

Scotland's National Centre for Languages Newsletter



Languages Week Scotland 2022



“
We recognise the importance of Scotland's rich diversity of languages, and the cultural, economic, historic and social benefits they bring.
”

SCOTTISH GOVERNMENT
LANGUAGES POLICY



Welcome to the SCILT newsletter

Editorial

Dear friends and colleagues,

Welcome to the SCILT spring 2022 newsletter.

As I write this, the spring sunshine is streaming through my study window and I realise how lucky I am to live in a lovely, peaceful home, able to fill my fridge and keep myself warm. Every day on the news we are remind that this is not so for so many of our fellow human beings. I have found it almost impossible to watch footage from Ukraine; cities reduced to rubble, people displaced, grieving parents. It is almost too much to bear that the grim spectre of war has once again risen to haunt the people of Europe and that, as usual, it is the innocent who have to suffer the consequences of conflict. Our schools will be welcoming places for the children and young people who have had to flee their homes, leaving everything they have known in their short lives behind.

SCILT stands with the people of Ukraine and with all people across the world who suffer and are displaced by violence and armed conflict. We also stand with the millions of people whose voices are denied and who are cut off from the means to protest what is being perpetrated in their name.

What is clear in the midst of all this chaos, is that the only way to build cohesive, strong and peaceful societies is through fostering mutual respect, tolerance of difference and cultural understanding. This has to start with education. We are not helpless. It is possible to build a better world.

The work of the languages community is, therefore, important. Not only on a local, school-focused level, but globally important. We develop and encourage those skills in our children and young people that turn them into true global citizens. We help form the next generation of thinkers, creators, doers, helpers, and carers. We ensure that they are able to think critically, express themselves freely, and live generously. There is not greater responsibility, or privilege than that.

The SCILT team has developed a padlet filled with links to resources and organisations that can help you support refugees as they settle in to their homes from home. It is published on the [SCILT website](#). Our hope is that you will find it useful.

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.



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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

BSL as an L3 – online classes for primary schools

With our partners at Garvel Deaf Centre in Gourrock, we are now well underway with our second block of online British Sign Language (BSL) classes! This follows on from a very successful first block of ten lessons that took place during autumn 2021, superbly led by Paul Tipling and his interpreter Elizabeth Mooney. The first block was a pilot to see if the delivery of online BSL classes would work as an L3 experience, and we are delighted to say that it has! One teacher commented that the lessons were “interactive, fun and interesting”.

Each block sees P6/7 pupils from five different primary schools attend weekly online lessons on Teams. Across both blocks we have welcomed schools from Aberdeenshire, Angus, Argyll and Bute, Clackmannanshire, North Ayrshire, and West Dunbartonshire. The BSL lessons are not only progressive in terms of knowledge about language and language development, they also provide pupils with a greater understanding of deaf culture and the importance of BSL in the wider community. One pupil from block one commented: “We have learned that sign language is fun to learn. We think that it is really important to learn sign language as it is a useful skill to have.”

The block of live BSL classes covers a variety of topics such as greetings, numbers, colours, family, hobbies, likes and dislikes. Pupils have the opportunity to practise short dialogues with their classmates during each lesson and build on this week by week. It’s amazing to see how quickly they can begin to hold short conversations in BSL! In addition to the live lessons, support materials and videos are available for teachers to use with their pupils in between lessons.



These additional materials, which are uploaded to the Team, have been well-received by teachers with one commenting: “We found the recordings really helpful and would use them to practise signing before the next session.”

BSL has been more visible on our TV screens in recent times, particularly with the inclusion of BSL interpreters at the First Minister’s daily Covid-19 briefings and more recently with

Rose Ayling-Ellis’ participation in Strictly Come Dancing last year. This increased visibility has certainly raised awareness of sign language and its importance in society. We look forward to continuing our partnership with Garvel Deaf Centre and hope to provide further opportunities for schools to access online BSL classes to support L3 delivery in the future.

Karen Faulds, SCILT

Connecting with Bethlehem

In December 2021, pupils from four Scottish schools rose to an international multilingual challenge through their creative contributions to the Bethlehem Cultural Festival, combining Arabic, English and Scots languages and cultures.

The 2021 festival featured live events taking place in Glasgow, one of Bethlehem's twinned cities. Based in Glasgow, and already partnering with Qatar Foundation International on the Discovering the World of Arabic project, SCILT was delighted to be invited to take part. On 3 December, Fhiona Mackay, Director and Lisa Hanna, Depute Director of SCILT and CISS were at Glasgow Cathedral for a poignant event in which lights were illuminated on Christmas trees in both Glasgow and Nativity Square in Bethlehem.

As part of the online festival programme, and in true bake-off style, our Algerian-Aberdonian friend Chahrazed Souames-Ahriz from the original [#DiscoverArabic](#) team made a cook-along video. Chahrazed taught us how to make her favourite Algerian bread, with tasty sweet and savoury toppings from Scottish producers such as raspberry jam and smoked salmon.

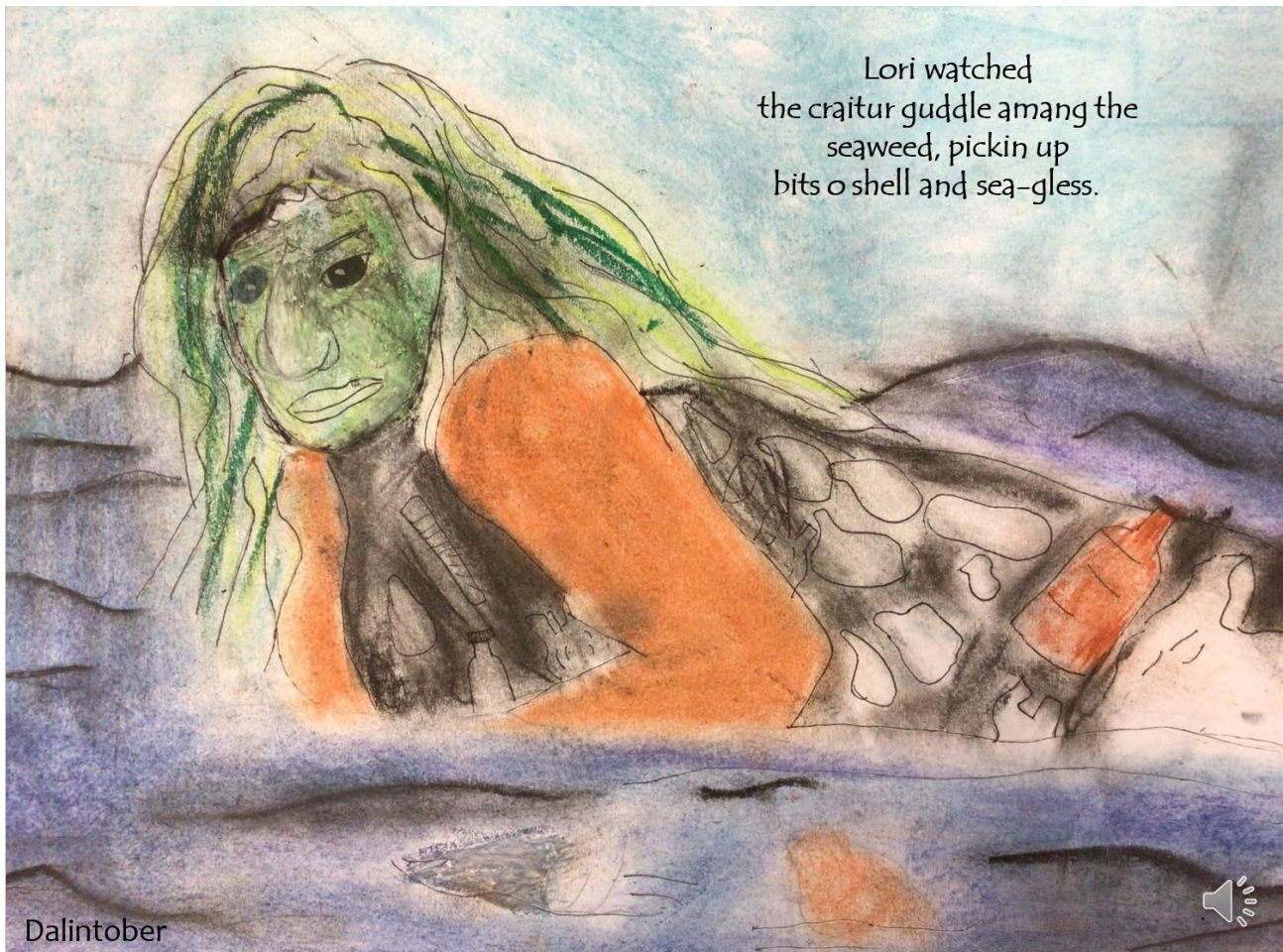
In addition, staff and pupils from Dalintober, Innellan, Rosneath and Toward Primary Schools provided illustrations with a mix of Scots and English captions for an Arabic retelling of a story about a traditional Scots character. Nouha Brereton and Rym Akhonzada, two more [#DiscoverArabic](#) teachers, translated and performed a wonderfully expressive version of 'Shellycoat', a short story in Scots

originally written by author Susan Rennie for BBC Learn.

