

Scotland's National Centre for Languages Newsletter



#ScotlandLovesLanguages



Welcome to the SCILT newsletter

Editorial

Dear colleagues

What a difference this last few months have made to us all. Reading the articles in this edition seems like a description of another world; one where we were free to travel and to meet as we wished without the worries and concerns that are affecting so many of us right now. It struck me how much we seem to have lost; the camaraderie of our colleagues, the freedom to go about our daily lives without restriction, the company of our friends and extended families. The anguish and grief of those who have lost loved ones and the anxiety for so many who have lost their livelihoods to this awful disease is unimaginable.

However, even in these darkest of times, nothing endures. We will emerge from this, things will return to something that feels a bit more 'normal'. Memes about toilet rolls and Janey Godley's hilarious clips of the First Minister's addresses to the nation will fade into memories. The Tiger King will be nothing more than a vague recollection of a bad haircut and some even worse country music. What will stay with us though will be the memories of that which enthused, encouraged and moved us all; the weekly clap for carers, Joe Wicks's morning workouts, Captain Tom's guard of honour as he completed his 100 lap challenge.

Our world may quite literally have shrunk in the last month, but in so many ways, we are more connected to people across the globe than ever before. We share the pain of the

people of China, Italy, Spain and every other country that has been devastated by the outbreak of this cruel virus. It doesn't discriminate against nationality, doesn't recognise borders, doesn't respect cultures. For the first time, perhaps, we are confronted with the question of what it truly is to be a human being. We have seen examples of heroism and self-sacrifice and also those of cowardice and treachery; we are all capable of both. We have been inspired and appalled in equal measure; we have seen world-wide collaboration like never before and we have also witnessed a proliferation of 'fake news' and international blame shifting.

How we come out of this remains, however, our choice. At a time when so very little is within our control, the one thing over which we are able to exert influence is ourselves. I am confident, therefore, that with the passing of the dark, the languages community will emerge more united, more resolute and more determined to ensure that all of Scotland's youngsters benefit from an international experience of education.

We miss you all, but until we can all meet again, can I on behalf of the whole SCILT team wish you and your loved ones health and happiness?

With very best wishes,


Fhiona Mackay, Director

02

SCILT News

08

News from local authorities

14

News from our partners

19

Languages beyond school

20

SCILT staff

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



SCILT
Scotland's National Centre for Languages
The Ramshorn
98 Ingram Street
University of Strathclyde
Glasgow G1 1EX

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

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

Advanced Higher workshops

SCILT continued this year with its series of popular workshops aimed at providing support for Advanced Higher pupils.

Hosted by our university partners, workshops were held in Dundee, Edinburgh, Glasgow, Inverness and Stirling. Over 400 Advanced Higher pupils attended and the aim was for learners to have a better understanding of the expectations for this course.

We looked at ways to tackle the most challenging elements of the Advanced Higher course and exam: the overall purpose question in reading; discursive essays; portfolio and the talking performance. There were lots of hints and tips on how to produce your best work and opportunities to network with other Advanced Higher pupils. Learners' feedback reported that they benefitted from the advice given, commenting:

- "[Guidance on] the overall purpose question was useful as well as the visiting assessor going over the standards expected for speaking." Pupil, Stirling
- "How to pick a good question, always relate back to the question in the portfolio, talking isn't as scary as it seems!" Pupil, Stirling
- "It was really interesting and useful." Pupil, Dundee
- "I will apply everything I have learned to try and improve my grade." Pupil, Glasgow
- "I now feel better prepared to support my students." Teacher, Edinburgh

It was wonderful to see the wealth of talented Advanced Higher pupils all around Scotland – SCILT wishes them well for the future!

Lisa Hanna, SCILT



Discovering the Arabic World

The new Discovering the Arabic World initiative is the result of a partnership between SCILT, Qatar Foundation International (QFI) and e-Sgoil, the online learning platform based in Comhairle nan Eilean Siar, and open to all.

The two strands to the initiative are:

- A 10-week course for L3 learners in upper primary
- A secondary course aimed at S6 senior phase pupils

The courses have been co-created by the SCILT team and a specially commissioned writing team of native speakers from Algeria, Tunisia and Syria and based in the UK. The short course in Arabic for P5-7 fits well with the 1+2 Approach to language learning and will comprise an interdisciplinary approach to L3 provision. The secondary course is aimed at S6 senior phase learners who are seeking to develop their employability skills and to enrich their language learning experience and their CVs.

When applications closed for schools to register their interest in the Discovering

the Arabic World pilot at the end of January, SCILT, QFI and e-Sgoil were bowled over at the level of interest. Double the anticipated number of primary and secondary schools, from 11 different local authorities the length and breadth of the country, had signed up.

“As a provider of Gaelic education we already have a strong ethos of encouraging language learning throughout the school and are sector leaders in 1+2 provision,” explained a teacher in one of primary pilot schools. “We also teach French and Spanish in school. Adding Arabic language to our repertoire would enhance further our children’s language learning.”

“At the moment, we offer French and Spanish, and are keen to widen this offer. Our Faculty Head for Modern Languages is keen for this to take place to enhance the profile of language learning in the school. It would provide a good vehicle for an alternative L3,” said the Headteacher of one of the secondary pilot schools. “We have also done a huge amount of work in recent months in



improving the DYW aspect; this would tie in well with that in enhancing our pupils’ employability skills.”

In a few months’ time, youngsters at all the schools accepted onto the pilot will be learning about Arabic language and culture in lessons via e-Sgoil from a native Arabic speaker. These virtual lessons will also be complemented by the support of an Arabic language assistant in the classroom.

Updates from the pioneering learners, schools and educators involved in this initiative will follow in future issues of the newsletter.

