

POST PRIMARY
LANGUAGES INITIATIVE



TIONSCNAMH TEANGACHA
IAR-BHUNSCOILE

POST PRIMARY LANGUAGES INITIATIVE

INTERIM REPORT

COMPILED AND EDITED BY CLAIRE CUNNINGHAM



Noel Dempsey TD,
Minister for Education and Science

Message from Noel Dempsey TD, Minister for Education and Science

Statistics, aims, objectives - these are words which we associate, as we must do, with reports of any kind. We need to know hard facts in order to assess how well our resources are being spent in terms of a project's contribution to the national good - in this instance, the National Development Plan, which is the largest and most ambitious investment plan ever drawn up for Ireland. It involves an investment of over EUR 52 billion (in 1999 prices) over the period 2000-2006, with 90% coming from the Irish Exchequer.

While the necessary factual information in relation to the Post Primary Languages Initiative is clearly provided in this Interim Report, what leaps from the pages - both visually and verbally - is the enthusiasm of the students for their language studies and the sheer enjoyment that they derive from their contact with new cultures. This is a tribute both to the creativity of their teachers and to the way in which the Initiative is carrying out its brief. I warmly congratulate all those associated with the work of the Languages Initiative on their achievements at this mid-point of their endeavours. These include winning the European Language Label 2002, a prize which has been put to such imaginative use in co-funding, with the Trinity Access Programme and IBEC, summer language scholarships to Spain and Italy for disadvantaged students.

The importance of languages in their potential to contribute to the economy is currently being investigated by the Expert Group on Future Skills Needs. The comments of students and teachers offer a most encouraging sign that, in promoting and supporting the study of languages, we are equipping our young people with an essential tool for making their way in a multicultural, multilingual world which offers unprecedented opportunities for travel, whether in the context of business or leisure. Guím rath ar an obair atá fós le déanamh!

A handwritten signature in black ink that reads "Noel Dempsey". The signature is written in a cursive, flowing style.



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Message from Brídín Gilroy, National Co-ordinator of the Post Primary Languages Initiative

Since September 2000, the Post Primary Languages Initiative has worked to implement the policy of the Department of Education and Science of diversifying, enhancing and expanding the teaching of languages in second level schools, with Spanish, Italian, Japanese and Russian as the target languages.

This Interim Report details progress in the Initiative over the past three years with statistical information, a lively and colourful account of the activities that have been supported and their impact on schools, students and teachers. We hope that these accounts will serve to illustrate the pleasures of language learning and the access which languages provide for young people - access not only to careers in our global economy but also to the cultural treasures of the countries of the target languages.



Brídín Gilroy,
National Co-ordinator of the
Post Primary Languages Initiative

I thank sincerely all those whom you will meet in the pages of this report and who have contributed so significantly to the progress of the Initiative. It is my hope that the next two years will be a period of consolidation of our achievements to date, culminating in the further mainstreaming of our target languages and the overall strengthening of language education in Ireland.

September 2003

Acknowledgements

Our thanks to the students, teachers, principals, trainers and materials designers who contributed information for this interim report. We endeavoured to include as many contributions as possible, but, inevitably, due to space restrictions, not all could be included.

We gratefully acknowledge the generous support of the Education Office of the Spanish Embassy, the Japanese Embassy, the Japan Foundation and the Education Service of Léargas.

Statistical information was supplied by the IT Unit of the Department of Education and Science, with additional information supplied by individual schools.

The Post Primary Languages Initiative is financed by the Department of Education and Science as part of the National Development Plan.

Post Primary Languages Initiative

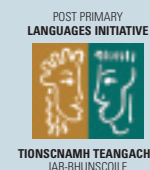
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The Post Primary Languages Initiative

There is an Italian proverb which goes “Chi ha lingua in bocca arriva a Roma,” meaning that if you have a tongue in your head, you will go far (literally, to Rome). It is in recognition of the fact that a mastery of languages will help Irish students to “go far”, personally and professionally, and the country to “go far”, economically and interculturally, that the Post Primary Languages Initiative was set up in September 2000.

The aim of the Post Primary Languages Initiative is to diversify, enhance and expand the teaching of languages in post primary schools: to *diversify* so that a wider choice of languages is available to students; to *enhance* by strengthening the position of these languages and offering support to teachers in the form of materials and in-service; and to *expand* them so that they are available to more students in more schools.

The initial languages targeted by the Initiative were Spanish, Italian and Japanese. Russian was added to the portfolio of languages at a later stage.

Brídín Gilroy was appointed National Co-ordinator of the Post Primary Languages Initiative and took up her post in September 2000, based in the Marino Institute of Education in Dublin. A Steering Committee was set up to oversee the Languages Initiative. (See box to the right.)

In the initial stages of the project, an Advisory Group was established which advised the Co-ordinator on promotional strategies. In 2001, a full-time Administrator, Patricia Cullen, was appointed.

The Japanese Ambassador, Mr Takeshi Kagami, with students who took part in the Japanese Speech Contest (See page 31.)



Languages Initiative Steering Committee

Maura Clancy

*Assistant Chief Inspector,
Department of Education
and Science (DES)
(Chair until summer
of 2003)*

Christopher McCamley

*Assistant Principal Officer,
Post Primary
Administration (DES)*

Paul Caffrey

*Inspector of Italian, DES
(Chair from autumn 2003)*

Joan Sutton

*Inspector of Spanish, DES
(Member of the Steering
Committee until spring of
2003)*

Barbara Geraghty

*Lecturer in Japanese,
University of Limerick*

Sarah Smyth

*Lecturer in Russian,
Trinity College, Dublin*

David Barnwell

*Head of Department of
Modern Languages,
Institiúid Teangeolaíochta
Éireann (ITÉ)*

Hilary Roche

*Director, Curriculum and
Assessment, National
Council for Curriculum
and Assessment (NCCA)*

Tanya Flanagan

*National Co-ordinator of
the Modern Languages in
Primary Schools Initiative*

John O’Leary

*Executive Officer,
Post Primary
Administration, DES*

*Secretary to the Steering
Committee:*

Patricia Cullen

*Administrator of the
Post Primary
Languages Initiative*



Students of Loreto Secondary School, Letterkenny, hard at work in their Spanish class.

**"A man with one language is like
a man with one eye."**

Brother Benedict, character in Bernard MacLaverty's novel
"Lamb"

Why Learn Languages?

On a personal level, learning a language - any language - opens up the mind to new cultures and ways of thinking and brings home to us that there is more than one way of looking at the world. Learning any one language will also equip the learner with transferable language learning skills which will make learning the next language an easier task.

At a professional level, speaking a foreign language improves the long-term mobility prospects of those who may seek to work or study abroad. In short, language skills give people opportunities they might not otherwise have.

From a national point of view, proficiency in languages is vital for maintaining national competitiveness and economic growth in this increasingly globalised society. A survey on Languages in Business carried out by IBEC (Irish Business and Employers Confederation) in 2001 indicated that half of the companies which took part in the survey considered that extra foreign language capacity would benefit their company in the following three years. The need for languages is also currently being examined by the Expert Group on Future Skills Needs.

The National Council for Curriculum and Assessment (NCCA) has recently commissioned Dr David Little (TCD) to prepare a discussion paper *Review of Languages at Post Primary Level*. (Irish will also be considered.) Following publication of the paper, a number of invitational seminars will be organized which will present opportunities to discuss various aspects of the paper. This may be considered an

initial step towards the future development of a national languages policy.

The Chosen Languages

While both Spanish and Italian were already available in Irish schools, neither was as well established as French or German. Both had also been subject to a certain erosion, with the number of schools offering them dropping year by year. The intention behind including them in the Languages Initiative was to halt this erosion and start them back on the path to a stronger position.

Until recent years, we in Ireland tended to look no further than Europe when it came to learning other languages, but these days we need to look beyond Europe and think in world terms. Hence the decision to include a non-European language in the Initiative. Japanese was chosen as Ireland has important trade links with Japan and it is therefore a valuable language for business. It also provides a gateway to Asian language and culture.

In December 2001, to coincide with the creation of the Russian syllabus for Leaving Certificate, Russian was added to the portfolio of target languages. As the first language of the world's largest state and a language which is known in many central and eastern European states, eight of which will accede to the EU in the near future, Russian is one of Europe's most important languages. Not only does Russian open the door to a rich culture, but today's post-Soviet Russia is a rapidly changing society offering unprecedented opportunities for work, study and travel.

Promotional Activities

The colourful brochure and poster produced by the Languages Initiative, its website (www.languagesinitiative.ie) and the current Interim Report are all designed to make schools aware of the Initiative and keep them informed of developments. In addition, the Initiative Co-ordinator, Brídín Gilroy, maintains close contact with schools by phone and has also personally visited schools and Education Centres, addressed groups of school principals and language teachers and attended language conferences.

As well as promoting the Languages Initiative as a whole, two short videos were produced, one to promote Spanish and one to promote Italian, which have proved extremely popular in schools. (See pages 16 and 24 for details.)

Materials Grants

Schools taking part in the Languages Initiative - whether expanding the teaching of a language or offering it for the first time - have been eligible to receive a materials grant of €634 (£500). The maximum amount any school received in grant funding was €1268, that is, in respect of two languages.

This grant provides a great opportunity for a school to build up its language resources and the money has been spent on everything from books, CDs and videos to flash cards, posters and maps. It has proved particularly useful for buying photocopiable

resources, which are expensive to buy but can be used over and over for years. Some teachers bought class sets of books for Transition Year students, while others took the opportunity to catch up on some of the latest teacher resource books.

Other more unusual uses for the money were to buy art materials to practise Japanese calligraphy and food for cookery classes to try out Spanish, Italian or Japanese recipes.

Hours

Another invaluable support which the Languages Initiative has given to schools is the payment of a limited number of teaching hours to support the introduction or expansion of the target language. Schools could therefore afford to either re-deploy a teacher with an unused language skill or engage a new teacher to teach the necessary hours.

Recruitment of Teachers

In the case of Spanish and Italian, schools have generally recruited their own teacher, sometimes from among existing staff. The Initiative has also provided a list of Spanish and Italian teachers to assist schools in finding a teacher.

In the case of Japanese, however, a few schools have located their own teacher, but in most cases the Initiative has allocated someone from its panel of Japanese Development Officers (JDOs). These JDOs were specially recruited and trained by the Languages Initiative. (See page 34.)

*"The limits of my language mean
the limits of my world."*

Ludwig Wittgenstein



Student of Our Lady's Grove
(Jesus and Mary Secondary School, Dublin),
wearing a Yukata.

Figure 1: Total number of schools in Ireland offering Spanish/Italian/Japanese*

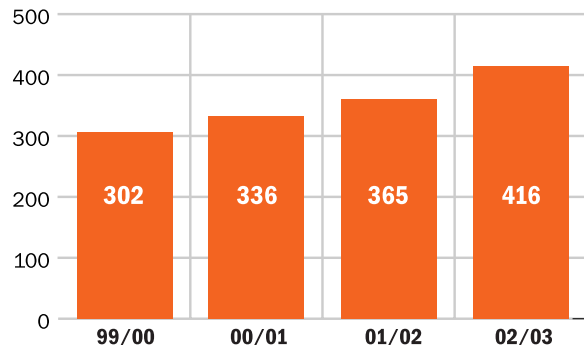
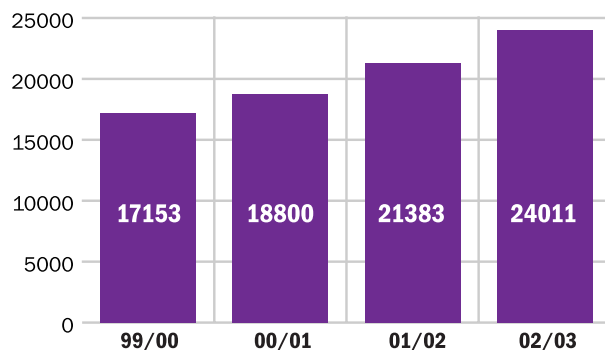


Figure 2: Total number of students in Ireland studying Spanish/Italian/Japanese



*** NOTE:** For the purposes of this graph, figures indicate the number of schools offering Spanish, plus the number of schools offering Italian, plus the number of schools offering Japanese; where a school offers two languages, it is counted twice; where a school offers three languages, it is counted three times.

Development of Teaching Materials

The Post Primary Languages Initiative addressed the problem of the lack of teaching materials for Spanish, Italian and Japanese designed specifically with the Irish school system and Irish syllabuses in mind. To this end, the Initiative commissioned Institiúid Teangeolaíochta Éireann (ITÉ - the Linguistics Institute of Ireland) and Authentik Language Learning Resources Ltd (a campus company of Trinity College Dublin) to produce materials on its behalf.

A number of long-term projects, such as the production of textbooks for Junior Certificate Italian, Leaving Certificate Spanish and Leaving Certificate Japanese, have been undertaken. In order that materials should be available from the outset, several short-term projects were also set up, such as the production of booklets and cassettes on using Spanish/Italian in the classroom and Transition Year Packs for Italian and Japanese. (See page 17 for details of materials being produced for Italian, page 25 for Spanish and page 32 for Japanese.)

Training

The Languages Initiative has actively promoted teacher training for Italian and Spanish by initiating the setting up of a two year Postgraduate Diploma course in language and teaching methodology in the Dublin Institute of Technology. (See page 33.) This training is now also being provided on a regional basis, with courses in Cork (run by UCC) and Sligo (run by NUI Galway).

As mentioned above, particular attention was paid to the training of Japanese Development Officers, given that so few trained teachers of Japanese were available. These teachers were also encouraged to attend training courses in the Japan Foundation Nihongo Centre in London and training in Dublin on the use of technology in language teaching. (See page 34.)

Through its website (www.languagesinitiative.ie) the Initiative also provides information on in-service opportunities abroad (exchanges, courses, etc) and encourages participation in these.

