

# Scotland's National Centre for Languages Newsletter



SCILT's motivational  
Business Breakfasts

# Welcome to the SCILT newsletter

## Editorial

Dear colleagues

Welcome to the summer 2015 edition of the SCILT newsletter. I hope that 2014/15 has been a productive session for you and that you're now looking forward to the summer holidays – there is light at the end of the tunnel!

I'm pleased to share the news of the appointment of a new Depute Director here at SCILT. Petra McLay has joined us on secondment from Bell Baxter High School in Fife. I'm sure you'll meet Petra at some of our SCILT events and that you'll enjoy working with her. We also say goodbye to two of our professional development officers whose secondments are coming to an end. Christian Baert has already returned to his substantive post in Shetland and Victoria Henry will be returning to her post in East Dunbartonshire for the start of the new term. I'm sure you'll join me in wishing them both well.

Meanwhile the 2015/16 menu of professional learning opportunities has been compiled by the team so that we can continue to support language teachers throughout their careers. Please remember that the SCILT team is here to support all your professional learning needs and all our services are completely free of charge. More information is available from our website.

We have lots of events planned for the months ahead including regional 1+2 learning events, competitions and workshops. Please keep your eye on our weekly e-bulletin for all the most up-to-date information. If you've not signed up for the bulletin, please contact us ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)) and we'll gladly add you to the mailing list.

All that is left for me to do is to wish you a restful summer holiday whether you are staying at home or venturing further afield. Happy holidays!

**Best wishes**

**Fhiona Fisher, Director**

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SCILT Staff

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



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Disclaimer - SCILT's newsletter is published twice a year and contains contributions from schools, local authorities and cultural organisations. It provides a forum for contributors to share some of the interesting work being carried out by the languages community across Scotland. SCILT, however, does not necessarily endorse or promote the practice described in these pages.

# SCILT News

## Business Breakfasts

SCILT was delighted to host three motivational Business Breakfast events in Glasgow, Edinburgh and Aberdeen at the beginning of this year. Our main aim was to support S3-S6 pupils in the uptake of language learning in the senior phase by providing schools with an opportunity to hear from various dynamic speakers who view language skills as a key part to the success of their businesses.

Pupils were welcomed by keynote speakers Anne MacColl from Scottish Development International and Rita Stephen from Aberdeen City Council, followed by several workshops led by a number of business leaders: Radio Lingua, Clansman Dynamics, Barclays Bank, The Open University, Waldorf Astoria Hotel and TOTAL E&P UK LTD. In addition, a business marketplace ran throughout the day and was manned by a number of companies and institutions so

that pupils had the opportunity to ask for advice on how languages could benefit them in their future careers. The day concluded with inspirational speakers, Jim Fleeting, from the Scottish Football Association, and Atta Yaqub, Football Equity Officer for the Scottish Football Association and Scottish actor.

Demand for these events was high, resulting in over 500 pupils across 14 authorities and independent schools participating. Here are some comments received from those who attended:

- It really helped me to understand the importance of languages and inspired me to continue with learning another language.
- I would recommend this to young people, especially at the time when they are choosing their subjects.
- [The event] expanded my knowledge of jobs involving languages.



- [The event] taught me the importance of respecting culture and communication.
- This has inspired me to learn an additional language.

Visit the business section of our website where you will find presentations, images and feedback from these successful events (<http://www.scilt.org.uk/Business/BusinessBreakfasts/tabid/5242/Default.aspx>).

**Emma McLean, SCILT**



## Language learning for future primary teachers



February saw BEd students from Moray House taking part in an extended professional learning opportunity aimed at preparing future primary teachers to deliver the 1+2 languages policy. Over three days, trainees were involved in practical activities for teaching languages focused on effective primary language learning pedagogy. This group of non-specialist students used their basic linguistic skills to participate in interactive approaches to learning, showing that a little language definitely goes a long way; from using simple texts such as 'The very hungry caterpillar' to develop listening and talking skills, to exploiting reading and extended writing opportunities with older

children via interdisciplinary learning. They explored maximising the potential of ICT in languages using apps and hardware as teaching resources and as Assessment is for Learning tools for practitioners.

Students also developed their understanding of early language acquisition and carried out professional reading to analyse and critique the latest primary languages policy, research and practice.

The main objective of the course was to increase students' confidence in teaching another language and this was certainly met upon considering the end-of-course evaluations:

- This course has increased my confidence in my ability to teach languages to children. I am not fluent in any language but the course has increased my enthusiasm and enjoyment of languages and has motivated me to learn French.

- It was brilliant. It built up my confidence again in speaking languages and gave me so many practical ways to teach languages in the classroom! It has made me really look forward to teaching languages.
- The course has definitely given me much more confidence in teaching languages. I think it was highlighted that I need to revisit my French skills! But I realise I do not need to be an expert in order to teach.
- It has increased my confidence to deliver an additional language in small manageable steps. Good practical advice and examples have increased my confidence.
- I have a better understanding of how to integrate languages into everyday practice and why it is important.

The SCILT team is looking forward to working with students from the University of Glasgow soon!

**Angela De Britos, SCILT**

## Languages for life at Brechin High School

3 learners from Brechin High School recently took part in a Business Language project which used their language skills in real-life humanitarian crisis scenarios.

To launch the project the Royal Navy explained their global role providing disaster relief, and SCILT discussed the role of languages in the workplace. Then, the learners were split into four groups and were allocated one of the two scenarios.

In the first scenario the young people had to create some cards with key sentences in the target language to be able to assist a Royal Navy engineer or medic to be understood in another language while operating within the challenging situation of a humanitarian crisis. In the second scenario the learners were asked

to use their language skills to explore the properties needed for buildings to withstand a tsunami. Each group was given a budget and had to design a village within these constraints.

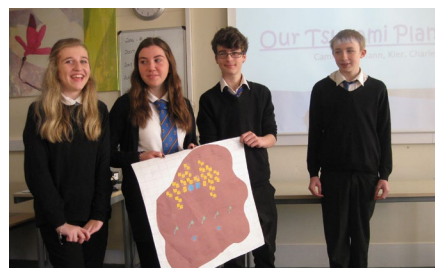
The top eight winning teams were selected from each scenario by the school staff and then had to present their solution to a Dragon's Den Panel consisting of Angus Council staff, SCILT and the Royal Navy. All participants received a prize ranging from a visit to a new Navy battleship, to vouchers and goody bags.

The project helped to highlight the importance of language skills in a very grown-up and relevant context that provided learners with a practical situation in which to apply their language skills. Learners also developed transferable

skills like team work and organisational skills such as prioritising and working to a deadline. If you want to know more about the project, please read the case study in the Business section of the SCILT website ([http://bit.ly/SCILT\\_BLC\\_BrechinHS](http://bit.ly/SCILT_BLC_BrechinHS)).

If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Christian Baert, SCILT**



## Michelin visits Craigie High School

On 15 January 2015 all S3 pupils at Craigie High School had the opportunity to participate in the Business Language Champions event, organised by SCILT and the languages department.

The morning started with a keynote speech from the Quality Guarantee Manager representing Michelin, the French tyre company in Dundee. He talked to the learners about his work at Michelin and how he was able to improve his language skills when he was sent to work at Michelin headquarters in Clermont-Ferrand, in France. Michelin is an example of a global company in which language skills are crucial to its success. In the Dundee factory, a significant proportion of people at all levels are trained to speak French.

The learners were then placed in groups of four where they took part in language activities to help them develop their understanding of the Michelin organisation and the skills required to work there. For example, the learners matched job titles with descriptions of the post and filled in an application for an apprenticeship opportunity.



The project aims to motivate young people to continue to learn languages and to encourage them to develop skills for work.

