

Scotland's National Centre for Languages Newsletter



Webpages to support
1+2 now live

Welcome to the SCILT newsletter

Editorial

Dear Readers,

Another six months have flown by and the articles in this Newsletter bear witness to the range of exciting, innovative and positive steps that have been taken during this period, to promote, support and develop the learning and teaching of modern languages in Scotland and to lay the foundations for 1+2. It's wonderful to see just how far down this road some schools are, providing an inspiring and engaging example to us all.

As far as 1+2 pilots are concerned, the Easter term saw Education Scotland and SCILT carry out support visits to the nine that had already started, as well as giving the green light to the 10th pilot in Renfrewshire, which will focus on transition in German from primary to secondary. You can read more about this latest one in this Newsletter. Evaluation will begin towards the end of this summer term, but interim feedback is overwhelmingly positive and is informing our thinking not only in primary, for example on what future MLPS training and guidance for pre 2nd level CfE might look like, but also on the shape of the Senior Phase and how this can be exploited fully to support and encourage uptake of the full range of SQA Qualifications (NQ, Baccalaureate, Awards and Units). This term will also see the first meeting of the 1+2 Implementation Group.

Between now and summer SCILT staff will be acting as judges for both the European Language Label and the British Academy Awards so we really hope we'll see lots of submissions from Scotland! We're also gearing up for the final of the first ever National Modern Languages Spelling Bee; feedback from local heats indicates just how motivating this activity is, and we're really looking forward to celebrating the success of our young linguists. On the 13th/14th June we will be hosting the annual get-together of our European counterparts (other national language centres); this will be an excellent opportunity to learn from across Europe and share ideas and expertise.

And of course SCILT is also the home to CISS, the Confucius Institute for Scotland's Schools. Since November I have been to China twice and my staff have organised and delivered the recent Head Teacher visit. These visits provide us with rich learning contexts and play an important role in helping us embed Mandarin within the main suite of modern languages in Scottish schools.

Given all that's happening before July, we have decided to organise our annual conference in the first week in September when batteries have been recharged, and we've had a chance to review progress against 1+2. There will be much to showcase, if this Newsletter is anything to go by!

In the absence of any clear indication that summer (or even spring, for that matter!) is on its way, I do hope you can read on and enjoy some metaphorical sunshine!

Sarah Breslin, Director

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SCILT Staff

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



SCILT
Scotland's National Centre for Languages
LH-232 Lord Hope Building
University of Strathclyde
141 St James Road
Glasgow, G4 0LT

Tel: 0141 444 8163
Email: scilt@strath.ac.uk

Webpages to support 1+2 now live

New pages that aim to support the planning and implementation of 1+2 are now live on the SCILT website.

The Scottish Government's Languages Working Group published their final report and recommendations for language learning in Scotland in May 2012. This Report brings forward far reaching recommendations by the Languages Working Group, with the purpose of establishing a new model for the learning and teaching of languages in Scottish schools. This new area of the SCILT website is currently in development, but the aim is to provide tools and resources to support teachers in implementing the recommendations of the Report in early years, primary and secondary schools.

Content on these pages has been organised to reflect the recommendations of the Report.

Here you will find tools to support schools and local authorities consider how to go about implementing 1+2, including an audit tool, 'Supporting self-evaluation and planning for improvement'. Newly recorded videos of children and young people discussing their experience of learning a language, as well as links to research, further resources and examples of best practice from across the UK and beyond are arranged by the various learner levels.

The first of our case studies showcasing how schools across Scotland are responding to the recommendations have been published on these pages. These case studies look at language learning at Westercraigs Nursery in Glasgow and West Primary in Renfrewshire. More case studies will be available soon.

We have included information on the support available from SCILT for

teachers and schools working towards implementing the policy, and details of further resources that can be tapped into, including the role of native speakers and Cultural Organisations, as highlighted in the Report's recommendations.

Details of the pilot projects will also be available from these pages as these projects develop.

In addition, we have uploaded all the resources from the Scottish Government / ADES summit held on 27 November 2012, 'Language Learning in Scotland: A 1+2 Approach – from Policy to Practice'. The aim of the summit was to look at how a 1+2 approach to language learning could work in practice.

Visit the 1+2 pages of the SCILT website - www.scilt.org.uk/A12ApproachtLanguageLearning.aspx

Home | **Early Years** | Primary | S1-S3 | Senior Phase | Learners & Parents | School Managers | Adult Learners | Business

Home > A 1+2 Approach to Language Learning > Introducing additional languages to primary

A 1+2 Approach to Language Learning

- Scottish Government/ADES Summit
- Developing a languages policy
- Audit tool
- Introducing additional languages to primary**
- From primary to secondary
- Attainment, qualifications and the Senior Phase
- Teachers - education, development and recruitment
- Supporting teachers in the classroom
- Implementation

Introducing additional languages to primary

The Working Group recommends that schools offer children access to an additional language from Primary 1. (Language Learning in Scotland: A 1+2 Approach, p12).

MLPS must be given the secure place it deserves in the primary school. (Modern Languages Excellence Report, p23) .

The Learner Voice | Case studies | Research

Listen to children in nurseries and primary schools talking about their experience of learning a language.

Please make sure the volume on your computer is turned up to full for this video.



Latest News

> [View all news](#)

Why are modern languages failing to grip the younger generation? [More...](#)

Languages in Europe: We can't afford to rely just on a lingua franca [More...](#)

French summer classes 2013 [More...](#)

German language Scotland magazine launching in June [More...](#)

SCILT News

Spelling Bee

This year SCILT, in partnership with Routes into Languages* and the European Commission, has been organising the first Modern Languages Spelling Bee Competition in Scotland. Pupils studying French, German and Spanish in S1 have been battling it out in their individual schools since last August to win a coveted place at the prestigious Final which will take place at the Scottish Parliament on Friday 31st May. Maureen Watt, MSP, has kindly agreed to act as our sponsor.

The successful pupils from each school will then compete against pupils from twenty schools in thirteen authorities across Scotland, in an attempt to win the final of the competition. Participants will be required to



demonstrate their ability to spell in French, German or Spanish to an audience of proud teachers, parents, fellow pupils and invited guests.

Janette Kelso,
Professional Development Officer, SCILT

***Routes into Languages is a consortium of universities working together with schools and colleges in England and Wales to enthuse and encourage people to study languages. 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).

Delivering Professional Learning across Scotland



of Professional Learning workshops has supported teachers from primary and secondary sectors and has offered practical and innovative suggestions for turning policy into practice.

Our most popular workshops this year have been "Planning from the Broad General Education into the Senior Phase", "Gathering evidence and reporting" and "Making French come to life through an interdisciplinary journey". The team have really enjoyed engaging so widely with the profession and are struck by how Scotland's Modern Languages teachers are willing to embrace change and challenge their thinking in order to improve outcomes for their learners.

