

Scotland's National Centre for Languages Newsletter

Languages for a peaceful world
#LWS23



LW LANGUAGES WEEK SCOTLAND

30 January - 3 February 2023

Speaking other languages and understanding other cultures have intrinsic value with huge benefits for society, contributing to social cohesion.

The Right Skills (British Academy, November 2017)

Languages for a peaceful world



SCOTLAND'S DIVERSE LANGUAGES LANDSCAPE: A FOUNDATION FOR PEACEFUL COMMUNITIES

24 February 2023



Welcome to the SCILT newsletter

Editorial

Dear colleagues,

Welcome to the spring 2023 edition of the SCILT newsletter.

With the implementation period of Language Learning in Scotland: A 1+2 approach behind us, we should take stock of all that has been achieved over the last eleven years. The policy has, undoubtedly, made a fundamental difference to when and how languages are taught, even if we still have some way to go to ensure that every learner in Scotland receives their full entitlement to 1+2 languages. The present financial climate presents huge difficulties for our local authorities and schools, and with the end of 1+2 funding, our situation could even appear to be precarious.

However, despite living in such turbulent times, we should be proud of the progress that has been made. Instead of being restricted to the upper years of primary school and the secondary curriculum, learners are now engaging with language learning right from the beginning of their scholastic experience. This in itself goes a long way towards fulfilling the ambition of language learning being the norm in Scotland's schools. When we read the articles in this edition that describe the innovative approaches, the diversity of languages, and the wealth of projects that are being undertaken across the country, we should have a sense of reward and respect for how far we have come since the early days of the first pilot projects.

We now move into a new era for languages. As a community, we recognise that language learning faces challenges, and that our place within the wider curriculum remains fragile. However, it is evident that there is an unremitting energy around language learning and those who lead it. Looking forward, we will continue to build on the gains we have made during the last eleven years and throughout the implementation period of the policy. As a profession, we will reflect on what we have learned, improve on what we have created, and consolidate our achievements so that all children and young people receive the language rich education to which they are entitled.

SCILT will continue to do everything in our gift to support the languages community to equip all of Scotland's children and young people with the skills they require to flourish in a globally interdependent world. We will continue to encourage and foster a climate that celebrates all languages, and as the national centre, we will continue to support the wealth of languages that are learned, spoken and used across Scotland's schools and communities.



Fiona Mackay, Director

03	SCILT News
10	CISS News
11	Languages Week Scotland
15	News from local authorities
24	News from our partners
27	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

Languages in the Early Years: Show and Tell

In January we hosted our first 'Show and Tell', focusing on language learning in the Early Years. We welcomed three guest presenters to share their experiences and resources with the audience: Nickie Davidson, Gaelic Development Officer, South Ayrshire; Carole Howie, class teacher, Midlothian; and Gwen McCrossan, 1+2 Development Officer, Argyll and Bute.

Carole was first up and shared the work she has been doing teaching French through interdisciplinary learning (IDL). She commented on how this approach has been successful in engaging learners with language learning. Carole noticed an increased level of learner confidence in using French in different situations and felt an IDL approach made language learning more accessible for all children and all levels of ability. It was great to see how Carole has integrated language learning into other areas such as science. She commented,

"I enjoyed sharing some of the things I have done. I would be really keen to see examples of practice from other teachers as well as they are always a rich source of ideas!"

Following on from Carole, Nickie shared her Gaelic resource, Leabhar Mòr Gàidhlig Brochan Beag (Wee Brochan's Big Book of Gaelic) that she devised then developed in partnership with Richard Hill. This comprehensive resource offers a series of lessons to support the delivery, learning and teaching of Gaelic for children within early level and is taught through activities, songs and games. This project has been successful throughout South Ayrshire and if you are keen to see the resources and try them out, you can access them on Teams by using the Brochan team code: q756cjn.

Our final presenter Gwen shared a series of digital resources to support

the teaching of French and Gaelic at early level. These included the [Early Years French toolkit](#), an interactive platform with planners and resources to introduce simple French language in nursery or at the start of P1. The colourful and interactive [Gaelic Faillte](#) resource also featured as did [French play ideas for families](#). Attendees also received the link to [Languages Family Learning](#), resources created by the Northern Alliance to support languages and family learning.

Feedback from attendees indicated they found this type of event useful, with one practitioner commenting that it was good to hear other teachers' ideas and explore their resources. Another practitioner thought it was highly informative and enjoyed listening to the issues and challenges faced by fellow colleagues. Following on from the success of this event, we would be keen to organise another one in the future that spotlights languages in the Early Years. Do you have an example of practice that you would like to share? If you would like to get involved, please drop an email to [SCILT](#).

Karen Faulds, SCILT



Mother Tongue Other Tongue

The Mother Tongue Other Tongue (MTOT) competition has been running in Scotland since 2014, offering young linguists from P1 to S6 the opportunity to 'find their voice' through poetry and to be creative with their language skills, whether in a language spoken at home with their families or a language learned at school or independently.

MTOT 2022-23 launched on National Poetry Day on 6 October, and we received a record number of entries with over 140 in 31 different languages!

This year, the plight of so many displaced Ukrainian families who have relocated to Scotland led us to partnering with colleagues in the Association of Ukrainians in Great Britain (AUGB) who kindly offered to sponsor a special prize for entries in Ukrainian languages.

Entries demonstrated Scotland's young linguists' ability to play with language and evoked a wide range of emotions ensuring our judging panel of experts from the universities of Glasgow, Edinburgh and Strathclyde had an extremely difficult task to select their final shortlist.

The online award ceremony took place on International Mother Language Day on 21 February, and we were delighted to be joined by shortlisted nominees, their teachers and invited guests. This year's event gained support from poet,

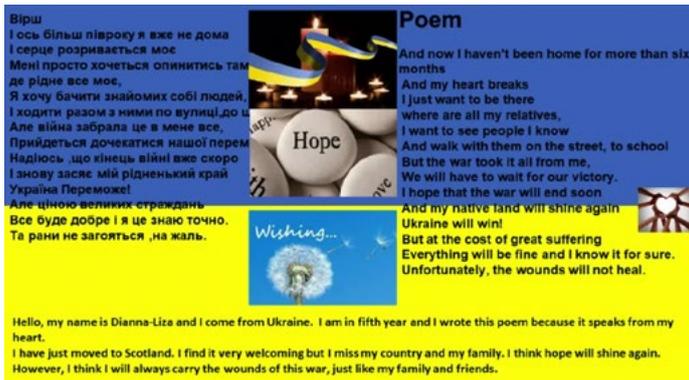


writer and influencer Len Pennie, herself a language graduate, who opened proceedings with a tribute to the pupils for embracing poetry as a way of using their language skills creatively.

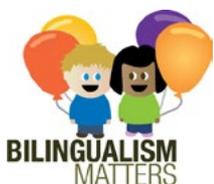
The winning and highly commended poems were announced and showcased, with all receiving awards of certificates and book tokens. You can find videos featuring all of our shortlisted poems the [SCILT website](#). The winners can also have their poems published on the Children's Poetry Archive (part of the UK National Poetry Archive), and feature in a special episode of the international Kids' Poetry Club podcast.

Mother Tongue Other Tongue never fails to inspire and move us. Once again, we are humbled by the depth of talent in Scotland's schools. Our thanks to all the teachers and pupils who supported this year's competition. Keep writing and finding your voice!

Sheila Gallacher, SCILT



Multilingualism and complementary schools



There are 154 home languages in daily use in households across Scotland, according to the 2022 Scottish census. Scotland has a rich linguistic landscape as well as a reputation for hospitality and friendship. Working in partnership with Bilingualism Matters, we wanted to see

how we could raise awareness of Scotland's broader languages landscape, augment the profile of multilingualism, and celebrate the important work carried out in complementary schools.

We conducted a scoping survey with complementary schools, which left us in no doubt that the key issues concerning colleagues in complementary schools are the same as those in mainstream schools: differentiation for multi-level classes, learner motivation, engagement, and parental involvement in language learning.