Summary of Numbers of Students/Schools

As will be seen from the graphs on this page (and the more detailed graphs on pages 35 to 38), the Initiative is already having a positive effect on the numbers of students taking Spanish, Italian and Japanese in Irish schools.

The impact of these increases on the numbers of students taking Junior Certificate and Leaving Certificate exams in these subjects will be revealed over the next few years. Already, there is evidence of schools introducing a language at Transition Year on a trial basis and later going on to introduce it at Junior Certificate and Leaving Certificate.

Russian

In 2002/03, St Joseph's College, Lucan, Co Dublin, became the first school to offer Russian as part of the Languages Initiative.

Schools wishing to offer Russian as a Transition Year module are entitled to the same support as the other languages, that is, a materials grant and payment of teaching hours. A database of available teachers of Russian has been posted on the website to assist interested schools in sourcing teachers.

The level of interest in a pilot Leaving Certificate class in Russian (similar to the Japanese Leaving Certificate pilot group - see page 31) is being monitored, and a similar pilot group for Russian may be set up if the demand warrants it. As with Japanese, it is expected that this interest will emerge as more schools opt to introduce Russian in Transition Year. Ideally, students would complete a Transition Year Russian course as a preparatory phase before taking on Russian for Leaving Certificate.

Achievements So Far

All post primary schools in Ireland were invited to apply to participate in the Initiative and it is one of the achievements of the Initiative that the full range of school types is now involved: large and small, co-education and single sex, schools teaching through the medium of Irish, denominational, multi-denominational, urban and rural, those with disadvantaged status. Given that, in the past, girls

have been more likely to choose foreign languages than boys, it is gratifying to see the high participation and positive reaction of boys also.

The National Co-ordinator of the Post Primary Languages Initiative is also a member of the Project Management Group of the Modern Languages in Primary Schools Initiative (formerly the Pilot Project), which began in 1998.

Inevitably, there have been students who have not enjoyed being exposed to these languages, who find them difficult or who express negative views on languages in general. In the case of Transition Year, some schools have discovered that the subjects tend to be more positively greeted when offered as an option and have changed to making a language optional rather than compulsory.

In their comments, students reveal that they see the personal benefits of learning a language, either to broaden their own horizons or for travel purposes (expressed by one as "If you ever go out foreign it would be handy"). Many of them are also thinking ahead to possible career benefits of having another language.

Gratifyingly, there have been very few cases of a school applying for a particular language and being unable to take it up because of the lack of a teacher. There has also been only a small number of cases of schools dropping out of the Initiative, sometimes because a teacher has moved and could not be replaced at short notice or because a school did not offer Transition Year in a particular school year.

European Language Label

Summer Language Scholarships

In 2002, the Post Primary Languages Initiative was selected to receive the European Language Label which is awarded each year to a number of language projects throughout the European community. It was decided to use the prize money to benefit students from disadvantaged schools which fall within the remit of the Trinity Access Programme.

In collaboration with the Trinity Access Programme and IBEC (Irish Business Employers Confederation), both offering generous co-sponsorship, five students were selected to receive summer language scholarships to attend two-week courses in Spain and Italy.

The Irish element of the European Language Label is implemented on behalf of the Department of Education and Science by ITÉ (Institiúid Teangeolaíochta Éireann).





Students of Carndonagh Community School, Co Donegal, practising their Italian skills.

"He that travelleth into a country before he hath some entrance into the language, goeth to school, and not to travel."

Francis Bacon

The Future of the Initiative

For the remaining two years of its five year life span, the Initiative will seek to consolidate the gains made so far in promoting and supporting the teaching of Spanish, Italian and Japanese in post primary schools in Ireland, as well as providing support for the teaching of Russian.

The main challenge facing the Initiative now is to think ahead about how to ensure that the gains made in the teaching of the Initiative languages are not lost when the Initiative runs its course and the support which it has provided disappears. To that end, the Co-ordinator will be working closely with schools and the Department of Education and Science on the mainstreaming of the languages.

The present Interim Report presents a snapshot of the Initiative over half way into its life span. As the Initiative nears its end in two years time, the time would be right to carry out a thorough evaluation. Such an evaluation could examine a number of aspects of the Initiative in a systematic way, considering, for instance:

- the demand for the introduction of Junior Certificate Japanese or Russian
- the need for conversion courses for non H Dip holders to be employed in Ireland where Irish-trained teachers are not available

- the reaction to the Initiative of parents whose only experience of language learning may be French
- an estimation of the number of participating students who, because of the Initiative, learned a foreign language and who would not otherwise have learned any language
- an estimation of the number of participating students who learned an additional and/or different language
- the level of success of co-ordinating the Post Primary Languages Initiative with primary schools which participated in the Modern Languages in Primary Schools Initiative.

The Post Primary Languages Initiative has come at a time when Irish people are travelling further than ever before, when more speakers of other languages are coming to our shores, when the country is trading with new and different countries, when, in short, the need for Irish people to speak a wider range of languages has never been greater.

It is the ideal of both the Council of Europe and the European Union that everyone should be able to speak at least two languages other than their mother tongue. We in Ireland have a long way to go before we reach that goal, but, thanks to the Post Primary Languages Initiative, we have made a start.



Italian

Introduction

The focus on Italian in the Post Primary Languages Initiative has been successful not only in halting the erosion in the number of schools offering this language, but in starting it back on the road to growth.

It is an extremely accessible language from which students derive great enjoyment and there are obvious cultural attractions: art, music, literature, food, a Mediterranean lifestyle. Italian is also more widely spoken than often realised, not only in Italy and its islands of Sicily and Sardinia, but in Switzerland, Malta, parts of Africa and in the US.

The potential of Italian to enhance a career should not be overlooked as it can be a valuable language to have for anyone with an interest in art, architecture, design or the worlds of fashion, opera and soccer. Ireland's trade links with Italy are also among its strongest in the European Union and some of Italy's leading financial institutions have offices here. Tourism - an enticing career path for many young people - should not be forgotten either, given that in the year 2000 over 100 Italian tour operators offered Ireland as a much sought-after tourist destination.



Patricia Doyle, Aisling Middleton and Laura Hennessy, students of Italian at St Leo's College, Carlow

"I feel good that we are learning something different – it feels that we are doing something special."

Rebecca Kenny, LCA

St Leo's College, Carlow

Clare Ryan, Principal of St Leo's College, Carlow was, in her own words, "really thrilled" to be able to offer Italian to her senior students in 2002.

Languages are extremely respected in St Leo's College. We already offer both French and German and are highly successful in these areas with highly developed and innovative Departments. Adding Italian seemed a natural progression.

A number of elements facilitated this. Firstly, I was fortunate to have a teacher, **Joyce Macken**, who was extremely willing, enthusiastic and able. She immediately warmed to the idea and did a huge amount of preparatory work during the summer holidays in advance of commencing Italian in Transition Year and Leaving Cert Applied

Rebecca Kenny, Imelda Laffan, Patricia Doyle, Sinéad Byrne, Helen Cunningham, Bernie Brophy, Kathrese Brennan and Laura Hennessy, all students of Italian at St Leo's College, Carlow

(LCA) in September. This preparation has been constant and is a key ingredient in the successful implementation of the programme.

The grant provided by the Languages Initiative allowed us to purchase textbooks and the necessary resources to start. The hours allocation for the school is indispensable and permitted me to enthusiastically support the programme.

During the year, the school was also fortunate to have two full time Italian students in 5th Year whose presence made the language a living reality. We also hosted a two-week exchange with over 40 Italian students. Their visit (particularly that of the male students) further promoted a genuine interest in the language. In addition, the school had an Italian student on work placement in the office

during the year and she really contributed greatly to the advancement of the language.

As a language teacher, I fully support the promotion of languages at both primary and second level. I am very pleased with the students' reactions and hope to continue our new relationship with Italy.

Clare Ryan
Principal
St Leo's College, Carlow

"I like the way it rolls off your tongue. You say the words as they look."

Sinéad Byrne, LCA



St Paul's CBS, North Brunswick Street, Dublin

If motivation is the key to learning, Italian teacher David Mangan knows well what will motivate his students: "I teach them some chat-up lines which they might be able to try out on some of the good-looking Italian girls who come to Ireland in the summer."

Obviously, word has spread. Italian, which was introduced to the school a few years prior to the launch of the Languages Initiative, is now offered to a wide range of students in the school from Junior Certificate to LCVP (Leaving Cert Vocational

Programme) to LCA (Leaving Cert Applied). It is also on offer in the years that the school has a Transition Year class.



6th Year Italian students of St Paul's CBS

In addition to teaching them the language, David tries to get his students interested in the culture of Italy, for example, taking them to the National Gallery of Ireland to introduce them to Italian art. He says, "Most students enjoy Italian and I get a lot of positive feedback."

"I visited Rome in 1998 and fell in love with the culture and language. When you start putting sentences together the fun you can have with friends in or outside the class is brilliant."

Kevin Prendergast, 6th Year

Loreto Secondary School, Letterkenny, Co Donegal

"It's about time in Ireland that we became less paranoid about languages," says Sr Siobhan Ní Chuill, Principal of Loreto Secondary School, Letterkenny.

In addition to English and Irish, the school offers French, German and Spanish and, thanks to the support of the Post Primary Languages Initiative, now also offers Italian as a ten week module in Transition Year and for Leaving Cert Applied. Lunchtime classes in Italian for beginners are also on offer as an extracurricular subject.

Students at the school are encouraged to do a foreign language, not least because it is a requirement of most university and college courses. But they will have a long way to go to catch up with their Italian teacher, **Liliana Tschantret**, who speaks not only Italian, but also Spanish, Portuguese, French, German and English. Quite a standard for her students to aspire to!

"I think we should learn Italian all year."

Rachel O'Donnell, Transition Year



Italian teacher Liliana Tschantret with students of Loreto Secondary School, Letterkenny



An Italian experience: Italian teacher Orlaith Scallan with students of Sancta Maria College, Dublin

“I have always had an interest in Italy and I want to travel round the country when I’m older. If I have the language it’ll give me a head start.”

Elaine Peppard, 1st Year

Sancta Maria College, Rathfarnham, Dublin

“As Europeans, the more languages we speak, the better,” says Sr Basil Gaffney, Principal of Sancta Maria College.

In keeping with the very pro-languages stance of its Principal, the school has been an enthusiastic participant in the Post Primary Languages Initiative from the beginning. Before the launch of the Initiative, Spanish was already on offer throughout the school, while Italian was available only in Transition Year. Because of the Initiative, it has been possible to offer Italian to a wider range of students and also to introduce Japanese.

Sr Basil has high praise for the Initiative: “It is excellent from the point of view that it helps finance an additional language and it broadens the options we can offer students.”

Over the last three years, the number of students taking Italian has grown steadily, so that by 2002/03 there were classes not only in Transition Year but also in 5th and 6th Year Leaving Cert Applied and in 1st and 2nd Year. According to Italian teacher **Orlaith Scallan**, students choose to do Italian for a number of reasons, ranging from liking the sound of the language to a fondness for pizza. Often, it is only when they begin to learn it that they realize the potential career reasons for learning the language also, given that Italy is the fifth largest industrial country in the world and has many economic links with Ireland.

Students in Sancta Maria College are encouraged to take two foreign languages - a great opportunity for those students who are especially good at languages.

Those who opt for Italian soon discover the complementary nature of languages, where their previous knowledge of languages – be it English, French or whatever - helps their understanding of Italian and they can quickly make good progress.

“I recognize a lot of words because they’re like words in English. I find it easy.”

Jean Ryan, 2nd Year



Italian teacher Orlaith Scallan with students of Sancta Maria College, Dublin

Caritas College, Ballyfermot, Dublin

Caritas College offers a module in Italian to its Transition Year students. As can be seen from this selection of their comments, the students not only learn some of the language, but also gain an insight into aspects of Italian culture.

“We did projects on many different parts of Italian culture.”

*Claire Murphy and Laura Creighton,
Transition Year*

“We decided to have an Italian food tasting day. You had to ask for what you wanted in Italian. If you didn't, you didn't get it!”

Transition Year student



The 2001/02 Transition Year class of Caritas College

*“As part of our Italian course we watched the film *La vita è bella* (Life is Beautiful). Although we only had 3-4 months of Italian, there were many words we understood.”*

Transition Year student

Mercy College, Sligo

Since the launch of the Languages Initiative, the numbers of students taking Spanish in Mercy College, Sligo, have tripled, while both Japanese and Italian were introduced in 2002. Italian teacher **Imelda Harte** tells us about the activities of the first Leaving Cert Applied (LCA) Italian students.

Each LCA student undertook to investigate an aspect of Italian culture and civilization and presented her findings to the class. This proved to be an excellent way of motivating students to be aware of Italy and its potential for holidays, etc. They investigated and sampled Italian food, visited Italian restaurants and coffee shops in the area and studied their menus. They also studied the proliferation of new coffees on the market in Ireland, mostly of Italian origin.

The students have learned greetings, numbers, introductions, food and names of buildings and have compiled a list of essential phrases to know when on holiday in Italy.



Making history: the first ever LCA Italian class in Mercy College, Sligo.

For a while, we thought we were making history when we introduced Italian, but have discovered that the language was available in the school over 30 years ago. Still, we are making our own little piece of history by re-introducing it.

Imelda Harte
Teacher of Italian
Mercy College, Sligo

“I am really enjoying learning Italian and I've learned a lot about Italy and the lifestyle.”

Rachel Harte, LCA

Italian

The Scopri l'italiano (Discover Italian) Video

“It’s fun to learn.”

Orla Wade,
St Joseph’s College, Lucan



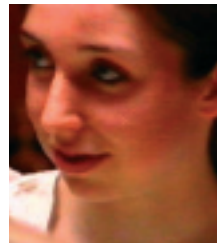
“It’s not only a linguistic experience, but a cultural experience.”



