

Scotland's National Centre for Languages Newsletter



**SCOTTISH
LANGUAGES
EMPLOYABILITY
AWARD**

DUAIS FASTADH
CÀNAINÈAN NA H-ALBA



Welcome to the SCILT newsletter

Editorial

Dear colleagues,

Welcome to the winter 2022 edition of the SCILT newsletter. As usual it is a pleasure to read such a range of uplifting articles that showcase what a wealth of languages are being learned, taught, spoken, used, and celebrated across the country.

Over the last few months I have been reflecting on my own language journey. I grew up in a Scots and English speaking home and would have probably considered myself as monolingual, as a young person anyway. However, before I even went to school, I was already a skilled language user. I could slip in and out of Scots and English without thinking that I was using two languages. I knew unconsciously that the way I spoke to my family was not the same 'register' that I would use with my parents' friends, for example. I understood that Italian and Polish friends and family had different accents and used different words to the ones we did at home. In many ways, I was not monolingual at all. How powerful would it have been if it had been recognised that I, like my peers, was an emerging multilingual person, already a skilled linguist with the potential to extend and expand my existing repertoire of language(s) in all sorts of useful and exciting ways? Instead of considering that our children and young people's language learning experience should be about 'filling an empty vessel' full of new words and concepts, would a better starting point not be to help our learners recognise the skills and abilities they already have? Being monolingual is not the norm, the human mind is not developed that way. Should we, therefore, encourage our learners to see that they are in fact already developing the potential to communicate with a wide range of people, using a diverse range of skills, words, grammatical forms, dialects, registers, etc? Perhaps this might be a way of getting rid of the self-doubt that 'languages are too hard'. Could this be a way of countering the frustration about not being able to communicate effectively or dispelling the myth that somehow English speakers are genetically disposed to not being able to speak other languages? If our children and young people are given the chance to reflect on their language awareness, encouraged to explore the linguistic diversity that they use and encounter every day, then surely this is a better starting point for them to learn more.

The teachers involved with SCILT's Polish through Art project did just that. The children explored their linguistic and cultural identities, and expressed them in a myriad of colourful 'language portraits'. This multilingual approach allowed the children, regardless of their home languages, to discover that all languages are useful and that cultural heritage is something to be celebrated. Now more than ever, in these troubled times, this positive message of inclusion and understanding is the greatest gift we can offer our learners.

If you would like to find out more about the multilingual approach and SCILT's Polish through Art project, please visit the gallery of children's artwork on the [SCILT website](#).

With warm best wishes for a peaceful Christmas period and a healthy, happy and positive 2023.



Fhiona Mackay, Director

03

SCILT News

09

Glasgow Doors Open Days Festival

10

European Day of Languages

12

News from local authorities

17

News from our partners

19

Languages beyond school

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

Scottish Languages Employability Award

The Scottish Languages Employability Award (SLEA) is awarded by SCILT to recognise schools and businesses who build partnerships through languages in order to develop young people's learning about the world of work and the value of language skills. It is designed to acknowledge work that is already going on in schools and communities and to encourage the development of new and engaging partnerships.

In May we were delighted to receive our largest group of submissions since the award began in 2019. Six schools submitted successful submissions covering an exciting range of employability projects and activities:

Bronze:

- Blairgowrie High School – for their online conference and interesting partnership with a local clothing company
- Toryglen Primary School – for an extensive and rich partnership with a local bakery firm

Silver:

- Buckie High School – for a range of activities across different years, in partnership with a seafood company
- Musselburgh Grammar School – a supplementary submission to their earlier one in the same year, this time involving a partnership in Spanish with Edinburgh Zoo

Gold:

- Glenurquhart Primary School – a far-reaching partnership in Gaelic with a record number of business partners, you can read more about this in their article in this edition of the newsletter

Platinum:

- Broughton High School – this school achieved a second subsequent Gold award for a wide range of projects across multiple year groups and languages, qualifying them for our first ever Platinum award

Huge congratulations to all of our winners! You find out more about each of these submissions, and how to apply, on [our website](#).

The most recent submission deadline has just passed and details of winners will follow soon.

Watch this space! The SLEA is in the process of being reviewed and extended. Details will be published soon, along with streamlined submission documentation and amended guidelines. We will also be announcing two exciting new streams – SLEA Local, rewarding cluster/group partnerships, and SLEA Green, focusing on partnerships with a global citizenship/sustainable focus.

Sheena Bell, SCILT



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DYW Live

During last session SCILT participated in eSgoil's [DYW Live](#) programme. This programme provides live sessions that support learners' development of employability skills, career pathways and industry connections, and fits well with SCILT's commitment to working with businesses and schools to build capacity in language and employability skills.

We developed and delivered a one-hour interactive online workshop entitled [Languages and Your Career](#). This was initially planned as a one-off event for up to 150 S2, S3 and S4 learners, but due to high demand we ultimately delivered 15 sessions across

four months, attended by close to 2500 learners and their teachers from right across the country. It was great to meet and work with them all!

This session we are delivering a six-week series of language-specific interactive employability workshops. These sessions aim to introduce learners to the importance of languages and their associated skills in the workplace, break down stereotypes of careers that use languages, identify appropriate career pathways, and hear examples of people who use languages in their daily work.

After a first general session, the remaining five weeks explore how different languages can contribute to success in a range of jobs

and career paths. We are running separate sessions for French, Gaelic, German and Spanish, and a final session featuring other commonly taught languages, particularly Italian, Mandarin and Arabic. Workshops will feature information, activities, and input from young professionals who use the language in question as part of their daily work, and run from November to December 2022.

Sheena Bell, SCILT

DYW | Live 
Skills | Employability | Pathways

Espacios Increíbles

SCILT and CISS develop professional learning partnerships between schools, external organisations, businesses, and agencies. These partnerships promote interdisciplinary learning across subjects and sectors, contextualising language learning in areas which are relevant to our young people and equipping them with skills for learning, life and work. One such project that has proved a great success since its launch in 2018 has been Espacios Increíbles (Amazing Spaces), a national, interdisciplinary competition that combines and celebrates Spanish language learning with aspects of design and technology.

In session 2021-22, 24 schools in 15 different local authorities signed up to take part in the competition. Groups of S2 and S3 learners from six schools across five local authority areas earned

a well-deserved place at the final which was held on 25 May 2022.

A superb effort was made by all six finalist schools – Alva Academy, Bathgate Academy, Dunblane High, Grange Academy, Kinross High and Wallace High – and the judges had a very difficult decision to make.