Lynne Jones, SCILT

Engaging parents through languages with Save the Children



Save the Children
CHANGE THE FUTURE

In partnership with Save the Children, SCILT has been working on an exciting project on parental engagement with languages across the Forth Valley and West Lothian Regional Improvement Collaborative. With parental engagement being one of the key drivers in achieving excellence and equity in Scottish education, we have created a professional learning partnership with Save the Children to support schools in developing a parental engagement approach with a focus on languages.

Each local authority has chosen a school, or in some cases two, that will

have the autonomy to create a tailored programme to suit their particular needs. In advance of the programme design stage, schools and/or language leaders will attend a series of professional learning sessions which will provide them with specific information, knowledge, support and advice from various education professionals, which in turn will allow them to design and plan their approach. This professional learning input will be delivered by colleagues from Education Scotland, Save the Children, General Teaching Council Scotland, North Ayrshire Council and SCILT. During the summer term, schools will have the opportunity to work on designing their programmes with a view to implementing them in the new session.

Jane Halliday, Practice Advisor with Save the Children, commented on the joint initiative with SCILT:

“Save the Children developed CPD workshops to help strengthen home/school relationships. We are delighted to be working with SCILT to support parental engagement through language learning.”

We at SCILT are pleased to be working collaboratively with all our partners on this project and look forward to sharing its successes. This professional learning partnership with Save the Children will showcase the benefits of cross-authority collaboration as a sustainable and workable model.

Karen Faulds, SCILT

Espacios Increíbles

Espacios Increíbles continues to go from strength to strength. After a successful pilot phase, the competition this year opens up to all schools, with more than a third of Scotland's local authorities represented.

The project began as a way to engage S3 learners with Spanish, and to encourage uptake into the senior phase. Espacios Increíbles sends the message to learners that you can study languages as part of any career path, in this case design, engineering or architecture. Materials which will assist teachers, produced by SCILT and associates, are designed to provide evidence of learning at level 4, and are available on our website.

Interdisciplinary learning and creativity are at the heart of Espacios Increíbles, and the project provides an excellent opportunity for departments to collaborate, and for learners to make connections between languages and other career pathways.

Finalists this year will be invited to attend an event hosted by SCILT and the School of Architecture at the University of Strathclyde. Last year, groups presented their designs in Spanish to an audience of over 150 people, and the winners had their design turned into a real life, 3D model of their espacio increíble by technicians at the School of Architecture.

Visit the [SCILT website](https://www.scilt.org.uk) to see an in-depth video interview with last year's winning group from St Thomas Aquinas Secondary School. All members of the group chose to carry on studying Spanish into S4, and you can hear these eloquent young people talk about how their experience of Espacios Increíbles has inspired them to continue on their languages journey. ¡Jóvenes increíbles!

Lisa Hanna, SCILT



Leap into Recall Day

Leap day happens once every four years. This year, Saturday 29 February was exactly the right time to bring teachers who had attended the 1+2 Languages Leadership Programme (LLP) Summer School in July back together again for a Leap Recall Day. Aiming to achieve GTC Professional Recognition in Leading Learning in Languages, teachers working in primary and secondary schools in eight local authorities from Shetland to the Scottish Borders returned to the University of Strathclyde.

They spent the morning sharing the initiatives that they had put in place at their schools to make a difference to the language learning experiences for their pupils and to the language teaching opportunities for their colleagues. "Really enjoyed the presentations, the networking and lots of great ideas for going forward," Pamela MacGregor, teacher at James Gillespie's Primary School, tweeted afterwards.

A previous 1+2 LLP participant herself, Karen Faulds is now one of the SCILT development officers involved in the programme from the other side. "It was inspiring!" she said of her Leap Recall Day experience. "It was so encouraging to hear all the things that these teachers are doing in their schools and in their clusters. I was impressed with the commitment and the determination they showed to raise the profile of language in schools."

All that remains for these teachers is to submit a reflective report before they leap into their well-earned summer break! Early next academic session we expect to be able to announce the seventh round of the successful 1+2 LLP Professional Recognition awards.

For the very latest updates on the programme follow the double hashtag #1plus2 #LLP on Twitter.

Lynne Jones, SCILT



Parental engagement with BSL at Moorfoot Primary School

Last year Moorfoot Primary and Garvel Deaf School in Gourrock decided to organise a series of British Sign Language (BSL) classes for parents and family members. This initiative was created to offer support for parents and carers of hearing and non-hearing children to learn and develop their communication skills in BSL. With Moorfoot and Garvel sharing a campus, BSL is firmly rooted in Moorfoot's ethos where all children from nursery to P7 learn BSL in order to communicate with their friends in Garvel. It's an inclusive environment and parents play a significant part.

Family learning and parental engagement are core features of the school and the BSL parent class is a firm favourite with staff and

attendees. Paul Tipling, who is a deaf tutor of BSL at Garvel, Moorfoot and throughout Inverclyde, takes the parent class on a Friday afternoon where he ensures the adults learn BSL in a fun, engaging and relaxed atmosphere. The classes have been well attended and the parents have found them to be both beneficial and enjoyable. While the majority of parents who attend have deaf or hearing impaired children, some parents of hearing children go to learn BSL in order to practise and support their hearing child with their own BSL learning. The class has undoubtedly had a positive impact on hearing parents of deaf children and has greatly improved communication between them. A few of the parents are now even using their newly

acquired language skills in the community and in the workplace!

Alison Irvine, Headteacher at Moorfoot states: "Our parents have well and truly embraced BSL at our Friday afternoon club. Many have been encouraged to take part by the enthusiasm of pupils taking signing home and sharing their learning. As well as skills being developed at the club, friendships have also been made with one parent informing me 'it is the highlight of my week'."