Susan thought the drawings were stunning, adding: "I was really touched that so much work had gone into them - both from pupils and also teachers and the rest of the team in helping the interpretation. What a huge effort you have all put in! Although I couldn't understand each word of the Arabic, it was obvious how expressive and exciting the narrator made the story."

[Watch](#) the Arabic-Scots-English retelling of Shellycoat and find the [original story](#) in Scots with associated teaching materials from Susan Rennie.

Lynne Jones, SCILT



Creative Puppetry in the Early Years

In February 2022 we began working with our first cohort of practitioners on the Early Years Creative Puppetry (EYCP) project. Since then we have been working with our second cohort, and in total have welcomed colleagues from twenty schools and Early Years Centres (EYCs) across Scotland. Schools from Aberdeenshire, Angus, Argyll and Bute, East Renfrewshire, Falkirk, Fife, Glasgow, Midlothian, Moray, North Lanarkshire, Perth and Kinross, South Ayrshire, Stirling and West Lothian have taken part with colleagues working in P1 and in EYCs.

In collaboration with Tania Czajka, Early Years Practitioner, teaching artist, author of bilingual storybook *Lapin is Hungry* and founder of Le Petit Monde puppet theatre, this EYCP professional learning partnership aims to support practitioners with introducing French to their young learners through storytelling, puppet-making and play pedagogy. The creative process is an important element of this project and it has been wonderful to see

pupils explore their creativity by making their own very special 3D puppets. Tania says: "It has been amazing to see such creativity and enthusiasm from all participants involved in the project. I really look forward to hearing how much impact *Lapin* and his little friends will have on the children's learning of French and their teachers' or practitioners' practice."

The planning and sharing of experiences has taken place during a series of five online sessions. Practitioners have had access to a Jamboard where they have been able to post reflections and images of their experiences from week to week. We have seen children creating their puppets, playing with the puppets and even some pupils writing story-related words in French! Practitioners have commented on how well pupils have been able to recall the *Lapin* story with one saying: "Children understood the story and repeated some words like 'bonjour' and 'lapin'. They were able to tell the story to other staff members." Another



commented that: "Children were repeating French words and using them within play".

The response to this project from practitioners and pupils has so far been hugely positive and we have encouraged our participants to share their experiences beyond the group. Follow [#EYCP_Scilt](#) on Twitter to find out more about what the schools have been doing. Once the project has been completed a full case study will be available to view on the SCILT website, so keep an eye out for updates. Vive lapin!

Karen Faulds, SCILT

Discovering the World of Arabic in primary

Discovering the World of Arabic is a partnership between SCILT and Qatar Foundation International, with support from the Scottish Refugee Council. Courses for primary and secondary aged learners are delivered online through Teams in Glow, by UK based teachers of Arabic.

After a successful pilot last year, the [#DiscoverArabic](#) primary experience returned for ten weeks in autumn 2021. This time, the lessons and the loan boxes full of fascinating artefacts reached nearly 200 children from upper primary classes in eight schools across four different local authorities.

One participating teacher commented: "The materials that were provided to the schools were great, the workbooks were very useful throughout the course. The mix of live and recorded sessions was a good idea."

Just a few weeks into the course, pupils shared film clips of themselves having simple conversations in Arabic and Rym, our teacher of Arabic, was simply delighted with the pronunciation she heard from her very newest pupils!

"The learners were very engaged in the project, enjoying learning some basic language skills as well as exploring some cultural and geographical aspects of the countries," a participating P7 teacher explained. "Living in a remote rural location, there is not the same level of ethnic, cultural or language diversity children would find in a larger town or city. Our learners are interested in other cultures and languages and we feel that their location should not be a barrier to this."

Looking forward, we are preparing to dispatch the loan boxes and to say 'marhaba' again when we welcome

more primary schools – both new and returning – to discover the world of Arabic with us in 2022-23.

Lynne Jones, SCILT



Languages Leadership Programme: minor tweaks with a sonic screwdriver



The Languages Leadership Programme 2021-22

Last year we reported that Education Scotland and SCILT's Languages Leadership Programme (LLP), like the famous traveller through space and time the Doctor, was on the verge of regenerating into a new form.

Since then, the [#LangsLeadScot](#) community has grown exponentially and despite the challenges of the last 12 months, participants completing the programme will soon receive their award of Professional Recognition: Leadership in languages education from GTCS.

The programme now comprises three components:

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

Beside the pivot to an online learning community, the key innovations have been:

- critical friends: teachers who have experience of the programme and have volunteered to support the participants
- the LLP choice menu: enabling participants to tailor their experience, with more than a dozen opportunities offered this year on issues such as mentoring early career teachers; inclusive languages education; parental engagement; learning for sustainability and global citizenship
- journaling: regular critical reflection on elements of the programme; on thoughts and feelings; development as a leader of languages education; professional readings

Journal submissions have illustrated an enormous level of commitment and care from teachers working in all sectors. One participant admitted that while initially daunted by the idea of keeping a journal: "Regularly sitting down with my notes and reflections from the previous months has provided me with an interesting insight into not only the progress that I am making within this programme, but

also the progress my school is making on further implementing language learning in our setting."

At the time of publication, successful applicants for 2022-23 should have recently received confirmation offering their place on the next cohort and may even have begun drafting their first journal submission ahead of the core days of professional learning on 17 and 18 June!

Also on 18 June, in a parallel universe (MS Team!), the 2021-22 participants will meet to share their #LangsLeadScot learning journey at the Recall Day. Beyond that, some will return to the programme as critical friends and others plan to take advantage of the accredited prior learning (equivalent to 20 Masters credit) attached to the GTCS Professional Learning from this programme and transfer to an MEd pathway at the University of Strathclyde.

Scotland's National Languages Leadership Programme – professional learning and capacity building that is out of this world.

Lynne Jones, SCILT

Le Foot et la Francophonie

Football fever gripped four secondaries in Glasgow in the months following the return from the festive break, when the S2 curriculum in French had as its central theme 'the beautiful game'.

An interdisciplinary project which combines Health and Wellbeing, Physical Education and French, Le Foot et la Francophonie is a SCILT initiative recently piloted in Knightswood, Lourdes, St Roch's and Shawlands secondaries. Teachers created and shared with each other a range of innovative and high-quality football-themed resources covering the four key skills. From a listening activity based on a conversation between Sadio Mané and his dietician to written profiles of Riyadh Mahrez and his Algerian teammates, from reading passages on the

diversity of the French national team to an oral presentation on Belgian star Janice Cayman, S2s relished the opportunity to develop their language skills not only through engagement with football but also by learning about a range of Francophone countries and their cultures.

But Le Foot et la Francophonie was not confined to the comfort of a warm classroom as the winter weather took a grip. The competitive element of the project meant that, as well as producing a short football-related video in French, teams of five pupils worked with their PE teachers to devise training drills with cones and balls, with commands given in French. Based on the combined merits of their videos in French and performance in the training drills, each of the four schools



put forward their winning team to attend the live final at the University of Strathclyde on 12 May. At this event, the winning teams will present their videos and perform their drills for a panel of judges.

Look out for details of the second cycle of Le Foot et la Francophonie, which will run in session 2022-23.

Dr Paul Hare, SCILT

Making Your Future Brighter with Languages



**GENERATION
GLOBAL**

On Wednesday 1 and Thursday 2 October SCILT hosted Making Your Future Brighter with Languages, two online afternoon events designed to raise awareness among young people and their parents of the vital importance of language and intercultural skills to a broad range of career pathways.

The target audience on the first afternoon was the young people themselves, many of whom logged in from classrooms throughout Scotland. The event was hosted by Sheena Bell, Professional Development Officer at SCILT, who then chaired a fascinating panel discussion with three young Scots who spoke compellingly about how the study of a language has enhanced their early careers.

Tom Bell (Assistant Producer at BBC Radio 1), Catriona MacTaggart (Strategic Partnership and Engagement Adviser at Scottish Development International) and Jacob Hay (solicitor at Pincet Masons) each explained how their experience of learning other languages and exposure to other cultures has set them apart from other candidates, and equipped them with vital professional skills which they use on a daily basis to excel in their chosen fields.

On the second afternoon the target audience was parents and carers. The session kicked off with an overview of the three-year Erasmus+ project, Generation Global, which the two events were part of, provided by Dr Paul Hare (SCILT), Dr Ana Kanareva-Dimitrovska (Danish National Centre for Languages) and Spiwe Thandabani Rønning (Norwegian National Centre for Languages). There followed a stirring panel session involving Eric Balish (Head of Corporate Coverage, UK and Ireland at Bank ABC), Anna Selwood (Senior Careers Consultant at the University of Strathclyde) and Lisa Hanna (Depute Director at SCILT and CISS). No one listening to the conversation could have been left in any doubt about the value of languages and intercultural competencies in a globally connected workforce. The

event concluded with a plenary delivered by Liz Neil (Erasmus+ Programme Lead for Scotland at the British Council), who reinforced the key messages of the event with reference to her own personal and professional experiences, and to international projects involving young people delivered by the British Council.

Making Your Future Brighter with Languages was the culmination of the third phase of a three-year Erasmus+ project, Generation Global: Multilingualism and Intercultural Skills for a Dual-Competency Workforce of the Future. The project was 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](https://www.scilt.org.uk).