Kinross High School came out top with their innovative design for a veterans' rehabilitation centre, food bank and community garden in Bolivia. The group consisted of six S3 learners: all six learners have chosen to continue studying Spanish at National 5 level in S4. Their design was based on the work of Bolivian architect Freddie Mamani and took as inspiration the colours of the Bolivian flag: red, green and yellow. The team showed great creativity and presentation skills, with

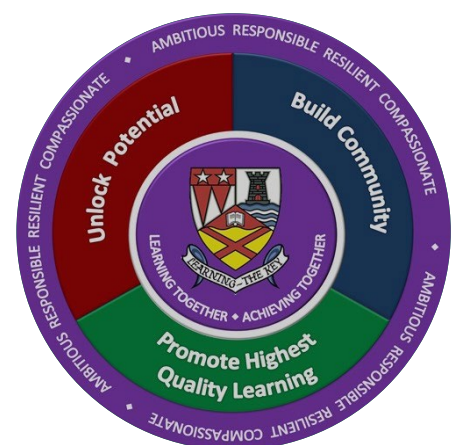


fantastic delivery in Spanish. They clearly demonstrated how they had worked collaboratively, drawing on art, design and Spanish skills to create an innovative and sustainable design.

One learner said: "It helped a lot with my confidence to speak Spanish in front of an audience and I think that it will help me this year with things like speaking exams or job interviews. I liked taking the time to learn about Bolivia and do some research."

A participant teacher commented: "The pupils really enjoyed taking part in the project and it was a great opportunity to work closely with colleagues in the art department. The reading and listening resources provided by SCILT were excellent to use with the Spanish classes. Sometimes pupils can lose their enthusiasm in S3, but this project really captured the pupils' imaginations and I firmly believe that has helped our numbers into S4 grow."

Karen Liddle, SCILT/CISS



Languages Week Scotland 2023

Languages Week Scotland is a celebration of language learning and multilingualism in Scotland. Now in its fifth year, Languages Week Scotland 2023 will take place from 30 January – 3 February and will be a week of activity across the country.

The theme for 2023 is ‘Languages for a peaceful world’. Language skills build trust and deepen diplomatic and cultural relations between countries and cultures; they allow for an appreciation that other cultures have different ways of doing things, building social cohesion and improving social mobility. Language skills facilitate in the individual the development of a wide spectrum of soft-skills and attributes including communication, diplomacy, negotiation and empathy ¹.

Languages Week Scotland 2023 aims to celebrate how languages – spoken and signed – equip us as individuals and as a society to contribute to a peaceful world. Educational establishments, community-based groups, arts and sports organisations, social enterprises and businesses – large and small – are invited to engage with the week. For ideas, please [visit our website](#).

Events will take place across Scotland for families, adults and schools. Follow the hashtag [#ScotlandLovesLanguages](#) or the dedicated Twitter account [@LangsWeekScot](#) to find out what is happening in your local area. SCILT has been tasked by the Scottish Government to deliver Languages Week Scotland.



Sarah Macfarlane, SCILT

¹ Statements taken from reports published by the British Council and the British Academy. Access these [through the SCILT website](#).

Moving forward with languages

This term, SCILT has teamed up with six Scottish universities to present a unique series of online, multilingual workshops for Higher and Advanced Higher language learners. These workshops are designed to give learners an insight into what it is like to study languages at university, to offer them the chance to interact with lecturers and students at each university, and to access tips and support to help them with course preparation right now.

The first two workshops, run in partnership with the universities of Strathclyde and Stirling, welcomed attendees from all over Scotland. In the first workshop, ‘More than just languages’, the University of Strathclyde focused on the central role of cultural awareness in effective translation. Learners participated in language-specific breakout rooms and were asked to consider how to accurately translate culturally loaded items of

text, both as headlines and within the body of current newspaper articles. In their evaluations, workshop attendees commented that this event had raised their awareness of “the approaches that had to be undertaken before even starting the translation process” and that they had to bear in mind “the differences between a literal translation and a good translation”.

The University of Stirling focused on ‘Languages and film’ in their workshop. It was wonderful to spend a Saturday morning singing songs from well-loved cartoons (perhaps that was just me!) and the serious message of the workshop certainly hit home – that exposure to authentic language in film, TV, song, and other media is fantastically helpful for developing both listening skills and cultural awareness. And there is such a wealth of material to access! It was lovely to read the positive comments from attendees: “I’m planning on watching films in French to improve my

listening skills”; “I’ll watch Spanish films with Spanish audio and subtitles to help me with my listening and write notes too”; “[the workshop] felt much more interactive and casual and I felt I could more easily chat with the hosts”.

Meeting online, learners had the opportunity to ask questions and offer comments via the chat function, which led to a level of interaction that is seldom seen in large, in-person workshops. There was also a chance to get feedback and ask questions in language-specific breakout rooms.

One of the great benefits of running these sessions online is that Higher and Advanced Higher language learners from all over Scotland have the chance to participate. No matter which language they are studying, these workshops will help them move forward with languages.

Suzanne Ritchie, SCILT

Success for sixty: a launchpad for languages leaders

Last year, SCILT and Education Scotland's Languages Leadership Programme (SLLP) opened its first online professional learning community on Teams in Glow.

After 12 months of critical reflection on and in practice, the programme ended on a real high when the 2022-23 cohort of primary and secondary teachers shared their SLLP journeys with peers on a sunny Saturday morning in June. Most presented live, but some provided recorded presentations that were available to stream in the Team. Words to describe the day? Integrity and inspiring!

That sharing event was the final piece of the Masters level learning jigsaw that led to the award of GTCS Professional Recognition: leadership in languages education for 60 educators in one fell swoop. Soon afterwards, numerous head teachers let us know how much they appreciated staff members' commitment and success on the programme.

On finishing the course, one participant told us:

"I feel that I have benefitted greatly from meeting and learning from like-minded practitioners with a range of experience. Although we do similar jobs and all work within the 1+2 framework, I found that much of my most significant learning was in noticing and reflecting on the differences that make our settings and learners unique. The LLP highlighted the importance of relationships, trust and collaboration at all levels and I felt there was mutual respect and understanding across primary and secondary, when these sectors are sometimes pitted against one another. Through developing my knowledge and skills I have grown in confidence to work with others to lead improvements in this area."

Within the SLLP community of practice, one relationship that was recognised by members of a GTCS reaccreditation panel as being particularly special,

was the one between participants and their critical friends. As previous participants on the programme, and/or experienced in supporting teacher learning/leadership development, critical friends bring a coaching sensibility and a lot of expertise in languages education and leadership to these relationships.

