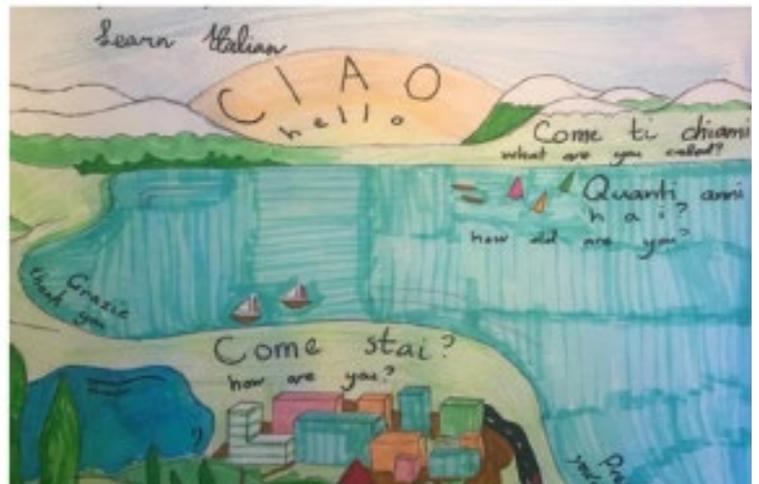


Scotland's National Centre for Languages Newsletter



Languages Week Scotland 2021



Welcome to the SCILT newsletter

Editorial

Welcome to the Spring/Summer 2021 edition of the SCILT newsletter. While it is true that our lives – both professional and personal – have been transformed over the last year, no one could ever accuse Scotland's languages community of being short of vision, ambition, and determination to succeed. In fact, the articles in this newsletter provide proof for the assertion that language skills develop life-long resilience, adaptability and flexibility in those who embrace them. Not only have we refused to allow language learning in our classrooms to be curtailed by the Covid-19 crisis, but we have also discovered new ways of ensuring Scotland's youngsters continue to engage globally. This newsletter demonstrates how as a community we have used technology creatively, not as an alternative for good classroom teaching, but as an enhancement to keep our youngsters engaged and motivated and most importantly learning throughout this unprecedented disruption in our lives. Technology will never take the place of a good teacher, but these articles witness that, in the right hands, it is a powerful tool that has allowed us to do what would have been impossible only a few years ago. The learning curve has been steep and none of us would have chosen the circumstances we have found ourselves in, but we have learned, and our practice has transformed as a result. The last year has – like our colleagues in the medical profession – propelled us into the future. Things will never be quite the same because now we have new skills, new experience to draw on and new ideas to share.

The team here at SCILT has been privileged to stand with the languages community throughout the pandemic. We have strived to offer support to Scotland's languages educators by providing our live-streamed language

classes with our partners at e-Sgoil and offering a variety of professional learning opportunities, knowledge exchange events, competitions and publications. In this way, we hope that we have contributed to the massive national effort that has kept our schools at the centre of Scotland's communities and kept our youngsters safe, happy and learning. It is testament to the profession that engagement with SCILT's activities has been unprecedentedly high. More of you than ever before have booked our workshops, entered our competitions, attended our conferences, visited sections of our website and dropped into our bitesize discussions. Even throughout the long, dark winter lockdown, practitioners from all sectors dedicated themselves to finding new ways of doing things and, when they found something that worked, shared that with others. Time and time again, colleagues at SCILT were astounded and humbled by your determination to put learning first.

Better days are coming, of that we can be certain. When we emerge out of this, the landscape will not be the same as how we left it in March 2020. What we have learned cannot be unlearned and nor should it be. As a community, we will be able to hold our heads high in the knowledge that, thanks to our efforts over this difficult time, we have all the skills and attributes to make language learning a vibrant and exciting central component of a curriculum fit for the 21st century. Your friends here at SCILT salute each and every one of you!

With very best wishes,



Fhiona Mackay, Director

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SCILT/CISS staff

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



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

SCILT News

Languages in lockdown – part deux!

In the last newsletter, we reported on the work that SCILT and its associates had done in partnership with e-Sgoil, delivering a range of live online classes to support and encourage language learning during the first lockdown period.

Since then, we have continued to support e-Sgoil's National e-Learning Offer in French and Spanish, and to offer online live-streamed Mandarin classes in the form of a 10-week L3 primary BGE course, and pilot NQ classes at National 4 and National 5 levels.

For the National e-Learning Offer, we provided support at the start of the current lockdown by offering a 4-week block of daytime classes at National 4, National 5 and Higher levels in both French and Spanish, with the aim of

supporting and complementing the existing high-quality provision from schools. These were well received by those who attended, and for us it was great to meet with fantastic young people from all around the country. We have been offering weekly evening study support classes at Advanced Higher level in French and Spanish since October, and these have similarly been a great experience for us. The quality of dedication, enthusiasm and language skills that we have seen in these young people has been hugely impressive, and is a great testimony and credit to the work of all their teachers. The successful pilot of the online, live-streamed Mandarin classes at BGE and NQ level this year is now leading to a national offer of introductory classes for BGE primary and secondary pupils, as



well as an enhanced NQ offer to provide classes from a GTCS-qualified teacher of Mandarin at National 4, National 5 and Higher levels. We are excited to continue to support the languages community in Scotland in these ways.

Sheena Bell, SCILT

Live and on demand professional learning

Between September 2020 and May 2021 SCILT ran a series of themed on demand and live professional learning. Given the demands of the past year, many of the asynchronous bitesize and live drop-ins have seen good uptake in terms of attendee numbers and geographic spread.

The series was bookended by cross-sector themes: lessons learned from lockdown in September 2020 and parental engagement and family learning in May 2021. In between times came two secondary specific themes – gathering robust evidence, employability – and two primary specific themes – interdisciplinary language learning and cultural contexts for language learning.

The bitesize stimuli included film clips, padlet boards, websites and blog posts and were always accompanied by reflective questions to deliberately provoke thinking. The drop-in sessions have been informal opportunities to

learn from and with others. Sometimes led by invited guests, always hosted by a SCILT Professional Development Officer on Zoom.

Right now, our Professional Development Team is in the process of designing the new professional learning

offer for 2021-22. We will be issuing more invitations to bitesize and drop-ins next year. If there is a particular theme you would like to see included, please tag [@scottishcilt](https://twitter.com/scottishcilt) on Twitter or email SCILT.

Lynne Jones, SCILT



Making space for languages

On Thursday 1 October SCILT hosted 'Making Space for Languages', an online event designed for representatives from across the education sector to showcase the vital importance of developing language and intercultural skills in the workforce of the future.

Fhiona Mackay, Director of SCILT, opened the event by welcoming delegates from a number of European countries. A stirring keynote speech was delivered by Laurence Findlay, Director of Education and Children's Services for Aberdeenshire Council, and himself a former secondary teacher of French and German. Laurence passionately described how the study of languages enabled him to develop many of the skills and attributes which are vital in his current executive role. He pinpointed good communication, teamwork, textual analysis, social awareness and interpreting and understanding the views of others as vital professional skills which he developed as a student of languages. These, he argued, will be equally important for young people in the years ahead, and will benefit society, the economy and our status on the global stage.

The central part of the event consisted of a Q&A session, exploring the relevance of languages to a range of disciplines and chaired by Sheena Bell, Professional Development Officer at SCILT. The panellists were: Dr Drew Inglis, Consultant in Critical Care at NHS Glasgow and Honorary Clinical Senior Lecturer at the University of Glasgow; Professor Paul James Cardwell, School of Law, University of Strathclyde; Claire McNally, Head Teacher at St Thomas Aquinas Secondary School, Glasgow; Nicola Sutherland, Senior Careers and Employability Consultant, University of Strathclyde; and Thomas Chaurin, Director of Languages for All, University of Edinburgh. The recording of this session, accessible via the online toolkit, is a must-watch for anyone who doubts the vital importance of language and intercultural skills to a broad range of careers.

Following a series of break-out discussions, facilitated by academics from Law, Business, Engineering and Humanities, Dr Paul Hare, Professional Development Officer at SCILT, launched the online toolkit created to assist education professionals in accessing information and resources on the importance of languages to the curriculum. Next on the agenda were two presentations from our Erasmus+ partner organisations in Norway and Denmark, in which colleagues outlined the challenges their nations face in making space for languages other than English within their education systems, as well as describing current initiatives aimed at increasing choice and uptake.