Dr Paul Hare, SCILT



Mother Tongue Other Tongue 2022

SCILT's Mother Tongue Other Tongue competition celebrated another year of wonderful multilingual poetry, with the live celebration event taking place on 21 February 2022. Continuing our tradition of celebrating creativity and linguistic skill, this year's young poets presented an array of languages, themes and styles. Our winning poems showcased a variety of languages – Afrikaans, Bulgarian, Doric, French, Italian, Spanish and Urdu. One senior phase winner even chose to showcase three languages in one poem!

This year, we had the wonderful opportunity to understand more about the impact this competition can have on learners. Ruth Cunningham, EAL teacher at Renfrewshire Council provided this feedback:

“Writing bilingual poetry has been a special whole school project. It has been so productive and beneficial to the whole school and community.

“We have been looking at ways to engage and include the numerous bilingual students and families in the school. This year we have all worked together and created the poems from a seed of inspiration the children had when discussing their home language and culture.

“One example of this is Sabihah's poem about her mum's biryani. Sabihah asked if she could join the writing group but was worried she couldn't write well enough in English or Urdu to tell her story. We sat with other Urdu speakers in the school and Sabihah described to them her ideas. The older girls took notes and translated her ideas and scribed in English. She then read the English and direct translated in Urdu while discussing with the others the best words to use. The amount of metalinguistics and translanguaging going on in the room was truly magnificent. The end result was a beautifully positive poem about how she feels when her mum cooks. What is conveyed in her voice, and her

ability to share this, is the outcome that matters. She is so proud of herself and this has had a significant impact on her self-esteem and engagement in class.

“All the poems we submitted followed a different path and method of creation, and the impact has always been positive. The most important part of the project is when the children share the poem with their peers. It's the magic moment! They can say to the children in their class: 'This is my voice!' Many of the children in their class have never had the opportunity to travel out of Scotland, learn about other cultures or hear people speak another language, so this has a positive impact on them too.”

You can watch and read Sabihah's winning poem, along with the other winners from MTOT 2022 on the [SCILT website](#).

Lisa Hanna, SCILT



Padletting around! Professional learning for primary colleagues

So far, 2022 has been a busy time for Karen and Lynne, SCILT's Primary Professional Development Officers. For the second year running, the most popular primary input booked by local authority officers has been 'Making languages work for your primary pupils' from SCILT's workshop menu. There has also been repeat interest in the 'Engaging cultural contexts' and 'Assessing progress in primary languages' workshops. In parallel, it has been very exciting for us to learn with and from practitioners in twenty Early Years Centres and P1 classes as we all developed play-based languages pedagogy in the exciting Early Years Creative Puppetry professional learning partnership.

For the first time this year, to complement all those external bookings, we have also hosted our own series of primary workshops. The four workshops in the series were offered online and were open to teachers and student teachers across the country, with places on these workshops being quickly snapped up.

One participant said that the online workshop they attended provided: "[An] opportunity to easily revisit underpinning policy as well as huge range of teacher and self-assessment ideas via Padlet; chance to hear from other practitioners; structure of session was great at the end of a busy day."

Next year, the primary team will host each of the primary workshops on the menu online and open to all teachers. In the meantime, please tag or email us to celebrate your successes and share your practice. Who knows? Your class might find their way onto one of our future Padlets!

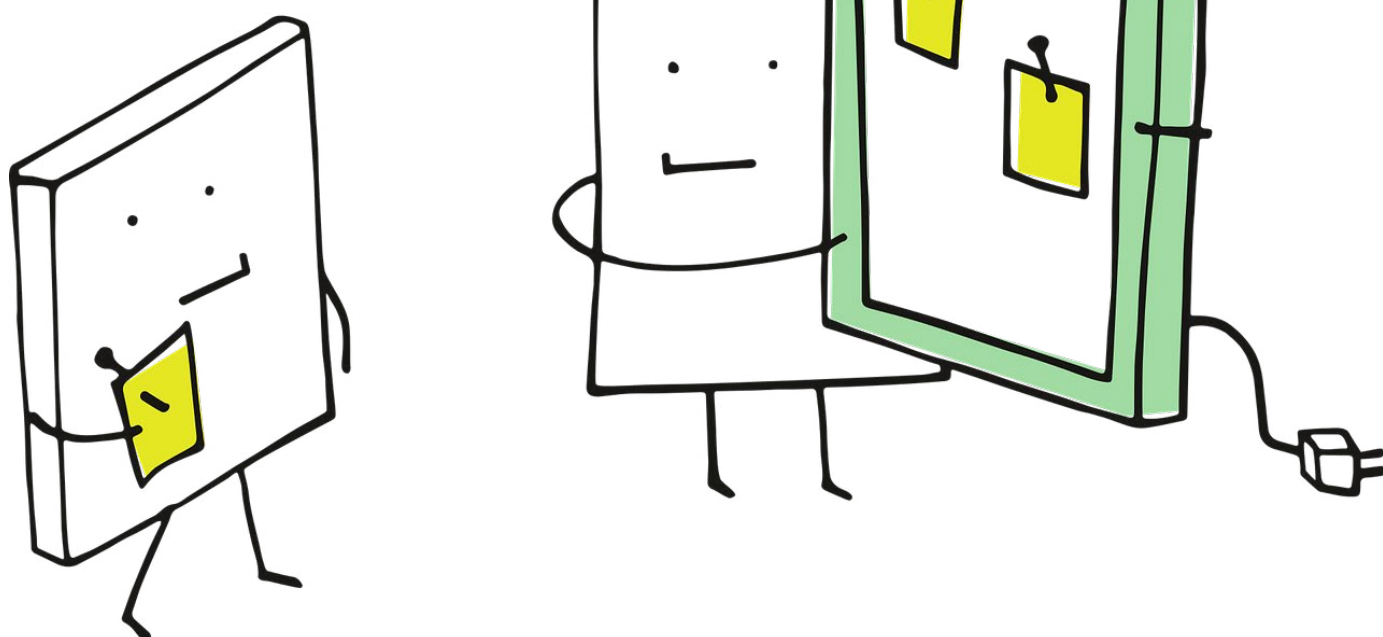
Karen and I will continue to offer online workshops, while keeping our fingers crossed that we will also be able to do some in-person workshops with you too.

The full menu of secondary and primary workshops for 2022-23 will launch in June, with booking

information for professional learning/language leads, alongside the registration details for the SCILT-hosted workshops open to individuals. Specific opportunities for early career teachers will also be a feature of the team's work next year.

We are always happy to design and facilitate bespoke workshops or larger scale professional learning projects that are tailored to your needs. Language leads at all levels are welcome to [get in touch](#) with ideas at any time.

Lynne Jones, SCILT



Polish through Art: exploring an art-based, multilingual approach to language teaching in Scotland

In this project we set to explore, in collaboration with mainstream primary school teachers and Polish complementary school teachers, the use of art in the multilingual approach to language teaching and learning.

We anticipated that young people in Scotland's schools would benefit from critically and creatively exploring their own and their peer's repertoires, sharing their languages and cultures, and, most importantly, growing their Polish language skills on a multilingual, multimodal and multicultural foundation. We hoped that this skill would add value to their learning by making them more open, understanding and agentic in their future education and support them in their life in a global, multilingual and multicultural society. We also expected that this project would provide teachers with knowledge, skills and some examples of activities in which artwork and artmaking are used to facilitate this process, allowing young learners to experience the joy of learning a new language whilst having their full linguistic and semiotic repertoires recognised and valued.

The results have exceeded our expectations – teachers shared their experiences of surprise and amazement at the extent of children's creative and intellectual engagement. We heard about the enthusiasm of the pupils who previously were less interested in language learning, about children's agency in exploring not only the languages they learned at school, spoke at home but also several others they had personal interest in, as well as the languages of computing and sign language. Creating language portraits also prompted pupils to discuss diversity, self-perception and practice symbolic associations of languages, colours and body-parts. In one school, the experience of discussing Chagall's paintings led to a further exploration of the itinerant life of Chagall, and other cultural figures seeking refuge during WW2, and their linguistic and cultural repertoires. Finding similar idioms across multiple languages from various parts of the works stimulated children's engagement in metalinguistic discussion about the similarities and differences between languages and languages development. The project

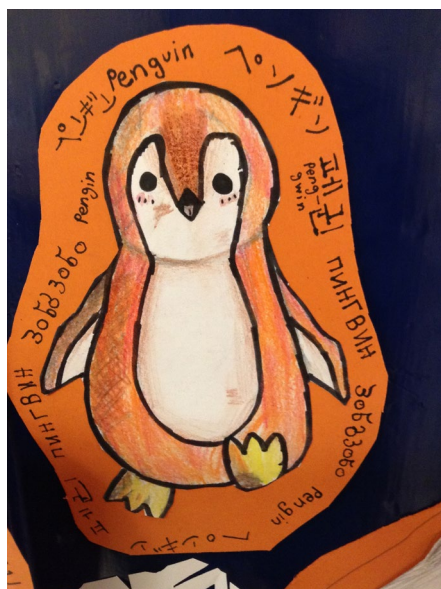
helped to showcase language learning in schools and celebrate incredible creativity of children combining multiple languages and images in their artworks. In addition, the whole school approach to multilingual zine creation also strengthened the school's collaboration with parents and families.

