They consisted of classroom resources as well as teachers materials such as planning templates, Cuntas Míosul and Best Practice reference documents. The Whole School Approach to the teaching of a modern language was also promoted through the development of school signs and planning documents.

Materials and resources to support the use and introduction of *My ELP*:

The MLPSI team developed and piloted a first Language Portfolio in 2001-2002. It was decided in 2003 to fully align the MLPSI Language Portfolio with the Council of Europe 'European Language Portfolio' (ELP) and develop a model which would fully integrate the NCCA primary modern languages curriculum with the ELP. This led to the accreditation of *My ELP* by the Council of Europe in 2005. Besides fulfilling all the criteria and requirements of the ELP, *My ELP* also includes a topic-based section in the language biography to support all strands of the curriculum as well as a specific language awareness section and a cross-curricular section entitled 'Language and Culture'. A wide range of support and classroom materials to support teachers as they work with *My ELP* was developed by the MLPSI team. These include classroom signs, speech bubbles, worksheets, teacher guidelines, online tutorials and an online version of *My ELP* itself. It had been hoped to build on the piloted introductory course of two evenings on *My ELP* which was in 2008 in the Dublin region.

Theory and background documents:

Throughout the life of the MLPSI, resources were developed to support teaching and learning in Communicative Competence and Cultural Awareness. Since 2005, there was an increased focus on the need to develop materials and resources to support the teaching and learning of Intercultural Awareness and Language Awareness.

Reference documents and resources were also developed to promote the integration of the modern language in other curricular subject areas, including the use of Content and Language Integrated Learning - CLIL. (See MLPSI website for materials developed for in-service day 15 and CPD modules 2-6).

ICT resources:

In addition to the promotion of teachers' use of the MLPSI website, there was a conscious effort made to integrate the use of ICT into all MLPSI CPD training days. A wealth of resources were developed by the MLPSI team to ensure that teachers had access to appropriate and innovative resources which could facilitate the integration of ICT in their language classes.

Complementary online training, classroom materials and delivered courses, organised in conjunction with NCTE and the Education Centre network, were also designed by the MLPSI support team. This collaboration with NCTE also saw the selection and training of 40 tutors who delivered the *ICT and Language* course in Education Centres nationwide.

A collaborative partnership with the Schools of eLearning, Computing and Modern Languages in the Dublin Institute of Technology came to fruition in June 2012 when a suite of online language games was launched. Four games are accessible through the MLPSI website and these games can be played by pupils at home or in a classroom context. As pupils must log in to access and play the games, teachers can monitor their progress and scores through a central monitoring system.

It is of note that the planning and development of resources was at all times aligned to the *needs of school and teachers*. Resources were developed to aid in the implementation of the MLPSI curriculum in all its aspects, from language learning, to general classroom practice (including for example, differentiation, assessment and planning).

5.3.2: Commercial, authentic and 'borrowed' resources

Sourcing, reviewing and providing advice on commercial resources to MLPSI teachers has taken place throughout the life of the programme. The MLPSI support team was able to contribute their considerable expertise to this area. In recent years, Teacher Professional Communities established in Education Centres to support primary modern language teachers, also played a valuable role in housing commercial resources which could be borrowed by MLPSI teachers and schools.

To further assist teachers, the Regional Advisors also identified and promoted the use of resources 'borrowed' from other curricular areas such as Maths, SESE, P.E., Art or Music. This approach also allowed for the stock of resources available in the primary modern language classroom to be enriched in a cost-neutral manner for schools.

Highlighting the importance of gathering and making use of a variety of authentic resources, particularly those sourced from the target countries, has been linked to developing the Cultural Awareness dimension of the modern language curriculum. The use of a target culture Culture Box was introduced and developed in CPD Module 3 (2009) and subsequently.

5.4: OTHER SUPPORT INITIATIVES

Language Links magazine & MLPSI e-zines:

From 1998 to 2008, the MLPSI team compiled a newsletter called *Language Links* which was circulated to all schools and partner agencies during the Autumn and Spring terms. The content of the newsletter was largely made up of schools' contributions showing pupils' work in their modern language classrooms which very successfully showcased best-practice at school and classroom levels. It was also an important vehicle for communication between the MLPSI, our partner agencies and schools and regularly featured contributions from outside agencies on teacher training opportunities, research projects and curriculum developments.

Since 2008, e-zines (electronic magazines) have been used to disseminate important information on training days, competitions and school events and also to disseminate instances of good practice. MLPSI schools received regular e-zines which kept them informed of all developments pertaining to the MLPSI and language teaching.

Language capacity building initiatives:

In recent years the MLPSI team has sought to not only support teachers in terms of their methodologies and approaches to modern language teaching, but also to support them in their efforts to improve their own levels of proficiency in the modern language. To this end, a dedicated section of the MLPSI website contained information and links for teachers to appropriate language resources, websites, online training courses and delivered language courses.

In September 2010, the MLPSI team also selected and trained 50 tutors to deliver local language courses for interested primary teachers through the Education Centre network. These courses have been organised in all four target languages of the Initiative in a number of centres nationwide.

Training opportunities offered by the partner agencies:

Since its inception as a pilot project, the MLPSI has consistently enjoyed the support of the Cultural Institutes and Embassies of the Italian, Spanish, German and French authorities in Dublin. As well as providing educational and language materials for participating schools, they also regularly offered workshops for MLPSI teachers which were well received and well attended.

Teacher Professional Communities:

A number of Teacher Professional Communities (TPCs) for primary modern language teachers were established in Education Centres around the country. These groups encouraged teachers to work collaboratively and to share expertise and resources. Funding was also made available to invest in commercial modern languages which were housed and monitored by the hosting Education Centre. Funding was also available to facilitate guest speakers, workshops and other training opportunities.

Teachers' Cluster Meetings:

In 2011 the MLPSI Regional Advisors piloted a number of meetings with "clusters" of teachers from a small geographical area with a view to facilitating the support of teachers and schools in a more time efficient manner. These cluster meetings were very well received by the participating teachers and it was hoped to build on this experience in 2012 and beyond.

School of the Month:

A popular feature of the MLPSI website was the School of the Month. This initiative encouraged schools to develop best practice and gave them an opportunity to showcase their work as a different MLPSI school was nominated each month. Their work was displayed in the MLPSI website and a link to their own school website was also included.

Key Points:

- The development of a model of the ELP incorporating the NCCA Modern Language Curriculum and the Council of Europe ELP requirements was a significant and welcome addition to the Irish education system.
- The development of 6 CPD modules promoting the key features of the modern language curriculum and providing an overview of modern language integration with other subjects in the curriculum was welcomed and commended by participating schools and partner agencies in education.
- Similarly, the development of the MLPSI website to provide a one-stop shop for teachers and schools with information and resources was welcomed and commended by participating schools and partner agencies in education, both in Ireland and abroad.
- The need to provide opportunities and incentives regarding both modern languages teaching methodology and modern language proficiency up-skilling needs to be addressed. There are many possible avenues for this, including involving the Colleges of Education, Institutes of Technology, Education Centres and also maximising the potential of existing EU programmes. Incentives for teachers and for schools, such as the requirement to develop and a modern language capacity building plan delivered within a set number of years, could also be considered.



6

Links and Collaborations

INTRODUCTION:

During its lifetime the MLPSI has worked with numerous partner agencies and institutions, many of whom have generously supported our work in the form of resources, training opportunities for teachers and the promotion of modern language learning at primary level. Details of these valuable partnerships with the Cultural Institutes, Embassies and other national and international organisations are outlined in this chapter.

6.1: COLLABORATION WITH THE ITALIAN CULTURAL INSTITUTE

The Italian Cultural Institute has been very supportive of efforts to promote Italian since the inception of the pilot project. Their support has been mainly in terms of teacher training, sponsorship of competitions and cultural events and the provision of resources for MLPSI Italian schools.

The following are some of the activities undertaken in conjunction with the Italian Cultural Institute:

Teacher training: The MLPSI and the Istituto have collaborated in organising a number of workshops for MLPSI teachers of Italian. These include a workshop given by Liz Kiely entitled '*Learning Italian through Music and Song*' in 2009 and a workshop on traditional dance from the south of Italy given by *Oltremara* in June 2012. The Istituto has sponsored events in relation to the MLPSI National Training Conferences and have also provided personnel for promotional stands at such events. The Istituto has also provided scholarships for Irish primary teachers to undertake Italian language courses in Italy. A number for MLPSI teachers have benefited from these courses.

Language upskilling: In 2009 the MLPSI and Istituto jointly sponsored an Italian language evening course for primary school teachers in order to promote the teaching of Italian in primary schools. The course was facilitated by Silvia Bertoni and was extremely well received.

School Events: The MLPSI and the Istituto have collaborated in organising workshops for pupils in MLPSI schools. These include workshops with the storyteller and musician, Stefano Cinti in 2007 and 2008. The MLPSI and the Istituto collaborated in organising a number of art competitions, including most recently in 2011, a competition entitled '*Buon Compleanno Italia*', which celebrated the 150th anniversary of the unification of Italy.

Resources: In 2000 MLPSI schools received a set of Italian resources which included didactic and cultural materials. In 2007 funding from the Istituto facilitated the transfer of popular MLPSI teaching materials from audio to CD format.

6.2: COLLABORATION WITH THE CONSEJERÍA DE EDUCACIÓN

The Goethe-Institut in Dublin has worked together with the MLPSI since its beginning in the late nineties. In line with the experiences in many other European countries of emphasizing an early start in language learning, the Goethe-Institut welcomed the initiative in Ireland to offer modern foreign languages at primary level and has successfully cooperated with the MLPSI in many projects up to date. The work of the Initiative is very professional in its focus both on teacher training, the supply of resources via a website, as well as the program of events for pupils. The latter ranged from highly effective competitions (most recently to further literacy and numeracy skills), to activities with storytellers and musicians who helped make language learning fun and fascinating for the young learners. Over the years it could be seen that secondary school teacher training bodies were keen to learn from both the methodologies and the MLPSI website used in primary school language learning. In its highly effective support for teacher training, its provision of exciting projects for pupils with a lasting effect the MLPSI was considered a model for language provision beyond the primary level of education. Through the work of the MLPSI it has become possible to provide language skills for the younger generations in Ireland – an essential skill which the young language learners can build on with ease in order to become competitive in a plurilingual Europe.

- Georgia Herlt, Director, Goethe-Institut Ireland, Dublin.

The collaboration between the MLPSI and the Consejería de Educación also dates back to 1998. Since then the Consejería has invested significant resources in the development of Spanish at primary level in Ireland. The following are the main areas of collaboration between the MLPSI and the Consejería:

Teacher training: Every academic year the MLPSI and the Consejería jointly organise a workshop for MLPSI teachers of Spanish. The facilitators of the workshops were provided by the Consejería. In 2001 the Consejería also sponsored a 25 hour course on Modern Language teaching for Spanish Primary school teachers. This course covered a wide range of methodologies and activities for use in the classroom. The MLPSI has also collaborated with the Consejería in relation to the promotion of scholarships for Irish primary schools teachers to undertake courses in Spain. A number of MLPSI teachers have benefited from these courses. The Consejería de Educación has also been a sponsor of the MLPSI National Training Conferences.

Language upskilling: The MLPSI and the Consejería jointly subsidised online courses in the Instituto Cervantes for primary schools teachers in MLPSI schools. These courses gave teachers an opportunity to upskill or take up Spanish with a view to teaching Spanish in their schools. Over 150 teachers registered for these courses.

School events: In 2010 the MLPSI and the Consejería collaborated in organising and launching the Colegio del Año Competition, which rewarded best practice in MLPSI schools teaching Spanish. The award was given on an annual basis and was won by St. Laurence's NS, Greystones, Co. Wicklow (2010), Scoil Eoin, Tralee, Co. Kerry (2011) and Beaumont GNS, Cork (2012).

Resources: On joining the MLPSI, schools wishing to offer Spanish received a set of resources developed by the Consejería free of charge. These resources were complemented by additional material over the years which has been distributed to schools by the MLPSI team.

6.3: GOETHE INSTITUT-DUBLIN

Similarly to the Italian and Spanish collaborations, links with the Goethe Institut-Dublin have been strong since the very beginning of the project.

Teacher training: The MLPSI organised annually, in cooperation with the Goethe-Institut Dublin, a Primarseminar. Experts in the field of teaching German in primary school were invited to facilitate day-long seminars where teachers involved in the teaching of German in Irish primary schools were invited to participate in workshops which demonstrated practical ideas for use in their classrooms. Seminars covered such topics as drama, storytelling, songs, cross curricular and CLIL and the emphasis was on the presentation of practical and useful ideas which could be easily implemented in the classroom. In recent years there were two of these days given, one in the Autumn and one in Spring and they have been facilitated by experts such as Sonia Schanz, Simone Mutschler, Martina Schwarz, Maike Alex, Katja Neubauer and many more. The Goethe Institut-Dublin was also a sponsor of the MLPSI National Training Conferences.

Language upskilling: A German summer course was organised in July 2011 by the MLPSI in collaboration with the Goethe-Institut Dublin. The course was designed for primary teachers with some prior knowledge of German who would like to renew and update their skills with a view to introducing German to their classes as part of the MLPSI. The course also focussed on how to develop literacy strategies in the German and other language classes and it proved to be a very worthwhile event.

In 2004, the Irish Ministry of Education and Sciences agreed with the French CDIUFM (Board of Directors of the Teacher Training University Colleges) in collaboration with the French Embassy in Ireland, on a joint project concerning the teaching of modern languages in primary schools. The MLPSI was to liaise with a representative of the CDIUFM to enable French trainee primary school teachers to do a four-week placement in an Irish primary school. This programme has involved some 220 French students in the past 8 years and up to 10 French university colleges (IUFM) took part in it. All through these years, the MLPSI team has shown an absolute dedication to maintaining a high level of quality in the placements, by linking closely with the French national coordinator, taking good care in choosing the schools and providing extensive resources for both schools and French students as well as establishing contacts with the French local coordinators. Considerable work on assessment has also been completed during the annual meetings which brought the French tutors and the MLPSI team of coordinators together to review and to improve the programme. There is no doubt that the students have greatly benefited from this placement both from a personal point of view but also from a professional point of view, highlighting in their final reports, how the observation of a different system would impact their future practices. The schools and the pupils have undoubtedly been enriched too by this "live" culture brought to their classes.

And as one of the students puts it : " Je pense que l'on peut vraiment parler d'enrichissement mutuel" (M, 2011).

- Catherine Bétrémieux, French national coordinator for the CDIUFM.

School Events: From 2004 to 2011, the MLPSI worked with the Goethe Institut in organising tours of German schools by German storytellers and musicians, including Zaches und Zinnober, Martina Schwarz, Suse Weisse and Simone Mutschler. There were usually two tours each year, one in the Autumn and one in the Spring and great efforts were made to ensure that every German MLPSI school received a visit from these tours at some point over the years. A competition called 'An Early Experience in German' was also organised in recent years in co-operation with the Goethe-Institut Dublin. Secondary schools were encouraged to participate in this competition as a means of fostering language links between local primary and secondary schools. The competition required senior German students in secondary schools to visit their local primary school/s and to deliver a one hour German 'taster class'. The main aim of the competition was to strengthen the position of German language learning in Ireland and to motivate both primary pupils and senior students in their language learning.