A stimulating and thought-provoking morning was brought to a close by Louise Glen, Senior Education Officer for Languages at Education Scotland. Reflecting on her own experience as a teacher, she recalled how language learning gave her pupils

a door into a new world by offering them a first opportunity to embrace other cultures, while also improving their own self-awareness and their sense of place in the world. Louise concluded by highlighting that the 1+2 policy in Scotland is designed to enshrine the entitlement of language learning, and to ensure that these experiences and benefits remain accessible to every school pupil in Scotland.

Making Space for Languages was the culmination of the second phase of a three-year Erasmus+ project, Generation Global: Multilingualism and Intercultural Skills for a Dual-Competency Workforce of the Future. The project is coordinated by SCILT on behalf of the Wider Engagement Network, in partnership with the University of Aarhus and with the national centres for languages in Denmark and Norway. The toolkit can be accessed on the [SCILT website](#).

Dr Paul Hare, SCILT

SCILT Scotland's National Centre for Languages

Erasmus+

Making Space for Languages

1 October 2020

Programme

0930 - 0940 **Welcome by the Director**
Fhiona Mackay, SCILT/CISS

0940 - 0955 **Keynote Speaker**
Laurence Findlay, Director of Education and Children's Services, Aberdeenshire Council

0955 - 1030 **Panel Session with Q&A**

1030 - 1040 **Comfort Break**

1045 - 1115 **Break-out Discussions**

1120 - 1140 **Launch of the SCILT Toolkit and Update from Partners in Denmark and Norway**
Dr. Paul Hare, Professional Development Officer, SCILT

1140 - 1155 **Plenary Speaker**
Louise Glen, Senior Education Officer for Languages, Education Scotland

1155 - 1200 **Close**

FREMMEDESPRÅKSENTERET
NATIONALT CENTER FOR ENGLISH OG FREMMEDSPRÅK I ØST-ÅRHUS

NCCF The Danish National Centre for Foreign Languages

AARHUS UNIVERSITY

Mother Tongue Other Tongue

Mother Tongue Other Tongue (MTOT) is a competition with a long history in Scotland. Since 2014, young linguists from P1 to S6 have been invited by SCILT to take part, giving them the opportunity to share their poetic creativity along with the diversity and wealth of language skills.

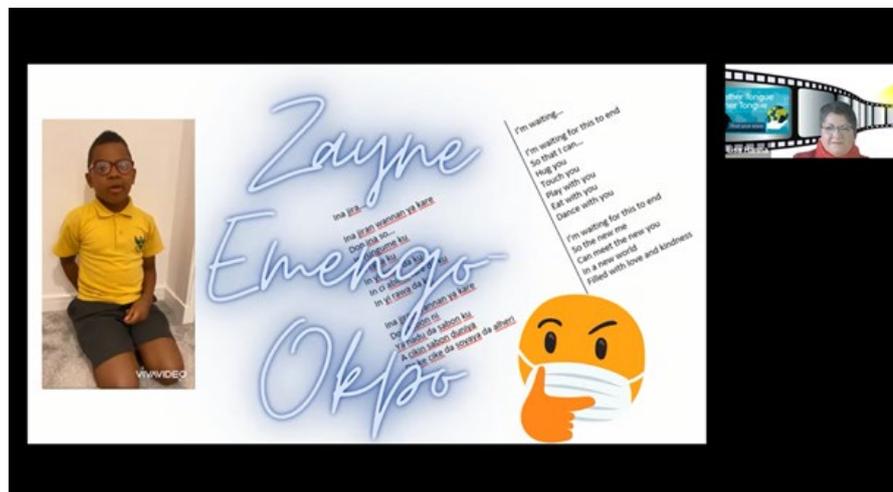
In academic session 2020-21, after a short hiatus, SCILT relaunched the competition with a new focus on the spoken word. Learners were invited not only to write a poem in their mother or other tongue, but to perform it so that their words could be heard in their own voice.

When the global pandemic hit, and schools and learners were forced to adapt to new ways of learning, SCILT continued with the plan for MTOT, launching the competition on 8 October, National Poetry Day. To our delight, by December we had received over 120 entries from more than 30 schools. An amazing range of both mother and other tongue languages were represented, from Arabic, Urdu, Telugu, Gaelic and Hausa to Afrikaans, French, Spanish, German and BSL. The creativity of these young linguists was evident in the video, film, presentation, song and audio entries we received, many of which can be viewed on [our website](#).

A judging panel of experts from the universities of Glasgow, Edinburgh and Strathclyde chose the winners in each category, and these were announced at an online awards ceremony on 19 February 2021. In true Oscars style, the winners were announced live to an audience of parents, carers, teachers, learners and specially invited guests. As part of their prize, the winners will have their poems published on the Children's Poetry Archive (part of the UK National Poetry Archive) and will feature in a special episode of the international Kids Poetry Club podcast.

MTOT 2021 gave young linguists an opportunity to showcase not only their language skills, but also to share their heritage and learning. Throughout the most challenging of years, these young poets showed creativity and resilience, and SCILT is proud to have supported them.

Lisa Hanna, SCILT



Professional learning partnership with Save the Children

The impact of the global pandemic has been enormous on the lives of everyone, and in particular has had a huge bearing in the sphere of education across the world. In Scotland, we have seen various approaches to support the learning needs of our children and young people and much has been done to minimise the disruption the pandemic has had on their education.

Despite the difficulties that we have all faced, we are pleased to report that our partnership with Save the Children has developed during this time and we will continue to work with our partner schools across the Forth Valley and West Lothian Regional Improvement Collaborative to develop our project based on parental engagement with languages.

Having postponed our professional learning workshops that were scheduled to take place last year, it is

pleasing to report that these sessions have now been completed. They included contributions from external agencies and partners such as Dr Beverley Ferguson, Education Officer with Education Scotland and Stacey Arneil, 1+2 Development Officer with North Ayrshire Council, in addition to input from SCILT and Save the Children. Having completed this series of professional learning activities, schools are now advancing towards the planning stage of the programme and are considering which approach they are intending to take to engage with their parents through languages. It has taken much longer than planned to get to this point and it is testament to the dedication of all partners that we have been able to move forward and make progress.

Jane Halliday, Save the Children's Practice Advisor in Scotland, said: "In these times of increased workload and

pressure on schools we have been extremely appreciative and impressed by the commitment of the schools to continue with the project. We're looking forward to meeting with the schools to hear about their planned parental engagement activities around languages, and to discuss how we can best capture their practice and the impact it will have on children and parents."

We will shortly be meeting with each of the schools within their respective local authority on an individual basis. The meetings will allow the schools to share and discuss an outline of their planned activity and where languages will feature within this. We are looking forward to hearing how each school is progressing with their plan and how they envisage implementing it in the near future.

Karen Faulds, SCILT



Save the Children

CHANGE THE FUTURE



Scotland's Languages Landscape: Equity in Diversity

"So many of us language teachers want to promote social justice in our classrooms," suggests Dr Stacey Margarita Johnson, Assistant Director of the Vanderbilt University Center for Teaching and Senior Lecturer in Spanish in Nashville, Tennessee. "A good starting place is to think about what our students already know and have experienced and to be ready to provide counter narratives to help our students see the whole picture of community language use. Another important step is for language teachers to share what is working in our own classrooms, learn from our colleagues, hold each other accountable, and encourage each other along the way."

A keynote address from Dr Johnson was just one contribution to the line-up for an exciting online knowledge exchange event on 26 February to mark the end of Languages Week Scotland 2021. Organised by SCILT, Scotland's National Centre for Languages, in

partnership with Education Scotland, the important and timely theme of the gathering focused on social justice approaches to teaching signed and spoken languages.

Delegates enthusiastically joined in a range of facilitated discussions led by teachers and academics from a range of settings on topics including English as an additional language and poetry, bilingualism, parental engagement and family learning, languages and global education, and poverty and languages. Reflecting on the event, Fhiona Mackay, Director of SCILT stated: "It was an uplifting experience to be able to discuss and share ideas and expertise with such a wide range of people from the languages community. The discussions around how we teach and value languages in order to create a more equitable, socially-just world were thought provoking. They encouraged us to think deeply about how and why languages skills are of such benefit to society."