David King, Scoil Eoin, Athy, Co Kildare

“I’d love to speak Italian for the rest of my life”

Helen Leonard,
Mount Sackville Secondary School, Dublin



“My dream? I want to be a chef and I would like to cook Italian food.”

Isoken Edosa,
Larkin Community College, Dublin



“Sexy,” “musical,” “romantic,” “full of passion,” “fun,” “beautiful” – just some of the ways the contributors to the *Scopri l’italiano (Discover Italian)* video describe the language.

This short video, produced by the Post Primary Languages Initiative, features students from four Irish schools who are eager to share their love of the language. The video also whisks us off to Milan where Irish people working for Bord Bia, Enterprise Ireland, in fashion and in industrial design share their experience. Other contributors include a student studying Italian at university in Ireland and a tour guide who conducts tours of Dublin in Italian.

The video has been well received in schools, where both students already learning the language and those making a decision about what language to take have enjoyed watching it. In particular, they like hearing the views of some of their fellow students. As teacher Liliana Tschantret of Loreto Secondary School, Letterkenny, says, “My students definitely identify with the students in the video – and there’s always a comment from the girls on the handsome Italian boys.”

And if the words of the contributors are not enough to convince viewers of the attractions of learning Italian, the shots of beautiful sunshine, beautiful people and beautiful places should do the rest.



The *Scopri l’italiano (Discover Italian)* video is available from:

Post Primary Languages Initiative

Marino Institute of Education, Griffith Avenue, Dublin 9

Tel: (01) 805 7794 Fax: (01) 853 5118 E-mail: bgilroy@mie.ie

Teaching Materials

Since July 2001 Italian teachers in Ireland have had a goldmine of information and resources to draw on in the person of **Silvia Bertoni**.

Working on behalf of the Post Primary Languages Initiative and based in Institiúid Teangeolaíochta Éireann (ITÉ), Silvia has produced Italian materials for use in Irish classrooms, given workshops, developed a resource centre for teachers and also provided an invaluable source of advice.

Italian in the classroom

The first task Silvia undertook was to produce a cassette and accompanying booklet called *L'italiano in classe*. Useful for teachers who are eager to use as much Italian as possible in the classroom, they include school jargon which might not be readily available in standard dictionaries, such as the phrases *scrivere in brutta* (write a rough version) and *scrivere in bella* (write a final version).

Transition Year Pack

The *Transition Year Pack* which Silvia has put together caters for all scenarios, whether students are doing a short, intensive module of Italian or perhaps having one class a week throughout a full Transition Year. Students may also be continuing on

from Junior Cert or starting Italian with a view to doing it up to Leaving Cert. The pack includes worksheets and information on language and culture and has a strong emphasis on project material, often an important element of Transition Year work.

Junior Certificate

Over the past year, teachers in six schools in Ireland have piloted the first volume of a new Junior Certificate textbook, *Giro d'Italia*, closely based on the Junior Certificate syllabus for Italian. Work has already also begun on a second volume and it is planned that the textbooks will be accompanied by a CD, a Teacher's Book and an Extra Resources Book.

The books contain a lot of cultural information, a deliberate choice because, as Silvia says, "The cultural information is highly motivating for students and through it they learn the language."

"It's been a huge improvement to have something for the Irish system."

Aidan Farrell, Italian teacher piloting the new Junior Cert material, Scoil Eoin, Athy, Co Kildare

Italian Materials

Copies of *L'italiano in classe* are available for €6. Copies of all Italian materials and details of forthcoming publications available from:

Silvia Bertoni, ITÉ, 31 Plas Mhic Liam,
Baile Áth Cliath 2
E-mail: silvia@ite.ie
Website: www.ite.ie

Watch out for information also on the Languages Initiative website:
www.languagesinitiative.ie



Sample pages from the new Italian Junior Certificate textbook *Giro d'Italia* (Designed by Patricia Leavey, Publications Officer, ITÉ)



Spanish

Introduction

Spanish is in fashion here in Ireland, making the Languages Initiative's task of promoting the language particularly timely.

Why such popularity? It seems to be a combination of factors: Spanish speakers are in vogue in popular culture (more than one student mentions the appeal of pop singer Enrique Iglesias when listing reasons for wanting to learn the language); unprecedented numbers of Irish people own holiday homes in Spain or travel there regularly and want to be able to communicate with local people; at an economic level, Spain is an important trading partner and there is a growing awareness of the rapidly emerging markets of Latin America.

Ironically, many in Ireland have tended to think of Spanish as a "minority" language as it has not been widely available in schools. In fact, it is an important world language, following Chinese and English as the third most widely spoken language in the world. It is predicted that by 2010, 400 million people worldwide - including many millions in the United States - will speak Spanish.

The testimony of students on the following pages reveals that they find it an accessible and enjoyable language, as well as one which they think will benefit them both personally and professionally.

School Reports

Coláiste Ráithín, Bray, Co Wicklow

Spanish teacher Éanna Ó Floinn reports on the enthusiastic reaction to the introduction of Spanish in Coláiste Ráithín.

The introduction of Spanish in Coláiste Ráithín has been a great success and classes are enthusiastic and involved.

We started in 2001 with 12 1st Years and by the second year had a total of 40 students in Junior Cycle taking Spanish. We are anticipating another good year in 2003 as regards new entrants opting for Spanish and it looks like numbers will increase year by year as we take them up through the ranks.

In March of 2002, I took 16 students - a group comprising 1st Years who were studying Spanish and some 2nd Years who were interested in learning - on a study trip to Colegio Maravillas, a language academy in Benalmádena, near Málaga. This involved four hours of language tuition each morning, with activities and tours in the afternoons. The students stayed with Spanish host families within easy walking distance of the school. The trip was very reasonably priced and was a great success.

I would strongly recommend that any other school where Spanish is not currently on the curriculum should become involved in the Languages Initiative as I think it adds a significant cultural dimension to the life of any school and is a motivator in the atmosphere and learning process generally.

Finally, my sincerest thanks to all at the Languages Initiative for giving me the opportunity of finally getting involved in Spanish teaching. You've given a weary economics teacher a new lease of life - and kept me in teaching in the process!

Éanna Ó Floinn
Teacher of Spanish
Coláiste Ráithín, Bray, Co Wicklow

“I started Spanish because I have been in the US and I have heard a lot of Spanish being spoken there.

It is now my favourite subject.”

Neil Warner, 2nd Year

“I like learning Spanish because it's different – not what most people choose. I really enjoy it.”

Finbarr O'Sullivan, 2nd Year

“I like learning Spanish because it is easy to learn. It's spoken in loads of countries, so it's useful to have.”

Sarah Wogan, 2nd Year



1st and 2nd Year students from Coláiste Ráithín, with teacher Éanna Ó Floinn, visit the Alhambra palace in Granada, Spain

Spanish

School Reports

“Our teacher makes it fun to learn. We use different methods to learn it – like role plays and songs – and we learn about the culture.”

Leona Mullen, Transition Year

Monaghan Collegiate School, Corlatt, Co Monaghan

The introduction of Spanish in Transition Year in Monaghan Collegiate School has aroused so much interest that it is hoped to offer it as a mainstream subject in the next few years.

“Spain has great football players!”

Andrew Hall, Transition Year

When Monaghan Collegiate School decided to participate in the Post Primary Languages Initiative, the choice of which language to offer was made easy by the availability of a member of staff who already had Spanish.

Aline Gilmore, who up to then was teaching mostly business and careers, says: “I’ve thoroughly enjoyed having the chance to teach Spanish.” And, from their comments, it seems that her students have thoroughly enjoyed having the chance to learn it.



Transition Year students of Monaghan Collegiate School

“Spanish food is delicious and their music is cool and funky.”

Berry Maxwell, Transition Year

Ashton Comprehensive, Cork

Ashton Comprehensive introduced Spanish with the support of the Languages Initiative and currently offers it at Transition Year and for LCVP (Leaving Certificate Vocational Programme). Spanish teacher *Olan Geaney* reports on some of the school’s Spanish activities.

2001/02 was an exciting year for us as our student Vera Thiemig was one of the winners of a competition organised by the Languages Initiative. The school prize of an encyclopedia in Spanish on CD-Rom is a very popular resource.

We had an Open Day in October 2002 in which project work formed a big part of the Spanish display. Popular themes were “Food and Drink”, “Traditions and Fiestas”, “Cultural Differences”, etc.

With the help of funds provided by the Languages Initiative we purchased some videos and music CDs which are proving to be extremely popular. I would highly recommend the Viewtech *Tres minutos, por favor* video series. These 3-minute sketches by native speakers offer endless opportunities with vocabulary and appeal to the students in a big way.

Olan Geaney

Teacher of Spanish
Ashton Comprehensive, Cork

5th Year student Gustavo Taconet (far right) from Madrid helps Sharon Harris and Nikita Kirillov with role play practice.



Bandon Grammar School, Co Cork

Spanish teacher Stephanie Slattery describes how the introduction of Spanish in Bandon Grammar School has inspired both students and staff.

“I didn’t realise that I would learn so much so quickly.”

Ronan Murray

In September 2002, thanks to the Post Primary Languages Initiative, Bandon Grammar School was able to introduce Spanish as a subject on offer in Transition Year and in Senior Cycle. This had been highly desired by students and parents as a way of enhancing and expanding future opportunities.

With the initial allocation of six hours of Spanish teaching per week, we offered classes to Forms IV, V and VI. In addition, we had two students preparing for the Junior Certificate examination and even some members of staff who took up private lessons!

Students have a Spanish Club on Tuesday evenings where they can practise some more Spanish, read *Hola* magazine, receive extra help, watch a short cartoon or play language games. We have also made contact with a school in Spain and everyone has started writing to pen pals there.

As our school embraces cultural diversity, we were extremely pleased to be hosting two native Spanish pupils in 2002 who enjoyed helping the Spanish learners and sharing facets of their culture with them.

The students are glad to have the option of learning Spanish and have fun with the language, for example, with the *trabalenguas* (tongue-twisters). They also find Spanish culture very interesting. They recognise the obvious challenges of taking up any new language, but so far students feel they have learned a lot.

The school is very keen to introduce Spanish in Form 1 and is currently investigating its feasibility.

Stephanie Slattery

Teacher of Spanish

Bandon Grammar School, Co Cork

“The next year and a half is going to be tough but I’m determined to learn Spanish, not just as a subject for my Leaving Cert but as a language that I can use in the future.”

Niamh Ni Chraolaio

“Spanish was a fresh start, a new beginning. I am enjoying Spanish - it’s a new, exciting language for me!”

Sophie Barry



Form IV Spanish students, Bandon Grammar School

School Reports

Rockbrook Park School, Rathfarnham, Dublin

José María Cabello Pérez, current President of the Association of Teachers of Spanish, describes just some of the undertakings of Rockbrook Park School's very active Spanish department.

Various activities have been organised in recent years to promote Spanish, the most prominent being our Spanish Week and our Exchange Trip to Spain.

Our Spanish Week is now an annual event during which students decorate the classrooms with maps and posters on typical Spanish themes, such as bullfighting and flamenco dancing. They also submit projects on Spain and Spanish-speaking countries, watch a Spanish film or a feature film dubbed into Spanish and sample Spanish or South American cuisine by going to Spanish or Mexican restaurants in town. The classes that cannot make it down to the restaurant have a Spanish omelette roll in school - provided by some mothers who cook fantastic omelettes!

Our exchanges have been on-going for years. In the last few years we have travelled to Córdoba, a beautiful and picturesque city in the south of Spain, where 2nd and 4th Year students have classes in a school side by side with their Spanish friends. They also have three hours of intensive Spanish classes per day and in the afternoons do some fun activities, such as go-karting, archery, swimming, cultural visits, etc. At weekends we usually visit other cities in the south of Spain, such as Granada, Seville, Jerez and Cadiz.

José María Cabello Pérez
Teacher of Spanish
Rockbrook Park School,
Rathfarnham, Dublin

“The Languages Initiative has helped our school to continue to support and promote the teaching of Spanish.”

José María Cabello Pérez



Students of Rockbrook Park School on an exchange trip to Spain

Maynooth Post Primary School, Co Kildare

According to Spanish teacher **Núla Ní Dhomhnaill**, the introduction of Spanish at Maynooth Post Primary School has been “an absolute success” to date.

Spanish was an elective subject for the 1st Year students in 2002/03 - the very first time it had been offered in the school. The number of students that chose Spanish exceeded the number of places available.

The school also offered a Spanish module to the Transition Years and one class a week to both the 5th and 6th LCVP (Leaving Certificate Vocational Programme) group. I gave my senior classes a brief introduction to the Spanish language and an overview of Spain and the way of life there.

My 1st Years hope to take Spanish to Junior Cert and go on to do Leaving Cert Spanish. In my opinion, the 1st Year Spanish classes are flourishing and I am delighted with their interest and enthusiasm.

Núla Ní Dhomhnaill

Teacher of Spanish
Maynooth Post Primary School,
Co Kildare

“Lots of people wanted to do Spanish at the start of the year. I was one of the lucky ones to get to do it. Boy, was I lucky. ¡Es estupendo!”

1st Year student



1st Year students of Maynooth Post Primary School

Mercy Heights Secondary School, Skibbereen, Co Cork

As Spanish teacher **Judy Burke** reports, the Transition Year Spanish class in Mercy Heights had a busy year in 2002/03.

My Transition Year Spanish class put on a production of *Blancanieves (Snow White)* which was a great success and enabled the girls to use everyday Spanish phrases in a very natural and easy fashion. We also invited South American students attending a boarding school 20 miles away to visit. We had a most entertaining afternoon and the Mexican girls seemed almost reluctant to go back.

Our school was very grateful for the generous grant which we received from the Languages Initiative. So far we have purchased videos, flash cards and children's songs which all go towards making Spanish easier and more fun to learn.

