

# Scotland's National Centre for Languages Newsletter



## European Day of Languages 2021



# Welcome to the SCILT newsletter

## Editorial

Dear friends and colleagues,

Welcome to the autumn/winter edition of the SCILT newsletter. I am always humbled to see the extent of the collaboration within our languages' community among a diverse range of partners, both in Scotland and internationally. The projects and events included in this edition demonstrate the vibrancy created by language learning in our schools and communities. World events like the Covid-19 pandemic and Britain's exit from the European Union have not diminished us. In fact, they have made us stronger in our determination to equip Scotland's children and young people with the skills they will need for life in a globally interdependent world. As I write, world leaders are amassing in our country in an attempt to find solutions to a problem that threatens our very existence. COP26 may well present our last chance to find a way to mitigate against global warming and the disastrous climatic changes it brings in its wake. We can only have a hope of achieving this if we collaborate as a global community. International collaboration to find local solutions to solving a world crisis. The international mindset we try to effect in our children and young people is not, therefore, a 'nice to have'. Intercultural competencies are not 'soft skills'. They are, quite literally, the 'superpowers' that may well be the key to saving us all.

With very best wishes,



**Fhiona Mackay, Director**

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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](mailto: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

## Celebrating Advanced Higher French learners

### The Jacqueline Munro-Lafon Essay Prize 2021

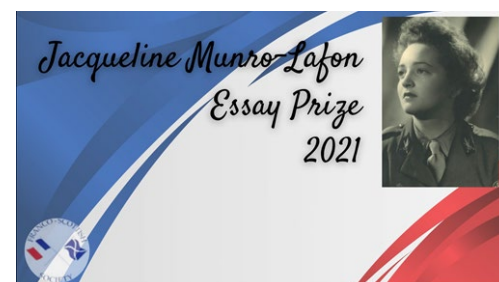
In partnership with the Franco-Scottish Society of Scotland (FSSS), SCILT offered Advanced Higher learners from all over Scotland the opportunity to showcase their mastery of French, and the chance to win prizes in this prestigious competition.

Mme Jacqueline Munro-Lafon was an inspirational personality and a passionate advocate for language learning and intercultural dialogue. She led a full and extraordinary life spanning a century, throughout which she worked tirelessly on issues of social justice, politics and creativity.

It was fitting therefore, for SCILT and FSSS to commemorate Jacqueline's centenary by celebrating the achievement and knowledge of young people who are just starting their own journey.

Schools, teachers and young people from all over Scotland were inspired and motivated by this competition: in an extraordinary year where exams had been cancelled for a second time, they appreciated the opportunity to have their learning recognised and celebrated. Entrants were asked to write an essay of 350 to 500 words considering the evolution of modern society in France and Scotland, and examining the changes that have taken place throughout the last 100 years, under the title 'Le seule constant, c'est le changement' – Heraclitus. Learners addressed subjects as diverse as the role of women, political change, societal change, and demonstrated incredibly sophisticated language skills as they explored these with great sensitivity and insight. Essays were judged by a panel of experts, including teachers, SQA examiners and French speakers, who described the standard as "impressively high".

The competition culminated in a live online event hosted by SCILT, available to [watch on Youtube](#), which featured



contributions from Lord Brodie (president of FSSS) and Jérôme Munro-Lafon, who gave a moving tribute to his mother Jacqueline. The prizewinners were announced live, with the top prize of £500 going to Matthew Goodwin of Robert Gordon's College in Aberdeen, who said:

"It's an experience I enjoyed immensely and I'm surprised and very proud to have won. It was very interesting to learn about the life of Jaqueline, which combined my shared interests of French, history and politics. I'm glad I could do her memory proud."

Félicitations to Matthew, who we hope is the first of many winners of the Jacqueline Munro-Lafon prize, and to all entrants – merci mille fois!

**Lisa Hanna, SCILT**



*Pour conclure, le monde a changé constamment depuis la naissance de Jacqueline Munro-Lafon. On a pris des pas vers l'égalité, néanmoins il faut noter que on n'est pas encore arrivé à notre destination. Cependant, le monde dont Jacqueline a rêvé et pour lequel elle s'est battue est possible. Sa lutte nous appartient maintenant. Sa voix nous appartient maintenant. Pour honorer une femme incroyable, il faut continuer de lutter pour l'égalité pour tous. Si "la seule constante est le changement", au moins on a le pouvoir d'assurer que le monde changera pour le mieux.*

*Excerpt from Matthew's winning essay*

## Espacios Increíbles

**E**spacios Increíbles is a national competition organised by SCILT in partnership with the School of Architecture at the University of Strathclyde. It is an interdisciplinary project open to S3 learners, combining Spanish language with design and technology, allowing learners to work collaboratively to create an 'Espacio Increíble' based on the format of the popular design programme, Amazing Spaces.

After a successful pilot in 2019, the competition launched nationally in session 2020-21. With extensions to the submission deadline due to lockdown and the resulting challenges, the participating schools all managed to submit their impressive designs and present their creative work in Spanish by submitting a video recording. From there, the four finalist schools were chosen and the live final took place online on 19 May 2021. This was a wonderful celebration of the hard work put in by the learners and their teachers over the course of a very challenging academic year.

The aim of the event was to demonstrate that learning a language can take you places, and that you do not have to study languages on their own but can combine them with other subjects. Speakers included the Consul General of Spain, Sr Cartagena Núñez, who encouraged participants to continue learning Spanish; Spanish and Education student Mark Cunningham, who talked about his experience as an English teaching assistant in Seville during the pandemic; Niall Rachman, Managing Director of First2Train Ltd, who works with Spanish clients on a daily basis and Lisa Hanna, Depute Director of SCILT and CISS.

The culmination of the event was the announcement of Holy Cross High School as winners for their excellent design of a children's hospital that was sensitive to the well-being of the patients and the environment. As well as individual certificates and Amazon vouchers, they won a trophy for their school and the exciting opportunity to work with the architects at the University of Strathclyde to create 3D architectural



drawings and a virtual walk through of their design.

A huge well done also to our three runner-up schools: Dunblane High School, Kinross High School and Prestwick Academy who made the judges' decisions very difficult indeed.

Espacios Increíbles is back bigger and better in 2021-22 for its third year. For more information, visit [our website](#).

**Karen Liddle, CISS**

## Languages Week Scotland 2022

**S**CILT is pleased to announce that Languages Week Scotland 2022 will run from 31 January – 4 February 2022. The theme is 'The 'Rights' Approach - incorporating learners' rights within Scotland's languages landscape' and the aim is to amplify the voices of people, organisations and events that celebrate multilingualism and the many ways it supports the rights of children as embodied in the United Nations Convention on the Rights of the Child.

Now in its fourth year, Languages Week Scotland is a week of activity across the country and SCILT hopes that schools and learners will join with us in celebrating the signed and spoken languages used and learned across Scotland. Why not plan to celebrate Languages Week Scotland with your

class or in your school? You can follow the dedicated Twitter account [@LangsWeekScot](#) for all the latest news, and don't forget to use the hashtag [#ScotlandLovesLanguages](#) to share how you celebrate.

Over the coming months the [Languages Week Scotland website](#) will be developed to include suggestions of activities that schools, families and other partners could do to take part in the week. Schools should also look out for a series of daily language-related challenges to be shared on Twitter throughout Languages Week Scotland.

Education Scotland and SCILT will co-host a knowledge exchange event on Friday 25 February 2022, officially bringing celebrations to a close. More information will follow. In the meantime, [subscribe to the SCILT ebulletin](#) or follow [@LangsWeekScot](#) for the latest news.

You can download the Languages Week Scotland logo from the website to show your support.

**Sarah Macfarlane, SCILT**



## Learning for sustainability

As languages teachers, whether in primary or in secondary classes, we are uniquely placed to incorporate global citizenship and learning for sustainability into our lessons. By their very definition, our lessons have a global focus, and for us, global citizenship is not just a context for learning – it underpins all that we do.