"This initiative will certainly be continued in the future and hopefully extended to meet the requests of those families who cannot attend during the day. We are happy to say we have a waiting list!"

Karen Faulds, SCILT

Scotland Loves Languages: A celebration of success

Language leaders and local authority development officers joined representatives from national education organisations for a day-long event on 25 February 2020 to share the latest information on language learning in Scotland and to celebrate creative and innovative successes in language teaching.

The event, 'Scotland Loves Languages: A celebration of success' was held at SCILT's home in The Ramshorn. Delegates received an overview from Education Scotland on the position nationally of languages in the primary and secondary sectors and an update on the implementation of 'Language learning in Scotland: A 1+2 approach'. Delegates also heard analysis on uptake and attainment in languages, with a focus on data from the Scottish Qualifications Authority (SQA). Speakers

included representatives from Education Scotland, Scotdec, SQA and the University of Strathclyde.

Feedback from delegates has been positive. One said: "[It was] enlightening to hear of developments across language learning and with the implementation of policy. [There were] plenty of ideas to cascade and disseminate to my schools. [It was] very useful to hear the present position of the 1+2 policy."

Fhiona Mackay, Director of SCILT, stated: "Language learning enriches lives and opens doors to opportunities. It encourages our youngsters to be curious about the world, widens horizons and develops understanding of other people, cultures, traditions and ways of life. Through learning other languages, we also develop a deeper



understanding of our mother tongues and a greater appreciation of our own heritage. In other words, language learning builds tolerance and cohesion by giving us a way of recognising our similarities while celebrating what makes us different and unique. In short, it makes us citizens of the world."

The event marked the annual celebration of languages, 'Languages Week Scotland'. This week of events and activities in schools around the country highlights the wide range of languages learned and spoken in Scotland.

Sarah Macfarlane, SCILT

Scottish Languages Employability Award

The Scottish Languages Employability Award (SLEA) is gaining momentum throughout this academic session, with many schools aiming to submit their application in May 2020.

The SLEA is awarded to schools who can demonstrate a commitment to developing young people's understanding of the world of work, and specifically the importance of language learning within it.

Schools from our pilot phase gained their awards through a variety of activities such as:

- careers events
- partnerships with commercial companies and businesses
- activities which make use of outside agencies like universities, cultural institutions and individuals
- working with a local business partner on a longer-term project
- joint projects and activities across a cluster or learning community

Awards are given for single projects, and for schools who have multiple activities and projects running: as long as there is a strong language element, your school could be eligible. Schools should collect evidence of the work they have been doing and submit to SCILT for verification. There are guidelines available on our website to help, and our Professional Development Officers are always happy to answer any queries you might have.

For inspiration, why not check out the [SLEA case studies](#) on our website? You can watch video interviews with award-winning schools, hear from teachers involved and meet learners who have benefitted from language learning in an employability context.

Lisa Hanna, SCILT



**SCOTTISH
LANGUAGES
EMPLOYABILITY
AWARD**
DUAIS FASTADH
CANAINEAN NA H-ALBA



News from local authorities

123 Oui just got BIGGER!

Following the success of our six-week French initiative '123 Oui' at Lawthorn Primary in Irvine, their Early Years Centre have now actively linked up with their eTwinning partner school in Voisins, France.



Pupils, staff and parents were delighted to receive 'Culture in a box' from Ecole Maternelle Les Pépinières. Great excitement mounted as everyone was introduced to 'Nounours' the bear, a cuddly Eiffel Tower in the colours of the French flag, some French cookies, postcards and books about Voisins and the surrounding area.

Sometime in the future, our Scottish families look forward to taking photos of Nounours in different locations around the school eg classe, cour de récréation, salle de jeux.

Staff confidence is high on the back of '123 Oui' and they have already begun collating items for our 'Scottish culture in a box'. This will of course include



a wee bit o' Burns, given our Ayrshire connection.

Headteachers Sandie Grossart and Zeina Homski see this as a great opportunity to begin a bilingual initiative which will eventually cascade into the wider school community and help create a positive, meaningful teaching and learning environment for languages.

Watch this space! Regardez cet espace!

Angela Noble, North Ayrshire

Bridget's v Burgos - burgers and bowling bonanza

Recently, a highly excited group of 27 P6 and P7 pupils from St Bridget's Primary in Kilbirnie, North Ayrshire travelled to Edinburgh to meet up with a large group of Spanish children from CEIP Río Arlanzón in Burgos. We have had a strong partnership with this school over the past few years. Our pupils have been learning Spanish since P1 and are very enthusiastic about language learning;

some have recently participated in the annual entertaining Euroquiz, hosted by our very own Headteacher, Mr Hopkins.

Although feeling a bit nervous, our 'alumnos' were looking forward to having the opportunity to put their Spanish to the test! Mr Coyle, our Depute Headteacher, arranged for us all to play ten pin bowling together. Pupils interacted extremely well in



teams, and within a short time they were chatting away happily together and having great fun.

This real-life situation highlighted to our pupils the huge importance of learning languages and of being able to communicate with others. The children spent a wonderful afternoon together, which I am sure they will cherish forever.

When it was time to say adios the children felt a bit emotional, however they certainly hope to keep in touch.

Louise McVeigh, St Bridget's Primary School



French lunchtime club

Children in P4 to P7 at Dunbar Primary School are offered the opportunity to attend a French culture and festivals lunchtime club.

Over the last six weeks the children have learned about la Fête des Rois and tasted la galette.

They have explored the map of France l'hexagone and why France is famous for its gastronomy. The children tasted brie and Roquefort cheeses. Later, comparisons were made between La Chandeleur and Shrove Tuesday and we just had to have some crêpes!

