

Best Practice Case Studies

Case study A

Name of School:	Anderson High School
Contact name:	Mr Peter Haviland, Principal Teacher of Modern Languages
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<p>Why does this project work well?</p> <p>It puts all pupils, or at least all classes, in touch with partners living in the countries they are studying. This makes not only the language but also the way of life real and meaningful.</p> <p>It is not just an add-on to the modern foreign language curriculum, but an essential and increasingly central part of it. The pupils use allocated lesson time to work on their correspondence. The focus each time is on aspects of language and life that are relevant to the syllabus and that are agreed in advance by the teachers in the different countries.</p> <p>It is not just for a few, but for the whole school, as we maintain the principle of languages for all, including pupils with additional support needs.</p> <p>It is not just about having pen friends. It sometimes develops from that into email contact through the Comenius e-Twinning scheme (see http://www.etwinning.net/en/pub/index.htm). Then, if possible, video-conferencing is added. Finally, a biannual school exchange takes place, sometimes associated with a pupils' blog.</p> <p>It is not just about modern languages, but involves cross-curricular themes. Recently there has been formal involvement of teachers from other departments of the school.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Real communication, both receptive and productive. Learners cope with quite advanced foreign-language text when motivated by a personal connection.</p> <p>Understanding how language works. Reading the English written by their partners abroad, and noticing the mistakes those partners make, helps learners to reflect on their own language, on the foreign language, and on the differences between them.</p> <p>Partnership – albeit with pupils from another school – through correspondence and (for exchange participants) through face-to-face cooperation on shared assignments.</p> <p>International education. Insight into foreign countries and their way of life. Countries have included Tahiti and Martinique as well as continental France and Germany.</p> <p>Development education. The school, through the Modern Languages Department, sponsors a girl in a Francophone African country. One S2 class leads the correspondence with this girl through the medium, of French.</p> <p>Using different media, including:</p> <ul style="list-style-type: none"> • handwritten letters (the most effective for making a personal acquaintance with partners, 	

enclosing little gifts etc.)

- email (including e-Twinning)
- Internet (for researching each other's schools and home areas; and for blogging)

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

Emphasis is on **reading** and **writing**, especially:

Reading: Reading to appreciate other cultures, **MLAN 3-09a** – Pupils can work on their own, but they especially enjoy sharing with others the letters they have received and discussing the cultural differences that they discover as they read.

Reading: Using knowledge about language, **MLAN 2-11a, 2-11b, 3-11a, 3-11b**; cf. also (in Literacy and English) Reading: Tools for reading, **ENG 2/3/4-12a** – Pupils have excellent opportunities to compare the foreign language and English, noticing not just spelling patterns but also sentence structures, idioms etc. They have a strong motivation to make good use of dictionaries.

Writing: Organising and using information, **MLAN 3-12a, 3-13a, 3-13b**; Writing: Using knowledge about language, **MLAN 3-14a** – Whether writing in the foreign language or in English, pupils have a strong incentive to plan their messages carefully, create and amend them, and present them accurately and attractively.

At a later stage, the skills of **talking and listening** are emphasised too, especially for those participating in exchanges.

Assessment:

The project could be assessed informally by teachers interviewing pupils, pupils completing profiles, etc.

Messages written by pupils could be assessed by teachers according to agreed criteria, in the foreign language or in English as appropriate. Criteria could include structure, accuracy of writing etc.

Messages written by pupils could be assessed on agreed criteria by their peers in their own school or in the other country (i.e. by the recipient of the message). Criteria could include clarity, relevance of content etc.

Displays are made by pupils about their partners, including class photos in corridors, and PowerPoint presentations. Groups of pupils can evaluate their own and other groups' presentations (both written and oral) as an indicator of the success of a project. This always happens at the end of mixed-nationality, bilingual assignments during school exchanges.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Pupils react differently to the experiences, but many propose their own suggestions for developing the links, e.g. to set up a shared blog with our French partner school.

Comments by S1 pupils on pen friends:

"We liked having penfriends because we got to see what they were doing in France and got to speak to someone else."

"Having penpals helps with our language and it is exciting to get letters back."

"We all agreed that the benefits of having a penpal are to have a real taste of German life and to make new friends."

"Penpals were fun because we get to talk to an actual German person in their own language."

Comments by S2 pupil on eTwinning and Internet research:

"I didn't want the teacher to help me translate it. I worked it out on my own and I explained it to the others."

Comments by S3 pupils after school exchanges:

"I was very surprised at how similar we were to the French children. We would find the same things funny, laugh together (sometimes at the French teachers) and often share the same point of view."

"The children at the school were just as friendly and eager to make us feel as part of their group as they were."

"Even after I came back from Germany it has made me a more confident and mature person. I would recommend anyone this trip because it helped me so much."