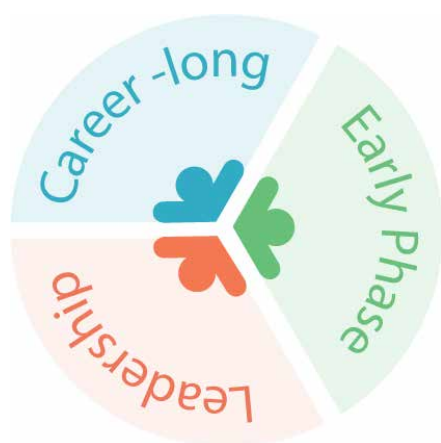
Please let us know what your Professional Learning priorities will be for session 2013/14. Your suggestions and comments will help us tailor the new menu to your needs.



This year 2012/13 we have delivered more Professional Learning workshops than ever before. Our talented team of Professional Development Officers have supported the Modern Languages Community in almost all of Scotland's Local Authorities. We have also developed a series of Glow Meet sessions that anyone is free to join from the comfort of their own computer. Our extensive menu

Fhiona Fisher, Depute Director, SCILT
Email: fhiona.fisher@strath.ac.uk

#mlscilt professional learning community gets GLOWing



#mlscilt is the Professional Learning (PL) community on the National PL community on GLOW. It is supported by SCILT and CISS and is open to all early years, primary, secondary and ASN practitioners with a role in, or a responsibility for languages.

Look for the logo, find the National PL Community and create a profile for yourself at <https://portal.glowscotland.org.uk/establishments/nationalsite/CPD%20Central/PLPortal/Home.aspx>. There is an increasingly long list of communities to cater for different interests, specialisms and career phases but include the #mlscilt hashtag in your profile and you instantly become a member of the SCILT/CISS community!

As well as keeping up to date with news and events, you will also be in direct contact with other members across Scotland. We hope that #mlscilt will become the space for languages practitioners to connect, to share, to learn, to support others and to receive support from others.

News just in! We are delighted to announce a series of GLOW Meets that will take place in May and are open to any member of the community via the CONNECT page.

4.00 – 5.30pm	Tues 14th May	Developing language skills through phonics for Primary/ASN practitioners
4.00 - 5.30pm	Tues 21st May	Gathering evidence & reporting for Secondary/ASN practitioners
4.00 – 5.30pm	Tues 28th May	Bringing French to life through an interdisciplinary journey for Primary/Secondary/ASN practitioners
4.00 – 5.30pm	Tues 4th June	BGE in the secondary school: don't throw the baby out ...for Secondary/ASN practitioners

Please keep your eyes peeled to the SCILT weekly news bulletin over the coming weeks for details of how to sign up for these GLOW Meets.

Also, on the CONNECT page, any member of the community can book a time in the web meeting room as a safe space to take part in professional dialogue and moderation with colleagues – make it invitation only or a free for all!

Already, a selection of practical resources for learners and professional learning resources for teachers and managers have been uploaded onto the SHARE page. Please feel free to add more resources yourself.

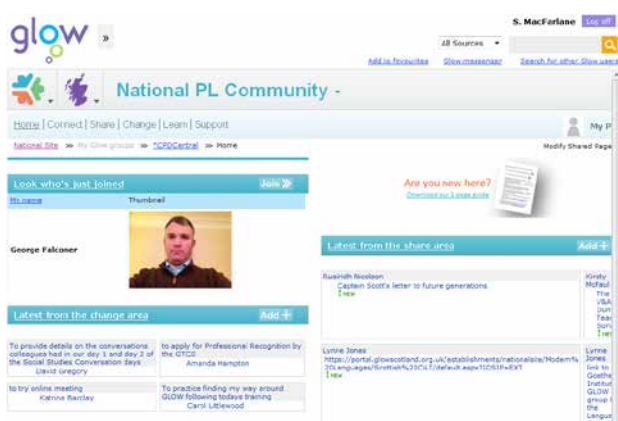
The CHANGE area is all about impact on the lives and learning of young people. Here you can post intentions about how you are going to take forward the learning gained from professional dialogue, professional reading, GLOW Meets or those unplanned 'water cooler' moments.

Meanwhile the SUPPORT area is where you can post queries, set alerts and contact Fiona and Lynne – your community supporters at SCILT/CISS – directly.

We hope that through your engagement in the community, #mlscilt will develop into a safe and supportive online space where practitioners can engage with issues and guidance around language learning and teaching, contribute to a growing resources bank and take advantage of professional learning opportunities that impact positively on classroom practice.

C'est parti!

Lynne Jones, Professional Development Officer, SCILT



Partnerships in Action 2013



Encouraged by the success of last year, SCILT again organised two collaborative events during the 'Engage with Strathclyde' week (29 April – 4 May 2013). On 30 April we held a showcase and networking event on how to maximise the potential of Language Assistants, in partnership with the British Council in Scotland (more information from <http://www.engage.strath.ac.uk/event/10>), and on 1 May we facilitated a seminar and discussion workshop on Language Partnerships across Sectors, in collaboration with the Centre for Languages, Linguistics and Area Studies and Routes into Languages (more information from <http://www.engage.strath.ac.uk/event/31>).

We intend to upload new materials as soon as possible, but in the meantime you can find out about last year's FLA projects and read the project evaluation on the SCILT website (www.scilt.org.uk/A12ApproachtoLanguageLearning/Supportingteachersintheclassroom.aspx)

More information on the Centre for Languages, Linguistics and Area Studies - www.llas.ac.uk

More information on Routes into Languages - www.routesintolanguages.ac.uk

Hannah Doughty, Professional Development Officer, SCILT

New job profiles on SCILT website

We have uploaded job profiles of successful people from the business, public sector and sporting worlds who have found languages to be useful in their careers. Find out more about how languages have helped these people in the workplace and use these profiles with your pupils to show them how language learning is relevant in the world of work.

Access the job profiles - www.scilt.org.uk/Business/Jobprofiles.aspx

Jim Fleming - SFA
Posted on March 26 2013



I work for the Scottish Football Association as Director of Football Development, a position I have held for the last six years. In brief, my job is basically to oversee football development in Scotland at non-professional level and provide coach education at all levels.

Having started work as a tradesman in the shipyard in Inver, Ayrshire, I became a professional footballer, playing for clubs such as Norwich City, Arsenal, Celtic and Wolves, and Tampa Bay in America. I then moved on to coaching and managerial positions, and was manager at Stirling Albion and later at Kilmarnock, before taking up post as Head of Community Development with the SFA, prior to moving to my current position.

As well as English, what other languages have you learned?

I studied Spanish at school, if truth be told because the alternatives on offer did not appeal to me. However, I did not do any formal qualifications in the language. I was asked years later if I would learn Spanish, and signed up for a course which gave me a basic knowledge of the language.



