

# Scotland's National Centre for Languages Newsletter



European Day of Languages

# Welcome to the SCILT newsletter

## Editorial

Dear colleagues

It is my great pleasure to welcome you to the 2016 winter edition of the SCILT newsletter.

As usual it is full of interesting examples of good practice and provides plenty of stimulation for the sharing of ideas. We are currently at the half-way mark in terms of the implementation of the recommendations contained within Language Learning in Scotland: A 1+2 approach. The articles in this newsletter are testament to the hard work being carried out across the country by those committed to language learning and teaching. It is very true that the pace of change has not slowed down in Scottish education and that in particular the agendas around the National Improvement Framework, Developing Young Workforce and the Attainment Challenge are occupying centre stage in all our minds at the moment. It is vitally important that this does not mean that the momentum we have created around 1+2 should slow down or be lost. Quite the contrary, the articles in this newsletter only serve to prove that language education can play a huge part in the development of enhanced literacy skills, employability and can help achieve the excellence and equity in our education system for which we all strive.

So my hat is off to you, whether you are “Reading around Europe” or developing creativity and literacy through writing poetry or comic books; enhancing skills for life and work through links with businesses; supporting leadership skills with your language ambassadors; including and celebrating pupils and their families who speak a language other than English; or providing rich, intercultural language learning experiences with a range of partners both internationally and closer to home that foster interest in other cultures and encourage tolerance and respect for all.

It is humbling to see such drive and enthusiasm from a wide range of committed professionals who understand the importance of language skills and the unique contribution they make to Scottish education and our society as a whole.

**Best wishes**

**Fhiona Mackay, Director**

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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 Brunches: Inspiring Scotland's future global workforce



The marketplace will be followed by a keynote speech after which pupils will be invited to listen to two different presentations. They will be allocated groups prior to the event and will be able to hear at first hand the important role that languages play in the business community.

The feedback from the previous two Business Brunches has shown that these events have had a significant impact on pupils' perceptions of languages in the workplace.

For more information on our successful events earlier this year, visit our website ([www.scilt.org.uk/Business/BusinessBrunches2016.aspx](http://www.scilt.org.uk/Business/BusinessBrunches2016.aspx)).

Dates for the 2017 series of Business Brunches are now available on our website ([www.scilt.org.uk/Business/BusinessBrunches2017.aspx](http://www.scilt.org.uk/Business/BusinessBrunches2017.aspx)).

**Business Brunch team, SCILT**

For the third year in succession SCILT, in partnership with University Council for Modern Languages (UCMLS), will be hosting a series of Business Brunch events across Scotland in January and February 2017. These will take place in Glasgow, Edinburgh, Dundee, Inverness and Aberdeen.

purpose of the marketplace is to present opportunities to speak with representatives from a variety of businesses. Pupils will be able to ask questions and discover more about the range of careers and employment available within each of the sectors present.

Aimed specifically at S3 - S6 pupils, these events will demonstrate the relevance of language skills in a work context with the intention of encouraging pupils to continue with their language studies into the senior phase of their secondary education. Schools will be invited to nominate up to ten pupils who will be able to discover how languages can enhance communication skills, motivation and employability opportunities in line with the aims of 'Developing the Young Workforce', the Scottish Government's current Scotland's Youth Employment Strategy, and in line with the National Improvement Framework.

Each Business Brunch begins with pupils browsing the marketplace whilst enjoying refreshments. The



## Commitment to summer school speaks volumes



The aim of the Train the Trainer programme is to engage language leaders in all sectors in designing, promoting and supporting the provision of effective language learning experiences for all young people and high quality professional learning for in- and pre-service teachers.

Intended for practitioners who have, or aspire to have, leadership responsibilities, this extended professional learning experience gave participants 'an opportunity to explore and discuss the roles they have in taking forward 1+2 languages in their own contexts,' explains Louise Glen, Senior Education Officer (Languages and Literacy) at Education Scotland, 'and provided them with valuable strategies on how they can lead on languages within their respective local authorities.'

More than 30 participants representing 15 local authorities and two initial teacher education institutions attended the summer school. Primary and secondary practitioners, QIOs and HE lecturers from Shetland to Dumfries and Galloway and many places in between took part in a varied programme over five days. The programme had undergone an extensive review since its previous outing and last week, alongside workshops by Education Scotland and SCILT, there were additional inputs by colleagues on behalf of the Association of Directors of Education Scotland (ADES), from the Scottish College for Educational Leadership (SCEL) as well as some independent consultants.

Participants were treated to sneaky peeks at some new resources that are about to be published on the National Improvement Hub, examples of creative language learning partnership work from several local authorities as well as the ADES publication, 'A review of progress in implementing the 1+2 Language Policy', now available online (<http://www.gov.scot/Resource/0050/00501993.pdf>).

Throughout the week, innovative use of technology supported quick and effective collaboration as well as modelling creative language learning opportunities. A tech-savvy bunch, this new network of language champions will continue to connect with each other via the various apps, social media and cloud-based technologies they got to grips with during summer school.

By the time summer school ended on 1 July, positive feedback was coming thick and fast from participants.

'What a journey it has been!' exclaimed Anne Marie McGuigan, one of the Modern Languages Trainer Team for South Lanarkshire Council. 'I think everyone was feeling a bit apprehensive initially but this quickly changed to "encouraged" and "inspired". Just what was needed in light of recent political events. Vivent les langues!'

Virginie Bradbury, the 1+2 Staff Tutor for Dundee City Council confirmed: 'I feel inspired and more equipped to take this forward.'

Meanwhile, Helen Longford, a primary teacher in Midlothian declared: 'I didn't think I could be more motivated to teach languages, or help others to do so, but after this week it seems I am!'

For a day-by-day account of the summer school, please see the Storify we created (<https://storify.com/LynneJ/train-the-trainer-summer-school-2016>).

**Lynne Jones, SCILT**



The week following the EU referendum was the first week of the summer holidays for some of the committed linguists, educators and language lovers who attended the fourth Train the Trainer summer school at the University of Strathclyde.

Hosted by SCILT, Scotland's National Centre for Languages and Education Scotland, the summer school marked the start of the latest edition of the 12-month professional learning programme aiming to support the development of the leadership and sustainability of the 1+2 Approach in all sectors, at all levels.

'Now more than ever, the aims of the 1+2 Approach are vital,' said Fhiona Mackay, Director SCILT. 'We should think about the attributes and skills we want our children and young people to develop and the kind of society in which we want them to flourish. This is really what we mean by the four capacities. Language skills not only make our youngsters more employable, but will help create that open, outward-looking and welcoming society that we want Scotland to be.'

## Cross-sector initiative goes from strength to strength

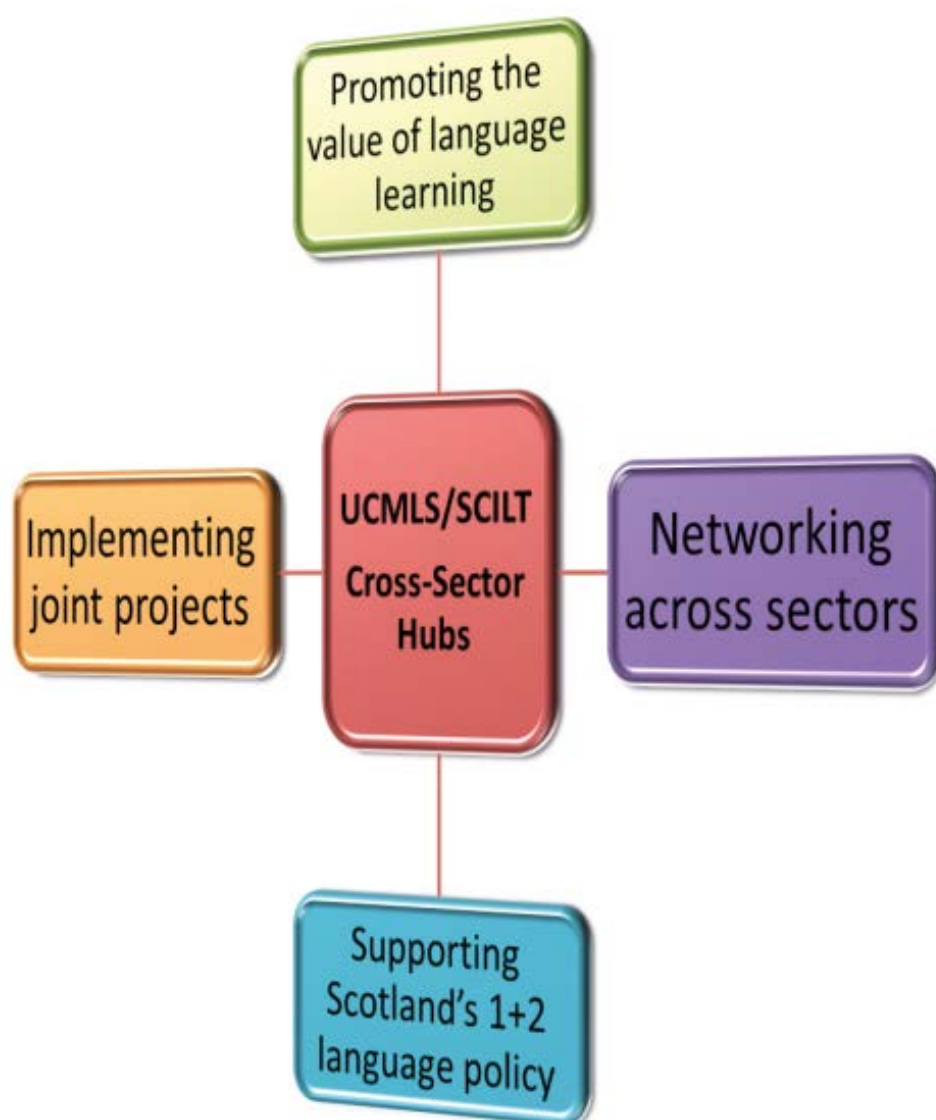


UCMLS\* believes that to implement 'Language learning in Scotland: A 1+2 approach' successfully, staff in all education sectors need to collaborate strategically. With this in mind, they held a lively cross-sector event on 9 September 2016 to take stock of the 1+2 Approach's successes and challenges and to enable those involved to move forward together. Delegates received the results of a survey conducted earlier in the year into the 1+2 Approach. The remainder of the morning session consisted of keynotes from business, higher education/initial teacher education, local authorities and SALT. The presentation slides are now available to download from the SALT website (<https://saltlangs.org.uk/blog/2016/09/16/ucmls-conference-presentations/>).