Case study B

Name of School:	Bishopbriggs Academy
Contact name:	Moira J Carbery
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<p>Why does this project work well?</p> <p>This collaboration has allowed our pupils to benefit from being part of an international initiative. This has involved a range of partners including, most notably, the Goethe Institute. Teachers in all areas of our school have been energised to develop cross curricular initiatives deepening pupils' understanding of the German language and culture.</p> <p>Pupils are now registered for a Pasch intranet and can correspond electronically with pupils from partner schools worldwide exploring themes on a wide range of topics.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The aims of a Curriculum for Excellence are embodied in our work with our German partners. Pupils are encouraged to see the relevance of their learning and display their confidence and success in the language in a realistic context.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>The Schulen Partner der Zukunft initiative has had an impact across all aspects of Modern Language learning embedded in Curriculum for Excellence both in our school and in our partner primary schools.</p>	
<p>Assessment:</p> <p>How could you assess this project?</p> <p>The project has had immeasurable benefits across our school with all departments involved in some way. Pupils and staff have taken part in intensive language courses in Germany and as a result have gone on to be successful in SQA exams and entrance to University language courses.</p> <p>Staff have had the opportunity of professional development working with colleagues across the globe. Pupils now see themselves as global citizens and appreciate the value of learning a language.</p>	

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“I think contacting people in other countries helps your learning because you learn new words through your conversations with them. It is interesting to find out what life is like in their country”. (Josh Ralston S5)

“By learning German I feel more confident. I now can speak and write German confidently. Through the Partner School Initiative I have met many German citizens and used the skills to speak with them in their own language and have learned a lot about their culture”. (Craig Paterson S4)

“We have been taking part in Pasch Net, an educational social networking site interacting with people in other countries who also speak German. I think this gives me a chance to build my confidence in using German. (Ross Alexander S4)

“Lots of German visitors have come into our school and have given us a taste of German culture. I understand more about Germany now”. (Jenna Chisholm S4)

“My trip to summer school in Germany helped me become more mature and made me realise more about myself. It made me more motivated towards learning and gave me more confidence in the language and as a person”. (Connor McLaughlin S6)

“At the end of my trip to Germany I had to make a presentation. Before I went I wouldn’t have done that in my own language. I managed to do it in German and felt comfortable doing it in front of 80 people. The trip made me realise I could do things I thought I couldn’t”. (Lesley Anne McIntosh S6)

Case Study C

Name of School:	Elgin Academy
Contact name:	Jérôme Lestienne
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<p>Why does this project work well?</p> <p>Pupils see the relevance of learning a Modern Language in its practical sense and there is coherent progression throughout the course.</p> <p>It is no longer about jumping from topic to topic without any sort of links.</p> <p>Pupils are told they no longer just learn French/German, but also skills for life and skills for work.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The whole of our S1 course theme is now:</p> <p>‘You live in your parents’ luxury hotel in Elgin and you share the experience with the foreign guests.’</p> <p>I have kept the same topics as before, but in that context.</p> <p>For example, our S1 pupils will no longer learn the different rooms in a house, but how to describe the different rooms of a hotel on a hotel website or leaflet: same vocabulary, put into a context, less tedious and not as personal.</p> <p>Indeed, the outcome of being able to describe the rooms in a hotel sounds a bit more useful than ‘telling your penfriend what there is in your bedroom’.</p> <p>Another example of related topic is when it comes to personal details, they will play the part of either a foreign guest or as a helper to the receptionist who does not speak the foreign language. Again, the usual personal questions will be used, but in a work context.</p> <p>Pupils will have to be more imaginative and become effective contributors to their community.</p> <p>One of my colleagues pointed out that 12 years old might not be au fait with how luxury hotels work.</p> <p>I took this on board and since wrote to a 4 star hotel close-by, the Mansion house hotel.</p> <p>They agreed to welcome each of our S1 classes in August for a tour of the hotel and to answer potential questions.</p> <p>Therefore, everyone started with the same background knowledge about hotels and about what businesses there are 5 minutes down the road from their school.</p> <p>A world, some might never have had a chance to experience.</p> <p>I believe strong links have now been created with a local business, and the pupils will have a course which is linked to their community, with vocabulary put into the work context and therefore relevant.</p>	

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

CURRICULUM AREA E&Os

E&O 1 MLAN 3-06 A/B

E&O 1 MLAN 3-13 a/b

E&O 2 MLAN 14 a

E&O 1 MLAN 3-01 a

E&O 2 MLAN 3-02 a

E&O 1 MLAN 3-08a

E&O 2 MLAN 3-09a/10a

LITERACY / NUMERACY / HEALTH & WELLBEING E&Os

E&O 1 ENG 3-12a

E&O 1 ENG 3-02a

E&O 2 LIT 3-23a

E&O 2 LIT 3-14a

E&O 1 ENG 3-02a

E&O 2 LIT 3-23a

Assessment:

How could you assess this project?

1. AT THE RECEPTION: SPEAKING (role-play)

- The rest of the class is to give '2 stars and a wish', giving reasons for opinions or how this would help a further performance, using the *show me* boards.
- Not only pronunciation, grammar and vocabulary are assessed, but also volume, eye contact, actions (so not just language skills, but also skills for work/life)
- Performers are expected to record their 'next steps' into their PLP.

Teacher to record + / - about the performance.

2. HOTEL LEAFLET: READING/WRITING

- Produce a prospectus for a luxury hotel in Elgin (home area/rooms etc...)
- After due preparation, each pupil will have ½ hour to produce a written text for a prospectus
- For peer-assessment, this will then be passed around the class for '2 stars and a wish' or 'nothing to add'.
- Teacher will then take in the work and give feedback on proforma.

Pupil will use the feedback to create a final LEAFLET in groups. Then the best leaflet from each

class –as voted by the classes- will go to a final when a manager from the hotel and a member of SLT will decide which is the best in a dragons’ den type of assembly. The leaflets (one from each language) will then be photocopied and displayed at the hotel for use by the foreign tourists.