This autumn, with the original revisions now tried and tested, the programme team has begun making plans for new ways in which SLLP participants, alumni and critical friends can share their SLLP learning with more educators and new audiences. In this way, we hope that the SLLP will become a launchpad for further, wider capacity building.

Applications for the next SLLP intake will open in spring 2023. Following a recent self-evaluation by the programme team, early career teachers will be especially pleased to know that we have made a significant change to the applicant criteria. We will accept applications from educators with 3+ years post-qualification, working in any sector with all applications being considered on their individual merits.

Registration details for the SLLP 2023-24 information webinar for prospective applicants will be shared on SCILT and Education Scotland communication channels in due course.

Lynne Jones, SCILT



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Ukrainian drop-in sessions... and so much more!

As Scotland's National Centre for Languages, we firmly believe that the only way to build cohesive, strong and peaceful societies is through fostering mutual respect, tolerance of difference and cultural understanding.

In this spirit, SCILT opened the doors of our Ramshorn offices to welcome people who had to leave behind their homes and their established lives due to the war in Ukraine. Our initial hope was that we might play a small part in providing a warm, safe, welcoming space in Glasgow for Ukrainian people to meet and chat over coffee or tea. Somewhere that people could find friendship, solidarity and a little repose. Our first Wednesday drop-in session took place on 15 June, and since then has grown in popularity as word has spread.

"You have to help me understand Scottish!" came the plea from one young mother newly arrived from Ukraine. Having lived in German-speaking Switzerland and been in a similar position myself, I could only empathise! And so, by mid-August, we had established a short block of English classes aimed at intermediate learners and delivered by volunteers. With 58 people in attendance at our first English class, demand far outstripped our capacity to supply, and we were grateful to welcome on board Howard Ramsay, Head of Online Learning at the University of Strathclyde. Thanks to Howard's generous gift of his time, we now offer a weekly beginners' English class in addition to our intermediate class. Further to this, we can also count on the kindness of students from the University of Strathclyde's School of Education and from the University of the West of Scotland, who act as language assistants during these classes. This gives people the chance to engage in much more speaking practice – a key consideration for those

newly arrived in Scotland. Intermediate classes take place from 12-1pm every Wednesday, with beginners' classes running from 1-2pm.

The Ukrainian drop-in sessions and the English classes are defined by a spirit of positivity, resilience and humour, where people who might never have met can get to know one another, share what we have in common and celebrate and learn about our differences. More information about the Ukrainian drop-in sessions can be found [on our website](#).

We know that our colleagues across Scotland are working tirelessly to welcome children from Ukraine into our schools. We are constantly adding to our [Ukrainian resource page](#), which now has a new section for those who would like to learn Ukrainian. Should you have any resources that you would like to add to our website, please email [SCILT](mailto:scilt@strath.ac.uk).

Suzanne Ritchie, SCILT



ЛАСКАВО ПРОСИМО УКРАЇНСЬКІ СІМ'Ї

Ця група для новоприбулих сімей з України, які хочуть познайомитися з іншими сім'ями та підтримати один одного.

Можливість зустрітися з іншими українцями за кавою. Вас чекає кава, чай та печиво, а також іграшки та заняття для дітей дошкільного віку.

Участь у цій групі безкоштовна.

Щосереди о 12:00-14:00 починаючи з середи 15 червня

Адреса:
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University of Strathclyde
Glasgow G1 1EX

Зв'яжіться з scilt@strath.ac.uk для отримання додаткової інформації або просто завітайте по середах.

www.scilt.org.uk 




Update on OU SCILT (TeLT) – a professional learning opportunity

With the new academic session well underway, SCILT and the OU's Teachers Learning to Teach Languages (TeLT) programme has now begun, and we are delighted to have many students join us on both the beginners and post-beginners courses. With the overall number of students having increased on last year, we are thrilled to welcome so many new students on to both courses, in addition to some returning students who completed the beginners course last session.

The TeLT programme provides an opportunity for primary teachers to learn a language (French, German, Mandarin or Spanish) while allowing them to develop their pedagogical skills and knowledge to support the teaching and learning of languages in the classroom. Since the TeLT programme's inception a few years ago, many participating teachers have commented positively on the course and how it has impacted on their practice. Teachers have remarked on how much more confident they feel with teaching languages, with some

having taken on language leadership roles within their own contexts as a result of their participation on the TeLT programme. One such teacher commented:

"I feel so much more empowered to teach languages having done the TeLT programme and now, in my new role as languages lead in school, I want to use my learning to support colleagues so that they too feel more confident and comfortable with teaching languages to their primary learners."

With the TeLT programme being accredited by the GTCS, teachers working in Scotland have the opportunity to work towards GTCS Professional Recognition. Although this is not compulsory, with an opt-out option available, many teachers continue with this element and achieve Professional Recognition, valid for five years on their GTCS profile. From last year's cohort, 23 participating teachers were awarded Professional Recognition and have since received their certificate from the GTCS for their endeavours. Teachers are learning



at Masters level on this programme, which can open the door to Masters accredited study pathways. GTCS Professional Recognition from TeLT is now recognised as accredited prior learning, equivalent to 20 Masters credits for transfer into MEd Education Studies at the University of Strathclyde.

If you would like to find out more information about the TeLT programme, please visit the [Professional Learning](#) section of the SCILT website. Here you will find out information on funding and how you can sign up. For further information on module content, please visit the [Open University website](#) and scroll down to 'Learning to teach languages in primary schools'.

Karen Faulds, SCILT

Glasgow Doors Open Days Festival

The Ramshorn opens its doors to the public!

The Ramshorn, home of SCILT and CISS, opened its doors for the very first time to the public on Friday 16 and Saturday 17 September as part of Glasgow Doors Open Days Festival 2022, an annual event that promotes and celebrates Glasgow's rich architecture, heritage and culture.

SCILT and CISS welcomed over 300 visitors who had the chance to explore and learn about the fascinating history of the iconic A-listed building and surrounding graveyard. Visitors could witness at first-hand the significant renovation that took place in 2018, and find out more about how the disused building has transformed into a hub for cultural exchange, language classes, events, conferences, performances, and engagement work with schools, scholars and local government.

The event offered informative guided tours with exclusive access to the

venue which proved so popular, they sold out within days of going live!

A visitor who attended the tour said: "Sensational tour! Learned so much about what's on my doorstep! Well done on maintaining the building."

Interactive cultural workshops such as Chinese lantern and bookmark making enticed learners of all ages to find their inner creativity and language skills during their visit. The exhibition area featured a timeline highlighting key events in the history of the former Ramshorn Kirk, and showcased work created by young people in Scotland's schools.