Judy Burke

Teacher of Spanish
Mercy Heights
Secondary School,
Skibbereen, Co Cork

Blancanieves (Snow White) and the Wicked Witch in a production of *Snow White* put on by the Transition Year Spanish class of Mercy Heights Secondary School, Skibbereen



Students of Mercy Heights, Skibbereen, with their Mexican visitors



The Discover Spanish Video

When the irrepressible TV presenter Hector Ó hEochagáin was invited to present the *Discover Spanish* video for the Post Primary Languages Initiative, he didn't need to be asked twice. A confirmed hispanophile ever since he lived in Spain some years ago, he was only too happy to pass on his passion for the Spanish language and Spanish culture.

Hector meets some of the students learning Spanish in St Michael's College, Dublin, and Jesus and Mary Secondary School, Galway, and the video also shows how Spanish can be an asset for people in many careers, from marketing managers to journalists, from sales executives to teachers, from accountants to tourism personnel.

Throwing himself enthusiastically into a salsa class, Hector doesn't neglect the sheer fun and exuberance of Latin American culture and he reminds viewers of the many Spanish speakers at the forefront of the worlds of literature, music, cinema, sport and art.

The video has reached a variety of audiences: parents being informed about the availability of Spanish in Irish schools; students trying to make a decision on which language to study; students already studying Spanish. In fact, it has proved so popular that the Education Office of the Spanish Embassy in London is making extensive use of it in its promotion of Spanish in Britain.

“The video with Hector has made me more eager to try to learn the language.”

Berry Maxwell, Transition Year student, Monaghan Collegiate School

“The excellent presentation really helped the students make an informed decision in terms of their preferred language choice.”

Derval Linehan and Maria Neary, Spanish teachers, St Brigid's Secondary School, Killarney

The *Discover Spanish* video is available from:

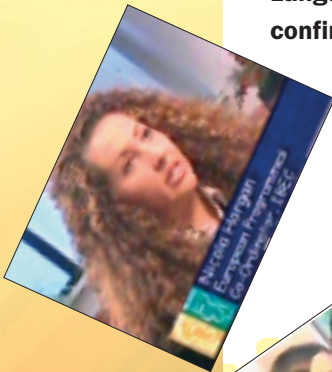
Post Primary Languages Initiative

Marino Institute of Education

Griffith Avenue, Dublin 9

Tel: (01) 805 7794 Fax: (01) 853 5118

E-mail: bgilroy@mie.ie



Teaching Materials

For years, Spanish teachers have lamented the dearth of materials specifically designed to meet the needs of students studying Spanish to Leaving Certificate level. Finally, that gap is going to be filled.

On behalf of the Post Primary Languages Initiative, the design and production of materials for Leaving Cert Spanish is being undertaken by Authentik Language Learning Resources Ltd, the campus company of Trinity College, Dublin, whose highly regarded language learning materials have been popular in Irish schools for years.

Usando el español en clase

Institiúid Teangeolaíochta Éireann (ITÉ) has produced a useful resource for teachers using the target language in the classroom. Copies of the *Usando el español en clase* booklet and accompanying cassette are available at a cost of €6 from: David Barnwell, ITÉ, 31 Plas Mhic Liam, Baile Áth Cliath 2

E-mail: dbarnwell@ite.ie

Website: www.ite.ie



The planned publications will consist of a textbook to cover the two year Leaving Certificate cycle, with accompanying cassettes, Teacher's Book and internet support. The materials will be youth oriented and colourful, reflecting the culture of the Spanish speaking world. They will be task based, facilitating students to "do" things in the language classroom as they simultaneously build up their grammar awareness and vocabulary. They will also promote learner autonomy (independence) by developing language learning strategies and by encouraging pair and group work.

Linda Richardson, Managing Editor of Authentik, says, "There will be a core fun element to the material, allowing for games, role-plays and activities, but the materials will at all times take into consideration the requirements of the Leaving Certificate Spanish syllabus."

The new Leaving Certificate Spanish materials will be ready for the classroom for September 2004. Watch the websites for details:

www.languagesinitiative.ie

www.authentik.com

"I'm delighted to hear that a Leaving Cert Spanish book is being brought out. At last!"

**Aishling Walshe, Spanish teacher,
Loreto Secondary School, Letterkenny, Co Donegal**



Sample pages from the forthcoming Spanish Leaving Certificate textbook



Japanese

Introduction

In schools offering Japanese as part of the Languages Initiative, the language has benefited from having great novelty value, with students getting a kick out of seeing the astonishment on the faces of friends and family when they tell them what they are studying. The football World Cup also played a part in increasing the awareness and popularity of the language.

Its inclusion as part of the Initiative comes at an opportune moment as it coincides with the revamping of the Japanese Leaving Certificate syllabus to make it more accessible to non-native speakers. It is now possible for beginners to take the Leaving Certificate on the basis of a two-year course.

Japanese provides a new challenge to students. It suits those with heightened visual awareness and, belying its reputation as a difficult language, it is actually grammatically easier than European languages, with no genders, no articles, few plurals and very regular verbs. It also uses a lot of stock phrases, so students who master a number of these find that they can very quickly participate in daily communication. It is particularly attractive to students who may not previously have had a successful experience of learning languages as it provides them with a language experience where everyone starts at the same level.

As will be seen from the comments in the following school reports, students have also got great enjoyment out of learning about a culture so different from our own.

School Reports

If you ever happen to hear snatches of Japanese dialogue from Irish teenagers in County Clare, the chances are high that the person responsible is **Midori Hayes**. She has been giving classes in Transition Year in a number of schools in the county where she teaches students some basic vocabulary useful for everyday conversation. She also gives them an insight into Japanese culture - everything from calligraphy to origami to traditional festivals, games and music.

Coláiste Muire, Ennis, Co Clare



Making Japanese music: Midori Hayes, dressed in a traditional kimono, with students of Coláiste Muire playing the yoko-bue (bamboo flute), sasara (bamboo shaker) and taiko (barrel drum).
Photo: Eamon Ward (Clare Champion)

Ennis Community College, Co Clare

Japanese etiquette: students of Ennis Community College sitting on Japanese cushions (zabuton) and rice straw mats (goza) as they practise playing the roles of host and guest in a Japanese home.



Playing the traditional Japanese game Fukuwarai (funny face) in Ennis Community College.

St Michael's Community College, Kilmihill, Co Clare

A new use for those empty plastic bottles: students of St Michael's Community College practise taiko drumming.



"I really, really love Japanese. I've been interested in Japan and Japanese ever since I spent two and a half months in Japan when I was ten, so I was delighted when we were offered Japanese at school. I'd love to go on and study it in college."

Kate Redington, Transition Year, Coláiste Muire, Ennis

“Brilliant.
Good craic.
Sound teacher!”

Natalie Keogh,
Transition Year

Meán Scoil Muire, Newtownsmith, Co Galway

Tomoko Mori McDermott has been teaching Japanese in Transition Year in a number of schools in Galway, including Meán Scoil Muire in Newtownsmith. The students are really enjoying the novelty of doing something as different as studying Japanese – and more than one has ambitions to take her study of the language further.



Transition Year students of Meán Scoil Muire.

“I thought it was the most interesting class I have ever sat. It was new and different and I have decided that I want to keep studying Japanese for my Leaving Cert.”

Ruth Gilroy, Transition Year

Loreto Secondary School, Clonmel, Co Tipperary

Anne Dooley is one of the pioneers of Transition Year Japanese teaching in Ireland. Her school, Loreto Secondary School, Clonmel, is one of the very small number of schools which was already offering Japanese to students before the launch of the Post Primary Languages Initiative.

As Anne puts it, she “dabbled in Japanese” for Transition Year prior to the launch of the Languages Initiative and feels that the Initiative has given the subject a real boost. “The Initiative has provided invaluable support from

the very start,” she says. “A great programme has been put together for immediate use in the classroom. There are also regular meetings, in-service training, constant encouragement – overall, it’s a really enjoyable programme to be involved in.”

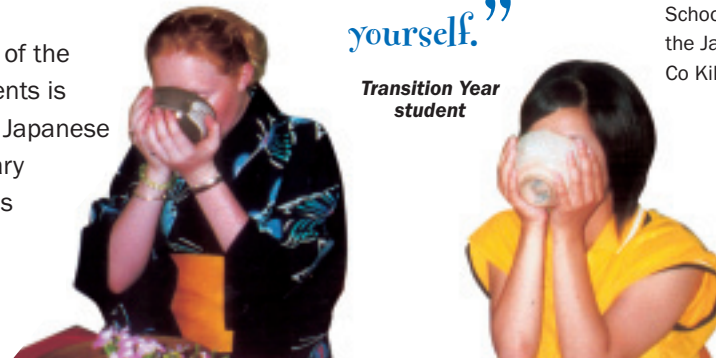
If the enthusiasm of the teacher and students is anything to go by, Japanese in Loreto Secondary School, Clonmel, is here to stay.

“Learning Japanese would make you want to go to Japan and see it for yourself.”

Transition Year student



2001/02 Transition Year students of Loreto Secondary School, Clonmel on a visit to the Japanese Gardens, Co Kildare.



Holly Kearns, student of Loreto Secondary School, and a Japanese friend drinking tea Japanese-style.



Holly Kearns, student of Loreto Secondary School, who won an EIL/Irish Times scholarship for a six week trip to Japan.

Boherbue Comprehensive School, Mallow, Co Cork

The introduction of Japanese in Boherbue Comprehensive School aroused interest in the local press when **Mariko Takishita** taught Transition Year classes there in 2002.



Mariko Takishita teaching Japanese to transition year students at Boherbue Comprehensive School.

Boherbue Students turning Japanese

By Trish O'Dea

BOHERBUE Comprehensive is giving a lead in putting variety into the school curriculum with the help of Mariko Takishita, who is introducing transition year students to the Japanese language and cultural diversity.

When *The Corkman* visited this week, the transition year students were exploring the delicate art of origami and learning how to write their names using Japanese characters.

Anne Stack of Boherbue Comprehensive notes: "The Japanese language and culture is a gateway to a whole new world of experience for young people and, contrary to popular belief, is suitable for a broad ability range."

Extract from an article which appeared in *The Corkman* on September 26, 2002. (Reprinted with kind permission). Photo: Patrick Casey

St Mary's Secondary School, Mallow, Co Cork

Japanese was introduced in Transition Year in St Mary's Secondary School, Mallow, in 2002/03. Transition Year Co-ordinator **Moira Hunter** says that, "The Languages Initiative has been an exciting and worthwhile venture for our school."

Mariko Takishita is an excellent teacher who quickly established a good rapport with the students. Their comments speak highly of good practice and enriching human interaction.

The morning spent preparing and sampling Japanese food was a highlight. I visited the kitchen and had some difficulty fishing out the diminutive Mariko, such was the buzz and excitement. Despite the declaration by some students that the food was an acquired taste (expressed as "yuk, this is horrible!"), here was a fun moment of significant cultural import.



Scene from the Transition Year production of *The Mikado* at St Mary's Secondary School, Mallow

The Music and Drama Department chose to stage *The Mikado* as the year's Transition Year production and Mariko advised on Japanese hairstyles, costuming and make-up. The successful production and performance of *The Mikado* was a further avenue of exploration into Japanese life and culture.

Moira Hunter

Transition Year Co-ordinator
St Mary's Secondary School, Mallow

"Learning a strange
language like Japanese
was a great way to start
Transition Year!"

Janice Mansfield, Transition Year

Rathdown School, Dun Laoghaire, Co Dublin



Transition Year students of Rathdown get to grips with chopsticks.

Ever since Rathdown School began offering Japanese at Transition Year as part of the Languages Initiative, interest has grown year by year.

Una McGrath is one of a select group – small, but growing – of Irish people with a good knowledge of Japan and Japanese, having studied Japanese in DCU (Dublin City University) and lived for some time in Japan.

In her Transition Year classes in Rathdown School she tries to give students an introduction to all aspects of Japanese, from the language – both speaking and writing – to the culture – both contemporary and traditional. For example, students are unlikely ever to commit any *faux pas* in the art of using chopsticks, as they learn how to hold them, how to place them correctly on the table and how to use the paper they come in to fashion a makeshift chopstick holder. (Crunchy nugget biscuits, it seems, come in useful for chopstick practice.)

“My favourite thing about this course is learning the different styles of writing.”

Karen Nelson, Transition Year



Practising the art of Japanese calligraphy.

Presentation Secondary School, Terenure, Dublin St Mac Dara's Community College, Templeogue, Dublin Ashbourne Community School, Co Meath

Izumi Kuroda has been bringing Japanese language and culture to a number of schools in Meath and Dublin where, as can be seen from these comments and photos from some of her schools, her classes have had quite an impact.

“I would advocate Japanese as an important part of Transition Year – a chance to experience a completely different culture and language. It's what TY should be about.”

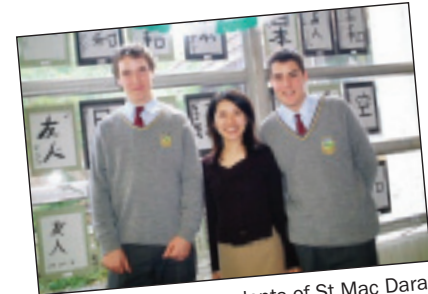
*Finian O'Connor, Transition Year Co-ordinator,
Ashbourne Community School*

“Enjoyable, different. It's good!”

*Transition Year student,
Presentation Secondary School, Terenure*

“I enjoyed learning about the very different way they have of farming in Japan. You don't find very many rice paddies in County Meath.”

*Ian Power, Transition Year student,
Ashbourne Community School*



Izumi Kuroda and students of St Mac Dara's Community College, Templeogue, at the Transition Year Finishing Ceremony in 2002



Students of Presentation Secondary School, Terenure, try some Japanese cooking.

Leaving Certificate Pilot Group

An inevitable knock-on effect of the increase in schools offering Japanese at Transition Year has been a growing number of students interested in taking their study of the language further.