We ran three workshops this session to explore these issues. With a growing audience at each session, it was clear that there is an appetite for this type of professional learning amongst complementary school colleagues. Moreover, there is scope to open our workshops to teachers from mainstream settings to allow

for wider networking and professional understanding. After all, the wealth of research into literacy and language points to the benefits of multilingualism in developing stronger literacy skills. Wouldn't it be lovely if our classrooms were places where monolingualism could, in the words of one practitioner, be assisted to "die with dignity"?

Looking ahead to next session, we are already planning to expand our complementary school workshops beyond Scotland's borders and would also welcome interested mainstream teachers who want to find out more about bilingualism and teaching from a multilingual (and multicultural) perspective.

In this globally connected world, communicative ability and cultural awareness are not just nice to have; they are imperative skills for navigating our complex and interconnected societies. We owe it to our young people to bring the world into their classroom and, for those who live in a multilingual environment, to support them to capitalise on the advantageous situation into which they have been born.

Suzanne Ritchie and Karen Faulds, SCILT

Open Access Wednesdays – professional learning for primary teachers

Professional learning opportunities for primary teachers at SCILT has had a revamp this year, including making some changes to our Open Access Wednesdays (OAW) series of workshops. These monthly themed online workshops, piloted last year, have proven to be popular so we have developed the concept further to include our new 'Creative spring series' running from January to May. Having covered a variety of themes within the original OAW series in the first two terms, such as parental engagement and cultural contexts for language learning, the new series focuses on creative approaches to language learning, exploring and making connections with the expressive arts. With multilingualism as the overarching theme and constant thread running through our workshops, the creative spring series has been a great addition as these workshops explore creative ways in which language learning can be delivered to embrace, support and celebrate the linguistic and cultural diversity within our primary classrooms.

Most of our creative spring workshops feature guest presenters and we are grateful for the worthwhile contributions they have given. In February we welcomed Dobrochna Futro from the University of Glasgow to share her experience and expertise on using art and arts-based methods as a vehicle to support language learning. In March Dr Stacie Allen along with literary translator Ruth Ahmedzai-Kemp and primary teacher Russell Tompkins explored the theme of creative translation and how it works in practice. Participants had the opportunity to investigate texts for use in the classroom and various ways in which to get pupils engaged with translation. Creative puppetry was the theme of April's workshop in which Tania Czajka, bilingual author and teaching artist and Nickie Davidson, Gaelic Development Officer in South Ayrshire, shared how puppets and puppet-creating alongside bilingual storybooks can be an effective approach to support language learning in the Early Years. The workshops were very engaging with lots of interesting ideas and discussions shared with those in attendance.



There's still time to sign up for the final workshop, Languages through drama with Eneida Garcia Villanueva and participants from All the World is Our Stage (AtWiOS) project. AtWiOS specifically focuses on creating contexts where the languages spoken at home enjoy the same status as those taught at school. This workshop will take place on Wednesday 31 May, book your free place via [Eventbrite](#).

If you would like more information about SCILT's professional learning offer, please visit the [SCILT website](#). We will be launching our professional learning offer for 2023-24 in the coming months so keep an eye out for updates. If you'd like to receive the latest languages news on a regular basis, please sign up to our [weekly e-bulletin](#) which will get delivered to your inbox each week.

Karen Faulds, SCILT

Scotland's Diverse Languages Landscape: a foundation for peaceful communities

'Languages can be unique links to the identity of individuals and communities. Defending multilingualism helps preserve different realities, knowledges and visions of the world and life [...] In environments where linguistic diversity is greater there is more tolerance and respect for difference. Cultural plurality is a driving force for dialogue and peace.'

These powerful words are taken from the mission statement of [Linguapax International](#), a non-governmental organisation and partner of UNESCO dedicated to the protection and revitalisation of linguistic diversity worldwide. The quote was key to shaping the online event hosted by SCILT in partnership with Education Scotland to mark the end of [Languages Week Scotland 2023](#).

The varied programme for the 'Scotland's Diverse Languages Landscape: a foundation for peaceful communities' event on Friday 24 February focused on an appreciation of multilingualism, with specific reference to:

- the importance of intercultural understanding
- respect for human rights
- the value of peace

In between the warm welcome from Fhiona Mackay, director of SCILT/CISS and the uplifting closing remarks by Louise Glen, Senior Education Officer at Education Scotland, delegates engaged with the work of creative and inspiring educators working across Scotland and beyond.

The keynote presentation was given by Lisa Panford, a teacher-educator and co-chair of the ALL Decolonise Secondary Curriculum MFL Special Interest Group. Lisa set the tone for a thought-provoking day with a compelling and perceptive critique of her own experience as a learner and teacher of languages and person of colour.

The educators and practitioners leading the roundtable discussions initiated insightful professional dialogue on issues as diverse as:

- the role of languages in building bridges between the UK and the international community
- the place of Learning for Sustainability in languages classrooms
- practical ideas to increase young language learners' cultural capital
- experiences of supporting new Scots
- a new Advanced Higher resource exploring the history and ongoing colonial legacy between France and Algeria
- the place of Scots language as an L3
- innovative student TESOL teacher placements in Glasgow schools
- the importance of anti-racist practice in languages education

The practice, research and innovation shared at the event demonstrated a strong commitment to linguistic diversity and intercultural understanding as foundations for peaceful communities, at both local and global levels. Recordings of the keynote and plenary, as well as slides from some of the presentations, are available to view on the [SCILT website](#).

To connect with the ALL Decolonise MFL Curriculum Special Interest Group, co-chaired by Lisa Panford, you can visit the [ALL website](#).

Lynne Jones, SCILT



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. In the last issue of this newsletter, we reported the SLEA was to be reviewed and extended, and we are delighted to say that this process is now well underway! The first aim was to streamline the application process and to give as much guidance as possible to schools who would like to apply for the award. Have a look at the new handbook and application form on the [SCILT website](#) now – you can also see examples of successful partnerships which may give ideas for your own context.

Our most recent winners, awarded in December, are:

Bronze:

Beeslack Community High for an innovative and creative S3 initiative. This involved working with three partners

in different business sectors across two languages. Learners identified the company that interested them most, researched it and attended a presentation by that company, leading to completion of a CV in the target language. This purposeful and engaging task gained much commendation from the award team.

Gold:

Dunblane High for a wide range of employability-focused activities across all year groups and across two languages. These featured activities and partners from film-making to marketing, Glastonbury to GCHQ! The award team particularly liked their virtual exchange which linked not only with a school in France but also a large hotel business there.

Plockton High for their Gaelic submission covering S1-3 and S5. This project showed language learning in an active and practical setting to Gaelic learners as well as fluent Gaelic speakers by its work with a range of engaging partners.

Huge congratulations to all of our winners! Details of each submission can be viewed on the [SCILT website](#).

If these have inspired you, why not consider your own project? The next deadline for submissions is Friday 19 May.

Coming soon!

- SLEA Local rewarding cluster/group partnerships: this will launch in May.
- SLEA Green focusing on partnerships with a global citizenship/sustainable focus: this will launch in November.

Sheena Bell, SCILT



Sign of the times

Another successful block of online British Sign Language (BSL) classes for primary schools took place between September and December 2022. Five classes from schools in Angus, East Lothian, Edinburgh and South Lanarkshire took part with around 130 pupils, ranging from P5 to P7. Lessons were expertly led by the highly experienced deaf tutor Paul Tipling from Garvel Deaf Centre in Gourrock, Inverclyde.

As with previous BSL online lessons, each 10-week block provides opportunities for pupils to develop their knowledge about BSL and apply their learning with each other through paired work or as a class group, all overseen by Paul. Ensuring the use of

correct handshapes is important when learning BSL, something Paul keeps an eye on when classes are practising their dialogues. Pupils really enjoy learning BSL with Paul with some from the last cohort saying, "We really like Mr Tipling. He is very good at explaining things to us and gives us time to practise." Teachers also report favourably on the positive learning experience for their pupils with one saying, "The continuous recap of prior learning is greatly beneficial. The setup is great and I really enjoy the live element of Paul being able to check the signing."

