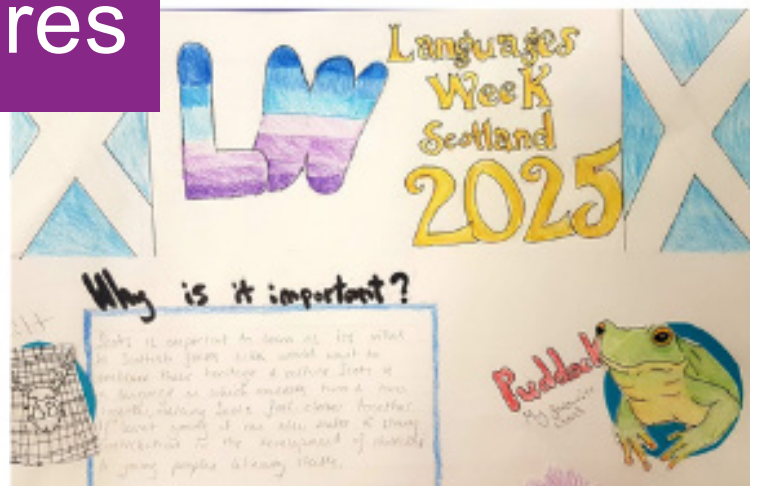


Scotland's National Centre for Languages Newsletter

#LWS2025 – Our
Multilingual Futures

**LANGUAGES
WEEK
SCOTLAND**



Our
multilingual
futures

Welcome to the SCILT newsletter

Editorial

Dear colleagues,

Celebrating Language Learning: A Bright Future for Scottish Education

As the days lengthen and spring ushers in a season of renewal, it is the perfect moment to reflect on the power of languages to transform lives. Language learning in Scotland continues to evolve, adapting to global shifts while reinforcing the values of inclusion, diversity, and opportunity. In the face of challenges, educators remain at the heart of this transformation, igniting curiosity and equipping children and young people with skills that will serve them throughout life.

At SCILT, we recognise the dedication of teachers who tirelessly inspire the next generation of linguists. In a world that is more interconnected than ever, the ability to communicate across cultures is not only an advantage but a necessity. Whether through supporting the Scottish curriculum, working with languages policy, or facilitating innovative digital and community partnerships, SCILT remains committed to fostering a multilingual future for all learners.

Current discussions in Scottish education, particularly around curriculum reform, remind us of the vital role languages play in broadening horizons. With languages now fully integrated into the ongoing work of the Curriculum Improvement Cycle, our community is at the heart of reviewing and refining our education system, ensuring it meets the needs of all learners and creating opportunity for all. In this issue, we celebrate initiatives that ensure every young person—regardless of background or ability—can develop their linguistic potential. This reinforces the message that languages belong to everyone, and no one should feel excluded from the joy of multilingualism.

Beyond Scotland, world events underscore the importance of global citizenship. From international collaboration in tackling climate change to the growing need for cultural diplomacy in times of uncertainty, linguistic skills are more relevant than ever. Languages are not just about words and grammatical concepts; they are about understanding, empathy, and forging connections. As educators, we have the privilege and responsibility of helping young people see themselves as part of a wider, multilingual world.

This edition of the SCILT newsletter celebrates the incredible work happening across Scottish schools, universities, and communities. Inside, you will find inspiring stories of innovative teaching, impactful projects, and voices from educators who are making a difference. We hope these insights uplift and encourage you as we move forward into the rest of the year with optimism and purpose.

Thank you for your continued passion and commitment to language education. Together, we are shaping a future where every learner in Scotland has the chance to thrive in an interconnected world. Let's celebrate our successes, learn from each other, and continue championing the power of languages!



Fhiona Mackay, Director

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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

Digital interns visit to Scottish Government

At the beginning of December 2024, the SCILT digital interns were given the opportunity to visit the Scottish Government in Edinburgh. We were invited to give a presentation on the internship. To prepare, we analysed what we had learned from the internship so far, as well as how we could progress, and we presented our findings to a group of Scottish Government civil servants. We took questions, getting to share our own experience, and received advice on how we could improve our social media pages to better reach our audience and spread our love for languages. We then heard from various members working in a range of roles within the Government, gaining insight into how the government operates and how languages facilitate the important relationships and international connections that our country is dependent on.