Had I still been at Kilmarnock Football Club, I would have learned Italian, as it is good to be able to speak to players in their own language even if it is only to say simple things like "how are you?" "How are your children?" People respond to you better when you make an effort to speak to them in their own language.

Which countries do you visit as part of your job? How do you communicate with people when you are there?



I have travelled all over Europe with my work, but we always have to have translators with us. I do, however, always try to learn at least the basic 'meet and greet' phrases. After all, it is only common courtesy to learn how to say 'hello' and 'goodbye' in the language of the country you are visiting.

I find it embarrassing that people speak English when we go abroad and we can say very little in their language. Conferences we attend tend to be held in English, but you miss out on a lot of social contexts when people are discussing football issues and you cannot take part in the discussion because you cannot speak their language. Not only are you missing out from a cultural point of view, but in these instances, also from a professional point of view.

Scottish Languages Review

SCILT Scotland's National Centre for Languages

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Library **Issue 25 - 28/09/2012**

To kick off our autumn 2012 edition, Petra McLay reports on a rewarding intercultural awareness raising project involving pupils from Scotland and Germany whilst Lesley Young enthuses about her new approach to teaching listening skills to her French Higher class. Moving into the university sector, Laurence Giraud-Johnstone found that getting her students to keep personal development plans helped them recognise and value the range of skills they were learning during their year abroad. To finish off, we have, coincidentally, two complementary articles: Both Sarah Williams and Jane Medwell, Katherine Richardson & Li Li were involved in co-teaching projects between native English and native Chinese teachers – but whereas Sarah was teaching English in China Jane and her colleagues were researching the teaching of Chinese in the UK. Both articles make for illuminating reading – and bring us back to the issue of intercultural awareness! We finish with a short contribution from Shona Hugh on the Scottish Baccalaureate in Languages from her perspective as a teacher, assessor and external verifier for the Interdisciplinary Project.

In our Selected abstracts from academic journals and recent publications section, you will find links to some downloadable abstracts from academic journals, some of which relate directly to our published articles. There are also links to relevant recent publications. Finally, remember to check out our Selected forthcoming events October 2012 – October 2013, which serves as a summary reminder of upcoming seminars and conferences.

[SLR issue 25 - download entire issue](#)

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Issue 26 of the Scottish Languages Review will be online soon. Watch out for articles on the use of language skills in the financial sector, an interdisciplinary project on languages in the United Nations, creative language initiatives implemented by a primary teacher, the benefits of language learning for children with severe learning needs, and a career update from a former pupil contributor who left school with Advanced Highers in three languages. Meanwhile, you can download the previous edition in one easy click from the SCILT website -

www.scilt.org.uk/Library/ScottishLanguagesReview.aspx

Hannah Doughty, Professional Development Officer, SCILT

Local Authorities

Apprendre le chinois en français!

Irvine Royal Academy had its second Confucius Showcase at the beginning of February to celebrate the year of the snake as well as to promote and share the good work done by this secondary school and the six associated primary school pupils to promote Chinese language and culture. It certainly was a superb afternoon with fan, snake, dragon and ribbon dances, acrobatics, ICT presentations and more!

On the Monday of that special week, S1 pupils were taught French with a Chinese twist! They learnt lots of interesting facts about their favourite actors from Chinese action movies, for example Jet Li, Jacky Chan, Gong Li... all in French. Then they had to use their Franco-Chinese brain cells to participate in a 15 question quiz; every question being related to China. For example, they had to answer: "Comment dit-on au revoir en chinois?" or "What is 一, 二, 三, 四 in French?" Very easy questions for S1 pupils in Irvine Royal Academy as they are all learning French and Mandarin!

Everybody enjoyed learning languages in a different and innovative way. They all participated in the activities and worked together for a better understanding of languages and the role they play in our modern world.

Virginie Cunningham, Irvine Royal Academy, North Ayrshire



Las Fallas



On the afternoon of the 22nd of March 2013, after studying the topic in their Spanish classes, the third year Spanish pupils of Cardinal Newman High School, Bellshill, held their own Scottish tribute to the famous Spanish festival of fire, Las Fallas de Valencia.

The fiesta began at the start of lunchtime. The Fallas procession, led by the Alloa and Bowmar Pipe Band and third year standard bearers, paraded through the Social Area in order to give the whole school the opportunity to witness the fiesta. Following the pipe band were Father Colin Hughes of Holy Trinity and All Saints Church, Coatbridge, a Spanish paso (designed and made by Mr McIlvaney and third year Craft and Design pupils) with the school statue of Our Lady borne aloft by third year boys acting as costaleros and followed by six third year girls dressed as falleras. The third year boys and girls were those pupils who wrote the best Spanish essay on Las Fallas de Valencia. The main attraction of the fiesta, the ninot (a huge effigy, made of papier-mâché and wood, created by Mrs Ucbas of the school's Art department), made its appearance at the end of the procession.

At 2pm, the procession reconvened and was joined by all 135 third year Spanish pupils. It made its way to the site of the bonfire in the school grounds where Father Hughes said a prayer in Spanish in honour of Our Lady of the Forsaken, the falleras presented posies of carnations to Our Lady and the ninot was burned on the bonfire while the Pipe Band played along.

This was a new and exciting venture for the staff and pupils of Cardinal Newman High School and promised to increase the enthusiasm and motivation for Spanish already evident in the school.

Sandra Dolan, Cardinal Newman High School, North Lanarkshire

iPad Pilot

Since January 2012 Bellshill Academy has run a pilot where all of our S1 pupils were given an iPad 3 for use in class and at home. This has been continued into their 2nd year. The pupils in Modern Languages have been able to use the iPads to create cartoons, iMovies, Keynote presentations and do formative assessment. They have been able to research a French speaking town, gather information about the EU and find out about French comics. Through VLEs, dropbox and emails we have been able to create new resources that the pupils can access at all times and gather evidence of their journey through CfE. The main aim has not been to change what we are teaching, but rather how we are teaching, and to make our methods more relevant to today's world. We hope we have helped motivate pupils along the way.

The project has been a great success



and has enabled our pupils to be confident in giving presentations, develop an ability to find out more things for themselves and a willingness to use the knowledge acquired across the school in a variety of different ways. The effect in the Modern Languages classroom has been increased motivation, improved interest in the

subject and our pupils have been more able to see the relevance of their work. Our top 5 apps for the Modern Languages classroom are: ScreenChomp, Toontastic, iMovie, Doodlebuddy and Keynote.

Alistair Moore, Bellshill Academy, North Lanarkshire

Basketball in Primary schools

At the start of this session, the Modern Languages Department at Bellshill Academy worked with one of our cluster primaries, Noble Primary, to plan a series of 4 CLIL lessons linking Basketball and French. We ensured that the Health and Wellbeing Experiences and Outcomes were being covered as well as Experiences and Outcomes in French. After the initial planning it was decided to give lessons in February to a P7 class, with a P6 class being given the same lessons in May.