During each block of learning, a range of topics are covered from greetings, colours, family members to even telling the time. Due to the most recent block running until mid-December, pupils got the chance to learn signs relating to Christmas and New Year which were well received. The lesson on animals was also a popular one with Paul receiving some requests on how to sign some very exotic pets including ferrets and snakes! Following on from learning about modes of transport in BSL, one class even shared how they had used this to complete the class's daily travel tracker to show how pupils travelled to school.

Although the block focuses on BSL as a language, the lessons do raise awareness about deaf culture which is of equal importance to the language itself. Pupils find it interesting to hear from Paul about what life is like as a deaf person and why sign language and facial expressions are both important to help with understanding. Some pupils from the latest cohort have been so inspired by Paul and want to continue learning and using BSL where they can. Good luck to those pupils who continue!

Could BSL as L3 be something that would be of interest to you and your P5-7 learners? We are hoping, with Garvel's support, to offer a new block of lessons for the 2023-24 academic session so please keep an eye out for more information in the SCILT weekly news bulletin.

Karen Faulds, SCILT

Feedback

from our BSL as an L3 classes

- Teachers: What did you like best about the classes?
Learning a new skill and being able to teach another language within the primary setting.
- Pupils: What did you like best about the classes?
They were fun and the teacher communicated well. It was like learning your own secret language!
- Pupils: What have you learned?
That sign language is fun to learn! That it is really important to learn sign language as it is an important skill.

Ukrainian for teachers

Last term, SCILT, in collaboration with the Association of Ukrainians in Great Britain (AUGB), ran the first ever block of Ukrainian language classes for teachers. These classes were open to all teachers working in state schools across Scotland. With many Ukrainian children and young people now in attendance in Scottish schools, teachers have been looking for ways to fully support their new pupils to help them feel welcome, included and more at ease in their new school setting. Together with the AUGB, we provided an opportunity for teachers to learn some basic Ukrainian to help improve communication with Ukrainian pupils and families and ease the transition into a new school, curriculum and education system.

Understandably, the response to this offer was quite considerable with many teachers from across sectors, subjects and departments registering for a place. The Ukrainian for teachers classes ran over a six week period during November and December 2022 with one online lesson taking place each week. The classes were prepared and delivered by Oksana Mavrodii, a native Ukrainian speaker who is also a teacher in Scotland.

The classes comprised of a blend of helpful Ukrainian language for use in a school setting in addition to interesting information about Ukraine and Ukrainian culture. While participating teachers had the opportunity to practise speaking Ukrainian at each lesson, they were (and still are) able to access sound files created by Oksana to aid pronunciation. Many teachers have since commented on the positive impact that the classes have had and how they are now able to communicate more effectively with Ukrainian pupils and families in their school community.

One participant, Fiona Normansell, PT Support for Ukrainians in South Ayrshire commented, "The Ukrainian online lessons from SCILT have been invaluable in helping me in my current post. I work daily with Ukrainian families navigating the challenge of combining Ukrainian schooling with the Scottish curriculum, and my knowledge of the Ukrainian school system has been greatly enhanced by the Ukrainian course. Using one or two of the phrases

I have learnt with pupils and families has also helped build relationships."

As a result of the positive impact the classes have had, we hope to offer more Ukrainian classes for teachers in the future. Keep an eye out on the SCILT weekly news bulletin for more information.

Karen Faulds, SCILT



We heart SLLP alumni!

From the moment they accept their place on Scotland's Languages Leadership Programme (SLLP), committed participants work towards achieving GTCS Professional Recognition. Throughout they are supported by a pool of critical friends, all of whom have experienced the course themselves.

In feedback given in autumn 2022, a GTCS panel of educators with expertise in professional learning noted that the SLLP "is a really outward facing professional learning offer which... acts as a springboard to build capacity, creating learning networks for alumni and inviting those taking part to take on the role of critical friend."

Critical friends have only been a feature of the programme for two years, but next year each of them will provide

invaluable support in one or more of the following ways:

- provide written commentary on participants' Masters level journal submissions
- engage in coaching conversations with participants
- offer LLP Choice workshops with a specific leadership focus
- facilitate groups sharing their leadership journeys at Recall Day in spring 2024

All SLLP alumni are welcome to apply to join the pool of critical friends. In addition, there are plans afoot for other alumni opportunities next session. Through the medium of podcast, TeachMeet and more, we will be showcasing the expertise of alumni to national and international audiences.

If you are interested in being a critical friend OR sharing your post-SLLP experience AND you completed the Languages Leadership Programme or Train the Trainer with SCILT and Education Scotland at some point between 2014 and 2022, then speak up!

Calls for expressions of interest for both opportunities will come out in the SCILT ebulletin soon.

If you cannot wait until then, we would be delighted to hear from you now. Email [SCILT](mailto:scilt@education.scot.nhs.uk), with LLP alumni in the subject line and briefly tell us how you would like to get involved.

Lynne Jones, SCILT

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CISS News

CISS Chinese New Year virtual celebration

To celebrate Chinese New Year and the hard work of pupils who have been taking part in Discovering China 2022-23, CISS hosted a Chinese New Year virtual celebration and showcase of learning on 3 February 2023. The event was a mix of performances by pupils, contributions from Chinese teachers, cultural information and interactive quizzes.

The event was hosted by staff from the Discovering China team: GTCS teachers Minrong Zhang and Xiaoyan Zhou, and Professional Development Officer Sheena Bell. They were joined by Discovering China Advanced Higher pupil Morven from Hamilton Grammar, South Lanarkshire, who amazingly compered the event in Mandarin.

Pupils submitted videos to be shown during the showcase which ranged from a Chinese square dance performance to pets dubbed in Mandarin! You can see a selection of videos [on our website](#).

Chinese Exchange Teachers celebrate their first Burns Night

On 3 February 2023, the 2022-23 Chinese Exchange Teachers gathered in Glasgow to attend their first Burns Supper, organised by CISS. Following an afternoon of professional learning, they took part in the evening's ceremonies (with a Chinese New Year twist!), including the parading of the haggis, an address to the haggis in Mandarin, and a memorable 'reply from the lassies'. After a traditional Burns dinner, the evening ended with a ceilidh, and great fun was had by all!



Mandarin Virtual Exchange Teachers

We were delighted to continue the successful Virtual Exchange Teacher (VET) project in partnership with Southwest Jiaotong University in Chengdu, China - an eight-week block of live streamed Chinese language and culture classes for P5-7s, 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 2023!

Discovering China

The Discovering China programme of free live-streamed Mandarin NQ classes continues in 2023. 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 National 4, National 5 and Higher level in the senior phase. All classes are taught by CISS in-house GTCS registered teachers of Mandarin.

Chinese New Year poster competition

To start the new year we were delighted to announce the winners of the CISS Chinese New Year 2023 poster competition.

The competition was open to all Scottish primary schools, and we received nearly 600 wonderful entries. It was very difficult to narrow them down, but ultimately eight winners were chosen across two categories: P3-6, and P7.



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

Eco Learning Partners

In a welcome return to in-person events this January, the CISS team joined teachers from six primary schools at The Ramshorn for a training session on an exciting new programme – Eco Learning Partners.

Colleagues were introduced to a newly developed eco learning framework featuring a broad set of themes spanning climate change, carbon literacy, biodiversity and climate action, and which contextualise language learning in science, technology, social subjects and global citizenship.

Starting in April, P5-7 learners from Scotland and China will spend eight weeks getting to know their peers, sharing their discoveries, and planning actions which they can take on a path towards a more positive future. Throughout the experience they will be developing teamwork, creativity, problem solving, and intercultural competences, as well as leadership, organisation, and linguistic skills.

Following on from a successful pilot, which featured in the COP26 UK Universities Innovation Showcase, CISS has built upon the legacy of the Climate Ready Classrooms programme, to deliver a truly international partnership project, helping prepare young learners for today's most global challenges.

Find out how your school can become an [Eco Learning Partner in 2023-24](#).

If you have any questions about any of our projects or events, get in touch with [CISS](#).

Ellie Cassen and Calum Gibb, CISS

Languages Week Scotland

Languages Week Scotland 2023



Languages Week Scotland 2023 (LWS23) ran from 30 January to 3 February.

