

Scotland's National Centre for Languages Newsletter



Business Language Champions

Welcome to the SCILT newsletter

Editorial

Dear Colleagues,

Welcome to the summer 2014 edition of the SCILT newsletter. As the 1+2 policy takes effect and S4 pupils head towards the National Qualifications for the first time, the entire languages community has been working hard to ensure that our children and young people enjoy the best possible language learning experience. The SCILT team has been working harder than ever to support the profession. Our dedicated Professional Development Officers have had more engagements in the diary that ever before. Our menu of CLPL workshops has been more popular than ever, taking the team all over the country from Highland and the Western Isles to East Lothian and the Borders.

The Business Language Champion projects have proved to be even more popular than we first imagined, with nine successful projects currently running and several more about to start. In addition to these projects our Word Wizard final in the Scottish Parliament is fast approaching. I'm looking forward to seeing many of you there.

Moreover, it was impressive to see so many members of the languages community turn out on a Saturday morning for the recent regional 1+2 events that we have organised in partnership with Education Scotland. In addition to hearing about the experiences of the schools involved in the 1+2 pilot, the events have provided a forum for the sharing of ideas and good practice across the sectors and the feedback so far has been very positive.

To address concerns about suitable training in order to turn the 1+2 policy into practice, we have, with our colleagues at Education Scotland, organised our first ever 'Train the Trainer' summer school which will take place at the beginning of July. Working with experienced Primary Language Learning trainers, we hope that the summer school will support those people in local authorities responsible for developing primary teachers' skills in a modern language.

To keep everyone up to date on all things 1+2, we launched our first dedicated 1+2 newsletter in April. It will give you a round-up of what's happening nationally with the implementation of the policy and there is space for local authorities to add their own articles and circulate it to their teachers. Keep a look out for it in your inbox.

Finally, I'd like to wish all of you a very pleasant, restful and well deserved summer holiday. Let's hope the sun shines on us!

Fhiona Fisher, Acting Director

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Job Profile

At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.



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SCILT News

Business Language Champions

BLC

**BUSINESS
LANGUAGE
CHAMPIONS**



SCILT's Business Language Champions programme helps schools and businesses build exciting and sustainable partnerships that equip young people with the international communication and employability skills they need for their future careers.

SCILT has been working with schools and employers across the country and a number of projects are being developed or currently underway. These include a partnership between Michelin and Grove Academy which gives learners in S3 a real and engaging context for learning French. The Case Study for this project is available on the SCILT website.

We will soon be publishing a Case Study on the project being carried out with Loch Duart, a Scottish producer of luxury food, and Montrose Academy. At the start of this project, SCILT, Loch Duart and the school language department worked together to create an exciting programme for S3 learners with visits and workshops, culminating in an interdisciplinary project.

To launch the project, the manager from Loch Duart went to Montrose Academy to present the company and speak about the links they have with France. Then, youngsters from the school visited the company's offices in Montrose.

Next, staff from SCILT delivered a workshop in French to all S3 learners. They got the opportunity to be involved in different activities in which the young people could use their current knowledge, learn new vocabulary and improve their reading, listening and writing skills.

To finish the whole project, the sales manager of Loch Duart set the young people a challenge to design and create a point-of-sale flyer and other sales merchandise for selling Loch Duart produce to the French market. The young people then had to present their final designs to a 'Dragons Den' panel of judges who decided which group's design would best represent Loch Duart's products abroad.

This BLC project has provided a motivating and relevant way of showing young people that languages are a key tool in today's increasingly international market place and should encourage them to think positively about carrying on with their language learning at school.

Here are some of the young people's comments on the project so far:

I worked as part of a team to understand a description of the company in French and I learned how to work with new people

I think it is useful to know languages for a lot of jobs

Languages are important because businesses look for people who can speak different languages

If you are interested in a similar project and are looking for some ideas on where to start, then please get in touch with the SCILT team.

For more information on SCILT's BLC scheme, including Case Studies, visit our website - www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx

Christian Baert, SCILT

Cross-Sector Events for 1+2

As the newsletter was going to press, we were in the midst of preparing for two important events on 30 April, as part of the **Engage with Strathclyde** week. The first one – ‘Scotland’s Universities and the 1+2 languages policy’ - was a symposium, jointly organised with the University Council for Modern Languages Scotland. Bringing together key representatives from university and the school sector, with stakeholders from the Scottish Funding Council and Scottish Government, the event aimed to explore opportunities offered by Scotland’s 1+2 policy through more

strategic linkages between universities and schools. The symposium was immediately followed by an exhibition and cross-sector networking reception as part of our third annual Language Assistant showcase, a collaborative venture with British Council Scotland. Foreign Language Assistants based in Scottish schools demonstrated through interactive presentations how they have been ‘inspiring pupils to learn languages in the age of global English.’ British Council Scotland also outlined the support returning English Language Assistants from Scotland’s universities could offer to Scottish schools to help

promote interest in language learning. The reciprocal nature of the Language Assistants programme and the mutual benefits arising from inbound and outbound assistants was also highlighted. We will produce a report on both events but meanwhile you can find out some more details below:

Symposium -
www.engage.strath.ac.uk/event/103

Showcase -
www.engage.strath.ac.uk/event/104

Hannah Doughty, SCILT

Language linking, global thinking!