The 4 week block with P7 was very successful, with the pupils being able to understand the lessons (taught completely in French) and grasp concepts central to the PE lesson without having to have things explained in English. The pupils enjoyed learning in French and were surprised at how easy they actually found it. To ensure that it becomes sustainable,

the future plans are for the classroom teacher to work with the pupils in French with a cookery lesson already being developed in the Primary. The feedback from pupils has been very positive with the following comments being very much the opinion of the whole class:

"I think the most surprising thing was how easy it was and that I managed to understand the instructions."

"I was surprised because it was really fun and I understood what the teacher was saying."

We aim to introduce this block of work into the PE schedules for all cluster Primary schools next year, so that all pupils gain from the experience.

Alistair Moore, Bellshill Academy, North Lanarkshire



Pierre the Bear visits Kirklandneuk Primary



The boys and girls in Primary 1 in Kirklandneuk Primary School have had a special friend visit their classes recently. Pierre the Bear came all the way from Paris to visit their school. He had a problem speaking to the classes properly because nobody knew any French words!

With a little help from the teachers (under Pierre's expert guidance of

course!), Primary 1 are learning some French words and phrases. Classes can now say 'Hello' and 'My name is...' in French. They have also learned the words for some colours and fruit, and are practising how to count to 10. At Check In times, they ask each other how they are feeling in French so that Pierre can understand! Primary 1 even changed their Cooperative Home-team names to Rose, Violet, Rouge, Bleu and Noir!

Pierre has also been telling them all about France. He told the boys and girls about what food he likes to eat. They watched a film about how to get to Paris on a train through the Channel Tunnel. As part of Primary 1's integrated topic this term, an airport and café role play were set up. The children have learned

that people in France use euros and cents instead of pennies and pounds, and they have practised using these coins in the Bureau de Change. At the ticket desk the children created and used passports because Pierre told them you need to have this important document to be allowed into France. The pupils served healthy meals in the café using some French words for fruit, vegetables and drinks.

Pierre's mum has even sent the classes a post card all the way from Antibes. Teachers have shown the boys and girls pictures of important French landmarks. In the ICT suite, they used a drawing programme to create a French flag.

Emma Wallace, Kirklandneuk Primary, Renfrewshire

Blanche Neige

French has been taught from nursery through to Primary 7 over the last seven years in Houston Primary School and we are always looking for more innovative and exciting ways to engage the pupils and develop their skills.

Recently we undertook a challenge with an interdisciplinary feel to it where we covered more than one curricular area (Modern Languages, Art & Design and Technologies) while making sure it was relevant for the pupils and integrated into their current learning.

This term we turned our Primary 2 classroom into a magical place called "Far, Far Away" full of our favourite fairytale characters. One of the stories we studied was Snow White and this year we gave it an ML twist!

Blanche Neige arrived in our class and she set us the challenge of creating seven dwarves. Working collaboratively, pupils

were to create large collages of each dwarf using various media. We used a PowerPoint with all the dwarf names in French and instructions for measuring, cutting and glueing to introduce the task. Each group was assigned a colour and had to ensure their dwarf had certain pieces of clothing in order to meet the success criteria. Pupils were also given flashcards with images and vocabulary on them to support the completion of the task.

The project was based on learned vocabulary for body parts, colours and clothes and the pupils then used measuring and estimating to work out the fabric size required for different parts of the dwarf clothing. It really gave the vocabulary a sense of purpose and the pupils used it to complete their task in a motivating and active way. The pupils were delighted with the results and all took part supporting each other along the way!

Louise Dunn, Houston Primary School, Renfrewshire



Renfrewshire Council and the 1 + 2 approach to languages

Pupils in Renfrewshire Council have the opportunity to learn French, German, Spanish or Italian, depending on which cluster they belong to. It was decided to begin our 1 + 2 Pilot in French because Houston Primary had already been leading the way teaching French to pupils from nursery through to Primary 7 for seven years, and the Council wanted to build on their good practice. Four other schools agreed to participate in the Pilot, and Todholm, Lochfield and Kirklandneuk Primaries have all introduced French to their Primary 1 classes this year with Lochwinnoch Primary to follow on soon.

Nine teachers from Renfrewshire Council (including the pilot schools)

will be travelling to Lyon on 11th May to do a Work Shadowing Exchange with French colleagues. It is hoped that they will benefit from this experience and will be able to forge long-term partnerships with their partner schools. The French Inspectors who came to initiate the exchange were very impressed by our Scottish system which engenders more working together than in France and they were sure that we could all learn a lot from the collaboration.

Renfrewshire Council are also delighted to have the support of SCILT and the Goethe-Institut for a Transition Project in German with the Paisley Grammar cluster involving



Gallowhill and Ralston Primary. They are aiming to smooth the transition into Secondary School in German by doing a joint project for the last four weeks of primary school on Recycling. Some of the sessions will take place in Paisley Grammar and it will culminate in a display of what they have created with inspiration from the German attitude to recycling.

Abi Bryan, Renfrewshire Council

Languages in the Early Years

Early years language training in French, Spanish and Gaelic is taking place once again this term in Glasgow City Council. Head teachers and CDOs from the nursery sector have also welcomed an SEN teacher who is using similar methodology to introduce French to her students.

The emphasis is on integrated language with a strong focus on daily activities. Simple phrases are introduced in a consistent manner and repeated daily to reinforce the learners' exposure to the language in relevant, stimulating contexts. Areas such as greeting and welcoming are ideal as they provide a regular stimulus for the foreign language to fit in. Other naturally occurring contexts are exploited too, such as hygiene, polite manners, snack time, activity corners including colours, numbers, shapes etc. There is also room for more stand-alone topics like weather and festivals which tie in with various areas of the early years

curriculum. We also explore song, rhymes and story-telling, time allowing. The possibilities are so numerous we might well be coming back for more!

This technique allows both practitioners and learners to progress at a pace that suits them within personalised contexts, though be prepared to be surprised by the speed at which young learners take to languages! Indeed, after only the first session, trainees came back saying how amazed they were at the children's enthusiasm for the French activities introduced. They also reported that parents were already commenting on how keen their children were to greet them in French at every opportunity and recount their French experience in the nursery where normally they are reluctant to share information. Magnifique!

**Gillian Campbell-Thow,
Glasgow City Council**

Gaelic in the Primary

'Gaelic learners in the Primary School' (GLPS) is going from strength to strength in Glasgow. We have Gaelic being taught by both native speakers and learners in just under ten establishments over the city with more and more schools and nurseries looking to take Gaelic on as the third language on offer through the Scottish Government's 1+2 strategy. This is a particularly effective way of raising the profile of Gaelic through both a formal, progressive course as well as a taster of Gaelic through master classes in the language and culture of Gaelic speaking Scotland. The popularity of Gaelic has led us to pilot a GLPS course in Glasgow which started in March. The course is oversubscribed and we are struggling to cope with demand.