COP26 in Glasgow this November, and the Scottish Government's commitment to incorporating the United Nations Convention of the Rights of the Child (UNCRC) into domestic law to the maximum extent possible, has led to an increased focus on, and interest in, global issues such as climate change, sustainability, equality and human rights.

As we seek to explore these issues in more depth in our languages lessons,

we can sometimes feel uncertain where to start or how to go about it. Our new [Learning for Sustainability toolkit](#) has been designed to support with this and is now live on our website.

Covering learning for sustainability, global citizenship and UNCRC, it aims to collate as much information and as many available resources as possible in one place. It includes background information, CLPL opportunities, general resources and languages-focused materials, as well as some tips and suggestions of how to take this forward in your own context.

As this is an emerging area, resources are continually being developed and as new materials appear these will be added to the toolkit. If you come across any that are not yet here, please let us know!

Alongside the toolkit, and ahead of COP26, we ran a competition for schools, Words for the World, encouraging learners to write about their hopes for our world. Look out for the prizewinning entries in our next newsletter!

**Sheena Bell, SCILT**

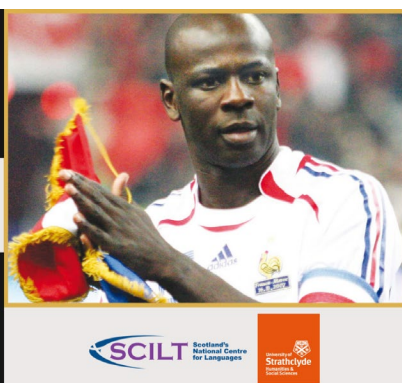


## Lilian Thuram's virtual visit to SCILT

**LILIAN THURAM**

**Thursday 10 June 2021**

**Mes étoiles noires**  
De Lucy à Barack Obama



English-language launch of Thuram's book 'My Black Stars', originally published in French in 2010 as 'Mes Étoiles Noires'.

The Lilian Thuram Foundation, since its foundation in 2008, has received international acclaim for its work in combatting all forms of racism and xenophobia, and its founder spoke

compellingly on a range of issues relating to racism in sport and in wider society. These included discussions on how sport can enable connections which reduce prejudice, as well as thought-provoking reflections on the role of racism as a historical construct which underpins both political and economic ideologies. In an engaging question and answer session, Thuram affirmed that learning languages is critical not only for an understanding of other cultures

and their ways of thinking but also for combatting racism and prejudice.

The event, staged in French with simultaneous translation into English via a separate audio channel, was attended by an online audience of around two hundred people from a range of backgrounds, including languages, sport and anti-racism organisations. The [recording of the conversation](#), with subtitles in English and in French, is now available to watch on YouTube and constitutes a valuable learning and teaching resource.

As well as 'My Black Stars', look out for the recently published 'White Thinking', co-translated by David Murphy, Aedin Ní Loingsigh and Cristina Johnston. This is the English language version of Thuram's most recent book, 'La Pensée Blanche', which appeared in French in 2020.

**Dr Paul Hare, SCILT**

On 10 June 2021, the day before the start of the delayed Euro 2020, SCILT welcomed a very special virtual guest from the world of football. Lilian Thuram, France's most capped player, key member of Les Bleus' legendary World Cup winning team of 1998 and renowned human rights and anti-racism campaigner, was in conversation with Professor David Murphy and Cédric Moreau. The event was staged jointly with the University of Strathclyde's School of Humanities, to mark the

# Moving Forward with L3: Challenges and Opportunities

On Friday 10 September 2021, SCILT held an online knowledge exchange event for language leaders and practitioners to share good practice and discuss the challenges we face in embedding L3 into our curricula, as required by the 1+2 Approach. Such was the enthusiasm for this event, more than 150 people attended from across Scotland from all sectors.

It was a packed afternoon with a varied programme, which included a mix of speakers from higher education, cultural organisations and local authorities as well as those at the chalk face. Following a welcome from SCILT and CISS Director, Fhiona Mackay, proceedings commenced with a thought-provoking keynote speech from Joanna McPake, Reader in the School of Education at the University of Strathclyde, who looked into bilingualism and the use of local languages as an opportunity for building L3 input around interdisciplinary learning. Joanna gave examples of local language projects which were part of wider initiatives to integrate local languages into L3 learning provision.

After Joanna's keynote address, participants had the opportunity to attend three sessions of their choice, from a selection of ten presentations centred around six broad themes: L3 for literacy; a local authority approach to L3; the multi-lingual school; exploring culture through L3; creative curriculum design in the secondary school; and how do you teach a language you don't speak?

Hosted by a diverse range of speakers, all of the sessions included

a 20-minute presentation followed by a question and answer session where participants could take part in lively discussions, share practice and reflect on the ideas shared.

Finally, attendees heard messages from Dr Łukasz Lutostański, Consul General of the Republic of Poland and Sylwia Spooner, Head of Cultural Affairs at the Polish Consulate in Edinburgh who shared information on the newly launched 'Ten steps to Polish' programme, run by The Polish

Educational and Social Society, in conjunction with SCILT. This course helps classroom practitioners to introduce Polish as an L3 in their schools. The afternoon ended with a vote of thanks and closing remarks by Fhiona Mackay.

A huge thank you to all our speakers for such an informative, interesting and inspiring afternoon.

**Karen Liddle, CISS**



## Opening the door to Masters level study

Calling LLP, Train the Trainer and TeLT alumni! Can you answer yes to the questions below? If so, then you will want to know all about the recent agreement reached with the MEd programme team at the University of Strathclyde.

Four quick questions:

- Are you interested in developing yourself professionally and academically through Masters study?
- Have you been a participant on the Education Scotland/SCILT course called Languages Leadership Programme (LLP, previously known as Train the Trainer) within the last five years?
- Have you been a student on the Open University/SCILT programme called Teachers Learning to Teach Languages in Primary School (TeLT) within the last five years?
- Were you awarded GTCs Professional Recognition from either of these programmes?

Yes? Then you are eligible to accredited prior learning to the tune of 20 Masters credits, enabling you to transfer onto Masters in Education (MEd) pathways at the School of Education at the University of Strathclyde.

If you have recently joined the June 2021 intake of the LLP or the September 2021 intake of the TeLT, then this opportunity will be available to you too once you have received your certificate from the GTCs.

The award of Professional Recognition from the TeLT and LLP programmes gives access to the following pathways:

- [MEd Education Studies](#) for TeLT and LLP/TTT alumni – start dates January 2022 and September 2022
- [MEd Educational Leadership](#) for LLP/TTT alumni – start date September 2022

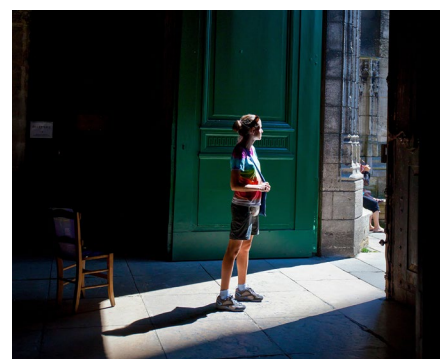
We are delighted that the Masters level professional learning gained on our flagship programmes now opens the door to Masters level study. We are hopeful

that we will make agreements with other Scottish universities soon for similar access onto their Masters programmes.

Meanwhile, if you are interested in the current options at the University of Strathclyde:

- MEd Education Studies route contact [Angela De Britos](#)
  - MEd Educational Leadership route contact [Joanna Holmes](#)
- Watch this space for further updates.

**Lynne Jones, SCILT**



## Polish classes for teachers

The L3 Polish classes for teachers are now well underway with around 25 teachers from all over Scotland taking part.

The weekly classes which run on a Tuesday and Thursday are delivered by two experienced primary teachers, Paul Kelly and Violetta Janska. Paul, a class teacher from Glasgow and keen language learner, has been involved in the development of the recently published L3 Ten steps to Polish resource. He has good knowledge of the resource and makes reference to elements within it, both in terms of language and culture, to support the participating teachers in their practice to teach Polish as an L3 in their context. Paul comments, "It has been wonderful to see such positive engagement with the Polish lessons. I think the popularity of the course will soar!"

