



Springboard...

...to languages

is a flexible, 1-4 year programme which offers a unique introduction to foreign languages through the simple, regular, international language Esperanto. It's an ideal preparation for learning other languages and helps transition to KS3; it lends itself to cross-curricular activities and to KS2 Literacy and Numeracy work, and is particularly suitable for the non-specialist teacher of foreign languages in primary schools.

Why does Springboard use Esperanto?

- Esperanto is an ideal 'apprentice' or 'starter' language bringing together elements from other languages and with structures and word-building features which appeal to young learners. Many of its words and phrases are instantly recognisable (e.g. *la suno brilas*).
- Its regular grammatical structure helps learners to develop a feel for nouns, verbs and adjectives, etc.
- It is used in some 90 countries round the world and is perfect for learning about other cultures and lifestyles.

'By 2010 all KS2 pupils will have an entitlement to learn a foreign language.'

The National Languages Strategy

Implementing the Languages Strategy is a challenge for many primary schools, particularly those with no access to specialist foreign language expertise.

The *Springboard* project offers a comprehensive programme of language awareness development and introduction to languages for pupils at KS2, easily implemented by a non-specialist teacher of foreign languages. By using a regular, phonetic language as a *springboard* to foreign language learning the project aims to:



- *increase* a pupil's awareness of language structure generally
- *highlight* the links between languages
- *stimulate* a love of, and interest in, language-learning through creative manipulation of the language
- *encourage* a positive self-image in each pupil as a successful language learner

Many schools used to teach children the recorder, not to produce a nation of recorder players, but as a preparation for learning other instruments.

Springboard uses Esperanto, not to produce a nation of Esperanto-speakers, but as a preparation for learning other languages.



KS2 Literacy and Numeracy

Springboard uses Esperanto, a living language, to build an awareness of language structure and grammar. For example, using the root-word *rapid* and the regular word-endings (all nouns end in 'o', adjectives end in 'a', adverbs in 'e', etc.) learners can build words themselves.

rapida	fast	(adjective)
rapide	quickly	(adverb)
rapidi	to hurry	(infinitive)
rapido	speed	(noun)
rapidu!	Hurry up!	(imperative)

As Esperanto is perfectly regular (no exceptions), pupils can easily calculate how many words they are able to create from one root and how many they could build by learning, say, 5 roots. In fact, by using simple affixes like mal- (opposite) and -ul- (person) they can easily manipulate the language and create lots more words.

rapidega	(adjective)	very fast/hurried
rapidulo	(noun)	someone in a hurry
malrapide	(adverb)	slowly (opposite of quickly)
malrapideti	(verb)	to slow down a little



The recommended course for Y3 is *Urso-Kurso*, specially designed to appeal to young learners encountering a different language for the first time. Workbooks introduce core vocabulary, highlight grammatical endings and provide assimilation exercises. Each book is accompanied by a CD of dialogues and songs. Additional worksheets and activity sheets allow for differentiation, stretching the more able and supporting those who need extra practice.

unu	1
dek unu	11
dudek unu	21
ducent dudek unu	221
mil ducent dudek unu	1,221

Place-value is an important and sometimes difficult concept for pupils to grasp. Esperanto, being a regular language, has a consistent and easily explained number system.

Fractions are denoted by a suffix *-on-*,
e.g: $\frac{1}{2}$ = duono $\frac{1}{4}$ = kvarono

A pupil following *Urso-Kurso* for a year will be introduced to the following concepts:

- Parts of speech
- Tenses of verbs: past, present and future
- Imperatives
- Comparatives of adjectives and adverbs
- Adjectival agreement
- The accusative case and agreement
- Prefixes and suffixes
- Sentence structure and word order



Pupils will learn to:

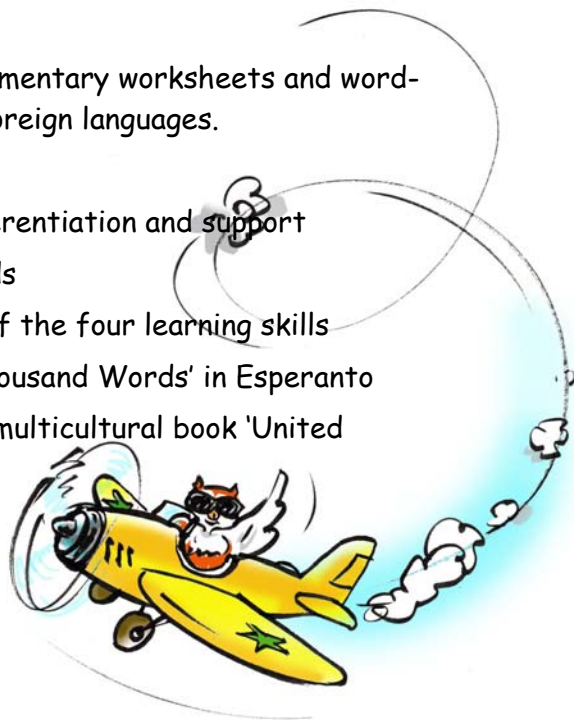
introduce themselves
ask questions
formulate replies
use a dictionary
read a simple text
write about themselves
sing songs
perform a short playscript

All Pilot Schools...

