

## *Our Methodology:*

Foreign Language learning for primary age children should be fun. Use a multi-sensory approach to present and reinforce the language in a motivating way and to build the children's confidence: use puppets, visual aids, songs, rhythm and rhyme, gesture and mime, drama. Previously learned language should be continually recycled and new language incorporated into the lessons.

- **Puppets** are a stimulating way of practicing material; voice modulation adds interest; children relate better to puppets talking than to adults, they identify with them and mimic responses, intonation and accent



- **Songs, rhymes and rhythms** are an enjoyable and stress-free way to learn the rhythm, intonation and pronunciation of language. The use of songs and rhymes enhances the National Literacy Strategy. Songs attune the brain to the language.





### Rehearsal for the Christmas concert

**Games are fun**, and therefore motivating, and should also be challenging. They provide a meaningful context for repetition and reinforcement; they hasten and encourage pupils' progress not only in the language learned but also in social and communication skills as they build confidence; they encourage a positive approach to learning foreign languages.





Games are fun

*Simon says "sleep" in the German class*

**How do we enhance our students skills?**

**Listening and Speaking Skills:**

Students, when beginning to learn a Foreign Language, must learn to listen carefully, to repeat the language accurately with plenty of reinforcement from the teacher and from activities, and to show understanding by responding to the language. They can then progress to speaking independently.



### **Reading:**

Once the students have thoroughly learned language items in spoken form they can progress to text recognition activities on the screen or on large text cards, and eventually to independent reading.



### **Writing:**

This is the last skill to be acquired. Pre-writing can be provided by manipulating text. Written work at this stage should always be supported by providing the correct version of text for reference. Extension work could include manipulation of text using ICT speech bubbles, progressing to students copying and adapting language to write about themselves or re-use of the language to create new dialogues in imaginative contexts.

# Some writing ,hands-on activities and projects done in foreign languages classes.



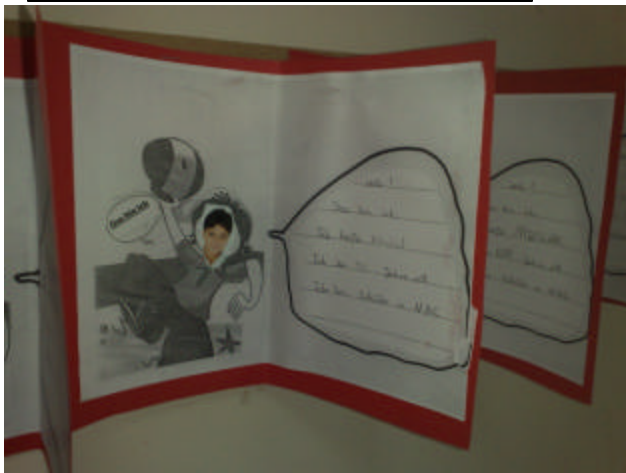
My daily routine in the French class



My vacation projects in the French class



That's me in the French, German and Spanish classes



My clown song and project done in the French and the German classes .



The house of my dreams in the German class



My family in the Spanish class





**WOW!Our fashion show in the French and the German classes**