3. EDUCATION: LISTENING

- Listening to a conversation between hotel guests about school (subjects/differences/likes/dislikes etc)
- Pupils will watch a video recorded at the French school of Aberdeen and at the Landshut exchange school.
- Pupils will answer in English a series of questions which will match those asked on the video– marked by teacher

They will pair and share their findings

4. LETTER OF EMPLOYMENT: READING

- Understand a job application from a young speaker of the target language for experience at the hotel. (Personal details: age/family, likes/dislikes/school, home area etc...)
- Pupils will have to read the letter and answer a series of questions – marked by teacher

They will pair and share their findings.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;

“it is more realistic so we are more likely to remember it because we see the point”

- Confident individuals, who can talk with others or deliver presentations in their new language;

“we had to do a role-play at the reception, but because we pretended to be someone else, it didn’t matter if we looked stupid... a bit like in drama”

“I feel more confident because it is about situations we have experienced or will experience and it is a hotel I know”

- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;

“we are often given time to think in pairs before answering so we can help each other and feel more confident”

“we can use our French in practice for real conversations with clients”

“we learn about the type of jobs with languages next to our school so it’s more interesting”

- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“what we do is more interesting than in primary when we just learned words after words”

Case Study D

Name of School:	Glenrothes High School
Contact name:	Olga Danagher
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<p>PROJECT – Researching life for teenagers in the Democratic republic of Congo, revising/learning French vocabulary & structures for personal details, family, hobbies, home, household tasks etc.</p> <p>Why does this project work well?</p> <p>It works well because it incorporates many aspects of CfE; gaining an insight into global issues whilst working in groups, are integral to its success, as well as the opportunity to practise French within a context that is new, yet contains aspects of familiarity.</p> <p>The pupils enjoy having the opportunity to compare and contrast their lives with the lives of two teenagers from the Congo. It gets them thinking about how difficult life can be in a country like the Congo. It also makes them think about countries where French is spoken beyond mainland Europe.</p> <p>The project is undertaken by S1 pupils, towards the end of the school session.</p> <p>Resources : Citoyens du monde – La vie en RDC by SCIAF (Scotland’s aid agency) DVD & Reading Materials</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Before embarking on this project, the class are tasked with establishing a set of ground rules for their group work, which are then translated into French by one group & displayed clearly in the classroom. Rules included turn-taking, showing respect & listening without prejudice to others’ viewpoints.</p> <p>As well as building on their abilities to become <i>confident individuals</i>, who are required to present their findings in French to the rest of the year group at an assembly, they are simultaneously working towards becoming <i>responsible citizens</i>, with a clearer insight into life in another society.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>Listening for Information MLAN 3-01a: Initially, pupils view the DVD provided by SCIAF. They are set different questions to complete in each group, and have to note-take as the DVD is playing. At the end of the 2nd viewing, all groups come together to discuss their findings through a peer-marking plenary.</p> <p>Organising and using information MLAN 3-06a/3-06b: As they progress through the project, pupils begin to prepare their talks for the forthcoming assembly, some groups use PowerPoint, others make posters to support their presentations.</p>	

Assessment:**How could you assess this project?**

Pupils could give a presentation in French on what they have learned about the Congo and what they have learned about life as a teenager in the Congo (**MLAN 3-06a, MLAN 3-06b**).

Some of the SCIAF reading materials would lend themselves to **MLAN 3-08a**, and especially to **MLAN 3-09a** as assessable aspects.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“I was surprised at the amount of similarities there are between teenagers here and in the Congo, but life is definitely a lot harder for some teenagers in the Congo. They have to do a lot more in the household and for their family than we do. Families tend to be a lot bigger than typical Scottish families.”

“They support the same football teams as us!”

Through focussing their research on teenage life in an environment so dissimilar to Scotland, pupils certainly had the opportunity to become aware of life in another etc (Responsible Citizens); they worked on the project in groups, with agreed parameters for behaviour, and each group contributed to an S1 assembly, where they outlined what they’d learned to the full year group, with two members from each group making mini-presentations (Effective Contributors, Confident Individuals).

Case Study E

Name of School:	John Ogilvie High School
Contact name:	Eddie Morrison, Headteacher Linda Orr P.T. Modern Languages
Email address:	headteacher@johnogilvie.s-lanark.sch.uk
<p>Why does this project work well?</p> <p><i>“It is Spanish that carries the day.”</i> This quote is taken from a Times Educational Supplement feature about the Modern Languages Department in John Ogilvie High School. It recognises our efforts to make Spanish language and culture a key feature of our school life, to make the learning of a language relevant and to provide young people with every opportunity to develop their Spanish.</p> <p>In John Ogilvie High School, we believe:</p> <ul style="list-style-type: none"> • our emphasis on connections with real people through cultural and educational links as well as on the daily practical application of the language in the lives of the pupils lifts the language off the pages of a book and into the real life experiences of our pupils and so gives the language meaning and purpose and importance and relevance. • through the friendships, cultural exchanges and e-twinning, our pupils realise that learning a language is a gateway to other friendships, families and cultures which will enrich their lives now and into adulthood. <p>We were therefore delighted when these beliefs were endorsed by the Spanish Embassy in London who recently awarded us the title of “Spanish School of the Year for 2010” - the only Scottish school to receive the award this year.</p> <p>A chance meeting at a football match, coupled with the tragic story of a footballer's son who died of cancer in 2004 united two communities in a grief and friendship which has endured and has been the catalyst for making real human connections and providing the opportunity to bring the language to life.</p> <p>A recent visit by Joaquín Moreno, the Spanish Education Advisor from the Spanish Consulate in Edinburgh confirmed the promotion of the Spanish language and culture with the young people from JOHS as innovative and imaginative. The network of links achieved through direct engagement with Spain and Spanish speakers was described as impressive and sector leading. A chance meeting has been developed into wonderful opportunities and experiences for our pupils.</p> <p>We believe our pupils are better equipped to engage in exploring other cultures and languages through the links they have with other young people in Spain, more knowledgeable about the customs and history of Spain, a willingness to share their own learning experiences with those of others from another country, an increased knowledge of how language skills can and will open “doors of opportunity” for them and enhance their employment skills and a more positive approach to learning a foreign language.</p>	

Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.