Violetta, also a class teacher currently working within ASN provision, is a native Polish speaker and delivers the language element of the course, focusing on topical vocabulary, key grammar points and pronunciation. Violetta also contributes greatly to the cultural element of the lesson based on her first-hand experience of growing up and living in Poland. The interactive nature of the classes allow the teachers to practise their pronunciation with each other and with Violetta. Of the teachers taking part, Violetta states, "I've really enjoyed watching the teachers grow in confidence with using Polish as the weeks have progressed."

The classes have proven to be very popular by those taking part and this has been welcomed by the Polish Consulate in Edinburgh and Chris Sagan, Chair of the Board of Trustees at The Polish Social

and Educational Society in Glasgow. Having been instrumental in facilitating the classes, Chris says he is "really pleased with how the Polish language classes for teachers are progressing, there's some great feedback."

Participant Gillian Christie, teacher in West Lothian, says, "I'm really enjoying the classes. It's great to have a native speaker to practise with and the quizzes add some fun too. I also find the cultural information about Poland really interesting."

**Karen Faulds, SCILT**



## Regeneration – not just for Doctor Who

If it's good enough for Doctor Who, then regeneration is good enough for Scotland's Languages Leadership Programme (LLP)!

Between 2014 and 2019, Education Scotland and SCILT ran a national leadership development programme that started with a weeklong summer school bringing together around 50 primary and secondary teachers at the University of Strathclyde's city centre campus.

With an enforced pause in 2020, the programme was overhauled.

The regenerated programme now comprises three components:

- LLP Core: two days of online professional learning
- LLP Choice: varied menu of optional workshops
- LLP Recall: opportunity to share learning

With the aim of building leadership capacity nationally, the programme is

more expansive than it might at first seem.

In June 2021, the new #LangsLeadScot community came together for the first time virtually, welcoming over 80 participants and 20 critical friends, for two days of tailored professional learning. Participants are primary or secondary teachers, and either current or aspiring leaders of languages. Critical friends have all completed a previous incarnation of the programme and have volunteered to support the participants.

Cluster working emerged in discussions and written reflections as a key to providing progressive language learning experiences for all pupils.

Since the start of the new school year in August, relationships developed amongst participants and between participants and critical friends as the community continued to learn and reflect together. Already, LLP Choice workshops have focused on the leadership angles of social justice

approaches, learning for sustainability, United Nations Convention on the Rights of the Child, parental engagement, strategic leadership and inclusion in languages education. The expertise and professional networks of SCILT, Education Scotland and LANGS colleagues have contributed generously to the offer.

Looking ahead to recall day in term four, the LLP community will come back together and share stories of leadership development. This will be an exciting opportunity to witness how and why Scotland's languages leadership capacity has grown and developed this year.

Doubtless there will need to be a few tweaks to the programme with our LLP branded sonic screwdriver ahead of the next intake. Who doesn't love that kind of challenge?

Allons-y! Follow [#LangsLeadScot](#) on social media.

**Lynne Jones, SCILT**

## Return of the Scottish Languages Review

Over two and a half years since the publication of Issue 35, the Scottish Languages Review is back! The unintended hiatus was a result of a number of factors, most notably the retirement of long-standing editor Hannah Doughty in the spring of 2019. Then, when it looked like everything was falling into place for the first issue of a new era, the world as we knew it changed, and potential contributors were deployed to the new front line of virtual teaching.

Anyone who has had the opportunity to look at Issue 36, published in September 2021, will hopefully agree that it has been worth the long wait. With articles covering aspects of translanguaging in New Zealand and in Scotland, and on the use of L2 in

classrooms in France and throughout the Anglophone world, the current issue has a truly global flavour. In addition, in an insightful report which will be of particular interest to the language teaching community, Sonja Fedrizzi of Broughton High School describes how her secondary teaching has changed over periods of lockdown and blended learning, and reflects on how this experience can be valuable as teachers across Scotland and beyond return to the classroom.

As per previous issues, a list of recently published reports is included. For Issue 37, which is scheduled to be published in the spring of 2022, restrictions will hopefully have eased a little further, meaning we can include detailed lists of forthcoming events, together with

a range of links to other languages related articles.

The Scottish Languages Review can be accessed via the [SCILT website](#). Proposals for articles for forthcoming issues, or expressions of interest, are warmly welcomed by the editor [Paul Hare](#).

**Dr Paul Hare, SCILT**



### Research

SCILT is committed to supporting research into languages education at local, national and international level.

Research: [Issue 36 - Autumn 2021](#) [Back Issues](#)

### Issue 36 - Autumn 2021

[Editorial](#) [Issue 36](#) [Selected publications](#)

At long last, the *Scottish Languages Review* is back! Thank you all for your patience since the last issue, which was published in late 2019. With the retirement of the long-serving former editor Hannah Doughty (big boots to fill) in 2019 came an unplanned hiatus. Then, just as things were falling into place, the world as we knew it changed. Throughout the best part of 2020 and 2021, the new editor and current contributors, all of whom have teaching commitments, had to prioritise other activities, in order to keep the show on the road for our students and learners. I hope you will agree, with its five high-quality contributions, that Issue 36 has been worth the long wait.



# CISS News

## Climate Ready Classrooms



September 2021 saw the launch of the Climate Ready Classroom project, the culmination of over two years' work between [Scotland's National Centre for Languages](#), the [Confucius Institute for Scotland's Schools](#), Tianjin Municipal Education Commission, [Keep Scotland Beautiful](#) and twelve partnered schools across Scotland and China.

The project delivers a multi-disciplinary approach to climate education, combining language learning, science, IT, and cross-cultural communication to tackle one of the most pressing issues of our time: climate change.

Throughout the month of September 2021, young people in Scotland and China studied six lessons, introducing several climate related topics, which tied in with Keep Scotland Beautiful's flagship programme, the Eco Schools Award.

Through a series of weekly live link-ups between Scotland and China, these international classrooms met together digitally to demonstrate, discuss and expand upon their learning. The project will be presented at the [University of Strathclyde's Climate Innovation Showcase](#) as part of the COP26 conference in November 2021.

## Virtual Exchange Teacher project

Following a successful pilot last year, we are delighted to bring back the Virtual Exchange Teacher (VET) project in partnership with Southwest Jiaotong University in Chengdu, China – an 8-week block of live streamed Chinese language and culture classes for P5-P7 classes, taught by a Mandarin teacher based in China. Over 50 schools from Confucius Classroom Hubs across Scotland have signed up for the 2021-22 edition, for a total of over 2500 young learners.

## Modern China, Beautiful Tianjin

We are delighted to announce the upcoming launch of Modern China, Beautiful Tianjin – an exciting new online winter camp for secondary students across Scotland. Over five weeks this winter, students will be offered the chance to join a virtual tour of the amazing city of Tianjin, China. Comprising weekly video link-ups with our Chinese classroom and supplementary topic based videos – featuring former CISS colleagues and Chinese Exchange Teachers – students will use their language skills to engage with the geography, history, folk arts and culture of a thriving mega-city in which tradition and modernity sit side by side.

## Discovering China

The Discovering China programme of online language and culture classes for learners continues this year. The programme includes learners whose school does not fall within a local authority that has a Confucius Classroom Hub, and we are delighted to be able to offer this opportunity to young people who would otherwise not be able to access Mandarin teaching. The offer comprises classes at BGE primary and secondary level, as well as National 4, National 5 and Higher level in the senior phase. All classes are taught by CISS's in-house GTCS registered teachers of Mandarin.