The languages department is hoping to maintain this partnership with Michelin in the future so that together they can

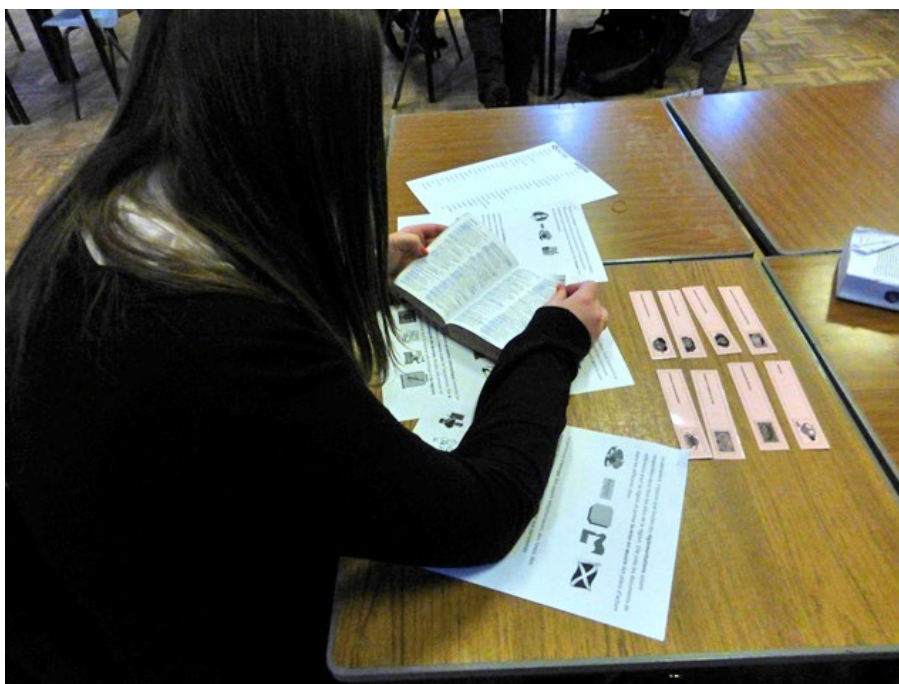
enhance the development of pupils' language and employability skills.

Both staff and the pupils said they had an enjoyable and profitable morning learning about Dundee's biggest industrial employer and the teachers appreciated the real and relevant context for developing skills for learning, life and work.

If you want to know more about SCILT's Business Language Champions, please visit our website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)).

If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Christian Baert, SCILT**





Glasgow's Book Festival  
for Children & Young People

## Mother Tongue Other Tongue celebration event



Our stars and guests were invited to leave comments around the poetrees. Many expressed enjoyment at what had been a fantastic celebration. Amy Tuwor, St Francis Primary School, wrote, 'I really enjoyed today and it makes me more eager to learn and write in different languages.' We look forward to seeing Amy and the rest of the MTOT stars from 2014-15 again next year when the competition goes national.

**M**other Tongue Other Tongue (MTOT) Glasgow drew to a close with the school session in December 2014. SCILT was pleased to have received over one hundred entries to the first ever competition of its kind in Scotland.

Eighteen languages were entered, including Arabic, Edo, French, Georgian, Greek, Igbo, Italian and Mandarin, and nine were represented by the winning poems and chosen for SCILT's inaugural MTOT anthology. In total, we had twenty-five winning MTOT stars.

On Saturday 7 March our MTOT stars were invited to a celebration event at the Mitchell Library. Fhiona Fisher, Director of SCILT, opened the event by welcoming our audience and congratulating our stars and their

families. Jim Carruth, Glasgow's Poet Laureate, spoke enthusiastically about languages and poetically compared language diversity to a delicious world buffet!

Many of our MTOT stars took to the stage to perform their poems and songs. SCILT was pleased to have been able to give the children this unique opportunity and every one of them rose to the occasion and delighted the audience with their confidence and enthusiasm.

In the prize-giving section, our MTOT stars were presented with their own copy of the MTOT anthology as well as a SCILT goody bag filled with multilingual gifts. Six highly commended entries were presented with MTOT trophies.



The full list of MTOT stars is available from the MTOT Celebration Event page of our website ([http://bit.ly/SCILT\\_MTOT\\_Celebration](http://bit.ly/SCILT_MTOT_Celebration)).

For a more detailed overview of the competition, visit our MTOT webpage ([http://bit.ly/SCILT\\_MTOT](http://bit.ly/SCILT_MTOT)).

View the MTOT 2014-15 anthology (<http://bit.ly/MTOTanthology>).

For updates and information on MTOT 2015-16, sign up to the SCILT e-bulletin (<http://bit.ly/sciltnewsbulletin>).

### Victoria Henry, SCILT



## Primary Language Learning for early phase teachers

As part of SCILT's commitment to supporting the professional development of teachers at all stages of their careers, our engagement with early phase teachers has extended further this year. For the first time, Development Officers and NQT Co-ordinators in three local authorities invited SCILT to provide bespoke, extended professional learning opportunities for their primary NQT cohorts.

This year, the courses have run over different time frames ranging from two full days to two twilights, and have worked best when incorporated into the authority's professional learning programme for NQTs.

The course programmes have variously included some or all of the following:

- An overview of the 1+2 policy, related guidance and online support.
- Lots of practical support for the development of talking and listening, reading and writing as well as language learning skills.
- Plenty of ideas about making the most of technologies.
- An exploration of progression and assessment in Primary Language Learning.

The main aim of any programme for primary NQTs is to demonstrate how a little language can go a long way, to build confidence in Primary Language

Learning pedagogy and encourage the development of a positive language learning ethos in classrooms and beyond.

So what do the NQTs themselves feel about the chance to play an active part in the great Primary Language Learning adventure from the very start of their careers?

- This event was very good as it used up-to-date resources and gave demonstrations as to how these could be realistically used in class. The links to other resources is exactly what I need at this stage in order to progress my teaching. (NQT, Scottish Borders Council)
- It helped me develop an awareness of the role of teaching a language in the classroom, the resources available and how to integrate them. (NQT, East Dunbartonshire Council)

Please contact Lynne Jones ([lynne.jones@strath.ac.uk](mailto:lynne.jones@strath.ac.uk)) if you would like know more about primary NQT opportunities.

**Lynne Jones, SCILT**



# SCILT's Junior European Language Portfolio

*I want my pupils to understand themselves as language learners...*

*I want my pupils to develop their intercultural awareness...*

*I want creative ways of facilitating smoother transition between primary and secondary...*

The European Language Portfolio (ELP) is a model of self-evaluation developed by the Council of Europe to support the development of learner autonomy, plurilingualism and intercultural awareness. It is a personal document in which users record their language learning achievements and experiences.

The ELP comprises three sections:

**The Language Biography** allows learners to reflect on the languages they encounter in different contexts. It also includes descriptors so they can self-assess their language competencies.

**The Languages Passport** encourages learners to track their progress and identify their next steps. It includes a page where the teacher is invited to provide a comment on learning.


**The Language Dossier** helps learners to organise and to gather evidence of the skills they feel that they have developed.

The SCILT Junior ELP may be suitable for learners P6-S1. As well as adhering to Council of Europe requirements it has been adapted to align with Curriculum for Excellence (CfE) experiences and outcomes.

## Why use the ELP?

The ELP complements the aims of CfE and the 1+2 approach to learning languages. It can therefore facilitate embedded approaches to assessment.

## My Language Biography



**Languages in my school and in my community**

In my school, we can learn (please write down which languages):

At school, we have started to learn: .....


I like learning this language because: .....

My teacher can speak: .....

In the future I would perhaps like to learn: .....