We have sought to find ways to let pupils (and staff!) learn languages by almost subliminal exposure. So all signage in our school is in both Spanish and English, including the toilets (which also focuses parental minds on Parents' Nights!).

Posters around the school relating to key *Health and Well-Being* issues like bullying are duplicated in both languages reinforcing not only the Spanish but the child welfare issues. In Physical Education, where the inspirational posters of sporting heroes are visually self-explanatory, the wording on the posters is exclusively in Spanish. So too is all information related to uniforms and pupil traffic-flow and instructions for silence during exam periods. So too are the menus at the canteen, though admittedly finger-pointing is still the preferred mode of communication for indicating culinary choice in Burnbank!

In the classrooms across the school, Spanish is given its place. For example, in every Maths classroom the numbers on the wall are in Spanish as are the names of the geometrical shapes, while teachers play, "¡Yo No Digo Nada!", the Spanish adaptation of "Buzz", to drill tables. In Business Education, pupils will be met with a greeting of ¡Hola! and, ¿Qué tal? from teachers who have enrolled in the weekly staff lunchtime conversation class run by an enthusiastic colleague from the Languages Department. IDL (Inter-Disciplinary Learning) Projects are adjusted to include a Spanish dimension. Thus, during S2 Citizenship Week the "Trading Trainers" activity is set in Latin America and trading has to be 'attempted' in Spanish or the Bank doesn't pay out. The Seismology Group focuses on earthquake experiences in Chile and our Fairtrade Group link up with a co-operative in Chile.

However, wherever and whenever possible, we must also make real human connections which are valuable in themselves through whatever means available to the school.

Our good fortune to be in the right place at the right time to create an educational link between the two communities of John Ogilvie, Hamilton and Francisco Tárrega, Vila-real has provided the catalyst to make that connection. Over 400 pupils of our current school roll of 920 have had a direct personal link with Spain and the Spanish people in the region of Valencia. The annual S1 tour of the region is as educational as it is 'vacational' while the annual exchange visits see groups of thirty plus Spaniards and Ogilvie pupils live together for a fortnight in a community where the locals, be they in Burnbank or Vila-real, make strenuous efforts to communicate in the language of their visitors, but communicate they do and the relationships between the pairings long outlive the period of the exchange (with a certain low-cost airline a principal beneficiary of the vibrant success of the project throughout the Summer and Christmas breaks). When they aren't actually on Spanish soil, the pupils talk animatedly of conversations on "Tuenti" the popular Spanish social network site and exploit skype and video links to the wee small hours of a week-end. The point is that the language in these situations matters- the pupils see the relevance of learning the language because it has relevance to their lives- it is the gateway to a culture and a community of friendships which affects their lives in a positive meaningful way. There is no need for the syrup-of-figs-double-glazing-salesman hard sell with them. They love to learn the language because it brings them closer to their pals.

Some students also have e-pals in Torpa School in Gothenburg in Scandinavia where a group of Swedish students are learning Spanish as a foreign language. With English not being a barrier here, the focus is on the shared experience of learning Spanish and through the exchange of videos of school life and the social networking, our pupils see an example of a place where it is clearly 'cool' for 'cool school-kids' to learn 'another other' language.

The "application of their learning in challenging unfamiliar situations" (Have you ever tried living with a foreign family for a fortnight who don't speak English? Or have you done work experience in another country?) In June this year, for the first time, some of our senior pupils will participate in a work experience project in Amposta, providing them with a level and depth of challenge which few other subject disciplines can match -'the application of their learning in challenging unfamiliar situations'. while the principles of the Experiences and Outcomes documents such as, "*understanding and enjoying other cultures and gaining insights into other views of the world*" (for Modern Languages: 1)5 or "*understanding what is special, vibrant*

and valuable about my own and other cultures”(for Literacy & English: 1)6become self-evident.

The link between our school and Francisco Tarrega has extended further into the two communities. For example Town Councils/ Mayors have become involved. We attended the Scottish Parliament as part of a Vila-real Town Council delegation where Fiona Hyslop praised our links and in particular our fundraising for ASPANION (Spanish children’s cancer charity). In 2010, we raised almost 2,000 euros for the charity.

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

We feel all of the activities mentioned in previous sections cover many of the Es and Os for Modern Languages and cross over into Health and Wellbeing/Literacy. The experiences of our pupils certainly meet the requirements for Listening and Talking, and several in Reading and Writing.

Assessment:

How could you assess this project?

This is a long term project, which we have only informally evaluated:

Growing interest in participating in the exchange and school trip – numbers have increased year on year. In first year of exchange, we struggled to get the numbers needed, many pupils were interested but lacked confidence. After the first visit of the Spaniards to the school, we were inundated with requests to become involved. Many of our present group are taking part for the second time and many of our former students are visiting their partners during holiday periods, attending family events, special birthdays etc. Some of the parents have become involved as well.

Pupil evaluations of the activities have been very positive. (Some of the quotes appear in a later section)

Growing confidence of pupils is evident in they way they responded during press and TV interviews and the visit to the Scottish Parliament.

Growing number of pupils (and non Modern Languages staff) who are happy to speak Spanish around the school.