If you have any questions about any of our projects or events, you can [contact CISS](#)

**Ellie Cassen, CISS**

# European Day of Languages

## Banchory-Devenick School

We celebrated European Day of Languages by having a whole school Spanish Day:

P1 to P4:

- worked in teams to build towers and then used their knowledge of Spanish numbers to measure the heights
- listened to Old MacDonald and made a Spanish farmyard display

P5 to P7:

- made books in Book Creator to help teach their younger buddies Spanish numbers
- created a rainforest display and labelled the animals in Spanish
- made a class book in Book Creator introducing and describing the rainforest animals

Whole school:

- played games, sang songs, watched fairy-tales and read books together all in Spanish

We linked the work we did for European Day of Languages to the United Nations Convention on the Rights of the Child articles, as we are currently applying for Bronze Level Rights Respecting Schools accreditation. We specifically linked our work with article 7 'the right to a nationality' and article 31 'the right to take part in cultural and artistic activities'.

**Karen Downie, Banchory-Devenick School**



## Burgh Primary School

On Thursday 23 September 2021 Burgh Primary celebrated European Day of Languages (EDL) with all pupils being encouraged to dress in the colours of the French or Spanish flags. Across the day all classes took part in a variety of activities including learning some French and Spanish vocabulary and learning about different aspects of French and Spanish culture.

The day started with an EDL assembly then our P7 pupils led the learning, delivering fun, interactive lessons to the rest of the school. P1 to P3 loved learning French colours, numbers and greetings whilst P4 to P6 enjoyed learning Spanish colours, numbers, days of the week and months of the year.

Later in the day each class learned about an aspect of French or Spanish culture including La Tomatina Festival, famous French people and Pablo Picasso.

The day ended with a quiz, again delivered by our P7 pupils. All staff and pupils enjoyed the day and can't wait to continue learning lots of French and Spanish across this year.

Acting Head Teacher, Laura Easton said "By celebrating European Day of Languages we taught our pupils as much of the French and Spanish language as possible. Our pupils had the opportunity to participate in a wide range of activities that integrated language learning with fun. A fantastic day organised by our P7 teacher and pupils!"

**Heather Wiggins, Burgh Primary School**



## Goodlyburn Primary School

In our P4 to P7 Gaelic class language learning is part of the every day, with Gaelic being the main language of the classroom. Pupils also have French as L3 which is taught through Gaelic. We made our language learning a bit more special for European Day of Languages and ended up with a week of celebrations.

On Friday P4, who are just starting out with French, shared a working breakfast of croissants and hot chocolate while learning the numbers to 20. We did some matching of numerals to French words, sang and danced to a numbers song, played bingo and kept it all secret from P6 and 7 pupils!

On Monday, all of P4 to P7 were able to share an amazing European breakfast with hot chocolate, baguette, cheeses and meats from all round Europe. This was thanks to a very generous donation from our local Morrison's community champion Stephanie. Pupils were able to try new foods and enjoy some favourites. We followed this by some map work, using atlases to plot and name European countries in Gaelic.

At the end of the week, it was back to P4 and P5 to have a French session – and another breakfast! Pain au chocolat and fruit juice were enjoyed while practising answering questions about choices of plates, cups and juices in French. We read some French stories after our breakfast to fit in with the Ness Book Festival challenge and pupils understood a surprising amount of vocabulary, joining in with some of the noises in 'La chasse à l'ours.' We learned vocabulary for members of the family, identifying family members in the books we read. We again finished with a game of bingo, which is becoming a weekly event!

**Christina McGregor, Goodlyburn Primary School**



## Glenalmond College

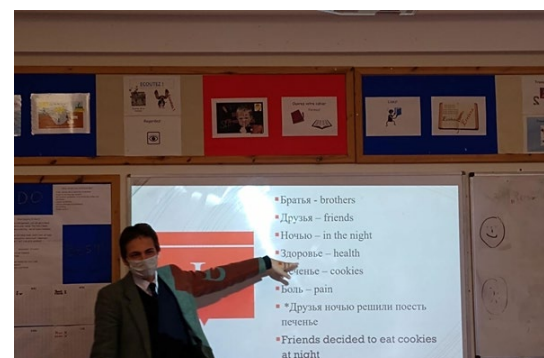
Rather than European Day of Languages, at Glenalmond College we celebrated with an exciting European Week of Languages!

Our Lower Sixth International pupils made the most of their EAL lessons to teach the rest of their class a lesson in their native language. It was exciting to see our pupils take such pride in teaching their mother tongue, and we had the opportunity to learn a few basic words, phrases and facts in Mandarin, German, French, Spanish, Italian, Czech, Swedish and Russian!

Pupils across the school also recorded videos wishing people a 'Happy European Week of Languages' in other languages, and this provided an opportunity to celebrate our community on social media. The teaching and learning of languages is central to life at Glenalmond, and it was fabulous to be able to celebrate languages which are not taught as part of the curriculum. Pupils throughout the school were also able to take part in a languages quiz in tutor groups and to learn about language families, etymology and sign language.

The week also saw two of our pupils receive award certificates for their success in a prestigious competition run by the Queen's College, University of Oxford. James (French) and Ellie (Spanish) emerged as the top entries from Scotland in the Anthea Bell Prize for Young Translators. They were celebrated for their insightful and creative translation of poetry and we could not be prouder!

**Caroline Murie, Glenalmond College**



## King's Park Secondary School

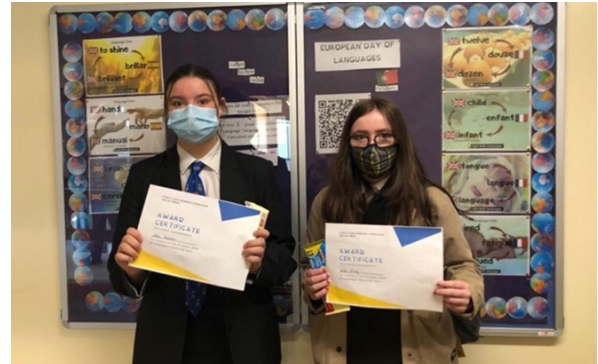
In our roles as Language Ambassadors we have been working hard behind the scenes to create a fun-filled week to celebrate European Week for Languages. We led different activities and worked collaboratively with the school community to organise the events.

Each day of the week we presented a language-themed challenge question on the tannoy which all classes got involved in answering. It was so thrilling to see people in such enthusiastic competition for the prizes!

We also hosted an online quiz throughout the school in which people had to guess which language the word 'language' had been translated into. We awarded chocolates and certificates to the first five winners!

We were delighted at the participation in our events and very pleased to see so many people getting involved with languages in our school!

Language Ambassadors, King's Park Secondary School



## St Ninian's High School, Kirkintilloch

St Ninian's High School celebrated European Day of Languages in style with pupils and staff getting involved in a series of events and activities over four days.

Staff dressed up for the occasion and greeted their classes each day in a variety of languages including French, Spanish, Portuguese, Catalan, German, Polish and Romanian. The school prayer was translated into French and Spanish and recited by staff and pupils each morning. A very typical French breakfast was served to all staff with donations given to the school's charity: Beatson Cancer Charity.

Pupils participated in quizzes on the importance of languages, idioms, languages in movies, and guess the teacher and the language they are speaking. Pupils also made some magnificent drawings for our picture competition and were invited to participate in a European Day of Languages Bake Off. Finally, the Modern Languages department got on their bikes and added a few more kilometres towards St Ninian's virtual cycle to Kolkata for the Beatson Cancer Charity.

Angela Doris, St Ninian's High School



# News from local authorities

## Edinburgh Learns Languages: Driving Improvement in 1+2

As practitioners we are all aware of the importance of feedback and self-evaluation: as teachers we encourage our learners to stop, think, reflect and celebrate their successes before thinking about their next steps. The Edinburgh Learns Languages: Driving Improvement in 1+2 event was an opportunity for practitioners and leaders in City of Edinburgh schools to do just that. It was an opportunity to reflect on the 1+2 journey so far, to celebrate our successes, to showcase examples of good practice from primary and secondary practitioners and to ensure that the learning and teaching of languages in City of Edinburgh is based on evidence informed practice.