Abair gu bheil sinn trang! (What a busy time for Gaelic!)

**Gillian Campbell-Thow,
Glasgow City Council**

Glasgow Euroscola visit



21st to 28th November 2012

A diverse group of 20 students (all S6) from 10 Glasgow City Council schools attended the annual visit to the European Parliament in Strasbourg for the above event. The group was also joined by 4 students from East Dunbartonshire.

Gavin Inglis (Hillhead High) and Cara Hunter (Bearsden Academy) presented our group in French to an audience of some 600. Out of 20 presentations given by groups from across Europe, 16 were in English and only 4 in French – Denmark; Spain; Finland and Scotland.

Greg Gilmour (Bellahouston Academy) asked a question in French during an open debate session.

After lunch, the Scottish group had 2 representatives on the panel of rapporteurs for the 6 debates. Our reps gave an introduction in French and answered some very demanding questions from the audience.

Glasgow City Council officially recognised our participants' achievements at a reception in the City Chambers on 29th January. This prestigious event was attended by a representative from the Lord Provost's Office, James Temple-Smith (European Parliament, Edinburgh office), Rosalyn Faulds (Franco-Scottish Society), the participants, parents and accompanying teachers.

Most of the participants at the Euroscola event are either undertaking a full Languages Baccalaureate; a Science Baccalaureate (incorporating a language theme in the IP) or the Interdisciplinary Project (IP) as a standalone unit. This is the 3rd year Glasgow has presented candidates for these qualifications and we have many interesting IPs including:

- The effects of acts of law on the preservation of endangered languages, in particular Scottish Gaelic and Alsatian
- An investigation into possible reasons for the prevalence of 'sleeping sickness' (human African trypanosomiasis) in Francophone West Africa
- The motivational impact of foreign cinema on the learning of a foreign language
- 'We are what we eat' but why? – Bi-lingual investigation into the factors affecting the rate of obesity in Mauritius, Scotland and France
- The similarities and differences between French and British classical music and possible strategies for making this genre more appealing to a wider audience

Gillian Campbell-Thow,
Glasgow City Council

Cultural Organisations

The Spanish Consejería interviews Modern Languages Practitioners in Scotland



David Crook is a teacher of French and Spanish and lives in Ullapool, in the northwest Highlands. Without a doubt he knows how to transmit to his pupils his enthusiasm for languages. And he manages to get them really interested in learning! In four of the last six years there has been a pupil from Ullapool High School in the Ruta Quetzal. This is a competition organised by the Spanish Embassy, for which 20 candidates with excellent knowledge of Spanish language and culture are selected from across the UK. As the reader already knows, in 2011 one of his pupils, Ragnhalla Whittle, was among the top three.

In the following interview we will learn a little more about David and his ideas about language learning.

1. Welcome, David. What was your initial training?

My undergraduate degree was in International Relations with French. Later I decided to pursue teaching as a career and so enrolled for the PGCE specialising in French at Moray House (now part of Edinburgh University). Shortly after qualifying (about 15 years ago) I decided I needed another language to be competitive in the labour market, and signed up for Dundee University's 2 year Postgraduate Diploma in Spanish as an Additional Teaching Qualification.

2. Why did you specialise in teaching?

Because I had worked as a teaching assistant doing French conversation

classes in the USA and then taught English in Russia to 16-22 year old students. Even then, I went through a period of looking for the perfect job before deciding on teaching.

3. Why have there been so many pupils from Ullapool in Ruta Quetzal?

Possibly because the Asesoría de Educación in Edinburgh has invested a lot of time in publicising the programme. Personally, I'm always checking the internet to keep up to date with news of competitions or interesting events for me or my pupils.

4. What is your opinion of the outlook for language learning in Scotland?

Unfortunately the situation is getting worse, because nowadays pupils can drop language learning as young as 13 years old in some places. In Scotland we need professional people who speak other languages, but we don't give language learning its due importance. That's why we have so many French and Spanish people in these jobs which require language skills.

5. What is the outlook for Gaelic?

I live in the northwest of Scotland and my children are in Gaelic Medium Education. Regrettably, it can be something of an academic exercise because when they step out of the classroom there are not many opportunities to practise it in the real world. However, I think it helps them to be more open to cultural differences and to learning other languages. In fact, in our school we have noticed that Gaelic pupils more often take languages further and are more likely to choose to study additional languages. And most importantly, without a doubt, the majority of them get better results in Modern Languages than monolingual pupils in general.

6. What are the methods or strategies you use to help your pupils learn languages so well?

One big advantage is that our classes are small. In the case of Spanish, in Ullapool High School, the classes are rarely more than six or eight pupils allowing us to personalise the learning, and everyone has the opportunity to speak Spanish because there's no place to hide in the class. Another important aspect is giving regular feedback so that pupils know how they are progressing and helping them set realistic learning targets.

7. What message would you like to send your colleagues?

I'd like to encourage them, because recently I've seen a little shyness amongst us, maybe because we don't have enough opportunities to visit other countries to practise our languages. French was my second language, German my third and Spanish only my fourth, so I only had one year of Spanish at school. It was later, as an adult, that I took the chance to learn more Spanish. That's why I always say to my pupils that I'm not a walking dictionary, and I tell them that my goal is for them to speak the language better than I do. I think that if you know how to get them enthusiastic about the language and the culture, the motivation to learn follows naturally and the battle is won.

Thank you, David, and all the best in your career.

Joaquín Moreno,
Consejería de Educación



Spanish Day for Teachers in Glasgow 2013

The Spanish Consejería de Educación in Scotland, in collaboration with Glasgow University, The Scottish Association for Language Teaching and Glasgow City Council, delivered a programme of workshops for teachers of Spanish on Saturday, 16th March 2013. The event was held at Glasgow University Language Centre.

Over 80 delegates attended the event and there were specific workshops for primary and secondary/higher education. The sessions for primary dealt with areas such as storytelling, rhymes, songs and games in Spanish; the sessions for secondary dealt with areas such as the global dimension of Spanish, the use of films for language learning and a carousel of practical workshops on Spanish and Mexican music, Spanish tongue twisters and the use of social networks in Spanish. The topics were approached in practical terms and delivered in hands-on sessions.



The Spanish Consejería will organise a new series of workshops in Scotland again in Edinburgh 25th May 2013. For further information please contact:

Joaquín Moreno,
Consejería de Educación
Tel: 0131 220 0624
Email: asesoriaedimburgo.uk@meecd.es



CONSEJERÍA DE EDUCACIÓN



Think German for Jobs - Career Fair 2013

For young learners and students
25th September 2013
9:00 – 17:00
Bishopbriggs Academy
Glasgow

Free of charge



Enhancing links between languages, business and employability, this event organised by the Goethe Institut Glasgow is supported by the City of Glasgow and East Dunbartonshire Councils, the Scottish branch of the German-British Chamber of Industry & Commerce and the German Consulate in Edinburgh. Young visitors will meet and speak to experts from industry and education and experience first-hand the relevance of language skills in a career context.