One delegate captured the spirit of the afternoon perfectly: "A very inspiring afternoon. This event has really lifted my spirits and given me lots of ideas. Education is all about inclusivity and through the 1+2 policy, every child should be given the chance to learn a language."

Watch the conference videos and access the presentations on the [SCILT website](#).

Learn more about Dr Johnson's ideas on social justice approaches to languages education on her [blog](#) and [podcast](#).

SCILT and Dr Johnson are interested in keeping the conversation around social justice approaches to languages education in Scotland going. If you are interested in exploring this area of your practice further, please email [SCILT](#) putting 'social justice' in the subject line.

Sarah Macfarlane and Lynne Jones, SCILT

Scotland's Language Leadership Programme

Education Scotland and SCILT colleagues have been working hard this year to redevelop the national languages leadership programme in time to welcome participants in June 2021.

At the time of going to press, everyone who applied to participate in the brand new version of Scotland's Languages Leadership Programme (LLP) should have received notification. The programme will take place online and participants will be supported throughout by critical friends.

The aim is for participants to develop:

- an appreciation of leadership skills
- practical experience of undertaking critical reflection to support further leadership development
- an understanding of a range of key issues related to Scotland's languages policy

Flexibility is important to all of us and personalised LLP pathways are on offer:

- 18 to 19 June 2020: LLP Core – two days of online professional learning and networking
- Aug 2020 to Jun 2021: LLP Choice – choose from a programme of workshops and modules about aspects of practice and leadership offered by SCILT, Education Scotland and LANGS colleagues (inputs are likely to include supporting bilingual learners, parental engagement and family learning, learning for sustainability, digital tools, progression in language learning, and social justice approaches to teaching languages)
- Term 4: Recall Day to share LLP learning journey

Successfully completed, these elements will result in the award of GTCS Professional Recognition for programme participants.

After last year's necessary postponement, we are looking forward to welcoming participants, critical friends and workshop presenters to the Scotland's Languages Leadership Programme this summer.

For the latest information about the LLP innovation, follow the hashtag [#LangsLeadScot](https://twitter.com/LangsLeadScot).

Lynne Jones, SCILT



University open days for languages

During the pandemic, with so many regular activities suspended, SCILT wanted to find a way to support learners who want to carry on studying languages at university. With traditional open day visits unable to go ahead, we wanted to allow learners to find out more about learning languages at university level.

Live event with the University of Glasgow

In partnership with colleagues at the University of Glasgow, SCILT hosted a live 'open day' on Saturday 28 November 2020, which was attended by learners from all over Scotland. They had the opportunity to hear from lecturers about studying modern languages and cultures at Glasgow. Students from the faculty presented their experiences of learning at the University and their years abroad, and faculty staff gave workshops in a range of languages to support learners in

their school studies. Learners benefitted from the experience, saying:

- "I found it particularly helpful being able to ask questions regarding my language to experts within the field."
- "I discovered new things and I'm more confident in my UCAS choices."

Online 'meet and greet' for Advanced Higher e-Sgoil students

Since October, in partnership with e-Sgoil, SCILT has been offering weekly study support sessions for learners of Advanced Higher French and Spanish. As part of this, we invited faculty staff from five of Scotland's universities to 'drop in' to the classes. We were delighted to welcome lecturers from the universities of Dundee, Edinburgh, Glasgow, Stirling and Strathclyde. They talked about what university life could be like as a student of languages, and were happy to answer any questions the

young people had.

SCILT is delighted to have worked with all our university partners to provide this support to young people: despite the most challenging of times, young people still need to make choices for their future, and we are pleased to have given the opportunity to see where languages can take them!

Lisa Hanna, SCILT



Unmissable OU-SCILT opportunities

Despite the continuing challenges of teaching through a global pandemic, students on the OU-SCILT Teachers Learning to Teach Languages (TELT) programme this year have demonstrated enormous commitment and creativity. Unit discussion forums have been full of amazing digital and face-to-face activities, tried and tested lessons or lessons planned for the future.

The TELT programme is aimed at teachers working in primary settings and offers language upskilling in a choice of French, German, Mandarin or Spanish, alongside applied primary languages pedagogy. You can join the programme at either beginner or post-beginner level.

Vibrant online communities develop on the course, allowing colleagues across Scotland to connect with each other and with teachers in other parts of the UK. Testimonials from previous students are clear about the positive impact of this programme:

- “I have never taken part in CPD which was this long-running before. It forces (or encourages!) you to keep your own learning relevant and in the forefront of your mind and, more importantly, to make it part of everyday practice.”
- “The course is having a huge impact on my confidence to teach another language.”

- “I have begun to make home school links for language inspired by fellow practitioners on the course. The parents are extremely positive about their children now learning French and want to support them at home.”

Do you think TELT might be for you? Registration for the 2021-22 intake is open until the end of June with the programme beginning in early October.

Find the latest information about the sign up process and funding in the [Professional Learning area](#) of the SCILT website.

Lynne Jones, SCILT



CISS News

Chinese New Year 2021

With lockdown in place, Chinese New Year celebrations were slightly different this year. Here's a roundup of activities CISS organised for Chinese New Year.

Chinese New Year competition

CISS ran a poster competition for primary pupils and a social media post competition for secondary pupils to mark the festival. The winning primary entry became the design for our Chinese New Year card and the winning secondary entry featured on our social media.

The winning primary entry came from Lucy in P5/6 at Dalry Primary School, Edinburgh. We thought Lucy's poster was a joyful and creative celebration of the New Year and featured Chinese characters, great imagery of the festival like Chinese lanterns and the red envelope – and of course a very cheeky ox!

The winning secondary entry came from Megan in S3 at Mackie Academy, Aberdeenshire. We chose Megan's design as it was creative, colourful and thoughtfully designed for social media. It is a festive representation of the New Year celebrations and we were delighted to share it with the CISS community.

You can see the runners up for both [primary](#) and [secondary](#) plus other honourable mentions on our [website](#).

Chinese Exchange Teachers cultural evening

CISS hosted a virtual Chinese New Year Burns Night in February for the Chinese Exchange Teachers (CETs) living here in Scotland. Perth and Kinross CET LV Hongye writes about her experience of the night.

It has been snowing frequently in Scotland since January, and it has been reported that this winter is the coldest in nearly a decade. In addition to the weather, Covid-19 has made this winter even harder. Being in lockdown and not being able to meet with friends make us, whose family members are far away, feel lonely. You miss your family on festive occasions more than ever and as Chinese New Year approaches, that homesickness becomes stronger.

This time last year, CISS hosted a big event to celebrate Chinese New Year and Burns Supper for us Chinese Exchange Teachers. We celebrated together in Glasgow and were very happy. Unfortunately, it was impossible this year because of Covid-19 but we had a virtual Chinese New Year celebration instead on 5 February. Before the virtual event, we received an email with recipes of three Scottish

dishes (cullen skink, steak pie and cranachan) and a link to a cooking video from the CISS team. I followed the video and recipes to make these three dishes in advance to enjoy during the evening.

During the event, we opened up a gift from Katie, which included lots of things that symbolised Scotland and China. I felt it was very sweet.

We then enjoyed a performance of the traditional Chinese erhu and a Chinese tea ceremony, as well as Burns poems and traditional Scottish bagpipe playing. I think the most interesting part was the quiz, from which I learned a lot about Scottish culture. The last part was singing Auld Lang Syne; one of my favourite songs. This is precious cultural heritage left to us by Burns, and it is an eternal classic.



The virtual celebration brought us a happy night, allowed us to taste the flavour of Scotland and learn more about the country and culture we are living in. Thank you CISS for giving us such a wonderful experience.

Ricefield event

We collaborated with Ricefield Arts and Cultural Centre on their Chinese New Year showcase on 26 February. The event included performers of Chinese music, martial arts, dance and more. Our CET in the East Renfrewshire Confucius Classroom Hub, QIU Shengnan performed at the event. She wrote about taking part in the event.