In the afternoon, conference delegates engaged in a number of discussion questions and UCMLS would like to offer staff in Scottish primary and secondary schools, as well as those working in FE colleges and universities, the opportunity to contribute their views via a Qualtrics survey.

The next national UCMLS cross-sector event was a short video conference on 29 November 2016 with Professor Angela Scarino (University of South Australia) on the curriculum model(s) for Australia's national language policy.

Further regional cross-sector hub meetings are planned for early 2017,



and at the national UCMLS cross-sector conference on 10 March 2017 UCMLS intends to publish a cross-sector action plan in support of the 1+2 Approach. More details can be found on the SCILT website ([http://bit.ly/UCMLS\\_on\\_SCILT](http://bit.ly/UCMLS_on_SCILT)).

**Hannah Doughty, SCILT**

\* The University Council for Modern Languages (UCML) is the overarching national organisation which represents the interests of Modern Languages, Linguistics and Cultural and Area Studies in Higher Education throughout the United Kingdom, and works with corresponding bodies in other countries. Within this context, UCMLS coordinates all additional actions and resources that are relevant for Scotland.

## Mother Tongue Other Tongue



Autumn 2016 will see the third year of Mother Tongue Other Tongue (MTOT) in Scotland. This exciting multilingual poetry project celebrates linguistic and cultural diversity through creative writing, and showcases the many languages which are spoken and learned by young people in school and at home.

Run very successfully via Routes into Languages in England, SCILT then brought the competition to Scotland, initially as a pilot in Glasgow in 2014, which saw over 100 entries in 18 different languages. 2015-16 built on

this success and saw the competition go nationwide allowing all pupils from P1–S6 to participate; in fact we had over 400 children participate in 36 different languages!

This year we are delighted to announce that we have the new Scots Makar, Jackie Kay, as our patron supporting the aims and values of MTOT. As well as being the national poet of Scotland, Jackie is Professor of Creative Writing at Newcastle University and has received an MBE for her services to literature. Winners and highly commended entrants will be lucky

enough to meet Jackie when she presents the awards at our celebration event in March 2017.

On 6 October, National Poetry Day, some of the SCILT team were present at a special event held at Edinburgh College to hear Jackie Kay announce her first tour as national poet. She revealed details of the first leg of a tour that will, over five years, take her the length and breadth of Scotland. This timely event coincided with the launch of MTOT.

It has been a busy few weeks in the world of MTOT with a series of poetry workshops for teachers also taking place. Practitioners left suitably inspired, ready to be creative and start working on poems with their pupils back in class.

The deadline for entries to this year's competition is 16 December 2016.

For further information visit the SCILT MTOT pages (<http://www.scilt.org.uk/MTOT/tabid/5841/Default.aspx>) or contact Angela de Britos ([angela.de-britos@strath.ac.uk](mailto:angela.de-britos@strath.ac.uk)).

**Angela de Britos, SCILT**



## Scottish Languages Review Issue 31 is out now!



In our summer edition, we start with an article by Maggie MacAskill who focuses on her experience of teaching Spanish to students with a wide range of additional learning needs, and considers the implications in the context of relevant current policies. Essi d'Almeida is similarly concerned that language learning must be accessible to all students. She considers the theoretical frameworks by Bourdieu and Nussbaum to help her make sense of the interviews she conducted with language learners.

The remaining three articles are essentially about 'projects'. Adam MacMaster writes from a student's point of view about the Interdisciplinary Project investigation he conducted for the Scottish Baccalaureate in Languages, examining how learning and teaching methodologies might affect young people's attitude to languages. We then have an account by Judith McKercher on her efforts as both language teacher and Curriculum Leader to increase the confidence and autonomy of a group of language students in their senior year through the use of an iTunes app. Lastly, Angela de Britos writes about SCILT's most recent national Mother Tongue Other Tongue poetry competition in which she took the lead. It's an inspiring story, especially for one winner, which takes us back to the inclusion theme we started with.

Also in this issue:

- abstracts and web-links to relevant recent languages-related publications
- free-to-download articles from other language journals
- overview of upcoming language seminars and conferences up to June 2016

If you want your paper to be considered for the next edition, due out in spring 2017, please get in touch with the editor ([hannah.doughty@strath.ac.uk](mailto:hannah.doughty@strath.ac.uk)). Our journal is read by linguists and educational stakeholders across the globe, so your article can really have impact!

Read Issue 31 on the SCILT website (<http://bit.ly/SLR31>).

**Hannah Doughty, SCILT**

## Word Wizard

After seven months of practising, revising, taking part in class competitions and in regional semi-finals, 24 May 2016 brought together 46 pupils to compete in the National Final of Word Wizard 2016! The finalists represented 22 schools from eight local authorities and independent schools.

Gathering in the impressive EICC building in Edinburgh, pupils competed in French, Gaelic, German, Chinese and Spanish to demonstrate their vocabulary, spelling and pronunciation skills.

In collaboration with the UCMLS this year, SCILT ran three Word Wizard semi-finals in the Universities of Strathclyde, Dundee and Aberdeen. 187 pupils from 22 local authorities and independent schools battled it out in March 2016 for a place at the prestigious National Final.

We are pleased to announce that Word Wizard is once again returning



to schools in autumn 2016. You can find out more about the competition on our website ([http://bit.ly/SCILT\\_WordWizard](http://bit.ly/SCILT_WordWizard)).

What pupils enjoyed about Word Wizard 2016:

- it is a good experience which I feel has further developed my language learning
- I enjoyed giving myself the challenge of learning the words
- I think that it has really interested me in learning French

What teachers said about Word Wizard 2016:

- improved pronunciation and spelling from all S1 and S2
- gives the chance to broaden the language skills of more pupils
- the competition inflated the confidence of pupils in Spanish

You can see the full list of winners and photos from the final on our website (<http://bit.ly/WWFinal2016>).

**Alice Lister, SCILT**

# European Day of Languages

## Crossmichael and Gelston Primary Partnership

What a week was had at the Crossmichael and Gelston Primary partnership celebrating European Day of Languages!

### Monday

Crossmichael Primary P6/7 class spent the morning learning about Spanish and Italian culture and language. Miss Stevenson, our Head Teacher, speaks Spanish and has lived in Spain. Mrs Ross, one of our mums, is Italian and shared her experiences with the class. In the afternoon we had various stories for the P1/2/3 and P3/4/5 classes, read by parents whose native languages were Hungarian, Irish and German.



### Tuesday

Gelston Primary had input from Miss Stevenson, reading some traditional stories in Spanish. The P5-7 class had a lesson in Spanish culture and language.

### Wednesday

Gelston Primary enjoyed a French breakfast and everyone tried something new, learning the vocabulary as we went along. In the afternoon we were treated to one of our Polish pupils reading a traditional fairy story and teaching us the vocabulary for classroom objects. One of the mums then read a Dutch story.



### Thursday

Crossmichael P6/7 class assisted in the preparation of traditional bolognese and tiramisu with Mrs Ross and Spanish tapas with Miss Stevenson. In the afternoon they served the whole school for a taster session and finally invited their parents in for the last half hour of the day.

A great time was had by all and everyone went home having sampled something new and delicious! Our local Tesco store helped out by donating a voucher towards ingredients.

So, as you can see, the 109 pupils across the partnership were very busy and learnt a great deal.

**Sarah Stevenson, Crossmichael and Gelston Partnership Primary Schools**



## Dalziel High School



is owned by the Spanish company Iberdrola.

Well done to the S2 pupils of Dalziel High School who hosted an excellent event for the European Day of Languages. The European Day of Languages is celebrated every year on 26 of September and in preparation for this small groups of S2 entertained the rest of their year group as well as S1 with a European Festival.

Groups from each S2 class created and brought to life stalls on many aspects of European culture including food, music and festivals. Each stall was an interactive experience with activities such as QR code quizzes, guess the language, green screen photo booth and tastings of Spanish and French foods.

Pupils also had the opportunity to speak to two Language Ambassadors, Fraser and Erin, from the University of Strathclyde who have recently returned from a year of study abroad. Natalie

Murphy, a representative from Scottish Power, also came along to the event to inform pupils of the importance of languages in the science and technology industry. Scottish Power



S2 pupil Amy said: 'It was a really fun morning and I really enjoyed teaching others about foods you could find in a tapas bar in Spain. The photo booth was really good too and now I have a photograph of myself in front of the Eiffel Tower!'

Jennifer Tait, Principal Teacher of Modern Languages commented: 'This was an event planned, run and executed by the S2 pupils which was central to its success. The pupils hosting stalls were fully committed to sharing their research and knowledge and pupils visiting were completely engaged due to the interactive nature of the activities at each of the stalls.' Pupils and staff thoroughly enjoyed the experience and learnt lots of information about our neighbouring countries in Europe. A successful event which will definitely be repeated next year!

**Jennifer Tait, Dalziel High School**

## Elgin Academy

Elgin Academy celebrated European Day of Languages 2016 by hosting a Languages Week with lots of different activities on offer across the school.