Language linking, global thinking is a new, partnership pilot project developed by the team at SCILT, the British Council, the National Union of Students and the Project Trust, a charitable organisation that organises gap years for school leavers. It aims to link students who are about to embark on a year of study or voluntary work overseas, with a class in a primary or secondary school in this country. Schools in Stirling and Clackmannanshire have been invited to take part in this year’s pilot of the

project. If the project proves to be a success, we aim to roll it out nationally in 2015/16.

The idea originated from our English and Welsh colleagues at Routes into Languages* in order to encourage schools to build international links. The scheme aims not only to raise awareness amongst young people of opportunities available to students to travel and study abroad, but also brings international language

and cultural links to the classroom, thus enthusing young people about languages.

Each of the participating students visits their link school prior to departing for a year abroad. The student then corresponds with the class throughout the year and at the end of the year returns to the school to talk to the pupils in more depth about their experience.

We are really looking forward to embarking on this new project, and will keep our readers up-dated on our progress. Watch this space...!

Janette Kelso, SCILT

** Routes into Languages is a consortium of universities in England and Wales working together. It is funded by the Higher Education Funding Council for England and is led by the LLAS (Centre for Languages, Linguistics and Area Studies), in partnership with the University Council of Modern Languages (UCML). More information -*
www.routesintolanguages.ac.uk

Opening hearts and minds to language learning

Over the last few months we have been out and about in various parts of the country talking to S2 and S3 pupils about the benefits of learning languages. These school visits have taken various guises. In some schools we have been asked to speak to an entire year group about why languages matter, in others we have been part of a carousel of activities. In most cases, local businesses which use languages in the workplace have sent along representatives to share their experience with young people in schools.

The whole purpose of these events is to show young people why languages matter. Our presentation is drawn on our own experiences and that of others. The aim is to change pupils' perception of the need for language learning. Where possible, we have tried to make these events as interactive as possible.

'Don't follow the crowd, follow your dream.' That was just one piece of great advice given to S3 pupils by Jim Fleeting, Head of Sports Development at the Scottish Football Association, at a very successful event held in Greenwood Academy, which looked at the value of foreign languages in the workplace. Following presentations from local company, NACCO, and from Jim Fleeting, the pupils worked round seven workshops run by a range of employers. Paul di Giacomo, a player with Kilmarnock Football Club, also spoke to groups of pupils about his



experiences of living and working in another country. One teacher said: 'The S3 pupils were really engaged and asked lots of relevant questions.'

We also visited Lourdes Secondary to speak to S3 pupils, along with a number of different businesses, and spoke to groups of ten pupils at a time about the value of learning languages. The pupils were given an insight into the fact that, even though languages may not be their strongest subject, they are developing very important skills which they can use in their everyday life and future careers. These skills include team work, problem solving, intercultural and communication skills. The pupils responded very

positively and were enthusiastic about what they had learned.

The feedback received from all the schools we have visited has been overwhelmingly positive. Pupils' comments have included:

Language is more important than I thought

Think I might keep on with German – today has changed my thoughts

..... language is a very important skill needed for later life

Now I feel more confident about learning new languages - in my workshop the challenge was to be able to have a short conversation in Mandarin after 10 minutes learning! We used the BBC Primary website for that and it worked well.

If you are considering hosting a promotional event, contact scilt@strath.ac.uk

Janette Kelso, Meryl James, Christian Baert, SCILT

Reaching out to support colleagues in secondary schools

Did you know that the SCILT outreach programme offers a menu of professional learning workshops for primary and secondary practitioners which can be tailored to meet the needs of individual local authorities and clusters?

This year, SCILT's team of Professional Development Officers have supported colleagues in taking forward the Scottish Government's ambitious 1+2 approach and, in addition, in the secondary sector, the focus has been on the implementation of the new qualifications. Workshops have included:

- Assessment in the BGE and the Senior Phase
- How to motivate reluctant learners by exemplifying creative and innovative approaches
- How to develop listening and talking skills

We have delivered workshops in numerous authorities and clusters across the country. If you have not yet taken advantage of this service which aims to support all sectors, from Early Years to the Senior Phase, there is still time.

Access the menus for both primary and secondary sectors - <http://bit.ly/CPDmenu>



For specific input in Mandarin - <http://bit.ly/CPDCISS>

Please note, our professional learning menu for session 2013-14 continues to be available during the summer term.

For more information or to arrange a Professional Learning Workshop free of charge please contact Mandy Reeman-Clark (mandy.reeman-clark@strath.ac.uk).

Janette Kelso and Meryl James, SCILT

Primary Professional Learning – you do the maths!

We are delighted with the figures relating to Primary Professional Learning which show there have been:

- 17 Primary Professional Learning events since January 2014
- 9 different sessions
- 'Embed it early!' booked for 7 occasions
- multiple bookings from 6 different local authorities, and
- extended inputs with student primary teachers in 3 different universities.

All of this has contributed to an astonishing 300% increase in Primary Professional Learning sessions from last academic session!