We believe that our school is ‘bien españolizado’ and the award from the Spanish Embassy endorses this.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
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- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Quotes from magazine/newspaper interviews.

“It helped immensely in giving us an insight into another culture and it opened my eyes to the fact that there are more similarities than differences between our cultures. Language is really the only difference between us.” Clare Brown S6 (Networking Article)

“I have made friends for life. The whole experience improved relations not only between two schools but between two peoples. I know the Spanish pupils were overwhelmed by the friendliness and kindness of the Scots. This made us feel good about ourselves.” David Mc Fall S6 (Networking Article)

“Spain has a child-friendly culture. They treat young people with respect and they get it back” Angelle McCluskey (S4) TESS article.

Quotes from pupil evaluations of S1 Salou Trip/Vila-real Exchange on what they enjoyed most.

“I enjoyed the day to Vila-real most because I met the locals” Jack Dempsey(S1)

“Making new friends and being able to speak to people from Spain that I could never have spoken to before” (Megan O’Brien S3)

Quotes from filmed interviews.(Used at Unlocking the Potential/SCILT conference)

“It means you’ll have friendships for life, you’re keeping in contact a lot after it” (Laura Grady S6)

“I look on my partner almost as a sister, it’s given us an opportunity to have family in Spain”
(Ashley Wilmot S5)

“There are signs in Spanish and English in my area on bullying, it’s a message sent out every day, by seeing it all the time you know what it means” (Rachel Di Mambro S5)

We signed up to Tuenti(Spanish networking site) so we could keep in contact. Because it’s in Spanish ,how you work it, signing out, posting pics etc. helps you learn new words.” (Aidan Hutcheson S3)

“You have to communicate somehow – you know more than you think you know” (Rachel Di Mambro S5)

Case Study F

Name of School:	Kemnay Academy
Contact name:	Claire Bleasdale
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Why does this project work well?	
<ol style="list-style-type: none"> 1. The project integrates the learning of new facts with new language and higher order thinking skills 2. It engages and motivates pupils on three levels and helps them to practise and internalise new language as part of the learning process, and not as an end in itself 3. It helps pupils to analyse and to articulate the learning process and to reflect on ways of making learning more efficient for them 4. It enables teacher-reappraisal of the purposes of learning foreign languages: for real communication, for interest, for a true appreciation of other cultures 	
Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.	
See attached: CLIL case study for CfE group.doc	
To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?	
<p>The expectations of pupil use of the modern language in this project: i.e.</p> <ul style="list-style-type: none"> • that the language FOR learning should be relevant, precise and specific to learning new information about the world about them, • that the language OF learning should be practical, facilitating and useful to carrying out class room tasks and activities, and • that the language THROUGH learning should be authentic, accessed and wanted by the pupils themselves <p>mean that all MLs Es and Os for Reading Listening and Speaking are met at high levels for this unit of work</p>	
Assessment: How could you assess this project?	
<p>The project was assessed by observing the pupils' discussion, interaction and presentation of information.</p> <p>As described in the case study, pupils were able to articulate complicated explanations of the causes, effects and costs of natural disasters, to discuss various ways of measuring their impact and argue that one natural disaster was 'worse' than another, all in the foreign language. The focus of teacher observations was similar to that of assessments devised by the Geography department to test content retention and skills development.</p> <p>The pupils were also able to access information from written texts and from foreign language sites from the Internet with a great deal of linguistic confidence, operating at linguistic levels far ahead of those presumed accessible by pupils with so little previous knowledge of the language</p>	

They presented this information to the rest of the group, who assessed the success of their talks according to pre-negotiated success-criteria

This confidence with advanced material was evident in a later activity of collaborative translation

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

"I really liked learning interesting things through German. You have to concentrate more because it's in German, and that helps you to concentrate on the facts as well" A.B.

"Next time I will try not to use the walls [displays of communicative strategies] for help as much" C.S.

"Learning about natural disasters was interesting. You forgot it was all in German!" S.D.

"The language police idea was very good. It meant we all spoke German all the time" J.Mc.

[while being congratulated by Professor Coyle] "Wir haben gewonnen!" J.Mi.

Case Study G

Name of School:	Kirkintilloch High School
Contact name:	Edward Muir - Head Teacher Caroline Edwardson - PT Modern Languages
Email address:	EMuir@kirkintilloch.e-dunbarton.sch.uk cedwardson@kirkintilloch.e-dunbarton.sch.uk
<p>Why does this project work well?</p> <p>This project has been successful because it was driven by a common desire - to deliver Modern Languages as a cohesive experience – a journey which takes pupils from the start of their foreign language-learning career in the Primary Sector and allows them a smooth articulation with S1 as they move through the transition period. All of the practitioners involved, both primary and secondary, were committed to creating an effective learning opportunity where the French curriculum could be delivered with confidence and experienced by pupils as a relevant dimension of their future as Global Citizens.</p> <p>Having harnessed the enthusiasm of all the practitioners involved in this collaborative experience, the most meaningful benefit both to teachers and, in the long-term pupils, has been the opportunity to ‘sit down and talk’ – very simple but highly effective. This opportunity was made available to us through the commitment and support of our respective Head Teachers and funding released by the local education authority – EDC. We were fortunate to have also input from 2 CfE Curriculum Development Officers whose advice was invaluable and who facilitated an engagement with Brian Templeton and Rosemary Delaney from LTS.</p> <p>For many of the teachers involved there had been previously little or no opportunity to share ideas and good practice and even, if necessary, to share doubts and crises of confidence. A cohesive provision is achieved only through honest and focused dialogue – the success of this project is testimony to the quality of that dialogue and the commitment of the participants. CfE had provided us with a wonderful opportunity to review and revise and we grasped it enthusiastically – the experience was enlightening, thought-provoking and ultimately rewarding for us and our pupils.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The collaborative approach adopted in this project allowed both primary and secondary practitioners the opportunity to:</p> <ul style="list-style-type: none"> • arrive at a shared understanding of the outcomes and proficiency expected at second level in each Modern Language skill (by the end of P7) • share ideas and practice which will enable young people to achieve these standards through learning experiences which promote the principles of AiFL and CfE – in particular Challenge and Enjoyment, Progression, Coherence and Relevance 	