Another visitor commented: "Very friendly and welcoming. Well laid out exhibition."

A spell of good weather enabled visitors to appreciate the building

exterior and explore the graveyard by completing our digital trail, created by pupils from Glasgow City schools and available on the [Global Treasure Trails website](#) in 10 different languages.

Did you miss out this year? [View this short video](#) presentation created in 2021 by our very own staff at SCILT to find out more about The Ramshorn. We hope to see you next year!



The Ramshorn Time Capsule competition

As part of our participation in Glasgow Doors Open Days Festival 2022, SCILT and CISS launched a new poster competition for S2-S3 learners. Learners were invited to design the contents of their own time capsule – past or present – highlighting the

changing place of The Ramshorn in the community, to tie in with the festival's theme this year: 'City in Flux'.

Learners were tasked with choosing five items for their time capsule. For the past category they had to imagine finding a time capsule now that had been buried in The Ramshorn years ago. When was it buried? What does it contain? Who lived in the area at the time and what might they own?

In the present category learners had to choose five items they would put in a time capsule now. What items would they preserve and share with future generations in 100 years' time? What might The Ramshorn be used for in the future, and who would find their time capsule?

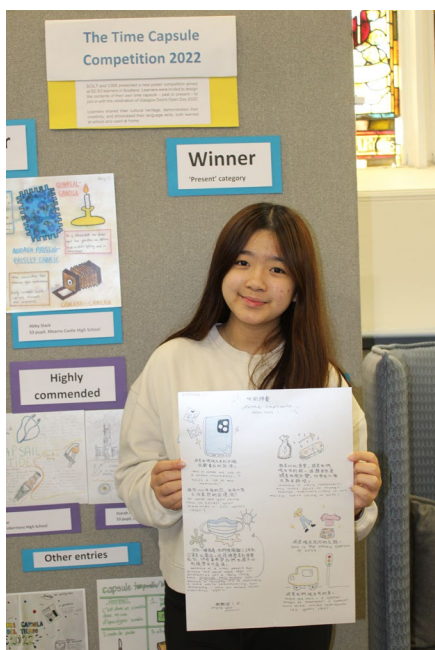
Entrants had to incorporate language elements into their poster design in the names and descriptions of their items. The competition provided a fantastic

opportunity for learners to share their cultural heritage, demonstrate their creativity, and showcase their language skills, both learned at school and used at home.

We received entries incorporating a range of languages including French, Gaelic, Italian, Moldovan, Punjabi, Spanish and Urdu, and the judging panel were very impressed with the level of entries received.

Congratulations to our winners, Abby Slack, S3 learner from Mearns Castle High School who won the 'past' category and to Emerald Li, S3 learner from Mearns Castle High School who won the 'present' category. Both winners were able to visit The Ramshorn in person during Glasgow Doors Open Days Festival to see their winning posters on display as part of our exhibition.

Emma McLean and Alice Lister, SCILT



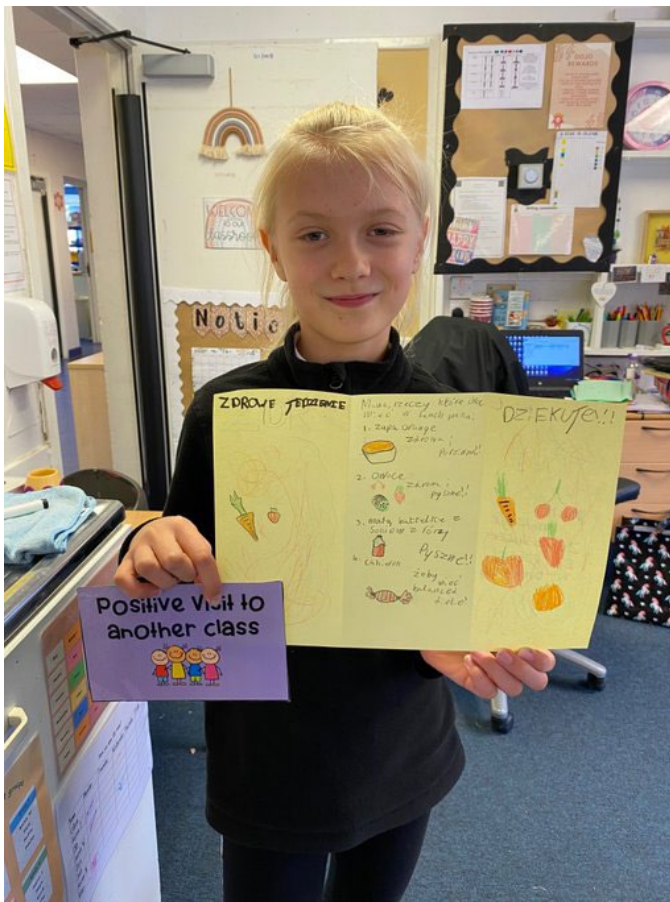
European Day of Languages

Boghall Primary School

Lots of events happened across our school to celebrate European Day of Languages this year. Some of these included:

- Food taster session – label a variety of foods and match them to the right country, then taste!
- Spelling challenge – translate spelling words into either French or Spanish using Google Translate, then translate back to make sure the interpretation makes sense.
- Reflective reading – activity based on a media clip from Ratatouille, followed by making some ratatouille to try!
- Portuguese lesson – hosted by a Brazilian EAL pupil, the lesson introducing greetings and colours, with a follow up task to research culture and traditions in Brazil.
- Researching Picasso – pupils created a Cubism piece of art linking understanding of 2D shapes and angles.
- Language Ambassadors – conducted a whole school language survey, creating a Boghall specific welcome sign for our parent consultation evening.
- Polish translation – one pupil took the initiative to translate her health and wellbeing healthy lunch box into Polish, which is her L1.

Elaine Preston, Boghall Primary School



Preston Street Primary School

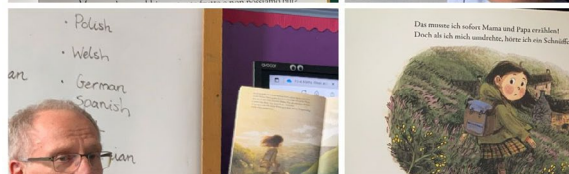
European Day of Languages is an annual event which celebrates linguistic diversity and promotes intercultural understanding. At Preston Street, we are proud of the rich cultural and linguistic heritage which exists within our school community, and we were delighted to be able to celebrate this integral aspect of school life on Monday 26 September.