Fiona Pate, the keynote speaker at the event, shared the journey of 1+2. Fiona shared the successes around the implementation of 1+2

and explored some of the challenges that practitioners have faced when implementing this policy. Fiona posed some interesting reflective questions for us and asked us to 'be bold' when planning our next steps in the teaching and learning of languages.

In her presentation, 'Language learning at a young age: connecting research, policy, and practice', Professor Antonella Sorace, Professor of Developmental Linguistics at the University of Edinburgh and founder of Bilingualism Matters, explored the theory around language learning and how this can be put into practice in our classrooms. For me, this highlighted the importance of adapting the pedagogy used in the teaching and learning of languages according to age and stage to ensure it meets the needs of our learners.



The final part of this celebration event was the primary and secondary workshops. Each workshop showcased some practical examples of how 1+2 was implemented in primary and secondary schools in Edinburgh. The workshops took a Teach Meet format and attendees left the event with a bank of new practical ideas and activities to try in their own classes.

Events and celebrations like this one will help to ensure that City of Edinburgh practitioners and leaders are supported and feel empowered to implement the national and local vision for 1+2 in their schools.

**Kathryn Graham, Edinburgh**

## North Ayrshire 1+2 virtual live lessons



Despite the many challenges practitioners have been facing as a result of the pandemic, many more opportunities have arisen as a result of it. With improved technology in schools, North Ayrshire pupils from P4 to P7 now have the chance to take part in Spanish and French virtual lessons via Microsoft Teams with the 1+2 Development Officer. This is an opportunity for teachers to gain team teaching experience, and increase confidence in the delivery of L2 through implementation of lessons ideas linked to the North Ayrshire Primary Language Learning Framework.

In order to reach as many classes as possible, the number of classes allowed to join is unlimited. The P5 to P7 lessons are based around the Harry Potter characters and focus on vocabulary and developing reading and writings skills, while P4 lessons focus on vocabulary and developing talking and listening skills. There are six or seven lessons in each block, with lessons taking place every two weeks. After the lessons,

teachers are provided with games and materials for pupils to consolidate learning in the classroom during the week that they do not have a virtual lesson.

Each virtual lesson lasts around 45 minutes and is split into short teaching segments. After each segment, class teachers use the PowerPoint provided before the lesson to play interactive games in class to practise before moving on. The lessons have been popular and feedback has been very positive!

A P6 teacher at Winton Primary wrote in to report that pupils said they "really enjoyed the detective games we played as a class as it meant that everyone could have a turn. They liked learning about food and the variety of class activities related to this."

Virtual lessons are definitely here to stay, with plans underway to offer L3 Spanish or French transition topics in the last two terms.

**Stacey Arneil, North Ayrshire**

Make a sentence following the numbered path and then choosing one of the rooms directly underneath. The columns are coloured to help you keep right!

<sup>1</sup> Vo	<sup>1</sup> Tú	<sup>1</sup> Dudley (El)	<sup>1</sup> Tio Vernon (El)	<sup>1</sup> Tia Petunia (Ella)	<sup>1</sup> Hedwig (Ella)
<sup>2</sup> estoy	<sup>2</sup> estás	<sup>2</sup> está	<sup>2</sup> está	<sup>2</sup> está	<sup>2</sup> está
<sup>3</sup> en	<sup>3</sup> en	<sup>3</sup> en	<sup>3</sup> en	<sup>3</sup> en	<sup>3</sup> en
<sup>4</sup> el cuarto de baño.	<sup>4</sup> la casa	<sup>4</sup> el dormitorio.	<sup>4</sup> la cocina.	<sup>4</sup> el cuarto de baño.	<sup>4</sup> el dormitorio.
<sup>4</sup> la cocina.	<sup>4</sup> el jardín	<sup>4</sup> la cocina.	<sup>4</sup> el jardín.	<sup>4</sup> el comedor.	<sup>4</sup> el jardín.
<sup>4</sup> el comedor.	<sup>4</sup> el dormitorio.	<sup>4</sup> la sala.	<sup>4</sup> el cuarto de baño.	<sup>4</sup> la casa.	<sup>4</sup> la sala.
<sup>4</sup> el dormitorio.	<sup>4</sup> el cuarto de baño	<sup>4</sup> la casa.	<sup>4</sup> la sala.	<sup>4</sup> el dormitorio.	<sup>4</sup> el comedor.

How many galleons will your earn for your team?

# SLEA at Danestone Primary

During our Life and Ethos time we have been working towards earning our bronze level Scottish Languages Employability Award (SLEA). We started by looking at what Developing the Young Workforce (DYW) meant and thought about what skills and attributes we would need for our future careers. We also made a website to share how, what and why we learn languages at Danestone. To achieve our bronze award we needed to link with a company so we can learn how they use languages in the workplace. We have been lucky enough to link with Chris Roberts who works at Subsea 7 as an Engineer.

## Our Google Site

We created a Google Site about how we learn French and Mandarin. We included what we have learned and why we learn languages. We made our site with help from Mrs Duncan and Miss Crossan. Not only did we practise our language vocabulary but we learnt some new skills in using Google Workspace. It turned out awesome! Next we made a video to explain what we had done in our Life and Ethos group and presented the video and Google Site to the rest of the school. We all worked together on different sections and developed our teamwork skills. It was great to be able to share our learning with the whole school over a Google Meet.

## Link with Subsea 7

We researched companies in Aberdeen and wrote letters to them explaining who we are and gave them information about the SLEA. We were lucky enough to receive a reply from Chris Roberts who works at Subsea 7, and we were able to meet him virtually over a Google Meet. During the meeting we shared our Google Site with him, told him what and how we learn languages at Danestone and what DYW is. In return he told us about what he does, how he uses languages at Subsea 7 and how languages can help in lots of different jobs and situations. We also had the chance to ask him lots of different questions. It was so interesting and we all really enjoyed meeting with him.

You can visit our Life and Ethos page [on the school website](#).

Thanks for reading our article!

**Chloe, Ethan and Robert, pupils at Danestone Primary School**



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



# Shining in Gaelic with GLEANS



A new session and a new set of challenges to encourage Gaelic language learning across Scotland!

GLEANS (Gaelic Learners Authority Network Scotland) was formed during the first lockdown to encourage Gaelic Learner Education and Gaelic as a 1+2 language; showing that young people are engaging in Gaelic language learning in schools across Scotland.

Each termly challenge focuses on different topics of Gaelic 1+2 learning and encourages young people and schools to try and create video (using puppets, Chatterpix, Toontastic or any other appropriate apps) or audio clips on that topic. The clips are then shared by the schools via Twitter and by [@GleansAlba](#) to showcase the Gaelic learning ongoing across Scottish local authorities.

Last session we had many schools taking part in our GLEANS pilot challenge, which focused on giving your name and where you come from. Young people took part from schools in Fife, Highland and South Ayrshire and really enjoyed the challenge as well as watching the videos from pupils from other authorities and schools. GLEANS wants to show that Gaelic is taught all across Scotland as well as allowing pupils to see and share their learning with different regions. To

this end we are trying to expand our network and have streamlined our padlet to share and access the videos.

We would love to see many more schools from across Scotland sharing in the challenges. For class teachers who are engaging in, or have been through, GLPS training it is a great (and easy) way to have a series of concise lessons or activities and also to share your class's success in Gaelic learning.

There are four new challenges this year: our next one will focus on Christmas and will be ready in the middle of November.

The GLEANS team have been very impressed with the high quality of Gaelic spoken and recorded within the challenges to date and we are confident this will continue this session, with a raft of new challenges to discover.

To access the challenges, or to find out more, [visit our website](#).

We look forward to seeing your uploaded challenges soon!