By engaging in conversations with people such as Magdalena Mos, Directorate for Culture and External Affairs in the Scottish Government, we were afforded the opportunity to better understand some of the career paths available to us, and how language learning can be integrated into any career we chose to pursue. This was particularly insightful for those of us interested in pursuing public relations at university, as the members of Government that we spoke to were so knowledgeable and encouraging. From the visit, we gained an understanding of what it's like working in the Scottish Government, some of the work involved in maintaining positive public relations, and the role of languages in fostering and appreciating a multicultural society. It was an incredible opportunity that we are very grateful for, allowing us to develop skills that will help us in any professional setting, and possibly

for future careers in the Scottish Government.

Lani Falconer, SCILT Digital Intern



Language Explorers Scotland – sign up for Scotland's languages mentoring programme!

We are excited to announce that our languages mentoring programme, Language Explorers Scotland (LES), is entering its third year! LES offers learners in S2/3 a unique opportunity to connect with university students who are passionate about languages and multiculturalism. This innovative programme is designed to inspire learners before they make their senior phase subject choices, providing them with the motivation and insights to embrace the world of languages.

In 2025-26, we are expanding our reach to even more schools, and we want YOU to be a part of it! Over the course of six weeks, learners will be mentored by university students who bring a lived experience of learning languages and navigating multicultural environments. Mentoring sessions are delivered in English with groups of up to 10 mentees, giving them the chance to explore what language learning means and why

languages are such a key skill for life and work.

This mentoring programme is not about learning grammar or vocabulary—it's about igniting a passion for languages and exploring the world of possibilities that open up when young people invest in language learning. The six-week structure allows for meaningful relationship-building between mentors and mentees, giving learners time to reflect on the value of language acquisition and how it can shape their future.

Whether they are considering career opportunities, travel, or personal growth, our mentors will help them discover why language learning really matters.

To take part, all you need is a reliable internet connection, a

screen, and a microphone to facilitate smooth communication between your mentor and mentees.

To find out more, [register for the 2025-26 LES information session](#). Please note that applications will be open to schools after the information session. Join us in shaping the next generation of language learners!

Suzanne Ritchie, SCILT



Francofoot/Calciamo

During Languages Week Scotland we were delighted to launch Francofoot/Calciamo, a national initiative and competition for schools in Scotland, organised by SCILT and the University of Stirling, which combines interdisciplinary learning in French or Italian with physical education.

This initiative stems from a British Academy-funded project led by Dr Fiona Barclay from the University of Stirling and seeks to address the gender gap in language learning by reframing the languages curriculum around the theme of health and wellbeing, and specifically football.

Led by PhD researcher David Vescio, teachers from six secondary schools across Scotland created a set of French and Italian resources for learners in S2 and S3 which are designed to form part of the learning experience in both languages and PE, and to feed into participation in a national competition.

The competition final is in May and full details of entries and winners will appear in the next issue of the newsletter – watch this space!

All project resources and information are available on the [SCILT website](#) for teachers to download and use in class. An online workshop next term will present the materials along with discussion of how these can be incorporated into schools through, among other ways, interdisciplinary learning, and wider achievement options. Full details will be in the SCILT e-bulletin; [sign up](#) to make sure that you don't miss it.

Work is already underway to expand the initiative to include Spanish and German, broadening its impact and inspiring more pupils to embrace language learning through their love of football, or vice versa!

Huge thanks go to David Vescio for his

dedicated and effective work on this project, and to teachers from the six project schools: John Bauld, Airdrie Academy; Fraser Mearns and Kirsteen Sayers, Meldrum Academy; Amy Cattlin and Christina MacLeod, Notre Dame High; Laura Bairner, Queen Victoria School; Lisa Di Lanzo, St Mungo's Academy; and Angela Doris and Robbie Neville, St Ninian's High.

Sheena Bell, SCILT



I'm not racist, but am I anti-racist? What is anti-racism?