Interview members of your school community and find out about their experience of other places and languages:

People	Where is your favourite place to go on holiday?	Do you know any languages or have you tried to use any different languages on holiday?	Which languages did you learn at school?	Which language would you most like to learn? Why?
Classroom Assistant				
Teacher				
Depute Head				
Head Teacher				
Janitor				
Canteen Staff				
Cleaner				
Parent/Carer				



European Language Portfolio: registered model No.2014.R013

The ELP may be used to:

- Highlight the value and importance of learning languages.
- Instil confidence in understanding and using other languages.
- Combine self-assessment in more than one language.
- Support learners to develop their understanding of other cultures.
- Support learners as they make connections between languages.
- Encourage learners to consider skills development.
- Prompt learners in the language of assessment and allow them to set their own targets.
- Provide a snapshot of language learning that can contribute to profiling and reporting.
- Support transition and transfer by tracking progress as evidenced by work.

The SCILT ELP has been upgraded so that it can be downloaded in an easily transferable digital form. There is an accompanying teachers' booklet that offers guidance on using the ELP.

Find out more and download SCILT's Junior ELP on the SCILT website (<http://bit.ly/SCILT-ELP-jr>).

If you would like to share your experiences of using the SCILT Junior ELP please contact SCILT ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Victoria Henry, SCILT**



## Scotland's universities and the 1+2 language policy: The next steps

This event was held on 6 May 2015 as part of the Engage with Strathclyde week and attracted over one hundred participants from schools, local authorities, cultural organisations and universities across the country. The keynote by Professor Do Coyle presented a strategic framework for the development of a Scotland-wide research network related to languages, language pedagogy and language policy across the sectors generally, and the 1+2 language policy specifically. The presentation was followed by an outline of existing projects in support of the Scottish Government's 1+2 language policy, implemented in response to the outcomes from last year's event. Delegates were then invited to join the discussion on how they could collaborate to create a long-term and sustainable language research network and a language promotion strategy through a series of national cross-sector initiatives between schools and universities.

More information on the conference is available from Hannah Doughty ([hannah.doughty@strath.ac.uk](mailto:hannah.doughty@strath.ac.uk)).

**Hannah Doughty, SCILT**



## Scottish Languages Review Issue 29



The latest edition of the Scottish Languages Review has been published (<http://bit.ly/SLR29>). Articles include:

- a review of research related to language learning in the primary school, which is very relevant to the implementation of 1+2.
- two opportunities to look back in time and examine Scotland's language education from a statistical and qualitative point of view.
- two discussions on language policy issues in other Anglophone contexts.

Meanwhile, if you have not yet read the practitioner articles in relation to 1+2, and the contribution in French by Year 2 language students from the University of Strathclyde in Issue 28, we encourage you to do so now (<http://bit.ly/SLR28>).

**Hannah Doughty, SCILT**

# British Academy Schools Language Awards

## Craigroyston Community High School, winners 2014

**M**artial Le Gall, languages teacher in Craigroyston, Edinburgh:

Winning the British Academy Schools Language Awards for Scotland this year is a great achievement for our students. The project, run by Lycée Voltaire and Craigroyston Community High School, is based around the creation of detective novellas, their translation and promotion in French and English.

Students and teachers in France collected work from Scottish and French students to put together the original edition of the book, 'Roman Noir is the New Black'. Inspired by this cultural exchange, media students at Craigroyston began work on their own book, incorporating both French and Scottish contributions. The next part of the project saw Craigroyston language students create and subtitle videos to promote the book. Media students were also given a simple but challenging

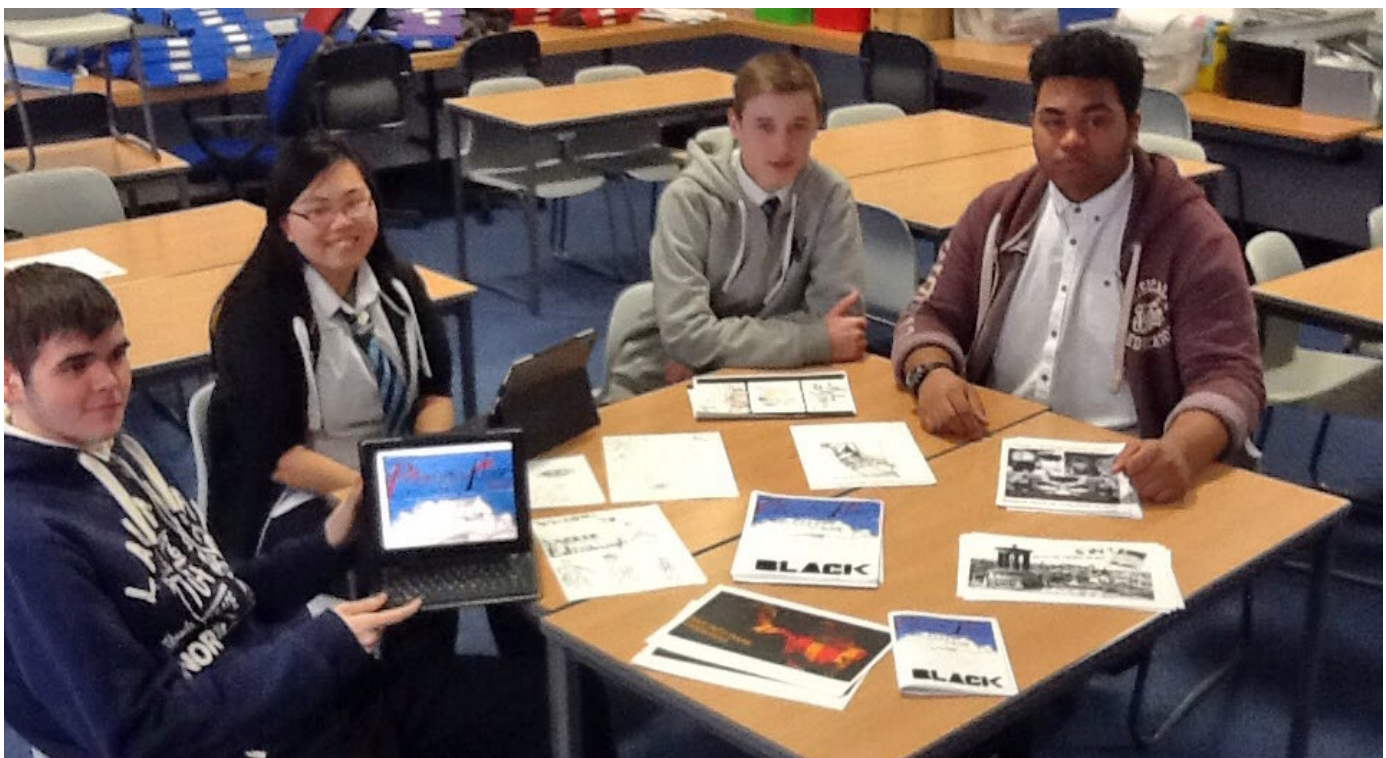
brief: Can you help us promote the book? Students organised themselves into teams and worked on the layout and illustrations of their book. They also organised an advertising campaign using posters and videos. Students sold their book at parents' night and are now working on a professional publication. Their videos were sent to Lycée Voltaire to support future projects. In order to be successful students used languages, literacy, creative and entrepreneurial skills and it is hoped this project will motivate students to continue with languages into the senior phase.

**Sébastien Coche, English teacher in Lycée Voltaire Wingles, France:**

On the French side, in Lycée Voltaire, the publication of the collection has been quite an event, not only for the team of young writers who now are the proud owners of a book in which their work has been translated by



their Scottish partners, but also for the school community that sees in this achievement the promise of a lasting and fruitful partnership with Craigroyston Community High School. With new media, fresh ideas and the prospects of meeting our partners in Edinburgh within a few months, there is no doubt our collaboration is at full momentum.



## Calling all Scottish schools and colleges!



The British Academy is inviting applications for its Award scheme designed to boost the numbers of learners that continue learning languages to higher levels. Schools, colleges and other education providers, including supplementary schools, can apply for awards of £4000, with the chance of an additional £2000 for two overall winners from across the UK. Fill in a simple online form and tell the British Academy what you would do to increase numbers or attainment in the school, or schools, you are working with. Partnerships between different types of school, universities, businesses, colleges, or community organisations are particularly welcomed.