Recognising that most schools were not yet in a position to offer Leaving Cert Japanese themselves, a pilot group was set up of about 20 students from six schools in Dublin and Meath who attend classes on Saturdays. These students will sit Leaving Cert Japanese in 2004, the first year in which the revamped Japanese syllabus will be examined. Teacher Midori Inagaki says, "The students choose to come on this course so they are highly motivated. It's also fun for them to meet students from other schools."

Already, schools in Dublin, Galway and Clare have set up their own Leaving Certificate classes from September 2003.

"People's mouths usually drop when you tell them you're doing Japanese. I hope to keep it on when I leave school because it is such a valuable language to have, especially in business."

Sorcha, Sancta Maria College

Yoko Wakabayashi (left) assisting Midori Inagaki, teacher of the Leaving Certificate pilot group. The pilot group is taught jointly by Midori Inagaki and Una McGrath, with the assistance of Japanese Development Officers Yoko Wakabayashi, Mariko Takishita and Izumi Kuroda.



Japanese Speech Contest

In February 2003, the Japanese Language Teachers of Ireland (JLTI) held their annual Japanese Speech Contest and for the first time included post primary students - all from schools participating in the Languages Initiative.

Overall winner of this section of the contest was Mark Aristizabal, whose ambition it is to work in Japan in the computer game design industry. He probably sums up the attitude of all the contestants when he says, "I love Japanese because it's so exotic."

"It's challenging, but I really like it and actually find it easier than any other language I've studied."

Eoin Hurrell, Coolmine Community School



Contestants in the Japanese Speech Contest: (left to right) Mark Aristizabal (St Mary's College, Rathmines, Dublin), Kimberly Ward and Elaine Ryan (St Raphaela's Secondary School, Stillorgan, Co Dublin), Eoin Hurrell (Coolmine Community School, Dublin), Kate Redington and Jenny Ward (Coláiste Muire, Ennis, Co Clare). Mark and Eoin are also members of the Leaving Cert pilot group.

Ursula Zimmerman is working in **Institiúid Teangeolaíochta Éireann (ITÉ)** to produce materials geared for the very specific needs of Irish students: materials for Transition Year and materials for students going from beginner to Leaving Certificate standard in two years.

Katakana Workbook

One of the first things Ursula produced was a workbook on Katakana, one of the three Japanese scripts. Unlike some books, where students learn individual characters one by one (like learning “a”, “b”, “c”, etc) and yet may not be able to write words, Ursula took an approach that allowed students to read and write words from the beginning. So, for example, in Lesson One students learn the six characters which make up the Japanese word for “Ireland” and then other words which can be made from these characters, giving them a sense of literacy from the very first lesson. The workbook can be used either in Transition Year or for students embarking on a Leaving Cert course.

Transition Year Pack

As Ursula puts it, teachers were “screaming out” for suitable materials to use in Transition Year. She put together an extensive *Transition Year Pack*, including worksheets and information on everything from language to traditional culture to aspects of contemporary popular culture. Depending on how much time they have with students in Transition Year and which aspects they wish to concentrate on, the pack provides a wealth of material for teachers to choose from.

Leaving Certificate

Ursula has begun planning a Leaving Cert textbook which will be accompanied by a CD and Teacher’s Notes. Pilot material will be tried out in schools over the next two years and the final material is to be published for September 2005.

As Ursula says, “The image that Japanese is difficult to master is false. It is a very good subject for students at all levels of ability and it opens up a whole new world”.

Japanese Materials

Copies of Japanese materials and details of forthcoming publications available from:

Ursula Zimmerman,
ITÉ, 31 Plas Mhic Liam, Baile Áth Cliath 2
E-mail: Ursula@ite.ie Website: www.ite.ie

Watch out for information also on the Languages Initiative website: www.languagesinitiative.ie



Sample pages from the Japanese teaching materials (Designed by Patricia Leavey, Publications Officer, ITÉ).

Postgraduate Diploma in Italian/Spanish for Post Primary Teachers

So, the Principal is in favour of introducing Italian or Spanish ... the students are eager ... the other essential ingredient is, of course, the teacher.

From the beginning of the Post Primary Languages Initiative it was seen that there was a significant demand for refresher/training courses for teachers of Italian and Spanish. The first Postgraduate Diploma courses set up to meet this demand started in DIT (Dublin Institute of Technology) in January 2003, co-ordinated by **Michelle Nelson** of Carlow IT and fully funded by the Languages Initiative.

Those taking the courses are practising teachers in post primary schools who are keen either to begin teaching Spanish or Italian or to teach the language to a higher level. Along with their colleagues already teaching these languages, they will play a central role in achieving the aim of the Languages Initiative to expand the teaching of these languages in schools.

Undertaking one of the two-year diploma courses means making a big commitment in terms of time and energy. There are three hours of lectures one evening a week, given by **Silvia Bertoni** and **Susanna Nocchi** for Italian and **María José González** and **Carmen Oroz de Kelly** for Spanish. There are also occasional Saturday workshops - all this usually coming on top of a full-time teaching job. In addition, participants are expected to attend a two

week course in Spain or Italy during the summer. In summer 2003, the participants attended courses in León and Rome and found both the language development and methodology components to be of great benefit.

Despite the shock of going back to being on the receiving end of homework and exams, the participants are enjoying the courses and looking forward to putting what they learn into practice in the classroom.

From October 2003, further Postgraduate Diploma courses have been on offer in Cork (Italian and Spanish) and Sligo (Italian only). While the reaction of one teacher may be a slight overstatement - "Being given the opportunity of doing the Spanish course in Cork is as good as winning the lottery!" (Ursula McWhinney, Kinsale) - it is indicative of the enthusiasm with which the courses have been greeted.

The Postgraduate Diploma courses are advertised in the national press. Information available from:

Michelle Nelson
Carlow Institute of Technology
Carlow
E-mail: nelsonm@itcarlow.ie

Look out for information also on the Languages Initiative website: www.languagesinitiative.ie

"As a language teacher I tend to be very critical of any courses I do, but I have to say the course in DIT is really excellent."

Catherine McAuliffe, Spanish Diploma student

"I have not taught Spanish for some years and this is a great opportunity to re-learn and update what I used to know."

Spanish Diploma student

"Most importantly, it's the children we teach who will benefit most from the high standard of this course."

Maire O'Higgins, Italian Diploma student

The Post Primary Languages Initiative actively encourages language teachers to take advantage of training opportunities.



Workshop leader Una McGrath and Japanese Development Officer Tomoko Osaki during a Japanese workshop.

Japanese Development Officers

While teachers familiar with Spanish and Italian are readily available in Irish schools, the situation is very different when it comes to Japanese. The Languages Initiative therefore organises an on-going series of workshops and networking days to train its Japanese Development Officers (JDOs), who include both Japanese and Irish nationals.

Japan Foundation

The Languages Initiative has also funded a number of teachers to attend training courses in the Japan Foundation Nihongo Centre in London.

The Foundation has also been of great benefit to the promotion of Japanese teaching in Ireland in other ways: ITÉ (Institiúid Teangeolaíochta Éireann) has been awarded both teaching materials and books on Japanese culture; in addition, Ursula Zimmerman, who is designing Japanese teaching materials on behalf of the Languages Initiative (see page 32), successfully applied for the Japanese-Language Education Fellowship programme for the summer of 2003.

Computer Assisted Language Learning

Computers can be a valuable resource for language teachers - although their main problem is often not learning how to use them, but to wrest them briefly out of the hands of science and business teachers.

During 2001 and 2002 a two-phase project named OILTE (Organising In-service Training for Languages and Technology in Education) was organised by ITÉ, supported by the National Centre for Technology in Education and the Curriculum Development Unit. Participants learned how to download content and software from the net and were provided with access to materials they could use in their classes.

Because of the particular technical and linguistic factors involved, separate training, part-sponsored by the Post Primary Languages Initiative, was provided for teachers of Japanese.

Spanish Workshop/Networking Day

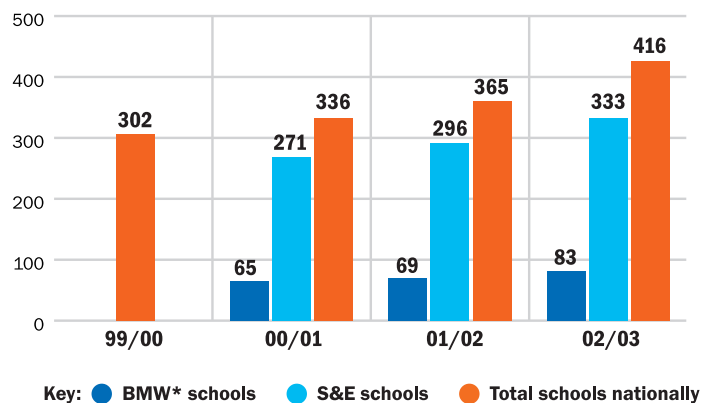
In December 2001, the Languages Initiative held a workshop/networking day for teachers from schools which had recently started to offer Spanish at Junior Certificate or Leaving Cert Applied (LCA) level. It was led by Spanish teachers Bernie Cosgrove of St Michael's College, Ailesbury Road, Dublin, and Catherine Kissane of St Michael's Secondary School, Finglas, Dublin.

Details of training offered by the Post Primary Languages Initiative and information on other sources of training are posted on the Languages Initiative website:

www.languagesinitiative.ie

Overall Statistics for Spanish, Italian and Japanese

Figure 1: Total number of schools in Ireland offering Spanish/Italian/Japanese¹



The number of schools offering Spanish, Italian and Japanese has increased each year during the first three years of the Post Primary Languages Initiative (2000-2003). (See details for individual languages on the following pages.)

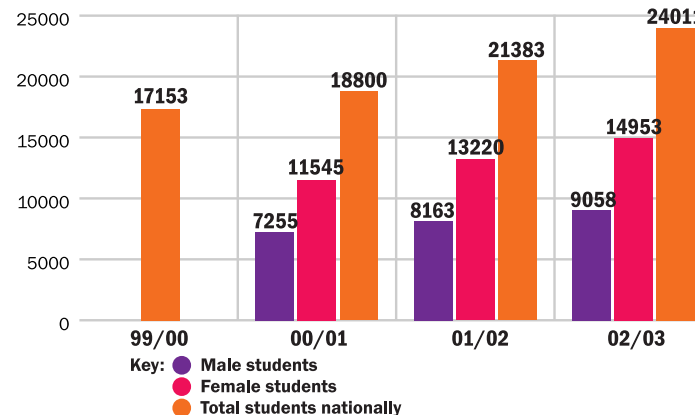
By the third year of the Initiative (2002/03), the number of schools offering these languages had increased by 38% (from 302 to 416), compared with the year prior to the launch of the Initiative (1999/2000).

The increase in the number of schools offering these languages over the first three years of the Initiative applied to both regions: Border, Midland and Western Region* (BMW) and the Southern and Eastern Region (S&E).

¹**NOTE:** For the purposes of this graph, figures indicate the number of schools offering Spanish, plus the number of schools offering Italian, plus the number of schools offering Japanese; where a school offers two languages, it is counted twice; where a school offers three languages, it is counted three times.

Statistical information on this and the following pages was supplied by the IT Unit of the Department of Education and Science, with additional information supplied by individual schools.

Figure 2: Total number of students in Ireland studying Spanish/Italian/Japanese



The number of students taking Spanish, Italian and Japanese has increased each year during the first three years of the Post Primary Languages Initiative (2000-2003). (See details for individual languages on the following pages.)

By the third year of the Initiative (2002/03), the number of students taking these languages had increased by 40% (from 17153 to 24011), compared with the year prior to the launch of the Initiative (1999/2000).

The increase in the number of students over the first three years of the Initiative applied to both male and female students.

*Lists of counties in each region

Southern and Eastern Region (S&E)

Carlow, Clare, Cork, Dublin, Kerry, Kildare, Kilkenny, Limerick, Meath, Tipperary, Waterford, Wexford, Wicklow

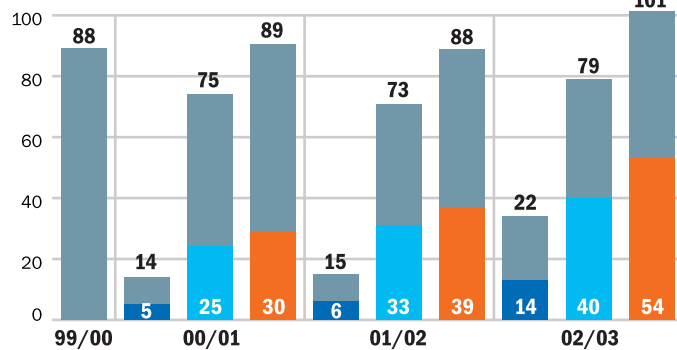
Border, Midland and Western Region (BMW)

Cavan, Donegal, Galway, Laois, Leitrim, Longford, Louth, Mayo, Monaghan, Offaly, Roscommon, Sligo, Westmeath

Italian Statistics

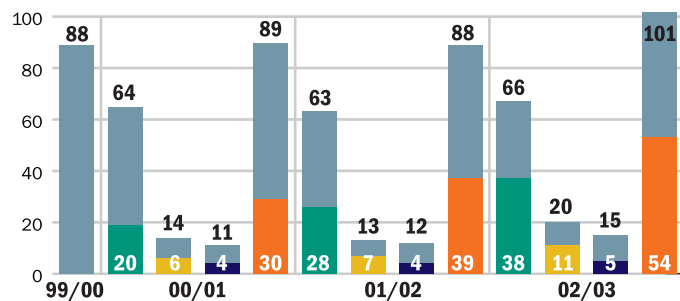
In recent years, prior to the launch of the Post Primary Languages Initiative, Italian had been subject to a certain erosion, with the number of schools offering Italian dropping year by year. During the first two years of the Initiative, the number of schools stayed more or less steady, but by the third year (2002/03), this trend had been reversed and there was an increase in the number of schools offering this language.