### Why Learn Languages poster

S1 pupils created colourful, illustrated posters with at least six facts about languages. Advanced Higher pupils selected the winners and the best posters were displayed around the school.

### Eurovision event

Four pupils performed four songs, one in each of four languages (Serbian, Hindi, Italian, Latin), and were judged by four judges from the staff here at Elgin Academy. The judges gave their verdicts in either Spanish or German and these were translated into English by senior pupils. Fantastic performances wowed the large audience.

### Reading Around Europe challenge

In partnership with our librarian, all S2 classes experienced books by foreign authors.

### Talk to me

Staff were encouraged to choose a language in which to greet pupils around the school, in class etc.



### European food

The canteen welcomed us with foods from different countries every day.

### Learn a language in 15 minutes competition

Maria and Julia (S5) taught the audience some basic Polish words and followed it with a quiz. They certainly put their language teachers on the spot!

### The Big Fat Language quiz

This video quiz involved six pre-recorded videos of members of staff reading out language facts and six pre-recorded sounds of people speaking in different languages. Participants had to complete a multiple choice quiz.

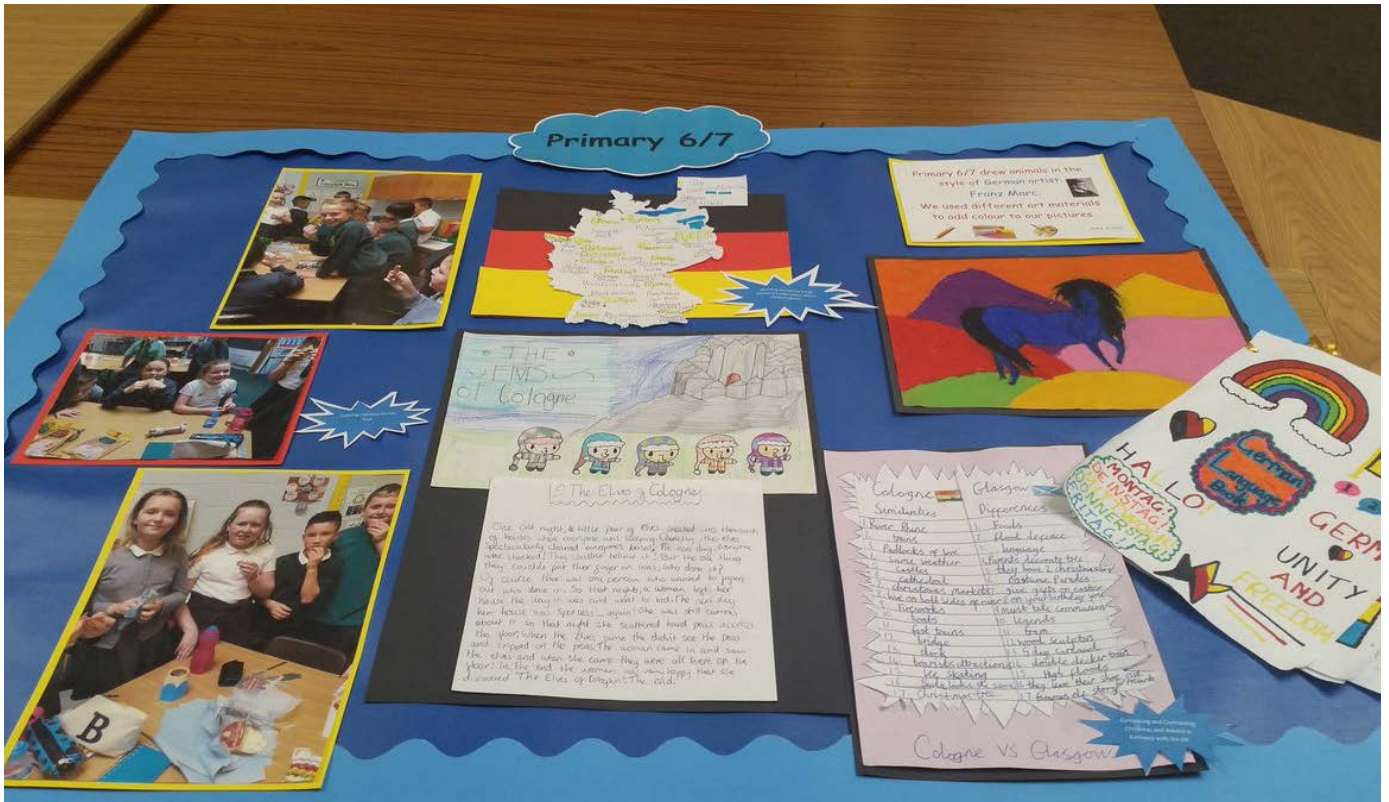
### Music of the world

Each morning at registration a new song was added to the daily bulletin for staff to play. Registration pupils had to guess the language of the song.



Jérôme Lestienne, Elgin Academy

# St Joachim's Primary School



St Joachim's Primary School in Carmyle showed off their language skills by holding their first 1+2 Languages Day!

The 1+2 Languages Day took place on Friday 7 October to coincide with European Languages Day. The aim of the day was to celebrate and showcase all the language learning that had been taking place in the classroom as well as exposing the children to other languages.

During the first term, all classes had been learning about a European country as part of their IDL topic. They learnt some basic language and discovered facts about the culture of the country, including how it differed from Scotland, what food is eaten there and whether there is anybody famous from the country.

This learning concluded with our 1+2 Languages Day, supported

by Gillian Campbell-Thow and four Language Assistants (French, Italian and German). The children had an opportunity to move round five stations and take part in activities that were taught in Spanish, French, Italian or German. Some of these activities included outdoor games, colours, numbers, foods and learning about the country from a native speaker. The children also had an opportunity to taste some food from the countries, which was a big success. A big thumbs up came from the children who tried borscht, a Polish red beetroot soup!

The day came to an end with our whole school assembly. Parents and carers joined us and the children were able to showcase some of what they had learned this term.

We all learnt how to say 'hello' in ten different European languages, with parents and carers joining in. We

also had some wonderful songs in Polish, French and Spanish, as well as finding out about the 'Elves of Cologne', a traditional German story. We found out lots of wonderful facts about the countries studied and saw the excitement the children had when telling everyone about it.

Martin Broadley, the Head Teacher who organised the event within the school, said: 'Learning other languages is so beneficial for children and young people these days as it helps them develop skills that they can use and enjoy in work and leisure throughout their lives. It is all about giving them the skills for learning, life and work. We were delighted to be able to offer these learning experiences to the children and hope to continue to expose them to languages and further develop their skills.'

**Martin Broadley, St Joachim's Primary School**

# Local Authorities

## Burgh Primary School Business Language Champions

SCILT facilitated a partnership between Burgh Primary and Abbotsford House, a heritage site in the Scottish Borders. Using this partnership, we set out to create an interdisciplinary project that would make the most of this fantastic historic building and local resource. The project provided a genuine context for learning within languages and across the curriculum. The children were involved in building the learning experiences from the outset and this ownership helped the children to be excited, engaged and motivated throughout the project. Using Experiences and Outcomes from Social Studies, Literacy, Modern Languages, Expressive Arts, Numeracy and Technology we were able to plan learning experiences using the rich context of Abbotsford House.

The impact of using a real context was clear to see. In Literacy the children were able to write with more confidence about experiences that they had actually had. They were able to transfer these skills into unfamiliar contexts, especially in poetry. Pupils were able to transfer French vocabulary skills that had been developed in class and use these to write short descriptions of artefacts. They also created a matching game using objects from the house. They were able to talk accurately and passionately about local history and use this knowledge to develop their drama skills when delivering monologues or acting as tour guides. During the final session children were also given the opportunity to reflect on their learning by hosting a sharing



event with another class.

### Cabinet of curiosities

During this visit pupils were given a guided tour of the house and encouraged to take notes describing their favourite artefacts or features. In the workshop they used these notes to create 'list poems' about their experience of Abbotsford.

### A visitor from the past

The pupils received a visit from Mrs Oakley, a friend of Sir Walter Scott. As they walked around the house they were treated to traditional stories based around objects in the house. In the workshop they created bookplates based on the stories using quills.

### Art at Abbotsford

This visit was tailored specifically to the needs of the class. The pupils learnt about the history of Sir Walter Scott and his journey to becoming a novelist. They also studied the architecture of the building and created drawings and clay sculptures inspired by this.

### Reflection and P5 visit

At the end of the project P6 were given

the opportunity to share their learning with another class from the school. They presented their work at a variety of stations in the learning room and encouraged P5 to learn some new French vocabulary based upon artefacts. They also presented monologues in the house. They performed in role as artefacts from different time periods to give P5 a real taste of history. Four pupils were given the opportunity to lead groups and they acted as tour guides and leaders for the day.

SCILT produced a Case Study to enable other schools to learn from and replicate a similar project. Read the Case Study on SCILT's website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness/AbbotsfordHouseandBurghPrimarySchool.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness/AbbotsfordHouseandBurghPrimarySchool.aspx)).

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)).

**Martin Wilson, Burgh Primary School**



# Business and languages at Holy Rood High School

## Buongiorno!

Our names are Kirstin Bryce, Aycan Dagdelen and Lauren Enterkin. We are S4 pupils at Holy Rood High School in Edinburgh and are currently preparing for our Languages for Life and Work Award, Level 4 in Italian.

As part of the 'Building own employability skills' unit, we visited the Sheraton Hotel in Edinburgh to get a better understanding of why and to what extent languages are important in the world of work today and how they can help you get a job. The visit certainly opened our eyes to the fact that knowing another language really can improve your chances of employability. We were also given very helpful advice on how to present ourselves for an interview and on preparing a CV.