**Suzanne Jackson, Fife Council, Richard Hill, South Ayrshire Council, and Ruairidh MacKay, Highland Council**

## STEM with languages in Falkirk

After numerous delays due to the pandemic, a group of primary schools across Falkirk local authority finally got their STEM and Learning for Sustainability with French project underway with their learners. The project, led by Falkirk's 1+2 Development Officer Laura McEwan and supported by SCILT, saw a group of teachers from four different schools plan a block of six lessons that focused on plastics and the environment alongside French. At the initial stage of planning, professional learning for the teachers was delivered by Charlotte Dwyer from Scotdec and this input allowed the teachers to direct the focus of the project towards Sustainable Development Goal 14 – Life below water.

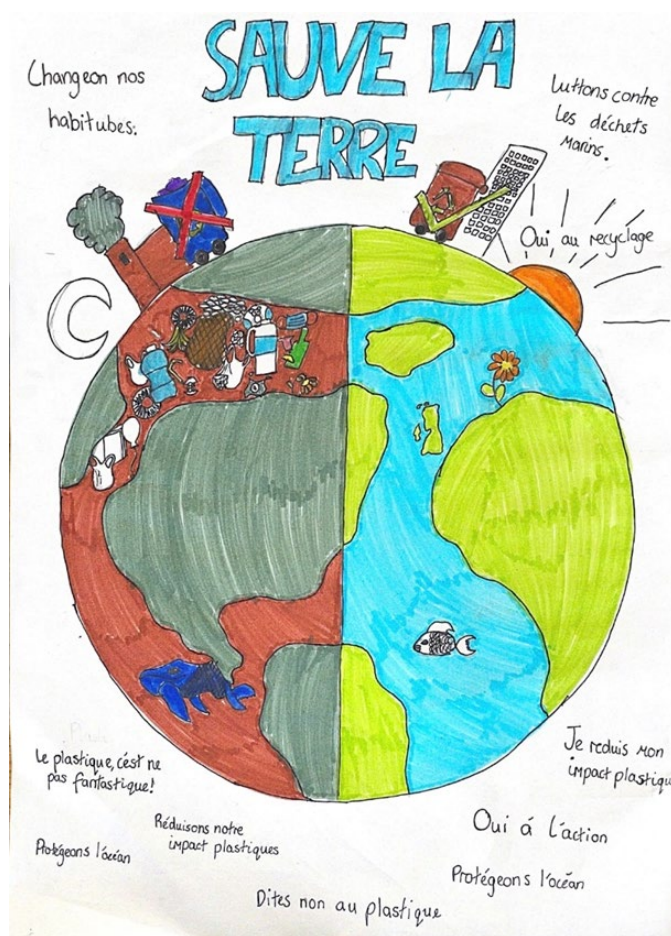
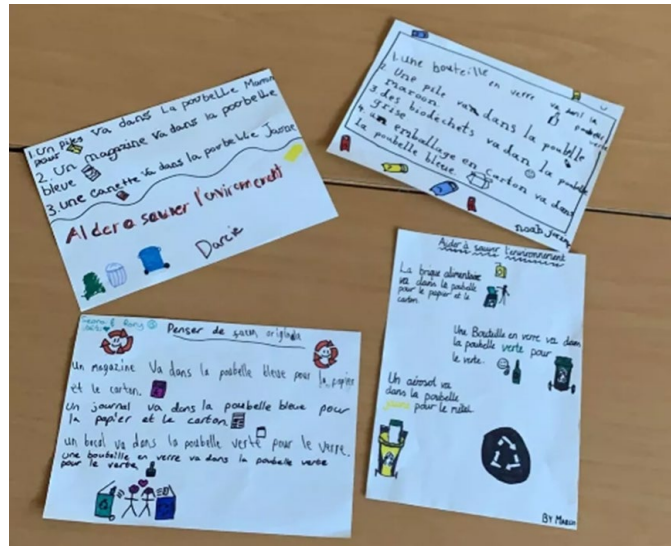
The progressive series of lessons looked in detail at the effects of plastic on the environment, particularly of that in the oceans. Pupils had the opportunity to explore The Great Pacific Garbage Patch, virtually of course, looking at the impact it has on marine life. Other tasks included a decomposition timeline where pupils had to consider how long various items would take to decompose, including objects such as a t-shirt, plastic bottle and banana skin. Activities were designed to ensure maximum use of and exposure to the target language and encouraged progression across the four skills. One activity provided pupils with the opportunity to design posters, highlighting the impact that debris in the ocean has on marine life. Pupils also created models out of plastics, many of which were designed with a view to improving life below water. At the end of the block of lessons, they were able to present their model to the class, using the target language as much as possible in their presentation.

Having fully evaluated the project, the feedback from teachers and pupils has been positive. Laura states, "Our learners evaluated the project positively and teachers reported high levels of engagement. We made the decision to try to use accessible authentic French resources. Our learners loved that they could use strategies to understand a 'real' French news report and analyse a French Canadian TV campaign."

Initially it was hoped that this project would be part of an eTwinning venture with schools and teachers in Créteil, France but due to school closures and lockdowns in both countries, this collaboration did not take place. However, there is a very good chance that this partnership will run this session so watch this space for further information!

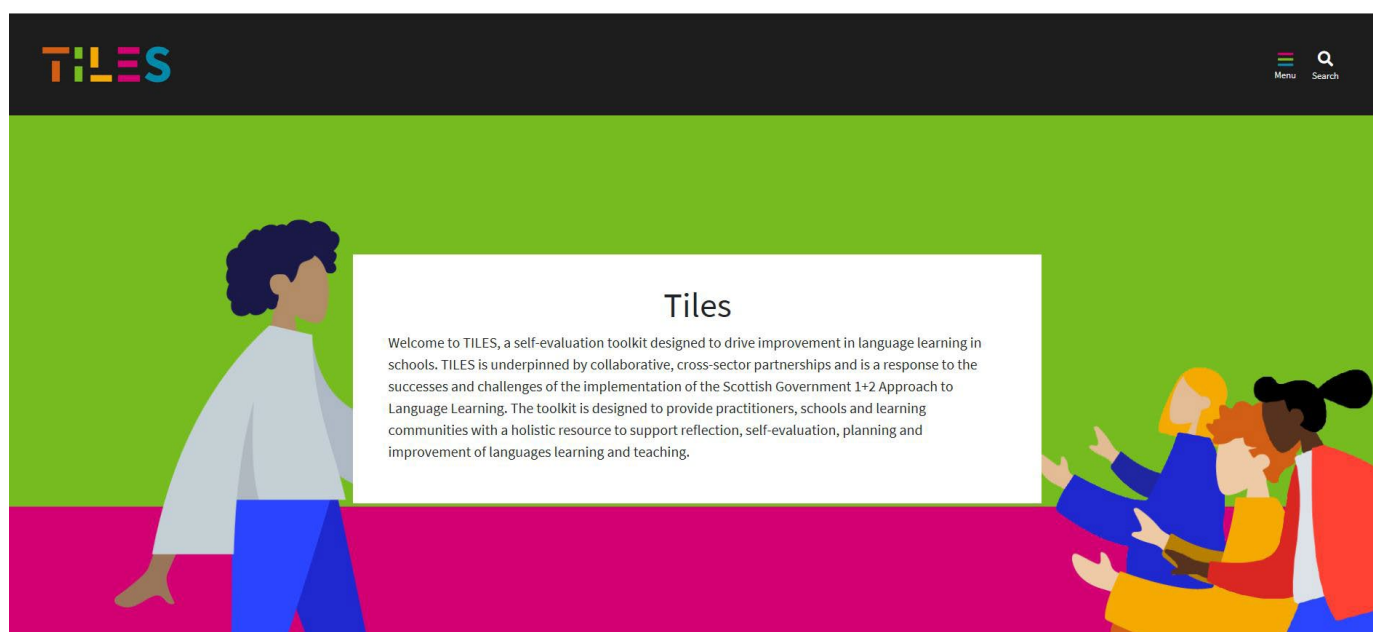
Thanks to Mrs McDavid at Comely Park Primary and Miss Lawless at Bonnybridge Primary for sharing images of pupils' work.