As a white woman brought up in Scotland, these are questions that I asked myself when I first heard the term 'anti-racism'. If you've found yourself asking the same question, how would you feel if I suggested that this could indicate you are fortunate enough to enjoy a position of privilege? How does it feel to read that?

Exploring anti-racism can be confrontational at first. It can be unnerving. It requires personal courage to step out of our comfort zone, surround ourselves with opinions that may be very different to our own, and make a commitment not to shy away from making mistakes - and owning them - in order to be a better teacher. Anti-racist education (ARE) requires more than not being racist, it's about acknowledging the power imbalances that exist in our society, actively unpicking them, then giving your learners the opportunity to do the same. It's about calling racism out, wherever

you find it, and respectfully letting people know where you stand.

SCILT wanted to support colleagues to explore this transformational area of practice, and so we have compiled a self-directed [professional learning resource on anti-racist education](#). Our grateful thanks go to Arnault Kasa, Peel Primary, and Lauren White, PTC at Bathgate Academy, for their invaluable support in bringing this professional learning resource to life. By candidly sharing their ARE journey and experiences in an engaging interview, Arnault and Lauren show us some ways that we could start to engage with ARE in our own schools.

The languages classroom is an ideal environment to harness the transformative potential of ARE. Under the umbrella of global citizenship, and at the intersection of social justice, decolonial education, sustainable development and inclusion, ARE lies at

the core of Scottish education. In our complex, multicultural, sometimes messy society, ARE offers a way to appreciate and teach Scotland's rich diversity

Suzanne Ritchie, SCILT

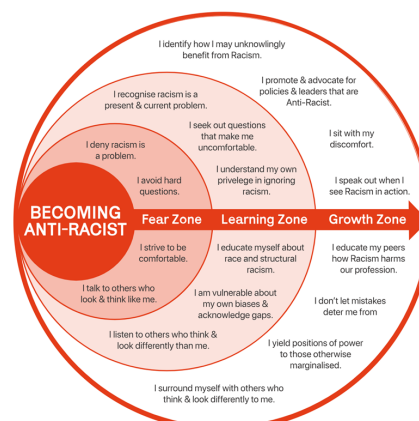


Image credit:
<https://www.antiracismkit.com.au/self>



Multilingualism Live: Celebrating multilingual creativity

habitats in multiple languages. Working individually, they created a colourful factsheet and named their creatures using both taught and home languages.

to share their home languages and took pride in seeing their multilingual skills reflected in creative projects.

Earlier this year, the Multilingualism through Art (MtA) team partnered with teachers from five primary schools across Scotland to deliver an engaging series of online lessons. These interactive sessions were designed to celebrate the rich linguistic diversity of the pupils while fostering creativity through art. By exploring connections between languages and artistic expression, children were encouraged to use their full linguistic repertoire in imaginative ways.

Each lesson centred on a distinct theme, encouraging pupils to express themselves in different languages and bring their ideas to life through visual art. The lessons were carefully structured to complement classroom learning while also creating a space for sharing and celebrating home languages and cultural knowledge.

In the first lesson, P5 pupils from Bridge of Allan Primary and P5/6/7 pupils from Goodlyburn Primary, Perth explored the theme of 'fantastical creatures underneath the sea'. Pupils imagined they were underwater explorers and were encouraged to invent an underwater creature that they 'discovered', describing its features and

The second lesson took place with P5/6 pupils at Preston Street Primary, Edinburgh. Building on prior learning, and in pairs, pupils were tasked with creating a multilingual 3D model which would feature in a multilingual comic strip. Following the live lesson, pupils brought their characters to life in comic strips, weaving together multilingual dialogue and narrative storytelling.

Endangered species was the theme of the third lesson and the MtA team worked with P5/6 pupils from Newton Farm Primary, Cambuslang and P5/6/7 pupils from St Joseph's RC Primary, Stranraer. Pupils researched animals at risk of extinction and explored their names in different languages. Following this they designed colourful campaign leaflets, creating multilingual slogans to raise awareness of environmental issues and highlight ways in which certain species can be protected.