Last month, I received an invitation from Ricefield Arts to represent CISS in the Chinese New Year celebration. Because of Covid-19, it was online. This is the second Chinese New Year I have spent in Scotland. Although my family is not around and I cannot feel the happiness of reunion, I am very happy to be able to celebrate Chinese New Year with friends from various countries through this opportunity.

After a series of rehearsals, we finally performed successfully on the Lantern Festival on February 26. This evening event attracted an audience of more than 300 people from all over the world. The UK-based performers showcased Chinese culture in a variety of forms, with performances of traditional musical instruments, martial arts, dance, song and poetry. Many friends are learning more about the long history of China's most important annual festival, and the unique traditions which accompany it.



I used the traditional Chinese instrument erhu (二胡) to perform a song 'Onwards and upwards' (步步高) for everyone. This a famous Guangdong song with a lively rhythm, expressing the joy of looking forward to a new spring.

Natasha Bowman and Ellie Cassen, CISS



Languages Week Scotland

Lochgelly High School

At Lochgelly High School in Fife, we enjoyed celebrating Languages Week Scotland by organising a range of virtual activities for learners to engage in. Pupils had the opportunity to complete challenges, to participate in taster sessions in different languages and to hear teachers from across the school showing off their linguistic talents.

An interactive Sway was shared with all BGE pupils at the start of the week featuring a variety of challenges. Pupils were encouraged to learn a new language on Duolingo, complete a quiz about world languages, take part in a fantasy football competition and design a new logo for the Modern Languages department. One S2 pupil designed a fantastic entry for the logo competition which has now become our official department logo!

In order to celebrate the diversity of languages in the school, we offered taster sessions in five different languages to pupils in S1 to S3. S1 enjoyed a taster session of Japanese while S2 had the chance to learn some basic French, German and Russian. A group of enthusiastic S3 pupils were also able to expand their linguistic horizons by learning some Norwegian!

One of the highlights of the week was a video that we compiled featuring staff from across the school speaking their native language, another language they speak or a language they have learned. The video was then shared with pupils with an accompanying quiz where pupils had to guess which languages were spoken. We were able to collect recordings of staff speaking a diverse range of languages including Basque, Estonian, Italian, Romanian and Nepali!



We were really impressed by the interest that the pupils showed in developing their knowledge and awareness of languages and we thoroughly enjoyed celebrating Languages Week Scotland!

David Black, Lochgelly High School

Our Lady's High School

This year we carried out lots of fun virtual activities to celebrate Languages Week Scotland 2021. This was the first time that the department had celebrated this event and it is fair to say that we will now look forward to celebrating this every year.

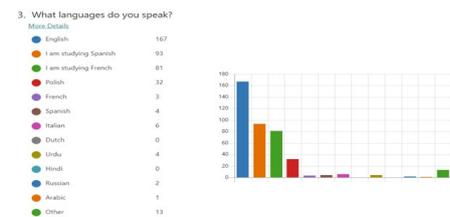
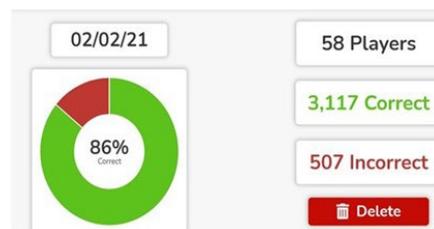
We had a 'word of the day' challenge on our year group Team where pupils came up with as many ways as say a particular word in different languages as possible. Some pupils taught us how they would say the word in a language they speak and even recorded a voice note to teach us. We carried out a whole school survey on the languages we speak, and we discovered that over 20 languages and dialects are spoken by our pupils. Wow!

We did a languages quiz, and we had a poster competition which included languages from all over the world. We tried out tongue twisters in French

and Spanish and pupils recorded themselves saying them. We played a daily Blooket game alternating between French and Spanish, and it was such a success we have played it with S1 to S3 every school day since. We even have members of staff who play almost every day now.

Thank you Languages Week Scotland! We had so much fun and we are looking forward to more fun next year.

Dorothy Anderson, Our Lady's High School Motherwell





LANGUAGES WEEK SCOTLAND

Languages Week Scotland 2021

Languages Week Scotland 2021 took place from 1 – 5 February and was held online due to the ongoing pandemic. This year's theme was 'Celebrating Scotland's languages landscape' and the aim was to amplify the voices of people, organisations and events that celebrate multilingualism and the many ways it manifests in Scottish communities. SCILT leads on Languages Week Scotland on behalf of the Scottish Government. SCILT invited children, families, schools, communities and organisations to engage with the week through the hashtag [#scotlandloveslanguages](https://twitter.com/scotlandloveslanguages) on Twitter.

Deputy First Minister John Swinney opened the week [with a statement on the SCILT website](#) and on social media. At the same time, the Scottish Government confirmed local authorities will receive £2.4 million funding for the current year to support the continued

teaching of languages through schools. John Swinney set a daily languages challenge through Twitter and the range of challenges enabled learners at all stages, from primary to FE/ HE and families at home to celebrate language learning and languages in the community.

Wednesday's challenge was an invitation for the nation to flood Twitter with tongue twisters in languages other than English - a language learned at school or a language spoken at home. [Why not watch this one in German?](#) On Friday, the challenge was to find objects in other languages around the house. [Find out how St Roch's Secondary responded.](#)

At the start of the week, SCILT posed the question, 'What do languages mean to you?' and received lots of great answers, including:

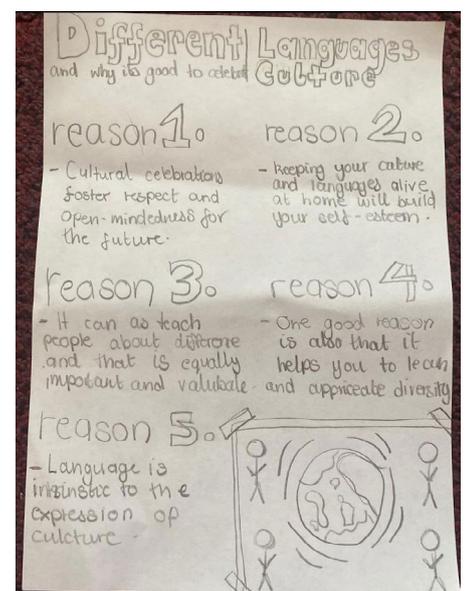
- [Hazeldene Family Centre](#)
- [St Luke's High School](#)
- [Notre Dame Primary](#)

Many partners across the country joined in, including City of Glasgow College Library Service, Scottish Book Trust, BBC Scotland Learning, the National Museum of Scotland and Project Trust.

Two events, aimed at language teachers, followed on from Languages Week Scotland, later in February.

Language Teaching: Learning from the Past took place on February 17 and Scotland's Languages Landscapes: Equity in Diversity took place on February 26.

Sarah Macfarlane, SCILT



News from local authorities

Culture in a box

Dalry Primary School and Colegio Publico Fozaneldi – eTwinning 2020/21

We embarked on this exciting project in September 2020. Through the 1+2 Approach to languages, we wanted to improve our Spanish in a variety of different curricular areas, so we thought that a partner school would be an amazing way to engage in listening, talking, reading and writing in Spanish. North Ayrshire Development Officer, Stacey Arneil was able to find us a contact in Oviedo in Spain and it has gone from strength to strength since then.