The lunchtime club was a fantastic opportunity for the children to set their language learning in a wider cultural context and practise with learners from other year stages.

Their enthusiasm for exploring and contrasting Scottish and French culture and traditions was fantastic.

Lucy Hare, Dunbar Primary School



Higher French debating

Arguing in English is one thing, but have you ever tried debating in another language? It's more than just forming your argument, you have to make yourself clear in a language that isn't your mother tongue. So, when our French teacher mentioned doing a French debate, we were nervous. It sounded daunting, but we agreed. We knew that this would be a challenge for our language skills and we wanted to work hard to benefit from the experience.

Our first job was planning; deciding on the best points to support our stance. My team was debating that family is more important than friends. This topic might be difficult to debate in English, let alone in French. As well as this, I have always found French pronunciation difficult but we knew we needed perfect pronunciation if we wanted to win. We spent time rehearsing and repeating everything until we almost sounded like native French speakers.

It can be stressful enough to stand in front of an audience and speak, so when standing in front of an audience and speaking a language you're not fluent in, it becomes a lot more stressful. However, the debate itself ran smoothly and at the end, it didn't seem as if it had been as daunting as we were expecting.

We didn't win, but it wasn't the winning that mattered. It was the taking part. The other team had more detailed arguments and they spoke practically fluently. We came away from the experience with a sense of pride. The comments from the judges had both praised us and also helped us find ways to improve.

Overall, I would definitely say that the experience was worth it and now I am certain that it is the thing I want to study at university.

Sophie Hatrick, S5 pupil, Aberdeen Grammar School

Innellan Primary School French club

Innellan Primary School is a village school of 32 pupils on the Cowal Coast in Argyll. French is our L2, and the pupils have been learning it for three years in weekly lessons. This year our school wanted to offer more opportunities for family learning, so the idea for an after-school French club was born. We have 23 participants each Thursday afternoon for an hour, made up of pupils, siblings, parents and grandparents. I run the club with the assistance of my daughter who is currently studying Advanced Higher French in S6, as I am not a native speaker and still learning French myself.

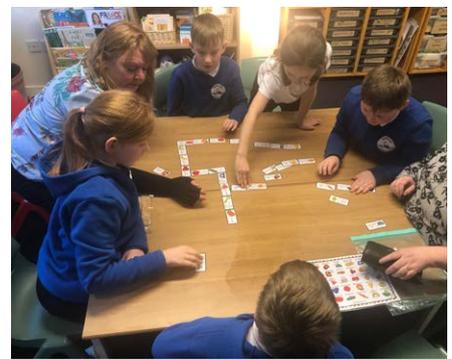
Each week we cover a range of topics, from greetings, to numbers, to food and lots in between. Our sessions usually start with the introduction of the new vocabulary in the form of flashcards or a song and we go on to play games and also read stories in French that reinforce the key vocabulary. In our session we

share le goûter, the French tradition of an after-school snack. Our le goûter is always French themed, and has become a favourite for pupils and parents!

A popular French club session this year has been cheese tasting. The group had the opportunity to try five different cheeses from different regions of France. At the beginning of the session the group was introduced to French vocabulary to describe tastes and textures which they were encouraged to use with each cheese. This session was also a great opportunity to include a cultural element through an introduction to each of the regions that the cheeses originated from.

Our French club has been a successful addition to our school and I would highly encourage others to consider an after-school language club.

Gina Nitschke, Innellan Primary School



International projects at Law Primary School



Law Primary School in South Lanarkshire has been working on a number of international projects.

We have taken part in an eTwinning project called 'Festive Wishes' in which we sent festive cards to different European Schools. We learned about each country's culture and how to say Merry Christmas in each other's' mother tongues.

We have recently established a pen pal partnership with a school in Orosio, Spain which will allow us to learn more about Spanish culture as well as to use our Spanish vocabulary in a real and relevant context.

We have a partnership with our local high school's modern languages staff to involve our Law Primary pupils in a mental health project with senior pupils and pupils from a school in Spain. We will share our findings and will eventually host the Spanish pupils at Law Primary. Our P7s are looking forward to some transition visits with the high school as well as a Spanish transition project.

As a result of all our international work we have been awarded an International School Award Foundation Level certificate from the British Council. All of this international exposure has allowed Law Primary children to become better global citizens as they learn about the wider world around them, respect

diversity in others, and know that our choices and actions may have an effect on people and communities locally as well as internationally.

Chelsea Snobel, Law Primary School



Languages Week Scotland at Renfrew High School

We had lots of fun celebrating our first Languages Week Scotland in Renfrew High School and were thrilled to win one of three community awards given by Renfrewshire Council.

There were activities running for each year group and also drop-in language clubs for both pupils and staff:

- S1 took part in a modern languages interclass quiz with 1T1 being the winners
- S2 pupils made crêpes in our Home Economics kitchen
- S3 Spanish pupils visited Malaga Tapas for tapas and churros and S3 French pupils took part in a French treasure hunt in the theatre
- S4/5/6 French and Spanish pupils watched a film in a language they are learning

- S5/6 Higher French pupils organised a P7 cluster primary event – there were seven stations for pupils to experience, including decorating French flag biscuits, French bingo, and tasting some croissants and pain au chocolat

Some of the pupils commented:

- “I loved making the crêpes, I’ve even tried making these at home for my mum!”
- “I really enjoyed the tapas trip as it’s not somewhere I would normally eat - I was surprised that I liked the paella and pinchos de pollo so much”
- “I was a bit scared of coming to the high school but the senior pupils were lovely and I enjoyed all of the activities”



Utilising learner led approaches has empowered our senior pupils and given them the confidence to plan and take forward future initiatives. We were so happy to see all our pupils engaged in the activities we provided and sharing our passion for languages.