The MtA live lessons demonstrated the powerful link between language and creativity. By integrating words and phrases from different languages, pupils developed a deeper understanding of language, identity, and storytelling. Teachers noted that children were eager

Through this initiative, the MtA team provided a unique opportunity for schools to embrace multilingualism while nurturing pupils' confidence in both artistic and linguistic expression. These sessions stand as a testament to how language and art can unite to engage young learners, promote inclusion, and ignite the imagination.

Karen Faulds, SCILT



Putting the 'spring' into springboard

Scotland's Languages Leadership Programme (SLLP) has always fostered professional community among participating language educators and was recognised by a GTCS reaccreditation panel as 'a springboard to build capacity'. Since springing to life in Languages Week Scotland 2024, the SLLP Alums Network has been an active online professional learning community for past participants too.

In recent months, the network has welcomed two highly engaging speakers, both experienced and inspiring leaders, who have championed

languages education in Scotland at all levels. In September, Ann Robertson, independent languages consultant and former Chair of LANGS, supported us to reflect on how we measure and evaluate our leadership practice. In March, Sylvia Georgin, SLLP alum twice over and another former Chair of LANGS, shared key learnings about the leadership of languages from her varied career.

'Fantastic', 'helpful', 'inspiring' and 'practical' - these are just some examples of the praise from alums who engaged in network opportunities this past year.

With the current SLLP cohort completing the first phase of their SLLP journey at Recall Day on 9 May, there will soon be an influx of new alums to the network. We are also keen to welcome to the SLLP Alums network past participants of any version of the national languages leadership programme offered by SCILT and Education Scotland since 2014. If that is you, and you would like to (re) connect, then email [SCILT](mailto:SCILT@education.scot.nhs.uk) and we'll get you on board.

Lynne Jones, SCILT

Scottish Languages Employability Award

'Employers and schools need to develop strong two way partnerships – partnerships that deliver improvements to teaching and learning and bring real-life context into the classroom.'

- **Developing the Young Workforce** (Scottish Government, 2014)

The November deadline for submissions for the Scottish Languages Employability Award brought great excitement to SCILT Towers – we received our first ever submission for the SLEA - Green and our second ever for the SLEA - Local! Congratulations to the following partnerships who received an award:

- SLEA - Green: [Speyside High and Aberlour Community Association](#)
- SLEA - Local: [West Lothian primary schools and Black Flamingo Coffee Roasters](#)

Both of these submissions were inspiring and provided great examples of collaborative working between languages and other curricular areas. Speyside High worked with the Aberlour Community Association on a project that combined languages with Sustainable Development. The Modern Languages department partnered with the Aberlour Heritage Trail, which promotes local heritage and encourages tourism, by translating trail texts into French, German, and Spanish. The partnership worked towards Sustainable Development Goals 8 and 11: Economic growth and Sustainable cities and communities. This project enabled learners to use their language skills in a practical way, benefitting both their local community and non-English speaking visitors to the area. It will have a lasting impact and is a great example of an SLEA - Green partnership!

The SLEA - Local project was led by Erin Cruickshank, a languages student at the University of St Andrews. Currently on her year abroad in

France, she developed a rich learning partnership with primary schools in her home area, schools in France and a café in the town where she is currently living. Through Teams calls, lessons, resources, a pen-pal programme and input from the local café, the schools have developed their knowledge of French, their intercultural competencies and their employability skills.

Find out more about both submissions via the case study links above.

For further inspiration, case studies of all previous award winners are available via the main [SLEA webpage](#).



SCOTTISH LANGUAGES EMPLOYABILITY AWARD

DUAIS FASTADH
CÀNAINEAN NA H-ALBA
MULTILINGUAL -
IOMA-CHÀNANACH



SLEA – Multilingual

SCILT is also very excited to have launched our newest branch of the SLEA family tree – SLEA - Multilingual!

Introduced during Languages Week Scotland, this award celebrates schools that adopt inclusive practices, recognise the value of all languages and integrate them into the school's ethos, and prepare learners to thrive in a diverse and interconnected world. Does this sound like your school? Then find out more and apply on [our website](#)!

The next submission deadline for all branches of the award is **Friday 16 May**.

Sheena Bell, SCILT

Teaching Sprints

The concept of [Teaching Sprints](#) was developed by Dr Simon Breakspear with the tagline 'How overloaded educators can keep getting better' and it has been adopted by a number of schools and local authorities across Scotland.