**Karen Faulds, SCILT**





# TILES - Toolkit for Improvement in Languages Education South-East



Practitioners across the South-East Improvement Collaborative (SEIC) were invited to attend the online launch of TILES (Toolkit for Improvement in Languages Education South-East) on Thursday 9 September. This launch was the culmination of a cross-sector project which aimed to provide a research-based toolkit which informs and supports ongoing self-evaluation and improvement in language learning for practitioners and schools.

This collaborative project took place over three academic sessions, 2019-2021, and was led by language leads from the five SEIC local authorities (City of Edinburgh, East Lothian, Fife Council, Midlothian and Scottish Borders Councils) and researchers from the University of Edinburgh and Moray House School of Education. The development and evaluation stages of TILES also involved practitioners, local authority leaders and key external partners (GTCS, SCILT and Education Scotland). The result is a web-based self-evaluation toolkit which empowers practitioners and schools in their practice and supports them to drive forward innovation and improvement in languages teaching and learning.

TILES comprises of six 'tile' themes: leadership, language learning, curriculum, learner experience, contexts and culture, and professional learning. Each theme includes a research summary and a series of sub-section tiles. All sub-sections are structured around three key 'How are we doing?' self-evaluation statements. Each sub-section then explores these in detail and includes exemplification as to how they can be developed in practice. To support professional learning, text references and examples of further reading and resources are also available.

The launch event was the first time that the TILES website was shared with colleagues across the SEIC. A general introduction and overview of the project was given before primary and secondary colleagues split into more focussed workshops. Each of the workshops provided guidance on how to navigate the toolkit and modelled how TILES could be used in practice to respond to key challenges in language learning in different sectors. Feedback from the event was overwhelmingly positive with many practitioners eager to start using the toolkit.

Following on from the successful launch event, the TILES working group has identified a number of next steps. TILES is being embedded in the professional learning offer from SEIC local authority leads and improvement planning for languages. Local authority leads will also support practitioners and schools to engage in practitioner enquiry using TILES. Additionally, the working group plan to explore opportunities to share the toolkit with practitioners to encourage wider engagement on a local, regional and national level. Find out more on the [TILES website](#).

**Kathryn Graham and Ann Robertson, South East Regional Improvement Collaborative**



# News from our partners

## 2021 – a year of creative connections!

With online collaboration now an integral part of our daily lives, and with digital and hybrid formats for intercultural exchange now widely available, 2021 has been a year of 'bringing young people together' in new and different ways. Travel restrictions haven't got in the way; rather, they have encouraged us all to be even more creative and innovative in how we engage, work together and keep UK-German connections alive.

One particular highlight has been the launch of the UK-German Youth Council, including representatives from Scotland. They meet regularly to co-design future programmes, share insights, act as ambassadors, and offer a 'youth voice' for UK-German activities. They have come up with some fantastic new ideas for digital engagement, such as the UK-German Youth Newsletter, '[Still and Sparkling](#)'.

Scotland has of course been in the spotlight recently, with COP26 taking place in Glasgow. With this as a backdrop, we ran a virtual [youth conference on Climate Change](#), offering young people the chance to explore the role of cities and regions in the fight against the climate crisis, hear directly from climate experts and youth delegates, exchange ideas and collaborate in UK-German sustainability challenges.

With the re-launch of our new funding offer in summer 2021 and the opening of the 2022 round of school partnership bursaries, we're looking forward to supporting more activities, projects and visits as travel plans for 2022 begin to pick up again. Find out more about the grants on offer on [our website](#).

There'll also be many more UK-German opportunities in 2022 for young people to use their language skills in real-life settings, cross-curricular contexts and as part of overall skills development. [Visit our website](#) for an overview of the latest opportunities.

Whatever your UK-German connection, [we're here to help](#). Send us your questions or ideas; we would love to hear from you!

**Alison Dolamore, UK-German Connection**



## Fantastico award win for local Glasgow teacher

A Glasgow Spanish teacher scooped one of the most sought-after awards at the National Children's Activity Awards ceremony, after beating hundreds of other entrants.

Rachel Peebles was awarded the prestigious Franchisee of the Year award at the Club Hub National Children's Activity Awards 2021. She was rewarded for the quality of her teaching, innovation, business performance, charity work and passion for what she does.

Rachel said: "I am absolutely thrilled to win this award. It's such a strong category and one that everyone wants to win! The last 18 months have been really tough, with the children's activity sector being one of the worst to suffer, so it's a huge boost and encouragement to be recognised in this way."

Independently judged by a panel of experts from the children's activity field, the seven judges whittled down the entries, marking each one against strict criteria, with Rachel scoring the highest overall in her category.

Rachel teaches Spanish through her Language Club, Estrellas Brillantes (meaning Shining Stars) to local babies, toddlers, pre-school and primary age children in Busby in East Renfrewshire, and Uddingston in South Lanarkshire, using the award winning La Jolie Ronde programme.

During lockdown, Rachel took her classes online so students could continue on their language learning journey. She taught over 600 children's classes on Zoom to a wide range of ages until face-to-face classes were finally able to start back in May this year.

Parent Suzy Marchant said: "My two daughters have been learning Spanish with Rachel for the past four years and they love it. They don't see it as learning, they see it as having fun in a different language. Rachel has a patience and understanding of children which makes her a great teacher, her passion for Spanish shines through in each lesson."

As well as teaching local children, Rachel also donates a lot of her time to supporting a Bolivian charity called Fundación Totalí - a small charity that provides low cost, quality health care in the community, and provides sports and education programmes for children. Several times a year Rachel holds special events in her Spanish classes to fundraise for this and the Change Tomorrow charity, which runs a rural school in Uganda.

To find out more about Rachel's award-winning Spanish classes visit her [Estrellas Brillantes Facebook page](#).

**Mala Henry, La Jolie Ronde**



## German Educational Trainees

Our German Educational Trainees (GETs) are back! For the past two academic sessions, GETs could only be sent to Scotland's schools virtually, but the GET Across Borders programme and the partnerships that have grown and flourished over the last nine years have proved to be resilient. Working closely with students, schools and councils, we have managed to keep up the support for German in challenging times. As Bethan Owen from the City of Edinburgh Council put it so well, "it is testimony to the dedication and skill of all concerned that the programme has not only continued in trying circumstances, but has been able to adapt and improve in order to continue to offer the highest quality of support for language learning."

With funding from the German Foreign Office and the support of participating councils, we adapted to the Covid-19 restrictions by creating 'GET buddied up!'. In partnership and under our

supervision at Mainz University, our teacher trainees worked from Germany and created authentic teaching resources for their respective schools in Scotland. Their presentations and educational vlogs helped make online learning fun, and our new mascot 'Ali the Eagle' became very popular among young learners.

GETs are back in Scotland now but the 'GET buddied up' resources are here to stay. A launch of these teaching resources is planned for when it is safe to have our 'GET together' in person.

If digital fatigue and a lack of human interaction have been named among many of the negative effects that Covid-19 has had on learners, we are delighted that our GETs can help to address these issues by sparking pupils' enthusiasm for another language and culture. It is also wonderful that young German teachers-to-be have the opportunity to broaden their horizons

and immerse themselves in a new teaching culture. There is so much they can learn from their mentors and their school community in Scotland, and we are delighted that the GETs are back.

**Dominik Wallerius, GET Across Borders**



## Learning for a Sustainable Future: Live at COP26

The 26<sup>th</sup> UN Climate Change Conference (COP26) was held in Glasgow between 31 October and 12 November 2021. It brought together heads of state, climate experts and campaigners to agree an accelerate coordinated global action on climate change.

Learning for a Sustainable Future: Live at COP26 is a two-week course offering an opportunity to examine what COP26 is, why it's important and to reflect on how you can add your voice to the call for collective action for a sustainable future.

Participants will explore the broader context of COP26 and consider other key frameworks such as COP15 (the UN Convention on Biological Diversity) and the UN Sustainable Development Goals.

Explore the issues being discussed at the conference and see and hear responses to the conference themes from children and young people, community groups and ministerial bodies, both nationally and internationally.