Resources: The Goethe Institut-Dublin regularly supplied MLPSI German schools with language, class and cultural resources for their German classes.

6.4: SERVICE CULTUREL

The MLPSI has enjoyed the consistent support of the Service Culturel personnel over the years. The collaboration with the Service Culturel varied from the support of the other cultural institutes in that the Service Culturel awarded annual financial support to the MLPSI which the French Advisors then allocated to various activities and projects which assisted in the support and promotion of French at primary level in Ireland.

We are particularly grateful to Mr Dominique Suquet (2001-2004) and Mr Serge François (2004-2007) who took a personal interest in fostering French at primary level. In particular, Mr François included the MLPSI in the organisation and delivery of the November 2005 seminar 'Avenir du Français en Eire' and promoted tours by French storytellers in primary schools (2005, 2006).

- Generous financial support with an annual grant from the Service Culturel was allocated to: Training of trainers: hosting of French trainers to facilitate workshops in their area of expertise in the field of FLE (French as a foreign language) - Michèle Garabadian (2002, 2003), Nathalie Rafal (2004), Jean-Christophe Delbende (2005), Héléne Vanthier (2006), Richard Tallaron (2010), Julien Virlogeux (2012)
- MLPSI-IUFM partnership: The formalising of the partnership with nine French universities was strongly supported by Mr Serge François. In excess of 300 French trainee teachers were placed in MLPSI schools over the period.
- French competitions: sponsorship for the following widely subscribed competitions: Vive la Chanson! (2004), Vous connaissez la francophonie? (2006), Mon village/ville/quartier est unique! (2007), ICT in the French class (2008), Vive les maths ! (2010)
- CPD opportunities for French Regional Advisors and the National Coordinator: Atalante Innovations, Limoges (Carmel Roche, 2005, Tanya Flanagan 2004), Expolangues 2006, Paris (Carmel Roche).

The Service Culturel was also a sponsor of the MLPSI National Training Conferences.

Teaching and cultural resources in the form of videos and DVDs were made available to teachers on request.

6.5: COLLEGES OF EDUCATION

The MLPSI team has worked closely with all the Irish Colleges of Education. Representatives from the modern languages departments in St. Patrick's College, Drumcondra and Mary Immaculate College in Limerick were members of the MLPSI's Project Management and Consultative Management Committees. Members of the MLPSI team have facilitated workshops and presentations on modern language teaching and policy in all of the Colleges of Education and an online tutorial was also recorded for students of Hibernia College.

6.6: LANGUAGE TEACHER ASSOCIATIONS

The MLPSI has worked with the ATI (Associazione Insegnanti d'Italiano), the ATS (Association of Teachers of Spanish), the GDI (German Teachers' Association) and the FTA (French Teachers' Association) in the promotion of modern language learning at primary level. Members of the Regional Advisor team have presented workshops at these associations' annual conferences and many MLPSI teachers have also presented on their work at their training events.

6.7: LÉARGAS

The MLPSI has worked with Léargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training, on many projects in relation to teacher training, language promotion, language assistants and European projects. Many MLPSI teachers and schools have availed of Comenius funding to participate in language immersion courses abroad and partnership projects with schools. The MLPSI itself and several MLPSI schools have won the European Language Label for various projects related to the teaching of modern languages at primary level.

6.8: NATIONAL CENTRE FOR TECHNOLOGY IN EDUCATION (NCTE) - the development of the ICT and Language in the Primary Classroom training course and ancillary resources.

An evening course entitled 'ICT and Language in the Primary Classroom' was developed by Brendan Duignan, Regional Advisor with the MLPSI team, in 2008. The evening course was piloted in Mayo Education Centre that year, and then further refined and presented to teachers in the Kildare, Mayo and Cork Education Centres in 2009. Such was its success that the MLPSI and NCTE collaborated on a national roll-out of the course and so in 2010, 50 teachers, including all members of the MLPSI team, were selected and trained as facilitators. The 'ICT and Language in the Primary Classroom' course was then offered as a priority course throughout the Education Centre network during the academic year 2010-2011.

The focus of this two-evening course was the development of teachers' proficiency in integrating ICT in their language class, allowing pupils to develop their language skills through the use of ICT. The course looked at the areas of digital media, digital storytelling/using images, audio and creating resources. A course booklet and Wiki workspace was developed which allowed teachers and tutors to share resources and further explore the technologies and software suggested in the course. A resource poster and worksheets for the classroom were also developed and printed for distribution at the courses and for use by all MLPSI schools. Many of the approaches and software explored as part of this course are also detailed in the ICT section of the MLPSI website and their potential for classroom use is explained in a series of online tutorials.

I would like to commend to you the ICT and Language course that was piloted and run here are Mayo Education Centre. The course was a delight to see in development and worked extremely well for and with the teachers involved. This of course was made possible by the quality of the personnel involved in the development of the course. We had already experienced the work of Brendan Duignan on other projects and we were sure that the work he would do on the language project would be of the same high standard that we had come to expect. It was. Teachers here at Mayo Education Centre responded very positively to the course, which was run a number of times. As a result we also had some follow up events for the teachers involved. Overall it was an excellent project which still continues to be of great value to all the various language teachers in our region.

– Art Ó Súilleabháin,
Director, Mayo
Education Centre.

6.9: ASSOCIATION OF TEACHER EDUCATION CENTRES IRELAND (ATECI)

Having discussed and reviewed the need to support teachers wishing to renew and upskill their own language proficiency, the Directors of the Education Centres welcomed the MLPSI's proposal to train a cohort of experienced primary teachers with very high levels of language as tutors who could then subsequently facilitate local language courses throughout the education centre network. The proposal came to fruition when 50 teachers were nominated by their local Education Centres and trained as facilitators in the four target languages of the Initiative in September 2010. These tutors have since delivered local language courses in many centres nationwide and there were plans to build on these courses and to deliver summer courses for teachers wishing to introduce a modern language to their classes.

6.10: DUBLIN INSTITUTE OF TECHNOLOGY (DIT)

European funding was secured in the very early years of the pilot project to support a project proposal called *Mainstreet Europe*. The original idea was to organise a typical European market in the grounds of the Kildare Education Centre where schools could come to visit and pupils could practice their use of the target language with native speakers. This original idea did not prove feasible and so, following approval from the International Section of the Department of Education and Skills, it was decided to reallocate the funding to the development of a series of online language games for children. This idea was tendered to a number of commercial and third level institutes and the MLPSI formally began a collaboration with the Dublin Institute of Technology in 2008. This educational partnership saw the Schools of eLearning, Computing and Modern Languages in DIT liaise with the MLPSI team in the development of a suite of online games whose vocabulary and language functions were in line with the modern languages curriculum. A suite of four games was launched in June 2012 and these games are accessible through the MLPSI website. Pupils can register to play and their teachers can monitor their scores through a secure online area. The games have been developed in such a manner as to allow for additional languages to be added relatively easily, should this be required at some future date.

6.11: PARTNER UNIVERSITIES ABROAD

Schools involved in the MLPSI have welcomed students from universities in France, Germany and Spain for many years. The first collaboration was with the **IUFM (Instituts Universitaires de Formation de Maîtres)** in France and this was followed in more recent years with the placement of students also from the **University of Nürnberg** and the **Martin-Luther-Universität Halle** in Germany and the **CES Don Bosco University** in Madrid, Spain. The MLPSI team worked with the lecturers and international offices of these institutions to ensure that their students were placed in MLPSI schools that were appropriately briefed and supportive of these placement programmes. To assist the trainee teachers in their placements, members of the MLPSI team facilitated orientation days for them and also visited them during their placements where possible. A range of documentation for the tutors, trainee teachers and host schools was developed by the MLPSI to support these placement programmes. In all the MLPSI has worked with over a dozen partner universities abroad and the opportunity to host a trainee teacher from France, Germany or Spain was enthusiastically welcomed by a large number of MLPSI schools.

6.12: EUROPEAN CENTRE FOR MODERN LANGUAGES (ECML)

The MLPSI was invited to be a partner in a research project which was part of the second medium term programme of research projects facilitated and supported by the European Centre for Modern Languages in Graz, Austria. The National Coordinator of the MLPSI, Tanya Flanagan, became part

of a project team led by Marianne Nikolov which also included colleagues from Sweden, Greece and Croatia and together they worked on a project called *TeMoLaYoLe – Teaching Modern Languages to Young Learners* – from 2004 to 2007. The culmination of this research project was a *TeMoLaYoLe* conference entitled “Research into Teaching Modern Languages to Young Learners”, held in Pécs, Hungary, in February 2007, which was organised jointly by the ECML and the University of Pécs. A book of edited papers presented at this conference was also produced by the ECML. See also http://archive.ecml.at/mtp2/TEMOLAYOLE/html/Temolayole_E_Results.htm for further details (accessed June 14th 2012).

6.13: COUNCIL OF EUROPE RESEARCH PROJECT – MOTIVATION AND LANGUAGE LEARNING, MOLAN

The MLPSI was originally invited to present a paper on its work to this Council of Europe project in 2009 by Kirstin Brogan, IT Tralee, who had been involved as one of the original partners in this transnational research project. The paper outlining the MLPSI was presented and very well received. In fact, such was the interest expressed by the project partners in the work of the MLPSI that an invitation was issued to the National Coordinator of the MLPSI to join the research project as an ‘external expert’. The *MOLAN* project succeeded in establishing a network of institutions “that exchange information about good practices that serve to motivate language learners” and in producing an online database and active blog for lecturers, tutors and teachers involved. See also <http://www.molan-network.org/> for further details (accessed June 14th 2012).

Key Points:

- Communication and collaboration of all stake holders in the area of primary modern languages is crucial. It needs to be progressed and monitored according to a clear plan. It requires the full support of all stake-holders. This would include: the DES Inspectorate, NCCA, Colleges of Education, Education Centres, Léargas.
- The full potential of EU programmes such as Language Assistants, Comenius school projects and Comenius Training grants should be maximized through closer collaboration between the stake-holders.
- The further development of TPCs for modern language teachers to share expertise and resources should be prioritised.
- A formalised national system for recruiting Foreign Language Assistants (FLAs) could be developed both in the short-term to develop interim language capacity in schools, and also with a view to sustaining a FLA programme as FLAs can make a very valuable contribution to pupils' learning, and are also good role-models for language learning, both for pupils and teachers.
- Schools should be encouraged to adopt a whole school approach to their modern language teaching which will ensure that the teaching and learning of a modern language is supported at class, school and wider community levels and also that the modern language provision permeates and complements the fabric and ethos of the school.



7

A Third Language at Primary Level in Ireland: An independent evaluation of the *Modern Languages in Primary Schools Initiative* John Harris and Denise O'Leary

An independent evaluation of the Modern Languages Pilot Project was commissioned by the Department of Education and Science and the evaluation work itself began once the Project was in operation in schools in 1998. It resulted in two reports which mapped out the main features of the programme being implemented and assessed its impact on pupils' proficiency and attitudes, on parents and teachers, and on schools and education more generally. The evaluation consisted of two phases. Phase 1 was carried out by Harris and Conway (2002) and Phase 2 by Harris and O'Leary (2009a). It is difficult to do justice to the wide range of findings and recommendations contained in these reports and we confine ourselves here simply to summarising some of the main findings and making some general comments on the implications. Both evaluation reports attest to the success of the programme and to the benefits of participation for pupils and schools.

Phase 1 of the evaluation involved a number of activities and instruments:

- Group and individual linguistic-communicative tests in all the languages were administered to pupils in 22 representative schools.
- Questionnaires were used to assess pupils' attitude-motivation as well as their experiences of learning a modern language.
- A survey of all modern language teachers involved in the Project was administered.

Phase 2 was largely based on surveys of Class teachers and Principals. The former are regular class teachers who do not teach the modern language themselves but whose classes are being taught the language either by a visiting teacher or less often by another staff member in the same school. The views and experiences of regular class teachers are very important, since any significant expansion of the Modern Languages Initiative would in the longer term have to be based on class teachers delivering the modern language programme.

The main findings from the two reports are summarised below. The chapter concludes by acknowledging the work of the Initiative in progressing our national aspirations in terms of multilingualism. These aspirations are now regarded as strategic imperatives of our enterprise strategy. Simultaneously the Modern Languages in Primary Schools Initiative is ending in a context of fiscal austerity, very difficult demographic challenges and a concerted effort to emphasise and enhance core literacies and mathematical competence.

Pupil success in learning the language

One of the main findings from Harris and Conway (2002) was that the vast majority of pupils had made real progress in developing (a) listening comprehension skills and (b) an initial competence in spoken communication. For example, in the case of the speaking test, the overall mean score achieved by pupils was 75.7 out of a possible 108. Girls performed better than boys.

No class or school could be said to be failing to make significant progress in learning the modern language and, within classes, only a minority of pupils in a small number of cases were not making worthwhile progress. Even where teachers felt that particular pupils were not coping well with the programme, the language tests we used still showed that these pupils were actually making significant progress. The Project has shown that the teaching of modern languages at primary level can be successfully extended to types of schools and pupils which previously had relatively limited access to them. Overall, 60% of the modern-language teachers said that, were it not for the Project, none of their pupils would have studied the language at primary level. It has made a particular difference to rural schools and disadvantaged schools. In general, pupils in disadvantaged schools had made as much progress in learning the modern language as pupils in other schools.

Attitudes of pupils

Questionnaire data showed that the majority of pupils had developed positive attitudes to learning the *target language itself* (mean = 3.8 on a scale of 1 to 5, where 1 is equivalent to a strong negative attitude and 5 a strong positive attitude); to *speakers of the target language* (mean = 3.5 on same scale as above); and to *the European country* in which the language is spoken (mean = 4.2 on same scale as above). 81% of pupils agreed, slightly or strongly, that 'learning another language, besides English, can be very enjoyable'; 73% agreed that they 'really enjoy learning French'.

Most notably, the vast majority (84%) agreed with the statement 'I am glad that I began learning French in primary school rather than leaving it until later'. Only 7% disagree. (French in all these cases stands for whichever of the four languages pupils were studying). The majority of pupils reported enjoying the modern language lesson, particularly the emphasis on games, songs and poems. They also like developing communicative competence in the language and cultural awareness activities.

Reaction of the modern language teachers

The vast majority (93%) of the modern language teachers felt that they personally have benefited from participation. Similarly high percentages felt that the school itself (93%) and the pupils (98%) had benefited from participation.

Teachers were very satisfied with the implementation of the Project, particularly the support and in-service training provided by Project Leaders. While substantial numbers of the modern language teachers began with no previous experience of teaching the language, their feelings of preparedness to teach improved substantially during the first year. While 43% of teachers felt unprepared initially, this number had dropped to 14% by the end of year 1 of the Project. 89% of teachers reported a favourable parental reaction and only 2% reported a neutral or unfavourable parental reaction.

Classroom activities

One of the issues of particular interest is what kind of activities, techniques and teaching materials are used in primary modern language classes. First, we asked the teacher to read a detailed list of activities, techniques and materials and to indicate how frequently (e.g. once or more per class, once or more per month) each was *used*. Later we asked the teacher which of these same activities, techniques and materials their pupils *actually enjoyed*.