Projects should:

- Show imagination and creativity in improving take-up and enthusiasm for language learning.
- Be high quality and provide lasting value for money.
- Build partnerships and collaboration so that the benefits will be widely shared.
- Help to correct the social imbalance in language learning by targeting learners who are disadvantaged or who have less access to language learning.

Scottish winners in past years have included Craigroyston Community



High School in Edinburgh for a project with its partner school in France, and the University of Strathclyde with Glasgow City Council for their student ambassador programme.

For further information visit the BASLAs website ([www.britac.ac.uk/baslas](http://www.britac.ac.uk/baslas)) or email BASLAs ([baslas@britac.ac.uk](mailto:baslas@britac.ac.uk)).

The deadline for applications is **30 June 2015**.

# Local Authorities

## AMOPA in Edinburgh

On 24 March 2015 Emeritus Professor Philip Bennett from the University of Edinburgh came to present the graded certificates to the four Advanced Higher pupils from Currie Community High School and Balerno High School who entered the AMOPA-Ecosse competition *Parlons Français* this year. Robbie Forbes, Rebecca Laidlaw, Hayley Valentine and Cara Kennedy acquitted themselves very well and were very pleased with the feedback received. The languages department was also awarded a French DVD.

The Head Teacher, Mrs Mackinnon, and the Senior Depute Head Teacher, Mr Farren, were present at the reception hosted by the languages department afterwards.

A well-deserved 'Bravo!' to Robbie, Rebecca, Hayley and Cara!

**Irina Gancheva, Currie Community High School**



## Berwickshire High School business language partnership

Berwickshire High School is taking a new approach to language learning by linking up with multi-national company, Ahlstrom, to bring the workplace into the language learning of the school.

This is being done by running the new SQA award, Languages for Life and Work, which offers more flexible opportunities for pupils to access languages. Ahlstrom, a high performance fibre-based materials company based in Chirnside, is providing support to the school by running tours of its site and delivering presentations that promote languages as a positive choice. They are also providing work experience, giving pupils the opportunity to respond to job

advertisements written in French and attend mock interviews to help them prepare for the world of work.

The scheme was launched at a recent event organised by Sarah Rowson from the languages team at Berwickshire High where S3, S4 and S5 pupils were encouraged to say 'yes' to languages. Christian Baert, from SCILT, spoke of the high cost to the Scottish economy resulting from a lack of language speakers in the workforce. Pupils also heard Martin Tennant, HR Manager UK from Ahlstrom, speak passionately about the need for language learning in many aspects of the company and stress that in a business workplace 'languages give you the edge'.

For more information contact Sarah Rowson ([sarah.rowson@scotborders.gov.uk](mailto:sarah.rowson@scotborders.gov.uk)).

**Emma Sowerby, Scottish Borders Council**



## Berwickshire pupils learn German from the Mainz man

Primary pupils and teachers from across Berwickshire have been learning to 'sprechen Deutsch' from Henry Stelter, a trainee teacher from the University of Mainz in Germany.

Henry has been living and working in the area since September. His placement has been partly funded by a grant from the European Union as part of the Scottish Government's 1+2 language learning initiative which requires all primary schools to deliver language learning by 2020.

Head Teacher, Louise Sanders from Ayton and Reston said, 'Henry has really engaged the children from nursery to P7. He has supported teachers to learn German alongside their pupils and become an integral part of the school. We have always valued language learning here for the cognitive and social benefits it brings to our

pupils and Henry has complemented this. Children are speaking German with more confidence and we wouldn't have been able to progress as quickly without Henry's input.'

Principal teacher, Ross Maunder added, 'Having the support of a German language speaker has made a huge impact on staff language skills, giving them the confidence to take forward the 1+2 initiative and implement it from early through to second level. Henry has helped us to formulate our vision of how we can take forward 1+2 and embed it into daily teaching and learning.'

Henry is delighted that he has been able to spend time in the Borders and has taken the opportunity to explore Borders towns and enjoy the beautiful countryside. He said, 'I have received a very warm welcome in all schools and will miss the Borders on my return



to Germany in March. I have had a fantastic time and learned a great deal from my Scottish teaching peers and feel I can return home with the satisfaction of a job well done.'

More information is available from Emma Sowerby ([esowerby@scotborders.gov.uk](mailto:esowerby@scotborders.gov.uk)) or Louise Sanders ([lsanders@scotborders.gov.uk](mailto:lsanders@scotborders.gov.uk)).

**Emma Sowerby, Scottish Borders Council**

## Careers Carousel

Almost fifty pupils from St Margaret Mary's Secondary School in Castlemilk took part in an innovative careers event, organised by the school's languages department.

Nine different contributors who have used languages to further their careers in a range of working environments gave short presentations to small groups of pupils, from a fluent Spanish speaker who has worked for Scottish Power's international group of companies, to translators working out of an office in Glasgow. The S3 and S4 pupils then had the opportunity to ask questions at the end of the talk.

Dr Alec Wersun, Senior Lecturer at the Department of Business Management at the Glasgow School for Business and Society, enthused about the event, 'If each of us can

influence just one young person in a small way, then that is a really positive outcome! In the process I enjoyed it as well.'

Languages teacher Fiona Alexander, who organised the event in conjunction with employability and skills manager Irene Yuile, wanted the pupils to be aware of the possibilities of being able to speak a second language, beyond being able to order a meal on holiday. She said, 'Rather than simply being told that having a second language is good for your job prospects, being able to speak directly to the contributors of the Careers Carousel let the pupils hear how useful a second language could be for their career.'

She added, 'The feedback from the pupils was very encouraging and the contributors also seemed to have got a lot out of the event.'

Michaela Jonathan, an S4 pupil who would like to study business in the future said, 'I



learned that a second language is very important in the business world. The event really opened my eyes to the different possibilities for learning a language. It was very good to see so many people who had a second language or even more, and so I found it very encouraging.'

And Sarah Harkins, also of S4, added: 'There were really no negatives, although maybe there could have been some tea for us!'

**Fiona Alexander, St Margaret Mary's Secondary School**

## Crumbs of Happiness

I decided to undertake an interdisciplinary topic about Japan with my P6/5 class in January to April this year and SCILT were able to support me in setting up a business link with local business, Borders Biscuits.

Japanese artist, Yuko, has designed packaging and posters for Borders Biscuits, and through our business link with the company the children were able to email questions about Japan directly to Yuko. Her answers amazed and enraptured the children, particularly as they had a real person to ask instead of using books and the internet.

After a trip to the Japanese-style food chain, Wagamama, the children

designed their own biscuit for the Japanese market, building on the flavours that they had tasted. We looked at packaging and nets of shapes before deciding on the newt of a cuboid for our designs.

The children thoroughly enjoyed designing biscuits and were eager to show their ideas to the staff at Borders when we visited the company. The staff took their time to talk to the children about Japan and admired their biscuit designs. We had a tour of the factory and were allowed to taste biscuits!

Through this interdisciplinary topic, the children learnt some basic Japanese phrases. They learnt how to use chopsticks, make origami creations

and about animé art. I cannot express how much the pupils have gained from this experience, so I will leave you with the words of the children:

- I learnt to use chopsticks so that I could eat with them at Wagamama. It was difficult at first, but I was proud that I learnt how to use them. (Kole)
- At Wagamama, I tried wasabi for the first time, so I decided to use some in my Japanese biscuit idea for Borders Biscuits. (Kevin)
- I learnt about nets of shapes because my Japanese biscuit design was in the net of a cuboid. (Lee)

**Caroline Murvey, Lanark Primary**

## Currie Community High School cinema trip

On 2 December 2014 a group of senior pupils from Currie Community High School, together with two of their French teachers and the French assistant, went to the Institut Français for a free screening of 'Le Havre' set in the French port city of the title.