The shape of Primary Professional Learning is definitely changing. A large number of bookings are still made by Development Officers on behalf of their local authority. Increasingly, though, bookings are being made either by:

- individual schools, to work with an entire staff from secretarial and auxiliary staff through to teachers and SMT
- a cluster, to work with staff across a whole stage in all cluster primary schools

This shift seems to be indicative of the message coming out of the 1+2 Learning Events, where delegates have spoken about the motivation and mutual support that has come with the implementation of languages right through a school from P1, all in a one. In the face of such a challenge, this mutual support has helped to sustain staff engagement with the extension of languages in schools. In addition, the number of one-off bookings has reduced significantly. Now, the probability is for more than one input to be scheduled over several months. Increasingly, delegates are encouraged to make a pledge to try a resource, an approach or an idea shared during one session before the next time. Equally importantly, professional dialogue and

professional reading underpin the content of the Primary Professional Learning opportunities offered by SCILT.

Primary Professional Learning – numbercrunchingly good! Don't just take our word for it!

Resources were very good and it was great to hear how you could use them in the classroom. It was a super opportunity to get thinking about creating different lessons and hearing everyone's ideas.

South Lanarkshire primary teacher

It was a very good introduction to early level modern languages. Excellent opportunity to see what current practice / views are.

East Dunbartonshire primary teacher

I was looking for some more ideas to spice up my teaching of French and Spanish and now feel I have lots more avenues to explore for resources and lesson ideas.

West Lothian primary teacher

Lynne Jones, SCILT

Student teachers have a SCILT-tastic Spring

This spring, student teachers at Teacher Education Institutions (TEIs) across the country have really jumped at the chance to get an education in Primary Language Learning (PLL).

In March, SCILT worked with BEd4 students at the University of Strathclyde, in April with BA Primary Education with ML students at the University of Stirling,

and in May BEd4 students at the University of Glasgow.

PLL pedagogy was modelled, language skills were developed, lessons were planned, resources were shared and thoughts were provoked through reading and discussion on issues including transition, literacy, assessment and inclusion.

Feedback from those who have attended the TEI inputs this spring has been very positive.

The course has had a major impact on my knowledge of French and the pedagogy surrounding it.

This workshop exceeded my expectations and has greatly enhanced my professional learning in teaching French in the primary classroom. The course was active and inspiring.

Coming to a primary school near you this summer – 50 new teachers who have greater confidence in their PLL skills.

Lynne Jones, SCILT



Word Wizard 2014

Our challenging new competition Word Wizard is progressing well and the finalists have been selected to represent their school at the national competition in the Scottish Parliament on 30 May 2014. Schools across the country have been working hard to help their pupils learn vocabulary on topics such as food, the environment, family and hobbies. We currently have nearly 100 pupils from 35 different schools taking part in what is shaping up to be a great competition. We are delighted to have Maureen Watt MSP sponsoring our event and expect to

welcome the Consul General from the Chinese Consulate in Edinburgh. Interest in this year's competition has been unprecedented and we hope to continue building the competition in the years to come.

We have created a short video explaining the purpose behind the competition, and featuring some clips of last year's Spelling Bee competitors. The video is available from the Word Wizard pages of our website.

More information - www.scilt.org.uk/S1S3/Celebratinglanguages/WordWizard2014.aspx

Alice Lister, SCILT



Modern Languages for Life and Work at Craigholme School



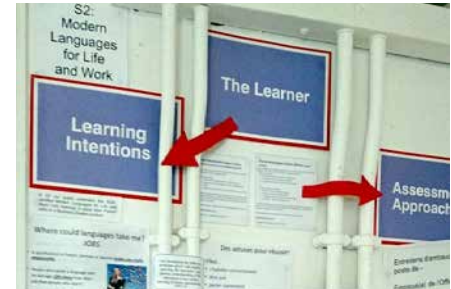
The MLFLW Award comprises three Units: French for Work Purposes, French for Life, and a Business Education unit called Building Own Employability Skills. The French for Life unit outcomes were largely met by our existing S2 French course, but the French for Work Purposes unit was something totally new for our S2. The pupils looked into careers involving languages, the types of skills that learning languages could develop, and the skills and qualities they had as language learners that could make them desirable to employers. They read job adverts, prepared their CV in French, then for the unit assessment they took part in a job interview in French. The feedback from pupils was very positive and they seemed to enjoy the opportunities for group discussion about learning languages as well as the interview role play.

As teachers, we have been really pleased with the impact on the pupils' motivation towards languages. Although we discussed the career benefits of languages with them before, they have really benefitted from having several

lessons focusing specifically on this aspect. Doing the job interview and working towards an SQA-certified award seems to have made them realise that they have actually been learning something pretty useful all these years!

Meanwhile our colleague in Business Education has been working on developing the Building Own Employability Skills aspect into the S2 Business Education course, so we plan to present this year's S2 for the whole MLFLW Award. We feel like this will provide a really meaningful interdisciplinary experience for our pupils.

Marilyn Brennan, Craigholme School



At Craigholme School, all pupils learn French from the nursery upwards and we had been looking for a way to recognise the language skills they have developed by the time they make their options choices. Although the majority choose to continue with their French in S3, some continue with Spanish or German instead, and we wanted all pupils to have something tangible to take away from their years of learning French. The SQA has recently re-vamped its Modern Languages for Work Purposes unit and launched the new Modern Languages for Life and Work (MLFLW) Award. The level 3 award seemed like it might fit our learners' needs quite well so we decided to try out the French units with our S2 last session.