In the morning, our P1-P4 pupils enjoyed a puppet show based on the book *Lapin is Hungry*, which is written in both English and French. The show was presented by our Early Years Practitioner Ms Tania Czajka, who co-wrote this wonderful book. We are extremely grateful to Ms Czajka for bringing the story to life in such an exciting way.

In the afternoon, we welcomed a number of parents and carers to all our classes from P1 to P7 for a special European Day of Languages storytelling session. Our visitors read stories in a range of languages including French, German, Hungarian, Italian, Polish, and Spanish. We are very grateful to everyone who volunteered their time to provide this wonderful experience for our children and young people.

Special thanks are due to Ms Czajka, Mr Maclean, Mrs McNeill and Mr Anderson for organising the above events, and thank you also to all the parents and carers who came to read stories. We are always proud of the amazing community feeling which comes to the fore on days such as these!

Ross Anderson, Preston Street Primary School



Craigmount High School

We embraced European Day of Languages at Craigmount High School as a week of world language and cultural celebrations. There are many cultures and languages in our school, and we wanted to highlight the diversity which exists alongside our usual curricular offering.

We recruited twelve S5-S6 Language and Culture Ambassadors who formed their own working group. They recorded a quiz with teachers speaking different languages, and judged a competition giving pupils the chance to explore activities, languages, and cultures. We received some amazing recordings, recipes, presentations, posters and t-shirt and mug designs in a range of languages including Arabic, British Sign Language, Mandarin, Tamil and Urdu.

Many students explored new languages, trying out sounds and writing systems for the first time. Others used their family knowledge of home and community languages to teach us exciting facts and phrases.

Our ESOL class speak many languages in addition to learning English. They used this opportunity to share languages and cultures with us, but also to carry out interviews in English about their lives. They spoke about topics such as moving to a new country, family life, friendships, the environment, and social media, and provided lots of interesting perspectives.

Finally, our S1 and S2 parents' evening coincided with our week of celebration, so we were able to find out more about some of the languages and cultures of our school families when they visited. The opportunity to explore, enjoy and experience the vibrancy of so many languages and cultures throughout the week will be something we continue as a regular aspect of school and faculty life.

Judith Mc Kerrecher, Craigmount High School



St Columba's High School

In St Columba's High School in Gourrock we celebrated European Day of Languages across the whole school, with French prayers at mass and during registration. Canteen staff wished pupils a 'bon appétit' at lunch time and staff taught lessons with language links such as The Tower of Babel in tech, Spanish artists in art and French numbers in maths.

We hosted a fun day in the modern languages department for all BGE students and senior phase linguists. Pupils were greeted by S6 Language Leaders and took part in a variety of activities: design an EDL t-shirt; passport quiz; flag face paint and tattoos; blind food tasting; flag challenge; Spanish Just Dance; BSL; French karaoke and more! Staff were treated to a 'Pop-up patisserie' at lunch time.

Feedback from pupils showed that they would like more food tasting and French and Spanish Just Dance throughout the year. Language Leaders suggested organising monthly 'Pop-up patisseries' for staff. Overall, a fun-filled, language-linked, culture-crazy day was enjoyed by all!

Emma Donnelly, St Columba's High School



News from local authorities

Bonjour from St Columba's RC Primary School in Cupar!

For around a year now, we have been on a journey to encourage children to fall back in love with learning languages. After Covid-19 we felt that French and Spanish had taken a serious hit, as had many other very important areas of the curriculum.

A year on and we have re-focused, re-established and re-invented how we teach languages in our school! With the help of PowerLanguage, Camembear and wonderful colleagues and pupils, we now enjoy our much loved (and for a while, non-existent, thanks to the pandemic) assemblies which are started off in French by our fantastic house captains. This may seem small but there is a shared feeling that as a school we have grown our French vocabulary and confidence significantly in the past year, something that couldn't have happened without the support and belief of our school family.

The reason we felt it was time for change was not just because of national education policies, but because our school is located in a multicultural area and languages are all around us. We started off with a smaller focus, getting French back into the classrooms and creating dialogue that could be embedded in our curriculum and in everyday conversations around our school.

We began by creating a working party in line with our School Improvement Plan, which would lead change in the school, create resources, and offer opportunities for development for all members of our school staff. At first, this wasn't all plain sailing. Staff felt that they had enough to contend with (and indeed they did) and asking them to believe and trust in the process took encouragement and openness. Fast forward a year and the kitchen staff are being thanked in French and Spanish

at lunchtime, classroom morning routines, registration and lunches are being done in French and our working party have created some amazing resources which our pupils and staff are proud to show off and engage with around our school. Watch this space, next up we take on Spanish!

Aileen Rodwell, St Columba's Primary School



Beeslack Community High School: Scottish Languages Employability Award

Highlighting the theme of Developing the Young Workforce (DYW) at Beeslack Community High School, we invited three employers to come in to speak with S3s as part of our Scottish Language Employability Award project:

- Fiona Woodford from Global Connects – the translation and interpreting company used by the Scottish Government
- Lewis Johnston-Watt from SnapDragon – a global brand protection company based in Edinburgh
- Carine Abraham from University of Edinburgh – co-host of the podcast Much Language, Such Talk, which tackles all aspects of language learning, linguistics and bilingualism

We heard about how beneficial language learning is for our brains, how it develops our tolerance and how wonderful a skill it is when we are travelling. It was fascinating to hear how languages are used in everyday life in the outside world, even without leaving Scotland.

Our visitors each gave us a job advert in French, German and Spanish. In class we are looking at these and preparing CVs, imagining that we are applying for a job. Who knows, one day we might even be doing this for real!

Fiona Fletcher, Beeslack Community High School



Gaelic for employability

Glenurquhart Primary School has five English Medium and one Gaelic Medium class. Gaelic is our L3 within the English classes. Last session, we chose to have our annual DYW focus on the Gaelic language.

Teaching staff approached individuals from a range of occupations to ascertain their willingness to be involved. The Gaelic speaking community couldn't have been more supportive and enthusiastic! Twenty-four partners from organisations including BBC Radio nan Gàidheal, BBC Alba, Bòrd na Gàidhlig, Fèisean nan Gaidheal, Spòrs Gaelic, the Scottish Parliament, Highland Council and St Ann's Gaelic College in Cape Breton took part.