The five activities which were reported by the greatest proportion of teachers as being *enjoyed* by pupils were 'Wordgames', 'Raps/songs', 'Language awareness activities', 'Action games/sports' and 'Drama'. But these same five activities were only *used* by teachers moderately often. In a rank ordering of percentages, the five *most enjoyable* activities were only listed 6th, 8th, 9th, 11th and 16th out of a total of 18 in terms of frequency of use by teachers.

It is also notable that in the case of the *most frequently used* activities, relatively small percentages of teachers said that they *are enjoyed* by pupils. In fact, the most frequently used, 'Whole class repetition of sentences/phrases', is actually ranked last of all in the list of 18 activities in terms of the percentage of teachers reporting it as being enjoyable for pupils (only 29% of teachers felt 'Whole class repetition of words or phrases' is enjoyed by pupils).

Achievement of Project aims

The overall assessment of Harris & Conway (2002) is that the Project had succeeded in installing a teaching programme which has a significant emphasis on communication, an experiential orientation to learning and a focus on pupil enjoyment of the learning process.

- Only 42% of teachers felt that the aim of 'using as much of the target language as possible as the normal language of the classroom' was successfully promoted. 37% reported that they conducted less than half the lesson through the modern language.
- There is scope for greater emphasis however on (a) communicative/experiential activities and (b) learning activities which are enjoyable for pupils. As noted just above, some traditional approaches, such as whole class repetition, which children do not like, are still widely used.
- There is also a need for a greater emphasis on the development of cultural awareness.
- 37% of teachers failed to achieve the time allocation specified by Project Management (1.5 hours tuition each week). These teachers most often provided one hour of tuition instead. Staff members were much more likely (46%) to fail to provide the prescribed 1.5 hours than visiting teachers (20%). An overcrowded curriculum and timetabling problems were cited as the main reasons for this failure.
- A significant minority of pupils experienced some degree of difficulty in understanding the lesson or teacher – general difficulty in understanding or learning the language, not understanding some words, the teacher going too fast, or specific difficulties with the language.

Phase 2: Principals and the Regular Class Teacher

The need to investigate the conditions and possibilities for extending the Project nationally provided the context for gathering information from Principals and Class teachers in Phase 2 of the evaluation. Principals and regular Class teachers are central to any plans to expand the Project nationally, and prior to this, little was known about their views. Findings from the two surveys are grouped under various thematic categories below and linked to findings from the earlier survey of modern-language teachers.

The shifting balance between staff and non-staff teachers

The profile of the modern language teacher has changed dramatically over the time course of the Project. At the end of Year 1, 63% of modern language teachers were staff members and 37% were non-staff (Harris and Conway, 2002, p28). At the end of Year 5, only 14.6% of Class teachers reported that another staff member teaches the modern language to their class, 83.6% reported that a non-staff (visiting) teacher does, while 1.8% reported that both staff and non-staff teachers teach it. Even though the earlier data is at teacher level and the latter is at class level, the change in the proportion of staff to non-staff teachers is clear.

General reaction to modern languages

A high level of enthusiasm and approval for the teaching of modern languages in primary school exists among both Principals and among regular class teachers not teaching the language themselves in their schools. Of Principals, 93.2% reported a 'very positive/positive' reaction among staff to the teaching of modern languages. Less than 1% reported a negative reaction. Of Class teachers,

89.6% held 'very favourable/favourable' attitudes to the teaching of modern languages and 87.9% felt that it was 'very important/important' to start learning a modern language in primary. Of Class teachers, 77.5% also reported a 'very positive/positive' reaction from parents. Only one Class teacher reported a negative reaction.

Programme impact on pupils

Virtually all Principals (99.4%) perceived benefits for pupils. When asked to list pupil benefits, four main categories of response emerged:

- (1) Improved pupil self-esteem, attitude and enjoyment of the learning process (43.5%).
- (2) Improved learning, awareness and use of different languages among pupils (36.3%).
- (3) Preparation/Head Start for second level (23.9%).
- (4) Increased cultural awareness (18.6%).

Class teachers also overwhelmingly (89.2%) saw the impact on pupils as being 'very positive/positive'. Those who perceived a positive effect mentioned increased language (86.6%) and cultural (83.5%) awareness, preparation for second-level language learning (84.4%) and more positive attitudes to language learning in general (65.9%). Other benefits included increased awareness of language as a communication tool (54.8%), increased pupil-self-esteem/self-confidence (51%) and enhanced learning in other subjects (25.8%).

A majority of Class teachers (54.1%) saw the programme as producing a positive change in pupils' attitudes to linguistic and cultural diversity (34.9% perceived no change while 11% were uncertain or did not respond). Class teachers who perceived change mention improved interest in, and awareness and appreciation of, other cultures and other languages among pupils.

Impact on pupils with difficulties in other subjects

Only 7.1% of Class teachers felt that the Project was hindering the progress of pupils with difficulties in other subjects. The majority (56.3%) perceived no particular effect on the progress of these pupils. Approximately a third of Class teachers felt that participation was actually enhancing the progress of such pupils. Class teachers (34.1%) who felt that the programme enhanced the progress of pupils with difficulties mentioned:

- Increased pupil self-esteem and self-confidence in their ability (35.7%);
- Pupil enjoyment of the language lesson and of the teaching methodologies in a non-threatening learning environment (31.4%);
- The benefits of a fresh start in a new subject for these pupils (25.2%).

The fact that these data reflect the opinion of the regular class teacher (who does not teach the modern language) may provide reassurance to teachers and parents in schools where a modern language programme is being considered for the first time.

Positive and negative effects on the curriculum

Regular class teachers were also asked whether they perceived any positive or negative effects of the programme on other subjects and to explain the kind of effect observed. 74.5% of regular Class teachers perceived positive effects on other subjects; 24.4% perceive negative effects. Of these, only 8% perceive solely negative effects.

Geography (60.7%), Music (36.5%), Irish (31%) and Visual Arts (31%) were the subjects most often seen as being positively affected. Irish was also the subject, however, which was most often seen as being negatively affected (18.3%). Note that the proportion of all Class teachers who mentioned that the modern language programme positively affects Irish (31%) was higher than the proportion who felt it was negatively affected (18.3%).

Class teachers who perceived negative effects on other subjects (24.4%) mentioned reduced time for all subjects especially English, Irish and Maths. Some also mentioned more negative attitudes to and increased disinterest in Irish compared to modern languages among pupils, and language confusion among weaker students.

Transfer of experience of learning Irish to modern languages

Numerous studies have shown the positive influence of the second language on the learning of a third language in institutional settings (e.g. Bild and Swain, 1989; Groseva, 1998; Valencia and Cenoz, 1992). In the present study, 49.4% of Class teachers felt that pupils' previous experience of learning Irish benefited their learning of the modern language. Virtually all Class teachers in Irish-medium schools (92.5%) reported benefits of this nature. Benefits included:

- language awareness and skills transfer across languages (69.1%);
- pupils are more open to learning new languages (12.2%).

Time on modern languages

Providing the recommended 90 minutes tuition each week is proving difficult. As Table 1.1 (final column, rows three and four combined) below shows, just 52.6% of Class teachers reported that classes were receiving the recommended time allocation. This represents a decline from the position in Year 1 when modern language teachers themselves reported that the proportion of classes receiving the recommended time was 63% (Harris and Conway, 2002, p. 35).

The type of teacher teaching the language makes a difference here. Just 31.1% of Class teachers whose classes were taught the language by another staff member reported 1_ hours tuition, compared to 56.7% of those whose classes were taught by a visiting teacher. Table 1.1 also shows considerable variation from school to school in the amount of time devoted to the language.

While schools were originally required to teach the language for 1_ hours each week, the decline in the numbers doing so may be due in part to the Project Management Group's decision in 2002 to allow 60 minutes tuition per week where absolutely necessary in participating schools. What Table 1.1 clearly shows is the *substantial variation* in the amount of time that schools are spending on the modern language programme. A prerequisite of any expansion of the modern language programme to all primary schools would be to establish a realistic time allocation for modern languages within the curriculum that all schools would adhere to.

Table 1.1 Percentage of Class teachers reporting different amounts of time being allocated to the modern language each week (broken down by the type of teacher teaching the language)

	Modern-language teacher type			
	Staff (n = 90)	Non-staff (n = 515)	Both staff and non-staff (n = 11)	Total (n = 616)
Time allocation				
Less than 60 mins. per week	28.9	11.5	9.1	14.0
More than 60 mins. but less than 90 mins. per week	40.0	31.5	54.5	33.1
90 mins. per week	30.0	48.7	36.4	45.8
More than 90 mins. per week	1.1	8.0	0.0	6.8
Nonresponse	0.0	0.4	0.0	0.3
Total	100%	100%	100%	100%

Primary/post-primary coordination

At the end of Year 1 just 18% of modern language teachers felt that coordination between teaching at first and second level had been established. The Principals' survey provided us with the opportunity to revisit this issue at a later stage in the Project and to gather more detailed information from participating schools:

- Although 82.4% of schools reported awareness of the Project among local second level schools, only 27.6% said that this awareness extended to knowledge of the kind of work being done at primary.
- Just 13.6% of schools reported that provision was made at second level to accommodate pupils who had participated in the Project at primary level.

Numerous studies from other European nations have reported similar findings about the lack of curricular alignment and the limited contact between the two sectors in relation to modern languages (see, e.g. Brun & Panosetti, 1997; Driscoll et al., 2004; Grenfell, 1993; Low et al., 1995). An additional difficulty in the Irish context was the uncertainty regarding the future of the Project itself. Building up contact and curricular alignment with local second-level schools in relation to modern languages is difficult to sustain in this context.

Class teachers' linguistic skills and interest in teaching modern languages

The Class teacher survey allowed us to obtain a range of information on how Class teachers view the prospect of teaching modern languages themselves, how well equipped they are in terms of existing language proficiency and their willingness and interest in undergoing training. 93% of regular Class teachers reported that they had learnt/acquired at least one modern foreign language; 84.7% had learnt/acquired French, while much smaller proportions had German (26.3%), Spanish (12.2%) or Italian (6.3%).

The highest level of academic qualification achieved in a modern foreign language by the vast majority of teachers (68.2%) was the Leaving Certificate. 14.1% had studied a modern foreign language at third level, mainly French. Class teachers were also asked for a self-assessment of their speaking ability in the modern foreign languages learnt/acquired: 56.5% reported their highest level of speaking ability in a modern language as 'parts of conversations' or higher. 29.1% reported having 'a few simple sentences' in at least one modern-foreign language.

Class teachers were asked to select one of four statements which indicated their view on the prospect of teaching a modern language at primary level at some time in the future:

- (a) I would not be interested in teaching modern languages at primary level at all. (36.5%)
- (b) If a suitable modern language course were provided, I would be interested in taking it and going on to teach the modern language at primary level. (10.1%)
- (c) I have the necessary modern language skills already and would be interested in teaching the language at primary level if the opportunity arose. (38.3%)
- (d) I would be interested in teaching those aspects of a modern-language programme which require only minimal skills in the modern language itself (e.g. aspects of cultural awareness, etc) if I received in-service training to do so. (13.5%)

Thus, 61.9% of Class teachers are interested in teaching the modern language or some aspect of the programme (options b, c, and d above). Despite concerns about the overloaded curriculum, therefore, many fifth and sixth grade teachers (61.9%) not teaching the language at present would be prepared to do so (or to deliver aspects of the programme which are not language specific).

At the same time, the 36.5% of Class teachers who are not at all interested indicate the challenges which would be presented by any attempt to expand the programme to most or all schools. This figure is all the more significant because these are teachers who have seen a programme at first hand which is generally considered a success.

Expanding the Project: Views of Teachers and Principals

Table 1.2 shows that Class teachers (39%) are more cautious about expanding the Project to 'all' schools than Principals (54.2%) or Modern language teachers (50%). They compensate for this however, by opting in larger numbers for extending the Project to 'more' schools (49.7%).

Table 1.2 Percentage of Modern-language teachers, Principals and Class teachers having various views on extending the Project

	Modern-language teachers	Principals	Class teachers
The Project should be...	(n=301)	(n=323)	(n=616)
Extended to more schools	35	39.9	49.7
Extended to all schools	50	54.2	39.0
Confined to existing schools	10	2.8	2.1
Abandoned altogether a	—	0.3	5.8
Missing b	5	2.8	3.4
Total	100%	100%	100%

a This answer option was not provided in the Modern-language teacher survey (Harris & Conway, 2002)

b Missing: Non-response/I do not know

It is important to bear in mind this high level of support for expansion of the Initiative among Principals and Class teachers when evaluating the significance of concerns about time pressures.

The success of the Initiative

Clearly, our research shows that the Irish experiment has been successful in delivering a programme which pupils enjoy and which produced a worthwhile initial competence in the four languages. Principals, class teachers, modern language teachers and parents all acknowledge its positive impact. But as in many other countries there are challenges and constraints in expanding early language learning nationally, such as the additional curricular pressure, and the difficulties associated with the transition to post primary. Recent research showing a significant long-term decline in the standard of spoken Irish at primary level (Harris *et al.*, 2006) may also raise concerns among some teachers and others about the possible impact on Irish.

There can be little doubt, however, that parents and the general public would like to see both Irish *and* foreign languages taught at primary level. As part of the 'Your Education System' process, a nationally representative sample (n=1511) of the Irish population aged 15+ years was surveyed in

order to establish the views of the Irish public on a number of key education issues (Kellaghan, McGee, Millar and Perkins, 2004). Two key findings emerged in relation to the teaching of foreign languages in primary school:

Of 13 scholastic and non-scholastic goals at primary level, teaching foreign languages was the one identified as receiving 'too little emphasis' by the greatest percentage of people (57.1%). By comparison, only 20.4% of people felt that 'too little emphasis' was placed on teaching the basic skills of literacy and numeracy (p.6, p.26).

78.7% of respondents considered the teaching of a continental language in primary school to be 'very important/important' in achieving the objectives of schooling (p.35).

In Harris and O'Leary (2009b) we argued that the greatest challenge was to expand the teaching of modern languages nationally and to provide the training for those teachers whose existing linguistic competence was not adequate. We suggested that any effective strategy for a major expansion of the programme in future would need to consolidate support for the enterprise among teachers and parents, at the same time as the planning and implementation process itself goes ahead. To do this, opportunities would have to be created for many more schools and pupils to have at least some kind of engagement with modern languages at primary level. This would best be achieved by

- extending the existing Language Competence programme used in the Initiative to include as many additional schools as are at present capable of delivering a programme of this kind and wish to do so;
- introducing a more limited sensitisation/language awareness modern language programme in other schools which are not yet equipped to teach a full programme but who would like to be involved at some level.

The goal of such increased contact would be to promote awareness, debate and consensus in relation to primary modern languages. This consensus, in turn, would be essential to developing political support for the substantial deployment of public funds which would be required to implement a programme nationally.

In Harris and O'Leary (2009b) we also reasoned that a gradual expansion of the Pilot Project alone would not be an adequate strategy if the long term goal is a programme in all primary schools. The experience of other countries is that implementing a modern language programme represents a major intervention in the educational system as a whole and requires comprehensive planning to respond to issues such as (a) increasing the availability of teachers with the requisite modern language skills (b) coordinating language learning and teaching at first and second level.