As pointed out by Joanna Mazzocchi, teacher from the Polish School in Glasgow, the project enabled the collaboration not only of the teachers participating in the project, but also the cross-school collaboration between mainstream and complementary school classrooms.

"It's been an amazing experience [...] something I will continue to do as part of my teaching" said Janet Cheale from Portsoy Primary.

The project was run in partnership with Scottish Graduate School for Arts & Humanities and Bilingualism Matters Edinburgh.

Dobrochna Futro, AHRC funded doctoral intern, SCILT



Scotland's Languages Landscape: the 'rights' approach

LW LANGUAGES WEEK
SCOTLAND

Scotland's Languages Landscape: The 'Rights' Approach

Knowledge Exchange
25 February 2022
13:15-16:00 | Online



Scotland's Languages Landscape: the 'rights' approach was the thought-provoking online event that officially marked the end of Languages Week Scotland 2022 celebrations.

Hosted by SCILT, in partnership with Education Scotland, the event on 25 February opened with an honour roll sharing a wide range of achievement and innovation in the sphere of languages in the previous 12 months. There were so many successes to share, it proved impossible to keep it to just ten minutes!

In her welcome, Shirley-Anne Somerville MSP, Cabinet Secretary for Education and Skills announced an additional £1.5 million of 1+2 funding to local authorities in the coming year.

Next, Bernadette Holmes, an independent languages policy and pedagogy consultant and Chair of Speak to the Future Campaign gave a keynote speech that was described as inspirational by many in attendance.

One delegate said: "Excellent speech from a passionate advocate of languages."

Another agreed: "Very nice to hear that we are setting an example in the UK and a great introduction to what was to come."

During the main part of the afternoon, educators, researchers, and charity professionals led roundtable discussions that explored how the rights of Scotland's youth: their right to retain, use and learn spoken and signed languages in their families, communities, schools and beyond are, or could be, amplified, supported and furthered.

In the roundtable discussions, delegates enjoyed the opportunity to share, celebrate and highlight the importance of valuing language skills, ensuring the language rights of all children and young people and their rights to a language rich curriculum.

Several of the roundtables were led by teachers supporting, or supported by,

WOSDEC, One World and SEET. These presentations centred on practical approaches to combining the UN Convention on the Rights of the Child and language learning. Two other roundtables explored multilingual and creative approaches to education; while two further discussions positioned the teaching of Scots and Gaelic in all classrooms.

One delegate said: "So many practical ideas to take forward - I could have listened all day."

Another commented: "An amazing event - it gives you the time as a busy practitioner to refocus on what's important."

If you missed it, or want to catch up on thoughts shared on the day, you will find recordings of all speeches and roundtable presentations on the Languages Week Scotland area of the [SCILT website](https://www.scilt.org.uk).

Lynne Jones, SCILT

Words for the World winners

SCILT's recent Words for the World competition was inspired by a quote from the inspirational young Pakistani education activist Malala Yousafzai, who said: "We must believe in the power and the strength of our words. Our words can change the world."

The competition ran just before the COP26 event in November 2021. The aim of the competition was for learners from P1 through to S6 to think and write, in a language other than English, about how they think the world can be a better place.

The competition was open to all languages and we received entries from 24 different languages in total, from Afrikaans to Yoruba and everything in between! This reflected beautifully the rich diversity of Scotland's languages landscape. The entries showed the awareness and passion that our young people have for the world that we live in, and their desire to make it the best that it can be. At difficult times such as this, that is such a reassuring and powerful message. It also made choosing the winners a very difficult task!

Winners were announced at an online awards ceremony in November and we are delighted to share their names here too. You can read more about the competition and see the winning entries [on the SCILT website](#). Congratulations to all the winners, and to everyone who took part!

P1-4

Winner: Leena Valluri, Goodlyburn Primary School (Gaelic acrostic poem)

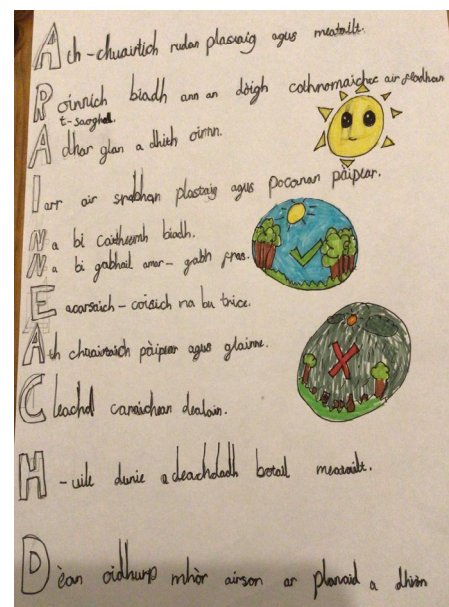
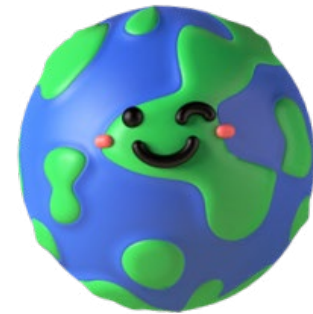
Highly Commended: Whole class, Glasgow Academy (French song)

P5-7

Winner: Zofia Zayac, St Patrick's Primary School (Polish cartoon)

Highly Commended: Sophie McGrath, St Vincent's Primary School (Latvian poem)

Highly Commended: Tristan Naylor, Hyndland Primary School (French scratch game)



S1-3

Winner: Oriana Strahan, Largs Academy (Scots poem)

Highly Commended: Deepak Krishna Kummar, Craigmount High School (Tamil poster)

S4-6

Winner: Daniel Smith, Alva Academy (Spanish video essay)

Highly Commended: Aiman Mohammed, Renfrew High School (French poem)

Sheena Bell, SCILT

CISS News

Chinese New Year poster competition 2022

Xīn nián kuài lè! 新年快乐! Happy New Year! The Confucius Institute for Scotland's Schools wishes you a happy and prosperous Year of the Tiger.

To start the new year we were delighted to announce the six winners of the CISS Chinese New Year 2022 poster competition.

The competition was open to all Scottish primary schools, and we were delighted to receive over 360 wonderful entries. It was very difficult to narrow them down to a top six, and the final decision was based on the creativity of the design and the inclusion of the tiger and Chinese language and characters.

You can find all the winners [on our website](#), where you can also find some additional honourable mentions.

Scottish students celebrate the 2022 Winter Olympics

From 4 to 20 February 2022, the 24th Winter Olympics were held in Beijing, China. The excitement of these incredible winter sports coupled with a very adorable mascot inspired primary students across the Confucius Classrooms to get creative and incorporate their new language skills. You can see a selection of some of these [excellent art works on our website](#).



CISS 10th anniversary gift design competition

The Confucius Institute for Scotland's Schools is celebrating its 10th anniversary in 2022. To celebrate this milestone, CISS has launched an interdisciplinary competition for secondary students across the nation to showcase their business, design and language skills.

We have set two categories which students can choose from and encourage school departments, be that business, design technology or languages, to support and encourage interested students as they develop their pitch.

[Go to our website](#) to find out more and enter!

Virtual Exchange Teacher project

We were delighted to continue the successful Virtual Exchange Teacher project in partnership with Southwest Jiaotong University in Chengdu, China – an eight-week block of live streamed Chinese language and culture classes for P5 to P7 classes, taught by a Mandarin teacher based in China. Registrations for the spring term have now closed, but keep an eye out for an announcement about the next block, scheduled to start in October 2022. Please note that this program is only open to schools within local authorities with a Confucius Classroom Hub.

Discovering China

The Discovering China programme of online language and culture classes for learners continues in 2022. 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, please [get in touch](#).

Ellie Cassen and Calum Gibb, CISS

Languages Week Scotland

Languages Week Scotland 2022

Languages Week Scotland 2022 (LWS22) ran from 31 January to 4 February.

The theme was 'The 'Rights' Approach - incorporating learners' rights within Scotland's languages landscape' and schools and learners, universities and colleges, businesses and social enterprises, community and arts organisations across the country joined with SCILT/CISS in celebrating the signed and spoken languages used and learned across Scotland.

Shirley-Anne Sommerville MSP, Cabinet Secretary for Education and Skills, opened the week with a video message sharing benefits of learning languages and wishing a great week of celebration to the schools, families and communities taking part.

SCILT set a series of daily challenges for learners, classes, schools, families and communities, and enjoyed seeing the responses on Twitter.

Schools shared their celebrations on Twitter. A number based their activities around the Disney film Encanto and others used LWS22 as an opportunity to teach some British Sign Language. Tuesday was Chinese New Year and saw schools introducing Chinese numbers and characters.

Schools carried out surveys on the languages in their school community and presented the results with eye-catching visuals. Senior pupils shared the benefits of language learning with younger pupils and created videos for Twitter.

Other highlights included a written story in French, spontaneously created by a primary pupil, a primary class learning Arabic as part of a project on Egypt and Scots 3D pop art collages.

A range of our partners marked the week. Universities shared videos and blog posts from their language students on experiences at university

and of their years abroad. North Lanarkshire Libraries recorded staff welcoming customers in a range of languages. Gleans Alba posted daily Gaelic language challenges and South Glasgow Paediatric Speech and Language Therapy created a video debunking myths around bilingualism.