French breakfast at Lathallan School



Our annual French breakfast passed without a hitch. Our new S1s organised a fantastic breakfast with some fun and exciting competitions and games. In the J5-7 breakfast we had a breakfast bingo, a quiz and overall effort and best pronunciation prizes. In the J3-4 breakfast we had a colouring competition. Finally in the J1-2 breakfast, we also had a colouring competition. We listened to some café music and enjoyed our baguettes, croissants, pain au chocolat and cheese! Each child was encouraged to speak in French with some help and encouragement from the S1s.

Lauren Corbett, Lathallan School

Local Authorities

Bringing Italy to Glasgow through eTwinning



In October 2013, St Charles' Primary School in Glasgow began their eTwinning journey. We worked with the school and an eTwinning Ambassador to help them get the most out of partnering with two schools in Italy, through eTwinning.

This fantastic European opportunity, which in the UK is managed by the British Council and open to all schools, has helped to embed innovation and transformative teaching and learning into the school. Outstanding commitment and dedication by the school has allowed pupils to experience a new culture and brought the world into the classroom.

Pupils have worked with peers in Italy to share facts about Scottish culture and this has been reciprocal. Scottish pupils have learnt all about Italian culture from their counterparts in the partner schools. The project has also inspired both pupils and teachers to learn Italian. Paul Middleton from

Glasgow's Modern Languages team has been providing Italian language classes to the pupils.

The children were taught the basics in Italian to whet their appetite and show them the interconnectivity between languages (they are currently learning Spanish), reflecting the Scottish Government's 1+2 policy. They were given a blend of formal and non-formal Italian, concentrating on aural / oral skills rather than writing. However, the teachers did encourage the pupils to write down key structures and vocabulary into their jotters, in order for them to take responsibility for their own learning.

This exciting development has had a positive impact on the school and wider community, even sparking interest from parents who have heard from their enthused children. They wanted to participate in Italian language learning just like their children. Consequently,

St Charles' catered for this interest by organising an open afternoon where parents were able to visit the three classes who have been involved.

Parents were able to observe their children confidently showcasing their newly acquired language skills. They also immersed themselves into Italian culture and cuisine. Watching excited pupils delivering songs and short plays in Italian, learned in a short period of time, was the real highlight of the event.

eTwinning has given these pupils in Glasgow a real life international learning context. Motivated by the collaboration with the Italian schools, the young people have developed their confidence, discovered new language skills, excited the whole school community and brought Italy to Glasgow.

The initiative will now be sustained through another eTwinning project with two schools in Italy and another Glasgow school (Dalmarnock Primary). Glasgow City Council, in conjunction with British Council Scotland and Education Scotland, are developing a pilot model with five schools across the city to demonstrate the innovative impact that eTwinning can have on teaching and learning. Early evidence shows that eTwinning has provided the motivational context for learning another language with partners in the country of the language being learned.

Lesley Atkins, International Education Officer, Glasgow City Council





Collaborative learning at Ross High School

engaging activities such as 'Who Wants to be a Millionaire' quiz in French, 'Unjumble the words', a French food frenzy, 'Write your own menu for Monday', songs and quizzes on food with prizes for the winning group. They had great fun while at the same time putting into practice their collaborative, social and IT skills.

Cooperative learning allowed pupils to actively participate in the language classroom, working together to achieve learning potentials not reachable by mere study alone. More than just being a fun way of learning language vocabulary and grammar forms, these activities allowed learners to use their different understanding of how the language

functions. It led to increased attainment, to an increase in confidence and to the opportunity to build stronger personal ties between group members. This project provided pupils with a greater sense of ownership and responsibility for their own learning.

Irina Gancheva, Ross High School



In January 2014, an S1 class from Ross High School took part in a collaborative learning project involving the preparation and teaching of a lesson in French on food. The class had been set into four groups and each group had a week to prepare a part of the lesson.

For two consecutive periods, pupils taught the class and they produced a series of amazing and interactive lessons, with some very interesting and

Doon Academy eTwinning



opportunity for pupils in Scotland and Turkey to find out more about China.

Within a short space of time, pupils were sending simple messages via the online secure website 'TwinSpace' and, before long, had exchanged gifts and cards, Christmas and New Year greetings and learned about Scottish and Turkish links. When we came to research kites and their origins in China, I introduced 'China Learning'. This brought an added dimension to the project, allowing pupils in Scotland and Turkey to learn something of an eastern culture and language.

As pupils in both schools became more confident using web tools, I sent the Royal Zoological Society of Scotland webcam link of the pandas at Edinburgh Zoo to the pupils in Turkey. After all, kites used to be made from bamboo and pandas eat bamboo. This led to the school in Turkey adopting the pandas, the first time the pandas have been adopted by a school outwith the British Isles whilst being in Scotland.

This was of particular interest to the Zoo Education Officer, Sandie Robb, who suggested we look at their interactive lesson 'Beyond the Panda'. We decided to Skype and share this as a truly international lesson with our partners. Sandie brought along Meryl James and Janette Kelso from SCILT/CISS who assisted in the delivery of the lesson. Everyone had great fun. Pupils learnt simple greetings such as ni hao and zai jian, as well as the word for panda, meaning bear cat, and more about China.