- develop further an awareness of how to implement Glow into the delivery of Modern Languages and to ensure a meaningful integration of ICT as a teaching and reference resource
- establish a forum (through both GLOW and arranged meetings) for professional discussion and support which is sustainable due to developed mutual trust and respect

The revised programme P7 will allow transition pupils to experience meaningful progression from second to third stage learning within the frameworks of Curriculum for Excellence.

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

With reference to CfE Modern Languages Experiences and Outcomes, the revised programme should allow pupils to:

- “gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages”
- “develop language skills that can be used and enjoyed in work and leisure throughout life”

The Inter-schools Event ‘Belleville’ will be a sustainable annual event which will allow pupils to:

- “Enhance their understanding and enjoyment of other cultures and their own and gain insights into other ways of thinking and other views of the world”

‘Belleville’ provided a real-life experience of language which added a dimension of relevance to the learning of French. It provided an opportunity for meaningful Interdisciplinary Learning both at primary level (e.g. Gartconnor’s Art Project, Twechar’s Drama through the medium of French) and at secondary level where pupils cooked shortbread cookies in HE from a recipe they had created in French as part of a cultural project on Brittany. The success of these learning experiences was evident from the motivation and enthusiasm shown by the pupils in both sectors. The S1 pupils contributed with confidence in French as helpers at the ‘Belleville’ event and took responsibility for ensuring that their primary visitors had an enjoyable ‘French’ experience.

‘Belleville’ allowed both sectors across the Cluster to celebrate the diversity of our world where our pupils will be Global Citizens able to make an effective contribution with the language skills they require.

Due to input from Rosemary Delaney at LTS we planned our revised provision with an enhanced appreciation of the Es and Os relating to Literacy, Numeracy and Health and Wellbeing. It became clear to us, although, we did not audit our revised programme specifically against these frameworks, that Modern Languages is in a strong position to address the core skills expected of Curriculum for Excellence.

Assessment:

How could you assess this project?

The main aim of the Transition project was to develop the means by which teachers could proceed with confidence towards providing a smooth articulation for primary pupils as they entered the secondary sector and that these pupils would have a stronger understanding of the relevance of French in their life as citizens of Europe and develop the skills required to help them become effective and responsible contributors. Excellent progress was made towards achieving this aim.

There is still work to be done in within the remits of the working groups but we are confident that we now share a better understanding of what second/third level French looks like in terms of skills progression and learning outcomes.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Amy (Twechar primary who devised and filmed a French drama): *"I enjoyed doing our French film (for the Mediatheque) because we got to act and speak French at the same time and it helped me with French food and it helped A LOT! We got to make our own food but it was made of paper! Then we could play music, but in the film you can hardly hear it.... and that's what I enjoyed"*

Nicola (Oxgang Primary - who performed the 'rap'): *"It helped to pronounce words that we didn't know and it was good mixing French with songs"....."What I enjoyed most about 'Belleville' was when we got to try the food and playing in the gym hall. It was good listening to the French pop star and asking her questions."*

Niki (Oxgang Primary): *"It was really fun and I hope we have it again for the other Primary 7s. The thing I enjoyed most was the food tasting because I had never tried French food before."*

Shannon (Twechar Primary): *"Whilst we were working doing our French film, we were all working in a group. It was really fun because we worked really well together. Our film was quite good but embarrassing...."*

Nicole (Gartconner Primary): *"I thought that when I was in P7 doing French in a different way (paintings by French artists) was a really fun way. It made it more enjoyable because art is one of my favourite subjects.....I enjoyed seeing my painting up in one of the rooms (Centre Culturel). I felt really proud of it. It was a great French experience."*

Declan (Hillhead Primary): *"I enjoyed drawing the pictures of the famous French celebrities (for the Centre Culturel) and doing research on them. I also enjoyed working in a group and painting the pictures.....I enjoyed doing the games in the games hall and watching the French rock star video."*

Greg (Gartconner Primary): *"I enjoyed working with different people and talking all day in French. We had to order our food in French."*

Amy (Harestanes Primary): *"Francophone (posters for the Centre Culturel) - I enjoyed that because we learned different countries that spoke French like Niger and other countriesnot just France. So I found that very interesting."*