Through collaboration and communication, we choose the eTwinning project 'Culture in a box' where our pupils consider the definition of culture and reflect on what this means to them. Firstly, we wrote letters in Spanish all about our family and life in Dalry and we have received two letters in return. The impact this has had on our pupils has been very exciting to

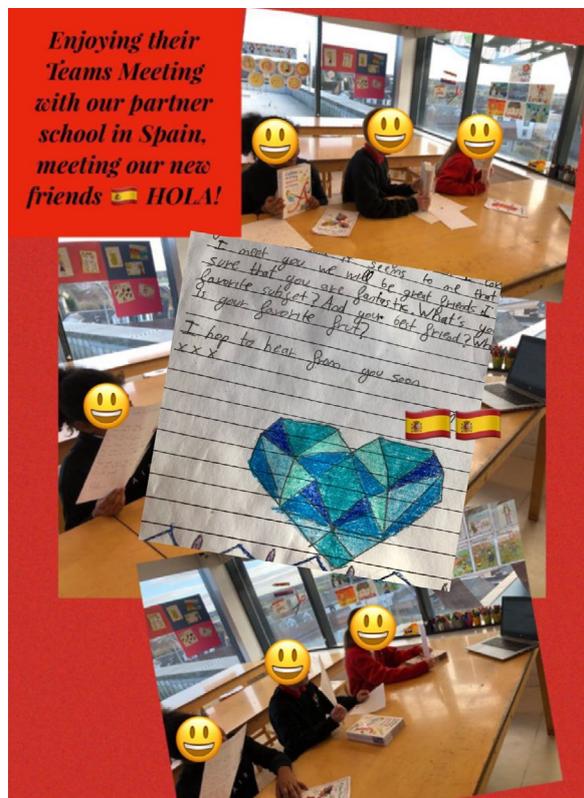
see! They have loved getting to know their Spanish pen pal and are so eager to write back to them. We created Christmas cards and we sent Robert Burns poems, which were hard for the Spanish pupils to understand!

Our pupils have also had the opportunity to meet our Spanish friends virtually through Teams, which has been very successful, and I personally communicate with the Spanish teacher via Teams.

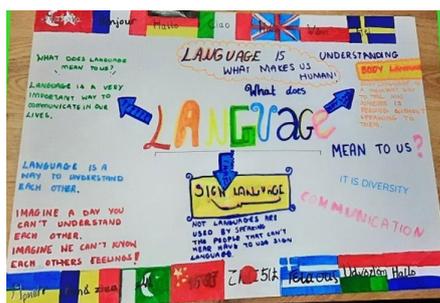
We look to continue our 'Culture in a box' when we all get back to school and one of the topics we have been discussing has been the lockdown, sharing our experiences of what it has been like in school and home life compared to that in Spain.

eTwinning provides exciting opportunities for our pupils to gain insight into lives of children in other countries and we cannot wait to see where this project takes us!

Lesley Sim, Dalry Primary School



Glasgow City Council



“Spring is the time for plans and projects” wrote Leo Tolstoy in Anna Karenina and it’s no different for the Languages team in Glasgow City Council. Although we started the new year in lockdown, we pressed forward with our projects and plans.

Our major project was promoting and encouraging participation in Languages Week Scotland. Our poster and video competition yielded multiple entries, nominations for our Language Ambassadors came flooding in and we were trending on Twitter, all based around the theme of ‘What languages mean to me.’ With over 150 different mother tongue languages in our school communities across Glasgow, this theme resonated strongly with our young people.

As for our plans, our training programmes have continued apace, with twilight PLL courses running for French, Italian and Spanish, and Saturday courses to renew, revise and update French and Spanish. In

this critical year for 1+2, when all primary teachers should be equipped to deliver language learning in their classrooms, a further 70 teachers have attended these courses. We are so impressed with their language abilities. Together with the 70 teachers who attended our Fast Track courses last November, this gives a strong cohort now able to deliver language teaching and learning throughout all primary stages. Last autumn term we trained around 150 teachers to deliver basic classroom routine language from P1 to P4 and they are able to deliver to first level outcomes for French, Italian or Spanish. These courses will begin again in the summer term for our next group of language learners.

We also plan to continue updating our blogs each week with lessons for first and second levels to support language teaching and learning across Glasgow until the end of this session.

Elizabeth Norton, Glasgow City Council

Lockdown doesn't stop our 1+2 learning

West Lothian teachers and learners have been continuing to embrace the new online culture this year. Our team has been trying out new ideas to suit the changing landscape and meet the needs of our practitioners and learners.

In January, we began making weekly French and Spanish videos for each stage from nursery to P7. We delivered these weekly until the 15 March. We knew that our primary teachers would have their work cut out preparing for other subjects and wanted to provide a resource that the learners could access independently. We received fantastic feedback on the weekly video lessons and some of the videos were viewed more than 400 times.

For primary teachers we began our usual PLL course but amended the programme to create a weekly video

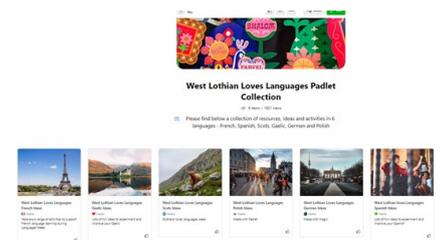
for participants. We delivered French and Spanish videos once a week for four weeks with a live collaborative session in week five to discuss and practise the language. We also provided the participants with PowerPoints of the sessions including sound files to use with their classes. The sessions provided lots of resources and practical ideas for delivering lessons in the target language, as well as pedagogical input and support with pronunciation. Participants commented positively on the course being accessible to non-drivers, those who work part-time and those with children. The flexibility of watching the videos at their convenience allowed for increased participation.

During Languages Week Scotland the 1+2 team created a Wakelet with padlets in six different languages: French, Gaelic, German, Polish, Scots

and Spanish. In each padlet, there were songs, games, recipes, poetry, stories and much more. We shared these with our teachers, learners and their families so that everyone could take part in some new language learning during the week.

Although this second lockdown has been difficult in many ways, we must also celebrate the positives of becoming more digitally aware and being able to access a wider variety of learning opportunities for teachers and learners.

Zoe Gordon, West Lothian



Makaton at Largs Early Years Centre

We established Makaton at Largs Early Years Centre (LEYC) soon after we opened in March 2018, taking a whole centre approach in order to provide a platform for all children to express themselves and communicate their thoughts with others in an inclusive playroom. We began to gradually introduce Makaton, beginning with a 'sign of the week', signing along to familiar songs and incorporating the

Makaton signs and symbols throughout the playroom, including feelings, activities, colours and food. As I developed my skills following training, I began to lead collegiate sessions to share relevant and meaningful signs for playroom use. We moved to a 'sign of the month' approach to allow more depth in application and learning of the signs.

During lockdown, we have continued to develop Makaton by sharing videos including examples of using day to day signs in context and retelling favourite stories and poems as well as signing songs using Makaton. I also recorded 'Three Billy Goats Gruff' using Makaton signing for North Ayrshire Libraries to celebrate Storytelling Week. Enthusiasm for Makaton has grown with children sharing Makaton in their homes. The feedback from families is extremely motivating. One family member commented: "He always encourages

us to copy his signs, helping us to learn them too, and he continued to use them even when not attending nursery during lockdown...[he] has even been showing his new baby brother his signs."

All staff within LEYC have completed level one Makaton training, and our plans now include level two. In addition, we are keen to introduce Makaton alongside some French or Spanish vocabulary to use in the playroom and we have the support of a parent who is a languages teacher.

Makaton is an interesting, exciting and inspirational way to embed a total communication approach within our centre, ensuring all children feel valued and included.

Find Largs Early Years Centre on [YouTube](#).

Abigail Skinner, Largs Early Years Centre



Napier University and City of Edinburgh schools writing partnership project

The partnership between Napier University and City of Edinburgh schools was launched on a very small scale last academic session. It was hugely successful and, despite Covid-19, expanded in scope in 2020-21. Eight City of Edinburgh schools were partnered with Napier University languages students to undertake a writing project. The schools involved were Boroughmuir, Broughton, Currie, Craigmoynton, Firrhill, James Gillespie's, St Augustine's and St Thomas of Aquins High Schools. The project was aimed at Advanced Higher students and the languages involved were Spanish, German and French.

In normal times students and teachers meet at Napier Craiglockhart Campus to plan the project, including the focus of the writing and the topic. Napier students then visit schools on two occasions to mentor Advanced Higher pupils and help them write a discursive or persuasive article for inclusion in the WorldWide Napier magazine. Covid-19 meant that many of our usual procedures were impossible, but we were able to move everything online, with Napier students visiting us remotely in our classrooms.

The theme of the project was 'icons' and you can [read the outstanding articles written by our pupils online](#). We are very proud of them.

We were delighted to be able to hold an online celebratory event on 3 February to mark the completion of the project and the launch of the magazine. Our event began with some words of welcome by Bethan Owen, Quality Improvement Officer, followed by our two keynote speakers – Jenny Gilruth, Minister for Europe and International Development and Louise Glen from Education Scotland. Jenny reiterated the need for Scotland to remain an outward-looking country where linguists will be vital to the future economy, while Louise discussed the important role partnerships play in education. Sylvain

Blanche, a lecturer at Napier University, and Napier students Irene Forrisi, Eleonora Cadoni and Paola Bonini discussed the importance of the project to the University, while City of Edinburgh pupils Neve Green and Sofia Córdova explained the benefits to school pupils of participation in the project.