As a result of this project, pupils from Doon Academy have been invited to a Chinese cultural event at the zoo on 20 May, organised by the Scotland China Education Network (SCEN). The highlight will be to visit the pandas and see the name of our Turkish partner school posted on the Adopters List.

Julia Preston, Doon Academy, with input from Meryl James, SCILT/CISS



As linguists and specialists in (typically) French, Spanish or German, I am sure we all recognise the frustration of visiting another country whose language we have not encountered before. This was my situation last October when I was invited to a bilateral conference in Izmir, Turkey with the other UK eTwinning ambassadors.

Turkish eTwinning Ambassador, Mr Bugra Inal, PT of English at Halit Ziya Usakligil school in Usak, Izmir, approached me to see if I would consider doing a project with him. The only theme he had in mind was 'kites'. Little did I realise when I agreed that this would lead to a project that, although focusing on literacy and collaborative working, would build in language learning as well as the

Modern Languages: business and life-long opportunities

On Friday 29 November, the Modern Languages department at Elgin Academy hosted 5 speakers from various backgrounds who talked about their own experiences with languages and their importance in their day to day lives:

Jennifer Proctor from Glenfiddich

Jennifer uses languages regularly in her job. She pointed out that employers are very keen to employ people who are able to speak languages. She gave examples of places her language skills have taken her, from Germany and France, to South America.

Seb Welsh, language student at St Andrews University

Former Advanced Higher French pupil

at Elgin Academy, Seb talked about his experiences of living in the south of France for the summer between S5 and S6 before taking a gap year between S6 and starting University. He talked about his travels in South America, and taught us some Arabic and Russian which have just been added to his portfolio of languages.

Angus Robertson MP

Member of Parliament for Moray, Angus Robertson, talked about his life before becoming an MP. His mother is German and therefore he was brought up bilingual. He spoke about his first job with a radio station and that the only reason he got the job was because he spoke German.

Alan Campbell from Walkers

Alan doesn't speak any foreign languages and said it was one of his biggest regrets. He works in exporting and because of his lack of language skills, he has to employ people who can speak languages and they get to go with him all over the world to help him with sales.

Christian Allard MSP

The first French MSP, Christian Allard, explained that he didn't enjoy English and stopped studying it at school. He got a job but always had a yearning to travel. He then had to learn English as an adult, which was a daunting experience. He added: NOT EVERYONE SPEAKS ENGLISH!

Jérôme Lestienne, Elgin Academy

S6 French students visit P7s

In November, as part of their Advanced Higher French course, S6 students from Elgin Academy went to each of the ASG Primary Schools to share some French with P7 pupils. After giving some pointers about language teaching, PT Jérôme Lestienne left them to organise and prepare a lesson made up of a series of fun exercises. The S6 students hoped that when the P7s met senior pupils using their French and observed what they could do after a few years of learning French, the P7s would be put in good stead for starting their S1 French course next year.

S6 students said, 'Personally, not only were we able to leave knowing that the pupils had learnt or revised some useful vocabulary, but this experience was also very rewarding for us: we had the opportunity to improve our self-confidence, practise our spoken French and develop our organisational skills.'

Freya Thirkell and Holly Carter, AH French, Elgin Academy

North Lanarkshire French immersion 2013

143 pupils from across North Lanarkshire took part in French Immersion experiences organised and delivered by staff from the Institut Français. Excelsior stadium in Airdrie was the venue and pupils took part in three activities during each session. The activities ranged from a 'Tour de France' look at a variety of French regions, a Dragons Den activity and a variety of games.

Robert Dalzell, North Lanarkshire Council



Our Europe film competition

On Monday 3 February the Scottish European Educational Trust hosted the final of the Our Europe Film Competition 2013-14. Six teams of high school pupils (S3-S6) participated in the film-making workshop at SocietyM in Glasgow. With the assistance of technology expert, Mark Pentleton from Radio Lingua, the pupils worked hard throughout the day to turn their storyboard ideas into short films. These were then presented to a judging panel who selected the overall winner. Judges included Graham Blythe, Head of the European Commission Office in Scotland, Marta Marjchzyk from the European Parliament Office in Scotland, Joan Parr from Creative Scotland and Gillian Penny from Apple UK. All the finalist films will be available for viewing on the Our Europe Competition website shortly.



The films highlighted what being an EU citizen means to the entrants, and finalists were also required to demonstrate their knowledge of other European languages. In order to win a place in the final, teams of pupils from S3-S6 were asked to submit a storyboard, along with a video or audio recording, explaining their ideas for a film. Each team competing in the final received an iPad with which to film and edit their films, which they took back to

their school. This year's finalists included teams from: Doon Academy, Linwood Academy, Lenzie Academy, Mary Erskine, Smithycroft Secondary and Stewarton Academy.

For more information please visit www.seet.org.uk or the competition website <http://oureuropecompetition.com>

Mary Larkin, East Dunbartonshire Council

S3 Commonwealth Apprentice Challenge

This term, amidst the buzz and anticipation leading up to the Commonwealth Games and the exciting summer Scotland is about to embark upon, a task has been launched that calls on the use of an array of skills from all S3 pupils at Gryffe High School.