We concluded:

"An official commitment at this point to introduce a programme in all schools would provide a powerful focus for planning and infrastructural development, even if this commitment had to be tempered by an acknowledgement that the eventual attainment of a universal programme was still a considerable way off. Ideally, this commitment should be located within a broader plan for languages and language learning nationally. A national plan would reduce the likelihood of the kind of policy clashes and policy vacuums which have been associated with the introduction of primary modern language programmes in other countries." (Harris and O'Leary, 2009b, p12)

In the NCCA 2005 feasibility study on modern languages in the primary school curriculum, however, it was recommended that the full implementation of the primary school curriculum should be

completed before a final decision regarding the place of modern languages within it was made (NCCA, 2005, 86–87). The Department of Education and Science accepted this advice. It is important to bear in mind, however, that the NCCA's advice came in a context that was already distinguished by some doubt and lack of clarity about the future direction of modern languages at primary level. Indeed, the success of the Initiative has been achieved in spite of some of the constraints under which it operated. After an initial period of enthusiasm and some expansion, a cap was placed on the number of schools allowed to join the Initiative in 2001. This meant that schools could only join if and when participating schools withdrew. The cap was partially lifted in recent years to allow schools to join the Initiative as long as they could show that they had the capacity to offer the modern language from within their existing staff. In this context, it must also be noted that the funding provided by the Department of Education and Science for language training courses for primary school teachers ceased in 2006 (DES, 2006, 35). These courses had been running in the Institutes of Technology since 2001 and had provided training to 484 primary school teachers in French, German, Spanish and Italian. In effect, therefore, a number of factors combined in such a way that the Initiative was not facilitated in growing at the pace it had the capacity to.

Following the recent abolition of the Initiative, it now appears that the vast majority of pupils in primary school will either have a) no access to modern languages at all or b) access on a fee-paying extra-curricular basis only. In 1991 the Education Committee of the Irish National Teachers' Organisation (INTO) conducted a survey of all primary schools in Ireland to establish the number of schools providing access to a modern language. It found that 23.8% of primary schools were providing some kind of modern language tuition to pupils and in most cases such provision was extra-curricular and on a fee-paying basis (INTO, 1991). In this regard, it may also be recalled that 41% of primary schools nationwide initially applied to participate in the Modern Languages Pilot Project. This indicates a considerable level of interest in modern language teaching and learning exists in primary schools more generally.

The Initiative's role in education generally

The promotion of modern languages in primary schools has always had something of the character of a movement, however informal, in the sense that the arguments and initiative for new programmes have often come from particularly committed and enthusiastic individuals who have the tacit support of a broader but somewhat less committed group. Arguably, one of the tasks of policy should be to harness that energy, allow its voice to be heard and to shape its proposals into actions that can be supported by public finance and institutions. The Initiative, with its team in Kildare Education Centre, has been to the forefront of this movement in Ireland since its establishment. The team has been considerably more than just responsible for the implementation of the modern language programme. It has had a dynamic, promotional, developmental and leadership role as well, cultivating enthusiasm for the enterprise of teaching modern languages more generally and illustrating how emerging challenges can be identified and resolved.

Among its achievements was the development of the European Languages Portfolio (ELP) for fifth and sixth class children participating in the modern language programme. Indeed, in their recent research report for the NCCA, Ó Duibhir and Cummins (2012) make reference to the ELP stating that 'this work provides a potential model for the development of a structure to support an integrated language curriculum' in primary schools. Further examples include the production and continued circulation of Language Links, the Initiative newsletter; the creation of Best Practice Sheets for principals, modern language teachers and regular class teachers; and an induction day relating to the primary school curriculum for non-staff teachers in collaboration with the Primary Curriculum Support Programme.

The Initiative has also had a larger innovative role within the education system, affecting at the very least the teaching of Irish. The current emphasis on the development of literacy and numeracy skills in the Primary School Curriculum is also supported by the resources and materials used in the teaching of modern languages. There is a large body of empirical research which suggests that learning how to read and write in any language contributes to the development of an underlying 'common language proficiency' in children, that languages are interdependent and that literacy skills and learning strategies acquired in one language can be transferred to other languages (see Ó Duibhir and Cummins, 2012, p11).

The Team's experience was also potentially central to any planning or programmes relating to the teaching of the languages of our immigrant communities at primary level. The point was made in the last chapter of the Harris & O'Leary (2009a) report that the notion of language diversification with which the Initiative began in 1998 urgently needed to be expanded considerably beyond the traditional modern languages (French, German, Italian and Spanish) in the light of recent immigration to Ireland. Data from the 2011 Population Census would suggest that after English, Polish is the second most spoken language in Ireland presently outside of the education system (CSO, 2012, 33). The presence of substantial communities of speakers of other European languages such as Polish, Lithuanian, Russian, Latvian and Romanian, as well as speakers of non-European languages such as Chinese, strengthens the argument that the curriculum in our schools needs to have a much stronger multilingual character. There is a compelling case, based on the importance of mutual accommodation, inclusiveness and responsiveness to the new enlarged Europe, for making some provision for the teaching languages such as these at primary level now. Indeed, there is the added advantage that native speakers qualified to teach them are already resident here. The Initiative might have made a considerable contribution in this area.

In conclusion, it is clear that the Project Team's knowledge of conditions in the schools affecting language teaching generally has been a very valuable asset over the period since 1998. It will be difficult to compensate for the loss of this source of innovation and knowledge in the system. Building up the momentum in relation to modern languages at primary level again at some future date, and reassembling this reservoir of talent once more, will also be major challenges.

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Language Links!

Issue No. 18
December 2007

Editorial

Dear Principals, Language Teachers and pupils,
Welcome to this edition of the MLPSI newsletter. This edition will arrive in your schools at the beginning of 2008 which has been designated as the United Nations Year of Languages. The MLPSI is committed to continuing its work in the support of the teaching and learning of modern languages in primary schools all over Ireland and we look forward to celebrating the UN Year of Languages with you.
It is timely that this coming year we will be holding our second National Primary Languages Conference. It will be held on March 7th 2008 in University College Cork and the theme of the event is *Real Practice in the Modern Languages Classroom*. In this era, who better to facilitate the conference workshop than the teachers involved in the MLPSI themselves and we look forward to meeting our teachers in Cork at what promises to be a very worthwhile training event. Further details of the conference will be posted on our website and will also be sent to all MLPSI schools.
This year we also are delighted to welcome many new schools to an expanded MLPSI – we wish you every success with your language learning and look forward to working with you.
We continue to collaborate with the teacher training colleges in France, Spain and Germany and thank the schools who are hosting trainees and continue to be a very valuable training event. Further details of the conference will be posted on our website and will also be sent to all MLPSI schools.
The MLPSI team will also continue to operate its generic model of school support and the Regional Project Leaders are delighted to see how schools are embracing the Whole School Approach with such enthusiasm. The MLPSI and ELP is also proving very popular in schools who have adopted it this year and we would love to receive articles from teachers and pupils who are using it in their classes for inclusion in *Language Links*.
I am delighted to inform you that our MLPSI team has been named in its full complement of Project Leaders: Catherine McAuliffe, Brenda Duggan and Aoife Wynn have joined the team and their wealth of expertise and enthusiasm will add greatly to our already established team. Finally, congratulations to Dolores Hanill who has been appointed Director of the Kildare Education Centre. Dolores has been a member of the Management Committee of the Kildare Education Centre since the inception of the MLPSI and so is very informed and supportive of our work. Thank you to Dolores and to the staff of the Kildare Education Centre for their invaluable support. Sincere thanks also to the MLPSI Project Leader team for their dedicated work and commitment.
Best wishes to you all and I look forward to meeting you at our training and other events throughout the year.
Tanya Flanagan, National Coordinator

Pupils from St. Laurence O'Toole GNS



Children from St. Laurence O'Toole GNS in Sheriff St., Dublin 1 with some of their French work, the "portrait de famille" which was passed on by the school notice board for everybody to admire.
Teacher: Laurence Dwyer

Second National Primary Languages Conference – March 2008

We are delighted to announce that we plan to hold a one day national training event for teachers involved in the Modern Languages in Primary Schools Initiative which will be held in University College Cork on Friday, March 7th 2008. The conference will be launched by Minister Michael Martin T.D. and the focus of the training day will be *Real Practice in the Primary Modern Languages Classroom*.
The MLPSI is now entering its tenth year. In recognition of the anniversary

8

Conclusion

While the Modern Languages in Primary Schools Initiative has come to an end, all involved in the organisation and delivery of this national support programme hope that it has played a significant role in Irish education during its lifetime.

We were privileged to have worked with so many language teachers, both staff-based and peripatetic, whose enthusiasm and expertise has impacted so positively on their whole school communities but most importantly on the many thousands of children, over 25,000 children annually, who benefitted from the opportunity to learn another modern language.

We were privileged to have collaborated with and been supported by so many partner agencies and institutions. The fruits of these partnerships have greatly informed the education system and also served to raise the awareness of the importance of language learning, not only in educational terms, but also in the context of our society and economy.

We hope that by offering a primary modern language programme and through our emphasis on communicative competence, language awareness and cultural and intercultural awareness, that children's minds have been opened to the many possibilities that language learning offers them.

"The limits of my language are the limits of my world."
– Ludwig Wittgenstein.

We hope that teachers and schools involved have felt supported and sustained by the services offered and that the experience of being part of the MLPSI has been both rewarding and personally and professionally enriching. It is acknowledged that additional language learning offers tremendous opportunities for improving literacy levels, language awareness, self-confidence and cognitive and emotional development and so we hope that the learning and achievements of the MLPSI continue to inform national educational and governmental priorities in the future.

"Those who know nothing of foreign languages know nothing of their own."
– Johann Wolfgang von Goethe.

*Tanya Flanagan, National Coordinator,
Pascaline Horan, Kènia Puig i Planella, Gina Reilly, Brendan Duignan, Frédérique Rantz,
Regional Advisors,
MLPSI.*

June 2012

A final word....

From its launch, as the Modern Languages Primary School Pilot Project, by the then Minister for Education and Science, Mr. Micheál Martin 1998, I have been fortunate to have been a member of the Consultative Committee. From the outset I enthusiastically welcomed the introduction of the Languages: German, French, Italian and Spanish in the Primary Schools. While creating European Awareness and the identification of the language and culture pertaining to the respective countries, I cherished the hope that our own native tongue would be enhanced thereby. It was evident from the outset that the National Coordinator and Team were wholly committed to the task on hand. It was so enriching to attend meetings twice yearly, and on each occasion I marvelled at the progress reports from all involved. The National Coordinator, Regional Advisors, Teachers and Administrative Staff deserve sincere congratulations on the excellent website, power point presentations, teaching materials and other support services made available to all concerned. Professional Development and National Training Opportunities deserve particular mention. They have been highly organised, professionally delivered, of immense benefit and greatly appreciated. The setting up of the Primary Language Teachers Network with regular meetings, held in the Education Centres, was a further support. It afforded an opportunity to share ideas, best practice and resources with occasional input from host Guest Speakers. 'Ní neart go cur le chéile.'

On reading the foregoing, one can surely understand the shock and dismay, experienced by all involved in MLPSI, on hearing the budget pronouncement in December 2011 that funding would no longer be available for the Initiative. It is indeed a retrograde step, setting aside the immense contribution which the Initiative has made to the linguistic advancement of primary school pupils.

– Sr. Mary Collins, Association of Primary Teaching Sisters and member of the MLPSI Consultative Management Committee.



A

APPENDIX A Organisation & Team details, Management Structures

Organisation & Team details:

Since its inception, the Modern Languages in Primary Schools Initiative has been managed and administered by the Kildare Education Centre.

The MLPSI team is comprised of a National Coordinator and Regional Advisors, formerly known as Project Leaders.

The composition of the MLPSI team (as of June 2012) was as follows:

National Coordinator: Tanya Flanagan.

Regional Advisor and Advisor for Italian: Pascaline Horan.

Regional Advisor and Advisor for Spanish: Dr. Kènia Puig i Planella.

Regional Advisor and Advisor for German: Gina Reilly.

Regional Advisors and Advisors for French: Frédérique Rantz and Brendan Duignan.

Former members of the MLPSI team: Aoife Winston, Catherine McAuliffe, Carmel Roche, Rosemary Sheehan, Patricia Raffelt, Maria Lorigan, Liz Kiely, Alice Lynch, Áine Furlong, Madeleine Moran, Jacinta McKeown, Deirdre McMahon, Orla Murphy and Kieran Geraghty.

Management Structures (as of June 2012):

The MLPSI was managed by a **Project Management Group (PMG)** which was chaired by Antoinette Ni Ghallchóir, Divisional Inspector with the Department of Education and Skills.

The nominees to the PMG committee were as follows:

Chair: Antoinette Ni Ghallchóir, Inspectorate, Department of Education and Skills.

Dolores Hamill, Director, Kildare Education Centre.

Tanya Flanagan, National Coordinator.

Dr. Alan English, Head of the Dept. of French, St. Patrick's College.

Dr. Loic Guyon, Head of the Dept. of French, Mary Immaculate College.

Karen Ruddock, National Coordinator, Post-Primary Languages Initiative.

Dr. John Harris, Independent Evaluator, Trinity College Dublin.

Denise O'Leary, Independent Evaluator, Trinity College Dublin.

Colm McGarvey, Schools Division Financial, Department of Education and Skills.

The PMG reported to a **Consultative Management Group (CMG)**, which was comprised of the partners in education. This committee was also chaired by Antoinette Ní Ghallchoir. In addition to the PMG membership, CMG also has the following representatives:

Sr. Mary Collins, Association of Primary Teaching Sisters.

Nora Ní Loinsigh, Gaelscoileanna.

Clare Walsh, Gaelscoileanna.

Deirbhile Nic Craith, INTO.

Emma Dineen, INTO.

Hazel Crawford, Church of Ireland schools.

Carmel O'Shea, National Parents Council, Primary.

Deirdre O'Donoghue, Educate Together.

B

APPENDIX B

Schools involved in the MLPSI, June 2012.