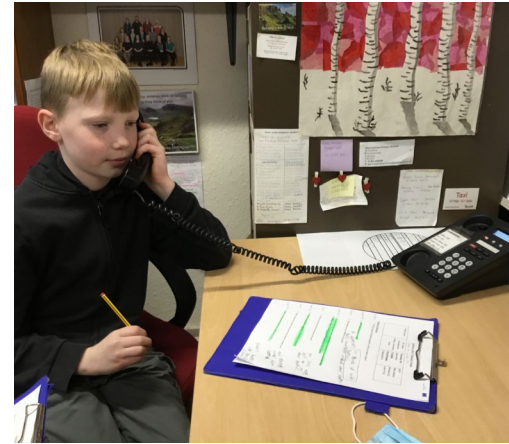
Our P5-P7 pupils in our Gaelic Medium and English Medium classes worked together in pairs or trios to interview someone who uses Gaelic in their workplace. Each group had an element of choice in who they interviewed – we divided up the partners so that each class had access to people from a range of sectors.

Pupils had to create their own research questions, conduct an interview over the telephone or Google Meet, take notes, and create an individual presentation to share with their peers and their families about their chosen job. 'Live' note-taking proved to be one of the biggest challenges! Recordings of the Google Meets were often re-watched to pick up additional information.

The success criteria encouraged the children to focus on the use of Gaelic in the workplace and to identify skills for work. These were shared at the start of the project as part of a key assessment task, which enabled children to self-assess their ongoing work. The presentations were then shared with families via pupil profiles.

We are very much looking forward to running this project again in 2024-2025, when we'll have a fresh new crop of P5-P7s!

Kirstine Mullin, Glenurquhart Primary School



Les fleurs

Each year in the modern languages department at Craigroyston High School we do a poetry unit. With my classes, I wanted to draw on my students' real-life experiences and memories as a springboard for detailed imagery and emotions. I tried to inspire and motivate them by saying that poetry is all about little moments that create strong emotions.

One of my S2 pupils, Arya P created this simple yet beautiful poem 'Les Fleurs' (Flowers). When I asked what inspired her she said: "A friend of mine sent me some poems to read and I got inspired by a kid's poem written in French. It was really nice and it was about 'l'aubépine' (the mayflower). That's how I came up with my short poem about my little flower."

Irina Gancheva, Craigroyston Community High School

Moon Festival celebrations

During the week beginning 5 September, S1 to S6 Mandarin classes at our school held celebrations for the Chinese Moon Festival. Miss Zhang and Mrs Liu showed us a presentation about how the Moon Festival originated and how people in China have celebrated it throughout the years. Miss Zhang and Mrs Liu told us some traditional stories about the festival, and Mrs Liu sang some traditional Chinese songs that are linked to the Moon Festival. Mrs Liu also made a lot of delicious moon cakes for us to taste.

We have learned various interesting facts about the Moon Festival and Chinese culture from the celebration. My favourite part was tasting the moon cakes as they were extremely tasty. We are all looking forward to next year to be able to celebrate the Moon Festival again. Here are some comments from our pupils who took part in the celebrations:

- “It was incredible! I learned so much about Chinese culture and history and enjoyed myself so much. The food looked amazing but my favourite part was the songs. They’ve been stuck in my head for so long!” Olivia Carroll, S1
- “That it was the BEST Mandarin Lesson ever!! From Ms Liu singing, to Ms Zhang teaching it was all so enjoyable! I never knew about the Moon Festival until that Mandarin lesson!” Cameron Smith, S1

- “It was so fun and interesting! The songs were also so great, and cool! The stories were so fascinating and the moon cakes are yum!” Amber Lennox, S1
- “I really liked the lesson on the moon festival! It was really fun and intriguing and I do wish to have to look into it again!” Kiara Nnomadim, S2
- “The Moon Festival lesson was fantastic! The history and folk tales were enticing and the whole atmosphere was awesome. Can’t wait for the next one.” Chance Gillhane, S3

Matthew Nellaney, S6 pupil, St Ninian’s High School (East Dunbartonshire)



Star linguist visits St Ninian’s Kirkintilloch

St Ninian’s High School in Kirkintilloch was delighted to welcome a very special guest during our European Day of Languages celebrations. Akihito Ido, Celtic Football Club’s Japanese and Spanish interpreter, met with S2 pupils to share with them the story of his glittering career in languages and football.

Akihito grew up in Japan where he learned English at school and completed a high school exchange programme in the Lawrenceville School, New Jersey, USA. He achieved his PhD in Anthropology and spent 10 years living in Mexico where he studied Latin America and the culture of the indigenous Mayans. When he returned to Japan, his career saw him working for the football club Vissel Kobe and management company of the Spanish football legend Andrés Iniesta, where Akihito acted as an interpreter and dealt with PR, media relations, and negotiated player contracts. Akihito then moved to Glasgow with Celtic FC’s Japanese star Kyogo. He currently supports press conferences, training sessions, interviews with Celtic’s Japanese and Argentinian players, and oversees Celtic’s business development in Japan.

Akihito visited St Ninian’s to help our pupils understand more about the opportunities that learning languages can bring. He gave S2 an insight into his activities with Celtic FC, from his interpreting work in helping international

players and their families settle in Glasgow, to acting as a football agent and being invited to celebrate the team’s successes with them. He also answered questions about his favourite players, his travels around the world and the benefits of learning Spanish. Akihito reminded our pupils that “knowledge of other languages can open the world and bring you a lot of opportunities”.


He also admitted that he has worked with many people who wished they had taken advantage of the opportunity to learn languages at high school.

Our pupils loved hearing from Akihito and we hope that he will come back and visit us again in the not too distant future. Muchas gracias and ありがとうございました Aki!

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


LANGUAGE: KEY TO OPEN DOORS

-HIGH SCHOOL EXCHANGE PROGRAM (ENGLISH)



ENGLISH (USA)
400 MILLION



-UNIVERSITY EXCHANGE PROGRAM (SPANISH)



SPANISH (MEXICO)
332 MILLION

JAPANESE
120 MILLION

CURIOSITY, FRIENDSHIP, FUN


The Jacqueline Munro-Lafon French Essay Prize 2022



Our congratulations to Morven for winning first prize last session. For more information about the Jacqueline Munro-Lafon French Essay Prize, see our [competition webpage](#) and watch last year's [awards ceremony](#).

"Le monde de nos jours est obsede par la vitesse, mais je pense et j'espere, qu'un autre mode de vie est possible, une autre vision de la societe qui serait plus durable, aussi bien pour la planete que pour les gens."

"Une societe plus paisible, c'est une societe plus ecologique, plus efficace et en meilleure sante."

"La pandemie a ouvert nos yeux sur l'impact que le capitalisme a sur notre societe, notre planete et notre sante, et il est temps que les choses changent."