There were so many great moments during the week, and we particularly appreciated the parent who shared her

thanks: "Thank you for inspiring children to speak different languages!"

The dates for Languages Week Scotland 2023 are 30 January to 3 February. See the [SCILT website](#) for updates.

SCILT has compiled highlights from LWS22 on this [Wakelet](#).

Sarah Macfarlane, SCILT



The graphic features the SCILT logo (Scotland's National Centre for Languages) and the LW Languages Week Scotland logo. It includes a circular inset image of a smiling woman in front of a whiteboard with the word 'HELLO' written in various languages: Bonjour, Guten Tag, Hola, Aloha, Ciao, and Guten Tag. The main text reads 'LANGUAGES WEEK SCOTLAND 31 JANUARY - 4 FEBRUARY 2022'. Below this, it says 'The 'Rights' Approach - incorporating learners' rights within Scotland's languages landscape' and the hashtag '#SCOTLANDLOVESLANGUAGES'.



I have the right to speak my own language and to follow my family's way of life.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
ARTICLE 30



Beancross Primary, Falkirk

Beancross Primary celebrated Languages Week Scotland with a set of language challenges, aimed at classes throughout the school from P1 to P7. The challenges were set as a way to celebrate the diversity within our school and be inclusive of the wide variety of languages and cultures represented in our community.

Miss Abimbola and Dr Parnell put together a Google Slides presentation about Languages Week Scotland, which was distributed through the school together with the challenge sheet. Each class teacher shared their class response to the challenges on Twitter. At the end of the week, Miss Abimbola and Dr Parnell handed out a prize for the winning class and a certificate of completion for each class.

Wemi Abimbola, Beancross Primary



Miss Abimbola P6A
@MissAbimbolaBPS

🌟 CHALLENGE 1 🌟

“Learn how to say hello in 3 languages” 🇳🇱 🇪🇸 🇯🇵 🇸🇪 🇬🇧 🇷🇴 🇯🇵

We are so lucky in P6A to have such a variety of languages spoken, we learned to say hello in Latvian, Romanian, Scottish Gaelic, Swedish and Japanese! 🙌

#scotlandloveslanguages



0:11

St Ninian's High School, East Dunbartonshire

Pupils and staff from St Ninian's High participated in a variety of exciting activities for Languages Week Scotland 2022.

We began the week by exploring the benefits of language learning with a particular focus on the jobs where languages are valuable. Pupils watched interviews of people working in a range of careers including football, music, law, and business, and learned that languages really can open doors to lots of different careers.

Languages Week Scotland coincided with Chinese New Year and many of our pupils dressed up for the occasion. Celebrations across the school included games, puppets, music and dance workshops.

Groups researched famous French and Spanish people, food, places and festivals, and presented their findings to the rest of their class. A Spanish café for S1 saw pupils role-playing the camarero and cliente. Depute Head, Suzanne Boyle, stopped by our Café Español and joined in the fun with some excellent Spanish.

We concluded our week of fun by celebrating the fantastic efforts of our Modern Languages Superstars of the month. A huge well done to everyone!

Angela Doris, St Ninian's High School



Trinity High, Renfrewshire

In S1, Trinity High pupils study the topic of school in French or Italian. They then use the language learned in class to create PowerPoints in groups and present to their peers.

For Languages Week Scotland, we chose groups to present their PowerPoints to the P7 pupils in our associate primaries. This was very useful from a transition point of view as it provided P7s with an idea of what they will learn in language classes as well as information about the school. It was also a great opportunity for S1 to share their learning.

We sent recordings of the presentations to the primaries. You can view an example of a PowerPoint in French and Italian [on the SCILT website](#).

Elena Goldie, Trinity High



Victoria Primary, Falkirk

Pupils throughout the school enjoyed participating in daily challenges for Languages Week Scotland, set by Principal Teacher Mr Champlin. At the close of the week, the Head Teacher and Depute Head awarded 'Languages star of the week' to pupils who had shone in their engagement with languages that week.

The children in 'The Hive' (the school's Enhanced Provision) celebrated diversity, unity and inclusion by learning a signed song in Makaton, which includes spoken greetings from all around the world.

Rachel Rankin, Victoria Primary



Mrs Rankin and The Hive ... · Feb 6 ···

Lots of fun recording this wee song at the close of [@LangsWeekScot](#).

We sang with our best accents, adding some Makaton, to celebrate signing as a universal "language", uniting children all over the world 🌍 🙌. [@ElfiSays1](#) ❤️

[@falkirk1plus2](#) [@SALTLANGS](#)

[@MakatonCharity](#) [@ASNFalkirk](#)



News from local authorities

A very special Chinese New Year celebration

At this time of year, we would usually have a Chinese New Year show and workshops to bring in the Year of the Tiger. However, Covid-19 restrictions meant these events could not go ahead, so we had to find new ways to adapt our celebrations both online and in the Mandarin classroom – without compromising the fun, of course!

All S1 pupils learnt to sing a traditional song, Gongxi Gongxi, as well as the Two Tiger Song, and took part in a singing competition in class, while our S2 and S3 pupils partook in table tennis tournaments and enjoyed performing a very silly puppet show – Monkey King vs. Harry Potter!

S4 to S6 enjoyed strutting their stuff in a fashion show of traditional outfits that dazzled their peers – and perhaps confused a few teachers. S5 and S6 were also able to show S1 the joys of Chinese music with Mrs Liu, including the guzheng, zhongruan (Chinese moon guitar) and a selection of Chinese drums, with the important addition of the inimitable Otamatone. All had a brilliant (and rather loud!) time.

Of course, learning the taiqi gongfu fan dance, with a game of jianzi (shuttlecock) afterwards is unbeatable during the Spring Festival. We were glad that we were able to celebrate Chinese New Year without losing any of the joy and spirit it brings to our school, its pupils and our staff.

春节快乐！ Happy Chinese New Year!

Neve Irvine S6 pupil, St Ninian's High School (East Dunbartonshire)



Digital learning fun

In January, S1 and S2 pupils of French at St Ninian's, Kirkintilloch, got a flavour of the Spanish language with a three-week introductory taster course. To encourage pupils with their learning, the school launched a Spanish Memrise competition with the winners each receiving a £20 Amazon voucher. S1 winner Arran Webb and S2 winner Charley Jordan, shared their thoughts about learning Spanish and being top of the Memrise leader boards.

Arran Webb

I loved learning Spanish because it was a language I've wanted to learn for a while and I find it very interesting.

Memrise is very good for learning many different languages because it makes learning fun, like a game. When I saw that I was the top of the leader board for my year group, I was absolutely amazed. I guess all my hard work paid off. I am definitely going to continue learning Spanish, through school and Memrise. For the next Spanish taster, I would challenge my teacher to make it harder! I loved doing this, so I hope I can do it again sometime soon!

Charley Jordan

During the few weeks I participated in the competition, I loved learning how to pronounce, spell and speak Spanish.

Learning Spanish opens up more job opportunities and I found it quite interesting and fun. I think knowing French before learning Spanish helped as some of the words are similar. I have used Memrise before and one reason it's good for learning languages is that it plays short clips of people saying a word or phrase to help you understand how to pronounce and say it. When I realised I was top of the leader board I was overjoyed and excited. It was great to win! I would like to continue learning Spanish, definitely using Memrise to help.

Angela Doris, St Ninian's High School (East Dunbartonshire)

Introduction of L3 at Roslin Primary

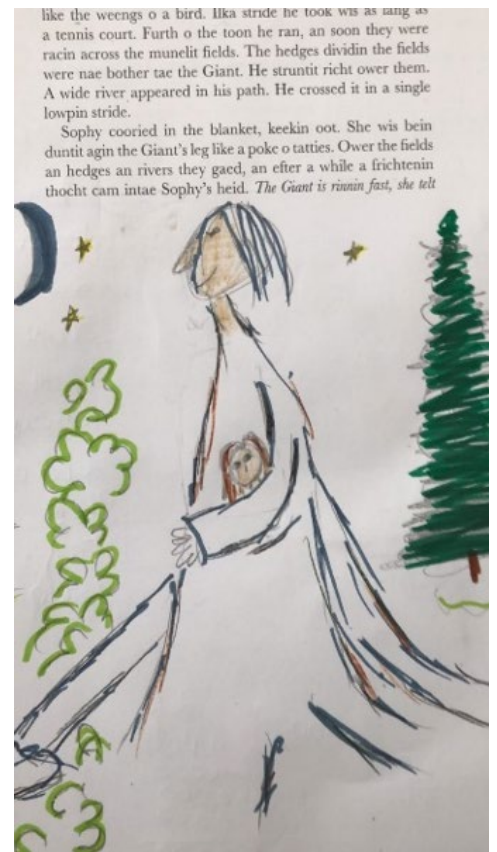
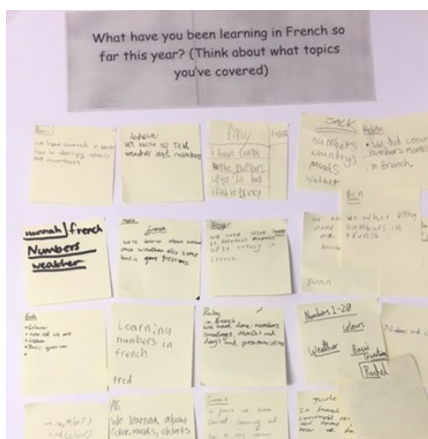
This year at Roslin Primary we embarked on the introduction of L3 into our modern languages programme. To raise the profile of 1+2 and make it a focus for the year, it was added to our school improvement plan.