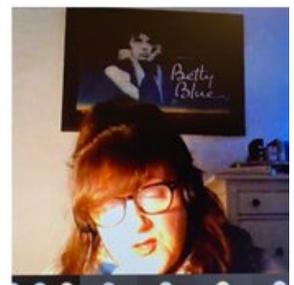
- "I enjoyed working with the class as a whole, gathering all of our ideas together and feeling a sense of unity" Mhairi
- "Writing it together meant different perspectives and points were made that I hadn't thought about before which was really interesting" Orla
- "I feel like this gave us a chance to learn more about the genre of Reggaeton and its origins, as well as

hearing each other's points of view regarding this genre itself, widening our musical knowledge" Anna

- "This project has allowed me to work alongside university students who study what I want to in the next few years. I have gained a valuable insight into university level language study and have yet another great asset for applications and interviews." Neve
- "I enjoyed seeing the final product" Kiana

We hope that the continued success of the project will lead to even greater participation next year.

Pamela Tosh, Broughton High School



Spanish lessons for adults

Having had experience with our own Google Classrooms, the Virtual Exchange Teacher programme and the online Arabic lessons, we felt confident enough to offer an online course to parents during this period of remote learning. We advertised this opportunity to all families when we were sending a reminder of the online resources that are available to our pupils.

Our other reasons for setting up the course included wanting to change the mindset of parents who often think learning languages is 'too hard', and for all the parents who tell us at parents' night that they wish they had kept studying a language – the offer was now there!

We had a huge uptake with over 40 sets of parents signing up for our 6-week course in Spanish. We aimed the course at beginners and during the first online session, we agreed with the adult learners that we would cover all of the areas needed for a holiday to Spain (something to look forward to after lockdown)!

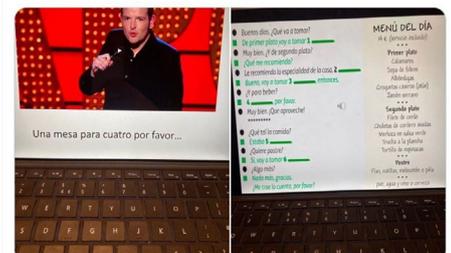
We covered the sounds of Spanish, ordering food and drink, buying gifts, asking for directions, navigating public transport and checking into the hotel.

Each week, the group met via Teams at 7pm on a Monday night for one hour. The parents were fantastic and really did their revision during the week! We kept the excitement up with the promise of a £20 gift voucher for the Cherrybank Inn in Perth for the star student and bottle of vino tinto for the runner up at the end of the six weeks.

We posted materials on our faculty website, where we post resources for our school pupils, so parents were able to gain an insight to how language learning works these days.

We used resources like Quizlet and Blooket to demonstrate some of the new tools we use in the classroom. The staff also enjoyed adapting existing resources to an adult audience, for example, we were able to include the Kevin Bridges sketch 'una mesa para cuatro' which wouldn't be appropriate for our BGE learners.

Our Monday evening class for parents and adults is going really well! Week 3 this week and with a bit of help from @kevinbridges86 and Señor Struth we have nailed the "en el restaurante" dialogue. 🇪🇸 🍷 🍴 🍷 🍴

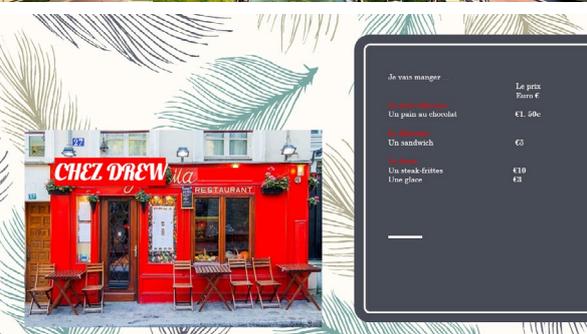


The feedback from the parents was overwhelmingly positive and we are already planning an intermediate course for Spanish, as well as a meet up in person when we are allowed to do so. The parents were very happy with the amount of Spanish they picked up in six weeks and the wealth of resources available to support language learning nowadays.

Setting up this 6-week course via Teams has also inspired us to run L2 and L3 training online for our cluster primaries next session.

Chris Struth, Kinross High School

Virtual trip to Paris



The P7 children at Dunbar Primary School took part in an exciting virtual trip to Paris during their eight weeks of home learning. The initial idea for the virtual trip came from our Development Officer Ann Robertson.

Through recorded lessons the children learned the vocabulary to describe their journey, choice of accommodation, tourist attractions they would visit and most importantly what they would eat in Paris.

As a follow up to the lessons they researched tourist attractions in Paris, made a timetable of where they would visit over a weekend and created a menu.

Some feedback from the children included:

- "I feel like if I landed in Paris now I would know where to visit immediately"
- "I love French food and I liked planning out my menu and making up the prices in euros"
- "I guessed Moulin Rouge was something to do with red so then I used an online bilingual dictionary to work out it means Red Windmill and I never knew that before when I saw it on the map"

**Lucy Hare, Dunbar Primary School
Lochend Campus**

News from our partners

A hat trick for languages publisher in National Children's Education Awards

La Jolie Ronde Languages for Children is a finalist in the Club Hub Children's Activity Awards 2021, scooping nominations in a hat trick of categories: lockdown achievement, lifetime achievement and franchise of the year. Established in 1983, La Jolie Ronde has been successfully offering language classes to nursery and primary aged children for over 37 years throughout the UK, with a strong presence in Scotland via a solid network of both licensees and tutors of whom many have been delivering French and Spanish classes for over ten years.

Mala Henry, Marketing Manager at La Jolie Ronde, is delighted with the company's success:

"We are over the moon to have made the finals as the standard of applications was extremely high and represented a diverse range of children's activities, clubs and related businesses.

"Making the finals means La Jolie Ronde are considered one of the best in the top few providers in the UK, plus to

clinch these three strong categories, is just fantastic!

"The La Jolie Ronde programme and methodology of language teaching includes immersion in French and Spanish from the very beginning, as well as lots of repetition from week to week; the target language is introduced through fun and enjoyable games, songs, role-plays and activities. We inspire children to become and want to become confident linguists.

"The last year has been challenging when, in the blink of an eye, our team could not run their language classes in the usual way or usual locations due to closure of schools and community venues. Our classes and teaching have always been face-to-face and interactive, so we had to act fast! Within a few days we successfully moved our classes to an online platform, finding creative and innovative methods, lesson plans and activities for our tutors to use to deliver engaging lessons online. For many of our tutors it was their first time teaching virtually, therefore their



determination, positivity and forward thinking is to be applauded".

Award winners will be announced at what is being called 'the event of the year for activity providers', later in the year.

To find out more French and Spanish classes in Scotland, please visit [our website](#).

Mala Henry, La Jolie Ronde



Beyond the Panda: a science and progressive Mandarin course



enhanced the children's learning of the Mandarin language along with the appreciation of conservation and science, here is just one comment received:

Beyond the Panda has been delivering outreach for some years now, combining Mandarin language learning with science, and it has enabled teachers to further develop the programme with hardcopy and online resources. However, this last year, like so many of us, things had to change.

Beyond the Panda has been delivering a series of live interactive virtual sessions which have been incredibly successful. Even during the second lockdown the lessons continued, delivered safely within the Glow network, with pupils and teachers joining in from home. The programme has a number of key objectives in science and Mandarin and you can

find out more on the [Beyond the Panda website](#).