We learnt that having knowledge of another language is very desirable in the hospitality industry, regardless of what area you want to work in. Hearing this from people who actually worked there and listening to their experiences of travelling and learning new languages made us realise that it really would be a good idea to take our study of Italian even more seriously!

We would highly recommend this experience because it makes you realise just how many potential job opportunities there are for people who know another language other than their own.

Our teachers said of the partnership: 'Regarding the impact the business link has had, we would say that it really opened up their eyes as to just how beneficial knowing another language can

be in the world of work – at all levels, not just corporate level. We think it made them appreciate learning languages more.'

SCILT produced a Case Study to enable other schools to learn from and replicate a similar project. Read the Case Study on SCILT's website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness/SheratonHotelandHolyRoodHighSchool.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness/SheratonHotelandHolyRoodHighSchool.aspx)).

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)).

**S4 pupils at Holy Rood High School**



## French week at Burnfoot Community School

As a way of getting the staff and children thinking about French in school we decided to organise a French week. Each class was to plan a progressive set of lessons over a week based on a French theme of their choice which would end with showcasing their work to parents and carers at the end of the week.

A French club was set up in school, led by myself, with the main aim being to organise various activities for the whole school during French week. There were 30 children in P4-7 who wanted to be involved, which was fantastic.

After having an initial chat and ideas session, they were split into groups and asked to think how they could develop their ideas. One group wrote to Morrisons and asked if we could have some fruit for a French tuck shop; another group wrote to Greggs and asked if they would be able to donate croissants for a French breakfast; one group organised art competitions across each level in the school; a group was responsible for advertising and another group organised activity books for the classes to use during French week. All of the children were responsible for helping to lead activities for French Fit Friday where the whole school was divided into mixed groups and moved through a range of activities around the school.

Across the school the classes were planning activities as follows:

- P1 and P1/2 – learning simple greetings, numbers, colours and preparing for a French café that their parents could come to the following week
- P2-P4 – learning about a famous French artist and creating an art gallery in their corridor for parents to visit
- P5 – learning about famous French landmarks and sharing this with parents

- P6 – learning about Coco Chanel, visiting the Barries factory (now owned by Chanel), creating their own design companies, designing t-shirts and showcasing these with a fashion show for parents
- P7 – learning about life in France for children their age and talking about the similarities and differences

Morrisons donated £80 of fruit so every child in the school could have a healthy snack for break one day in that week. They had to hold a simple conversation in French when they were asking for the fruit they wanted. Greggs donated enough croissants so the whole school could come together to enjoy a French breakfast one morning.

French Fit Friday was a huge success with the whole school mixing together to enjoy French-themed activities like Eiffel Tower building, playing pitanque, learning typical French playground games, dancing to French music and learning French movement songs. This was a highlight for many children that week and one which we are keen to try out again. The older children showed super leadership skills and took full responsibility for organising their activity.

The Open Afternoon for parents and carers was a huge success with many taking the time to come in, visit their child's classroom and spend time listening to what their child has been learning.

The highlight for me was by the end of the week children, without thinking about it, were greeting each other and making conversations in another language that they would previously not have felt confident in doing.

Here are some quotes from the children:

'French Fit Friday was great fun! We got to do lots of activities, move around the school and mix up together.'

'Listening to the French music was cool!'

'I loved learning the names of rooms in the house. I went home and taught my mum what they were.'

'The food tasted great in the French café.'

'I can ask for things in French now.'

'Can we have another French week next week?'

**Caroline Jack, Burnfoot Primary School in Hawick**



# Italian Ambassadors and French Correspondents



In light of 'Language learning in Scotland: A 1+2 approach' and with the aim of bringing Primary Language Learning alive in the classroom, I devised two initiatives in my school to enhance, boost and develop pupils' relationship with learning another language.

My aim was to start small to improve pupil confidence and pronunciation, make the learning relevant and stimulating as well as minimise the impact on teacher workload.

Italian is L2 in the school and in order to incorporate the language in everyday classroom use, as well as promote peer teaching and learning, I introduced the Italian Ambassadors initiative. P5 children were selected as Ambassadors with the aim of improving their language and of engaging them in peer teaching and learning with younger and older pupils. Every day, during administration, the Ambassadors visit a class to teach them language, including greetings,

numbers, days of the week and months of the year. They use different methods, which they decide on themselves, including songs, games and quizzes. The Ambassadors have become adept at assessing the language learning of their class and reporting back to their teacher and the other Ambassadors on next steps, be it revision, consolidation or extra challenge. All staff members have embraced the project, particularly as it did not encroach on their teaching time or put them under pronunciation pressure. The fun aspects of peer teaching and learning kept all classes fully engaged.

Our L3 is French, and after such great success with the Italian Ambassadors, I wanted to repeat the formula. However, with French being taught solely from P5 to P7, I realised I needed to approach the task differently. The French Correspondents initiative sees pupils given five questions in French at the end of each weekly upper school assembly. These are based on

the topic they have been working on in class, for example colours or animals, as well as including greetings and numbers. Each child has to find two children from their own class as well as two from each of the other year groups and ask and answer these questions with them. Repetition, consolidation, challenge, pronunciation and confidence are all important features of the initiative, as well as maintaining motivation and engagement in language learning. Teachers are able to change, review and amend the questions based on previous session outcomes.

Both projects are running concurrently and successfully allowing both L2 and L3 to be an accessible, interactive and vibrant part of the school day. Staff have fully embraced this unique peer learning and teaching, particularly as it does not interfere with their teaching time in class.

**Gabriella Seaver, St Helen's Primary and North Lanarkshire Council**

## Jurys Inn and SCILT visit Lourdes Secondary

On Wednesday 1 March, the General Manager and Human Resources Manager from Jurys Inn in Glasgow came to speak to our S3 classes. Claire Livingstone and Nicola Logan spoke about the value of learning languages for the world of work. They emphasised that not only do languages help you to communicate with people from other countries, but the skills you develop when learning a language can be used in a wide range of jobs and industries. They also spoke about the importance of having the right attitude towards work by being positive, resilient and willing to learn. They spoke of the value of demonstrating good communication skills when dealing with other people, especially in the customer services industry.

Our young people were given an insight into the hospitality industry and the wide

range of employment opportunities available. The pupils responded very positively and were extremely enthusiastic about our visitors from Jurys Inn.

As a follow up, all S3 pupils took part in French workshops where they developed their reading, understanding, team work and problem-solving skills. They really enjoyed working in groups and succeeding in the various challenges.

- I learnt that hospitality is not just about cooking
- I found all the different roles in the hotel rather interesting
- I learnt to be a good team player and I enjoyed problem-solving
- I learnt that knowing different languages is really helpful and important

Our pupils created tourist information brochures offering information in French for people visiting Glasgow. The managers from Jurys Inn selected the top tourist brochures from each class and the winners had the opportunity to visit Jurys Inn later in the school year. Bon travail! Well done to Ellie Russell whose brochure was selected to be used as a supplement in guest information packs in Jurys Inn. This is a fantastic achievement!

We are hoping to continue to build on these links with Jurys Inn in the future and we would like to thank Janette Kelso from SCILT for helping us to establish this link. It is a fantastic opportunity for our young people to learn about the importance of language learning in the world of work. Merci!

**Orla Ritchie, Lourdes Secondary**

## Language Ambassadors at Dunblane High School

Dunblane High School operates a Language Ambassadors programme where S6 pupils visit associate primaries to promote language learning. Language Ambassadors will receive training this term from the 1+2 Development Officer. Read about some of the challenges as well as some of the rewards in this account from one of the Language Ambassadors.

As a collective, we have experienced a few difficulties, mainly in getting such young children to truly appreciate and enjoy the language side of the activities we do with them. To remedy this, we are all looking forward to becoming P1s and P2s again for the day when we take part in FLAME (Future for Languages as a Medium of Education) teacher training. I think this will really help us to get into the mindset of the children and provide us with many more fun ideas to keep short attention spans occupied.

Having said that, I think the thing that I'm enjoying most about being a Language Ambassador is the challenge of finding activities that are short and sharp enough to hold their attention, but also which don't involve any reading or writing. So far I've found that they really enjoy being up and about, or on the floor, and they especially love doing anything that involves drawing, or showing off how much they have learned. Just like any of us really!

Language learning is so important for so many reasons, not just because it increases our capacity to understand other cultures and ways of life, but because it also has knock-on effects on other communication skills. This means that it is absolutely brilliant for children of such a young age to get this opportunity, as the skills they will gain through the various exciting activities we do with them will have a really positive impact on their wider experience of education, and their overall lives.

**Holly Picket, Language Ambassador,  
Dunblane High School**





## Languages at Cumbernauld Academy

We have a very active languages department here in Cumbernauld Academy.

There is a monthly Japanese club, with a Japanese teacher who teaches us language and culture. We have found out about Japanese history, eaten Japanese sweets and tried calligraphy. This year two classes of S3 pupils will be writing to a Japanese school, and while both sets of letters will be in English, culturally it should be interesting. Russian also runs in the department as an interest course. Pupils are mostly S6 and have one period per week. It's very popular. For EDL this year we had a European

café so that pupils could try foods that they might not have come across. There was a blindfolded 'Bush tucker trial' for the braver souls among us.

Our pupils have made Play-Doh models of pets and described them in German, French and Spanish.

We are lucky enough this year to have a French assistant, a German assistant and a Spanish assistant, a tremendous inspiration to pupils. Our Language Ambassadors, who are senior pupils, help out in lots of ways. These Ambassadors have a mix of languages: French, German and Spanish, and we hope that their enthusiasm for

languages will be obvious to pupils lower down the school. Hopefully they can also visit the primary schools.