In discussion with Senior Leadership Team (SLT) and our local Associated School Group (ASG) it was decided that the Scots language would be our first L3 venture. Many teachers cover work on the topic of Scotland in January so it was felt that this would be a manageable introduction to L3.

As Lead Learner for 1+2 languages, I was fortunate to be given time out of class to put together a Scots plan for the school. The intention was that as an ASG, we would support each other by sharing our plans for each of the languages introduced over the three-year cycle.

Whilst French is continuing to be taught throughout the school, the children currently in P5 to P7 have been enjoying studying Scots through a variety of activities. These include using a Scots dictionary to find vocabulary to describe themselves, drawing pictures from an extract from Roald Dahl's GFG (The Giant Friendly Giant), annotating the body and reading and reciting poems.

In addition, every year around March, the school holds a pupil conference where the children are asked questions related to the school improvement plan. Their responses give the SLT and staff feedback on how well the items on the plan are being addressed and help inform our next steps. From the children's responses to the questions on French and Scots, it is encouraging to see that the children can identify and discuss the topics they have been covering in this area of their learning.



Carol-Ann Selfridge, Roslin Primary School

La Francophonie

The P7 children at Dunbar Primary School have been researching each of the countries which belong to La Francophonie. Each child chose a country to explore, finding out about its location in the world, population, capital city, leader and aspects of culture such as famous people, foods and festivals.

Pupils were inspired to travel and perhaps work in the over 50 countries where French is widely spoken through exploring La Francophonie. They plan to send their photos to the primary school in Lignieres in France which is the Dunbar twinning town. The twinning towns recently celebrated their 25th twinning anniversary.

Lucy Hare, Dunbar Primary School



Letting language fit people, not forcing people to fit language

To support our students who use gender neutral language, the King's Park Secondary Language Ambassadors have been researching gender neutral language in French, producing resources, and updating the displays in our department. Exploring the influence of gender in other languages can help make it clearer to students in English, improving inclusivity in our school.

Many aspects of the French language are gendered but a lot of French speakers have realised that this excludes many people from using the language. They have come up with new ways of using French and it is important we change French in our school as it changes in society.

We were so glad to see the gender-neutral French pronoun 'iel' recognised in an official French dictionary, Petit Robert, and are hopeful that gender inclusive French will be included in national qualifications, especially for our transgender students.

One of our Language Ambassadors and one of our teachers attended the



'How languages divide gender' event by John Murray Learning on Zoom. Donata Puntil spoke on the panel and emphasised the need to "tolerate ambiguity" as languages change with need. It was a great opportunity to connect with and learn from other language lovers.

There is a wealth of resources online that have helped us use more gender inclusive language in our school, to pull together as language learners and support people who use gender neutral

language. As Language Ambassadors, working with language teachers who are dedicated to helping students, we're glad to have the opportunity to recognise that people inside and outside our school use gender neutral language and are valid, and make our school and community a more inclusive place.

Language Ambassadors, King's Park Secondary



Life with Languages event

As part of a new employability project we wanted to bring languages to life for pupils, to give them an opportunity to put their language skills into practice, enabling them to think about the value of languages in the world of work. To do this, we created a new Life with Languages employability project for our S3 pupils.

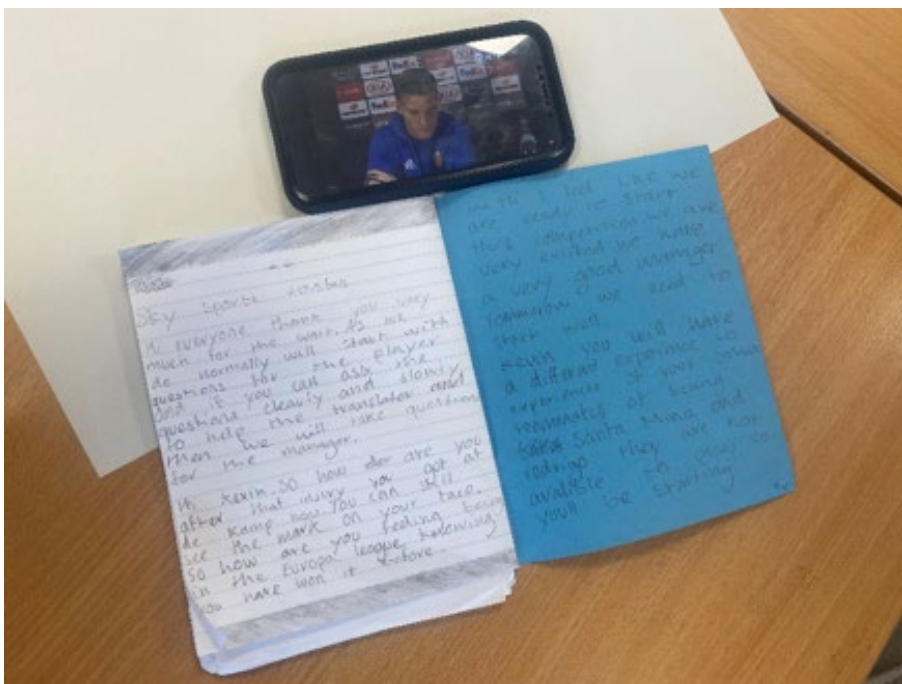
To kick the project off, in November 2021 we ran a 'Meet the expert' event where pupils met with our partner organisations; the Scottish Government, the Royal Zoological Society of Scotland, the Royal Navy, The Balmoral hotel and an interpreter for Valencia Football Club. We held this live over Google Meet, where speakers delivered a 10-minute presentation about their job, how they managed to get into their area of work, how they use languages in their day-to-day life and how languages can be a real benefit in the application process for their sector. We were pleased that despite not being in person, this enabled pupils to ask questions and talk to the speakers, and some of them even used this as an opportunity to network!

Following the 'Meet the expert' event, pupils used their language lessons to explore one of the careers of the guest speakers. In collaboration with the professionals, we created a series of lessons for pupils to explore the job further and complete authentic tasks carried out by the professionals which required language skills. This enabled pupils to choose which career they found most engaging and wanted to explore, identify tasks they would do in real life, try these out and ultimately see the benefit that learning languages can have in the working world.

Over the week, pupils completed a range of tasks in French, German and Spanish that gave them an insight into the day-to-day life of each job, from translating match reports to creating cultural menus for The Balmoral and even translating site maps and animal fact files for Edinburgh Zoo. This was a fantastic event, and we are proud of all pupils as they put their language skills into practice and explored careers that they perhaps had not thought about previously. We were also delighted to receive the Bronze Scottish Languages Employability Award!



Sarah Coats, Musselburgh Grammar School



**SCOTTISH
LANGUAGES
EMPLOYABILITY
AWARD**

DUAIS FASTADH
CÀNAINEAN NA H-ALBA

Update from Glasgow City Council

Whilst we're still living with Covid-19 and watching the horrific developments in Eastern Europe, language learning continues apace in Glasgow. Our online primary training programmes are busier than ever, with over 100 PLL certificates issued this session across French, Italian and Spanish. A further 200 plus primary teachers attended master classes and language refresher classes for French, Italian and Spanish and we provide regular updates for language learning and teaching to our coordinators in each school. We have enjoyed working with colleagues from other local authorities who have joined our training. Their positive feedback is very welcome.

Our Think About It Thursday CPD sessions have proved very popular

with over 60 secondary colleagues, covering subjects from supporting NQTs and students to inclusion and ICT. We also have five staff members on the first Additional Teaching Qualification for Scots Gaelic provisioned by the University of Strathclyde – sgoinneil!

We continue with online hubs covering Advanced Higher French, Italian and Spanish for our senior phase learners, and are very grateful to our dedicated teachers who are leading the learning for this across the city.

We were delighted to resume our Language Awards ceremony during Languages Week Scotland in February. We did miss the grandeur of the Banqueting Hall in Glasgow's City

Chambers, however, it was delightful to see all the assembled nominees and their classmates in schools all over Glasgow, participating online. On this joyful occasion we had 260 winners in categories celebrating language learners, language ambassadors, language teachers, 1+2 in action, Developing the Young Workforce, partnership, innovation and linguistic diversity.

Lastly, in collaboration with Languagenut we have an exciting citywide competition for primary and secondary pupils in March. Language learning and teaching is still very much alive and kicking in 2022 in Glasgow City Council!

Elizabeth Norton, Glasgow City Council

@glasgowlangs
#glasgowloveslanguages



NUADH-CHÀNANAN
MODERN LANGUAGES

Èisteachd, Ionnsachadh, Conaltradh
Listening, Learning, Communicating



West Lothian loves languages

The 1+2 team in West Lothian planned some really exciting events for Languages Week Scotland which were shared via a [Padlet](#).

Activities included: ordering lunch, making flags, exploring a famous story in another language (such as The Gruffalo), reciting Scots poems, doing a 'Go Noodle' in a different language, taking part in a quiz, designing a logo, making traditional Spanish tortillas and more! Many of the activities were cross-curricular, involving STEM, IT and Art too. The tasks on the Padlet were all categorised into a points-based system and prizes were up for grabs for the classes that gained the most points.