"At first I just didn't see how such a hands-on programme with very physical interactive activities could be redesigned to deliver online and still have as much impact. Encouraged by colleagues at RZSS and by the team at CISS, I began to totally rethink Beyond the Panda. The programme has not only expanded into a 7 to 8-week progressive course but developed closer links to language learning." Sandie Robb, RZSS Language Project Coordinator

Feedback from teachers and pupils has been fantastic. When asked to provide evidence of how the programme has

"The children were able to demonstrate their knowledge of Mandarin both throughout each session and during our reviews. They also made comic strips which included introductions in Mandarin. Many of the children have been motivated to undertake their own research into areas which were of special interest to them and have shared facts voluntarily. We also had rich and interesting discussions and debates about conservation." Linda Shaw, P5-P7 Teacher, Kilmodan Primary

Pupils from Kilmodan Primary, once they were allowed back in school, played 'A panda history' game. This is one of the resources available to download from the website, which has had a complete overhaul and now also offers a number of online interactive games which do not require any printing out of materials.

Beyond the Panda will be continuing with the live virtual course and when restrictions are lifted it will further develop into a creative blended learning programme.

Sandie Robb, Royal Zoological Society of Scotland



Creative puppetry for language learning

Tania Czajka, Artistic Director and founder of Le Petit Monde puppet theatre, is currently conducting case study research as part of her Masters in Education at the Royal Conservatoire of Scotland. With the collaboration of three early years teachers, she is exploring and piloting a play and creative puppetry based approach to learning and teaching French. This is her final year project, which means that all going well, she will qualify as a teaching artist in June!

To celebrate, she will happily share a report summary of her findings over the summer.

Tania is keen to build on her Masters research and continue supporting early years language teachers' practice. Combining her languages, performance and craft skills with her extensive early years practitioner experience, she aims at developing a creative and sustainable model that can inspire teachers and playfully encourage all pupils to engage in and enjoy language learning lessons.

Tania welcomes your thoughts and queries regarding her work. Please get in touch with her directly via [email](#) or on [Le Petit Monde website](#).

Tania Czajka, Le Petit Monde



*Photo credit – Dan Tsantilis

Keeping connected!

With international exchange currently facing a number of challenges, it's more important now than ever to keep UK-German connections alive. Schools across Scotland are maintaining their partnerships with Germany through virtual and digital activities, and at UK-German Connection we remain dedicated to supporting and facilitating these links, whether face-to-face, digitally or a mixture of the two!

Inspiring Scottish-German partnerships

Starting small, with just one pupil and one teacher travelling to their partner school, [Forres Academy and the Vicco-von-Bülow-Oberschule](#) have built a successful exchange that continues to grow.

Digital channels have transformed communication between pupils at [Wellington School and the Mallinckrodt-Gymnasium](#) and have proved essential in nurturing their partnership despite travel restrictions.

What support is available?

New, [flexible grants are available](#) for trips and virtual or hybrid exchange activities.

UK-German Connection also offers [guidance and support](#) for all matters relating to UK-German partnerships.

Digital initiatives for young people

[Café Connect](#): a virtual cultural exchange café giving young people the chance to connect with UK and German peers through interactive activities, group discussions on current topics and informal chat. These friendly online meet ups take place twice a month and are open to young people both with and without German language skills.

[Still & Sparkling](#): with details of upcoming opportunities, fun language features and intercultural articles, our UK-German Youth Newsletter brings young people from both countries closer together and helps them discover both



cultures through the eyes of their peers in both countries.

Pupils can [register their interest](#) to be informed of latest opportunities.

Contact us [on our website](#), or keep up-to-date via [our newsletter](#) and social media on [Twitter](#), [Facebook](#) and [Instagram](#).

Alison Dolamore and Fiona Hart, UK-German Connection



Language Teaching: Learning from the Past

A new project is helping teachers and trainee teachers reflect on their practice and their role as language teachers by looking at how language teaching and learning were tackled in the past, from the earliest times onwards. Thanks to funding from the Arts and Humanities Research Council, we have developed five freely available packs of material that are suitable for use on PGCE programmes or as part of any other professional development. The five themes we have chosen to centre our material on are all intended to speak to key issues in language teaching today:

- Differentiation and diversity in language teaching
- Teaching culture
- Grammar: 'the art of speaking well'?
- Target language and (m)other tongue use
- Making the case for languages: Policy and advocacy

The materials encourage discussion of each topic from a broad, historical perspective that we see as useful to compare with current and recent thinking. Our historical approach doesn't assume a rose-tinted view of a glorious past where things were better, nor a smug sentiment that our predecessors got it wrong and we now know better. Rather, we want to encourage an informed, contextualised view of our profession in dialogue with colleagues from different times and places to see how language pedagogy evolves in relation with wider social attitudes.

Each pack comprises a short video and a participant workbook, as well as an instructor handbook, so that a facilitator can run sessions confidently without being an expert in history. The video first provides a brief introduction to the topic



of the unit and then presents examples of material that instructors pause on for activities suggested in the handbook.

You can find the materials [online](#) – the first three packs are ready for use in pilot form, and the others will follow shortly. There's also an option to leave feedback, which we'd warmly welcome!

Prof Nicola McLelland, University of Nottingham and Dr Simon Coffey, King's College London

LFEE Europe and PowerLanguage updates

LFEE Europe News

GTCS-accredited online course for registered secondary teachers

In light of the continuing Covid-19 crisis, and in consultation with GTCS, we are delighted to be offering our regular 3-week immersion course as an online alternative, starting in April 2021. Participants of this course will meet the GTCS requirements for residency. Please [contact us](#) for further details of our French and Spanish courses.

Collaboration with e-Sgoil

In the past few months, we have been running a number of storytelling and STEM sessions for primary learners of French in support of e-Sgoil Lockdown Live. You can [go to their website](#) to watch our recorded sessions.

Developing International Projects for Schools (DIPS)

LFEE Europe, in partnership with l'Académie de Montpellier, will run its next DIPS programme in Lisbon from Sunday 26 September to Saturday 2 October 2021. Our DIPS programme aims to equip

school teachers, managers and regional coordinators of international projects with the essential tools to set-up and develop international strategies for schools.

Please [register interest with us](#) as soon as possible should you wish to attend. The full programme is available [on our website](#) and funding for these training courses is through the Erasmus+ programme.

PowerLanguage News

Language and methodology training for Fife Council teachers

Teachers in Fife Council will soon be embarking on an exciting language learning journey in French, German or Spanish with a mixture of online and live language lessons from the PowerLanguage team. We look forward to welcoming them!

Teachers will also have access to some live online methodology/pedagogy sessions linked to the teaching of languages in primary and secondary schools. Please [contact us](#) should you,

your school or local authority be interested in teacher training.

PowerLanguage courses for Glasgow City and Highland Councils

We offer a range of courses for teachers, pupils and families in French, German, Spanish and Mandarin Chinese. Using part of their Erasmus+ grant, Glasgow City and Highland Councils have opted to go for an enhanced version of our online programme which includes live online sessions with a tutor. Please [contact us](#) to find out more.

Richard Tallaron, LFEE and PowerLanguage

LFEE EUROPE
Languages for Education
Langues Formation Education



Scots dictionary for schools app

During lockdown and despite the many challenges that Covid-19 has brought us all, Dictionaries of the Scots Language completed work on our new, free Scots Dictionary for Schools app. It is available in the Apple App Store and Google Play Store, and we launched it on Burns Night this year.

The app is designed especially with Scotland's youngsters in mind, in particular:

- everyone aged 8 to 18 who speaks, reads, or writes Scots or would like to do so
- everyone studying Scots as a modern language
- everyone studying for an SQA Award in Scots Language
- everyone teaching Scots at primary or secondary level

By providing meanings in English for around 10,000 Scots words and phrases, we aim to help school pupils recognise and appreciate the Scots they encounter in the classroom, at home, and right across Scotland.

Part of the updating process involved inviting 8- to 18-year-olds across Scotland to pick a word and record themselves saying it, so among the approximately 600 new audio pronunciations are the voices of several of our young users.

Our goal is to help Scotland's youngsters engage easily with Scots as more and more texts containing Scots are published and are studied in school. Updates to this app include an improved coverage of the Scots found in Burns' poetry, plus additional words from our newly updated Concise Scots Dictionary.

Although we call this a school dictionary, it also supports reading Scots for pleasure. There is an increasing number of excellent new publications in Scots for children and young adults. Our aim is to help young readers appreciate these as fully as possible too.

Dictionaries of the Scots Language is a publicly funded Scottish charity. We are grateful to the Scottish Government for funding this project.