Fiona Bewick, Renfrew High School

Language Week Scotland in West Lothian

West Lothian enjoyed sharing our love of languages during Languages Week Scotland at the beginning of February. Schools were free to promote their love of languages in any way they liked.

At Balbardie Primary in Bathgate all stages were given some ideas which allowed pupils and teachers alike to showcase their learning. P1 worked alongside the upper school language ambassadors to promote French. P2 and P3 focused on the topic of animals, doing a variety of role plays and playing a selection of games. P4 decided on their favourite French word and its meaning. P5 focussed on their favourite place to read different languages and P6 looked at celebrities. Finally, P7 researched ways of saying “hello” in as many different languages as possible. There were lots of exciting tweets throughout the week.

West Calder High School put on a fabulous Scotland Loves Languages Big Breakfast Quiz bringing P7s from cluster primaries and S3 pupils together for a French breakfast and pub quiz. The pain au chocolat went down a treat!

In Croftmalloch Primary School in Whitburn teachers and staff celebrated the diversity and love of languages with a whole school assembly. After this, all staff wore badges from different countries around the world and greeted their classes in a language from that country for the rest of the week. Do you know which language “moi moi” is a greeting in? If you come to Croftmalloch, you should ask our P3s!

Kate Findlater, West Lothian



Mind yourself

In Carluke High School we are delighted to have been successfully awarded Erasmus+ funding for our partnership project with Institut Francesc Ferrer i Guàrdia in Barcelona. We have provided teams of pupils aged 13-15 with an exciting leadership opportunity based around learning about and sharing strategies to improve mental and physical wellbeing. Through eTwinning, and spending time together during biannual school visits, our teams will participate in and lead activities for their peers with the aim of promoting positivity and improving wellbeing in their school communities.

The following article was written by our 'Mind Yourself!' Scotland press team.

**Emma Drennan and Alan Sinclair,
Carluke High School**

We're very glad we got into the Erasmus+ team, and as this project would involve us representing the school in Scotland

and in Spain the role involves a lot of responsibility. Our initial application could be submitted as a written document, a poster or a video. We were then interviewed by our Headteacher Mr Duffy and Paula McGuire who is an adventurer, writer, speaker and life coach with an inspiring life story.

We first met the Spanish team in January and were very excited to share the fun and healthy activities we had planned: going on a walk in Calderglen Country Park; cooking lentil soup in Home Economics; an art therapy session with The Teapot Trust and ceilidh dancing. Since this project aims to try and improve mental health across our communities in Europe, doing things that are unique to our culture only felt right.

Before we met them we were very nervous but after a few ice breakers we were more confident. It also helped us warm up our language skills!

They really seemed to enjoy the ceilidh dancing. Everyone was so smiley and happy during the whole dance and it was really fun doing progressive dances. It was great when other PE classes got

involved and we all had a chance to mix with each other.

It was interesting to see all the things they were amazed by – for example our football pitch and Home Economics department! We hope they learned a lot about our culture and language, as well as ways of keeping our minds and bodies healthy. We are now going to share these experiences with our peers and communities.

Catriona, Abigail, Kenzie, Courtney, Aiden, Joey and Hollie, Carluke High School



S2 Business Brunch

S2 pupils from secondary schools across Stirling local authority had the opportunity to attend a Business Brunch event at the Engine Shed in Stirling.

The event commenced with keynote speaker Bryan McKean, ex-pupil of Wallace High in Stirling, delivering an inspirational talk to the S2 group about the power of languages. He explained how his disengagement with language learning at school left him at a disadvantage when he went to China as he quickly realised that he was unable to communicate. From that experience, Bryan has since embraced language learning and explains the impact that it has had on his life. His key message to the pupils is to explore opportunities to

connect with people through languages as understanding other languages will broaden horizons and increase one's scope.

The event was staged with a variety of partners to showcase the benefits of language learning and how they connect to the world of work. It provided the young people with the opportunity to attend workshops with Skills Development Scotland and legal firm Brodies where information was provided on how language skills can be relevant in the workplace. The young people also had the opportunity to meet and engage with various organisations in the marketplace area where exhibitors could provide first-hand experience of how knowledge of languages is useful and significant within their organisation. These partners included The Royal Air Force, SCILT/CISS, Historic Environment Scotland and The National Trust for

Scotland (The Battle of Bannockburn). The pupils showed a genuine interest in languages and were keen to develop their understanding of languages being used in the workplace whether at home or abroad.

Karen Faulds, SCILT



St Thomas' Chinese New Year extravaganza 2020

St Thomas of Aquin's RC High School in Edinburgh has a unique connection with many different countries across the world. The school has built strong relationships with institutions in China. These connections are vital to the school's positive ethos, and provide unique and rare opportunities for students and teachers. In past years, St Thomas' has run trips to Tianjin and Beijing. Pupils on these trips were given the unique opportunity to gain a new insight into Chinese culture, traditions and learning Mandarin. Mandarin is becoming increasingly acknowledged as an important language for the future of our world, and there is a growing appreciation of the importance of cultural understanding.

As part of St Thomas' partnership with China, there is an annual celebration of the Chinese Lunar New Year. The celebration takes place within the school, and consists of a variety of workshops provided by visitors from the University of Edinburgh's Confucius Institute. An iconic dragon parade takes place through the corridors of the school where pupils get the chance to play traditional Chinese music on drums and be the body of the

symbolic Chinese dragon. Other pupils participate with Chinese rattles, flags and other Chinese symbols.