There has never been a more urgent need for the world to work together and take collaborative action to secure a sustainable future for people and planet. Do your part and [enrol now!](#)

There is also still time to sign up for the five-week course on Learning for a Sustainable Future. Join a personal and professional global learning journey towards a sustainable future. What on Earth could be more important? On this five-week course, you'll explore a range of global, community and school-based

contexts and develop an informed personal response to major contemporary challenges faced today. The course is open to everyone and would be suitable for senior learners, or anyone with an interest in sustainability and a willingness to learn and share with others around the world! [Join the course](#) for free today.

Don't worry if you can't start on the dates specified – you can enrol on both courses until later this year.

**Liz Neil, British Council**



# Science in the Language Class

Science in the Language Class is an educational programme which provides resources that link language learning to the Royal Zoological Society of Scotland's (RZSS) conservation projects across the world, or to the conservation breeding programmes within RZSS sites.

Free and fun language games encourage learners to find out more about RZSS projects in the wild, such as the giant anteater programme in South America which links to Spanish language learning. French is linked to our partula snails project in the French Polynesia islands, and Gaelic to the reintroduction of the beaver to Scotland. There are games in German based around the black stork, in Italian looking at the northern lynx and in Japanese based around the snow monkey.

There are sets of games for each of the languages and these can be downloaded with gameboard, question cards and answers from the [Science in the Language Class](#) website. There are some additional resources to help with a visit to either RZSS Edinburgh Zoo or Highland Wildlife Park.

The other language which is linked to one of our projects is Mandarin, which has an extensive free programme with many resources, virtual sessions, online games and outreach. It has its own website [Beyond the Panda](#).

To find out more please contact RZSS Language Project Coordinator Sandie Robb [via email](#) or on Twitter [@Sandie\\_Robb](#).

**Sandie Robb, Royal Zoological Society of Scotland**



## Juego de oso hormiguero gigante

<b>Mueve cualquier casilla de desafío</b>	? What do anteaters, sloths and armadillos have in common?	Name the two countries in South America which are landlocked (completely surrounded by land).	Name a South American food. Try to choose a different food each time someone lands on this square.	Find out how to say 'South America' in Spanish.
? Does the giant anteater only eat ants?	English	Spanish	<p>When a challenge is completed, move counter up one slot.</p>	<b>¡Te toca otra vez!</b>
Name a famous person from South America. Try to choose a different person each time someone lands on this square.	six	seis		Name a Spanish speaking South American country. Try to choose a different country each time someone lands on this square.
Find out what 'especies en peligro' means.	five	cinco		<b>Mueve cualquier casilla de desafío</b>
? Giant anteaters are endangered. Find out about the threats to the giant anteaters.	four	cuatro		Find out how to introduce yourself in Spanish. For example '¡Hola, mi nombre es...'
Name an animal that lives in South America. Try to choose a different animal each time someone lands on this square.	three	tres		? Do you think giant anteaters have: A. really good sense of smell and poor eyesight B. really good eyesight and poor sense of smell?
? There are four different species of anteater all living in South America. Name them.	two	dos		<b>Empezar</b>
<b>¡Te toca otra vez!</b>	one	uno	Say one of the numbers written on this game board in Spanish. Try to choose a different number each time someone lands on this square.	

How quickly can you help the giant anteater find all the ants he would eat in one day.

The game can be played as a group.

At the start, place the counter on the circle which holds one ant. Place the playing piece on the Start square.

Roll the dice and move the playing piece the number of spaces required. Follow instructions or answer the questions.

Each time the group completes an anteater challenge, represented by the counter can move up one slot.

The aim is to complete all the challenges so that the counter reaches 30,000 ants.

If the playing piece lands on a challenge already completed, continue play.

If the playing piece lands on a question already completed, either repeat answers to reinforce or continue play.

The 'naming' squares are designed to be landed on a number of times and players are encouraged to think of a different answer each time.

# StampIT's been stamping all over

Language of Stamps is a series of games using stamps to assist language learning. Within stamps lies an entire world of language and culture, so they are a fantastic medium to learn about different countries.

StampIT's [website](#) offers online games, downloadable games, competitions and challenges. There are specific games for Spanish, French, Mandarin, Japanese and Gaelic, as well as ideas for other languages. All resources are free.

There are also various give-aways, challenges and competitions throughout the year. In February/March look out for StampIT's international competition Around the World with Stamps, an opportunity to create a video or presentation, and in October look out for Stamp over October, a series of activities each day.

StampIT is not just for stamp collectors, StampIT uses stamps to learn about different languages and topics, as these little pieces of paper contain so much information!

StampIT was created by Sandie Robb, the Youth Development Officer for the Association of Scottish Philatelic Societies and the Language Project Coordinator for the Royal Zoological Society of Scotland who developed Science in the Language Class and Beyond the Panda.

For more information contact Sandie Robb [via email](#) or on Twitter [@Sandie\\_Robb](#).

**Sandie Robb, Association of Scottish Philatelic Societies**



## Around the world with stamps

Create a presentation linked to postage stamps for a chance to win e-vouchers.

Choose a stamp or set of stamps and create a written or video presentation. We encourage you to include some elements in a second language to your own.

Open to ages 5-15 worldwide.

Entries to [stampit.asps@hotmail.co.uk](mailto:stampit.asps@hotmail.co.uk)

Full details at [scottishphilately.co.uk/moodle](http://scottishphilately.co.uk/moodle)

@ASPS\_Philately  
@Sandie\_Robb  
#worldstampIT

StampIT is supported by



## Stamp over October

Learn about a 'stampy' activity every day. Share your work online, enter competitions & have fun.



Full details at [scottishphilately.co.uk/moodle](http://scottishphilately.co.uk/moodle)  
@Sandie\_Robb #StampoverOctober



# Languages beyond school

## Job profile – Niall Rachmann, Director First2Train



### Who am I, what do I do?

My name is Niall Rachmann, I am 24 and from Glasgow. I am a graduate of the University of Strathclyde in International Business with Modern Languages.

I am now a director of my own business, First2Train, which has many brands underneath it in the industries of safety, training, consultancy and education technology.

### What languages have I learned?

In addition to English, to date I have learned Spanish, French and Italian. My favourite language is Spanish.

I have been learning languages since I was aged 10, with French, Spanish and Italian being picked up in secondary school and university.

### How have any language skills helped me in my work?

Languages help me in my work daily, it is fantastic being able to pick up the phone and converse with someone in another country in their own language – it is always great to give someone that surprise when they answer the phone!

Languages have also given me the skills of confidence and effective communication. You learn a lot about compassion, managing your tone and being a lot more conscious of how you say things. This has helped me both in native and other languages too – my role is very customer focused so these skills are massively useful.

### What benefits do you think language skills bring?

What benefits do they not bring? They gave me the confidence to do things myself, gave me the ability to travel, see the world, make friends and experience things that I would not ever have been able to imagine by staying in the UK, speaking English.

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

Just do it. It is on your bucket list, isn't it? It is something that we have no excuse for anymore – go online, go to a class, pick up a book, go on YouTube – it is all there. There is no reason not to.

It will be hard, it will be uncomfortable to start with, but after a while it will be easy and it is like riding a bike, you will remember more easily if you keep practicing!

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

Ask questions, every single time. What does that word mean? Why do you say that like that? Be understanding and go easy on yourself. You will and must make mistakes before you learn the language. So, take that time and enjoy it! No one is laughing at you. Maybe you have asked for a donkey instead of an office in Spanish...which is funny, laugh too! You will not make the mistake again and you will learn something. You learn more when you relax and embrace mistakes.

### In my experience, would I say cultural experience is important?

Absolutely. The only way we can appreciate and understand other cultures is by experiencing them ourselves.

Go on holiday, ditch the Irish bar down on Costa Del Sol and look for somewhere authentically Spanish. You will not regret it!

## Contact Us

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

[www.scilt.org.uk](http://www.scilt.org.uk)

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