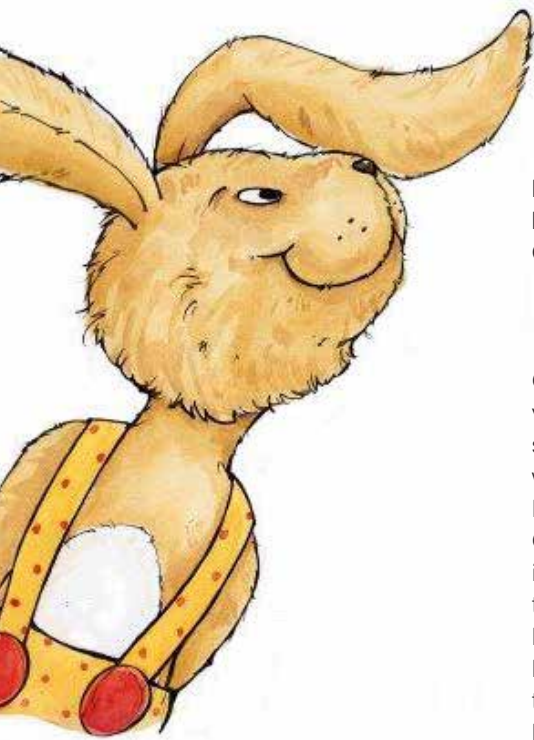
This event is aimed at university students as well as pupils. Both groups will be given separate time slots on the day to ensure that there is a dedicated focus on their very different interests and requirements.

Moreover, throughout the day there will be a number of short presentations by experts from industry and educational institutions to further highlight the importance of language skills in a global work context.

For enquiries and registrations please contact:
language@glasgow.goethe.org.uk

Lilo Börgmann,
Goethe-Institut Glasgow





German in the nursery – Case study

Materials and programme developed by the Goethe-Institut and piloted by Glasgow City Council.

In the summer of 2012, the Goethe-Institut introduced a sustainable German language programme for the very early stages of learning in pre-school establishments. This programme was subsequently piloted by Springburn Nursery, with the support of City of Glasgow Council. The booklet: "German in the nursery – Teaching modules to introduce German to very young learners" contains general comments on background, rational and methodology, three modules on 'colour', 'parts of the body' and 'German snacks', detailed lesson plans, worksheets and teachers' notes. This comprehensive teaching pack is accompanied by a box of materials which contains among other teaching aids, the puppet 'Hans Hase', an important prop for all lessons.

The programme 'German in the Nursery' was evaluated by teachers, pupils and parents, and was concluded to be not only very enjoyable and educational but also a sustainable model of early introduction to modern languages and other cultures.

Further activities to maintain the momentum are planned. Pupils of all ages, parents and pedagogues from the Springburn Learning Community enjoyed a concert with Martina Schwarz (author of the popular song book "Learn German with songs") in April 2013.

For more information on this programme, please contact language@glasgow.goethe.org

**Lilo Börgmann,
Goethe-Institut Glasgow**



Märchenhaftes Theater

Congratulations to the winners of the "Märchenhaftes Theater" competition, organised by the Goethe-Institut Glasgow to celebrate Grimm's fairytales.

The organisers would like to thank all twenty nine participating schools for their efforts and their interest in the German language and in this particular aspect of German culture.

The top prizes in the Secondary Schools category go to:

Royal High School – 1st Prize
Holly Brook Academy, George Heriot's School – 2nd Prize
Hutchesons' Grammar School – 3rd Prize

The top prizes in the Primary Schools category go to:

Corstorphine Primary School – 1st Prize
Beaconnhurst School – 2nd Prize

In addition, a number of special prizes were awarded for specific achievements. Congratulations to:

Beaconnhurst School - Special Prize for modern interpretation of a fairy tale
Bucksburn Academy - Special Prize for costumes and set
Castlebrae Community High School - Special Prize for animated adaptation of a fairy tale
Eyemouth High School - Special Prize for creative script
Kemnay Academy - Special Prize for German language
Morrison's Academy - Special Prize for humorous interpretation of a fairy tale

The enthusiasm, creativity, linguistic and artistic skills displayed in this competition were very encouraging. We look forward to future opportunities to work together on projects promoting the learning and teaching of German.

In 1812 the Brothers Grimm published their collection of fairy tales, which was translated into English in 1813.

The Goethe-Institut is celebrating this anniversary. More information on the "Märchenwelten" exhibition, which is running throughout May at the Goethe-Institut Glasgow, is available from the Goethe-Institut website (www.goethe.de/ins/gb/gla/lhr/en10575546v.htm) or by contacting language@glasgow.goethe.org.

**Lilo Börgmann,
Goethe-Institut Glasgow**

Institut français d’Ecosse

Building bridges between schools, teachers and pupils in France and in Scotland

School partnerships are a powerful and exciting way to bring an international dimension into the classroom. Successful school partnerships and collaborative projects have a profound and lasting impact on both pupils and teachers. Several educational local authorities in France are now working together with some Scottish local authorities in order to link their primary and secondary schools with French ones. ‘One week shadow training’ allows Scottish and French teachers to visit their partner school at no cost in order to discuss how to start and develop an exciting partnership and to think together about projects (e.g. sharing posters, PowerPoint presentations, mini videoclips made by the pupils). It makes language learning more meaningful to young Scots and French. Interested? Please contact us: education@ifecosse.org.uk

French Days for primary teachers

The Institut français d’Ecosse is dedicated to promoting the learning of modern languages in Scotland and to supporting teachers of French in schools in Scotland. From September to March 2013, more than 80 primary teachers in Scotland took part in our CPD sessions for primary teachers in Glasgow and Edinburgh. We offered different CPD formats to best meet teachers’ needs:

- French courses as twilight sessions for total beginners.
- French matinées focused on refreshing language skills at elementary level
- French days at intermediate level

All CPD opportunities are online:

www.ifecosse.org.uk/-Education-.html

What your colleagues said...

“Once again I was very impressed with all aspects of this French matinée.”
Fiona (Fife)

“Yet another super training!”
Bill (Edinburgh)

“Being actively involved in a teaching and learning approach or task. Being provided with lots of examples. Being given very useful background information. Resources were excellent. Practical advice was much appreciated.”
Aileen (South Lanarkshire)

“Great opportunity to meet with others, interact, hear the language as it should be spoken.”
Shona (Clackmannanshire)

Mars 2013: Competition en ligne “Vive la Francophonie!”