The idea of the initiative is to focus as a school or department on one area of practice over a short period of time in order to achieve manageable and measurable improvement. It is broken into three phases:

- prepare: choose focus and engage in some professional reading to prepare
- sprint: undertake the chosen activity in class
- review: reflect on the process and any next steps

Last September, SCILT and Education

Scotland launched a subject-specific Teaching Sprints offer for languages teachers. Working in partnership with individual departments, we meet online with the whole team at the start of the sprint to discuss the area of focus and possible approaches. This is followed by preparation time, when the participating team engages in professional reading provided on a Padlet, then the sprint activity, with a mid-point online check-in built in. We have a further meeting at the end of the sprint to evaluate and talk about next steps.

Our strapline has been 'Small change, big impact', and this certainly seems to have been the experience of departments with whom we have worked so far! Sprints usually last around six

TEACHING SPRINTS

SMALL CHANGE,
BIG IMPACT



SCILT Scotland's National Centre for Languages

weeks in total and have covered areas such as questioning, effective feedback, adaptive teaching and exit passes. Participating schools have identified considerably increased engagement from learners and better understanding of their learning.

Does this sound like something that you would be interested in? If so, we would love to work with you! Contact [Sheena Bell](#) for more information.

Sheena Bell, SCILT

Languages Week Scotland 2025

Languages Week Scotland 2025 (LWS25) ran from 3 - 7 February.

The theme was 'Our Multilingual Futures' and it was an opportunity to celebrate language learning and multilingualism in Scotland and its crucial role in our increasingly socially and ethically complex world. Educational establishments, community-based groups, arts and sports organisations, social enterprises and businesses of all sizes were invited to join the celebrations.

SCILT set a series of daily challenges for learners, classes, schools, families and communities. These were published at the start of January. The SCILT website recorded a high number of visitors to the page hosting the challenges and we enjoyed seeing the work of schools in response, shared on social media.

Schools shared their celebrations on X and the theme of LWS25 was visible, with activities such as research in languages for work, intercultural celebrations, world geography and Scotland's place in the world. Find out more on the [LWS X account](#).

Schools celebrated the languages spoken in their community. We saw examples of pupils leading language learning across the school and parents sharing their own language knowledge with classes. Former pupils shared how language skills had shaped their careers.

A range of our partners marked the week. British Council launched Language Trends Scotland at the start of the week, generating a lot of interest in the publication and in LWS25. Institut français d'Écosse put on a cultural programme that spanned a number of days and events. Scots



**LANGUAGES
WEEK
SCOTLAND**

Language Dictionaries published a spoken-word poem on their socials each day during LWS25. The Universities of Aberdeen and Stirling shared the experiences of students studying languages at home and abroad.

For updates on LWS26, [sign up to the SCILT news bulletin](#).

Sarah Macfarlane, SCILT

Languages Week Scotland in schools

St Maria Goretti Primary

We audited the languages spoken across the school. Following this, 15 P7 children volunteered to deliver a variety of lessons and taster sessions across the school during the course of Languages Week Scotland. They distributed QR codes of songs in different languages, and this inspired classes to deliver inputs in their own mother tongue to their own classes. A parent helper read Polish stories to classes, and a BSL volunteer delivered a BSL taster. The information, photos and videos will be displayed in the school and QR codes will allow other children to continue to enjoy them. Two P7 girls are now going to lead a BSL lunchtime club, which is already oversubscribed! A great week was had by all!

Mrs Seaver



Kirkhill Primary

For Languages Week Scotland, we welcomed visitors to every class for storytelling and activities. Languages included Ukrainian, Urdu, Spanish and French. Pupils enjoyed learning songs and listening to stories as well as playing games. Volunteers were staff members, parents and friends of Kirkhill. P7 were delighted to have S3 Language Ambassadors speak to them and enthuse them with their answers to questions about languages at Mearns Castle High. In each class, the meet and greet was in French (our target language) and emphasis was placed on French songs and activities throughout the week.

Laura Neill



Alloa Academy

Pupils in Alloa Academy were able to take part in a wide range of activities to celebrate Languages Week Scotland. To start off, all BGE pupils took part in a Wordwall quiz, designed to get them to think about some of the facts and myths surrounding languages and language learning.