The following schools scored highly and won £50 for their classes to spend on language resources:

Primary

- 1st – Kirkhill P7/6
- 2nd – Springfield P4a
- 3rd – Greenrigg P5/6

Secondary

- 1st – Deans 1D2
- 2nd – Deans 1D1 French
- 3rd – Deans S1C2

In addition to our winners, West Calder High School did Languages Week Scotland as part of our IDL programme (Humanities and Languages Collaborative). All S1 and S2 learners got a chance to do Mrs McLean's big quiz and learn more about the relevance of language learning. The week proved to be very popular and helped raise the profile of languages in a fun and competitive way. Well done to all who took part as well as our winners!

Kate Findlater, West Lothian

Mrs Taylor's Classroom @Mrs_T_101 · 4 Feb
What a busy week celebrating #WLLovesLanguages with @1plus2_WLC! Started off the week with a Spanish lesson and have continued to collect points for the WLL Points Challenge! Great job P7, an amazing 4700 points collected this week ★★★★★ #1+2 #P7LovesLanguages 🇪🇸 🇬🇧 🇮🇹



Woodmuir Primary @WoodmuirP · 4 Feb
This morning we enjoyed learning French and Italian through stories and rhymes. We then worked on a STEM challenge to build a French or Italian landmark using spaghetti and marshmallows. Lots of learning shared and comments such as "I'm proud I created this" @WL_STEM @1plus2_WLC



Words for the World: a school's view

The Words for the World competition was an excellent opportunity and challenge for me to improve both my Spanish writing and talking skills. My Spanish teacher, Miss Skinner, told my class about the competition and I decided that it would be the perfect way to put my knowledge of Spanish into practice and learn lots of new vocabulary along the way. I chose to write about the effects of climate change and how we can tackle it as a population, which opened the door to learning lots about the environment

as well as the Spanish I needed to effectively communicate my message through my presentation. I really enjoyed putting together my entry for the competition and being creative about how I shared my ideas, and it felt empowering to be able to express what I wanted to say in a foreign language – it showed me just how much my Spanish has developed. Overall, the competition was very enriching, and I would definitely recommend taking part if you have the chance!

Daniel Smith, Alva Academy S4-6 winner

Words for the World offered pupils a fantastic opportunity to develop their language skills while creatively expressing their views on an issue important to them. We made this an optional task for pupils who wanted an extra challenge in addition to their usual classwork. It was great to hear their opinions on our world and it really



highlights how insightful young people are of the world around them. We look forward to taking part again next year!

Rhona Skinner, Teacher Alva Academy

Winner S4-S6

We need to take action against climate change now. Although it will take a lot of effort, we must all work together to make both big and small changes to the ways in which we live to save the planet for future generations.

Daniel Smith
Alva Academy

WORDS FOR THE WORLD
DANIEL SMITH

Working together to refresh our L2 French curriculum

What do children's rights, sustainability and inspirational people all have in common? They each count amongst themes we have been developing as engaging contexts for learning in P6 and P7 French in East Renfrewshire. Prior to the pandemic, a review of learning experiences and attitudes towards languages learning allowed us to hear from a range of stakeholders. Overwhelmingly, we found that languages and related skills and values such as creativity, compassion and cultural awareness were highly valued by both practitioners and young people. Our current development work seeks to capitalise upon this positive standing.

Inspired by pupil feedback, interests and needs, our network of Primary Languages Leaders engaged in focused professional development before

beginning a collaborative project to revise our P6 and P7 French curriculum. Driven by the principles of challenge and enjoyment, progression and relevance, we have taken an interdisciplinary approach to ensure learners receive their right to quality languages learning. Outdoor learning, sustainability, children's rights and global citizenship are just a few of the threads woven through our revised approach. Primary practitioners are extremely skilled at bundling Es and Os in meaningful ways, and our approach aims to build on this skill to embed language learning effectively across the curriculum, supported by frameworks such as the UN Convention on the Rights of the Child, Sustainable Development Goals and the Career Standard Entitlements.

The commitment of our Languages Leaders has led to the development of

shared themes across schools, ensuring consistent quality of experiences whilst allowing space to respond to learners' interests or current world events. Through our monthly newsletter we have raised awareness of this development work and we look forward to launching the refreshed P6/7 curriculum, providing support to empower practitioners to realise it in each school. The Languages Leaders network meets termly to collaborate on curriculum and resource development, and our online LinguaLab, which acts as a hub for modern languages resources, will support teachers to develop learners' skills in listening, talking, reading and writing through these new contexts.

Joanna Paterson, East Renfrewshire



News from our partners

From haggis to Nessie: becoming a cultural ambassador in France

Cliona is a third-year student of Management, French and Spanish at the University of St Andrews

Thinking back to my own time at secondary school, the presence of a French and Spanish Language Assistant really helped improve my confidence in my speaking skills, as well as my cultural knowledge of their home countries. This was something I wanted to replicate with my own experience.

On my year abroad, I worked as an English Language Assistant (ELA) in two secondary schools in Aubagne, near Marseille in the south of France. The students absolutely loved learning about Scotland and its culture. As well as general information such as the school systems, I introduced them to Hogmanay, ceilidh dancing and Burns Night. They were fairly taken aback by the idea of haggis but loved learning about Nessie the Loch Ness monster. I even ran a few highland dancing sessions, complete with bagpipe music!

As well as being an ambassador for the UK in France through the role of an ELA itself, I was the official Assistant-Ambassador for the United Kingdom, working with the organisation France Education International along with 18 other ELAs, all from different countries, to promote the Language Assistant scheme through social media and student presentations. I also created an educational video sharing my tips for future Language Assistants in France that was shared on their introductory teaching module. I gained numerous skills in a more professional setting, for example leadership, organisation, and giving presentations, which greatly improved my self-confidence.

I am currently in Spain working on improving my Spanish language skills as well as my knowledge of Spanish culture with the aim to use French and Spanish in my career. I believe that everyone should spend time abroad, immersing themselves in another

culture and gaining a more global and tolerant perspective of the world.

Cliona Kennedy, University of St Andrews

Applications for the English Language Assistant programme for 2023/24 will open in October 2022. Applications to host a Modern Language Assistant for 2022/23 closed on 2 May 2022. 2023/24 MLA host requests will open in February 2023.



La Jolie Ronde's Scottish network

Eleven of La Jolie Ronde's Scottish team met recently and enjoyed a fabulous meal at Elia Greek Restaurant in Glasgow.

Licensees and tutors came from Glasgow, Hamilton, Aberdeen, Livingston, Ayrshire, Falkirk, Peebles and Edinburgh to catch up and to support one another 'in person' after two years of Zoom meet-ups!

One of the licensees said: "The nicest thing about the Scottish team is that you always have someone by your side". Another said: "It was nice to see each one another, other than in 2D!"

New schools, nurseries and parents can claim a free French or Spanish taster session with their local licensee. Locate your [nearest licensee](#).

Mala Henry, La Jolie Ronde



News and updates from the Goethe-Institut Glasgow

I would like to take the opportunity to introduce myself. I am Saskia Köglberger, the new project co-ordinator for educational services at the Goethe-Institut Glasgow, the German cultural institute. My background and passion is in teaching German as a Foreign Language (DaF). Before coming to Scotland, I lived and worked as a German teacher in Salzburg, Austria. I also spent some time in León, Nicaragua where I was working as a Language Assistant at the Universidad Tecnológica La Salle.

In close cooperation with our sister institute, Goethe-Institut London, we develop projects and offer programmes for teachers of German and those interested in learning more about Germany and the German language.

This includes:

- CPD for teachers: please have a look at our series of DLL (Deutsch Lehren Lernen) courses which are offered throughout the year
- Provision of new teaching materials: at present we are developing a new dossier on women's football and new Advanced Higher teaching materials
- Events which promote German: for example a career roadshow in autumn and the Young Goethe Ambassador scheme where we invite students to visit schools to promote German to younger pupils

For the full programme, please have a look at our (revamped) [website](#).



For programme updates, please join our [electronic newsletter](#).

I am looking forward to meeting and working with you on projects and activities which are relevant for your German classroom and would welcome your feedback.

Saskia Köglberger, Goethe-Institut Glasgow

Reviving intercultural relations: what's next?

Over the past two years we've seen creative virtual collaborations bringing together young people from Scotland and Germany. Alongside the return of in-person visits, there are still plenty of opportunities for connecting virtually, and we want to hear how we can help young people keep their connections alive. Have a read of what's coming up, including funding opportunities and engaging virtual activities.

Host a teacher from Germany: applications now open

Gain a boost of authentic German cultural input in your school through the [Host a Teacher](#) programme! Your school can host a German teacher (virtually or face-to-face) for one, two or three weeks next academic year, at a time of your choice and at no cost.

Have your say

We want to hear from young people in Scotland about keeping links with

Germany alive! Share our short '[Have your say](#)' survey with students so they can give their opinions on key topics and themes they are passionate about, and tell us their thoughts on the future of youth events.

Visit your German partner school

We offer grants to schools that wish to develop their partnership with a visit to Germany. Whether you're cultivating a new Scotland-Germany connection or you're looking to reignite an exchange, you can [apply to visit your partner school](#) and plan valuable activities for your young people.