The theme was 'Languages for a peaceful world' and educational establishments, community-based groups, arts and sports organisations, social enterprises and businesses – large and small – were invited to engage with the week to celebrate how languages – spoken and signed – equip us as individuals and as a society to contribute to a peaceful world.

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. Neil Gray, Minister for Culture, Europe and International Development echoed his support with a video message.

SCILT invited local authorities and other partners to 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, and the theme of 'peace' was

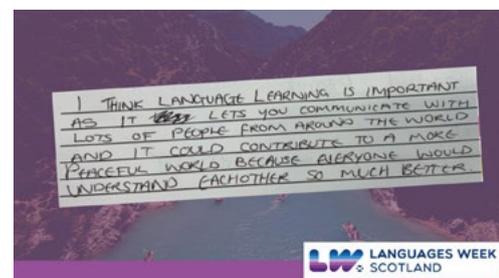
picked up by many schools throughout the week, with activities including origami peace doves, peace posters and songs for peace.

Schools celebrated the languages spoken in their community, with one school creating language portraits to demonstrate the wide variety of languages.

We saw examples of pupils leading language learning across the school and parents sharing their own language knowledge with classes. Former pupils were invited back to some schools to explain how language skills have shaped their careers.

Learners engaged independently with the week, with one pupil practising their French during free play, and another suggesting to his teacher a language to celebrate.

A range of our partners marked the week. Scottish Book Trust joined in the week on Monday with a hugely successful tweet – "Do you have a favourite word in a language other than English?" Bookbug posted every day of the week, sharing a song or rhyme in another language, beginning with Punjabi on Monday. The Scottish Parliament shared Gaelic words



throughout the week and the BSL and Gaelic officers for the Scottish Parliament shared a video as part of the LWS celebrations. Forth Valley Sensory Centre ran a session on BSL for local businesses, ICC international shared video experiences of staff with language skills and the impact these skills have on their careers and the Scots Language Centre used the week as an opportunity to highlight their resources and services.

The dates and theme for Languages Week Scotland 2024 are to be announced. See the [SCILT website](#) for updates.

SCILT has compiled highlights from LWS23 on this [Wakelet](#).

Sarah Macfarlane, SCILT

Bo'ness Public School

Pupils at Bo'ness Public School celebrated Languages Week Scotland 2023 with a timetable packed full of activities and games. All classes took part in a Eurovision themed contest where they had to learn the song 'Head, shoulders, knees and toes' in a different language. P7 pupils conducted a survey of the school to find out what other languages pupils spoke at home with their families and we assigned one of these languages to each class. Everyone performed their song at a whole school assembly and two winning classes were chosen.

Pupils also completed a languages themed bingo grid at home with activities such as cooking, listening to music in another language, and daily tongue

twisters. Pupils brought in the food they cooked and printed photos of the activities they completed at home. A group of P7 pupils planned and delivered a Polish lesson to all classes. All classes learned about colours and took part in an exciting quiz afterwards. All classes listened to stories in other languages and created art pieces inspired by French artist Georges Seurat and Spanish artist Pablo Picasso. Older pupils researched some 'borrowed words' we use in the English language and made posters explaining their origin. Younger pupils used iPads to scan QR codes and listen to Disney songs in the native language of the character.

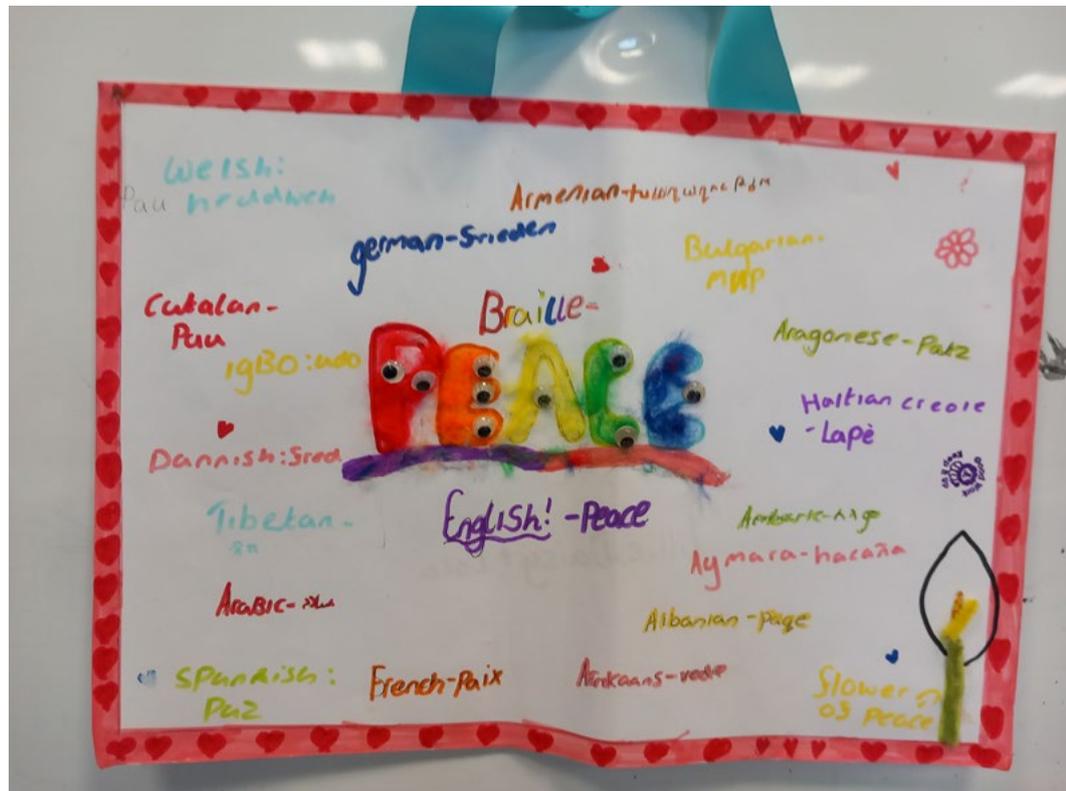
Hannah Blakey, Bo'ness Public School



Buckie Community High

Buckie Community High celebrations were led by the whole language learning community. S3s planned research tasks for younger pupils to carry out, and decorated origami doves. S1s did some work on the word 'peace'. The school's S6 Language Leader, Mackenzie, planned and delivered lessons for S3s in Italian and the school's Confucius teacher, Lilly, organised a Chinese New Year market. Our German Educational Trainee presented on the German school system, and senior pupils learnt about life at university, via a Google Meet, with German undergraduates from the University of Aberdeen.

Catherine Eadon, Buckie Community High



Clyde Primary

Our school has been proud to celebrate Languages Week Scotland 2023. As part of our activities, teachers took the register in a variety of languages throughout the week; learners completed a 'Guess the number of languages across our school' competition at lunchtime, along with a song contest where children had to sing a song in any language other than English as homework. Classes completed a variety of lessons ranging from language profiles to talking flags, with voices recorded in other languages. Our language of the month was Czech and children and adults alike greeted each other by saying Ahoj!

Miss Reilly, Clyde Primary



Renfrew High

At Renfrew High, we had a very busy Languages Week Scotland 2023. S1 pupils learned how to make crêpes in the home economics department, 80 S2 pupils attended the Glasgow Film Theatre for a showing of 'La Rafle', and S3 pupils competed in a treasure hunt. Our S4 Spanish and French learners led activities at our P7 cluster event, which included face painting, quizzes, biscuit decorating and food tasting.

Fiona Bewick, Renfrew High



St Ninian's High, Kirkintilloch

St Ninian's High celebrated Languages Week Scotland 2023 with a variety of fun-filled activities. To kick off our week, we heard from some of our former pupils about their exciting languages careers, many of whom are now living abroad and are using their language skills every day. Pupils researched jobs that are currently looking for candidates with language skills and they participated in quizzes, a scavenger hunt and online games. Our feeder primary school pupils particularly enjoyed 'We don't talk about Bruno' in 21 languages.