Case Study H

Name of School:	Mid Calder Primary
Contact name:	Wilma Gordon
Email address:	wilma.gordon@wled.org.uk
<p>Why does this project work well?</p> <p>This project has been a success, as it moves from a teacher-led towards a child-led approach. The formative assessment procedures are based on individual, peer and group assessment, with teacher input, by means of feedback, if and when necessary. The summative assessment is in the form of comic strips, animations and the finished novel which uses a variety of activities designed to motivate and increase self-confidence in pupils. The project has been created to integrate CfE and develop learning, teaching and attainment within the topic. These are all based on careful selection of CfE experiences and outcomes. The pupils are introduced to the topic by sharing the learning intentions and success criteria based on the experiences and outcomes from CfE. It is hoped that by sharing the learning in this way, the pupils will feel engaged with the project and enthused and motivated to learn. The class is supported throughout the work by the teacher and are given a structure on which to base their learning, but are very much encouraged to take autonomy and work individually, with a partner and/or in groups. The principle subjects involved in the project are French, ICT and literacy, although art, drama, social subjects and science are also included in lesser measures.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Planned learning experiences are to encourage pupils to read, write and use listening and talking in French using interdisciplinary links to literacy and ICT. The project is the 'Novel Idea', which involves co-writing a book with our partner school in France, the French pupils write chapter one and we write chapter two. This continues for a total of ten chapters. The children also create the illustrations for each chapter. This work is posted onto GLOW which allows the pupils to discuss possible outcomes and share their learning with parents. The pupils are used to reading French texts and using a variety of resources to translate them. Taking this a step further the pupils create their own version of a chapter by writing a script in French, only dialogue, and then designing 'Comic Life' cartoon strips and stop motion animations to enhance their reading, writing, listening and talking. This is shared with the French children for peer assessment. The novel, comic strip and animation are also posted onto GLOW to be viewed by other pupils and parents, where comments can be left.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <ul style="list-style-type: none"> I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b <p>Using critical skills techniques to write the chapter, make comic strip and animation.</p> <ul style="list-style-type: none"> I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b <p>Write a script and share it with their French peers for assessment</p>	

- I can understand how a bilingual dictionary works and use it with support.

MLAN 2-11a

To use dictionaries and online resources to help with writing

- I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.

MLAN 2-11c

To base script on French chapter and highlight words and phrases which can be recognised

- I can recognise and comment on other features of my own language which help to make sense of words in the language I am learn

MLAN 2-11d

Writing script and using GLOW discussion to share learning and comments on others work

- I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.

MLAN 2-12a

To use a variety of resources – dictionary, online, teacher and French peers to correct writing

- I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.

MLAN 2-13a

To write script and put this into a comic strip and animation. To post work on WIKI space to share with French children, their teacher and parents and ask for feedback.

Assessment:

How could you assess this project?

The assessment procedures are mainly formative by means of self, peer and group assessment, using GLOW discussion and peer assessment from the French children via video conferencing. Feedback is given by the teacher as and when required. Summative assessment is in the finished article, i.e. comic strips, animations and the completed novel.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
'Translating the chapters of the 'Novel Idea' project has helped me understand the similarities of French and English words, which improved my learning of a foreign language.' (J.E. P7)
- Confident individuals, who can talk with others or deliver presentations in their new language;
'I think the 'Novel Idea' project opens up opportunities to talk to the French pupils and find out about their language and culture.' (A.M. P7)
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
'This project has helped me become better in group activities and boosted my skills in imaginative writing.' (L. J. P7)
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

'When we use the webcam and spoke to the French children, we found out that they are very similar to us.' (A.C.P7)

'Using audio equipment with the French children lets me know that we have the same type of education and similarities in learning, but in different a language.'(J.T.P7)

Case Study I

Name of School:	St Kentigern's Academy
Contact name:	Vicki Simpson, Teacher of Modern Languages
Email address:	vicki.simpson@wled.org.uk
<p>Why does this project work well?</p> <p>The Interdisciplinary Project allows pupils studying languages to Higher and Advanced Higher to use their skills in a real context. Students choose the context for their projects and gain experience in project management, academic research, data collection and analysis as well as increasing confidence. As students choose their area of research they are enthused and motivated to use their language skills.</p> <p>The project provides language students with an opportunity to work independently and take responsibility for their own learning. It is excellent preparation for future studies at University level.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>It is imperative that students show how they have used their target language throughout the project and the details of such communication must be documented. In particular, students benefit greatly from the opportunity to communicate in the target language in written and spoken form with companies, teachers abroad, etc.</p> <p>The project ensures that students put their language skills into practice and is a fantastic way for them to use their language skills in real life situations in an area that is of particular interest to them.</p> <p>The areas below are specific to the IP carried out at St Kentigern's Academy 2009/2010:</p> <p>Italian & French</p> <ul style="list-style-type: none"> ▪ E-mail contact with teachers in Italy & France ▪ Producing packs for classes to aid with writing articles ▪ Editing articles written by pupils <p>English</p> <ul style="list-style-type: none"> ▪ Presentations at Proposal/Plan stage ▪ Final Presentation of project to panel <p>At every stage, the candidates are Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>N/A Advanced Higher Level goes beyond Level 4 Es and Os</p>	

Assessment:

How could you assess this project?

The Interdisciplinary project is assessed by internal and external verification within the guidelines and support given by SQA. There are 5 specific areas where the candidate is graded A-C comprising of the Project Proposal, Project Plan, Presentation of Findings, Evaluation of project, and Self Evaluation of generic/ cognitive skills.