You can find [further funding opportunities](#) on our website.

Join Café Connect!

Through our regular virtual meet-up, [Café Connect](#), young people can meet German peers to practise language and discuss cultural topics. If you'd like to

create a [Café Connect for your unique partnership](#), we can help facilitate your session.

Find out about the latest opportunities on [our website](#), and please [get in touch](#) with any questions on how we can support your partnership.

Tazmin Mirza, UK-German Connection



Languages beyond school

Job profile

Fraser Fulton, Musician and Tour Manager

My name is Fraser Fulton. I'm a musician, tour manager and backline technician for touring musical artists.

What languages have you learned?

At school I learned French and German, but German was my main focus. This was due to a combination of things: I had a family friend who was German and I also really enjoyed learning the language at school.

How have any language skills helped you in your work?

Because I spend most of my time on tour, especially in German-speaking countries, speaking German has been invaluable to me. I have been able to communicate much more fluently with colleagues in Germany, Austria and Switzerland and I also have the confidence to 'give it a go' when it comes to learning new languages. This

in itself has opened doors; people love it when you make the effort.

What benefits do you think language skills bring?

Being able to speak a different language allows you to dismantle a barrier straight away. You know that less is lost in translation and you can make yourself better understood more quickly. Also, in my job, I have colleagues who I may work with only for a day so there is a need to build contact and trust very quickly, so being able to speak someone else's language is a real benefit. Obviously, English is a very useful mother tongue to have but I definitely think there's a heightened respect when you speak other people's language. And you don't have to be fluent, you just need to be able to understand each other and communicate.

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

Throw yourself at it! The main thing, again, is to communicate. You don't have to get it perfect. Not having perfect

grammar, for example, should not hold you back. Most people learn languages in order to talk with others so if that's your main goal, don't be distracted from it. Just go for it!

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

When I was touring in Spain, I listened to the local radio in Spanish while I was driving to get used to the sounds. I used an online translation tool to get basic phrases and I bought a phrase book and made sure to learn the basics. It really does make a difference to how people approach you.

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

Totally. We live in a global community and it's important to understand how other people think about the world, what's important to them, where their values come from. Besides, it's the culture that brings the most fun to language learning – culture is what brings language alive!



SCILT staff

After 18 years of dedicated service at SCILT, Mandy Reeman-Clark retired at the end of March 2022. Mandy will be a much-missed colleague, but we wish her all the best as she enjoys some well-earned rest and relaxation. Below, Mandy shares some thoughts with us on her time at SCILT.

Mandy Reeman-Clark



When Fiona asked if I would like to write an article for the next SCILT newsletter, my first thought was: "Where on earth do I begin?". Followed quickly by a memory of putting together my first newsletter for Scottish CILT, as it was then known, in 2005, and being quite proud of my simple design where we talked about the MFLE (Modern Foreign Languages Environment), our extensive outreach programme and research into the many languages spoken in Scotland.

I had returned from the Middle East in 2004 after teaching ICT to primary children for nine years, wondering what on earth I was going to do with my life. I had originally trained as a dietitian and worked for some years in the NHS, but as life goes sometimes, I had strayed off the path of my planned vocation. On return to Scotland, I saw the advert for a Secretary at the University of Stirling at Scottish CILT, the Centre for Information on Language Teaching and Research (people still ask me all these years later what SCILT stands for and I have to dig deep to remember the meaning of the original acronym). I wandered in for an informal chat - they were looking for a someone with organisational skills, some website experience and an interest in languages. I had a smattering of Arabic and some rusty French but could build a webpage and design a newsletter. They seemed to like me, I was invited for an interview and I got the job.

That was 18 years ago and I have never looked back. Coming from a science background I knew very little about language policy or education but I was willing to learn. I was handy with computers, I loved a spreadsheet, a website and somewhere along life's strange path I had been a brewer so knew how to make good beer. An odd combination. But my patchwork of skills was precisely what proved so useful in my role.

I did indeed learn about language policy and its plethora of acronyms. I also learnt how to organise an office, and move one – four times. I learnt how to run events, I learnt how to work with and care for a team. One day I might be constructing a complex spreadsheet or picking tiles for a new bathroom, the next I would be taking a group of headteachers up the Great Wall of China. I have demonstrated Chinese cooking to school children, I have run finance training for hub schools, I have learnt how to do make documents more accessible, I can respond to a Freedom of Information request or explain the rudimentaries of GDPR. The job was always fascinating, always varied, often challenging. It is no wonder I had difficulty writing my own job description.

I was with SCILT for five years at Stirling before we moved the Centre to the University of Strathclyde at Jordanhill Campus in 2009. My 15-minute commute from Dunblane to Stirling turned into a two-hour one, twice a day but always relishing a new challenge, I got stuck in. Jordanhill was an old building and we put up with floods, bird invasions and living on a top floor with no lift before moving to another part of the campus, and then again to Glasgow city centre in late 2012.

Not happy with a quiet life, 2012 also saw SCILT taking on its biggest challenge yet – the Confucius Institute for Scotland's Schools to include the learning and teaching of Mandarin in its portfolio. My work world turned topsy turvy that year but with that brought new challenges and excitement, new colleagues and new workstreams. I was incredibly privileged to be able to lead a group of pupils and teachers and subsequently four groups of headteachers to China in the years that followed.

Working across both centres I was lucky to encounter a huge range of experiences that ensured the job was never dull, always a challenge with enough to keep me on my toes. On the SCILT side, I travelled around Scotland with my colleagues to assist with Word Wizard competitions, Business Brunches and numerous outreach

events, able to work with and witness innovative and dynamic language teachers and pupils fulfilling their potential.

In 2016 we won Model Confucius Institute of the Year and with this came the incredible privilege of additional funding to renovate a building suited to our needs and the old Ramshorn Theatre, owned by the University, was waiting in the wings. For two years we worked on bringing this project to fruition and I'm immensely proud of the work that we all did to allow us to relocate to this beautiful building in the heart of Merchant City in Glasgow. We moved into The Ramshorn in July 2019, complete with ghost Edie, and started to settle into what was hopefully to be SCILT's final move.

Then in January 2020, only six months after our move, the pandemic struck and by mid-March we were all working from home. It hasn't been easy for any of us, but we have strived to keep the legacy of SCILT and CISS alive in very challenging circumstances. As I write this, we are still working from home, but hope to return to the workplace in the months to come, with some kind of hybrid working practices.

I have worked under four directors, Richard Johnstone, Joanna McPake, Sarah Breslin and Fhiona Mackay and so very lucky to have worked with innovative, passionate language leaders. We have a fantastic and dedicated Professional Development team and I have been lucky enough to work with many PDOs over the years, many on secondment and some of whom have chosen to stay with us. They continue to provide high quality professional learning for our languages community in spite of huge challenges posed by the pandemic.

I have been immensely proud to have led and worked closely with my wonderful Professional Services team, many of whom have been with SCILT and CISS now for many years, supporting the PDOs and Senior Leadership Team, quietly but efficiently in the background. We have often been described as ducks on the water – above the water all you see is unflappable calm but beneath the

surface there is crazy paddling going on to ensure stress-free support at all times!

I have also worked with five great COALA/LANGS Chairs - Roderick Mackenzie, Janey Mauchline, Ann Robertson, Bethan Owen and Sylvia Georgin and that innovative and active group has been my 'baby' since 2005. I'm sad to leave it behind but know it will continue to thrive and allow languages professionals to network and keep languages on the agenda.

We have a brilliant friendly team; we work hard but we love to laugh and enjoy life and it is an absolute honour to have been part of the SCILT and CISS journey. The University of Strathclyde has been a wonderful and supportive home for us, particularly during the pandemic and I know the team are looking forward to a return to our beautiful Ramshorn building at some point in the future.

As Fhiona has mentioned in her very kind farewell messages, I'm looking forward to spending time with my family and seeing our new grandchild in Australia first, then to take up some of my abandoned hobbies. I'm lucky enough to be married to a distiller so there are always many tastings along the way and friends always welcome to our home to share!

My biggest regret is that the last two years of my working life has been spent away from our office and without my colleagues. My abiding memory of my last week was sitting at my desk at home on my last day without the team next to me as Putin invaded Ukraine. It has taken the edge off what should have been a time to relax and enjoy what is ahead, and of course my thoughts have been overwhelmingly with the people of Ukraine at such a devastating time, but my friends have reminded me that the importance of family is even more poignant now and to enjoy and treasure it. That I will do.

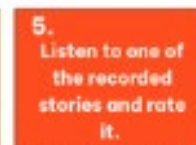
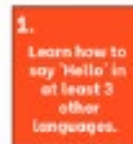
Thank you for always making it easy to do my job, I wish you all a peaceful, healthy year ahead and hopefully a positive one for languages.

Contact Us

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



Post videos of your class completing the challenge with the hashtag #ScotlandLovesLanguages and tag Miss Minto or Dr Powell!



How can I celebrate Languages Week Scotland in my school?

LEARN A TONGUE-TWISTER

Have fun with tongue-twisters in different languages.
Choose a language and ask your class to research a tongue-twister in that language. How many times can they say that tongue-twister in a minute?
Can you make a class film of all the different tongue-twisters?

SCOTLAND LOVES LANGUAGES