Figure 3: Schools offering Italian, broken down by region



Key: ● BMW schools participating in Languages Initiative ● S&E schools participating in Languages Initiative ● All schools participating in Languages Initiative ● Total schools nationally

Figure 4: Schools offering Italian, broken down by school type

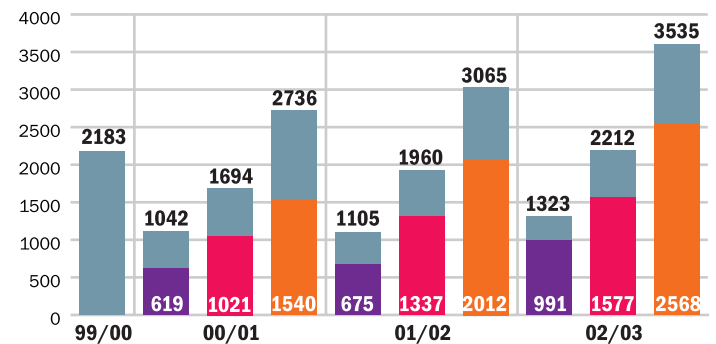


Key: ● Secondary schools participating in Languages Initiative ● Vocational schools and Community Colleges participating in Languages Initiative ● Community and Comprehensive schools participating in Languages Initiative ● All schools participating in Languages Initiative ● Total schools nationally

Despite the fact that the number of schools offering Italian did not increase in 2000/01 and 2001/02, the number of students taking it has increased during each year of the Initiative.

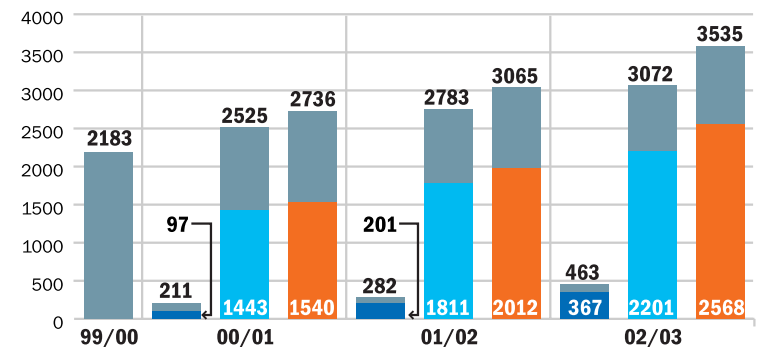
By the third year of the Initiative (2002/03), the number of schools offering Italian had increased by 15% (from 88 to 101) and the number of students taking the language by 62% (from 2183 to 3535), compared with the year prior to the launch of the Initiative (1999/2000).

Figure 5: Students studying Italian, broken down by gender



Key: ● Male students participating in Languages Initiative ● Female students participating in Languages Initiative ● All students participating in Languages Initiative ● Total students nationally

Figure 6: Students studying Italian, broken down by region



Key: ● BMW students participating in Languages Initiative ● S&E students participating in Languages Initiative ● All students participating in Languages Initiative ● Total students nationally

Spanish Statistics

During the first three years of the Initiative, the number of schools offering Spanish has increased each year, as has the overall number of students taking the language.

By the third year of the Initiative (2002/03), the number of schools offering Spanish had increased by 27% (from 207 to 262) and the number of students taking the language by 27% (from 14821 to 18859), compared with the year prior to the launch of the Initiative (1999/2000).

Figure 7: Schools offering Spanish, broken down by region

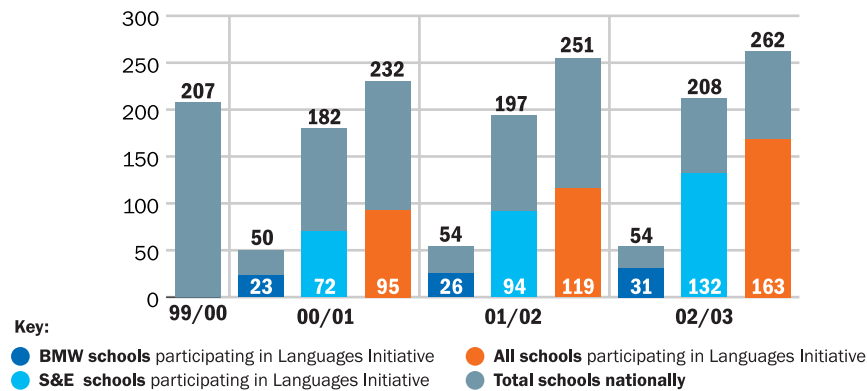


Figure 8: Schools offering Spanish, broken down by school type

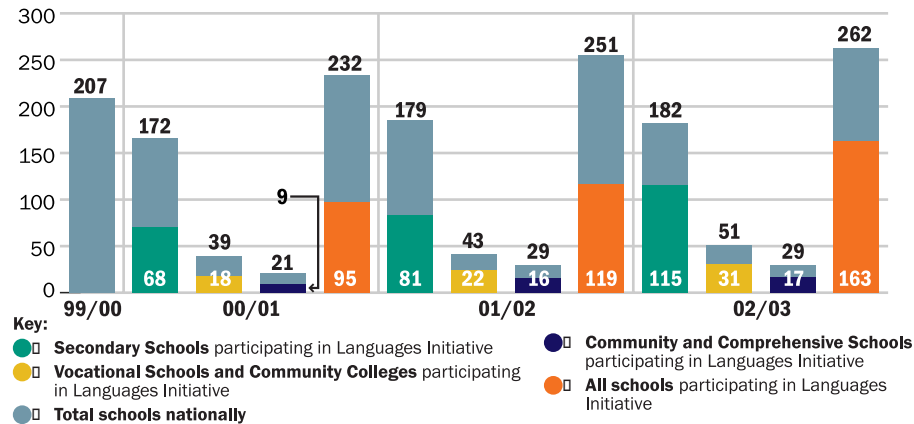


Figure 9: Students studying Spanish, broken down by gender

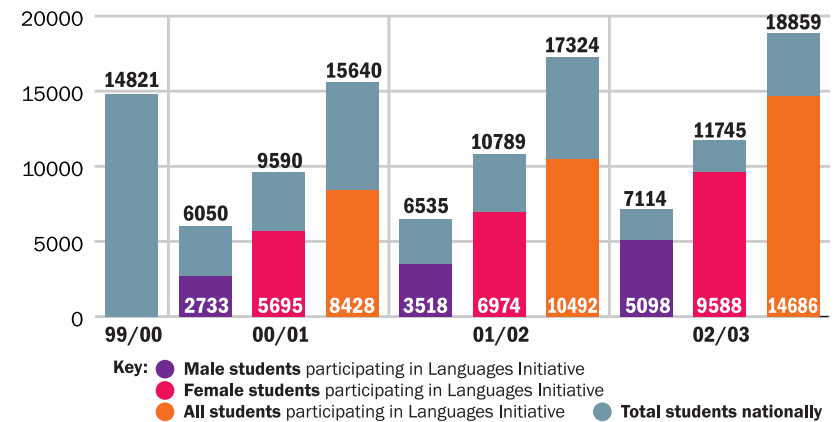
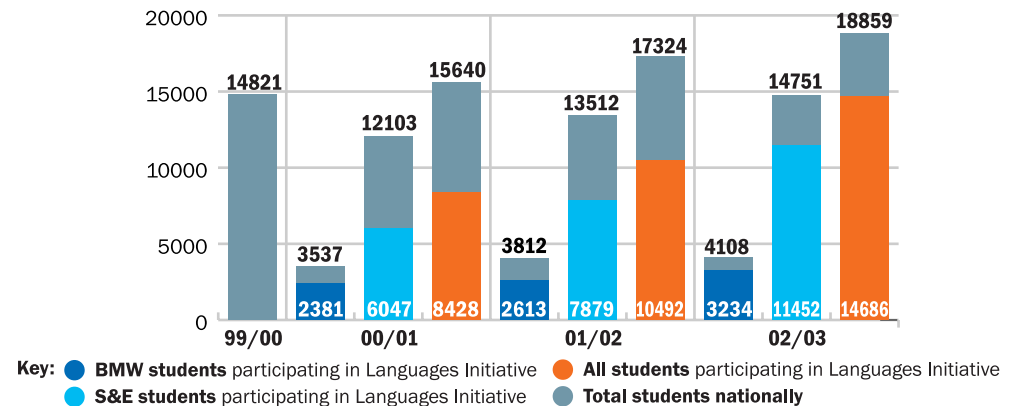


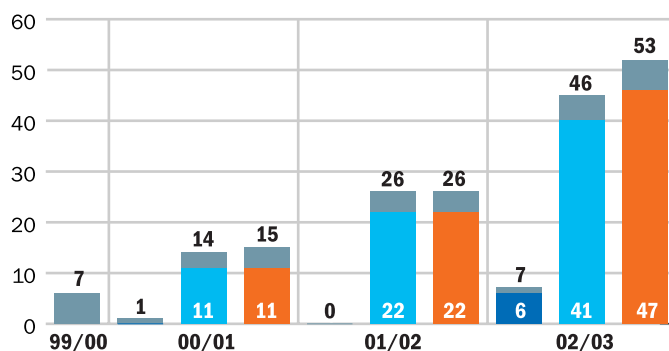
Figure 10: Students studying Spanish, broken down by region



Japanese Statistics

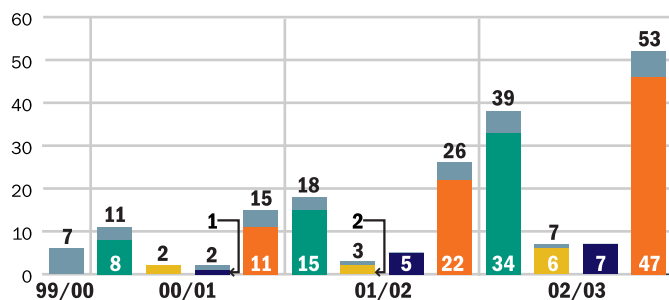
Compared to other languages, the number of schools offering Japanese and the number of students taking the language are very small. Given the very small base from which they started, therefore, the percentage increases over the first three years of the Initiative are spectacular.

Figure 11: Schools offering Japanese, broken down by region



Key: ● BMW schools participating in Languages Initiative ● All schools participating in Languages Initiative
● S&E schools participating in Languages Initiative ● Total schools nationally

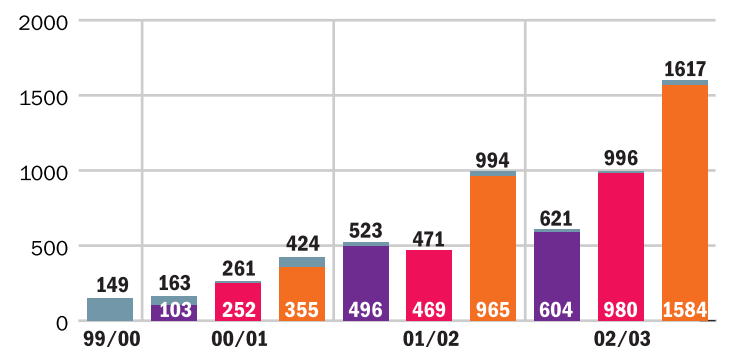
Figure 12: Schools offering Japanese, broken down by school type



Key: ● Secondary schools participating in Languages Initiative ● Community and Comprehensive schools participating in Languages Initiative
● Vocational schools and Community Colleges participating in Languages Initiative ● All schools participating in Languages Initiative
● Total schools nationally

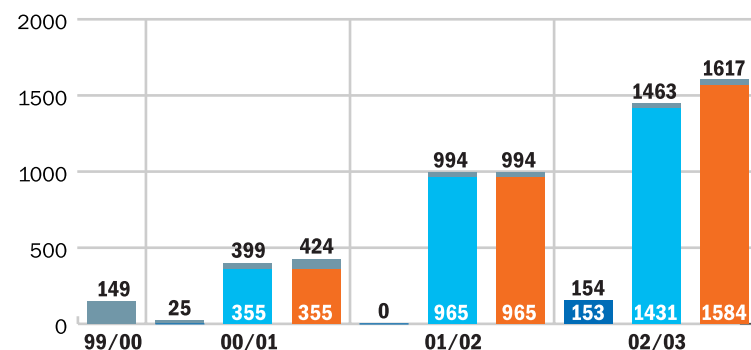
By the third year of the Initiative (2002/03), the number of schools offering Japanese had increased by 657% (from 7 to 53) and the number of students taking the language by 985% (from 149 to 1617), compared with the year prior to the launch of the Initiative (1999/2000).

Figure 13: Students studying Japanese, broken down by gender



Key: ● Male students participating in Languages Initiative ● Female students participating in Languages Initiative
● All students participating in Languages Initiative ● Total students nationally

Figure 14: Students studying Japanese, broken down by region



Key: ● BMW students participating in Languages Initiative ● All students participating in Languages Initiative
● S&E students participating in Languages Initiative ● Total students nationally

List of participating schools

This list contains the names of all schools participating in the Post Primary Languages Initiative in 2002/03, with the relevant languages.