In a nutshell, the objective of 'The Apprentice Challenge' is to successfully 're-brand' Glasgow as an exciting tourist destination for French-speaking tourists. Pupils are to work collaboratively in small groups, assuming different roles to ensure the effective working of their team.

The beginning of the task sees pupils researching Glasgow as a city and imagining what information they would want to know as a tourist, such as

transport to, from and around the city, where to stay, where to eat and where to visit. They must also investigate different activities happening during the summer months in light of the Commonwealth Games, including the event itself.

This information must then be displayed and produced in the most interesting and appealing way possible. Each group must produce, in French, a poster, a leaflet and a PowerPoint Presentation and will then deliver an engaging presentation of their final products to the class.

Pupils are embracing their competitive drive, knowing that the winning team from each class will be competing against each other in the final which will take place on 16 May. The judging

panel will include our very own 'Gryffe' Alan Sugar along with special guests from SCILT and the Institut Francais who will decide on the overall winning team for the challenge and present them with a prize.

Pupils are relishing the challenge so far and have already produced some excellent ideas, shown exceptional team building skills and used their French language skills extremely effectively in a new context.

The knowledge and skills they are acquiring throughout the challenge are also making pupils more aware of the important role they have to play as citizens and as ambassadors for Glasgow, Scotland and Europe.

Louise Tate, Gryffe High School

Cultural Organisations

Chinese New Year at Tynecastle High School

On the occasion of the Chinese New Year on 31 January 2014, Dr Alasdair Allan, the Scottish Government's Minister for Learning, Sciences and Languages, attended Tynecastle High School in Edinburgh to see a Chinese language lesson given by language assistant Meiling Wang. The ministerial visit and the media coverage around the visit, including news items on BBC Scotland radio and television, was aimed at promoting the teaching of Chinese in Scottish schools. Meiling, from Foshan in the Guangdong province in southern China, has been working as a Chinese language assistant at Tynecastle and two primary schools in Edinburgh, Dalry and Craiglockhart, during the 2013-2014 academic year.

Describing her experience as a language assistant in Scotland, Meiling says: 'This is the first time I have been to the UK and worked as a Chinese language assistant, which turns out to be one of the best things that has ever happened to me. I really enjoy living and working in Scotland. Consisting of Chinese language and culture, my classes are aimed at creating a positive learning atmosphere where pupils are motivated and individual learning needs are met. During the last four months I have helped pupils pick up basic conversational Chinese, including introducing their names and families, numbers, colours and everyday tasks like shopping.'

In the current academic year, there are seven language assistants from China working across a number of primary and secondary schools in Scotland. The ministerial visit was organised in conjunction with British Council Scotland.

Natasha Kozłowska, British Council Scotland

More information on Chinese Language Assistants - <http://bit.ly/1hbux8W>



Read the story below of a pupil's experiences of learning Chinese at Tynecastle High School.

Photograph by Jonathan Littlejohn

Why it is important to learn Chinese

The following is the winning submission from a competition run by British Council Scotland at Tynecastle High School. Pupil Tobasum Miah explains why it is important to learn Chinese.

There are different reasons on why we should learn Chinese. As far as I am concerned, learning Chinese can bring us great benefits which are listed as follows.

First, Chinese is a fantastic language. I like learning Chinese because I love the Chinese writing. It's fun to do the different lines and I have to try hard to remember how to do the writing. It brings me a sense of success when I can concentrate on my learning and make it with my hard work.

Second, if we learn Chinese, we have just added a new language to our life. We might be lucky enough to visit China

and communicate to others in Chinese, which will help us know better about the culture if we know its language. I hope that as soon as I've learned the basic Chinese language, I could someday go to China and experience it in person.

Third, we might also discover their culture like Chinese New Year while we are learning the language, which is a win-win situation for us students. I have enjoyed every experience in my Chinese class. In one class, we made Chinese origami. We wrote a Chinese character '春' (spring) with a Chinese calligraphy brush. It was kind of hard to start with, but after some practice, I could handle it and wrote several beautiful characters on red papers. Seeing my works pinned on the board, I felt happy, because I know I will succeed in fulfilling my dream if I can try my best in things that I enjoy.

I am very happy that I got a chance to learn a very fascinating language like Mandarin. If I were to give a rate on how fun it is, I'd give it a 8 or 9 because I think it's a little difficult, but I still like to try! I hope everyone will have a chance to do tester lessons so that we can be called global citizens!

Tobasum Miah, Tynecastle High School

Goethe-Institut online resources for National 4 & 5: 'Auf Deutsch'



Hard pressed for audio files, reading texts or self-study materials? These new, exciting materials – free and online – will come to the rescue!

The new web page 'Auf Deutsch' offers learners of German an insight into the culture and everyday life of young people in Germany. The audio and video files were chosen and recorded on-site in Berlin. This buoyant and authentic material is supplemented with texts and exercises for learners in English

speaking countries and can be used in the classroom or for self-study. The authors have focused in particular on topics relevant to young people in order to motivate young learners to read up on interesting issues, watch videos or listen to audio recordings in their free time. Pupils should have fun when reading and listening, and topics could be picked up again during exam preparation and tasks; for example the Added Value Unit.