Pauline Graham, Dictionaries of the Scots Language



Scottish European Educational Trust update

The [Scottish European Educational Trust](#) (SEET) has run both its projects, Euroquiz and Our World, throughout lockdown in an adapted online format, and has been hugely encouraged by the enthusiasm and hard work that has gone into both projects by pupils and teachers across the country.

[Euroquiz project \(primary schools\)](#)

P6 pupils across Scotland will be taking part in online Euroquiz heats this year, with 28 local authorities signed up to take part.

Working closely with Mark Pentleton from RLN and Coffee Break Languages, we have developed an online version of the Euroquiz heats for this year's project, allowing our young participants to experience an immersive language experience in the language round with the use of native speakers. On top of this, we have continued to work closely with the Scottish Government, Education Scotland and SCILT to ensure the language is relevant and appropriate for participants, helping to raise enthusiasm for languages among pupils and allowing them to

showcase their learning. We look forward to welcoming representative schools from participating local authorities to the online Euroquiz final in June.

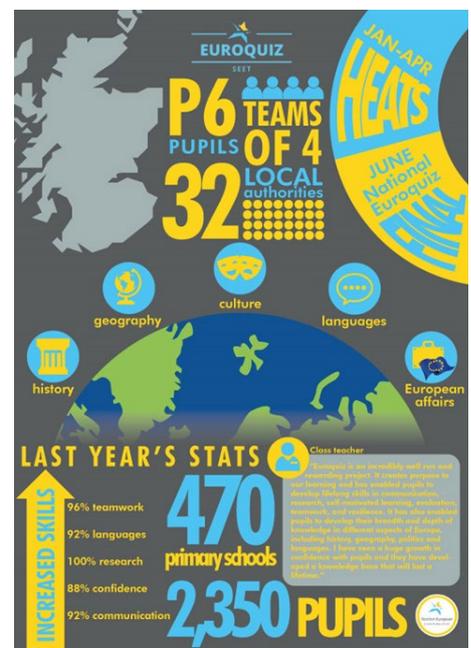
[Our World Project \(secondary schools\)](#)

Despite school closures, SEET has invited schools from all over Scotland to take part in its annual film making project, Our World, which is taking place online this year. The pupils' films, based this year on the Sustainable Development Goals, has seen 16 Scottish secondary schools sign up to take part and apply their knowledge of a huge variety of languages. This year we have entries using Gaelic and BSL, as well as entries in Hindi, German, French and Spanish to add a multilingual element to their topical films. We have worked with colleagues at Screen Scotland and Scotdec to develop filmmaking, language learning, and Sustainable Development Goals learning resources for our young people to access from home.

We have been enthused by the creative and linguistic 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 from home. We are looking forward to our online premiere and awards ceremony where we can bring everyone together virtually and pupils can receive recognition of their achievements.

Alex Conway, Scottish European Educational Trust



Languages beyond school

Language Ambassadors programme

I've been a Language Ambassador with Strathclyde University since I started studying International Business and French four years ago. How time flies, and given I still have another year of my Masters degree left, you'll see why I imagine myself being an Language Ambassador for all five years of university. It's been an invaluable experience to me.

This year has been particularly interesting with all of the changes Covid-19 has brought about. We would normally travel across the central belt (and a bit beyond) to talk to pupils in high schools about our journey in language learning, highlight any experiences we think pupils would be inspired by and then chat through some of the general barriers and mindsets that stop pupils valuing the learning of languages.

It's been great this year to try some new things like virtual visits and I personally enjoyed talking to SCILT's Digital Interns about my language learning journey, what studying a language at university is really like, and how it differs from learning one in school. Having interned for SCILT and CISS last year it felt rewarding to see a new cohort of interns excited to put their love of languages to work. I also got to team up with other Language Ambassadors to create a virtual presentation that can be watched by school students on Youtube, so we can give pupils something similar to what we would have done during an in-person visit.

It's been a strange year, and I certainly felt the effects on my language learning, having had my year abroad in France cancelled. But I'm hoping to get away in the summer, maybe work in a vineyard



or take up a place at a summer school. And if all else fails, you know what they say, we'll always have Paris-based Netflix shows!

Find out more about the [Language Ambassadors programme](#).

Nathan Epemolu, University of Strathclyde

Job profile – Leah Duncan-Karrim



Who are you and what do you do?

My name is Leah and I am currently in fourth year at the University of Edinburgh studying MA Chinese. I also have experience working as a Chinese Sales Consultant for a number of luxury goods companies.

What languages have you learned?

At school I studied German to Advanced Higher level. When I graduated from high school I received a scholarship to study in Tianjin, China and since then I have studied Mandarin Chinese to HSK 6 level.

How have any language skills helped you in your work?

Learning Mandarin has been completely transformative for me in terms of finding employment. In my first year of university my language skills allowed me to find work as a luxury goods consultant with a focus on looking after Mandarin speaking clientele. Within two years these skills led to me being head hunted by one of Scotland's foremost jewellery businesses and working with prominent international watch and jewellery brands. Even though I was only a part time member of staff I still regularly had opportunities to travel for work and meet a wonderful group of customers and colleagues from around the world.

What benefits do you think language skills bring?

I think learning languages has taught me a lot about adaptability and perseverance. As well as a number of exciting employment opportunities, language learning has further provided numerous chances to travel and attend events abroad.

Do you have any advice for anyone considering learning a language?

The first foreign language that you choose to learn doesn't always end up being the right one for you! I started my language learning studying German and, although I love it very much, it wasn't until I learned Mandarin that I found my true passion. If you aren't enjoying your current language learning experience, there's definitely a language out there that's the right one for you.

I would also say that communicating with native speakers may seem like a hugely daunting experience but in reality they tend to be the kindest and most understanding people to learn from and with. In my experience, finding a language partner is an incredibly rewarding experience and they usually end up being long-term and valuable friends!

Any tips on how best to approach communicating in a language you have little knowledge of?

Never be afraid to make mistakes. Absolutely everybody who studies a language has to communicate in it at some point if they want to progress and learn to use it naturally. If you don't know all of the words you want to use, don't give up. Instead do your best and you'll usually be able to get your point across.

In your experience, would you say cultural awareness is important?

In an increasingly globalised world, the ability to learn about and understand other cultures is crucial. We in Scotland often live in wonderfully diverse communities and should make sure we use every chance to learn about and appreciate them.

SCILT/CISS staff

Wendy Green, CISS General Manager



What did you do before you came to CISS?

I worked in a variety of organisations before joining CISS. I was a Trade and Investment Officer in the British Consulate in Guangzhou, Southern China before moving to Glasgow in 2007 to take up the Scotland Manager post of China-Britain Business Council to support and advise Scottish companies to build business links with China. I moved to Edinburgh in 2012 and worked at City of Edinburgh Council as a Senior Economic Development Officer, focusing on developing their China campaign, where I initiated and delivered the Edinburgh-Shenzhen Joint Creative Industries Incubator programme. Before joining CISS, I was the General Manager of the Confucius Institute for Scotland in the University of Edinburgh.

What is your main role at CISS?

As the General Manager of CISS, my role is to support the Director and Depute Director with strategic overview, management and quality assurance of CISS projects, and take a leading role in the promotion of Chinese language and culture in response to the Scottish Government's China Strategy and the 1+2 languages policy.

What do you like most about your work?

It is hard to pick just one thing, but I would say one of the things I like the most is that I get to work with like-minded people who are passionate about education and inspiring young people in Scotland to develop their international vision. I also love seeing all the wonderful Mandarin homework and competition submissions done by our pupils.

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

My dad has been my biggest inspiration in the pursuit of languages. In his generation, people were taught Russian at schools and universities, but he self-studied English in his spare time which enabled him to acquire a postgraduate place in the Guangzhou Traditional Chinese Medicine University. It was a very rare opportunity back in those days in China, especially for people who grew up in the villages like my dad. No one would have ever expected that my dad's interest in learning English would change his life. With his language skills, he was sent to London in the 1990s by his work to be an exchange Chinese medicine doctor and he eventually set up his own practice in Glasgow ten years later.

Learning languages is a lifetime endeavour and no matter what your purpose is for learning languages, one thing for sure is that it will help you have a better understanding of different cultures and see the world differently.