Each year, a class of S2 pupils are paired with pen-pals from a school in Brittany. Often we find that they keep the contact going after the 'official' period has ended, to the benefit of both the French and Scottish pupils.

The Mathématiques sans Frontières competition is something we look forward to, although we haven't won it yet... it's a great opportunity to work with the Maths department too.

**Anne Muir, Cumbernauld Academy**

## Languages come alive at St Blane's Primary

St Blane's Primary in Blantyre continues to make languages come alive for their pupils through a variety of active learning approaches. One of the most effective methods, introduced two years ago, is the 'buddy system' where P6 and P7 pupils meet weekly with the P1 and P2 pupils to support their acquisition of Spanish. Not only does this approach motivate the senior pupils to consolidate their own learning – they need to have good recall of vocabulary before they can support others – but it also encourages them to be responsible for their learning whilst assisting the younger children to learn in a relaxed but enjoyable way. Both sets of children look forward to their weekly buddy session. The increased communication and development of talking and listening skills enhances the children's overall social skills, which has a positive impact on other areas of the curriculum, thus assuring the development of skills for learning, life and work.

**Caroline Cullen, St Blane's Primary**



## Languages in the Workplace



I really enjoyed the Languages in the Workplace event, held on 23 May 2016 as part of IDL week at Earlston High School.

Firstly we had an introduction from SCILT, Scotland's National Centre for Languages. SCILT told us why languages are so important in the workplace, and it was an informative and interesting presentation.

Secondly we had a talk from a company based in Chirnside called Ahlstrom. We were given an overview of what the company does. One of the products it produces is teabags from banana plant skins. We were told that their headquarters are in Sweden and that

having a language helps when working with people abroad.

Then we had an impressive presentation by a Returned Volunteer from Project Trust. She mentioned that she looked after children whilst she was in Africa. She taught the children English and she learnt about the native languages of Africa. She mentioned that there are over twenty different languages in Africa.

We also had a Chinese taster lesson. I enjoyed this lesson and wish it had been longer. We were taught how to greet people in Chinese and learnt how to say the days and months.

We had another presentation about

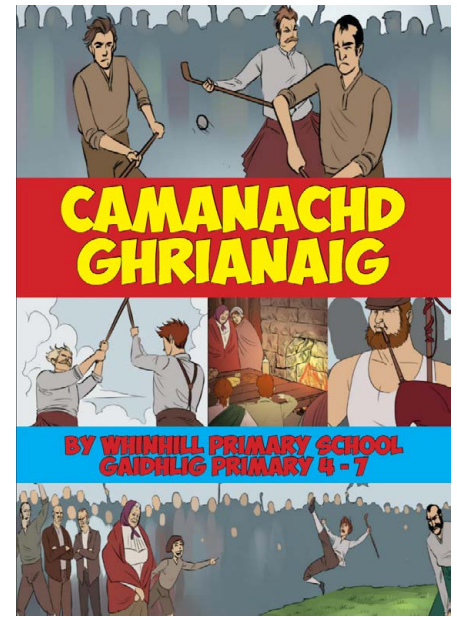
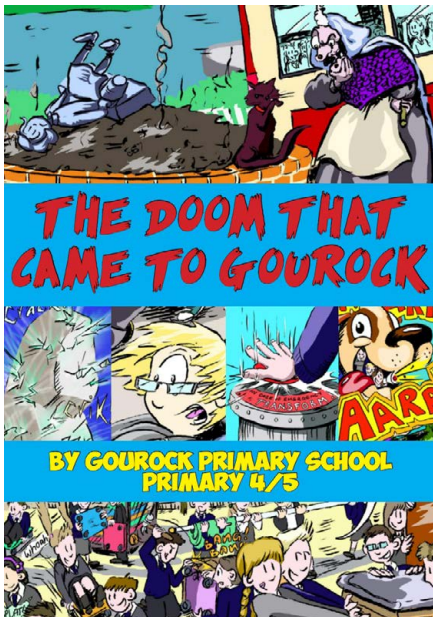
tourism and overseas links. This was very interesting and helpful and they both demonstrated that a little language goes a long way.

Our final presentation was from Abbotsford House. The presenter talked about the tourists who visit the house. She uses her German to guide the German tourists around the house and grounds. She talked about the events held there.

I really enjoyed the event. I now understand why languages are important in the workplace.

**David Swanston, S3 pupil at Earlston High School**

# Literacy and languages: Inverclyde comic strip project



The Inverclyde comic strip project was initially introduced as an innovative way to develop literacy skills and stimulate children to write creatively, and Gourock Primary created an accomplished comic based on a local study of Gourock folklore and history ([https://issuu.com/magictorchcomics/docs/the\\_doom\\_that\\_came\\_to\\_gourock\\_comp/1](https://issuu.com/magictorchcomics/docs/the_doom_that_came_to_gourock_comp/1)).

Paul from Magic Torch Comics worked with pupils and used an 'ideas machine' to help children create a character. An artist visited the class to help pupils draw characters and set out the cells of the comic. Children also experienced a 'sound effects workshop'. I identified the project as a great opportunity to support the development of the 1+2 Approach within the local authority and asked Paul if he would consider working with us to produce a comic in another language.

Whinhill Primary offers both English and Gaelic medium education, and learners study Gaelic and French.

We decided to produce a comic in each language. Gaelic Medium P4-P7 produced a comic in Gaelic called Camanachd Ghrianaig, based on an original song text by Mairi Mhor Nan Oran about a Shinty Match in Greenock ([https://issuu.com/magictorchcomics/docs/camanachd\\_ghrianaig\\_digital](https://issuu.com/magictorchcomics/docs/camanachd_ghrianaig_digital)). Work on the comic was supported by native Gaelic speakers and the project was filmed for Gaelic TV programme, Dè a-nis.

P7 at Whinhill produced a French comic, 'Le Mystère de la Princesse Sorcière' ([https://issuu.com/magictorchcomics/docs/whinhill\\_-\\_le\\_mystere](https://issuu.com/magictorchcomics/docs/whinhill_-_le_mystere)). It tells a fantasy story, very similar to the type of comics the children like to read, about a wizard princess who goes into space to rescue her ninja cat! The project was supported by native French speakers. Children studied French comics and found out more about French culture.

All of the children completed their own personal comic using the same techniques they had learned from Paul.

Staff plan to continue to use these techniques to encourage children to develop their language skills further with class projects, in literacy as well as language learning.

Launch events provided children with the opportunity to invite parents, carers, families and the wider school community to share in their professional looking comics. The success of the project has been really amazing. Learners have been completely engrossed in the creation of their own stories and so enthusiastic about their writing. It has created renewed emphasis on how languages work across the curriculum and shown how important it is to develop these language skills to improve confidence and literacy, as well as to enhance job opportunities in the future.

We hope to continue to develop the project to include Spanish, and plan to provide further workshops for staff and pupils.

**Jan Cannon, Inverclyde Council**

## News from Glasgow City Council



It's been a busy start to the year for all things languages in Glasgow! Our family is getting bigger as we welcomed our newest cohort of Modern Language Assistants and our two teachers from China.

The Modern Languages team has kicked off the CLPL support with language training for primary teachers in French, Spanish and Italian (PLL) as well as fast track training and refresher

days. Several learning communities have engaged in a plan for delivery to staff over the year for L2 and L3 (French, Spanish, Italian, Urdu, Gaelic Learners, German, Chinese and BSL) and we are moving forward with building capacity and taking a particular look at inclusion.

We have over 15 staff enrolled in the Certificate of Continuing Education, adding another language to their portfolio and increasing our ability to offer as many languages as we can to our learners in secondary, meeting the demands of the 1+2 Approach. We also have a number of staff who have started engaging with Gaelic language learning as we move closer to the Mòd in 2019!

Later in the year, we will be renewing our partnership with our twin city of

Marseille, taking a particular look at the 1+2 Approach, staff development and inclusion in languages. We are delighted that this will benefit staff and maximise our ability to learn from our partners.

We were fortunate enough to send a group of senior students from across our schools to the European Parliament in Strasbourg for Euroscola. All 26 of them are studying Advanced Higher French (with many doing the IP/Bac). Together with Articulate and staff from the authority, the learners spent five days using their language in various different situations, culminating in a wonderful day in the parliament with young people from across Europe, a truly life changing experience indeed.

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

## Promoting languages at St Luke's Primary

Janette Kelso from SCILT visited P6 and P7 at St Luke's Primary on Wednesday, 21 September 2016. She was welcomed by the pupils' rendition of the 'Buenos días' song as the school has been delivering Spanish as their L2. The school's enthusiasm for learning a language had prompted the seconded languages teacher to invite Mrs Kelso to talk to the pupils about the benefits of learning languages and the enjoyment that this brings.

Pupils were keen to practise greetings in different languages and tell Janette about their experience of using languages while on holidays, and other languages spoken at home, such as Chinese.

Grace remarked: 'When you travel it makes a good impression if you try to speak the language. Also it is a good way to make friends or pen pals.'

A discussion on the types of jobs where languages are necessary or useful led to pupils suggesting even more careers where they could use languages. Jamie added that social workers could help refugees and immigrants to settle into their new countries if they could speak their languages.

It was interesting to find out that sportsmen and women often speak other languages as they travel a lot during their training and competitions. For example Tom Daley, the Olympic diver, speaks Spanish, and famous musicians like Beyoncé have translated songs into Spanish.

While discussing businesses in the local area pupils discovered that Hunterston Power Station is owned by EDF, a French company, and that DSM Dalry is a Dutch company.

Joe commented: 'Today I learnt that speaking another language is useful for holidays, job interviews, working abroad, police and the military. When you go abroad people will be kind to you if you make an attempt to speak their language.'