School	Address	Language(s)	School	Address	Language(s)
CARLOW			DONEGAL		
St Mary's Knockbeg College	Knockbeg, Co Carlow	ITALIAN	St Eunan's College	Letterkenny, Co Donegal	ITALIAN
St Leo's College	Convent of Mercy, Dublin Road, Carlow	ITALIAN	Loreto Convent	Letterkenny, Co Donegal	SPANISH ITALIAN
Presentation / De La Salle College	Royal Oak Road, Muine Bheag, Co Carlow	SPANISH	St Columba's College	Stranorlar, Co Donegal	SPANISH
Tullow Community School	The Mullawn, Tullow, Co Carlow	SPANISH	Crana College	Crana Road, Buncrana, Co Donegal	SPANISH
CLARE			Deele College	Raphoe, Co Donegal	SPANISH
Coláiste Muire	Harmony Row, Ennis, Co Clare	SPANISH JAPANESE	Vocational School	Main Street, Stranorlar, Co Donegal	SPANISH
Scoil Mhuire	Ennistymon, Co Clare	JAPANESE	Coláiste Phobail Cholmcille	Baile Úr, Oileán Thoraí, Doirí Beaga, Co Dhún na nGall	SPANISH
St Joseph's Secondary School	Spanish Point, Miltown Malbay, Co Clare	SPANISH JAPANESE	Carndonagh Community School	Carndonagh, Co Donegal	SPANISH ITALIAN
Ennis Community College	Ennis, Co Clare	JAPANESE	Loreto Community School	Milford, Co Donegal	ITALIAN
St Michael's Community College	Kilmihill, Co Clare	JAPANESE	DUBLIN		
CORK			Blackrock College	Blackrock, Co Dublin	SPANISH JAPANESE
Bandon Grammar School	Bandon, Co Cork	SPANISH	Coláiste Iosagáin	Bóthar Stigh Lorgan, Baile an Bhóthair, Co Átha Cliath	ITALIAN
Coláiste Na Toirbhirte	Árd Aoibhinn, Bandon, Co Cork	SPANISH	Rockford Manor Secondary School	Stradbrook Rd, Blackrock, Co Dublin	SPANISH ITALIAN JAPANESE
Scoil Mhuire Gan Smal	Blarney, Co Cork	ITALIAN	Rathdown School	Glenageary, Dun Laoghaire, Co Dublin	SPANISH JAPANESE
St Aloysius College	Carrigtwohill, Co Cork	SPANISH	Castleknock College	Castleknock, Dublin 15	SPANISH
Coláiste Muire	Cobh, Co Cork	SPANISH JAPANESE	Mount Sackville Secondary School	Chapelizod, Dublin 20	ITALIAN
Coláiste Muire	Crosshaven, Co Cork	JAPANESE	Moyle Park College	Clondalkin, Dublin 22	ITALIAN
Scoil Mhuire	Kanturk, Co Cork	SPANISH	Loreto Abbey Secondary School	Dalkey, Co Dublin	SPANISH
Coláiste An Phiarsaigh	Gleann Maghair, Co Chorcaí	SPANISH ITALIAN	Mount Anville Secondary School	Mount Anville Rd, Dublin 14	SPANISH ITALIAN JAPANESE
St Mary's Secondary School	Convent of Mercy, Mallow, Co Cork	JAPANESE	Christian Brothers College	Monkstown Park, Dun Laoghaire, Co Dublin	SPANISH JAPANESE
Midleton College	Midleton, Co Cork	SPANISH	Loreto Secondary School	Foxrock, Dublin 18	SPANISH
St Mary's High School	Midleton, Co Cork	SPANISH	Holy Child Secondary School	Military Road, Killiney, Co Dublin	SPANISH JAPANESE
Christian Brothers Secondary School	Mitchelstown, Co Cork	SPANISH	St Benildus College	Upper Kilmacud Rd, Stillorgan, Co Dublin	SPANISH
St Mary's Secondary School	Convent of Mercy, Charleville, Co Cork	SPANISH JAPANESE	St Joseph's College	Lucan, Co Dublin	RUSSIAN ITALIAN JAPANESE
Mercy Heights Secondary School	Skibbereen, Co Cork	SPANISH	The King's Hospital	Palmerstown, Dublin 20	SPANISH
Christian Brothers	Golf Links Road, Youghal, Co Cork	SPANISH	St Paul's College	Sybil Hill, Raheny, Dublin 5	SPANISH
Coláiste Chríost Rí	Capwell Road, Cork	SPANISH	Manor House School	Watermill Road, Raheny, Dublin 5	SPANISH
North Presentation	Farranree, Cork	SPANISH	Rockbrook Park School	Rockbrook, Rathfarnham, Dublin 16	SPANISH
St Angela's College	St Patrick's Hill, Cork	ITALIAN JAPANESE	Loreto High School	Beaufort, Grange Rd, Rathfarnham, Dublin 14	SPANISH
Mount Mercy College	Model Farm Road, Cork	SPANISH	Sancta Maria College	Ballyroan, Rathfarnham, Dublin 16	SPANISH ITALIAN JAPANESE
Scoil Mhuire	2 Sydney Place, Wellington Road, Cork	ITALIAN	St Raphaela's Secondary School	Upper Kilmacud Road, Stillorgan, Co Dublin	SPANISH JAPANESE
Christ King Girls' Secondary School	South Douglas Road, Cork	ITALIAN	Sutton Park School	St Fintan's Road, Sutton, Dublin 13	SPANISH ITALIAN
Scoil Mhuire	Béal Atha an Ghaorthaidh, Co Chorcaí	SPANISH	St Joseph's CBS	Merville Ave, Fairview, Dublin 3	SPANISH
Clonakilty Community College	Clonakilty, Co Cork	SPANISH	Árdscoil Rís	Griffith Avenue, Dublin 9	SPANISH JAPANESE
St Colman's Community College	Youghal Road, Midleton, Co Cork	SPANISH	St Paul's CBS	Nth Brunswick Street, Dublin 7	ITALIAN
Coláiste Choilm	Ballincollig, Co Cork	ITALIAN	CBS Synge St	Synge St, Dublin 8	SPANISH
Coláiste Daibheid	An t-Ardan Theas, Corcaigh	ITALIAN	CBS Westland Row	Westland Row, Dublin 2	SPANISH
Ashton School	Blackrock Road, Cork	SPANISH	Marian College	Ballsbridge, Dublin 4	SPANISH
Boherbue Comprehensive School	Boherbue, Mallow, Co Cork	SPANISH JAPANESE			
Kinsale Community School	Kinsale, Co Cork	SPANISH JAPANESE			

List of participating schools - continued

School	Address	Language(s)	School	Address	Language(s)
St Mary's College	Rathmines, Dublin 6	JAPANESE	GALWAY		
St Michael's College	Ailesbury Road, Dublin 4	SPANISH	Coláiste Einde	Threadneedle Road, Galway	SPANISH JAPANESE
The High School	Danum, Zion Rd, Rathgar, Dublin 6	SPANISH	Presentation Secondary School	Presentation Rd, Galway	ITALIAN
Dominican College	Griffith Ave, Drumcondra, Dublin 9	SPANISH	Jesus & Mary Secondary School	Salerno Secondary School, Threadneedle St, Salthill, Galway	SPANISH
Scoil Chaitriona	Bóthar Mobhí, Glasnaíon, Ath Cliath 9	SPANISH	Meán Scoil Muire	Newtownsmith, Galway	SPANISH JAPANESE
Saint Dominic's Secondary School	Ballyfermot, Dublin 10	SPANISH	Presentation College	Headford, Co Galway	JAPANESE
Caritas College	Drumfinn Road, Ballyfermot, Dublin 10	SPANISH ITALIAN	Calasanctius College	Oranmore, Co Galway	SPANISH
St Michael's Secondary School	Wellmount Road, Finglas, Dublin 11	SPANISH	Gort Community School	Gort, Co Galway	SPANISH
Holy Faith Secondary School	1 Belgrove Road, Clontarf, Dublin 3	SPANISH	KERRY		
St Mary's Secondary School	Holy Faith Convent, Glasnevin, Dublin 11	SPANISH	Meán Scoil na mBráithre Críostaí	Daingean Uí Chúis, Co Chiarraí	SPANISH
Loreto College	Swords, Co Dublin	SPANISH	St Brigid's Secondary School	New Street, Killarney, Co Kerry	SPANISH
Loreto College	53 St Stephen's Green, Dublin 2	SPANISH	The Intermediate School	Killorglin (Iveragh Road), Co Kerry	SPANISH
Presentation Secondary School	Terenure, Dublin 6W	SPANISH ITALIAN JAPANESE	Presentation Secondary School	Listowel, Co Kerry	SPANISH ITALIAN
Maryfield College	Glandore Road, Drumcondra, Dublin 9	SPANISH	Presentation Secondary School	Miltown, Killarney, Co Kerry	SPANISH
Our Lady's School	Templeogue Rd, Terenure, Dublin 6W	SPANISH	Killarney Community College	New Road, Killarney, Co Kerry	SPANISH
Mercy College Coolock	St Brendan's Drive, Coolock, Dublin 5	SPANISH	Community College	Killorglin, Co Kerry	SPANISH
St John of God Secondary School	Kilmore Road, Artane, Dublin 5	SPANISH ITALIAN	Coláiste na Sceilge	Caherciveen, Co Kerry	SPANISH
St Louis High School	Charleville Road, Rathmines, Dublin 6	SPANISH	KILDARE		
Our Lady's Grove	Goatstown Road, Dublin 14	JAPANESE	Scoil Eoin	Rathstewart, Athy, Co Kildare	ITALIAN
The Teresian School	12 Stillorgan Road, Donnybrook, Dublin 4	SPANISH	Holy Family Secondary School	Newbridge, Co Kildare	SPANISH
St Paul's Secondary School	Greenhills, Dublin 12	SPANISH ITALIAN	Coláiste Naomh Mhuire	Convent of Mercy, Sallins Rd, Naas, Co Kildare	SPANISH
Alexandra College	Milltown, Dublin 6	SPANISH ITALIAN	Vocational School/Kildare College of Further Studies	Kildare Town, Co Kildare	SPANISH
Meanscoil Chroimghlinne	314/318 Crumlin Road, Crumlin, Dublin 12	SPANISH	Maynooth Post Primary School	Moyglare Rd, Maynooth, Co Kildare	SPANISH JAPANESE
Wesley College	Ballinteer, Dublin 16	SPANISH	St Farnan's Post Primary School	Prosperous, Naas, Co Kildare	SPANISH
Stratford College	1 Zion Road, Rathgar, Dublin 6	JAPANESE	Scoil Mhuire Community School	Clane, Naas, Co Kildare	SPANISH
Balbriggan Community College	Pine Ridge, Chapel St, Balbriggan, Co Dublin	SPANISH	St Wolstan's Community School	Ballymakeely, Clane Rd, Celbridge, Co Kildare	SPANISH
Collinstown Park Community College	Neilstown Rd, Rowlagh, Clondalkin, Dublin 22	SPANISH	KILKENNY		
St Mac Dara's Community College	Wellington Lane, Templeogue, Dublin 6W	SPANISH ITALIAN JAPANESE	Meánscoil na mBráithre Críostaí	Sráid Shéamais, Cill Channaigh	SPANISH
Margaret Aylward Community College	The Thatch Road, Whitehall, Dublin 9	SPANISH	St Kieran's College	College Road, Kilkenny, Co Kilkenny	SPANISH
Castleknock Community College	Carpenterstown Road, Castleknock, Dublin 15	SPANISH	City Technical School	New Street, Kilkenny	ITALIAN
Coláiste Cois Life	Gleann an Ghrífin, Leamhcán, Co Átha Cliath	SPANISH	Coláiste Cois Siúire	Mooncoin, Co Kilkenny	ITALIAN
Larkin Community College	1 Champions Avenue, Dublin 1	ITALIAN	LIMERICK		
Skerries Community College	Skerries, Co Dublin	SPANISH	St Fintan's CBS	Doon, Co Limerick	JAPANESE
Mount Temple Comprehensive School	Malahide Road, Dublin 3	ITALIAN	St Joseph's Secondary School	Convent of Mercy, Doon, Co Limerick	JAPANESE
Scoil Phobail Chuil Mhin / Coolmine Community School	Cluain Saileach, Baile Atha Cliath 15	SPANISH JAPANESE	Scoil Pól	Kilfinane, Co Limerick	SPANISH
The Donahies Community School	Streamville Road, Dublin 13	SPANISH ITALIAN JAPANESE	Glenstal Abbey School	Murroe, Co Limerick	SPANISH ITALIAN
Malahide Community School	Broomfield, Malahide, Co Dublin	SPANISH ITALIAN	Presentation Secondary School	Sexton Street, Limerick	SPANISH
St Mark's Community School	Cookstown Rd, Tallaght, Dublin 24	SPANISH	Laurel Hill Secondary School FCJ	Laurel Hill, South Circular Road, Limerick	SPANISH
Pobalscoil Neasain	Baldoye, Dublin 13	SPANISH JAPANESE	Salesian Secondary School	Fernbank, North Circular Road, Limerick	SPANISH
Rosmini Community School	Grace Park Road, Drumcondra, Dublin 9	JAPANESE			