We all enjoyed this simple yet beautiful film in which ordinary people do extraordinary things. We also enjoyed the atmospheric ambiance of the Institut's theatre room and the warm welcome from the reception desk staff. It was a great experience for our pupils, who were touched by this heart-wrenching comedy-drama. They discovered a bit of movie magic through a story that plays more as a fable as it deals with immigration and the human capacity for loyalty, decency and even love.

**Irina Gancheva, Currie Community High School**



## El Dia de los Muertos

On 7 November 2014 Our Lady's High School, Motherwell, organised a whole afternoon event to celebrate El Dia de los Muertos with S2 pupils.

This interdisciplinary event has run for two years now and is the culmination of units of work across three subjects linking to the Mexican festival, the Day of the Dead. It has been a highly motivational and successful topic and many pupils comment on the fact that it is their 'best day in school ever!'

During the two weeks prior to the day, departments involved run a series of lessons linked to the topic. This year the art department focused on the skills used to make clay skulls, lino prints and papel

picado flags, which were used to decorate the hall. Pupils also had the opportunity to learn about some famous Mexican artists such as Frida Kahlo. In RE pupils learned about the religious aspect of the celebration, in particular comparing the happy way Mexicans honour their dead with the more mournful European feasts of All Saints and All Souls.

In language classes, preparatory lessons aimed to make pupils aware of the differences in traditions between Mexico and Europe. After an introductory video on the celebration, pupils carried out research online to compare the festival with Halloween. They then learned and practised the 'Hail Mary' prayer in Spanish.

On the day itself, S2 pupils worked in groups over two periods through a series of team competitions. Each team's work was judged and the winning teams each got a prize.

**Mathieu Pégard, Our Lady's High School**



## Enterprise event at Calderglen High School

The Modern Languages and Gaelic Faculty at Calderglen High School, East Kilbride, recently held a promotional event with the theme 'Languages Work'. S3 pupils were treated to a variety of speeches and workshops focusing on the benefits of multilingualism.

The event was launched by Dick Phillbrick, Director of Clansman Dynamics, a local engineering firm. Pupils then progressed to a carousel of workshops and talks by business representatives, industry insiders, football players, former pupils and other invited guests including an inspirational group of primary pupils who spoke about their experience of the 1+2 languages policy. Each of the contributors promoted the use of languages and shared their own experiences of language learning.

The event ended with a keynote speech by Sanjeev Kohli who plays Navid in the sitcom Still Game. Sanjeev is from a bilingual home and has recently started learning Gaelic for a programme on BBC Alba. He shared stories of his own language ability and encouraged pupils



to continue on their language learning journey.

This was the first ever event of its kind at Calderglen, giving young people invaluable insights into the workplace and promoting understanding of some of the benefits of having a language. Pupils were highly positive about the event and shared their thoughts afterwards:

- It changed my perspective because you are more likely to get a job if you

have a second language.

- It has encouraged me to try harder in class and carry on with French.
- It made me realise how languages can help you get more jobs and give you an advantage.
- I enjoyed learning about how much companies need bilingual workers, this makes me feel better about my choices.

**Julie-Anne Clark,  
Calderglen High School**

## Goethedämmerungstag in Langholm

Pupils from Dalbeattie High, Dumfries High, Lockerbie Academy and Langholm Academy met in November for a successful day of German language learning, games and activities led by a team from the Goethe-Institut.

Justin Sinclair, Head Teacher of Langholm Academy, opened the event with an inspirational message, quoting a recent CBI report which states that around 50% of organisations surveyed consider German to be a useful language to their organisation.

Pupils participated in various workshops. These included one on German pronunciation and another where pupils played a German board game and advanced across the board by answering questions on German culture, geography, products, art and media. There was a workshop on German in music and a workshop where pupils prepared and delivered presentations on German food, sport and culture, which they had researched.



What did the pupils think? Here are some quotes:

- I really enjoyed the music workshop and learning about German festivals and culture. I would like to spend more time at a day like this, it was really exciting and interesting.
- I liked learning about German culture, the differences between the regions and also about how food and music are important to German people. Speaking and listening to German wasn't bad, although I sometimes struggled a little.

- I particularly liked the board game in the hall. This was fun but it educated you at the same time.
- The day at Langholm was an excellent chance for us all to be educated about German culture, traditions, food and music. Learning from German-born people was helpful.
- The experience allowed me to practise my speaking and familiarised me with Germany's traditions and culture. An enjoyable and educational day for each of us.

We hope to run more of these kinds of language activity days in the future.

**David Kerr, Dumfries & Galloway Council**



## Languages for business at James Young High School

James Young High School in Livingston set up a business link between our S3 German classes and the Dalmahoy Hotel in Edinburgh. The project was part of SCILT's Business Language Champions programme, which helps schools and businesses to set up partnerships in order to give language learning a real-life purpose. Over the course of the project, pupils took part in various activities.

After being taught the German skills required to order food at a restaurant and how to take orders, a small group of pupils was selected to visit the Dalmahoy Hotel to teach the restaurant staff the relevant vocabulary and sentences they would need to serve

German speaking customers. Pupils learnt how to book into a hotel in German. A select number of pupils had the opportunity to use their skills at the Dalmahoy where they had the chance to go through the real-life experience of checking into a hotel at the Dalmahoy reception with a German speaking member of staff.

With the help of the craft, design and technology department, pupils created and designed a menu for the Dalmahoy Hotel in German. Managers from the Dalmahoy Hotel will vote for the best menu, which will then be printed professionally and used in the hotel's restaurant with the German speaking customers.

Pupils had a fantastic experience, in particular those who were given the opportunity to visit the hotel and use their German in a real-life context. Moreover, the project gave pupils an insight into the world of work, highlighted the various job opportunities in the field of Tourism and Hospitality and demonstrated how learning German can enhance your career prospects.

If you want to know more about SCILT's Business Language Champions, please visit the SCILT website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)). If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Nele Petermeier, James Young High School**



## ‘Languages Work’ afternoon at Kinross High School

This January, S3 pupils at Kinross High School had the opportunity to listen to a series of speakers emphasising the relevance of language skills to the world of work and life beyond school. Pupils heard presentations from SCILT, Project Trust and from Atta Yaqub, a Scottish actor.

SCILT guests debunked the myth that English is enough and pupils learned about the need for language skills in the current business climate in Scotland. Ben and Lucy from Project Trust outlined their experiences working abroad, both having had to learn the local language in their placements in Africa and South-East Asia. Finally, Atta brought a touch of glamour to

proceedings, talking to the pupils about his experiences acting on TV and in films in English, Punjabi, Urdu and German.

Pupil feedback was very positive. The emphasis on non-European languages caught the pupils’ attention, particularly the fun interactive session led by Ben in which pupils attempted the clicks and sounds of the African language he had learned. Our department hopes to hold a similar event again next year on a larger scale.



If you would like SCILT to support your school to run a similar event, please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Jennifer Mackenzie, Kinross High School**

## Madras College outing to The Old Course Hotel

On 11 March 2015 S3 pupils from Madras College visited The Old Course Hotel in St Andrews for a morning of workshops related to languages and employability. The visit was our first engagement with The Old Course Hotel as a business and language partner and we hope it will be a sustainable link.

On arrival at the hotel we received a very warm welcome from Katie Birrell, Head of HR, and after an initial introduction to the Kohler brand, our pupils took part in a CV workshop. They examined three CVs and highlighted positive and negative aspects of each before discussing which candidate they would pick for the job.

A tour of the hotel included an outing to the rooftop terrace and a visit to one of the most expensive suites that the hotel offers!

After our tour, Dylan Kelly, Head of PR, introduced a competition the

hotel planned to run with our pupils. Their task was to design some kind of publication or social media campaign, in their chosen language, to promote The Old Course Hotel abroad. After the briefing, pupils separated into groups of French, German and Spanish where they had the opportunity to meet with native speakers who work for the hotel and who gave them ideas and language tips for their project. The project was met with great enthusiasm and the hotel offered very generous prizes to the winners; either afternoon tea for their family or a lesson with a pro golfer!