I've never found it easy to write in French. It was often one of the areas I found most stressful when thinking about exams. I decided to enter this competition to try to challenge that. For me, this was an opportunity to explore French culture from a different perspective whilst developing my language skills.

My competition essay allowed me to develop my language skills in areas that I was interested in, feeding into my preparation for my Advanced Higher speaking and writing assessments. I particularly found that the subject "We must change almost everything in our current societies", quoted from Greta Thunberg, fell nicely into place with the topics that I studied around society. As the COP26 summit took place just months before the competition, many of us entering the competition linked the idea of change with environmentalism. One of my favourite parts of the awards ceremony was hearing excerpts of the other finalists' essays and seeing the many different ways that we approached this.

I was hoping to continue to study French now that I'm at university but unfortunately this did not work out. On the other hand, studying French has given me the confidence to start a beginner's course in German and I hope that the skills developed in learning one language will transfer to the other. I am also hoping to continue my development in the French language by joining the Francophone Society at university to encourage me to keep speaking French and using the language.

Writing in a language other than your own can be terrifying. You may be expecting me to say that entering this competition helped me not to be scared but that wouldn't be true. I still find it scary to write in French, yet now I find that it's no longer as intimidating. To all Advanced Higher pupils of French – send in your essay! While you may only see the language that you don't know, you'll be surprised by how much you can do.

Morven Bayton, former S6 pupil, Kingussie High School
Winner of the 2022 Jacqueline Munro-Lafon French Essay Prize

Transactional language, employability and the workplace

As part of their current employability topic, my S3 class decided to take a different approach to learning and using language. As their class teacher, I'd often simply record a conversation as paired role-play. However, through participating in the FilmG competition, the pupils found they had a genuine skill set to offer one another, leading to a more interactive and interdisciplinary approach to learning.

I was incredibly impressed by the drama skills they brought from FilmG, their ability to use technology, and their enthusiasm for 'real' (or what we might call 'slang') French.

Having such a keen class of five S3 pupils really allowed the pupils to lead their own learning. From writing and editing the script, choosing their costumes and characters, editing the media and contacting a local hotel to use as a set, they were an asset to each other.

I'd really encourage my linguist colleagues to [watch the short sketch](#) as the pupils' enjoyment and success is visible (il faut dire qu'il n'y a pas de cafards à l'hôtel!).

The pupils themselves said:

- "I enjoyed that we got to learn in a more creative and innovative way outside of the school building."
- "I really enjoyed getting to wear fun clothes and get out of the school and going to the hotel. It made learning French phrases a lot more fun this way."
- "I really enjoyed dressing up in silly costumes and editing the video."
- "I really enjoyed acting out the scene and help write the script."
- "I didn't know I already knew so much that would help in French."

Niall Thomson, Castlebay Community School



News from our partners

A magnifique year for the Higher and Advanced Higher French online workshops



Participating schools

1. Ainess Academy
2. Buckie High School
3. Clyde Valley High School
4. Douglas Ewart High School
5. Duthope YPU School
6. Firhill High School
7. Forres Academy
8. Garsnick Community Campus
9. Gordon (The) Schools
10. Hillhead High School
11. Highland Secondary School
12. King's Park Secondary
13. Largs Academy
14. Lasswade High School
15. Marr College
16. Perth Academy
17. Rieclaw High School
18. Ross High School
19. St Augustine's RC High School
20. St David's RC High School
21. St John Ogilvie High School
22. St Joseph's Academy
23. St Modan's High School
24. Tarbert Academy
25. Tobermory High School
26. Turff Academy
27. Wadd Academy
28. Wenshill Academy
29. Whitehill Secondary School

Following the success of the pilot online delivery in 2020-21, the Advanced Higher French workshops, funded by the Franco-Scottish Society and delivered by Edinburgh College, took place on a national scale for the first time in 2021-22 and were also opened to Higher students. Thanks to various stakeholders spreading the word, they attracted over 60 pupils from 29 secondary schools across Scotland.

Each pupil had the opportunity to take part in four workshops on themes including environmental issues and the multicultural society. The workshops used engaging teaching materials to improve pupils' speaking skills by allowing them to produce increasingly sophisticated sentences. The participants also benefited from an individual speaking exam practice session with personalised feedback.

The feedback collected from pupils and teachers demonstrated the positive impact of the workshops, as they boosted pupils' speaking confidence and enabled them to meet others with a shared passion for French.

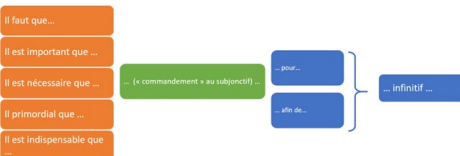
To conclude, the tremendous success of the workshops epitomises the need for, and the benefits of, a close collaboration between different stakeholders to provide additional support to school pupils. It also illustrates the advantages of an online delivery for such an outreach project.

Workshops for the 2022-23 session are nearly full, but if interested, please contact [Marianne Dupeux](#).

Caroline Cordier, Edinburgh College

Que peut-on faire, à l'échelle individuelle, pour être écolo ?

Regardez vos structures, justifiez votre « commandement » avec les structures de conséquence :



Scottish European Educational Trust

During 2021-22 SEET ran both of our projects in a hybrid format, with the Euroquiz final and the Our World filmmaking workshops and premiere able to happen in person. The hybrid nature allowed us to be more accessible to schools and work with a higher number of pupils. In 2021-22, we were delighted to work with over 2,600 pupils across 29 local authorities between both projects.

Euroquiz 2022-23

[Euroquiz](#) is an annual project open to all P6 pupils across Scotland, which sees teams of four working together to broaden their knowledge of Europe and the wider world. Heats take place in local authorities from February to April, with the winning teams from all areas progressing to the national Euroquiz final held in the Debating Chamber of the Scottish Parliament in June.

To enter your team, please complete the registration form for schools and return to your local authority Euroquiz organiser. If you do not receive a form, or do not know who your local organiser is, please get in touch with [SEET](#).

Our World 2022-23

[Our World](#) is a language learning and filmmaking project for secondary

school pupils across Scotland, which sees participants create a storyboard for a short film which uses at least one language other than English and is based on the UN Sustainable Development Goals. Selected storyboards are then invited to a workshop, where ideas are turned into the real thing with the help of a professional filmmaker.

This year, we are offering online school visits and CLPL for teachers on 'teaching storyboarding' and other requested topics, followed by the filmmaking workshops and premiere and awards ceremony events in person in 2023.