The workshops included in the celebration educate pupils on traditional Chinese culture and Chinese customs that originate from the celebration of Lunar New Year. This year, S1 and S4 modern languages pupils were delighted to take part in workshops which included a Mandarin language taster, traditional Chinese paper cutting and ancient shuttle cock games. We also learned about customs such as the giving of the red envelopes.

In the evaluation of this celebration pupils made many positive comments:

- "I really enjoyed the celebration because it incorporated both a different language and culture"
- "All the workshops were very interesting, fun and carried out by native Chinese speakers that brought their country's traditions and skills to our classroom"
- "I had a great time doing the parade because it was fun to see everyone else round the school laughing and enjoying themselves"



I am sure many pupils at St Thomas' can't wait for February next year to take part in this celebration once again.

Benjamin MacKay, S4 pupil, St Thomas of Aquin's High School



News from our partners

A new creative puppetry programme for language learning

Tania Czajka, Artistic Director and founder of Le Petit Monde puppet theatre company, is currently studying towards a Masters in Education (Learning and Teaching in Performing Arts) at the Royal Conservatoire of Scotland.

Combining her performance and craft skills with her extensive early years practitioner experience, her aim is to create tools that could facilitate language learning and teaching through puppetry.



Puppets are already used by many teachers in language classes and are renowned for their power in helping children communicate and use the taught language in fun ways.

Tania proposes a slightly different approach, as the children and their teachers could:

- be engaged in writing a bilingual story or script
- make their own puppets
- perform a small show

Tania is looking forward to developing a realistic and inspiring programme that would support teachers in their early years classrooms and would help children develop their social and emotional as well as language and literacy skills.

To this end, she plans to work with a school for her final year project in 2020/21.

In order to create solid foundations for such a programme – which could extend to learning English as an additional language – she will also seek teachers' thoughts and views.

Should you be interested in her work, you can get in touch with Tania directly [via email](#) or on [Le Petit Monde website](#).

Tania Czajka, Le Petit Monde

Euroquiz

6 pupils across Scotland have been taking part in Euroquiz heats again this year, with more than 430 schools signing up to take part.

Working closely with Scottish Government and Education Scotland we have enhanced the language round to help raise enthusiasm for languages among pupils, allowing them to really showcase their learning. The new format includes:

- An increased number of language questions overall
- The addition of a reading exercise to compliment the listening questions
- A new video format for native speaker recordings

Scores in the language round have been higher than ever, and we are delighted to see pupils excelling in their language learning.

Jane Byers, SEET



Gaelic comics in Callander

Abheil Gàidhlig agaibh? Do you speak Gaelic? If you're looking for a fun way to learn some Gaelic, Callander's Landscape has launched a brand-new bilingual comic – made with local primary schools – which celebrates and reinterprets Gaelic legends!

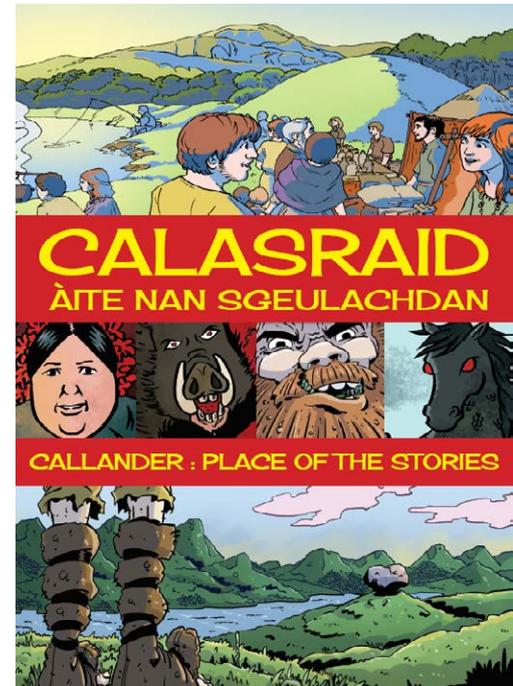
People from Callander still speak of the frightening each-uisge (water horse) living in Loch Venachar and a huge clan battle started by someone being slapped in the face with a salmon! We wanted to retell these lively traditional stories with primary school children to help them learn some Gaelic and bring them closer to their local heritage.

In September 2019 Magic Torch Comics, a social enterprise from Inverclyde who work with comics to improve literacy, delivered a series of workshops with Callander Primary School and Riverside Primary School in Stirling. Pupils from P6 and P7 classes got involved in choosing stories, designing characters and writing dialogue, all the while learning Gaelic words, phrases, and sound-effects.

Armed with all of the pupils' imaginative ideas, the script-writers and artists at Magic Torch Comics worked tirelessly over the next few months to design the finished comic. On Thursday 5 March 2020, World Book Day, the comic – entitled 'Calasraid: Àite nan Sgeulachdan' ('Callander: Place of the Stories') – was released!

All of the characters in the stories speak in Gaelic to reflect the linguistic heritage of Callander. We made the decision to include simultaneous English translations of the Gaelic in the speech bubbles to support language learning. The narrator, Ceat Mhòr (Big Kate), was the perfect choice for this role given she was a Gaelic speaker and a keen storyteller from the Callander area in the 1800s.

The children were instrumental in shaping the storylines. For example, we originally had two stories about two different local giants: one was a good guy and the other a baddie. The pupils suggested we combine the stories together to create one narrative following the good giant's descent into evil after his fame goes to his head. A moral lesson for us all!



You can read the comic online on the [Callander's Landscape website](#).

Dr Ross Crawford, Callander's Landscape



German Day – teacher training at the Goethe-Institut

Around 40 German teachers met for the „Fachtag Deutsch“ teacher training on 1 February at the Goethe-Institut in Glasgow. Dealing with various aspects of teaching German as an additional language, the training provided teachers with many ideas for their lessons.