Pupils found the outing to be a very positive experience and they can see the importance of languages in the workplace:

- It was great to interact with the foreign staff. It was a fun and interesting experience. (Tiger)
- It was a great experience and it's a very nice hotel! (Megan)

- It was informative and fun. (Rhiannon)

This project was part of SCILT’s Business Language Champions. If you want to know more about the scheme, please visit the SCILT website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)). If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Cathy Hoy, Madras College**



## Mother Tongue Other Tongue

The Mother Tongue Other Tongue (MTOT) poetry competition was piloted in Glasgow for session 2014-15. As an EAL teacher across different schools, I worked with my colleague to think about how this competition could support our work with a variety of ages and languages.

We based the project in three schools and worked with P5, P6 and P7 pupils. We identified groups of ten children from each school. Some children were new to English because they had only recently arrived in Scotland, and others were born in Scotland and speak another language at home. We had a variety of languages including Polish, Arabic, Georgian, Yoruba, Shona, Ndebele, Ibo, Portuguese and Mandarin.

Initially children were shy and didn't want to share the name of their own language, never mind say hello or share a poem! However, this

competition encourages learners to go home and talk to their family about their language and culture, and as time progressed I saw the children's confidence growing. Learners started bringing in poems and songs from home and would read or recite poems in their home language. As a group they became more curious about each other's languages and more eager to ask questions and learn from each other.

Each group raised the idea of sharing their work with their school. This was a huge milestone. We organised school assemblies where we celebrated their success and their language.

MTOT is a fantastic opportunity. It encourages learners to use language creatively and enjoy poetry. It helps break down barriers and celebrate diversity. It helps individuals be proud of their culture and their abilities. It treasures languages and gives

learners a reason to write. I would encourage all teachers to consider entering this competition – not only is it enjoyable but you will see a real impact on the children you teach.

For a more detailed overview of the competition, and to see some of the participants' work, visit SCILT's MTOT webpage ([http://bit.ly/SCILT\\_MTOT](http://bit.ly/SCILT_MTOT)).

**Kirsten Barrett, EAL teacher, St Andrew's Learning Community, Glasgow**



## Promoting languages event at Tain Royal Academy

On 30 March pupils from S2-S4 who study French attended a promoting languages event in the school. SCILT representatives, Janette Kelso and Meryl James, gave pupils hard facts and figures from the business community to explain why languages are important in today's world.

According to a recent CBI report, French and German are the leading languages in demand by firms, with those geared to business in China and the Spanish speaking world seen as increasingly useful. We are delighted that pupils beginning S3 from 2015 onwards will have the opportunity to begin learning German in addition to French.

Two guest speakers from Highlands and Islands Enterprise gave presentations on the usefulness of languages with particular reference to creative industries and the XPO North event.

Feedback from the pupil evaluation form included, in response to the question, 'How will knowledge of languages be useful to you?':

- It will allow me to travel and be able to communicate... It would allow me to speak to French speaking patients in their own tongue. This may relax them and would give them a sense of relief. This would make me feel useful.

- It's good to speak the customer's language.
- Knowledge of a language will be useful to me as it would enable me to pursue an international career and enable me to live and work in non-English speaking countries.
- It will give me more job opportunities.
- It will be useful when I have to visit or go on holiday to other countries.
- To read instruction manuals for machinery.

If you would like SCILT to support your school to run a similar event, please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Freya Taylor and Carolyn Love, Tain Royal Academy**

# Corseford School

## Spanish at Corseford School

Capability Scotland's Corseford School supports children and young people aged 5-18 with complex health, education, movement and communication needs to achieve their potential. Many of our students use Alternative and Augmentative Communication methods (AAC).

September 2014 saw the introduction of Spanish in Corseford School. Since then, staff and parents have been overwhelmed by the progress of students. Students who use AAC have had Spanish programmed into their communication devices and are using this confidently during lessons and at other incidental opportunities. We are so

delighted with the students' learning and their enthusiasm that we are going to introduce Gaelic as L3.

All students contributed to our recent Spanish café. Students enjoyed making magdalenas and chocolate caliente to serve on the day and, using the language learned over the past three terms, students undertook roles as customers and workers in the café. Local schools visited and mingled with the students, who all excelled in their roles! Everyone enjoyed the delicious treats!

Many of the students have experience of holidays in Spain and this really helped them to link their prior knowledge

with what they have been learning at school. The context of the café brought learning to life through a very meaningful experience.

### Maggie Macaskill, Corseford School



# Cultural Organisations

## Best practice: Fit in Deutsch 1

An information workshop at the Goethe-Institut on 28 April 2015 celebrated a successful pilot to make an internationally recognised assessment tool available and accessible for young Scottish learners.

'Fit in Deutsch 1' is an internationally recognised Goethe-Institut certificate for young people (Beginners level: A1). This session, Carrick Academy (South Ayrshire) has been implementing the award as part of their broad general education curriculum in collaboration with the German partner school, Bishopbriggs Academy.

The Goethe-Institut has developed dedicated teaching materials for

classroom practice. Teachers in Carrick piloted these materials and looked at the possibility of implementing them within CfE. The team in Carrick also developed a comprehensive course and materials to complement the award. Dedicated learning materials, teaching methods and skills training combine together to form an exciting example of best practice for implementing the broad general education into the curriculum of a secondary school.

If you are interested in this opportunity for your school or local authority please contact the Goethe-Institut ([language@glasgow.goethe.org](mailto:language@glasgow.goethe.org)).

**Lilo Börgmann, Goethe-Institut**



## Mathematik – zum Anfassen exhibition: Learning Experience with STE-A-M

'I really liked that I could learn some German words as well'. David from St Helen's Primary School in East Dunbartonshire thoroughly enjoyed the interdisciplinary, broad general education approach of the exhibition 'Mathematik – zum Anfassen', brought to Scottish learners by the Goethe-Institut and the German Partner School, Bishopbriggs Academy.

900 pupils – some learners of German, some new to the language – visited this learning opportunity, which ran from the 16 to 31 March 2015. After a short introduction and with the help of a worksheet, pupils enjoyed puzzles, bridge building and jigsaws. This very playful approach towards mathematics gave young learners firsthand experience of linking numeracy, literacy, STEM and the Arts, demonstrating that when you combine these skills you place your bet on the 'winning horse'.

The exhibition has been developed by the Goethe-Institut in cooperation with the Mathematikum in Gießen (Germany). The exhibition tours worldwide and Woodhill Evangelical Church in Bishopbriggs was the only venue for this exciting event in Scotland.

**Lilo Börgmann, Goethe-Institut**



## Bring language and culture alive in your classroom

The British Council's Language Assistants programme offers schools the opportunity to broaden pupils' understanding of the world, improve their language skills and enhance their cultural awareness. Language Assistants can be particularly helpful in supporting Primary Language Learning and the introduction of L3 into the curriculum.

When asked about the benefits of employing Language Assistants, Ann Robertson of City of Edinburgh Council explained that in the first year of the 1+2 policy, Language Assistants had a 'massive impact' in Edinburgh schools, particularly in primary schools. Although the Council had their own framework for implementing 1+2 in schools, they found that Language Assistants made a huge

difference in terms of 'raising the status of languages in primary schools and enriching the learning experience for pupils', she said. Language Assistants 'made languages a real life experience that everyone could benefit from.'

Ann underlines the importance of starting young when it comes to language learning. 'Children learn language at an early age in a completely different way; they acquire language by imitating it, and they tend to absorb it exactly as they've heard it.' When working with younger children Language Assistants normalise speaking another language, reducing the embarrassment factor for pupils and giving them greater confidence to experiment and have fun with languages.