Twilight and weekend INSET training, classroom teaching and support will be available from a qualified teacher and competent Esperanto-speaker.

...will be provided with free teaching packs. An introductory pack includes:

- A sample pupil's workbook
- A teacher's guide with supplementary worksheets and word-lists linking words to other foreign languages.
- CDs with songs and dialogues
- Related worksheets for differentiation and support
- A set of 20 picture flashcards
- Stickers to encourage each of the four learning skills
- A sample copy of 'A First Thousand Words' in Esperanto
- An Esperanto version of the multicultural book 'United Nations. Come along with me!'



A flying start to language learning

Springboard builds a firm foundation of knowledge and understanding of foreign languages and helps enrich and consolidate a learner's knowledge of English. The first book of *Urso-Kurso*, sufficient for one term's work, covers six topic-blocks of vocabulary and provides a list of *foreign friends* to which each Esperanto word is related.

Topic one - colours:

griza	(grey)
French	gris
Italian	grigio
English	grizzled

Topic two - animals:

kato	(cat)
Swedish	katt
German	Katze
Russian	кот (kot)

Topic three - numbers:

ok	(eight)
Latin	octo
Greek	οκτώ (oktō)
English	octagon

Topic four - shapes:

cirklo	(circle)
Latin	circulus
Spanish	circulo
French	cercle

Topic five - the body:

piedo	(foot)
French	pie
Italian	pie
Spanish	pie
English	pedestrian

Topic six - the family:

patro	(father)
Latin	pater
Italian	padre
Spanish	padre
English	paternal



'Language competence and intercultural understanding are no longer optional - they are an essential part of good citizenship.'

*It's been done before!
Esperanto has been
successfully used as a
springboard to other
languages for more
than 80 years.*

And in practice...

"Numerous studies since the 1920s have confirmed that learning Esperanto improves the motivation of learners (because of their relatively rapid progress in the language) and improves subsequent learning of other languages. The first documented experiment was in

England - Bishop Auckland, 1918-21; later studies, each concentrating on different aspects of the question, but coming to broadly similar conclusions, have been conducted in New Zealand (1924), New York (1931), Manchester (1948-'65), Sheffield (1951), Finland (1963), Hungary (1970), Germany (1980), 5 European countries (1990), Italy (1993) and Australia (2000). The 1931 work was by a team led by the eminent educational psychologist, Edward Thorndike of Columbia University. The plain facts are that young people *enjoy* learning Esperanto; they learn it up to *5 times* more quickly than other languages and the skills learned are readily transferable."

*David Kelso - is a former HM Chief Inspector of Schools,
Trustee and Director for Education of Esperanto-UK*

Experience of Success - INSET

"Most of the teachers and headteachers I met had a GCSE or an O level in a language and knew that wasn't enough. Some of them had no language qualifications at all. Some had an A level but still didn't feel competent to teach a language effectively; all of them were worried about how they were going to find time for language teaching.

What I was presenting at my INSET sessions was a course I knew they would be able to teach - after all, I started teaching Esperanto to primary school children within six months of starting to learn it!

I was very encouraged when staff looked at the materials and immediately said, 'I could use this.' They could see how the course would fit in with topics they were already teaching. Three of the schools I visited were city schools whose intakes were very ethnically diverse. The neutrality of Esperanto was a positive *selling-point* here. As one headteacher commented, none of the children would feel someone else's language had been chosen instead of theirs."

Elizabeth Stanley - teaches English and French at a comprehensive school in Gloucestershire and devised the Foreign Language Induction Programme (FLIP)

Why Springboard?

- **Class teachers can teach it**
- **It doesn't require huge chunks of time**
- **It's relatively easy**
- **Children enjoy it**
- **It's cheap**
- **Differentiation isn't a problem**
- **It's multicultural**
- **Transition is a breeze**

If you would like to be considered as a pilot school, would like to receive a sample teacher's pack and/or book please contact:

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'It was clear from experiments in Europe that Esperanto helped learners to make a good, quick start in learning a second European language.'
Prof. Alan Bishop, Monash University, Australia. (2000).