We had a team of internal verifiers who met at various points throughout the project duration and we quality assured each others' assessor comments.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

I myself have noticed that whereas previously I tended to ask for help as soon as I encountered any problem, now I am more likely to independently find a logical solution. SL and CI

Feedback from presentations has always been very positive and I have broadened by skills by presenting in a more formal manner to different audiences. CI, EC

My report writing and use of specific subject has become more sophisticated in English and Modern Studies. Also, my vocabulary and understanding of grammar has increased in both written and spoken Italian. SL, CI, EC

According to many of my teachers there has been a noticeable difference in my ability to use different research techniques (focus groups, questionnaires, ICT support and in literature). SL, EC, CI

Due to the nature of the project and the circumstances of my studying Adv. Higher Italian I have an increased ability to work independently and demonstrate leadership skills working in groups and with younger year groups. SL, EC, CI

Case Study J

Name of School:	St Roch's Secondary
Contact name:	Jacqueline Gallagher
Email address:	JGallagher@st-rochs-sec.glasgow.sch.uk
<p>Why does this project work well?</p> <ul style="list-style-type: none"> • The inter-disciplinary nature of the project – together the Modern Languages Department and Business Education Faculty provide a holistic learning process that is much more effective than either department could offer separately. The learning starts with discussions and exercises in English and then moves seamlessly to other languages. • The project is skills based: working with others, ICT, thinking skills, presentation skills as a sample. • Assessment is integrated into the process. • The involvement of our business partners gives credibility to the process – their support is invaluable and our pupils acquire employability skills and the confidence to use their skills. • The National Progression Award (2010/11) in Enterprise and Employability from the Scottish Qualifications Authority is giving our project a still wider focus – pupils are developing enterprise skills through the context of the culture of the language – music, food, cafés, currency, as well as gaining employability skills through their learning of a language. 	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The project focuses on building confidence and resilience through acquisition and use of a modern foreign language. It encourages pupils to see that success comes from being able to deal with setback and a willingness to challenge yourself. At the same time the pupils have the opportunity to identify and have access to the skills that employers need and to bring personal skills and academic learning together. They also have an opportunity to discover through the Enterprise unit (2010/11) about European/ global culture.</p> <p>Key Principles of Curriculum for Excellence:</p> <ul style="list-style-type: none"> • Relevance: globalisation and global citizenship; generic and soft skills demanded by employers; selecting content and making links with the pupil's experience, prior learning and interests. • Challenge and enjoyment: motivating pupils to gain language skills through a variety of different learning opportunities. • Personalisation and choice: responding to individual needs and supporting particular aptitudes and talents. <p>From the outset we have had in St Roch's the following points as the criteria by which we evaluate the effectiveness of our courses. Do we</p> <ul style="list-style-type: none"> • Allow more choices and chances to meet the needs of individual young people? • Make sure that assessment and certification support learning? • Equip young people with the skills they will need for tomorrow's workforce? 	

- Enable young people to flourish in life and work beyond school?

We believe these are central to the aims of Curriculum for Excellence.

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

The pupils are provided with an actual job advert, which this year is in French from Novotel (one of our business partners) and they must read this and select the qualities and skills required, then they must write an application letter and CV, which they send to Novotel. The pupils are then interviewed in French and given feedback in English or French.

Interview Process

I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts.

MLAN 4-01a

I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary.

MLAN 4-04

I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken.

Job Advert

Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding.

MLAN 4-08a

I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken.

MLAN 4-09a

Application letter and CV

I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words.

MLAN 4-13a

I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing.

MLAN 4-14a

Case Study K

Name of School:	Woodhill Primary School
Contact name:	Aileen Spence
Email address:	aspence@woodhill.e-dunbarton.sch.uk
<p>Why does this project work well?</p> <p>It is an interactive and fully participative approach to the teaching of French in Woodhill Primary School. It has been developed taking account of the views, perceptions and comments of pupils, staff and parents in relation to the Modern Languages programme being taught. It has a clear, strong focus on initiating, developing and sustaining innovative approaches and methodologies with the aim of increasing the motivation to learn a Modern Language and to hi-light the benefits thereof.</p> <p>Full account is taken of the principles of CfE to ensure Challenge & Enjoyment, Breadth, Progression, Depth, Personalisation & Choice and Relevance. These approaches sit clearly within the strong International Framework within Woodhill Primary School to ensure the most meaningful approach to Modern Language learning within CfE to enable us to achieve the 4 Capacities as Successful Learners, Responsible Citizens, Confident Individuals and Effective Contributors.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Pupils use interactive approaches to their learning including:</p> <p>The use of blogging – e-twinning blog – Hector’s blog – pupils communicate in English and French with those in a primary school in Paris.</p> <p>The use of podcasting – using Audacity to make a podcast – to record and reinforce knowledge gained and to improve pronunciation while developing ICT skills.</p> <p>The Dance mat – pupils use the Dance mat and software to write their own French lessons based on class topics.</p> <p>Drama – senior pupils take part in a French play each year and perform in school and also compete nationally</p> <p>Pupils use ‘Create a Story’ software to link ICT and Languages in creating personal profiles etc.</p> <p>Use of Task Magic – based on popular media programmes to enhance language learning.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>These approaches enable us to deliver across all Experiences and Outcomes as appropriate. We are currently developing a clear, structured programme to support CfE developments this session incorporating these methodologies.</p>	

Assessment:

How could you assess this project?

Through pupil, staff and parent evaluations and the quality of the end results.

Through the ability of the pupils to share their learning experiences with others both within Woodhill Primary and at local and national events.

Through demonstrating their ability to participate actively in collaborative tasks.

(Pupils are trained to become 'Buddies' for others to ensure that knowledge and skills are shared and passed on across the year groups.)

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Some comments from the pupils about these approaches:

We can work at home and our parents can see our work online.

It is more exciting and interesting than written work in class.

We can work independently on things we want to learn.

We understand life in other countries better.

We have better links with our partner schools.

We can work at our own pace and practise as much as we want.

We can mark our own work and see how we are improving.

We have lots of new friends around the World.

We have a worldwide audience for our work.

We can download our work onto our own mp3 players and use them at home.

We love reading comments left on our blogs from countries all over the world.