At Wardie Primary School, where the children have been learning Mandarin, teachers have found their Language Assistant indispensable. Class teacher Rebecca Croveti commented that particularly with a language like Mandarin where pronunciation is so important, a Language Assistant takes some of the pressure off. 'In a year when we are introducing two new languages having a native speaker has been fantastic,' she added.

To find out more about the ways Language Assistants can support the 1+2 policy watch the new video (<https://vimeo.com/117795035>).

If you would like to host a Modern Language Assistant in 2015/16 apply now through Schools Online (<https://schoolsonline.britishcouncil.org/content/uk-home-page>).

**Iona Peddie, British Council**

## International Mother Languages Day

Project Trust is an Educational Charity which offers the life changing opportunity of long-term overseas volunteering placements for school leavers. Through volunteering overseas young people learn about themselves, make a difference to the lives of others and contribute to global citizenship. As part of their Global Citizenship programme the charity recently ran an educational workshop for pupils from the local primary school on the Isle of Coll to mark International Mother Languages Day.

The International Mother Languages Day workshop consisted of a series of activities aimed at promoting intercultural learning. Firstly the pupils watched a compilation video of current and returned volunteers speaking languages they had learned overseas in a 'Guess the Language' quiz. This was followed by painting the flags of a range of different countries and learning how to say 'hello' in several different languages. They then



compared their daily routine to the lives of children in Bangladesh by watching an interactive video and were challenged to list all of the similarities that exist between their lives. Finally they got a chance to talk, via Skype, to two current Project Trust volunteers in Senegal and ask questions about living in West Africa.

Project Trust's Head of Education, Heloise Allan, said: 'Recognising the importance of language learning is vital for young people in today's society and International Mother Languages Day is a great opportunity for our Global Citizenship

Programme to spread that message in a way that is both accessible and enjoyable for children to engage with.'

Through Project Trust's Global Citizenship Programme the charity's returned volunteers arrange educational sessions about Global Citizenship, which fit into Curriculum for Excellence, in primary and secondary schools. The sessions are based on the returned volunteers' unique first-hand knowledge of global issues they experienced whilst living overseas. If you would like to know more about the programme or organise a session, please email Lorcan Byrne ([Lorcan@projecttrust.org.uk](mailto:Lorcan@projecttrust.org.uk)).

**Lorcan Byrne, Project Trust**



## The future is bright, passe-moi mes lunettes solaires...

*How can we embed L2 in our school? I don't speak French, how can I teach it? Can you have a look at our curriculum and tell us when you think we will have time to teach an additional language? We are secondary teachers, where do we start with 1+2, how can we help and be helped?*

These are some of the challenging questions I have been asked by schools and teachers this year, and in supporting the implementation of 1+2 I have seen excellent practice across the country. I have helped reinforce personal language through the study of Queen Victoria, I have explored la famille with a focus on Mary Queen of Scots, introduced food en español through science and explored

numeracy in Gaelic. We even managed to organise an eclipse to fit our learning context!

I have worked with secondary colleagues to help them support primary teachers, but also to show them primary methodology and existing resources. Transition projects from P7 to S1 are next, another crucial component of the success of 1+2.

The rest of the LFEE team has been incredibly busy with Primary Language Learning training, workshops in schools, model teaching in front of teachers followed by training sessions, using ICT effectively with primary/secondary pupils and developing new resources and planners to help embed L2.

Our wonderful colleague, Ros, has been holding the fort, helping immersion course participants with their Erasmus+ form and supporting all the above projects with great passion and professionalism!

Should you wish to find out more about what we do in Scotland and/or our courses in Lyon, Salignac and Malaga, please contact Ros ([ros@lfee.net](mailto:ros@lfee.net)), look at our website ([www.lfee.net](http://www.lfee.net)) or follow us on Twitter and Facebook!

*Et bien-sûr, un grand MERCI à vous tous, nos partenaires et amis...*

**Richard Tallaron, LFEE**



# Partnerships beyond school

## Language Linking, Global Thinking



Hello, my name is Ellen Ingram and I am currently an English Language Assistant in France as part of the British Council assistantship programme. During my time in France I have been communicating with Alva Academy as part of the Language Linking, Global Thinking project. In France I have been teaching at two schools in a town called Sarreguemines, which is situated on the German border in the region of Lorraine.

Last year in August I met the S2 class at Alva Academy that I would be communicating with. The class was lovely and very enthusiastic to learn more about French culture through our communications. Since arriving in France I have written a blog about my time here for the pupils to read. In my posts I have talked about what I have been doing with the schools and my visits to different parts of France. I often receive emails from Rhona (the class teacher) with questions from the pupils about my experiences. They have been keen to find out what types of food I have tried and more about the different places that I have visited.

In my opinion, the most successful part of the scheme has been the pen-pal system that we have set up between the class in Alva and a class at the collège in Sarreguemines. The pupils from both classes are enjoying practising their English and French with other young people. Overall, I believe that the experience has been worthwhile for everyone involved. I love teaching the pupils in France about Scottish culture and I am excited to meet with the pupils in Alva again in June to share more of my experiences.

To find out more about SCILT's Language Linking, Global Thinking project and to read blogs from Ellen and other students, visit the Language Linking, Global Thinking pages of the SCILT website ([www.scilt.org.uk/LanguageLinkingGlobalThinking.aspx](http://www.scilt.org.uk/LanguageLinkingGlobalThinking.aspx)).

**Ellen Ingram, University of Strathclyde language student**

## Four things you can learn as a language assistant abroad

Hope Gaffney, who is spending eight months in Italy working as an English Language Assistant, explains how the experience is helping her grow.

### 1. How to be self-sufficient

As a university student, I had already lived away from home for a few years, but self-sufficiency in another country with a different culture is a completely different ball game. From going shopping to opening a bank account to finding accommodation, doing these things abroad and in another language is bound to make you more confident in relying on yourself. I've found that using Italian to negotiate a housing contract, open a bank account or even buy a few tomatoes has brought a real sense of achievement.

### 2. A new perspective on the UK

It's natural when you're in another country to compare it to the one you

come from. Working in Italy, I've realised how differently they do things here, and in some ways it's given me a deeper appreciation of Britain. For example, I was lucky in my high school to have a native French teacher. It's a rarity in Italy to have native language teachers in schools, which is why the English language assistantship scheme is so worthwhile.

But there are many positives that I will take from Italian life. In Italy, spending time with friends and family is as important as going to work, and Italians make the work-life balance look easy! I should take a leaf out of the Italians' book and start enjoying time with my family more.

### 3. A better idea of what to do in life

My experience in Italy has rekindled my love for travel and discovering new cultures. I have enjoyed updating my blog, and writing articles for student and travel magazines has made me

rediscover my passion for writing. I am also enjoying teaching and working with children. I am unsure if I want to become a teacher, and I'd be lying if I didn't say that it's much harder than I thought it would be, but if I can handle a class full of rowdy Neapolitans, I think I'm ready for anything!

### 4. A love of art, history and culture

Italy is a country rich in history. Each region, city, and village has its own unique story, and discovering them is exciting in every case. I already enjoyed art and history before I came to Italy, but coming here has definitely reinforced this. I can't wait to discover the story behind even more places.

Find out more about the English Language Assistantship by visiting the British Council website ([www.britishcouncil.org/language-assistants/](http://www.britishcouncil.org/language-assistants/)). The next recruitment round for English Language Assistants will open in October 2015.

**Hope Gaffney, English Language Assistant**

## German Educational Trainees

During my time as a German Educational Trainee (GET), I worked two days a week at James Gillespie's High School. My colleagues from the languages department were friendly and supportive from the start and always ready to provide me with assistance and advice.

My main task was to provide students with the opportunity to practise their language. I helped them to improve their pronunciation, to expand their vocabulary, and also to speak German and reduce their inhibitions.