German teachers David Summerville from Hamilton College and Kirsten Herbst-Gray from Langholm Academy gave presentations with applicable and exemplary advice for teaching Advanced Higher German and Higher German, leaving the teacher with positive and concrete ideas on how to teach these courses successfully. Louise Glen, Senior Education Officer from Education

Scotland, spoke about the situation of German in Scottish schools in the light of the 1+2 Approach as well as on uptake and SQA exam results.

The Goethe-Institut's own teacher Anke Hilt gave a great hands-on approach of the didacticisation for the German film, Hörður, and Dr Sabine Schlüter, head of the Goethe-Institut's language department, talked about the Institut's latest projects and materials that could be useful for German teachers and their lessons.

In addition to the presentations, the teachers enjoyed a delicious lunch provided by the Goethe-Institut while having the chance to get to know each



other and exchange views on German teaching.

The Goethe-Institut received excellent feedback for the training and is happy to have made a helpful contribution to the daily work of Scotland's German teachers. Following this, the Institut's team is currently organising another training later this year.

Nora Segtrop, Goethe-Institut

LFEE Europe and PowerLanguage updates

PowerLanguage news

In the last few months, working in partnership with the PanTayside 1+2 team, we have developed a new French transition course to encourage senior pupils to visit primary schools to work with P7 pupils.

There are 3 parts to the course:

1. Secondary pupils develop their language and methodology skills before visiting a P7 class. We have produced animations and online activities to support their learning.
2. Downloadable resources have been provided to help secondary pupils deliver four face-to-face lessons in the feeder schools – supported by the P7 class teacher.
3. Secondary schools also have the option to support senior pupils with volunteering hours, as needed by some SQA volunteering courses, Duke of Edinburgh or Saltire awards, and can be considered as work experience for a DYW project.

The course can also be used independently by P7 teachers to deliver a refresher course in French language skills. Additionally it can be used as a supportive transition project in preparation for S1, especially if S5 pupils are involved.

This exciting project was initiated by Angus Council where it is currently being piloted.

More information will be available soon on the [PowerLanguage website](#).

Elapse

LFEE is the lead organisation in a 2-year European KA2 project called Elapse. Follow us on Twitter [@EUelapse](#) or [watch this short animation](#) to find out more. After the summer, there will be CLIL resources available to all teachers in French, Spanish, German and English. We aim to support upper primary / lower

secondary practitioners implement a cross-curricular approach to language learning and teaching.

Details of the big launch in Scotland will be announced soon, watch this space!

Please contact us for any further information by email or [visit the LFEE website](#).

Richard Tallaron, LFEE Europe / PowerLanguage



Modern Language Assistants programme

Language Assistants bring the world into your classroom and offer language learners the chance to not only improve their language skills but also develop their intercultural awareness. An increasing number of higher education institutions are also employing language assistants to support students' language ambitions.

Westhill Academy in Aberdeenshire, Laxdale Primary School in Western Isles and Rosshall Academy in Glasgow have recently been the stars in the production of a new Language Assistants video which will showcase the programme's benefits. Many thanks to Sylvia Georgin at Aberdeenshire Council, Mary Clare Ferguson at

Western Isles Council and Gillian Campbell-Thow at Glasgow City Council as well as the staff and young people who participated in the filming. Watch this space for the premiere of the films.

Gerry McIntosh, British Council

News from the Education Scotland modern languages team

The modern languages team at Education Scotland has been as busy as ever since the start of the year. Although now organised into regional teams, the languages team continues to work with and support all 32 local authorities across the country in taking the next steps in implementation of policy in assessment, moderation and benchmarking.

Hosting the Languages Week Scotland showcase event at the Scottish Parliament on 4 February with the Deputy First Minister was a highlight and we welcomed staff and pupils from Neilston and Madras learning community, Portobello High School, the Royal High Primary School and St Roch's Secondary School to share their language learning journeys. We even had a theme song for our 1+2 policy!

As a team, we work closely with the cultural organisations and recently had the pleasure of being part of the judging panel for the annual Francophonie competition at the Institut Français – winning schools are still to be informed as we go to press, suffice it to say that the standards were very high!

February also saw Louise Glen present at the German Teachers' Day at the Goethe Institut on the place of German in the languages landscape. Louise was also delighted to take part in a question and answer session with this

year's cohort of PGDE students at the University of Strathclyde on all things teaching and learning as they embark on their final placements in schools.

We are grateful to our colleagues at SCILT for the opportunity to give updates on the implementation of the 1+2 policy at the knowledge exchange event on 25 February. Shona Hugh led the round table discussions, tackling

some of the 'wicked issues' such as 'competing priorities', 'measuring impact' and 'teacher confidence' which were lively and productive. Across in Edinburgh on the same day, Louise presented an overview of language policy and the place of Polish to the Polish Cross Party Parliamentary Group at Holyrood.

Shona Hugh, Education Scotland



Our World

Our World has invited schools from all over Scotland to take part in its annual film making project. The pupils' films, based around themes of Global Citizenship, saw over 70 pupils applying their knowledge of a huge variety of languages. This year we had increased entries using Gaelic and BSL, as well as entries in Arabic, Polish, German, French and Spanish to add a multilingual element to their topical films.

We have been enthused by the talents of the pupils that have entered Our World, and their ability to tell clear and interesting stories, but also edit and piece together their films. Next year, the themes will be centred around the Sustainable Development Goals, so SEET are excited to see what ideas that will inspire!