Every year, French-speaking countries throughout the world celebrate the Francophonie on March 20th. From the Shetlands to Dumfries and Galloway,



87 S3/S4 secondary school teams from 21 different councils in Scotland took part in the online competition “Vive la Francophonie 2013”. S3 and S4 pupils worked collaboratively using ICT to find out the right answers to 25 questions in French on 5 different topics! The quickest and most efficient team was this year “Les Misérables” (pas si “misérables” the winner 2013!) from Renfrew High School. Congratulations and bravo to all the participating teams for their enthusiasm!

All results are online: www.ifecosse.org.uk/-Education-.html

French immersion days for Higher and Advanced Higher pupils

In association with Glasgow, Edinburgh and North Lanarkshire councils, the Institut français d’Ecosse ran several Immersion days, from October to December 2012, for higher or advanced higher pupils to enhance their skills in French. All S5 students from the council came together to a venue and worked together to experience French in a variety of workshops.



Institut français d'Ecosse continued...

Rencontres théâtrales in Edimbourg et Aberdeen (March 2013)

The "Rencontres théâtrales d'Aberdeen" took place on March 27th 2013 at Bucksburn Academy, and there was a great atmosphere. Our three judges were very impressed by both the quality of the performances and the enthusiasm of the pupils acting on stage in French. Every school won a French Institute bag packed with French books, DVDs, CDs, and every pupil participating won the "Rencontres théâtrales 2013" t-shirt."

In the "Primary schools" category, the "Prix d'excellence of the Franco-

Scottish Society in Aberdeen", a cheque for £150, was awarded to the 33 P6 pupils from Skene Square School for performing the very lively and colourful play "Les animaux du Gabon".

In the "Secondary schools" category, the 16 pupils from Mackie Academy played hide-and-seek, fought thirsty vampires and disobeyed their teachers on stage. For their thrilling adventures in "Petit Pierre", they were all awarded the "Prix d'excellence TOTAL", which offers a cheque for £200. Not too bad!

In Edinburgh, the "Prix d'excellence of the Franco-Scottish Society in

Edinburgh", a cheque for £50, went to the pupils from South Morningside Primary School for acting out a very funny "Journée à Paris" and to St Mary's RC Primary School in Leith, for staging a modern "La Belle et la Bête".

In the category "Secondary schools", the Mary Erskine School performed mini sketches on how to tell your parents that you got a "mauvaise note" (bad mark) at school. And they won the "Prix d'excellence the Franco-Scottish Society in Edinburgh", a cheque for £100. Encore bravo à tous!

Marie-Christine Thiébaud,
Institut français d'Ecosse

Le Français en Ecosse

Bonjour à toutes et à tous

This is the end of yet another busy and exciting term for us at LFEE. Some of our activities have included:

- Sophie going to Culloden Academy (where Richard worked as an assistant many moons ago!) to run a workshop for Highland Council on contemporary French culture using songs and cinema with secondary pupils
- Ana spending a whole morning at Wardie Primary School in Edinburgh to run some interactive workshops in Spanish
- Richard teaming up with l'équipe SCILT to run a course on language and methodology to B.Ed students at Strathclyde University.

A special thank you to Janey Mauchline who helped us run a successful one week shadow course for teachers from Brittany. They spent a week in Scotland, with 2 days in Edinburgh and 5 days job shadowing a colleague from South Lanarkshire.

The final term of this school year will take us all over Scotland, France and Spain:

- We will be running another one week shadow training programme in Paris for Primary teachers from Fife.
- We are organising new immersion courses in Málaga and Lyon for primary and secondary teachers under the Comenius Programme.
- We are running a 2 week course in France for a group of Australian teachers (Primary and Secondary French). During the first week of their course they will take part in one of our immersion courses thus meeting other participants from Scotland and the rest of Europe, whilst they will spend the following week shadowing a French colleague in his/her school.
- And last, but not least, we are entering the final stages, for this school year anyway, of our pilot projects, run in partnership with SCILT and Education Scotland, as part of the 1+2 initiative. The three schools in Angus, Dundee and South Lanarkshire have done incredibly well and the pupils have been enjoying

learning and speaking French or Spanish from P1 to P7. We are getting valuable support from the Goethe-Institute for an exciting German concert at Langlands Primary School which will also involve some pupils from Angus Academy. On top of bringing a German singer to Scotland, Lilo from the Goethe is also providing some resources which will help us deliver German as L3 in the two P5 classes at Langlands Primary.

Voilà. Should you be interested in receiving further information about any of our activities, please do not hesitate to get in touch with us.

Finally, for those of you who missed the end of April deadline to apply for our courses during October 2013 (immersion courses and 1 week shadow course), new course dates for Easter 2014 (!) will be available soon.

Bien amicalement.
Richard Tallaron + l'équipe LFEE
www.lfee.net
info@lfee.net

Russian Language Club – The story begins



What is the biggest country in the world that spans one third of the globe, where Europe meets Asia?

What country has 10 time zones, more than 200 nationalities, 20 bordering countries and a temperature ranging from -70 to +45C?

Where are the 2014 Winter Olympic Games taking place?'

Hurrah! Scottish school children now have the opportunity to discover this vast and diverse country – Russia! – in an exciting and enjoyable way. Thanks to a grant to the Scotland-Russia Forum from Glasgow City Council, the Russian Club opened its doors for primary and secondary school pupils in August 2013. Russian teachers from RCS Haven, Glasgow – Victoria Ziervogel and Elena Fulton – organise weekly sessions in Dalmarnock Primary School and Shawlands Academy.

The purpose of the Club is to promote Russian culture and language. Oh no, you might say, the Russian language with its Cyrillic alphabet is far too big a mountain to move! But we are here to explode the myth that Russia is a mysterious country with a complicated language. We take our students

on a fun and adventurous journey, learning about all the different Russias: the music, the sport, its heroes, its villains, the whole culture – and we use the Russian language on this voyage of discovery.

How do we do that? Through interactive, theatrical performances, artwork and travel. We believe that children engage better when learning in an experiential way, when literature, language, music and art come alive. We know that young people are not frightened by new ideas the way adults can be and contact with other cultures helps create empathy, understanding, and acceptance of differences. Additionally, the ability to speak other languages can make a significant, positive impact on children's futures.

Our Club is open to everyone who wishes to learn about Russia. Our Shawlands Academy group is designed for secondary school students and has a mix of native Russian speakers and complete beginners. Our lessons for pupils from primary school comprise all sorts of fun activities where seven year olds can enjoy learning through play.

Victoria Ziervogel,
Russian Centre in Scotland Haven

Royal Blind School

The Royal Blind School Visits France!

In September, four pupils from the Royal Blind School and their teachers travelled to France on a joint French and History trip to put into practice their French language skills and to bring alive the history of the First World War (and of course to have some fun too!)