**Debbie Johnston, North Ayrshire Council**



## Raising the profile of the 1+2 Approach with parents



On 6 October 2016, the Modern Languages department at Brae High School, an all-through school from nursery to secondary, hosted a Kaffee und Kuchen and casse-croûte afternoon with poetry, song and drama in order to promote the Scottish Government 1+2 Approach to parents. Parents of P2, S1 French and S1 German pupils were invited to come

and experience the 1+2 Approach in action.

The afternoon began with an introduction to the 1+2 Approach as well as an explanation of what the initiative means practically for the learners. This was followed by S1 French pupils performing their version of 'Camille, la petite chenille qui a faim' with food props, a chrysalis and butterfly wings!

It was then the turn of P2, who, with the help of secondary teacher Mrs D'Eathe, performed the poem 'La Boue', complete with actions. Finally, S1 German performed their rendition of the song 'Wer ist das?', allowing parents, teachers and our QIO to become familiar with the words, before

having to join in the second time round!

From Bratwurst to baguette, Pumpernickel to pain au chocolat, a selection of German and French food was then served to parents and pupils before a 'Guess the language' quiz, where all the guests and learners had to guess which language was being spoken from a choice of four – much harder than it sounds!

A huge amount of work went into making the afternoon a fantastic success. However, it was a great opportunity to have an informal chat with parents about the impact, the benefits and the absolute necessity of 'Language learning in Scotland: A 1+2 approach'.

**Aileen Carthy, Brae High School**

## St Bridget's and CEIP Río Arlanzón

In order to bring Spanish language learning to life, St Bridget's Primary in Kilbirnie linked with CEIP Río Arlanzón in Burgos, Spain.

We exchanged a box of artefacts representing the local communities and countries in order to build the relationship and give pupils an understanding of what life is like in each town. The pupils in Kilbirnie and Burgos were delighted with what they received! The boxes stimulated discussions and enhanced the understanding of life in another country.

In order to strengthen the link, Miss Gemmell's P6 class and Señora Rodríguez's class 6A worked together on many projects. To begin with the pupils participated in a Skype class conversation. Pupils discussed a range of subjects including: name, age, food and favourite football players - Messi was

the popular choice in both classrooms! A second Skype focused on conversations around family, weather and hobbies.

The classes then worked together to improve their Spanish reading by exchanging letters. The pupils' focus on their reading was fantastic and they gained so many skills while at the same time enhancing their knowledge of the language.

To conclude the year, the classes exchanged information books. The Spanish pupils researched and wrote about the different regions of Spain and our pupils wrote about landmarks, towns and cities in Scotland. This gave opportunities for pupils to write in another language.

Furthermore, for International School Meals Day we ate el cocido, a stew from Burgos.

There can be no doubt that these experiences gave pupils a real life context for learning to converse in Spanish and certainly enhanced motivation and enthusiasm within the classroom.

**Michael Coyle, St Bridget's Primary**



## St Columba's High School language talks

The St Columba's High School Modern Languages Guest Speakers event, 'Language Talks', hosted an array of different speakers from various professions and language journeys. The day included Janette Kelso from SCILT, former pupils of SCHS (Rachel Leck, Kathleen Speirs, Lucy Clarke, Kathryn McBride, Tom Jamieson and Fiona Thacker), Ashleigh Boyle (a Strathclyde police officer) as well as Sonya McGowan and Gemma Graham from Cigna International. Each speaker took the time to explain their personal story with languages as well as their opinion of the importance of languages in today's world, especially the world of work.

Janette Kelso from SCILT spoke about the power of languages by providing an in-depth explanation on the benefits of languages in various careers. I personally think that not many pupils realised the extensive number of careers where languages can be advantageous, and Janette opened the minds of many. The last speakers of the day were from Cigna International. Gemma Graham spoke about her time studying Spanish and her year abroad in Spain. Because of her knowledge of Spanish and experience of Spanish culture, Gemma was able



to successfully apply for a job at Cigna, where she can use her language skills day in and day out. It was interesting to hear her story as she did not follow the teacher or translator path that many language students do.

Personally, after listening to all the speakers at the event I have become more interested in studying languages and in spending a year abroad. I have always believed that languages are very important and very beneficial in the world of work, and listening to Janette and Gemma made me aware of the opportunities available to those studying a language. Also, it was

very exciting and interesting to hear former pupils' stories from their year abroad where they experienced the culture and vastly improved their language abilities.

Overall, it was extremely beneficial to hear the speakers talk about their different experiences with languages. Although each of them had a different story to tell, they all agree that languages are very important in the world of work. Personally, I would recommend the 'Language Talks' event as it was a very valuable day.

**Tegwen O'Rourke and Ainslae Bonna, S6 Language Leaders**

## St Mary's French Afternoon

Bravo to all the boys and girls of St Mary's Primary in Largs for their fantastic French Afternoon for family and friends on Thursday 29 September 2016. The audience enjoyed a fantastic variety of performances from every class in the school, including songs, sketches and creative use of technology. Well done to everyone involved for a highly entertaining afternoon.

P6 sang the Rainbow song and P7 entertained the audience with Alouette. Mr Wilde led P5 in a fantastic rendition of Frère Jacques on the ukulele.

P1 and P2 stole the show with their superb performance of La chanson du corps. They even managed to get the adults up on their feet and joining in too!

**Angela Beckford, St Mary's Primary**



# News from SCIS

## Mentor Me



At the Mentor Me event in September, pupils discovered language-related opportunities across the world of work including translating for the Home Office, intelligence in the RAF, digital engineering for Air Traffic Control, as well as opportunities in luxury travel and logistics. Pupils also heard from SCILT, Scotland's National Centre for Languages. The event was a great opportunity for pupils to hear first-hand how the languages they are learning are used across a range of careers, and to be able to draw links between languages and their other subjects. During the three minute Speed-Meet each mentor described their company in detail to small groups of five. Pupils then selected the mentor whose talk they had most enjoyed and attended a workshop led by that person. Pupils asked many questions and the mentors were fantastic!

'In the Speed-Meet we were separated into groups of five and each mentor was sitting at a table on their own. Mrs Bartholome would blow a whistle once and we would have three minutes to talk to the mentor and then move on to the next. We had just enough facts after three minutes but wanted to find out more, and we did in the workshops. In the workshops they gave us examples of what they do. I learnt that languages are very important for work and they give you a head-start over everyone else.' (Gabiella McLatchie, S2)

'In the Speed-Meet, we listened to six mentors speak for three minutes. The Speed-Meet was very interesting and I thoroughly enjoyed learning about which jobs involve languages. I never imagined that you would need languages for as wide a variety of jobs as were described. The guests were very nice and I enjoyed

asking questions in the workshops and finding out more about the guests' jobs in more detail. I loved the morning and I am keen to learn more languages.' (Georgia Glen, S2)

'After meeting everyone at the Speed-Meet, we were given the chance to choose our favourite volunteers and go to their workshop later on in the day. I chose to go to the RAF and IBT Travel workshop, which meant that I was able to listen to two speakers. They were both equally amazing and they clearly showed that dedication towards learning a language can have a brilliant impact on your later life. It has encouraged me to include a language when it comes to choosing my National 5 subjects. Thank you for this brilliant experience. I loved hearing their stories.' (Grace Woodhouse, S2)

**Julie Bartholome, Wellington School**

# News from our partners

## Being a German Educational Trainee in Aberdeenshire

Carolyn Westphal is the first German Educational Trainee to be based at The Gordon Schools in Huntly.

### What has your experience as a GET at The Gordon Schools been like so far?

Everybody at the school seemed to be excited about my arrival as it is the first time that the school is participating in the programme. I have been made to feel very welcome! The teachers are particularly grateful because they love having support from a native speaker and they made sure I was integrated into their lessons from day one.

### What is your role in teaching the pupils?

When it was my turn to teach, the Head Teacher said that I was free to use all of the different methods I have learned in

my teaching studies so far. The pupils find it really interesting to have a German native speaker teaching them. They are keen to hear about the German way of life, the culture and the food – especially our different kinds of bread. They also love learning German proverbs and slang.

### What is life like for a young language assistant in Huntly?

Huntly isn't a big city but I love it anyway. The people here are friendly and the countryside is just beautiful. It has cafés and a lot of different shops you can wander through. There is always a train to Inverurie or Aberdeen, so Huntly is not exactly at the end of the world. I hope another GET has the chance to teach at The Gordon Schools next year – it will be an unforgettable experience!

German Education Trainees (GETs) are trainee teachers from Universities in Mainz, Leipzig and Koblenz who work in Scottish schools for a six month placement. Participating students are native German speakers, training to become secondary teachers of English. They help to boost language learning and intercultural dialogue in Scottish schools, whilst gaining an invaluable opportunity to enhance their classroom practice. To find out more about the GET Programme, please contact Sigrid Rieuwerts ([get-across-borders@uni-mainz.de](mailto:get-across-borders@uni-mainz.de)).

**Isabel O'Hagan, Consulate General of the Federal Republic of Germany**

## Bringing young people together

Whether it's a taster trip to a partner school, a visit from the UK-German teddy bears or a funded language course in Germany, the opportunities on offer from UK-German Connection are diverse. Young people across Scotland continue to be actively involved in a wide spectrum of activities with their peers in Germany, all of which are helping Scottish schools to fulfil their goals for Curriculum for Excellence.

When it comes to intercultural learning and language practise, nothing beats spending time in the country in question. By taking part in one of UK-German Connection's language and culture courses, pupils attend lessons in a German school, stay with a host family and take part in cultural excursions, gaining invaluable learning experiences outside the classroom.

For schools who would like to bring Germany to their classroom, a Language Assistant is a great option. Schools can

build on this and maximise the impact of their German Language Assistant through the FLA-ELA Ambassadors programme. This enables Language Assistants from the UK and Germany to pair up and run joint projects between their pupils, which can involve different departments or even the whole school, adding real value to the pupils' learning.