If you want to find out more about the project and how to get involved, please contact [SEET](#).

Jane Halstead, SEET



S4-S6 language experiences

Each year Royal Zoological Society of Scotland (RZSS) Science in the Language Class will have opportunities for some senior classes to use their language skills to help develop new programmes.

The initiative links language learning to RZSS conservation projects across the world or to the conservation breeding programmes within RZSS sites.

Some of the programmes are within Beyond the Panda and therefore compare another language with Mandarin. 'Giants' compared the giant anteater from South America to the giant panda from China and thus linked Spanish and Mandarin.

Musselburgh Grammar School helped to create the 'Giants' programme. The pupils created sound files and designed a fantastic game about a tour around Edinburgh Zoo. Everything is now available on the [Beyond the Panda](#) website.

"This was a highly valuable and enjoyable experience for our senior pupils. It was fantastic to give them an opportunity to put their language skills into practice and see how languages can benefit them in the world of work. Pupils loved using their language skills to learn about other countries, cultures and animals across the globe. This opportunity gave pupils the chance to work together as a team, gain experience of the world of work and combine what they are doing across a range of subjects. I have seen how much my pupils' confidence has increased from doing this, which has consequently increased in uptake as pupils who didn't think about a career in languages have found that it opens other doors." Ms Coats, Musselburgh Grammar.

Currently George Watson's College pupils are working on 'Stripy tails' which compares the ring-tailed lemur from Madagascar to the red panda from China and thus links French and Mandarin.

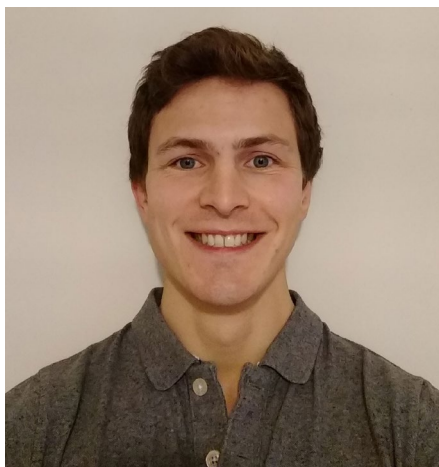
The project will continue each year offering different language experiences. Some will continue to link to the Beyond the Panda programme, but we will also offer some other language experiences within our wider [Science in the Language Class](#).

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

Sandie Robb, Royal Zoological Society of Scotland



Languages beyond school



Job profile

Gregor Anderson, Mechanical Engineer

I'm Gregor Anderson and I'm a Senior Mechanical Engineer at Leonardo UK. We design and build lasers.

What languages have you learned?

I learned French at school until the end of S4 and German to Advanced Higher level. When I went to university to study mechanical engineering I had the opportunity to continue with German, and I got to spend my fourth year studying in Karlsruhe. All of the lectures were in German and being thrown in at the deep end hugely improved my language skills. I joined the local rugby club, too, and playing with them was great fun and really helped my language skills.

How have language skills helped you in your work?

Although I don't directly use my language skills day-to-day at work, my language skills and experiences were nevertheless a key asset when I applied for my job. It definitely gave me an edge – not just the fact that I could speak German, but the fact that I had travelled and spent time in another country and culture. It shows an openness of mind and a get-up-and-go attitude.

What benefits do you think language skills bring?

Having knowledge of other languages puts you in more authentic contact with people. You get to know them better because you have an insight into their culture, you understand how they see the world and you can find common ground more easily and break the ice more quickly. Learning another language also helps improve your English. It's a benefit to have English as a mother tongue and speak other languages – it really makes you stand out. I can imagine life without learning another language, but it would be less rich.

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

Learning a language is like learning a musical instrument – to play really well, you need to learn the scales, or grammar. But to start with, just play the tunes that you like! In languages this may involve singing songs in the target language, or watching TV programmes or films. For me, I liked the band Rammstein and wondered what they were singing about.

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

Don't focus on getting it right every time – the main point of language learning is to communicate and you'll learn more quickly if you just give it a go.

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

Absolutely! As British people, our culture is heavily exported and we have an expectation that other countries and cultures will have an awareness of what we do and what we like. But we miss out on a lot if we don't have an awareness of other cultures too. That's what brings languages to life!



Job profile

Estefanía Macchi, Architect

My name is Estefanía Macchi and I am an Architect from Argentina. I am currently working as an Architectural Assistant at Groves-Raines Architects Studios (GRAS), in Edinburgh, while I prepare for the exams to become a fully qualified Architect in the UK.

What languages have you learned?

I am a native Spanish speaker and have been learning English since I was in kindergarten. During the first years of high school I was also taught Portuguese, as Brazil and Argentina have a very close relationship. Because I love learning new languages, outside school I studied Italian for two years reaching an A2 level. At some point I also started learning Croatian as my grandmother was from that country, and I have been learning French on Duolingo for over 1000 days in a row now!

How have language skills helped you in your work?

Speaking English has given me freedom to choose where to study, live and work. After graduating, I knew I wanted to specialise in historic building conservation and to spend time abroad, and because I spoke the language I was able to come to Scotland. It opened a range of opportunities that I wouldn't have had otherwise.

In addition, speaking other languages such as Italian, Portuguese and French, even if not proficiently, has widened the spectrum of sources I can consult when looking for information for my studies or work.

What benefits do you think language skills bring?

I think that learning a language keeps our brains active. Languages have different structures and sounds which take us out of our comfort zone and challenge our brains to work in alternative ways.

To me, speaking a language is a form of showing respect to the locals. It shows interest in a culture and willingness to connect, a little effort that everybody greatly appreciates.

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

Don't be shy! I find that many times we hold back from speaking a language because we know we don't speak it too well and feel we will make a fool of ourselves. But this is never the case! I think it is always worth taking the plunge, the listener will most of the time be patient and try to help.

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

A little research beforehand for some key words/phrases or a bilingual dictionary are good aids. Then smiling is always a good starting point for any conversation, as well as gestures.

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

Definitely. I believe that in acknowledging diversity we show interest and respect, which is ultimately how true communication is made possible.

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



S3 Mandarin pupils were lucky to meet Iris Fernie, St James Quarter Tourism Manager. Iris presented on the new St James Quarter and the considerations needed to accommodate Chinese tourists. Broughton students had the chance to ask lots of questions. [#Mandarin](#) [#China](#) [#Business](#)



When is Gaelic used in the workplace?

At BBC Radio nan Gaidheal they write in Gaelic as well as speak it. They also use Gaelic in their social media posts. They use it everyday at work and at home.