Beaumont Boys School	Woodvale Road, Beaumont,	Cork	Italian
Scoil Náisiúnta Chúil-Aodha	Cúil-Aodha, Maighchromtha,	Co. Cork.	Italian
Gaelscoil an Ghoirt Álainn	Aibhinne Murmont, Gort Álainn,	Cork.	Italian
Inchiclough National School	Inchiclough, Bantry,	Co. Cork.	Italian
St. Mary's National School	Cobh,	Co. Cork.	Italian
Bunscoil Mhuire	O'Brien's Place, Youghal,	Co. Cork.	Italian
Scoil Mhuire ar Chnoc na hAoine	Cnoc na hAoine,	Cork	Italian
North Presentation Primary	Gerald Griffin Street,	Cork	Italian
Scoil Raifteirí	Faiche an Aonaigh, Caislean an Bharcaigh,	Co. Mayo	Italian
St. Brendan's National School	Eyrecourt,	Co. Galway.	Italian
St. Joseph's Primary School	Summerhill, Athlone,	Co. Roscommon.	Italian
St. Patrick's National School	Harbour Road, Dalkey,	Co. Dublin (S)	Italian
Light of Christ National School	Dunmore East,	Co. Waterford.	Italian
Scoil Mhuire	Horeswood, Campile, New Ross,	Co. Wexford	Italian
Scoil Naomh Padráig	Ballyroan,	Dublin 16 (S)	Italian
St. Killian's Senior Primary School	Kingswood Heights, Castlevue,	Dublin 24 (S)	Italian
Ballycragh National School	Firhouse	Dublin 24 (S)	Italian
St. Patrick's Boys National School	Cambridge Road, Ringsend,	Dublin 4 (S)	Italian
Rutland Street National School	Lower Rutland Street,	Dublin 1 (N)	Italian
Scoil Chattriona Cailíní	Measc Avenue, Coolock,	Dublin 5 (N)	Italian
Drumcondra National School	Church Avenue, Drumcondra,	Dublin 9 (N)	Italian
Scoil Fhionnbarra	Béal Áthan Ghaorthaidh,	Co. Chorcaí.	Spanish
St. Luke's National School	Douglas,	Co. Cork	Spanish
Ballinadee National School	Ballinadee, Bandon,	Co. Cork	Spanish
Presentation Primary School	Bandon,	Co. Cork	Spanish
S.N. Garrán an Easaigh	Kilbrittain	Co. Cork.	Spanish
Scoil an Chroí Ró Naofa	St. Anne's Rd., Blarney,	Co. Cork.	Spanish
Scoil Barra Naofa Cailíní	Beaumont,	Cork	Spanish
Cloghroe National School	Cloghroe,	Cork	Spanish
Togher Boy's National School	Togher,	Cork	Spanish
Scoil an Athair Maitiú	Togher,	Cork	Spanish
Kilcummin National School	Kilcummin, Killarney,	Co. Kerry.	Spanish
Coolick National School	Kilcummin, Killarney,	Co. Kerry.	Spanish
Anabla National School	Kilcummin, Killarney,	Co. Kerry.	Spanish
Knockanes National School	Knockanes, Headford, Killarney,	Co. Kerry.	Spanish
Faha National School	Faha, Killarney,	Co. Kerry.	Spanish
Holy Cross National School	New Road, Killarney,	Co. Kerry.	Spanish
Scoil an Chuileannaigh	Lios a Phúca, Cill Airne,	Co. Kerry.	Spanish
Kilgobnet National School	Kilgobnet, Beaufort, Killarney,	Co. Kerry.	Spanish
Coars National School	Caherciveen	Co. Kerry.	Spanish
Fossa National School	Fossa, Killarney,	Co. Kerry	Spanish
Boston National School	Ennis,	Co. Clare.	Spanish
Tubber National School	Tubber, Ennis,	Co. Clare.	Spanish
Gleneely National School	Crossroads, Killygordon,	Co. Donegal.	Spanish
Scoil Mhuire	Stranorlar,	Co. Donegal.	Spanish
Glencovitt National School	Glencovitt, Ballybofey,	Co. Donegal.	Spanish
Dromore National School	Dromore, Killygordon,	Co. Donegal.	Spanish
Scoil Mhuire	Moycullen,	Co. Galway.	Spanish
St. Patrick's Primary School	Dublin Road, Tuam,	Co. Galway.	Spanish
Scoil Mhuire Gan Smal	Droimban, Curry,	Co. Sligo	Spanish
Scoil Iósaif Naofa	Oranmore,	Co. Galway.	Spanish
Scoil Mhuire	Oranmore,	Co. Galway.	Spanish
Scoil an Linbh Iosa	St. Francis Street	Galway.	Spanish
Clonmany National School	Clonmany,	Co. Donegal.	Spanish
St. Patrick's National School	Rasheeney, Clonmany,	Co. Donegal.	Spanish

St. Patrick's Girls National School	Convent Road, Carndonagh,	Co. Donegal.	Spanish
Mulhussey National School	Mulhussey, Kilcock, .	Co. Meath	Spanish
Mercy Primary School	Birr,	Co. Offaly	Spanish
Scoil Ide	Corbally,	Co. Limerick.	Spanish
Kildimo National School	Kildimo,	Co. Limerick.	Spanish
Scoil Bhríde	Grange, Tullow,	Co. Carlow.	Spanish
Carlow Educate Together	Unit 5, Shamrock Bus. Park, Graiguecullen,	Co. Carlow.	Spanish
Lucan Educate Together N. S.	Mount Bellew, Willsbrook, Lucan,	Co. Dublin (S)	Spanish
Glenageary Killiney National School	Killiney Road,	Co. Dublin (S)	Spanish
Kill O The Grange National School	Deansgrange,	Co. Dublin (S)	Spanish
All Saint's National School	Carysfort Avenue, Blackrock,	Co. Dublin (S)	Spanish
Guardian Angel's N.S.	Newtownpark Avenue, Blackrock,	Co. Dublin (S)	Spanish
Marymount National School	The Rower, via Thomastown,	Co. Kilkenny.	Spanish
Kilkenny School Project N.S.	Springfields, Waterford Road,	Co. Kilkenny.	Spanish
Presentation Primary School	Clonmel,	Co. Tipperary.	Spanish
Gaelscoil Philib Barún	An Trá Mhór,	Co. Waterford	Spanish
St. Cronan's Boys National School	Vevay Crescent, Vevay Road, Bray,	Co. Wicklow.	Spanish
St. Laurence's School	Greystones,	Co. Wicklow.	Spanish
St. Brigid's National School	Trafalgar Road, Greystones,	Co. Wicklow.	Spanish
Jonathan Swift National School	Dunlavin	Co. Wicklow.	Spanish
Scoil Nioclais Naofa	Dunlavin	Co. Wicklow.	Spanish
Donard National School	Donard	Co. Wicklow.	Spanish
St. Michael's National School	Dominican Campus, Kylemore Road, Ballyfermot,	Dublin 10 (S)	Spanish
St. Gabriel's National School	Dominican Campus, Ballyfermot,	Dublin 10 (S)	Spanish
St. Raphael's National School	Dominican Campus, Ballyfermot,	Dublin 10 (S)	Spanish
Ballyroan Boys National School	Ballyroan Road, Rathfarnham,	Dublin 16 (S)	Spanish
Holy Cross National School	Upper Kilmacud Road, Dundrum,	Dublin 16 (S)	Spanish
Our Ladys' Girls' National School	Ballinteer Avenue,	Dublin 16 (S)	Spanish
Divine Word National School	Marley Grange, Rathfarnham,	Dublin 16 (S)	Spanish
St. Brigid's National School	Haddington Road, Ballsbridge,	Dublin 4 (S)	Spanish
St. Pius X NS Boys N.S.	Fortfield Park, Terenure,	Dublin 6W (S)	Spanish
Griffith Barracks National School	South Circular Road,	Dublin 8 (S)	Spanish
St. Patrick's Cathedral National School	St. Patrick's Close,	Dublin 8 (S)	Spanish
Scoil an Ghleanna	na Gleannta, Daingean Uí Chúis,	Co. Chiarraí.	Spanish
Scoil Mhaolchéadair	Baile na nGall, Trá-Lí,	Co. Chiarraí.	Spanish
Scoil Náisiúnta Cheann Trá	Ceann Trá, Trá-Lí,	Co. Chiarraí.	Spanish
Scoil an Fhirtearaigh	Baile a Fhirtearaigh, Tra Lí,	Co. Kerry.	Spanish
Scoil Iognáid Rís	Daingean Uí Chúis	Co. Kerry.	Spanish
Scoil Chaitlín Naofa	Cillmhicadomhnaigh, Fionntrá, Trá Lí,	Co. Kerry.	Spanish
Scoil Eoin	Balloonagh, Tralee,	Co. Kerry.	Spanish
Curraheen Mixed National School	Curraheen, Glenbeigh,	Co. Kerry.	Spanish
Glenbeigh National School	Glenbeigh,	Co. Kerry.	Spanish
Fossa National School	Fossa, Killarney,	Co. Kerry.	Spanish
Douglas National School	Killorglin,	Co. Kerry.	Spanish
Scoil Realt na Mara	Cromane, Killorglin,	Co. Kerry.	Spanish
Crecora National School	Crecora, Patrickswell, Co. Limerick.	Co. Limerick	Spanish
St. Patrick's Girls National School	Dublin Road, Limerick.	Co. Limerick.	Spanish
St. Nessan's National School	Mungret,	Co. Limerick.	Spanish
St. Paul's National School	Dorradoyle,	Co. Limerick.	Spanish
Gaelscoil Chaladh an Treoigh	Móin a Lin, Caladh an Treoigh,	Co. Luimnigh.	Spanish
An Mhodhscóil	Bealach Uí Chonaill	Limerick	Spanish
Gaelscoil An Duinnínigh	Draighnean, Féltrim, Swords,	Co. Áth Cliath	Spanish
Balscadden National School	Balscadden, Balbriggan,	Co. Dublin (N)	Spanish
Balrothery National School	Balrothery, Balbriggan,	Co. Dublin (N)	Spanish
St. Vincent's Primary School	St. Philomena's Road, Glasnevin,	Dublin 11 (N)	Spanish
St. Mochta's National School	Porterstown Road, Clonsilla,	Dublin 15 (N)	Spanish
Our Lady Immaculate S.N.S.	Darndale,	Dublin 17 (N)	Spanish
St. Brendan's National School	McAuley Road, Artane,	Dublin 5 (N)	Spanish
Scoil Mhuire Marino	Griffith Avenue,	Dublin 9 (N)	Spanish
Scoil Naomh Bhríde	Main Street, Celbridge,	Co. Kildare.	Spanish
Scoil Bhríde	Prosperous Road, Clane,	Co. Kildare.	Spanish
St. Brigid's National School	Ballysax, The Curragh,	Co. Kildare.	Spanish
Marymount National School	Ballsgrave, Drogheda,	Co. Louth.	Spanish
St. Paul's National School	Rathmullen, Drogheda,	Co. Louth.	Spanish
St. Declan's National School	Ashbourne,	Co. Meath.	Spanish
St. Finian's National School	Clonalvy,	Co. Meath.	Spanish
Scoil Naomh Eoin	Ballincurrig, Leamlara,	Co. Cork	German
Inch National School	Killeagh,	Co. Cork	German

Scoil Dhairbhre	Cruary, Clonakilty,	Co. Cork.	German
St. Brigid's Presentation Primary School	Middleton,	Co. Cork.	German
Rushbrooke Convent Primary School	Rushbrooke, Cobh,	Co. Cork.	German
Scoil Mhuire Lourdes	Carrigaline,	Co. Cork.	German
Scoil Bhríde	Crosshaven,	Co. Cork.	German
Bishop Murphy Memorial School	Fermoy,	Co. Cork.	German
Gaelscoil Sheáin Uí Éaigearthaigh	Carraig an Fhia, An Cóbh,	Co. Cork.	German
Scoil Mhuire na Trócaire	Castle Orchard, Buttevant,	Co. Cork.	German
Vicarstown National School	Vicarstown,	Co. Cork.	German
Presentation Primary School	Doneraile,	Cork	German
St. Marie's of the Isle National School	Bishop Street,	Cork	German
Scoil an Spioraid Naomh C	Curragheen Road, Bishopstown,	Cork	German
Gaelscoil Mhachain	Ave. de Rennes, Mahon,	Cork	German
Scoil Náisiúnta Mhuire	Rathpeacon, Mallow Road	Cork	German
Aghatubrid National School	Cahirciveen,	Co. Kerry.	German
St. Joseph's Primary School	Cahirciveen,	Co. Kerry.	German
Scoil Dar Earca	Valentia,	Co. Kerry.	German
An Fhail Mhor	Filemore, Cahirciveen,	Co. Kerry.	German
Scoil Mhuire Ráithín	Raheen, Headford, Killarney,	Co. Kerry.	German
Scoil Bhríde Loreto National School	Loreto Road, Scartlea.	Co. Kerry.	German
Tiernaboul National School	Killarney,	Co. Kerry.	German
Cahooreigh National School	Two Mile School, Killarney,	Co. Kerry.	German
Fanore National School	Fanore, Ballyvaughan,	Co. Clare.	German
Scoil Mhuire Náisiúnta	Cora Finne,	Co. Clare.	German
St. Conaire's National School	Tullyvarruga, Shannon,	Co. Clare.	German
St. Annin's National School	Roscahill	Co. Galway.	German
St. John's National School	Temple Street,	Co. Sligo	German
Scoil Pádraig Naofa	Ballyweelin, Ballinfull	Co. Sligo	German
Ballyglass National School	Ardrahan,	Co. Galway.	German
Scoil Chiaráin Naofa	Newtownlynch, Doorus, Kinvara,	Co. Galway.	German
St. Patrick's B.N.S.	Lombard Street,	Galway.	German
Scoil Chaitríona Senior	Renmore,	Galway.	German
Scoil an Trionoide Naofa	Mervue,	Galway.	German
Cranford National School	Letterkenny,	Co. Donegal.	German
Scoil Cholmcille	Kerrykeel, Letterkenny,	Co. Donegal.	German
Scoil Mhuire	Caiseal, Ceandroma, Fánaid,	Co. Donegal.	German
St. Colmcille National School	Kilmacrennan, Letterkenny,	Co. Donegal.	German
Scoil Naomh Bríd	Downings,	Co. Donegal.	German
Scoil Mhuire	Milford, Letterkenny,	Co. Donegal.	German
St. Joseph's National School	Rathmullan,	Co. Donegal.	German
Scoil Eoin Baiste	Carraig Airt,	Co. Donegal.	German
St. Patrick's Boys National School	Hollypark, Blackrock,	Co. Dublin (S)	German
Our Lady of Good Counsel B.N.S.	Johnstown, Dún Laoghaire,	Co. Dublin (S)	German
Griffen Valley Educate Together NS	Griffen Glen Boulevard, Lucan,	Co. Dublin (S)	German
Oola National School	Oola,	Co. Limerick.	German
Gaelscoil O Doghair	Caisleanin Nua Thiar,	Co. Limerick.	German
St. Senan's National School	Foynes,	Co. Limerick.	German
Croom National School	Croom,	Co. Limerick.	German
St. Jame's School	Cappagh, Askeaton,	Co. Limerick.	German
Galbally National School	Galbally,	Co. Limerick.	German
Convent National School	Doon,	Co. Limerick.	German
Knockea National School	Knockea, Ballyneety,	Co. Limerick.	German
St. Patrick's National School	Loman Street, Trim,	Co. Meath	German
St. Joseph's National School	Boyerstown, Navan,	Co. Meath	German
St. Oliver Plunkett N.S.	Proudstown Road, Navan,	Co. Meath	German
S.N. Mhuire, Moynalvey	Moynalvey, Summerhill,	Co. Meath	German
Gaelscoil de hÍde	Cnoc na Cruíbe, Bóthar na Gaillimhe, Roscomáin	Co. Ros Comáin	German
St. Mary's National School	Bancroft Avenue, Greenhills Road, Tallaght,	Dublin 24 (S)	German
Scoil Santain	Bothar na Labhann Mor, Tamhlact,	Dublin 24 (S)	German
St. Kevin's Girls National School	Kilnamanagh,	Dublin 24 (S)	German
Scoil Mologa	Clareville Road, Harolds Cross,	Dublin 6W (S)	German
St. Clares Convent National School	Harolds Cross Road,	Dublin 6W (S)	German
Scoil Naomh Iosaf	Adare,	Co. Limerick.	German
Anglesboro National School	Anglesboro, Kilmallock,	Co. Limerick.	German
Clonaghadoo National School	Geashill,	Co. Offaly	German
Gaelscoil Eoghan Ní Thuairisc,	Bóthar Phollerton, Ceatharlach,	Co. Carlow	German
Bishop Foley National School	Station Road, Carlow	Co. Carlow	German
St. Patrick's National School	Ballymurphy, Borris,	Co. Carlow	German