S1 pupils could choose from a variety of activities to celebrate Languages Week Scotland ranging from learning some Gaelic on Duolingo to watching a Gaelic programme on BBC Alba, creating a dance to a song in another language, creating a bilingual story, and sharing tips to learn a language. Pupils also shared their knowledge and interests by teaching the class French words they have learned through ballet – including a demonstration!

Many pupils chose to create a welcome poster that celebrates the diversity in languages spoken by pupils in Alloa Academy. S2 pupils looked into how languages can be created for films, TV shows, and books. We watched a clip from YouTube that explained how the languages for Avatar, Game of Thrones, and Star Trek were developed. They were shocked to discover that people learn some of these made-up languages and even study them at university!

S3 pupils looked at the benefits of learning a language using resources from SCILT. They also read job profiles from SCILT's website to learn how languages have helped people in a wide range of careers. This was followed by researching recruitment websites to see the types of jobs available for linguists.

BGE pupils in a bespoke ASN class looked at some Scottish words and created a poster or tea towel, similar to

those seen in tourist shops around the country. We had a great week engaging with Languages Week Scotland. Scotland loves languages!

Heather Irwin

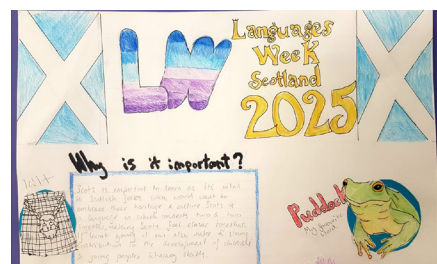


Banff Academy

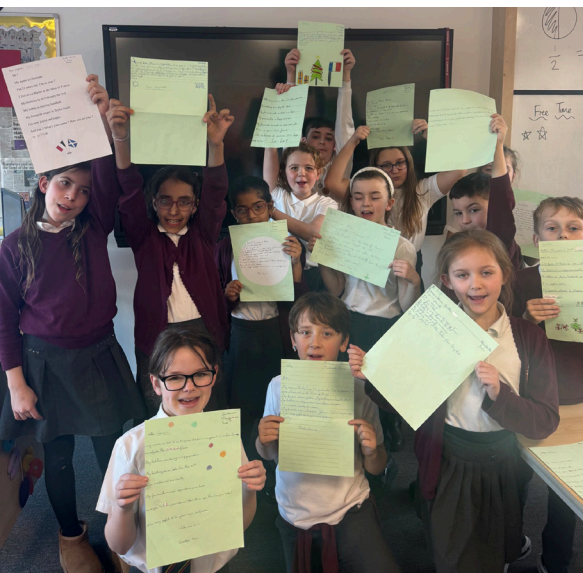
Our Languages Week Scotland celebrations this year promoted the multilingual classroom. We wanted to highlight Scots in the mix of the many languages spoken at Banff Academy, so bairns in S3 and senior Scots language classes were encouraged to think about why Scots and other languages are important to us - for the heritage and history of the area, links with other languages in the community, and the importance of young people keeping a language going. We wanted pupils to think of all the different languages spoken by their peers in the school.

Classes were tasked with finding out about Languages Week Scotland, and then to think of a way of presenting the information in a clear, colourful and informative way for other pupils. Personalisation and choice was key. Some pupils chose to focus on the words they had learned, others about what LWS is all about, and others on what their language means to them and why that is important in the mix of other European languages.

Dr Jamie Fairbairn



News from local authorities



Bonjour from P5/6!

Our P5/6 pupils at St Ninian's Primary, Prestwick, have been busy making new international friends! We have started an exciting pen pal exchange with a school in France, giving our pupils the opportunity to practise their French while learning about life in another country. Each pupil has been paired with a French pen pal, and they recently sent their first letters introducing themselves. The excitement was clear as they carefully wrote about their families, hobbies, and school life—some even included colourful drawings! Alongside our letters, we also sent videos of our pupils reciting Burns poems to share some Scottish culture

with our new friends.