Another opportunity many Scottish schools have benefited from is the Host a Teacher from Germany programme, which brings authentic German cultural input to classrooms and often leads to new school partnerships, as was the case this year with Scottish schools Gartcosh Primary School, Kelso High School and West Barns Primary School.

UK-German Connection can also help with setting up a partnership with a German school. Once a partnership has been established, schools can then apply for funding for a wide range

of activities, including taster trips, joint projects, planning visits and partnership celebrations.

To find out about further opportunities and how to get involved, visit the UK-German Connection website ([www.ukgermanconnection.org](http://www.ukgermanconnection.org)) or contact the team on +44 (0)20 7824 1570 or by email ([info@ukgermanconnection.org](mailto:info@ukgermanconnection.org)).

**Alison Dolamore, UK-German Connection**





## Euroquiz



SEET is very pleased to announce that Euroquiz 2016-17 has now officially launched! We run an annual Euroquiz for P6 pupils, promoting education about Europe and encouraging the development of language skills and intercultural competencies amongst young people in Scotland. Heats take place in local authorities from January to March involving teams of four from each participating school. The winning teams from each heat then go forward to represent their authority at the National Euroquiz Final in May. Last year 478 schools took part all over Scotland involving over 1,900 pupils.

If you are interested in finding out more about Euroquiz, you can watch our promo video (<https://www.youtube.com/watch?v=NHcyn1GbR7A>), visit the SEET website (<http://seet.org.uk/activities/euroquiz.php>) or contact Jane Byers ([jane@seet.org.uk](mailto:jane@seet.org.uk)). Primary schools will receive information via their local authority including a registration form. If you would like to register your school, please do so as soon as possible. We have already had lots of interest from local authorities and hope that Euroquiz 2016-17 will be the biggest and best to date!

**Jane Byers, Scottish European Educational Trust**

## Our Europe film making project

SEET's popular Our Europe film making project for S3 to S6 pupils has now launched for 2016-17! Pupils are asked to form teams of four and come up with a creative idea for a film based around global citizenship, specifically addressing one of the following themes:

- travel and leisure
- migration and welcome
- trade

As always, films must include the use of at least one language other than English. This year any and all languages will be accepted in entries. All teams have to do is put their ideas into a storyboard and send them to us by **8 December 2016**.

Our Europe has a great track record for encouraging languages uptake – last year over 95% of participating pupils decided to continue with their language for another year! Find out more about the project on our website (<http://seet.org.uk/oureuropecompetition/index.php>),



by watching the highlights film (<https://www.youtube.com/watch?v=1NaFWgdWstQ>) or by contacting Madeleine McGirk ([madeleine@seet.org.uk](mailto:madeleine@seet.org.uk)).

**Jane Byers, Scottish European Educational Trust**

## Updates from LFEE Europe



The LFEE team has been very busy over the summer with a record number of participants to our immersion courses in France and Spain! Well done and thank you to all the teachers who gave up a week of their holiday in order to attend our courses in Lyon, Salignac or Malaga. It was a pleasure working with you!

### **Train the Trainer**

The summer started successfully with Train the Trainer at Strathclyde University at the end of June. Richard worked closely with colleagues from SCILT and Education Scotland to make sure that the fourth edition of Train the Trainer was relevant to all new trainers, four years into the implementation of 'Language learning in Scotland: A 1+2 approach'. Great feedback from all the participants was received at the end of a productive and fun week! For more details check #TTT4 on Twitter.

### **Immersion courses for primary teachers**

In July 2016, 150 teachers from all over Scotland attended a course in Lyon, Salignac or Malaga. Our first recall day for those following this up with GTCS accreditation is taking place at the end of November 2016 at Strathclyde University ([www.lfee.net](http://www.lfee.net)).

### **Immersion courses for secondary teachers**

Fifteen secondary colleagues participated in our three week immersion course in Malaga in July, thus meeting the GTC Scotland's policy requirements for language residency.

Feedback from all immersion course participants is now available on our Facebook page or on our blog ([www.lfeeblog.net](http://www.lfeeblog.net)). Teachers can pre-register now for our courses starting in July 2017. Please email Ros at LFEE ([immersions@lfee.net](mailto:immersions@lfee.net)).

### **PLL training**

Our Primary Language Learning classes (French, Spanish and German) resumed at the end of August. We have started weekly twilight sessions with primary teachers in Fife and South Lanarkshire, with more courses to open up in East Lothian and East Dunbartonshire in 2016-17 ([www.lfeetraining.net](http://www.lfeetraining.net)).

### **Chinese teaching resources**

New Chinese language resources, developed in partnership with CISS, were launched at the Confucius Classroom Annual Conference in September. These free resources to support the teaching of Chinese as L3 are available on the CISS website (<https://www.strath.ac.uk/ciss/>) alongside our interactive ebooks.

For further information on any of the opportunities above, please visit our blog ([www.lfeeblog.net](http://www.lfeeblog.net)) or contact us by email ([info@lfee.net](mailto:info@lfee.net)). You can also follow us on Twitter (@LfeeEurope) and Facebook ([www.facebook.com/lfeeEurope](http://www.facebook.com/lfeeEurope)).

**Richard Tallaron, LFEE Europe**

## Welcome to Scotland! British Council Modern Language Assistants

On Friday 26 August 2016, British Council was very pleased to welcome the new cohort of Modern Language Assistants (MLAs) to Scotland for the 2016-17 academic year. With 140+ MLAs placed in schools across 13 different local authority areas, they represent a wide variety of languages, nationalities and backgrounds (with some of them having come from as far as Latin America or Canada) and inject an exciting international aspect to pupils' learning.

For those who don't know, MLAs are native speakers of French, Spanish, German, Italian, Chinese and Irish who help to teach their language and culture and support the implementation of 'Language learning in Scotland: A 1+2 approach' in schools across Scotland. Having just arrived from their home countries, MLAs are up-to-date on their local culture and news, meaning they are best placed to work with students on developing their conversational skills and increasing their awareness and

understanding of another culture, and are a fantastic asset to schools.

If you would like more information, or to request an MLA for your school or local authority then it's not too late! Please see our website (<https://www.britishcouncil.org/language-assistants>) or email the British Council Language Assistants Team ([languageassistants.uk@britishcouncil.org](mailto:languageassistants.uk@britishcouncil.org)) and we will be pleased to help you.

**Natalie Arnold, British Council**

## Working with the business of Art

National Galleries Scotland was delighted when SCILT facilitated a business link between the galleries and Gracemount High School as part of the Business Language Champions scheme. We wanted to highlight the value of language skills to curators and registrars, as well as gallery attendants. For an artist who works internationally or spends time overseas, language skills can also be important.

A plan of work was developed with an S3 German class, with a focus on developing employability skills and highlighting the relevance of language skills in the workplace. The class visited the Scottish National Gallery and explored some of the highlights of the national collection. At the end of the session pupils were asked what questions they had about the gallery. The most burning question they asked was, 'What's the most expensive painting in the gallery?'

During a follow up visit in school, other questions about the gallery were explored and pupils found out more about jobs within the galleries. The aim was for staff from the Scottish National Gallery to support pupils in



writing covering letters, as if applying for a hypothetical job in the gallery. This was part of pupils' work towards the Languages for Life and Work Award. Scottish National Gallery were also keen to underline to pupils that, in a climate where the jobs of the future have not yet been invented, creativity and critical thinking skills could be the key to helping young people find employment.

The business link between National Galleries Scotland and Gracemount Academy is set to continue in the coming year, with the aim of raising awareness of careers and helping young people develop their creativity and critical thinking skills, as well as highlight

the value of language learning for employment.

For details of National Galleries Scotland programme for schools visit the National Galleries website ([www.nationalgalleries.org](http://www.nationalgalleries.org)).

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)).

**Liz Conacher, National Galleries Scotland**

# Languages in the community

## Wee Spanish Mobile Library: La Biciteca

In support of wider language learning in school, at home and in the wider community, SCILT has recently launched a new section on its website, 'Bilingualism and EAL' ([www.scilt.org.uk/LearnersParents/EALandBilingualism.aspx](http://www.scilt.org.uk/LearnersParents/EALandBilingualism.aspx)). It is important that children and young people who have language other than English have the opportunity to maintain their cultural and linguistic heritage through the various supplementary schools and community groups that exist across Scotland.

Formed in 2003, Club Soletes (Familias en Glasgow) is a group of Spanish-speaking families that offers children, parents and guests of all ages the opportunity to make friends, play and learn in a Spanish-speaking environment. Community groups such as Club Soletes are an excellent way for families to use their first language outside the home environment and socialise with others who share their language and culture. At Club Soletes, you will find a wonderful mix of Spanish, Basque, Catalan, South and Central American families. As well as weekly Club Soletes meetings in Kelvinside Hillhead Parish Church hall, Familias en Glasgow also organises bigger events such as BBQs and picnics in local parks. The group has received Big Lottery Funding towards an innovative project, 'Wee Spanish Mobile Library' or, in Spanish, 'la Biciteca'. The project aims to meet the need of the Hispanic community to have greater access to books and specialised activities in Spanish for bilingual children in Glasgow. Designed exclusively by Martin Campbell and Zoe Pearson, 'la Biciteca' offers the loan of books, storytelling and activities in Spanish for children from birth up to eight years old every week at Club Soletes. One Saturday a month, 'la Biciteca' travels



to a city park to provide free storytelling and outdoor activities to the general public. Early Years centres also benefit from free storytelling sessions for children aged three to five years. For more information on 'la Biciteca', email [weespanishmobilelibrary@gmail.com](mailto:weespanishmobilelibrary@gmail.com). For more information on Club Soletes, email [clubsoletes@yahoo.co.uk](mailto:clubsoletes@yahoo.co.uk) or visit the blog (<http://familiasglasgow.blogspot.co.uk>).