Carlow National School	Green Road, Carlow.	Co. Carlow	German
Holy Family Girls National School	Askea, Carlow,	Co. Carlow	German
Borris Mixed National School	Borris,	Co. Carlow.	German
Owning National School	Piltown,	Co. Kilkenny.	German
Christian Brothers Primary School	The Monastery, Tipperary Town,	Co. Tipperary.	German
Scoil Mhuire SNS	Caisleain Nua na Suir, Cluin Meala,	Co. Tipperary.	German
Lisvernane National School	Lisvernane, Aherlow,	Co. Tipperary.	German
Kilross National School	Kilross,	Co. Tipperary.	German
Killea Boys National School	Dunmore East,	Co. Waterford	German
Glenbeg National School	Dungarvan,	Co. Waterford	German
Christ Church National School	Lower Newtown, Waterford,	Co. Waterford	German
Gaelscoil Phortlaige	Baile Mhic Gonair,	Co. Waterford.	German
St. Mary's Primary School	Youghal Road, Dungarvan	Co. Waterford.	German
Presentation Primary School	Slievekeale Road,	Co. Waterford.	German
Scoil Chualann	Bothar Vevay, Bre,	Co. Wicklow.	German
St. Patrick's National School	Curtlestown, Enniskerry,	Co. Wicklow.	German
St. Fergal's Senior National School	Boghall Road, Bray,	Co. Wicklow.	German
St. Mary's Senior National School	Blessington,	Co. Wicklow.	German
St. John of God Primary School	Kilmore Road, Artane,	Dublin 5 (N)	German
Scoil Bhríde	Kilcullen,	Co. Kildare.	German
Killashee Multi-Demon. N.S.	Kilcullen Road, Naas,	Co. Kildare.	German
Scoil Aonghusa	Geata an Domhnaigh, Droichead Atha,	Co. Lú.	German
St. Tiarnach's Primary School	Roslea Road, Clones,	Co. Monaghan	German
Scoil Nuachabháil	Gort a Tseibhe, Baile Mhic Ealgóid, Trá Lí,	Co. Kerry.	German
Sacred Heart Primary School	Castle Street, Tralee,	Co. Kerry.	German
S.N. na Maighdine Mhuire	Newmarket-on-Fergus,	Co. Clare.	German/French
Gaelscoil Dr Uí Shuilleabháin	Gort na Cloiche, An Sciobhairín,	Co. Chorcaí.	French
Cullen National School	Lislehane, Cullen, Mallow, Cork.	Co. Cork	French
Gaelscoil Charraig Uí Leighinn	Carraig Uí Leidhin, Co. Chorcaí.	Co. Cork	French
Gaelscoil Mhainis Din na Corann	Ionad an Phobail, Mainistir na Corann,	Co. Cork	French
St. Patrick's National School	Whitechurch,	Co. Cork	French
Kilbrittain National School	Kilbrittain,	Co. Cork	French
Mallow (No.1) National School	Shortcastle, Mallow,	Co. Cork	French
South Abbey National School	Youghal	Co. Cork	French
Gaelscoil Mhuscraí	Shean Lower, Blarney,	Co. Cork	French
Dromahane National School	Dromahane, Mallow,	Co. Cork	French
Newcestown National School	Newcestown Village, Bandon,	Co. Cork	French
Rylane National School	Rylane,	Co. Cork	French
S.N. Inis Chleire	Oileán Chleire, Sciobhairín,	Co. Cork.	French
Scoil Barra Noafa	Baile an Mhanaigh,	Co. Cork.	French
Gaelscoil Choráin	Sráid na Trá, Eochail,	Co. Cork.	French
Gaelscoil de hÍde	Mainistir Fhearmaí,	Co. Cork.	French
Scoil Mhuire B	Caraigh Thuaitail,	Co. Cork.	French
Kilbehenny National School	Kilbehenny, Mitchelstown,	Co. Cork.	French
Gaelscoil an Teaghlaigh Naofa	Bothar na nBuaircíní, Baile Fletheán,	Co. Cork.	French
Scoil an Athar Tadhg O'Murchu	Bóthar Theas na Dughlaise,	Co. Cork.	French
Convent of Mercy, St. Joseph's Primary,	Clonakilty,	Co. Cork.	French
Fermoy Adair School	Greenhill, Fermoy,	Co. Cork.	French
St. John the Baptist	Midleton,	Co. Cork.	French
Goggin's Hill National School	Goggin's Hill, Ballinhassig,	Co. Cork.	French
Sherkin Island National School	Baltimore, Skibbereen,	Co. Cork.	French
Scoil Mhuire Banrion	Mayfield,	Co. Cork.	French
Ballygarvan National School	Ballygarvan,	Co. Cork.	French
Scoil Chlochair Mhuire	Main Street, Carrigtwohill,	Co. Cork.	French
Rahan National School	Lavally, Mallow,	Co. Cork.	French
Scoil Padre Pio	Churchfield,	Cork	French
Sunday Wells National School	Blarney Road,	Cork	French
Ballintemple National School	Crab Lane, Ballintemple,	Cork	French
Scoil Phadraig Naofa	Bandon,	Cork	French
Scoil Ursula	Blackrock,	Cork	French
Scoil Mhuire na nGrás	Greenmount, Green Street,	Cork	French
St. Joseph's National School	Mardyke,	Cork	French
Scoil Croise Naofa	Avenue de Rennes, Mahon,	Cork	French
Scoil Chríost Rí	Croaire Tuirnér	Cork	French
Maria Assumpta Senior School	Pearse Road, Ballyphehane,	Cork	French
St. Catherine's National School	Bishopstown Avenue, Model Farm Road,	Cork	French
Scoil Bhríde	Eglantine, Douglas Road,	Cork	French
Scoil Iosagáin	Fearann Rí,	Cork	French

Gaelscoil Naomh Therese	Bishopstown Avenue,	Cork	French
Scoil an Spioraid Naoimh (B)	Curaheen Road, Bishopstown,	Cork	French
Scoil Mhuire Fatima	North Monastery Road,	Cork	French
Coachford National School	Coachford,	Cork	French
St. Joseph's C.B.S.	Turnpike Road, Doneraile,	Cork	French
St. Columba's BNS	Douglas,	Cork	French
Scoil Mhuire na Mainistreach	New Road, Killarney,	Co. Kerry	French
St. Oliver's National School	Killarney,	Co. Kerry.	French
Glenflesk National School	Killarney,	Co. Kerry.	French
Sen. Phrionnsias Naofa	An Neidin,	Co. Kerry.	French
Kilmihil National School	Kilmihil, Kilrush,	Co. Clare	French
Clouna National School	Ennistymon	Co. Clare	French
Scoil Chríost Rí	Cloughleigh Road, Ennis	Co. Clare	French
Toonagh National School	Fountain, Ennis,	Co. Clare.	French
Mullagh National School	Mullagh, Ennis,	Co. Clare.	French
Kilnaboy National School	Kilnaboy, Ennis,	Co. Clare.	French
St. Cronan's National School	Carron, Ennis,	Co. Clare.	French
McCreehy's National School	Liscannor, .	Co. Clare.	French
Scoil Mhuire Ruan	Ruan,	Co. Clare.	French
Inchicronan Central National School	Crusheen,	Co. Clare.	French
St. Senan's Primary School	Convent of Mercy, Kilrush,	Co. Clare.	French
Rineen National School	Rineen, Miltown Malbay,	Co. Clare.	French
Scoil Iosef	Máigh, An Leacht,	Co. Clare.	French
Carrigaholt National School	Carrigaholt, Kilrush,	Co. Clare	French
Scoil Mhuire	Doire Beaga,	Co. Dhún na nGall	French
Scoil Náisiúnta Gort a Chiorce	Goirt a Chiorce, Leitir Ceanain,	Co. Dhún na nGall	French
Scoil Phádraig	Dobhar, Leitir Ceanann, Co. Dhún na nGall	Co. Donegal	French
St. Francis National School	Barnesmore, Donegal Town	Co. Donegal	French
Scoil Mhuire	Dristernan, Gleneely, Inishowen,	Co. Donegal	French
Scoil Naomh Fionán	Whitecastle, Quigley's Point, Inishowen,	Co. Donegal	French
St. Mura's National School	St. Mary's Road, Buncrana,	Co. Donegal.	French
Scoil Naomh Bríd	Muff	Co. Donegal.	French
Robertson National School	Main Street, Ballintra,	Co. Donegal.	French
S.N. Mhín Tine Dé	Meentinadea, Ardara,	Co. Donegal.	French
S.N. an Bhreacaigh	Brackey, Ardara,	Co. Donegal.	French
Ardara Mixed National School	Hillhead, Ardara,	Co. Donegal.	French
St. Mary's National School	Hillhead, Ardara,	Co. Donegal.	French
Crannóg Bui National School	Crannóg Bui, Ardara,	Co. Donegal.	French
Gortnacart National School	Gortnacart, Ardara,	Co. Donegal.	French
Castleblakeney National School	Castleblakeney, Ballinasloe,	Co. Galway	French
St. Patrick's National School	Fohenagh, Ahascragh, Ballinasloe,	Co. Galway	French
S.N. Naomh Treasa	An Caiseal, Connamara,	Co. Galway	French
Clydagh National School	Clydagh, Headford,	Co. Galway	French
St. Colman's National School	Corofin, Tuam,	Co. Galway	French
Scoil Einne	An Spideal, Spiddal,	Co. Galway	French
St. Joseph's National School	Carrabane, Athenry,	Co. Galway.	French
Scoil an Chroi Naofa	Ballinasloe,	Co. Galway.	French
Kilglass National School	Kilglass, Ahascragh, Ballinasloe,	Co. Galway.	French
Largy National School	Largy, Kinlough,	Co. Leitrim.	French
Knock National School	Knock, Claremorris,	Co. Mayo	French
Behymore National School	Behy, Ballina,	Co. Mayo	French
S.N. Gob a'Choire	Achill Sound, Westport,	Co. Mayo	French
Crimlin National School	Crimlin, Castlebar,	Co. Mayo	French
Scoil Mhuire	Glencorrib, Shrule,	Co. Mayo	French
Scoil Naomh Aingeal	The Lawn, Castlebar,	Co. Mayo	French
Glenmore National School	Crossmolina,	Co. Mayo	French
St. Colmcille's National School	The Quay, Westport,	Co. Mayo	French
St. Joseph's National School	Derrywash, Castlebar	Co. Mayo	French
Bangor Erris	Bangor Erris,	Co. Mayo	French
St. John's National School	Breaffy, Castlebar,	Co. Mayo	French
St. Attracta's National School	Lowpark, Charlestown,	Co. Mayo	French
Gaelscoil Uileog de Búrca	Lochán na mBan, Claremorris,	Co. Mayo	French
Kilmovee National School	Kilmovee, Ballaghaderreen,	Co. Mayo	French
Scoil Íosa	Abbeyquarter, Ballyhaunis, .	Co. Mayo	French
Gaelscoil na Cruaiche	Bothar na Lóistín, Westport,	Co. Mayo	French
S.N. Réalt na Mara	Rosses Point,	Co. Sligo	French
Killavil National School	Ballymote,	Co. Sligo	French
St. John's National School	Ballisadare,	Co. Sligo	French

St. Brendan's National School	Cartron,	Co. Sligo	French
Mary Immaculate Girls National School	Collooney,	Co. Sligo	French
Scoil Asicus Naofa	Strandhill,	Co. Sligo	French
Grange National School	Grange,	Co. Sligo	French
St. Lassra's National School	Ballinacarrow, Ballymote,	Co. Sligo	French
Moylough National School	Moylough, Tubbercurry,	Co. Sligo	French
St. Mochulla's National School	Ennis Road, Tulla,	Co. Clare	French
Dromindoora National School	Dromindoora, Caher,	Co. Clare	French
St. Tola's National School	Tullyglass Road, Shannon,	Co. Clare	French
Barefield National School	Barefield, Ennis,	Co. Clare	French
Bawnmore National School	Bawnmore, Claregalway,	Co. Galway	French
Scoil Pádraig Naofa	Cregmore, Claregalway,	Co. Galway	French
Scoil Mhuire	Clarinbridge	Co. Galway	French
Convent of Mercy National School	Newport,	Co. Tipperary	French
SN Cholmcille N.S.,	School Road, Castlegar,	Galway	French
Scoil Bhride	Shantalla,	Galway	French
St. Nicholas' National School	The Claddagh,	Galway	French
St. James National School	Circular Road, Bushypark,	Galway	French
Scoil Einde	Dr. Mannix Road, Salthill,	Galway	French
Billis National School	New Inns, Ballyjamesduff,	Co. Cavan	French
Dernakesh National School	Maudabawn, Cootehill,	Co. Cavan	French
St. Kilian's National School	Mullagh, via Kells,	Co. Cavan	French
Kill National School	Kill, Cootehill,	Co. Cavan	French
St. Baithin's National School	St. Johnston, Lifford,	Co. Donegal	French
Scoil Mhuire	Ramelton,	Co. Donegal	French
Scoil Cholmcille	Drumman, Ramelton P.O.,	Co. Donegal	French
Ayr Hill National School	Tank Road, Ramelton,	Co. Donegal	French
Scoil Cholmcille	Glengad, Malin, Lifford,	Co. Donegal	French
Our Lady of Good Counsel G.N.S.	Johnstown, Dun Laoghaire,	Co. Dublin (S)	French
Archbishop Ryan Senior National School	Balgaddy, Lucan, .	Co. Dublin (S)	French
Carysfort National School	Convent Road, Blackrock,	Co. Dublin (S)	French
Harold Convent Girls School	Glasthule,	Co. Dublin (S)	French
Dominican Convent National School	Convent Road, Dún Laoghaire,	Co. Dublin (S)	French
Scoil Lorcáin	Cearnóg Eaton, Baile na Manach	Co. Dublin (S)	French
Leitrim Mixed N.S.	Leitrim, Carrick-On-Shannon,	Co. Leitrim	French
Scoil na Maighdine Muire	Dublin Road, Carrick-On-Shannon,	Co. Leitrim	French
St. Theresa's National School	Clontumpher, Ballinalee,	Co. Longford	French
Scoil Eimear	Templemichael, Longford,	Co. Longford	French
Scoil Bhride	Glen, Edgeworthstown,	Co. Longford	French
Sacred Heart Primary School	Granard	Co. Longford	French
Ballycloghan National School	Carrickboy,	Co. Longford	French
St. Colmcille's National School	Aughnaccliffe,	Co. Longford	French
Scoil Bhride	Killasonna, Granard,	Co. Longford	French
St. Dymphna's National School	Kildalkey,	Co. Meath	French
St. Michael's National School	Patrick Street, Trim,	Co. Meath	French
St. Mary's Primary School	Trim,	Co. Meath	French
Rathmore National School	Rathmore, Athboy,	Co. Meath	French
Kilbride National School	Trim,	Co. Meath	French
St. Paul's National School	Abbeylands, Navan,	Co. Meath	French
Yellow Furze National School	Beauparc, Navan,	Co. Meath	French
Kentstown National School	Kentstown, Navan,	Co. Meath	French
Scoil Uí Ghramhnaigh	Ráth Cairn, Áth Buí,	Co. Na Mí.	French
Castlesampson National School	Castlesampson, Bealnamulla, Athlone,	Co. Roscommon	French
Carrick National School	Carrick, Ballinlough, Roscommon,	Co. Roscommon	French
Attyrory National School	Attyrory, Ballinasloe,	Co. Roscommon	French
Cornafulla National School	Cornafulla, Athlone,	Co. Roscommon	French
Tibohine National School	Tibohine, Castlereagh,	Co. Roscommon	French
Rathfarnham Educate Together	Loreto Avenue, Rathfarnham	Dublin 14 (S)	French
Our Ladys Grove Primary School	Goatstown Road, Goatstown,	Dublin 14 (S)	French
Holy Trinity National School	Glencairn Drive, Leopardstown,	Dublin 18 (S)	French
St. Brigid's B.N.S.	Mart Lane, Foxrock,	Dublin 18 (S)	French
St. Patrick's G.N.S.	Foxrock Avenue,	Dublin 18 (S)	French
St. Mary's National School	Lamb's Cross, Sandymount,	Dublin 18 (S)	French
Talbot Senior N.S.	Bawnogue, Clondalkin,	Dublin 22 (S)	French
St. Ronan's National School	Deansrath, Clondalkin,	Dublin 22 (S)	French
Gaelscoil na Camoige	Bóthar an Úlloird, Cluain Dolcáin,	Dublin 22 (S)	French
Scoil Naomh Caoimhin	Kilnamanagh, Tallaght,	Dublin 24 (S)	French
Scoil Mhuire	15, Gilford Road, Sandymount,	Dublin 4 (S)	French