This project ties in perfectly with our language learning in class, making it more meaningful and engaging. It also encourages curiosity about different ways of life and helps build friendships beyond our own community. Pupils have loved the challenge of writing in French and are looking forward to learning more about their new friends. We cannot wait to see how this connection grows throughout the year.

Amélie Davidson, St Ninian's Primary (South Ayrshire)

Kirkcaldy North Primary becomes Scotland's first and only Language Friendly School!

The Kirkcaldy North Primary School (KNPS) community is incredibly proud of its diversity, with 21 nationalities and languages represented among its 176 primary and nursery pupils. A working group aims to enhance parental engagement, ensuring all families feel welcome. The Parent Council has purchased flags representing each nationality, which now hang in the central hall, receiving positive feedback from children and parents. Headteacher Emma Clunie highlighted the significance of this initiative, noting its impact on visitors. She added, "we've even had families send photos to relatives in their home countries, thrilled to see their nation's flag in our school."



The school has been recognized as Scotland's first Language Friendly School (LFS), a label and global network of schools celebrating linguistic diversity. EAL teacher Beverley Clunie said: "We are making a commitment to our families to welcome and celebrate all languages, ensuring no child is disadvantaged when speaking English as an additional language." The school has established a group of Language Ambassadors to lead their LFS action plan with the aim of creating an inclusive, language friendly learning environment.

KNPS also holds a weekly parent and child ESOL group, supported by Fife Council's ESOL Service and Fife Community Interpreting Service, offering activities in both English and home languages. Additionally, a weekly Language Exchange Club, led by Pupil Support Assistant Maureen Londra, allows children to speak and teach their home language, or learn new languages. The club is incredibly popular, with one child commenting, "it is so good...to teach other people our language and to feel confident and comfortable speaking it and having the opportunity to express ourselves."

Headteacher Emma Clunie stated: "Our whole school community's commitment to promoting equality and diversity is reflected in becoming Scotland's first Language Friendly School. I am so grateful for the support of children, parents, staff, and partners in driving this work forward."

Emma Clunie, Kirkcaldy North Primary School



Primary Transition Day at Park Mains High – a fantastic introduction to languages!

Excitement filled the air at Park Mains High as we welcomed pupils from our seven feeder primary schools for an unforgettable Primary Transition Day on Wednesday 5 February, hosted by our Modern Languages department and Higher French pupils. This special event gave our future first years the perfect opportunity to meet their soon-to-be classmates and teachers while diving into a fun and immersive introduction to languages.

From the moment they arrived, pupils were welcomed with a range of engaging activities designed to make learning languages exciting and interactive. They tested their knowledge in a lively game of French bingo, and creativity took centre stage as they decorated delicious biscuits, learned face painting designs inspired by French flag colours, and worked together in teams to construct impressive Eiffel Tower models.

One of the biggest highlights of the day was the French food-tasting station, where pupils got the chance to sample authentic French delicacies - this went down a treat! Our 'Francophone World' discovery session opened their eyes to

the diverse cultures and countries that share the French language.

The energy and enthusiasm from both primary pupils and our dedicated Higher French pupils, who led the activities, made the day a resounding success. Laughter, teamwork, and a shared love for languages created an inspiring atmosphere, making sure our visitors left feeling more confident and excited about their transition to Park Mains. We can't wait to welcome them back in August for the start of their high school journey!

Fiona Bewick, Park Mains High



S3 Travel and Tourism challenge

The Modern Languages department at Belmont Academy has partnered up with Stewart Travel to hold the first 'S3 Travel and Tourism Challenge'. In collaboration with DYW, Stewart Travel came in to present to S3 and describe what it is like to be a travel agent. They also spoke about all the different careers and pathways available at Stewart Travel and described their own experiences. Pupils submitted their own questions to be answered by the representatives about all things travel and tourism.

Then they set the challenge: choose a brief and plan a holiday, creating a

poster and PowerPoint to be presented to their class. The winning group from each class will then present at the final where a winner will be chosen. This brief includes the clients, budget, dates as well as planning an additional excursion. Good luck to all the finalists!