'Auf Deutsch' will be continuously developed and adapted, new topics

will be introduced and new texts and audio and video files added. We, therefore, would very much appreciate suggestions or ideas for developing these pages and are sure you and your pupils will use them regularly, for self-study and in your classroom practice.

More information - www.goethe.de/ins/gb/gla/lhr/en12195423.htm

Auf Deutsch - <http://aufdeutsch.co.uk/>

Lilo Börgmann,
Goethe Institut Glasgow

New materials for German in the Primary: German with Franzi and Felix



These exciting new materials and ideas for primary school teachers have been created for non-specialists as well as for those with a greater command of the German language.

The content has been developed by German native speakers and experts in primary methodology with the intention of enabling teachers to make a flying start with teaching German from P1 onwards.

Children will be introduced to the language of each chapter by two

engaging hand puppets, a frog called Felix Frosch and a duck called Franzi Ente. They live in a special German letterbox, which can be created by ordering the letterbox sticker from the Goethe-Institut Glasgow and sticking it to any box or suitcase.

The theme for each lesson is introduced through a story involving the two characters who appear from their home as the children sing the welcome song. The sequence of the chapters is designed to ensure progression. Each chapter has a

range of activities which can be adapted by teachers according to their circumstances. The lessons set out in this course are intended to last 30-40 minutes and additional ideas and teaching activities are provided at the end of each chapter.

The materials are available – free of charge – from our website: www.goethe.de/ins/gb/lp/lhr/mat/fuf/enindex.htm

Lilo Börgmann,
Goethe-Institut Glasgow

News from LFEE



LFEE EUROPE

Languages for Education

Chers collègues,

As always, it has been a busy year for LFEE Europe. You can check out some of our activities on our new bilingual website and practise your French at the same time on www.lfee.eu. Projects include:

Train the Trainers

LFEE Europe will be leading the 'Training the Trainers' course organised jointly by SCILT and Education Scotland during the first week of July 2014 at Strathclyde University. A dynamic and informative week ahead! Visit the SCILT website (<http://bit.ly/1kZqXF>) for further information.

1+2 CLPL

We have been travelling along the sunny roads of Scotland to go and work with pupils, teachers and Education Officers to help embed the learning and teaching of languages into the everyday life of their primary schools. Tiring, but very rewarding!

From MLPS to PLL training with South Lanarkshire Council

We have adapted our traditional MLPS training programme to suit the requirements of the new 1+2 initiative and have trained over 50 teachers from South Lanarkshire. The training, in both French and Spanish, will finish in May 2014.

ICT workshop

This workshop gives help, guidance and fresh ideas to teachers who wish to use iPads, apps and other online tools in their language classroom, be it primary or secondary, French or any other foreign language. We have successfully delivered this workshop in various local authorities around Scotland and it is still on offer for next year!

'From Sheep to Shop: the Story of Wool'

P1 to P7 pupils at Priorsford Primary School in Peebles, as part of their learning of French, have been taking part in a whole-school project entitled 'From Sheep to Shop: the Story of Wool', creating strong links with the prestigious local cloth-manufacturing company, Holland & Sherry. The project will culminate in the making of a short film in June 2014. LFEE Europe has been involved in the project from the start and will share the result of this very exciting initiative soon with SCILT and other partners. Watch this space!

Powerlanguage Platform

LFEE Europe and Powerlanguage have teamed up to produce an online Platform combining resources and face to face training to enhance the learning and teaching of modern languages at all levels in primary schools. The Platform offers teaching materials, planning, and language tips

for teachers. It also has an important responsive element: teachers can ask us to develop resources to suit their specific learning contexts. The Platform is currently used across the Tayside region (Pan Tayside partnership) and will be rolled out in Argyll and Bute next year.

Immersion courses under the new Erasmus+ European Programme

We have had a lot of interest in our Immersion Courses in France and Spain for the coming twelve months. A huge thank you to all partners and colleagues in Scotland who have helped us disseminate the information around the schools!

One-week shadow course in Malaga

A group of primary teachers from the Lothians spent a week with Spanish colleagues in Velez-Malaga (Andalucia) observing classes, teaching English – and rugby! – and working on a common project with their host school. ¡Vamos!

Please do not hesitate to contact us for any further information on info@lfee.net.

Bien amicalement,

Richard Tallaron

You can also follow us on Facebook: <https://www.facebook.com/lfeeEurope> and Twitter: <https://twitter.com/lfeeurope>

Why learn German?

The Goethe-Institut in partnership with SCILT has delivered the 'German Language Adventure' to over twenty schools in the last few months. The team has travelled extensively across Scotland.

The German Language Adventure is a motivational game where participants work in teams to complete interactive challenges and win points. Pupils are able to visit up to fourteen stations which represent a city in either Germany or Austria.

In the race against their opponents, pupils work together to explore German culture, history, celebrities, music, brands and language.

Some of the challenges include such activities as decoding secret messages, directing a blindfolded driver through an obstacle course, making a telephone call in German, solving maths problems or creating football photos depicting ecstatic or disappointed fans.

Feedback from staff and pupils alike has been extremely positive both in the primary and secondary sector.