Not only have the students benefited from the GET program, but as a trainee teacher of English as a foreign language I had the opportunity to gain valuable

teaching experience. By working with proficient teachers I have learnt many new and different teaching didactics, teaching methodology, and classroom management skills that I can use for my own lessons in future. I was always able to contribute ideas for the lessons and even to teach whole lessons on my own. It has been a great pleasure working with the teachers and students and it was extremely rewarding to see the students progress along with me.

Applications to host a GET for session 2015-16 are now closed but contact SCILT ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)) if you would like more information for the 2016-17 session.

**Wahieda Rahmany, German Educational Trainee**





# Job Profile

## Dylan Kelly, Marketing Manager, Old Course Hotel, Golf Resort & Spa

### Why are languages important in your field of work?

Hospitality is an international industry. We attract guests from across the globe and it is extremely important that these guests receive five star service. We employ approximately 25 different nationalities who can speak over 30 different languages, allowing us to maximise our guests' experience. Beyond that, it's important to understand cultural differences when welcoming our customers.

My role is one that focuses on the promotion of the resort and an international reach is vital. We tailor our message so that it makes sense in different languages and to different cultures, and I work with our staff, translators and international agencies to ensure this.

Our visitors appreciate being engaged in their mother tongue and so even a few phrases in a different language can be valuable. A little language can go a long way.

### What would you say to anyone thinking of going into your field of work?

Hospitality is a challenging career and you need to be aware of that; the industry requires consistently high standards. However, there are many opportunities to learn and to travel. Communication is a vital skill at all levels, and languages play an important part in this.

I recently undertook a Spanish course and have school level German and, whilst my own language skills are not at a high level, I would encourage anyone considering a career in Hospitality or Marketing to consider learning a language. The

linguistic challenges of learning a language have been proven to aid cognitive development and without doubt improve your chances of employment!

Marketing is a transferable skill and I've worked with a huge range of business, including international oil companies, high street retail, further education and even media (with a certain pink pig parents will know!) I have had a fun career to date, but I certainly regret my lack of good language skills. Start when you're young and it's easier... and practise!

Inspire your pupils with our Job Profiles and look at the range of careers where language skills have proved to be valuable ([www.scilt.org.uk/Business/Jobprofilesandcareers.aspx](http://www.scilt.org.uk/Business/Jobprofilesandcareers.aspx)).



# SCILT Staff



## Angela De Britos, Professional Development Officer

### What did you do before you came to SCILT?

I was a senior lecturer in initial teacher education at the University of St Mark and St John, Plymouth. Amongst other things, I was responsible for the primary languages courses and specialisms on the BEd and PGCE courses. Before that, I was an advisory teacher for MFL and also EAL, and prior to that I was a primary teacher across a range of age groups and school environments.

### What is your main role at SCILT?

Supporting teachers – both experienced and those in the early stages of their career – and future teachers to implement languages and, in particular, the 1+2 policy at the primary phase. The main focus of my role is to upskill practitioners in terms

of primary languages pedagogy and exemplify how they can enhance their teaching using resources, ICT and an interactive approach. At the moment, I am working closely with university languages departments to offer some exciting joint initiatives for students and also pupils in primary and secondary schools.

### What do you like most about your work?

I like the variety that the role gives – one day I could be delivering training to students or NQTs and the next I could be traveling to a meeting to discuss important changes to policy and practice. What is always enjoyable though, is still maintaining contact with children and young people and seeing the work we are doing here at SCILT filtering through to the classroom; for example, the Mother Tongue Other

Tongue event held at the Mitchell Library saw children and their families sharing languages and celebrating their achievements in a poetry competition that my colleague organised. The enthusiasm and passion for languages that I witness in teachers, pupils and their families really spurs me on.

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

I think my high school geography teacher, Mrs Walker, was the person who first encouraged me to get out there and travel the world, not just as a tourist but to really live the life and culture of the countries I visit. I realised that if I wanted to do this I needed to be able to communicate so that's why I decided to study languages and university and then live abroad. I'd love to learn Arabic but just need to find the time!



## Clare Carroll, Professional Development Officer

### What did you do before you came to SCILT?

In my life before SCILT I was a primary teacher, with the last four years spent in Lanark Primary School where I was responsible for leading and delivering Primary Language Learning (PLL) across all stages.

### What is your main role at SCILT?

As a Primary Professional Development Officer, my role involves developing and facilitating a range of

professional learning opportunities for schools, clusters and local authorities in engaging with the 1+2 Approach to Language Learning. I have a particular focus on transition between sectors.

### What do you like most about your work?

For me there are two aspects that make working at SCILT so enjoyable. Firstly, the fantastic team at SCILT who have made me extremely welcome and have helped ease the transition from school to the world outside the classroom. In

my role as Professional Development Officer, being given the opportunity to support practitioners in putting the 1+2 policy into practice is very rewarding.

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

When I was in S3 at St Andrew's High School in East Kilbride, I was lucky enough to be taught by an inspirational languages teacher. His energy and enthusiasm for languages was infectious and he was the catalyst in what has become for me a lifelong love of languages and other cultures.



## Jude McKerrecher, Professional Development Officer

### What did you do before you came to SCILT?

I am currently on secondment from Craigmount High School in Edinburgh. In this school and in my previous school, Liberton High School, I held the post of Curriculum Leader for Languages. The languages I have overseen at various levels include French, German, Spanish and Mandarin. I also served as acting Head Teacher with the Edinburgh Community Chinese School on a voluntary basis over a two year period.

### What is your main role at SCILT?

I am seconded to the role of Professional Development Officer for

the Confucius Institute for Scotland's Schools. This involves supporting the teaching and learning of Chinese language and culture in both primary and secondary schools. I also work with the Confucius Classroom Hubs across Scotland and develop and provide CLPL for teachers and Tianjin teachers.

### What do you like most about your work?

There are two things I cherish about this role. The first is seeing young people learning and demonstrating their work in Chinese and having contact with them from primary to secondary schools across Scotland. I think they are a real inspiration and they are our future. The second aspect is the opportunity to

meet and work with new people from different backgrounds and sectors. I find this experience very refreshing and rewarding.

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

The biggest inspiration to me has been the young people I have met and worked with. I have also found the speakers at the recent SCILT Business Breakfasts to be very inspirational in their approach and attitude to language learning. For example, Anne McColl, CEO of Scottish Development International, pitched her presentation perfectly at her young audience by informing them there are 200 flavours of Kit-Kat in Japan just because of what the word means in Japanese!



## Petra McLay, Depute Director

### What did you do before you came to SCILT?

I was a Curriculum Leader of International Languages at a large high school in Fife. Working in a big school has allowed me to lead a faculty that offers a variety of languages at all levels including ESOL. We even started to teach Latin in both the BGE and the senior phase as part of the school's enrichment programme. Part of my remit was a whole school responsibility for staff development and I worked very closely with the primary cluster head teachers and primary teachers who were interested in languages.

### What is your main role at SCILT?

I have just started as Depute Director and part of my job will be to look

at quality assurance and evaluation of impact regarding the work that is being done at SCILT. I am keen to carry out my own research and support Professional Development Officers to move forward with their enquiries. I am also interested in developing partnerships with businesses to strengthen languages in Scotland and continue to look at 1+2 and its development. I think that my remit will be quite fluid and flexible as priorities change over time.

### What do you like most about your work?

As far as I can comment – since I have just started – I really like the way the team works together and the flexibility of the job. It is a big adjustment from working in a school and while I love teaching and learned a lot from being a curriculum leader I am sure I am

going to enjoy it a lot here at SCILT! I have already met interesting people and been introduced to aspects of the work that is often being done behind the scenes to support language learning and teaching in Scotland.

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

Probably my PhD supervisor who is now retired but has never stopped learning and developing her own skills as a linguist, researcher and a teacher. Her main focus remained the learners, young and old, and I feel very strongly about giving everyone a chance to achieve their very best. As a languages teacher I am passionate about intercultural learning, communication, breaking down barriers of prejudice and promoting respect for diversity.

## Contact Us

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