Star of the Sea B.N.S.	Leahy's Terrace, Sandymount,	Dublin 4 (S)	French
St. Mary's National School	Belmont Avenue, Donnybrook,	Dublin 4 (S)	French
Scoil Mhuire Gan Smál	Tyrconnell Road, Inchicore,	Dublin 8 (S)	French
Inchicore National School	Sarsfield Road, Inchicore,	Dublin 8 (S)	French
S.N. Ailbhé	Killinure, Brittas,	Co. Limerick	French
Roxborough National School	Roxborough, Ballysheedy,	Co. Limerick.	French
Athea National School	Athea,	Co. Limerick.	French
Effin National School	Effin, Kilmallock,	Co. Limerick.	French
Milford National School	Milford-Grange, Castletroy,	Co. Limerick.	French
Bilboa National School	Cappamore,	Co. Limerick.	French
Scoil Muire Banrion	Gilroy Avenue, Edenderry,	Co. Offaly	French
St. Cronan's National School	Lusmagh, Banagher,	Co. Offaly	French
Edenderry No 2 School	Edenderry,	Co. Offaly	French
Ballybryan National School	Ballybryan, Rhode,	Co. Offaly.	French
Shinrone Mixed National School	Main Street, Shinrone,	Co. Offaly.	French
St. Colman's National School	Cappagh, Croghan, Tullamore,	Co. Offaly.	French
St. John's National School	Rath, Thomastown, Birr,	Co. Offaly.	French
Robinstown National School	Robinstown, Navan,	Co. Meath.	French
Scoil Mhuire	Coolroonan, Ballivor	Co. Meath	French
Scoil Chomhgháin Naofa	Killeshin, via Carlow.	Co. Carlow	French
Bigstone National School	Ballyraggan, Rathvilly,	Co. Carlow	French
St. Columba's National School	Tullow,	Co. Carlow.	French
St. Brendan's National School	Newmarket, Hugginstown,	Co. Kilkenny	French
Scoil Mhuire Presentation Primary School	Parnell Street,	Co. Kilkenny.	French
Srs. Of Charity N.S.	Mary Street, Clonmel,	Co. Tipperary	French
Newtown Upper National School	Carrick on Suir,	Co. Tipperary	French
Moyne National School	Thurles,	Co. Tipperary.	French
Grange National School	Clonmel,	Co. Tipperary.	French
Gaelscoil Aonach Urmhumhan	Plás Eoin, Nenagh,	Co. Tipperary.	French
Passage East National School	Crooke, Passage East,	Co. Waterford	French
St. Mary's B.N.S.	Ferrybank, Waterford.	Co. Waterford	French
Glór na Mara	Convent Hill, Tramore,	Co. Waterford.	French
Our Lady of Mercy National School	Military Road, Waterford	Co. Waterford.	French
Holy Cross National School	Ballycarnane, Tramore,	Co. Waterford.	French
Bunscoil Gleann Sidheáin	Cappoquin,	Co. Waterford.	French
Liosmór Mochuda	Lismore,	Co. Waterford.	French
Kilmacthomas Boys National School	Kilmacthomas,	Co. Waterford.	French
Villierstown National School	Villierstown, Cappoquin,	Co. Waterford.	French
Bunscoil Bhothar na Naomh	Lismore,	Co. Waterford.	French
Boolavogue National School	Boolavogue, Ferns,	Co. Wexford	French
Scoil Náisiúnta na Scríne	Screen, Enniscorthy,	Co. Wexford	French
St. Patrick's National School	Craanford, Gorey,	Co. Wexford	French
Monaseed National School	Monaseed, Gorey,	Co. Wexford	French
Ballycullane National School	Ballycullane, New Ross,	Co. Wexford	French
Ballyfad National School	Ballyfad, Inch,	Co. Wexford.	French
Loreto Primary School	Gorey,	Co. Wexford.	French
Arklow Boys National School	Coolgreaney Road, Arklow,	Co. Wicklow.	French
Kilcoole Primary School	Kilcoole,	Co. Wicklow.	French
Powerscourt National School	Enniskerry,	Co. Wicklow.	French
Wicklow Educate Together	Marine House, The Murrough, Wicklow Town,	Co. Wicklow.	French
Scoil Mhuire Fatima	Grangecon,	Co. Wicklow.	French
Gaelscoil Chnoc Liamhna	Seanbhóthar Chnoc Liamhna,	Dublin 16 (S)	French
Scoil Naomh Gobnait	Dún Chaoin, Baile an Fheirtéaraigh, Trá Lí,	Co. Kerry.	French
Scoil Naomh Erc	Glenderry, Ballyheigue,	Co. Kerry	French
Scoil Mhuire National School	Killorglin,	Co. Kerry.	French
St. Andrew's National School	Church Road, Malahide,	Co. Dublin (N)	French
Holy Family S.N.S.	River Valley, Swords,	Co. Dublin (N)	French
St. George's National School	Naul Road, Balbriggan,	Co. Dublin (N)	French
Balbriggan Educate Together N.S.	Moylaragh, Balbriggan,	Co. Dublin (N)	French
St. Laurence O'Tooles, Senior Girls School	Seville Place,	Dublin 1 (N)	French
St. Brigid's National School	Old Finglas Road, Glasnevin,	Dublin 11 (N)	French
Scoil Cholmcille SNS	Newbrook Road, Donaghmede,	Dublin 13 (N)	French
St. Patrick's National School	Diswellstown Road, Castleknock,	Dublin 15 (N)	French
Scoil Bhride G.N.S.	Blanchardstown,	Dublin 15 (N)	French
St. Philip the Apostle S.N.S.	Mountview, Clonsilla,	Dublin 15 (N)	French
St. Francis Senior National School	Priorswood,	Dublin 17 (N)	French
St. Mary's National School	Windsor Avenue, Fairview,	Dublin 3 (N)	French
St. Brigid's National School	Howth Road, Killester,	Dublin 5 (N)	French

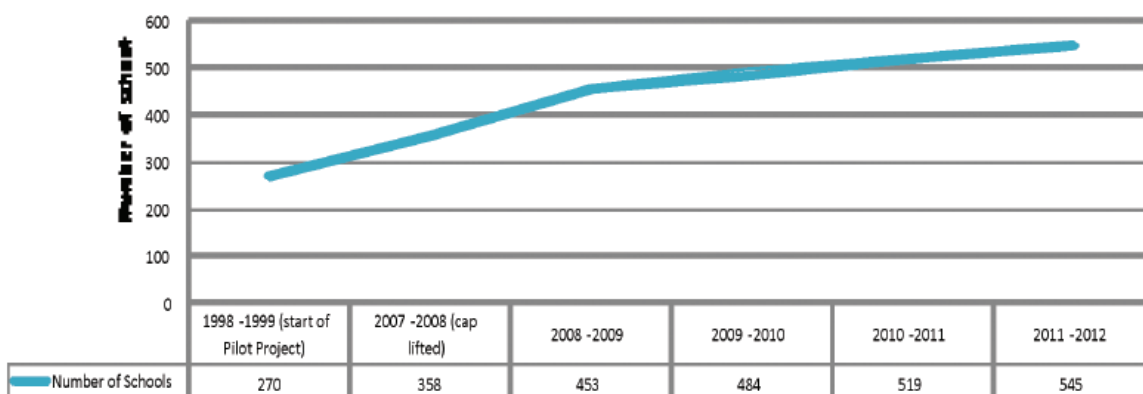
Scoil Uí Riada	An Chearnóg, Cill Choca,	Co. Cill Dara.	French
Scoil Eimhín Naofa	Monasterevin,	Co. Kildare	French
Scoil Chóca Naofa	Kilcock,	Co. Kildare	French
Caragh National School	Caragh, Naas,	Co. Kildare	French
Robertstown National School	Robertstown, Naas,	Co. Kildare	French
Monasterevin No. 2 School	Monasterevin,	Co. Kildare.	French
St. Peter's National School	Drogheda Street, Monasterevin,	Co. Kildare.	French
St. David's National School	Dublin Road, Naas,	Co. Kildare.	French
Scoil Bhríde National School	Milltown, Newbridge,	Co. Kildare.	French
St. Joseph's B.N.S.	Kilcock,	Co. Kildare.	French
St. Conleth's National School	Derrinturn, Carbury,	Co. Kildare.	French
Straffan National School	Straffan,	Co. Kildare.	French
No. 2 National School	Sandylane, Portarlinton,	Co. Laois.	French
St. Patrick's B.N.S.	Davitt Road, Mountmellick,	Co. Laois.	French
St. Pius X National School	Ballacolla, Portlaoise	Co. Laois.	French
Scoil Mhuire	Ballyroan, Abbeylex,	Co. Laois.	French
Scoil Bhríde	Rathdowney,	Co. Laois.	French
Scoil Iosaif Naofa	Mountmellick,	Co. Laois.	French
Castletown G.N.S.	Castletown Road, Dundalk,	Co. Louth	French
Lechéile E.T.N.S.	Mornington Road, Drogheda,	Co. Louth	French
St. Peter's National School	Dromiskin, Co. Louth.	Co. Louth	French
Scoil Mhuire Gan Smál	Kilsaran, Castlebellingham,	Co. Louth	French
St. Peter's National School	Bolton Street, Drogheda,	Co. Louth.	French
St. Niochlas National School	Nicholas' Street, Dundalk,	Co. Louth.	French
Redeemer Girls National School	Ard Easmuinn, Dundalk	Co. Louth.	French
Gaelscoil Dhún Dealgan	Muirtheimhne Mór, Dún Dealgan,	Co. Louth.	French
Ballapousta National School	Smarmore, Drogheda,	Co. Louth	French
St. Peter & Pauls' N.S.	Drumconrath, Navan,	Co. Meath	French
Knockcommon National School	Beauparc, Navan,	Co. Meath.	French
Scoil Oilibhéir Naofa	Kilcloon,	Co. Meath.	French
Scoil Naomh Treasa	Bellewstown,	Co. Meath.	French
Scoil Cholmcille	Mount Hanover, Duleek,	Co. Meath.	French
Dangan National School	Clonmahon, Summerhill,	Co. Meath.	French
Scoil an Spioaid Naoimh	Laytown,	Co. Meath.	French
Dunboyne National School	Dunboyne,	Co. Meath.	French
Duleek Boys National School	Duleek,	Co. Meath.	French
St. Bennin's National School	Trim Road, Duleek,	Co. Meath.	French
Clonmellon National School	Clonmellon, via Navan,	Co. Meath	French
St. Michael's N.S.	Rackwallace, Castleshane,	Co. Monaghan	French
St. Joseph's N.S.	Carrickmacross,	Co. Monaghan	French
Scoil Bhríde	Mullaghrafferty, Carrickmacross,	Co. Monaghan	French
Edenmore National School	Emyvale,	Co. Monaghan	French
Deravoy National School	Deravoy, Emyvale,	Co. Monaghan.	French
Doohamlet National School	Castleblaney,	Co. Monaghan.	French
Knockconan National School	Ballyoisin, Emyvale,	Co. Monaghan.	French
St. Patrick's National School	Clara, Kilbrone P.O., Monaghan.	Co. Monaghan.	French
Ballybay Central School	Castleblaney Road, Ballybay,	Co. Monaghan.	French
Taghmon National School	Mullingar,	Co. Westmeath	French
Scoil Naomh Clár	Tubberclare, Glasson, Athlone,	Co. Westmeath.	French
St. Colman's National School	Delvin Road, Bellview, Mullingar,	Co. Westmeath.	French
Scoil na gCaithre Maistri	Diseart Mhuire, Bothar na Dithreibhe, Ath Luain,	Co. Westmeath.	French
Presentation Senior School	Harbour Street, Mullingar,	Co. Westmeath.	French
Scoil Mhuire	Knocknagoshel, Abbeyfeale,	Co. Kerry	French
Scoil Íde,	Curranes, Castleisland,	Co. Kerry.	French
Gaelscoil Lios Tuathail	Lios Thuathail,	Co. Kerry.	French
St. Teresa's National School	Kilflynn, Tralee,	Co. Kerry.	French
Derryquay National School	Tralee,	Co. Kerry.	French
Scoil Mhuire National School	Kilmurry National School, Cordal, Castleisland.	Co. Kerry.	French
Scoil Mhic Easmainn	Rath Ronain, Trá Lí,	Co. Kerry.	French
Convent Primary School	Listowel,	Co. Kerry.	French
St. Brigid's National School	Duagh, Listowel,	Co. Kerry.	French
Dromclough National School	Listowel,	Co. Kerry.	French
Scoil Mhuire gan Smál	Lixnaw,	Co. Kerry.	French
Ballyduff Central National School	Ballyduff, Tralee,	Co. Kerry.	French
St. Joseph's National School	Bouleenshere, Ballyheigue, Tralee,	Co. Kerry.	French
St. Brendan's National School	Blennerville, Tralee,	Co. Kerry.	French
Ballincrossig National School	Ballyduff, Tralee,	Co. Kerry.	French