I wanted to thank you for the fantastic input you provided for our pupils. I have had very positive feedback from the pupils; they have been inspired and enthused. We hope that you will come and visit us again soon.

Liz Harris, Depute Head Teacher at Castlehead High School

I was impressed with how engaged all pupils were with the activities. This was a great learning experience for all and I hope that we will have the opportunity to run this event again in East Dunbartonshire.

Fiona Kerr, Modern Languages Development Officer for East Dunbartonshire



Senior Management, staff and pupils all thought it ranked amongst some of the most worthwhile events we have run in the school over recent years. The activity has been so carefully designed that it successfully targets so many different areas and we were particularly impressed with how much learning was going on without pupils realising! Testament to the quality of the activity, team work was quickly established and the pupils really enjoyed working together.

Susan Belkacemi, PT Modern Languages at Johnstone High School

We were particularly impressed by the active involvement of the great majority of the young people who participated in the challenge. Most of them responded well to the nature of the challenge as a whole and seemed to appreciate the breadth and variety of the different tasks involved.

Sue Langlands, Scottish Government

Due to demand, we have also reviewed the way in which we offer languages here at Carrick Academy and this year we have seen a significant increase in the number of pupils taking German in S3 – a trend that we hope will continue.

Your continued support of our Modern Languages department has been a factor in this.

Shona Stevens, Head Teacher, Carrick Academy

If you are interested in taking part in the German Language Adventure, contact language@glasgow.goethe.org or ring 0141 332 2555 to register your interest.

Meryl James and Janette Kelso, SCILT

Photos: Goethe-Institut/Jane Beret



Job Profile

Melville Petrie, Director of PAI Ltd



What languages did you study at school or university, if any?

I studied French up to Higher level and used to groan about it, but I haven't forgotten how to conjugate French verbs! I got very frustrated that I could not communicate in French. I would have loved to have learnt Latin.

Why did you choose to take up Mandarin?

I joined the Royal Navy and a ship deployment to the Far East really sparked my enthusiasm for languages. I won a place at the prestigious Ministry of Defence Chinese Language School in Hong Kong to study for two years to become a Chinese interpreter. It was a very tough course and not all of us finished it, and a friend in the US Marine Corps failed completely on the final exam. The oral part of the exam was a nightmare as a tropical rain storm was beating down on the corrugated iron roof of the classroom and it was well-nigh impossible to hear anything at all!

What persuaded you to learn Arabic?

Spurred on by my success with Mandarin I discovered that I was actually quite good at languages – having been a bit of a mimic in my teens. I was running a global shipping company in Dubai and as so often

in business we hit legal problems. As all court cases in the Emirates are conducted in Arabic and I wanted to be sure I knew what was going on, I knew I needed to learn enough to get the job done. Like Chinese, the ability to speak the language of the country in which you are working opens so many doors. It gives you a much richer appreciation of what you are doing, and the land in which you are working, than you would ever dream about.

Have you lived or worked abroad?

I was lucky enough to travel the world (apart from South America and the Antarctic) when I was a Supply Officer in the Royal Navy. Later I worked for Coca-Cola in Hong Kong and China. I got that job because of my Mandarin and could not have travelled around central China so effectively without being able to communicate with the managers and staff. I have run a business in Kosovo and was able to pick up enough Albanian for day-to-day business, and as I mentioned earlier I worked for a number of years in Dubai. On one occasion I was contracted to do an in-depth appraisal of Mombasa Airport in Kenya, had to stay in a 5* beach resort close by and learnt Swahili in my spare time – now that did make people sit up and pay attention!

How do you use your languages now?

I have three main languages - Mandarin, Cantonese and Arabic - and use all three in my business interests in the Middle and Far East. In addition I also run inter-cultural courses for Chinese people coming to the West to do business – conducted in Chinese which they find really helpful. I also run training for Westerners doing business in China and the Middle East. In all cases the foreign language helps you understand the culture.

What role do languages play in your life?

Languages now play a huge part in my life at work and in everything else. They have opened my eyes to the nuances of other cultures and ways of thinking and decision making.

Are there any occasions where not knowing the language became a barrier for you?

In my role as a General Manager for Coca-Cola in China my new boss thought that because I spoke and wrote Mandarin, my Cantonese would naturally be as good. They are as different as Norwegian and Italian! Both readily identifiable as Chinese languages, as Norwegian and Italian are European languages, but mutually unintelligible. I had to work very hard and very fast on my Cantonese to satisfy my boss.

What would be your message to inspire young people to continue with their study of languages?

I would advise young people to examine what it is that really interests them, find out where it is happening, and pick a language. This could be a love of Italian culture (which led my daughter to study in Bologna – the oldest uni in Europe), a passion for the great Russian novels of Dostoevsky and Tolstoy, French cuisine or indeed Caledonia, where learning Gaelic would unlock so much of the history of the Scottish Highlands, and go such a long way to keeping the tongue alive and healthy. The first foreign language you learn is likely to be tough going but the next will be much easier. Most importantly of all, learn a language as soon as possible because the brain quickly becomes less receptive to language learning – even in your late twenties. And it will be a lot of fun too!

More job profiles - www.scilt.org.uk/Business/Jobprofilesandcareers.aspx



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At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.