List of participating schools - *continued*

School	Address	Language(s)	School	Address	Language(s)
Ardscoil Mhuire	Corbally, Limerick	SPANISH ITALIAN	Cistercian College	Roscrea, Co Tipperary	SPANISH
Villiers Secondary School	North Circular Road, Limerick	SPANISH JAPANESE	Presentation Secondary School	Thurles, Co Tipperary	SPANISH
Coláiste na Trocaire	Rathkeale, Co Limerick	ITALIAN JAPANESE	Ursuline Secondary School	Thurles, Co Tipperary	SPANISH
Castletroy College	Newtown, Castletroy, Co Limerick	SPANISH	Vocational School	Castlemeadows, Thurles, Co Tipperary	SPANISH ITALIAN
Crescent College Comprehensive	Dooradoyle Rd, Dooradoyle, Limerick	SPANISH	WATERFORD		
LONGFORD			Ard Scoil na nDeise	Convent Rd, Dungarvan, Co Waterford	SPANISH
Meán Scoil Muire	Convent Road, Longford Town, Co Longford	SPANISH	Waterpark College	Park Road, Waterford	SPANISH
LOUTH			Our Lady of Mercy Secondary School	Ozanam St, Waterford	ITALIAN
Sacred Heart Secondary School	Sunnyside, Drogheda, Co Louth	SPANISH	St Angela's	Ursuline Convent, Waterford	SPANISH
St Vincent's Secondary School	Seatown Place, Dundalk, Co Louth	SPANISH	Newtown School	Waterford, Co Waterford	SPANISH
St Oliver's Community College	Rathmullen, Drogheda, Co Louth	SPANISH	Meánscoil San Nioclás	Rinn O gCuanach, Co Phort Láirge	SPANISH
MAYO			WESTMEATH		
St Patrick's Academy	Woodville House, Islandeady, Co Mayo	SPANISH	Meán Scoil an Chlochair	Kilbeggan, Mullingar, Co Westmeath	ITALIAN
St Mary's Secondary School	Convent of Mercy, Ballina, Co Mayo	SPANISH	Athlone Community College	Retreat Road, Athlone, Co Westmeath	ITALIAN
St Gerald's College	Newport Road, Castlebar, Co Mayo	ITALIAN	WEXFORD		
Coláiste Cholmáin	Claremorris, Co Mayo	ITALIAN	Good Counsel College	New Ross, Co Wexford	SPANISH JAPANESE
Sacred Heart School	Westport, Co Mayo	SPANISH ITALIAN	St Mary's Secondary School	Irishtown, New Ross, Co Wexford	SPANISH
St Louis Community School	Kiltimagh, Co Mayo	SPANISH	Gorey Community School	Esmonde Street, Gorey, Co Wexford	SPANISH
MEATH			WICKLOW		
Eureka Secondary School	Kells, Co Meath	SPANISH JAPANESE	St Brendan's College	Woodbrook, Bray, Co Wicklow	SPANISH ITALIAN
Ashbourne Community School	Deerpark, Ashbourne, Co Meath	SPANISH JAPANESE	Presentation College	Puttland Road, Bray, Co Wicklow	SPANISH JAPANESE
MONAGHAN			Loreto Secondary School	Vevay Rd, Bray, Co Wicklow	SPANISH
St Louis Secondary School	Monaghan, Co Monaghan	SPANISH ITALIAN	St David's Secondary Co-Educational School		SPANISH
Monaghan Collegiate School	Corlatt, Monaghan, Co Monaghan	SPANISH		Greystones, Co Wicklow	
Inver College	Carrickmacross, Co Monaghan	SPANISH	Dominican College	Wicklow, Co Wicklow	SPANISH
Castleblayney College	Dublin Road, Castleblayney, Co Monaghan	SPANISH	Blessington Community College	Naas Rd, Blessington, Co Wicklow	SPANISH JAPANESE
OFFALY			St Thomas' Community College	Novara Avenue, Bray, Co Wicklow	ITALIAN
Coláiste Choilm	O'Moore Street, Tulach Mhor, Co Offaly	SPANISH	St Kevin's Community College	Dunlavin, Co Wicklow	SPANISH
ROSCOMMON			Coláiste Ráithín	Bóthar Florence, Bré, Co Chill Mhantain	SPANISH
CBS Roscommon	Abbeystown, Roscommon, Co Roscommon	SPANISH			
SLIGO					
Summerhill College	Sligo, Co Sligo	SPANISH			
Ursuline College	Sligo, Co Sligo	SPANISH ITALIAN JAPANESE			
Mercy College	Sligo, Co Sligo	SPANISH ITALIAN JAPANESE			
Coláiste Iascaigh	Easkey, Co Sligo	ITALIAN			
Grange Vocational School	Grange, Co Sligo	SPANISH			
Ballinode College	Ballinode, Co Sligo	SPANISH			
TIPPERARY					
Loreto Secondary School	Coleville Rd, Clonmel, Co Tipperary	SPANISH JAPANESE			
Presentation Secondary School	Clonmel, Co Tipperary	SPANISH			
St Mary's Secondary School	Nenagh, Co Tipperary	ITALIAN			

Useful Contacts

All Languages

Post Primary Languages Initiative

Marino Institute of Education, Griffith Avenue, Dublin 9. **Tel:** (01) 8057794 **Fax:** (01) 8535118

E-mail: bgilroy@mie.ie

Website: www.languagesinitiative.ie

The Languages Initiative offers support to schools introducing or expanding the teaching of Spanish, Italian, Japanese and Russian. National Co-ordinator: Brídín Gilroy. Administrator: Patricia Cullen.

ITÉ / The Linguistics Institute of Ireland

31 Fitzwilliam Place, Dublin 2. **Tel:** (01) 6765489

Fax: (01) 6610004 **Website:** www.ite.ie

Staff of ITÉ are currently developing materials in Italian and Japanese on behalf of the Post Primary Languages Initiative and their website contains useful lists of resources and contacts for Italian, Japanese and Spanish. Italian specialists: Anne Clark (anclark@ite.ie) and Silvia Bertoni (silvia@ite.ie). Spanish specialist: Dr David Barnwell (dbarnwell@ite.ie). Japanese specialist: Ursula Zimmerman (ursula@ite.ie)

Léargas

189-193 Parnell St, Dublin 1. **Tel:** (01) 8731411

Fax: (01) 8731316 **E-mail:** education@leargas.ie

Website: www.leargas.ie

Léargas is Ireland's national agency for the management of national, European and international co-operation programmes, especially those dealing with youth and education. The Education Service of Léargas provides information on Lingua/Comenius projects and grants for teachers attending courses abroad.

Modern Languages in Primary Schools Initiative

Kildare Education Centre, Friary Road, Kildare

Tel: (045) 530200 **Fax:** (045) 530 0237

Mobile: 087 2932730 **Website:** www.eckildare.ie

The National Co-ordinator of the Primary Schools Initiative is Tanya Flanagan.

Authentik Language Learning Resources Ltd

27 Westland Square, Dublin 2. **Tel:** (01) 6771512

E-mail: info@authentik.ie

Website: www.authentik.com

Publishers of Spanish and Italian language learning materials currently developing Spanish materials on behalf of the Post Primary Languages Initiative.

EIL / Intercultural Learning

1 Empress Place, Summerhill North, Cork.

Tel: (021) 4551535 **E-mail:** info@eilireland.org

Website: www.eilireland.org

Educational exchange organisation

Centre for Information on Language Teaching and Research (CILT)

20 Bedfordbury, London WC2N 4LB.

Tel: 00 44 20 7379 5101 **E-mail:** library@cilt.org.uk

Website: www.cilt.org.uk

The British national centre of expertise on language teaching. The website gives access to a range of Information Sheets containing lists of books and resources for Spanish, Italian, Japanese and Russian.

Lingu@net Europa

Website: www.linguanet-europa.org

A multilingual resources centre which provides support for language teaching and training.

Scoilnet

Website: www.scoilnet.ie

Portal for Irish education. Contains some language materials in Spanish and Italian and some cultural information for Russian.

BBC

Website: www.bbc.co.uk/education/languages/index.shtml

Good site for language resources in Spanish and Italian. Some limited material in Japanese and Russian (click on 'other').

European Commission, Language Policy Unit

Directorate-General for Education and Culture, Language Policy Unit, Rue de la Loi, 200, Office B-7, B-1049 Brussels, Belgium.

Website: http://europa.eu.int/comm/education/languages/index.html

ePALS

Website: www.epals.com

The world's largest online classroom community.

ICT4LT

Website: www.ict4lt.org

This website is dedicated to Information and Communications Technology for Language Teachers.

CAO

Central Applications Office, Tower House, Eglinton Street, Galway. **Tel:** (091) 509800

Fax: (091) 562344 **E-mail:** help@cao.ie

Website: www.cao.ie

This site allows the user to search for third level courses in Spanish, Italian, Japanese or Russian.

Useful Contacts

Italian

See also the list of contacts for all languages on page 42.

Association of Teachers of Italian

Chair: Maura McCarthy, 7 Grangebrook Close, Rathfarnham, Dublin 16. **Tel:** (01) 4950602
E-mail: mauramacod@hotmail.com

Istituto italiano di cultura / Italian Cultural Institute

11 Fitzwilliam Square, Dublin 2. **Tel:** (01) 6766662
Fax: (01) 6766716 **E-mail:** info@italcult.ie
Website: www.italcult.ie

The Institute fosters cultural links between Ireland and Italy and offers language classes at all levels.

Italian Embassy

63/65 Northumberland Road, Dublin 4.
Tel: (01) 6601744 **Fax:** (01) 6682759
E-mail: info@italianembassy.ie
Website: www.italianembassy.ie

Italian State Tourist Office (ENIT)

Website: www.enit.it

Ente Nazionale Italiano per il Turismo

What you need to know about Italian Language

Website: <http://italian.about.com>

Homework and lots of other material in and about Italian.

Italian Government Tourist Board

Website: www.italiantourism.com

The North American website of the Italian Government Tourist Board which provides information on Italy in English.

Japanese

See also the list of contacts for all languages on page 42.

Japanese Language Teachers of Ireland (JLTI)

Chairperson: Barbara Geraghty
Tel: (061) 202992 **E-mail:** Barbara.Geraghty@ul.ie

Embassy of Japan (Ireland)

Nutley Building, Merrion Centre, Nutley Lane, Dublin 4. **Tel:** (01) 2028300 **Fax:** (01) 2838726
E-mail: cultural@embjp.ie
Website: www.ie.emb-japan.go.jp

Japan Information Network

Website: <http://jin.jcic.or.jp/>

Access to a wealth of information on Japan.

Ireland-Japan Association

IBEC, 84-86 Lower Baggot Street, Dublin 2.
Tel: (01) 6051500 **Fax:** (01) 6381585
E-mail: mary.mcmahon@ibec.ie

Japan Foundation

Japan Foundation London Language Centre (Nihongo Centre), 6th Floor, Russell Square House, 10-12 Russell Square, London WC1B 5EH.
Tel: 00 44 20 7436 6698
Fax: 00 44 20 7323 4888 **Website:** www.jpff.org.uk
E-mail: info.language@jpf.org.uk (Language Centre)
info@jpf.org.uk (London Office)

Runs courses for teachers and grant programmes.

What you need to know about Japanese Language

Website: <http://japanese.about.com/>

Homework and lots of other material in and about Japanese.

Japan Festival Education Trust

Website: www.jfet.org.uk

A registered educational charity which was set up in 1992 in response to the great interest shown by schools involved in the Japan Festival 1991. Site contains downloadable resources.

Japan Embassy (UK)

101-104 Piccadilly, London W1J 7JT.
Tel: 00 44 20 7465 6500
Website: www.uk.emb-japan.go.jp

Japan External Trade Relations Organization (JETRO)

1 Setanta Place, Dublin 2.
Tel: (01) 6714003 **Fax:** (01) 6714302
Website: www.jetro.ie

Japan National Tourist Organization (JNTO)

Heathcoat House, 20 Savile Row, London.
Tel: 00 44 20 7734 9638
Fax: 00 44 20 7734 4290 **E-mail:** info@jnto.co.uk
Website: www.jnto.go.jp

Embassy of Ireland in Japan

Ireland House, 2-10-7 Kojimachi, Chiyoda-Ku, Tokyo 102-0083
Tel: 00 81 3 3263 0695 **E-mail:** irljapan@gol.com

Useful Contacts

Russian

See also the list of contacts for all languages on page 42.

E L Easton Languages Online

Website: <http://eleaston.com/russian.html>

A rich resource for anyone teaching or learning Russian.

Bucknell Russian Studies Program

Website: www.departments.bucknell.edu/russian/

The website of the Russian Department of Bucknell University, Lewisburg, Pennsylvania. It provides many useful links on Russian history and culture.

REESWeb

Website: www.ucis.pitt.edu/reesweb/

Russian and East European Studies virtual library.

Essex Russia Services

2 Mercury Close, Colchester CO2 9RJ.

Tel/Fax: 00 44 1206 523499

E-mail: courses@essruss.co.uk

Website: www.essruss.co.uk

Essex Russia Services offers language courses in Russia.

Russian Search Engines

Website: www.rambler.ru **Website:** www.rol.ru

Website: www.yandex.ru

Websites in Russian where you can search for information on a wide range of topics.

Video News Reports

Website: www.vesti.ru

A collection of video news reports in broadband available online for free. These video reports are updated daily and include a huge archive (Arkhiv). Each broadcast includes the full text of the news report.

Online Russian Dictionaries

Website: <http://dic.academic.ru/>

Gramota

Website: www.gramota.ru

Information on the Russian language and Russian language resources.

Russian Literary Texts

Website: www.lib.ru

For Russian literary texts online.

Spanish

See also the list of contacts for all languages on page 42.

Association of Teachers of Spanish

Rockbrook Park School, Edmondstown Road, Rathfarnham, Dublin 16.

E-mail: rpssspanish@eircom.net

The current President of the Association of Teachers of Spanish is José María Cabello Pérez.

Education Office, Spanish Embassy

Consejería de Educación y Ciencia, Embajada de España, 17A Merlyn Park, Dublin 4.

Tel: (01) 2608100

Provides information on grants available for Irish teachers and students of Spanish.

Instituto Cervantes

58 Northumberland Road, Dublin 4.

Tel: (01) 6682024

Website: <http://dublin.cervantes.es/>

The Instituto Cervantes holds workshops for teachers and offers classes in Spanish at all levels.

Spanish Tourist Office

22/23 Manchester Square, London W1U 3PX.

Tel: 00 44 20 7486 8077.

E-mail: londres@tourspain.es.

Website: www.uk.tourspain.es.

The Spanish Tourist Office in London covers the British and Irish markets.

What you need to know about Spanish Language

Website: <http://spanish.about.com/>

Homework and lots of other material in and about Spanish.

Musical Spanish

Website: www.musicalspanish.com

Site on learning Spanish through pop music. Contains some free online material.

Consejería de Educación en Estados Unidos y Canadá

Website: www.sgci.mec.es/usa

Gives access to a digital version of the "Materiales" magazine which contains useful Spanish language material.

Ministerio de Asuntos Exteriores

Website: <https://www.becasmae.com/>

Source of information on study grants offered by Spain's Department of Foreign Affairs.

Belca Communications

Website: www.arcom.net/belca/como_esc/index.html

A page maintained by Belca Communications which contains useful information on Spanish grammar and spelling.

Spanish Search Engine

Website: www.terra.es

Website in Spanish where you can search for information on a wide range of topics.