Our S1s and S2s were in the final week of an introductory Spanish course and were treated to a Spanish breakfast, where they put their speaking skills to the test. Our senior pupils helped play the role of the 'camarero' and many

of our teachers stopped by for some Spanish practice and a free magdalena. We also undertook our annual S1 and S2 Languages Week Memrise competition with the winners at the top of the leader boards each receiving a £20 Amazon voucher.

One of the highlights of our week was joining forces with our school librarian and our local teacher of English as an Additional Language. Together, we invited pupils who speak different languages at home to create 'Welcome to the Library' posters to celebrate the diversity of languages used across our school community. A huge well done to everyone who took part.

Angela Doris, St Ninian's High (Kirkintilloch)



Languages Week Scotland at St Maria Goretti Primary

Situated in the Cranhill area of Glasgow, St Maria Goretti Primary is no stranger to languages. Currently there are 22 languages spoken in the school, which in a role of 199 is quite remarkable. The school staff welcome and embrace the linguistic and cultural diversity within the school community and take every opportunity to celebrate this where possible. Languages Week Scotland is an important week in the school's calendar and this year LWS23 has been no exception. I was lucky enough to visit the school shortly after Languages Week and speak to the pupils in P5, P6 and P7 about languages and what activities they did during LWS23.

Pupils were keen to share with me the importance of languages and their relevance in today's society. One pupil commented that knowing other languages is "good for communication and understanding, especially if going on holiday where those languages are spoken". Another pupil mentioned

that language learning is helpful when learning about other cultures.

During LWS23, the school engaged in a variety of language-based activities, many of which were led by pupils in P7. A special timetable was created for the week with one pupil comparing it to secondary school saying, "The timetable made me feel like I was in high school. I had to make sure I was in the right class!" The school's intercom system was also used by pupils throughout the week where they were able to share information and greetings in other languages. Groups of P7s went to other classes and offered tasters in various languages including BSL and French. They played games such as 'Jacques a dit' (Simon says) with some of the younger pupils to get everyone involved. They did a great job as language ambassadors!

Irish Gaelic also featured during the week with pupils learning numbers to 10.

Some of the pupils in P6, along with EAL teacher Mrs Barrett, shared their learning of this with me which was so impressive! Pupils in P5 also told me about a very special visitor they had to the class. Their teacher's mum came to teach BSL and the pupils shared some of the signs they had learned with me. We even signed the alphabet together. In addition, P5 pupils were keen to share that a member of the school's staff offered some taster sessions in Urdu too.

LWS23 was a great success at St Maria Goretti's this year and it was a pleasure to visit the school and hear from the pupils and staff about their positive experiences. I wonder what exciting plans may be in place for LWS24? Watch this space...

Karen Faulds, SCILT



News from local authorities

A holistic approach to mindfulness in education

Law Primary, South Lanarkshire has been very fortunate to be part of an Erasmus+ funded project: A holistic approach to mindfulness in education, with schools in Northern Ireland, Poland, Spain and Turkiye. This project has allowed us to learn from our European colleagues, share our best practices, and collaborate on mindfulness activities to use in our individual schools. The project has allowed for travelling to the European schools to observe mindfulness activities taught in the host school, as well as affording us the opportunity to teach the host pupils about our own school, culture and mindfulness lessons.

Mental health problems in children include anxiety and stress and as educators we should be doing everything we can to create more opportunities for reducing these feelings. This project has given us the opportunity to learn a range of mindfulness activities to share with our children and to give children the tools to help themselves when they are feeling stressed or upset.

Law Primary hosted the visiting schools for a week in February where we welcomed our guests with a Burns assembly to show our Scottish culture. Law's teachers shared some mindfulness lessons including bird watching, a sensory walk, massage and sensory purposeful play. Throughout the week the visiting European teachers taught our pupils about their own countries and shared mindfulness lessons which included yoga, breathing activities, emotion discussions and stories. The children at Law Primary loved learning about different cultures as well as learning a range of mindfulness activities that they can use to keep their focus on one thing at a time and therefore, improve their overall focus throughout the school day.

This has been an amazing project to be a part of and we are looking forward to visiting Poland and Spain for the last of our visits as we conclude the project.

Chelsea Snobel, Law Primary



Cultural Ambassadors at King's Park

Over the past couple of months the Cultural Ambassadors at King's Park Secondary have organised Mother Tongue Day, had a German club running and we have been completing our Level 6 award in Leadership.

During our time in our Level 6 Leadership class we have learnt about the different types of leadership, such as transformational leadership and democratic leadership. We have also learned about all the different skills it takes to be a leader, such as communication and teamwork.

A group of Cultural Ambassadors planned Mother Tongue Day alongside our Home Economics department, Integration Centre, Modern Languages teachers, deputies and janitors. They collaborated with Home Economics

to help order and cook food. The Integration Centre helped us with decorating and setting up the hall. Our Modern Languages teachers, deputies and janitors all helped us along the way. On the day we had games, face painting and food from different countries. You could get a passport stamped from each county that you visited. S2s made flags and other decorations to put around the hall.

Our German club has been running since September 2022 for S1s and S2s, and is run by a group of four Cultural Ambassadors. German club teaches the basics of German and promotes taking it beyond S2.

Cultural Ambassadors, King's Park Secondary



Discovering the World of Arabic in secondary

My name is Lejla and I am a student at Craigmount High in Edinburgh. Growing up I always wanted to learn more languages, because it was one of the things I was good at. Since I was a small child I have spoken three languages. My mother tongue is Croatian, I lived in France for nine months and attended school there, and I have been learning English for ten years. At the moment I am learning German in school, and I have always been told that I have an advantage and good opportunities because of my languages.

When I moved to Scotland about two years ago, I had a mixture of languages, but I had to use English every day which was a challenge for me! When I heard there was the chance to learn Arabic in my school, I was very happy because I have always dreamed of learning it. This is because I know many stories and much history due to my religion. My name is even Arabic, and it means

'night'. I have just started to learn Arabic and it is going great. I have learned to introduce myself, talk about colours, clothes, food, words to describe my daily routine and much more. This Arabic course will help me to further understand the culture and traditions of a beautiful language and has encouraged me to try to visit or even live in countries where Arabic is spoken.

There are so many interesting and educational aspects of learning Arabic but, personally, I am most interested in the letters because I find them very pretty. It surprises me that while I am learning Arabic, I am learning also about the culture, the religion, and the people. I have to be honest and say that I have found learning this new language hard but rewarding. I don't remember everything, and my class is very small. However, the online teachers are great! They are happy, supportive, patient and encouraging. I am very grateful to them



for helping me to start to achieve my dream and I would definitely recommend the course to others who love languages and cultures, and who would be willing to spend time learning. They have to be prepared for it not being easy and to stick with it when it is challenging!

As for me, I want to live in Dubai in the future, maybe for a year. I can then use Arabic in a real-life situation and keep learning the language I love!

Lejla Njuhovic, S3 pupil Craigmount High

DYW workshop

On Monday 20 February, we held our first DYW workshop for all S2 pupils. We had speakers from a wide range of industries who spoke to pupils about the benefits of learning an additional language. We had representatives from: Novotel, Heart of Midlothian and Napier University Events and Festival Management course. The event was very successful and I believe it has encouraged pupils to consider choosing a language in S3. The event highlighted how learning a language can improve your career options in the future and helped the pupils to gain a wider perspective on the different industries which value languages.

Hannah Murtagh, St Augustine's RC High



K-Pop and Korean language lunchtime club

At our school Whatriggs Primary in East Ayrshire I teach mainly French and Spanish from P1 to P7 as a 1+2 Languages Teacher, having previously been seconded as a 1+2 Languages Officer for East Ayrshire Council. My pupils also learn other languages according to their interests or related celebrations, eg Chinese New Year.

In the last three years, K-Pop has been popular in Whatriggs, since a group of girls showed their interest in a P3 class. My own daughters have been fans of K-Pop and everything Korean for many years, and that is the main topic at home.