Jane Byers, SEET



The Goethe-Institut and Olafur Eliasson at Gartcosh Primary School

On 20 January Dr Sabine Schlüter and Nora Segtrop from the Goethe-Institut joined pupils of Gartcosh Primary School for a very special project. With the Goethe-Institut's help in hosting workshops across the EU, the artist Olafur Eliasson wants children from all over Europe to create the early stages of the artwork for 'Your NOW is my Future [WT]!' on the occasion of the German Presidency of the Council of the European Union this year.

On a grey Monday morning, the nine German language ambassadors of Gartcosh came together and talked about their lives, their environment, threats to it and how they can have an impact on the world they live in. Taking this into account, they then created collages of nature-saving superheroes, assisted by the Goethe-Institut's representatives and Ms Rachel Neilly, the school's dedicated German teacher. Mr Eliasson and his team provided the workshop with a variety of snippets which the students could use for the design of their superheroes. The children came up with characters like Animal Saver, Tree Man, Ocean Saver, or Recycling Man, all great contenders for saving our planet.

The pupils were proud to be the only Scottish participants contributing to this international creative process and certainly did an excellent job with their ideas and work!

Nora Segtrop, Goethe-Institut



Languages beyond school

Languages and International Relations



My name is Ruaridh and I'm a recent graduate in Arabic and International Relations from the University of St Andrews.

What languages have you learned?

I first developed a passion for language learning at school after electing to study both Spanish and French.

I found learning both languages at the same time to be of great value and enjoyed learning and discovering the similarities and connections between the two, which helped me to progress more quickly and gain a deeper understanding of the intricacies of the languages.

I studied both Spanish and French for the remainder of school. However, upon leaving school, I decided to try and learn another language. I continued

studying Spanish during my junior honours years at university and I also began learning Arabic.

From the outset, learning Arabic was starkly different to my experience studying French and Spanish. French and Spanish appeared to come quite naturally to me whereas, at the beginning, Arabic was a constant struggle. However, after studying Arabic for two years, I was lucky enough to have the opportunity in my third year to study Arabic abroad at Qatar University for a semester. The course was very intensive and from early on was immersive with most of the classes being conducted solely in Arabic. This was a steep learning curve. However, as the semester progressed, my Arabic improved substantially.

Upon returning from Qatar, I continued studying Arabic for the remainder of

my degree and my learning is still very much in progress.

How have language skills helped you so far?

With only having recently graduated and my career still ahead of me, I think the greatest benefit of having studied languages so far has been the experiences I've had and people I have met. Living and studying in Qatar, I gained friends from around the world and had truly unforgettable experiences that wouldn't have been possible without the language skills I possessed. Language skills allow you to meet and integrate with local people and understand their culture in a way that simply isn't possible without knowledge of their language. From renting 4x4s and driving through the desert in the middle of the night, to experiencing sunrise over the dunes with local friends, to attending traditional Majlis, language skills gave me the opportunity to experience things that wouldn't have been possible otherwise.

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

I have always wanted to join the Royal Marines and language learning has, from the outset, been a part of my plan to achieve that goal. In the international setting in which Marines operate and in their recent operations and training in Afghanistan and the wider Middle East, I believe that having a knowledge of languages, and Arabic specifically, would be immensely beneficial.

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

I would say to anyone looking to learn a language to just give it a go and stick with it. I think it's important to not worry about being perfect and just to use the language as often and in as many different forms as possible. For those looking to study abroad, I would simply say, do it. My time studying abroad was the best experience of my life and I would do it again in a heartbeat.

SCILT staff

SCILT/CISS Communications and Events Interns

SCILT and CISS recently appointed two University of Strathclyde students as Communications and Events Interns. Nathan Epemolu and Max McAllan have joined our team for a fixed-term period. It is an unrivalled opportunity for them to develop their skills and gain experience in a communications and events environment. They are responsible for providing effective social media and event support for the CISS and The Ramshorn events teams.



Nathan Epemolu

Nathan was a former Tianjin Scholar, part of the 2016-2017 cohort, and started his Mandarin learning journey towards the end of high school in South Lanarkshire. He progressed through the pupil immersion course and then the scholarship and has become a member of the CISS Alumni Committee. Nathan attributes some significant highlights to his connection with CISS, such as performing a flag ceremony for Scottish First Minister Nicola Sturgeon in Beijing and speaking at the building launch of The Ramshorn.

Currently in his third year of a joint Master's degree in International Business and French, Nathan enjoys a range of hobbies such as jazz drumming and singing, public speaking, listening to music and bodyweight exercise.

"Learning languages has helped me see how unique we all are and given me a chance to learn about other cultures. But almost more importantly it has allowed me to see that we are all humans and this has helped to break down any us/them-related ideas that I may have had if I only spoke my native tongue."



Max McAllan

Max is a current second year student at the University of Strathclyde studying biochemistry and microbiology. He is a former scholar having studied Chinese at Tianjin Foreign Studies University in 2017.

Outside work, Max has a keen interest in skiing, film and water sports. He continues his study of Mandarin, attending weekly classes.

Having visited China many times and volunteered at a summer camp for three months, Max has developed a love of Chinese language and culture. As a member of CISS Alumni, Max is keen to continue to build upon already strong links between Scotland and China.

"Learning a language is the best way to immerse yourself in the culture of another country. Studying Chinese and gaining the ability to talk to Chinese people has given me many opportunities to experience a Chinese way of life. Through studying such a different language to my own and experiencing a life different to my own I have been able to reflect on my own culture whilst broadening my international outlook."

Contact Us

SCILT
The Ramshorn
98 Ingram Street
University of Strathclyde
Glasgow G1 1EX
Tel: 0141 444 8163
Email: scilt@strath.ac.uk

www.scilt.org.uk

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