Modern Languages teacher, Mary McNulty, spearheaded the trip along with additional faculty supervisors and nurses. The group made their way to Péronne in the Picardie region of Northern France, which they used as their base for the week. From there, they were able to explore the Somme battlefield of the First World War as well as spend some time in the classrooms of Sacré-Coeur High School in Péronne. Here the pupils were able to practise their French language skills, as well as helping the pupils there with their English!

Ms McNulty explains 'The joy of a trip to France is that it brings life to learning and learning to life. For an ML teacher, it is lovely to see the lessons taken outside the classroom and put into practice. The boys had great fun asking the way, ordering food and drink and shopping at the market. They were also willing and able to demonstrate their Braille and Audio technology to the curious locals who were constantly impressed by their courtesy, confidence and courage – sufficient even to sample snails! Our pupils very clearly proved that they are successful learners, confident individuals, effective contributors, and responsible citizens.'

One of the pupils added 'I enjoyed listening to people speaking French around me - I could actually understand quite a bit. French people seemed more expressive and less formal than us - the lady at reception even kissed me au revoir!'

Mary McNulty and Laura House,
Royal Blind School



CILT Cymru

Developing Literacy Across Languages Conference 2012

CILT Cymru held a hugely successful conference attended by over a hundred delegates back in November. Dr. Mererid Hopwood, the celebrated Welsh poet, opened the conference with an awe-inspiring speech. Fifteen schools from across Wales had been carefully chosen to run Triple Literacy Projects involving the ML, English and Welsh departments working closely together with the aim of improving literacy. The fifteen schools each presented their individual projects focusing on oracy, reading and writing and of course the impact the project was having in their schools.



Delegates were impressed:

"The day was excellent. The clips will be really useful for training purposes. Great to see so many inspirational ideas from schools and increased emphasis on triple literacy. Mererid's keynote speech was inspirational. Good networking opportunities."

"I thought the day was truly inspiring and I will most definitely be promoting the work of CILT Cymru in my own work. Many thanks!" Alvine Westerland – Senior Literacy Network Specialist Central South Consortia

"An inspiring day with abundant ideas to revitalise language teaching and improve literacy."

The second stage of Triple Literacy is now underway. CILT Cymru have identified five schools which are to become hubs of good practice and who will disseminate their findings and successful projects to other schools who wish to improve literacy standards by adopting the tried and tested Triple Literacy approach.

Some of the schools reported back on the impact that the Triple Literacy Project has had in their schools:

"There is much more emphasis on grammar in the 3 subjects, which has led to a better understanding of grammatical nuances. In English boys have enjoyed the structured aspect of the grammar lessons..... On average the pupils who had completed the project demonstrated a much better understanding of verb, tenses, subjects, punctuation and sentence structure as compared to the group that wasn't involved."
Ysgol Tre-Gib

"Pupils really benefit from the consistency of approach across English and Languages. Pupils' attainment has been improved by their ability to extend sentences/paragraphs, use idioms, understand grammar rules and see the links across languages and English and been given the opportunity to tackle challenging thought provoking subjects such as Kites for Women's Rights."
Bryn Hafren Comprehensive School

"It has encouraged students to see links between sounds and pronunciation so they are able to see a word and identify the sounds the letters make, which has resulted in more confident speakers in Year 7 and also improved spelling of vocabulary."
Monmouth Comprehensive School

"We have been very pleased with the results of the project. Y7 Welsh writing Levels improved in the target group."
Bassaleg School

"The Marking Code has allowed pupils to develop their literacy skills in terms of being more independent in checking their writing."
Cwrt Sart Community Comprehensive School

"The project has brought staff together and enriched lessons. Some pupils' National Curriculum levels have increased by one level."
Ysgol Gyfyn Bro Morgannwg

If you are interested in finding out more about Triple Literacy please visit our website where you will find a wealth of resources, PowerPoints, video clips and case studies: www.ciltcymru.org.uk/triple-literacy/

Elen Davies, CILT Cymru



SCILT Staff



Christian Baert,
Professional
Development Officer

What did you do before you came to SCILT?

I have been teaching languages for more than 20 years. In Belgium I taught English and Dutch. Then I moved to the South of France to teach English and French in a language school and enjoy the weather and good food. As I really wanted to teach my own language, I decided to move to the UK and spent time first of all in England and then more recently in Shetland. As soon as I arrived in Scotland, I wanted to become fully involved in the development of Curriculum for Excellence and led many different working groups to take forward Interdisciplinary projects and Assessment is for Learning. I also took a course online with the University

of Harvard called "Teaching for Understanding" which really helps to plan for excellence, making sure that pupils have the opportunity to transfer their knowledge and skills in new situations.

What is your main role at SCILT?

My role as a Professional Development Officer is to develop and deliver a range of support for modern languages teachers in primary and secondary schools, including professional learning workshops, classroom resources and promotional material based on identification of teachers' needs, with particular reference to the implementation of the new 1+2 Languages Policy.

What do you like most about your work?

I enjoy sharing my experience with

teachers and giving support to them so that they can implement the new curriculum. I'm also very keen to gather resources and identify good practice to share with ML teachers.

Who has been the biggest inspiration (in the pursuit of languages) so far?

My country is my inspiration. In Belgium we have three languages: French, Dutch and German. I really believe that it is essential to know the culture and language of others to be able to understand them and do great things together. A person who inspired me is my former Head of Department in England. She is an Advanced Skilled Teacher and really shared a lot of strategies with me to help the pupils achieve their full potential. This gave me inspiration to go on developing and using techniques to motivate my pupils.

Contact Us

Sarah Breslin

Director
s.breslin@strath.ac.uk

Hannah Doughty

Professional Development Officer
hannah.doughty@strath.ac.uk

Fhiona Fisher

Depute Director
fhiona.fisher@strath.ac.uk

Sheila Gallacher

Administrative Assistant
sheila.gallacher@strath.ac.uk

Katie Hawkins

Administrative Assistant
katie.hawkins@strath.ac.uk

Meryl James

Professional Development Officer
meryl.james@strath.ac.uk

Lynne Jones

Professional Development Officer
lynne.jones@strath.ac.uk

Janette Kelso

Professional Development Officer
janette.kelso@strath.ac.uk

Fan Lin, Confucius Institute for Scotland's
Schools Manager
fan.lin@strath.ac.uk

Sarah Macfarlane

Information Officer
sarah.j.macfarlane@strath.ac.uk

Emma McLean

Administrative Assistant
e.mclean@strath.ac.uk

Grant McLean

Administrative Assistant
grant.mclean@strath.ac.uk

Ping Ma, Confucius Institute for
Scotland's Schools Chinese Director
ping.ma@strath.ac.uk

Mandy Reeman-Clark

Administrator
mandy.reeman-clark@strath.ac.uk

www.scilt.org.uk