Following continued interest in K-Pop and the Korean language Hangul this year I set up the K-Pop – Korean lunchtime club. Fourteen pupils – girls and boys – from P5, P6 and P7 meet on Fridays. They are learning to say basic greetings, words, and expressions, as well as some Korean letters. I have been studying Korean with a native teacher for two years, so I am confident enough to teach basic conversation. Their favourite music is also played during lunchtime. Pupils love learning about the cultural differences and geographical information. They are very inquisitive and they ask lots of questions.

For the end of the school year, we are planning a Korean party, with ramen, kimchi etc, and some of the pupils are practising a song by Blackpink to dance in front of classmates.

Sonia Pérez Coughlan, Whatriggs Primary



Mandarin for life and work

Collaboration within and across schools and sectors is a significant contributing factor in the development of modern languages learning experiences in East Renfrewshire. Our Chinese learning and teaching group comprises GTCS secondary Mandarin teachers, experienced primary teachers, and our Chinese Exchange Teacher. With the initial vision of one of our secondary PTs and the support of CISS colleagues, this group ran an event in February 2023 entitled 'Mandarin for life and work'.

We welcomed around 100 S1-6 learners from our four high schools that offer Mandarin learning pathways. The event's aims were to increase engagement, uptake and attainment in Mandarin language learning across the authority and to reinforce the relevance and

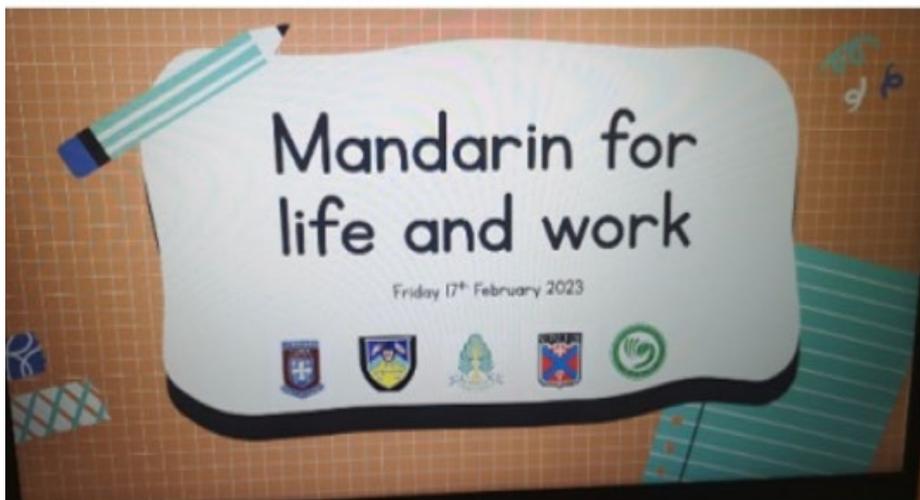
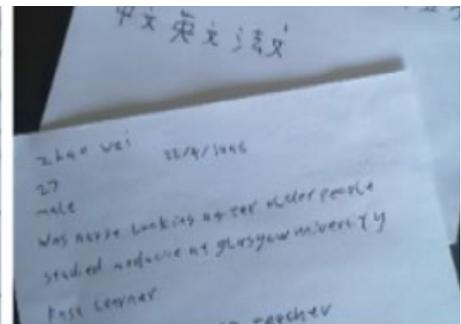
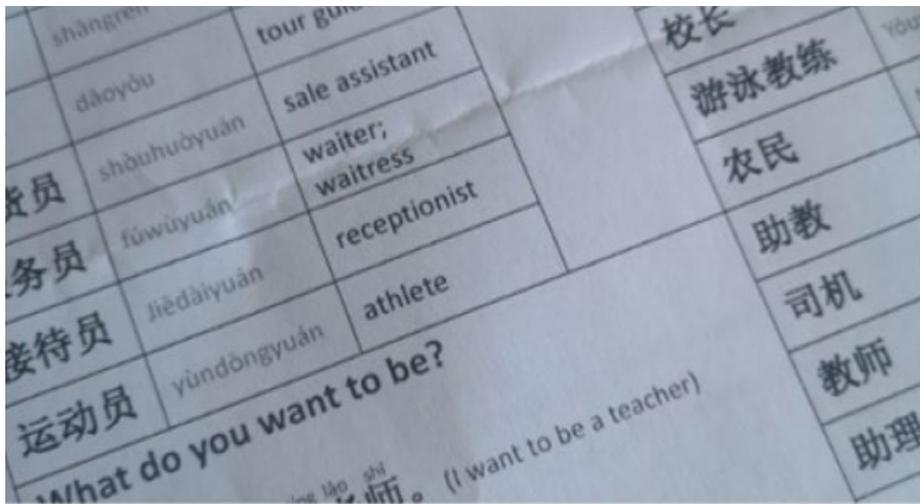
importance of Mandarin language and cultural competency in the world of work.

The half-day event began with relatable and inspiring speakers, Hannah Winning and Calum Gibb, before allowing young people to engage in a variety of workshops: five ways Mandarin can boost your future; successful Chinese companies and technologies; business/ social etiquette and culture; careers with Mandarin; and future study pathways with Mandarin. The workshops all centred on the benefits of language learning for life and work and specifically the opportunities that Mandarin may provide. Further to that, learners worked in year groups in a second round of workshops to demonstrate and extend their own Mandarin language skills, engaging in simple conversations,

talking about future careers or matching personal descriptions to job advertisements. The event ended with an exciting live link to China during which young people engaged in a question and answer session, learning from the experience of a fellow Scot currently living in Beijing.

Early feedback suggests that learners feel better informed about the direct and indirect benefits of pursuing Mandarin (and other languages) in the future and that they would welcome further opportunities to use their Mandarin language skills with others. A number of pupils indicated that they have since decided to continue studying Mandarin following the event.

Joanna Paterson, East Renfrewshire



Modern Languages Advanced Higher Immersion Day

All Advanced Higher pupils across South Lanarkshire were invited to attend the Modern Languages Immersion Day, which took place on Thursday 16 February. During the day, pupils worked in their chosen language on skill areas related to the exam: reading, translation, and the overall purpose question; discursive writing; talking; and pupils also participated in a mock talking exam. The stations were both pupil-led and teacher-led and pupils really enjoyed spending a day working in the language.

There was a real buzz during the day and the pupils got fully involved, speaking and using the language as much as possible.

The pupils found the mock speaking exam to be the biggest benefit of the day and now feel much more prepared for the visiting assessor.

We captured some feedback from the pupils about the different elements of the day:

- Mock speaking: "I really enjoyed this because of the feedback [I] received. It also just gave me the experience of talking without the pressure of being recorded."
- Talking practice: "Talking was good for getting you to think on your feet."
- Overall purpose: "Because the inferential question is worth so many marks and is so hard, I found it very useful having someone to help walk me through the process so I knew what to look out for."
- Discursive writing: "Really helpful to get the booklets with phrases and advice - discussing with teachers over good and bad points was very helpful. I know what to go home and prepare for and how to cleverly structure my essays."



Now this has been re-established across the authority, we are excited to be able to run this as a yearly event.

Robert Burns, St Andrew's and St Bride's High



Paris, je t'aime

On 15 December, I had a very sound sleep knowing that the next day I would be in Paris. Having the opportunity to visit one of the places I had dreamt of for years was super exciting. We stayed in a nice, modern hotel, which was located next to the Métro. The Métro was an adventure; we all learnt the new skill of reading the map and navigating the complex underground system in Paris. It was so much bigger than I imagined yet such an easy and cheap way to travel. It gave me a great sense of independence!

Of course, we visited the famous tourist attractions during our stay. On the first day, we saw Notre-Dame, the Louvre and the Arc de Triomphe. We walked from one destination to another, taking in the sights and the beautiful architecture of the streets; even the ordinary buildings had a certain *je ne sais quoi*. We ended the day with a trip to la Défense and took in its marché de Noël with typical French cuisine. The second day we saw the world-famous Eiffel Tower. We climbed to the second floor to take in the breath-taking views from above. With shaky legs from the descent, we hopped onto the riverboat and viewed Parisian life as we sailed along the Seine. The boat had headphones so we could listen to the ancient history of the city, able to switch between multiple languages.