APPENDIX C

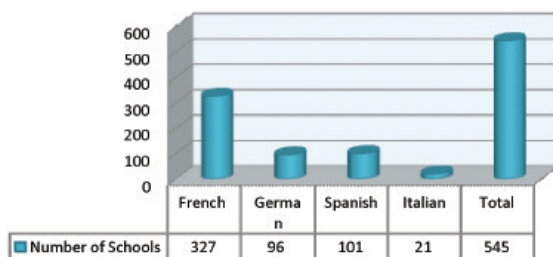
- Statistical Data

Number of Schools since 1998:

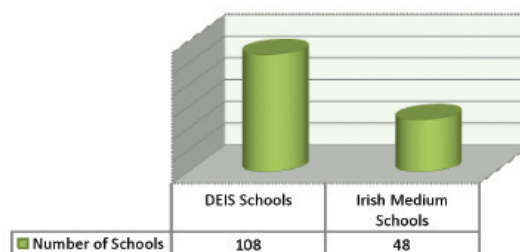
A cap/limit on the number of Pilot Project/MLPSI schools was in place from 2002 -2007
(Note: 545 schools at present involved: with 27,508 pupils)



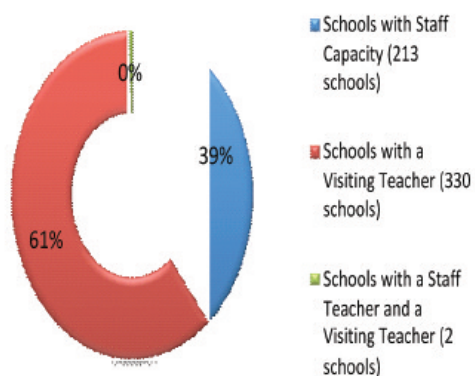
Number of MLPSI Schools by Language



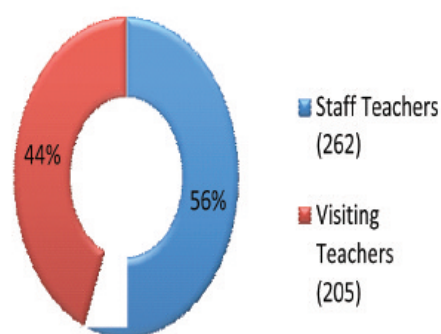
DEIS Schools and Irish-Medium Schools (out of 545 MLPSI schools)



School/Teacher Profile

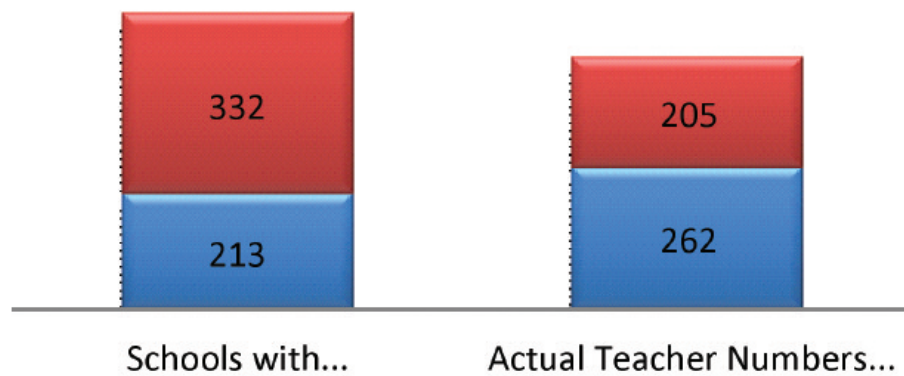


Teacher Profiles

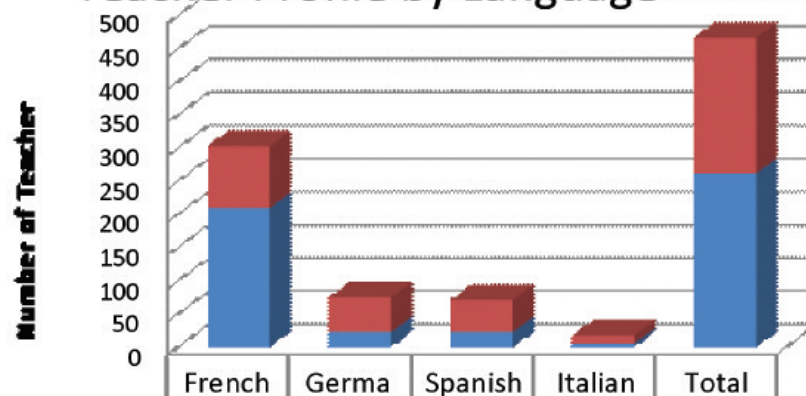


School Numbers v Teacher Numbers

■ Staff Capacity ■ Visiting Teachers



Teacher Profile by Language



■ Visiting Teacher	93	52	48	12	205
■ Staff Teachers	210	23	23	6	262

D

APPENDIX D - Publications, Conference papers, Presentations and Workshops, Study Visits.

The following is a representative sample of the Publications, Conference papers, Presentations and Workshops, Study Visits undertaken by members of the MLPSI team in place in June 2012.

Publications:

Exploring Intercultural Awareness in the Primary modern Language classroom – the potential of the new model of European Language Portfolio developed by the Irish MLPSI, (F. Rantz, P. Horan) Language and Intercultural Communication, Vol.5, N° 3-4, 2005, Multilingual Matters.

Le Français dans le primaire en Irlande. L'expérience de l'Initiative pour les langues vivantes dans le primaire (MLPSI) – Contexte et réflexions sur la motivation des apprenants. Actes du Colloque 'Vers un nouveau Dynamisme', DIT/Ambassade de France, 2005, Dublin.

My European Language Portfolio. MLPSI, Government Publications, 2006.

Modern Languages in Primary Schools Initiative (MLPSI). Catherine McAuliffe & Gina McQuaid, German Teacher's Association Bulletin, November 2009.

Halloween in Irland – Traditionen und didaktische Ideen. 'Frühes Deutsch' 2010.

The Communicative Approach. NCCA Podcast, also appeared in info@NCCA newsletter:
<http://www.nccastore.info/Podcasting/language/11-kenia.html>

ICT and Language in the Primary Classroom – A Course for Primary Teachers. Published by NCTE in conjunction with the MLPSI, 2010.

Articles which have appeared in INTOuch:

Modern Languages – the bigger picture, MLPSI's 3rd National Training Conference - November 2011.

Why Storytelling? – January/February 2011.

Using Culture Boxes in the Modern Language Class – June 2010.

What is Language Awareness? – January/February 2010.

Celebrating the European Day of Languages in your school – June 2009.

ICT and the Languages Class, Parts 1 & 2 – May 2008, June 2008.

The background and work of the MLPSI and the 2nd National Primary Languages Conference – May 2008.

MLPSI's 1st National Training Conference – October 2005.

Conference Papers:

Spanish Speakers of the future: Spanish in Primary Schools in Ireland. Aperturas Conference, Dublin Institute of Technology, January 2004.

Linguistic diversity and Education: Languages diversity at Primary level, the case of Ireland. III Mercator International Symposium, Ljouwert, The Netherlands, November 2004.

Language Awareness' dans les programmes de langue – maternelle, seconde et étrangère- dans le primaire en Irlande. Third international meeting of the Institut National pour la Recherche Pédagogique study group INRP-ADIS2.ICAR, Paris, May 2007.

An overview of the support and training opportunities for modern language teachers at primary level in Ireland. NUIG First International Language Conference, Galway, December 2010.

Making the Strange Familiar and the Familiar Strange... Challenges in developing intercultural communicative competence in the modern language classroom. NUIG First International Language Conference, Galway, December 2010.

Using ICT Methodologies in the Primary Languages Classroom. NUIG First International Language Conference, Galway, December 2010.

Practical tools to address the intercultural issues in the modern language classroom. NUIG First International Language Conference, Galway, December 2010.

Window and Mirrors - developing oracy and literacy through cultural/intercultural awareness activities in the modern language classroom. Third MLPSI National Training Conference, Marino College of Education, 2011.

I can ... My European Language Portfolio – a Step at a time. Third MLPSI National Training Conference, Marino College of Education, March 2011.

'ICT: Opening more than just Windows ®' Plenary. Third MLPSI National Training Conference, Marino College of Education, March 2011.

Modern Languages and Numeracy. Third MLPSI National Training Conference, Marino College of Education, March 2011.

Additional Presentations & Workshops:

Annual Workshops on *Methodology for the Spanish Primary class* as part of a Modern Language elective programme St Patrick's College, Drumcondra, Dublin, 2002-2004.

Annual workshop on *Planning for the Primary Modern Language classroom* as part of a Modern Language elective programme, Marino College of Education, Dublin, 2002-2006.

Irish delegate to the TEMOLAYOLE Workshop (ECML) on Teaching Modern Languages to Young Learners (2004-2005), ECML, Graz, Austria.

Irish delegate to *2nd European Language Label Event* for winners of the label, Krakow, Poland, October, 2005.

Task-based Learning for young learners, CILT Primary Languages Conference, Manchester, UK, 2005.

Drama in the secondary foreign language classroom, Department of Education, University College Cork, 2005.

A task-based approach to foreign language learning. Department of Education, University College Cork, and School of Languages, Dublin Institute of Technology, 2005.

Irish delegate to ECML Content and Language Integrated Learning (CLIL) workshop, Graz, Austria, November 2005.

Workshops on *Active learning in the primary modern language classroom* and on *Intercultural awareness in the primary modern language curriculum* with 2nd year B.E. students, St Patrick's College, Drumcondra, Dublin, 2005-2007.

Parlez-vous football ? (2005), *Intercultural content-based language learning in the primary classroom* (2006 & 2007), CILT Primary Languages Conferences, Manchester, UK.

Language Learning Strategies for the Modern Language classroom, CILT Primary Languages Conference, Manchester, UK, 2006.

Sessions on *Teaching Italian in the Primary Classroom – an overview and practical approaches*, delivered to undergraduate students of Italian participating in community project to introduce Italian to primary pupils, 2006-2008, Dept. of Italian, NUI Galway.

Gemellaggi tra scuole – una rete di amicizie. Presentation delivered at the Ancona 2006 International Fishing Conference showcasing incorporated intercultural school projects organised around the theme of the sea under the title *'Il mondo della pesca incontra il mondo della scuola'*.

In Praise of the Arts: How arts and languages can change lives - presentation to conference of guidance councillors, UCC, October, 2006

'Language Awareness in the Primary School Classroom', German Teacher's Association (GDI) Conference, November 2006.

Practical Ideas for teaching Modern Languages in the Primary School, Donegal Education Centre evening seminar, November 2008.

'ICT and Language Teaching' presented at ICT in Education Conference, Tipperary Institute, Thurles, Co. Tipperary, February 2009.

'ICT and Language in the Primary Classroom' evening courses, Mayo, Kildare and Cork Education Centres, 2009-2010.

'Teaching methodologies in the Primary Language Classroom' per academic year as part of module FR310 Enseignement des Langues Vivantes dans le Primaire (3rd year B.Ed.), St Patrick's College, Drumcondra, Dublin, 2009-2012.

'ICT and Language Teaching' presented at Computers in Education Society of Ireland (CESI) National Conference, Portlaoise College, Co. Laois, February 2010.

Teaching methodologies in the Primary Languages Classroom. School of Education, Trinity College Dublin, 2010.

Irish delegate to CEDEFOP Synthesis seminar: Quality and Efficiency of Education and Training: findings from study visits 2008-2009, Thessaloniki, Greece, February, 2010.

Using Webquests to develop cultural awareness, Teacher Training Day German Teachers Association und German Department, NUI Galway, March 2010.

'Tutor Training for ICT and Language in the Primary Classroom evening course', Dublin City University, June 2010.

Le Havre IUFM, Le Havre, France (2010) *'Le Système Éducatif Irlandais'* presentation to final year student teachers.

Using webquests to teach German, GDI Conference, November 2010.

Teaching the Modern Language in the Primary Classroom - Evaluation and Awareness Raising Conferences for Principals, Primary Modern Languages Programme, Northern Ireland, November 2010.

'ICT? As easy as ABC', presented at Computers in Education Society of Ireland (CESI) National Conference, Portlaoise College, Co. Laois, February 2011.

Using ICT tools in the German classroom, GDI Conference, November 19th, 2011.

'Bruits Bizarres': Practical activities and strategies for developing Language Awareness in the

Primary Languages Classroom' presented at Language World 2012, University of Manchester, March 2012.

'Teaching methodologies in the Primary Language Classroom' (3rd Year B.Ed. group), Mary Immaculate College, Limerick, 2012.

The National Coordinator also gave regular presentations on the work of the Modern Languages in Primary Schools Initiative to undergraduate and post-graduate students in the five Colleges of Education.

Presentations at CEDEFOP Study Visits for Education Specialists and Decision Makers:

How to make foreign language teaching and learning effective, Torun, Poland, April 2009.

ICT in and Language, Izmir, Turkey, May 2009, - *Modern Language Teaching in Primary Schools in Ireland & how ICT is being used and developed.*

Smart education – language, culture and art, Susa Italy, October 2009.

Content and Language Integrated learning (CLIL) in primary schools, Torino, Italy, November 2009 - *Cross-curricular integration in MLPSI Schools in Ireland.*

Foreign Language Teaching in Primary Schools, Nicosia, Cyprus, April 2010 - *Modern Language Teaching in Primary Schools in Ireland.*

Presentation on the MLPSI to participants in Study Visit to Dublin, Ireland, "The Continuous Professional Development of Teachers and Trainers", April 2010.

Creativity and Enquiry-Based Learning – Good practice in English Schools, Solihull Metropolitan Borough Council People Directorate, UK, October 2010 - *Creativity, Enquiry-Based Learning and the MLPSI.*

Content and Language Integrated Learning, Belgium, November 2010.

Quality Inservice teacher training, Murcia, Spain, May 2011 – *Teacher training and other support services provided by the MLPSI.*

E

APPENDIX E - The MLPSI CPD Modular programme & National Training Conferences

A. CPD Modular Programme:

CPD Modules

1. Active learning • Use of flashcards • Games • Group work • PE	<p>↑</p> <p>Cross- curricular integration</p> <p>My ELP</p> <p>Use ICT</p> <p>Use of target language</p> <p>Exploring various topics</p> <p>↓</p>	2. • Progression • Integration • Classroom language • Planning • Whole school approach
3. • Cultural awareness • SESE • SPHE		4. • ML and Literacy • ML and Numeracy • Language Awareness
5. • Storytelling in the ML Classroom		6. • Drama in the ML Classroom

All resources from these and other Inservice/CPD days are available to download from the MLPSI website.

B. National Training Conferences:

1. 1st National Primary Languages Conference, University College Cork, 2005.
2. 2nd National Primary Languages Conference - *Best Practice in the Modern Language Primary Classroom*, University College Cork, 2008.
3. 3rd National Primary Languages Training Conference - *Modern Languages – the bigger picture, Literacy, Numeracy and Assessment*, Marino Institute of Education, 2011.