SCILT is always interested to hear of the great work going on in supplementary schools and community groups across Scotland and to find ways of supporting bilingualism. Please contact Angela de Britos ([angela.de-britos@strath.ac.uk](mailto:angela.de-britos@strath.ac.uk)) to share stories and find out how SCILT can support mother tongue languages.

Angela de Britos, SCILT

# Languages beyond school

## A career as an interpreter



What could be more challenging and exciting than using languages in an environment where you learn something new every day, you're constantly challenged, can take nothing for granted and have to think on your feet at every turn? Teaching, you say? Actually, we meant interpretation.

Interpretation is the translation of the spoken word from one language to another, either at the very same time as someone is speaking if it's 'simultaneous interpretation', or immediately afterwards, which is called 'consecutive interpretation'.

Interpretation is what makes many international meetings possible, but it is also used in court cases where a participant doesn't speak the language of the court, and many hospitals rely on it every day in our increasingly multilingual environment. We even see it on live TV after some Premiership games.

The sight and sound of conference interpreters hunched over their microphones in sound-proof booths, listening attentively while a speaker on a

platform rattles off a description of the latest medical invention or attempts to solve the world's problems in the UN, is certainly impressive, but interpreters are using skills which are taught and learned like any other.

To become an interpreter, you need to know languages. This could be a European language like French, German or Spanish. Increasingly in demand are the languages of the eastern parts of Europe and some non-EU languages like Arabic, Russian and the languages spoken in the southern part of Asia. Most conference interpreters have a degree – in languages or something else – and complete a course at Masters Level.

Many interpreters work for international institutions, whether European or global, usually as independent professionals and often combining the job with something else. Many work as translators in between jobs as interpreters (but at least one or two combine interpretation with tour guiding or even stand-up comedy!).

For interpreters the sight of nods amongst

the crowd of listeners which mean that, somehow, you got across that appallingly arcane idea expressed in speedy German to a bunch of keen, but monolingual, audience members is one of life's thrills, as is the adrenaline rush of the important meeting and the sheer variety of subject matters you get to deal with. On the down side, don't expect to get an in-depth understanding of what you're dealing with – there simply isn't time – and, if you're one of life's perfectionists, don't expect to be able to spend an hour finding that elusive perfect translation. However, for those who are keen on languages and learning new things, the job can be deeply rewarding.

**Directorate General for Interpretation,  
European Commission**

Inspire your pupils with SCILT's 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)).

## Languages and aero-mechanical engineering

**E**uan Kerr, an aero-mechanical engineering student at the University of Strathclyde in Glasgow, tells us how languages have been important in his studies in aero-mechanical engineering.

### What languages have you learned?

My first experiences with learning a language came at the end of primary school where we were taught the fundamentals of French. I continued to develop my knowledge of French throughout secondary school, taking it as far as higher level. Despite deciding not to study a language course at university I was keen to continue developing my French and so elected to take an intermediate class in my first year at university.

In my third year at university I was lucky enough to be involved in the Erasmus exchange programme which allowed me to spend the year studying at the Czech Technical University in Prague. While in Prague I was determined not to rely on communicating in English and so I signed up for a beginners course in Czech to help me get to grips with the basics of the language.

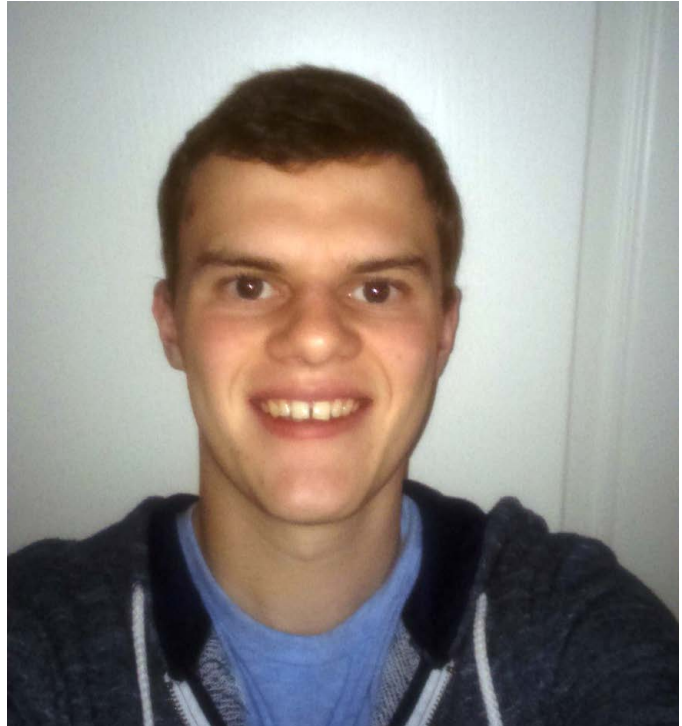
### How have language skills helped you so far?

One of the main lessons I learnt from living in another country for a year was that having even a basic understanding of the language allows you to integrate with much greater ease into the local culture. When simple tasks such as going shopping or asking for directions can be carried out without first having to ask to continue the conversation in English not only does it make life a lot simpler but gives you a great sense of achievement. I think it's safe to say that having already studied French helped me a lot when trying to pick up Czech, and knowing what to expect when first starting to learn a new language makes everything easier.

Another aspect of life I've found where language skills help massively is when meeting new people. Having a passion for language helped me a lot when making new friends while I was on exchange. My roommate's attempts to teach me some basic Spanish phrases and my hilariously bad attempts at pronouncing them went a long way to getting over the early awkwardness that comes when living with a new set of people.

### What benefit do you think languages will have on your future career?

When the time came for me to select my degree choices for university one of the main draws to a career in engineering



was the opportunity to travel. I've always been interested in the idea of living and working abroad and my year in Prague has only fuelled this desire. Learning another language, or even just having the desire to learn one, opens up countless employment opportunities all over the world and would allow me to better communicate with international colleagues.

### Do you have any advice for those looking to learn a language or study abroad?

My first piece of advice for anyone considering studying abroad would be to go for it. The year I spent in Prague was the most exciting year of my life. Not only did it allow me to experience life in a major European city and make new friends from all around the world, but I've grown in confidence. Living in a different environment provides a great opportunity to gain independence and experience a new side of university life.

Inspire your pupils with SCILT's 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)).

**Euan Kerr, University of Strathclyde**

## Looking for interesting contexts?

SCILT/CISS is now in its third year of the 'Language Linking Global Thinking' programme. The aim of the programme is to provide real, interesting, up-to-date contexts for language learning by linking a class in Scotland to a student on a year abroad.

The students write blogs which provide rich pickings for teachers who want to introduce or revise vocabulary in refreshing, stimulating contexts, or who want to enhance the cultural context of language learning for their class.

### A school's experience

Our current P6 pupils are absolutely delighted that we have secured a student link through Language Linking Global Thinking. Antonia Uri, a former Mintlaw Academy pupil who is now a student at Aberdeen University, is spending this academic year abroad teaching English as part of her studies. Currently, Antonia is in Valencia in Spain and she will then be moving to France. Antonia is our cultural link, telling us about her experiences and the different things she encounters on her travels. We update her with key dates in our calendar for her to share with her students.

The aim of our involvement in the project is to make cultural links and encourage pupils to aspire to learn about other cultures as well as realise



that studying abroad is a realistic aspiration. SCILT is supporting us to set up a blog link with Antonia so we can share experiences.

Antonia visited us before she set off on her travels and she took Torphins Ted with her, who has had his photo taken in many interesting places as she has travelled around Spain. The children have been able to ask her many questions, including: "What else happens in a bullring?" "Do they have Cubs in France?" "What are the best crisps you can get in Valencia?" "Will you be throwing tomatoes at the La Tomatina Festival?"

### Elaine Ross, Torphins Primary

### The year abroad blog

**Abigail Harding is in France on her year abroad from University of St Andrews. She is linked with Queen Anne High School in Fife. This is her blog post from 3 October 2016.**

Alors, je suis arrivée! A week ago, I travelled to the beautiful region of Basse-Normandie to begin this crazy adventure. I had a free week before starting work so I took this opportunity to visit some of the amazing places that the region has to offer, such as Mont-St-Michel, Caen and Alençon. My favourite was Mont-St-Michel: a huge medieval château that is surrounded by la mer when the tide comes in. It is so mystical, as if it has come straight from an old story.

Although this week has been challenging (trying to open a bank account seems to require a lot of paperwork), it has really pushed me out of my comfort zone and I have learned so much already. I am staying at what is called a 'foyer des jeunes travailleurs', where 68 other young workers from autour du monde stay. They organise some great events, this evening for



example, j'ai fait de l'équitation and it was such a funny experience being taught to ride a horse in French! It is great living in the foyer as I have had to speak a lot of the language in order to make friends – trying to explain tossing the caber in French is more difficult than I imagined!

I had my first day as an assistant today and although it was nerve-wracking, it was also really exciting. I am working at a collège: a school which teaches students between 10 to 15, so there is quite a large age range. It was funny being asked questions by the étudiants, as they didn't know much about Scotland, but they all seemed to want to know si je joue PokemonGo. Aussi, school dinners are very different in France to Scotland as it is normal to have a four course meal at lunch. I've never had steak before for a school dinner, but I'm not going to complain!

I am loving it so far, et j'espère que vous allez bien!

For a flavour of the spice, colour and fun that this project can bring into your classrooms, whilst challenging your pupils and raising their cultural awareness, visit the students' blogs on the SCILT website ([www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking.aspx](http://www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking.aspx)).

**Meryl James and Janette Kelso, SCILT**

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