On the last day, we walked to our Métro stop with sad faces, aware of our fate of leaving the magnificent city. However, our faces changed in amazement as we saw the Sacré Coeur in front of us. The building was so beautiful; the outside an eye-catching, bone white

colour with grand statues and carvings, and the inside was so peaceful with beautiful paintings of the holy saints. The impressive stained-glass windows brightened up the interior while people prayed silently. It was the calmness we all needed after the busy days we had enjoyed. Behind the church lay the artist quarter, Place du Tertre, Montmartre. There, we saw so many different art styles and lots of funny caricatures. It

was also our last chance to buy some souvenirs to remind us of this special trip. We then had to, sadly, go to the airport.

With a smooth flight home, struggling to keep my eyes open, we landed back in Scotland, and all I could think was "Paris, je t'aime". What a fantastic trip!

Niamh Sinclair, S5 pupil St Ninian's High (Kirkintilloch)



Putting Buckie on the Modern Language learning map this year!

We may be small but we never stop! As a pupil recently said, "We are always celebrating something in Modern Languages!"

We started the school year with European Day of Languages. Student leadership is vital, so Languages Leader Mackenzie planned a Ukrainian lesson and researched tasks. Staff were treated to croissants and jam!

In November, our first DYW meeting took place between Associated Seafoods, Buckie High and the Moray DYW coordinator. Our projects span six years and in July we achieved a silver Scottish Languages Employability Award (SLEA).

In December we secured Confucius funding to hold a Chinese market. It was a huge success and included painting silk fans, making lanterns, reading riddles, eating Chinese snacks and playing quoits.

Striving for a gold SLEA, I planned to work with more local businesses and have found Chivas and Johnstons of Elgin are keen to work with schools. Our Modern Languages DYW work this year will cover all year groups and three businesses.

Option time loomed and our S3 and S4 Language Leaders planned presentations for S2s and S3s on 'Why pick a language?'

It was soon time to plan Languages Week Scotland! Mackenzie taught Italian to S3s who in turn planned tasks for S1s and 2s. We held another Google Meet with Aberdeen University on languages beyond Buckie. Even Mackenzie is heading to university to read German!

In February our S3s visited Johnstons of Elgin, where pupils will be translating their visitor brochure. A week later our

senior linguists visited Chivas, enjoying a tour and asking questions to their Brand Ambassadors.

We are here to broaden our pupils' horizons, involving as many outside agencies and pupils as we can, keeping the department's profile high in and beyond the school, and involving pupils in their own learning.

Catherine Eadon, Buckie High



Senior pupil trip

In March a group of senior pupils from Castlebrae Community Campus were given the amazing opportunity to go to London for a two-day trip. These pupils had been learning Arabic through weekly online lessons as part of the Discovering the World of Arabic project and were able to go to London to experience the Arabic and Islamic culture there. They not only got to see the famous sites, including the London Eye, Buckingham Palace and Westminster, but a big highlight was the time spent at the East London Mosque. They were given a tour of the facilities and told all about the history and customs of Islam.

Pupils ate in different Arab restaurants throughout the trip, highlights being an afternoon tea in a Turkish cafe, a meze dinner at a Lebanese restaurant and a kebab lunch from a street food stall in Camden market. All pupils had a great time and were very grateful to be given this opportunity. It has inspired them to keep learning Arabic and peaked interest in the course for next year from others!

Brooke Walker, Castlebrae Community Campus



Sharing practice across Fife

Across Fife we have been working together to promote language learning. At our recent single points of contact meetings, seven practitioners from both primary and secondary backgrounds shared the work that has been happening in their settings.

Several high school clusters have established collaborative ways of working which promote and support language learning. These include collaborative planning and language learning sessions for primary teachers led by their secondary colleagues. There are also cross-sector activities for learners, such as senior pupils who act as language ambassadors to support language learning in the cluster primaries. Some P7 pupils were also invited to their local high school to attend an author visit from Thomas Harding. He talked about his book *Sommerhaus am See* (*The House by the Lake*). The pupils learnt about what it takes to become an author as well as about Germany and the real house by the lake in Berlin that outlived a century of historical events.

Other participants spoke about how their participation in the Languages Leadership Programme has supported them to lead improvement in their schools by providing inspiration to explore embedding languages across the curriculum and using digital tools to support language learning. Other schools have been taking a whole school approach to exploring similar themes from P1 to P7 which allows them to ensure appropriate progression for all learners.

These sessions were well attended, and participants' feedback indicates that they were highly inspired by the various presentations. Participants left eager to explore ideas and resources which had been shared.

Katie Haigh, Fife



Stirling High School celebrations

Pupils and staff at Stirling High had a busy start to 2023! Firstly, to celebrate Lunar New Year, our S3 Mandarin class worked alongside our Health and Food Technology department to make traditional dumplings, which went down a treat!

Furthermore, we had additional Chinese New Year celebrations after school in the department. Pupils engaged with, and led, various games and activities such as the chopstick challenge, calligraphy and draw the rabbit.

In addition, S2D1 were crowned stars of the month, after being nominated by their teacher for all their hard work!

Our Senior Language Ambassadors planned a French Easter egg hunt, where pupils followed clues throughout the school to find a French word and win a prize. Our senior pupils have also been working hard to prepare for their talking exams. Good luck!

Finally, we have some colour in our corridor thanks to our new Confucius Hub mural.

Lynn Jamieson, Stirling High School



News from our partners

French exchange

During Languages Week Scotland, ten-year-old Johanna Ekokota from Falkirk prepared for an experience of a lifetime as she got to fly to Paris as part of an exchange with French pupil Niels Rudolph.

First though it was Johanna greeting Niels, who is also ten, as he landed at Edinburgh airport for his two-week stay. He attended Laurieston Primary with Johanna and lived the life of a Scottish pupil, before Johanna joined him back in Paris.

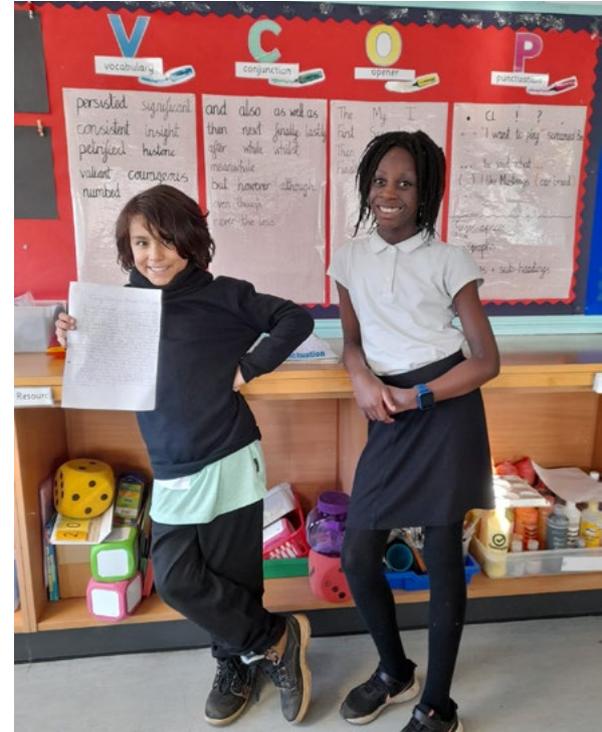
Headteacher Beverley Keith of Laurieston Primary commented, "It was a pleasure having Niels in our school community, he enjoyed a variety of activities as well as timetabled lessons. Overseas connections are so important in today's world, not only do pupils get educational and cultural enrichment, speaking in the chosen language day in and day out enables pupils to learn much faster, without realising it".

Johanna's exchange saw her fly to Paris and submerge into French family and school life.

"My French teacher Mr Jamin is very nice. In France, school is different as pupils don't have to wear school uniform, plus there are no packed lunches and only one meal choice. I love 'le goûter' which is a French afternoon snack, plus I have tried some new foods like courgettes, avocados and 'pommes de terre sautées' which are fried roasted potatoes. I love the French baguettes the most though", said Johanna.

As well as joining in with school life, Johanna also had the opportunity to soak in French culture, as they spent an afternoon at the Opéra Garnier in Paris where they had fun trying to solve an Arsène Lupin enigma.

Sandra Kasperek, Johanna's French club teacher who helped facilitate the exchange said, "Johanna is a natural linguist with a real passion for French, so this is such an amazing opportunity for Johanna and Niels too. It's fantastic that they both got to share their daily life, plus experience each other's culture and practice their language skills. Unlike



going on holiday, the pair get to immerse themselves in home life and appreciate not only the differences but also the similarities between their lives".

Mala Henry, La Jolie Ronde



French Film Festival UK Learning Programme

Last autumn a record number of over 10,000 pupils from primary and secondary schools across Scotland were able to watch French language films in their own schools as part of the annual French Film Festival UK Learning Programme – with participation completely free of charge to all. The programme takes place in November and December each year.

Students and teachers enjoyed watching Shoom's Odyssey, Poly, Adama and The New Kid in a single session or as separate episodes to fit in with their class timetables. Each title came with its own learning packs in French and English.

Teachers thanked the programme for providing them with the opportunity, commenting, "The pupils in my S1 class gave a round of applause at the end of 'Poly' and really enjoyed watching

it!" and "This is one of the highlights of the year for French language in the two schools I work in. Thank you!" All reported that the programme had a real impact on pupil engagement with language learning; and that they intended to participate again in the future.

The Franco-Scottish Society of Scotland award for the best student film reviews also attracted several entries.

The festival is delighted to be working with SCILT, schools, teachers and pupils to offer French language films as an added resource for language learning in Scotland. This is thanks to the generous support of the Franco-Scottish Society of Scotland, TotalEnergies, the James T Howard Trust, and ongoing partnerships with IFCinéma-Institut français in Paris and SCILT.



This year we hope to create learning programme partnerships with local cinemas in order to offer cinema screenings as an added option. For further information contact [Sylvia Davidson](#).

Sylvia Davidson, French Film Festival

Goethe-Institut updates

My name is Elaine Buri, and I am delighted to be working as Project Coordinator for Educational Services at the Goethe-Institut Glasgow. After graduating in German studies and comparative literature from the University of Glasgow in 2020, I spent two years working as an English Language Assistant with Movetia, a British Council partner, in Switzerland.

Working alongside the Goethe-Institut London, we organise events for teachers and learners of German, and promote German language and culture in the UK. In January 2023, we held the German teachers conference, which was a successful day of talks, networking, and encouragement for secondary school German teachers around Scotland.

This year, we look forward to many more projects with teachers and school-aged learners. We will continue with the interactive German Language Adventure, an imaginary journey through Germany, for pupils from P7 to S2. We are also continuing with our [Young Goethe Scheme](#). Our Young Goethe Ambassadors are school and university learners who are invited to schools (both virtually and in person) to give presentations about their experience of learning German.

We have ongoing professional development [courses for German teachers](#), with various start dates throughout the year, as well as [online German courses](#) and activities for [German learners](#). In autumn 2023, we will be organising a [German Careers](#)



[Roadshow](#), to showcase the many exciting opportunities which language skills offer to young people.

I look forward to meeting and working with you and your learners and am always keen to hear your feedback and ideas.

If you haven't already done so, please sign up for our [newsletter for teachers](#). More detailed information about all our events can be found on our [website](#).

Elaine Buri, Goethe-Institut Glasgow

Latest news from the Institut français d'Ecosse!

After the difficult period that we all experienced during the pandemic, it is particularly reassuring to see more and more learners returning to our premises wishing to learn French with us. Since the beginning of the academic year, we have seen the return of a large number of students at beginner level, enrolling in group classes or one-to-one tuition within the Institute. Today, our general French courses on site represent about 90% of the activity, the remaining 10% being dedicated to online courses. The figures during the pandemic were 60% and 40% respectively. Figures for our two upcoming course terms in spring and summer should confirm this trend and

the desire of our audiences to enjoy their learning experience with us, together with all our facilities: multimedia library, in-house cinema and of course our great restaurant 'Le Bistrot'.

Latest figures from the French-speaking world could explain this progression of French in recent months: as the second international language on the global scale spoken on five continents and the fourth most popular language used on the internet, French is proving more than ever a very useful language to fit into a community of over 300 million speakers. With a projection of more than 700 million French speakers by 2050,

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More information on [our website](#).

Philippe Milloux, Institut français d'Ecosse

Scottish Association for Language Teaching updates

Conference

The annual Scottish Association for Language Teaching (SALT) conference took place on Saturday 5 November 2022. This was our first hybrid event and our first to have an in-person element since 2019! It was fantastic to see so many enthusiastic and passionate teachers of modern languages – both primary and secondary – turning out in great numbers on a Saturday morning to engage with this professional learning event. Around 200 colleagues joined us either in person or online. We would like to thank Fhiona Mackay, Emma McLean and all the team at SCILT for their partnership in hosting this event and to all our excellent presenters who made the day such a success. We are already planning for the 2023 conference – more information coming soon! Follow us on Twitter [@SALTLANGS](#).

SALT Chair

Following the conference, Louise Whyte stepped down as Chair of SALT. Louise has been an outstanding Chair, leading the SALT committee with great enthusiasm and energy. We thank her for everything she has done for SALT over the past four years, and we wish her well with the many opportunities that lie ahead for her. Andrew McCulloch has taken over the role of Chair, with Morag Skinner as Vice-Chair. Andrew is the Curriculum Leader for Modern Languages at Portobello High School in Edinburgh and Morag is a teacher of French and Spanish at St Andrew's and St Bride's High School in East Kilbride. Both have been committee members since 2019.

SALT online CPD events 2023

Our first event took place in February this year. We were delighted to host Esmeralda Salgado, a teacher with over 20 years' experience, who presented on 'The Power of Blended Learning: stickability in the Modern Languages classroom via digital tools'. Over 50 colleagues joined us for this event, and we would like to thank Esmeralda for sharing her great ideas and approaches. Lots of ideas for us to take back to our classrooms!

We have more CPD events in the pipeline for before the summer holidays:

- Thursday 6 June – SALT: approaches for teaching Higher and Advanced Higher

If you would be interested in presenting at this event, please [email us](#) with a note of your interest, a theme for your presentation and an idea of how long you would be keen to speak for.

Andrew McCulloch, Scottish Association for Language Teaching

Languages beyond school

Language Linking Global Thinking

A teacher's perspective

As a former Language Linking Global Thinking (LLGT) student myself, who linked up with a high school throughout my year abroad, I believed joining LLGT as a teacher this year would be an invaluable opportunity to share with my own pupils. We were linked with Natasha, who is spending her year abroad in Valencia, and we have been delighted to be able to share realistic accounts of Spanish life and culture with our S2 pupils.

Prior to Natasha departing on her year abroad we communicated over a video call which was a great opportunity to discuss our plans for the year and what

topics she could discuss in her blogs to tie into our curriculum. Most recently, Natasha has written a blog post on Spanish food which includes information about typical Valencian dishes and how Spanish supermarkets differ to what we have in Scotland. Our S2 pupils found this blog really interesting to read and had lots of questions about the Spanish diet. As a result, some pupils even bought some typical Spanish foods from local supermarkets to try.

When having discussions in class about Natasha's blog posts, the aspect which the pupils have mentioned they enjoy most is building their awareness of Spanish culture. Having the opportunity to communicate with someone living

in Spain allows them to ask questions about what they find interesting and gives them the opportunity to further their knowledge. The pupils also highlighted that they enjoy being able to see pictures of realistic Spanish supermarkets and schools as this is something they wouldn't always have the opportunity to do.

Overall, I find taking part in LLGT allows you to add another dimension to your teaching and learning within the classroom, one which allows you to bring languages to life and increase motivation and interest amongst learners.

Sophie McCrudden, Larkhall Academy



*máquina de zumo de naranja fresco
en el supermercado*



'paella valenciana'

La comida española

natashawatt 4th Mar 2023

¡Hola a todos! ¿Qué tal? I hope that you are all doing well! Given that you've been studying all things related to food in class, I am going to be telling you about my experiences with Spanish food and supermarkets, as well as the differences between the Spanish and Scottish diet and eating habits.

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