Jade O'Hara, Belmont Academy

S6 Leadership Award with Languages

Two Advanced Higher French and Spanish pupils from Queen Margaret Academy in Ayr have taken a hands-on approach to leadership by organising a special language event at St Patrick's Primary in Troon. The event, which aimed to promote multicultural learning, was part of the pupils' Leadership Award and included French and Spanish lessons, a languages quiz, and a delicious food tasting experience.

The initiative brought together pupils from both schools to celebrate languages and cultures, offering an exciting and engaging way for younger children to connect with the world beyond their local community. The S6 pupils, who planned and coordinated the event with the support of our 1+2 Development Officer, were responsible for creating a vibrant and interactive experience for the primary school pupils.

"The children really enjoyed the French and Spanish lessons delivered by Heather and Olivia as part of their QMA leadership course. The girls worked hard to deliver two very engaging lessons with lots of opportunities for active learning involving all the learners" said Miss Wightman, P6/7 teacher.

Following the lessons, the primary school pupils took part in a language quiz, testing their newfound knowledge in a fun and competitive way.

The event also proved to be an excellent opportunity for the S6 pupils to develop essential leadership and communication skills. As part of their leadership award, they were tasked with taking responsibility for the event's planning, coordination, and execution – all of which were carried out seamlessly.

Anne-Lise Ledingham, South Ayrshire



Troon Primary leads the way in language learning in South Ayrshire

At Troon Primary, language learning has taken centre stage, offering children a headstart towards becoming amazing linguists. The school has worked in collaboration with 1+2 Education Officer Mrs Ledingham to undertake a language programme that focuses not only on teaching L2 and L3 but also working on transition to S1.

P6 pupils engage in monthly live lesson in French with vocabulary drilling, games, and cultural activities. Every lesson is followed up by activities and assessments to develop further their understanding of phonemes, sentence structures and grammatical knowledge. As far as L3 is concerned, Marr College S6 student Megan has been delivering weekly lesson in Spanish using interactive speaking games but also sharing her own language learning journey.

"Teaching 1+2 languages has been made so much easier by having a clear

framework and excellent resources which support all teachers in the delivery, regardless of their level of background knowledge" says Mrs Matthews, P6 teacher. "Clearly defined topics and vocabulary mean we are confident that doing these well will result in S1 pupils having a good foundation and commonality in previous experience. Our learners are enjoying the input from Marr College, and this is also a valuable transition activity. It's great to see how positive they are about language learning."

Last month, pupils participated in 'International Munchies' where they had the chance to enjoy food from different cultures, and experience firsthand how language connects people across the globe.

The school's efforts have not gone unnoticed. They have been invited to our 1+2 Language Festival in May to

make a presentation about their journey. They are also taking part in our 'Sìth is Cuimhn': A Renga of Peace and Remembrance' organised by Mr Hill, Gaelic Education Officer.

Anne-Lise Ledingham, South Ayrshire



News from our partners



Aberlangs multilingualism project launches in Aberdeen

At the event on 10 February, families were treated to a host of different activities centred around languages, including the creation of a map of the north-east to which participants contributed different languages spoken across the region, a feature wall of 'favourite word' postcards created by participants in their respective languages, and a series of games exploring linguistic diversity. The Aberlangs team welcomed a variety of different participants over the course of the day, including speakers of more than twenty different languages.

This event marks the starting point for a larger Aberlangs programme of research and public engagement. This is aligned with the British Council's 'Cities of Languages' initiative: a scheme which has been developed successfully across a range of English cities and aims to valorise

multilingualism and language use in all its forms. The Aberlangs research collective is currently working towards establishing Aberdeen as Scotland's first 'City of Languages' under the scheme.

This is kicking off with a 'Mapping Multilingualism' project which will collect case studies of multilingualism from across the region to be featured in an online exhibition. With its unique profile as a global centre of industry, education and tourism, Aberdeen continues to grow as an international city; with this in mind, the project aims to explore the effects of historical and contemporary migration on the region's linguistic landscape and examine public perceptions of multilingualism.

Dawn Leslie, University of Aberdeen

The University of Aberdeen marked its 530th anniversary in February with a programme of events including the well-attended Discovery Day - an interactive family activity day showcasing the University's current research. Publicly launching at this event was the Aberlangs initiative, which brings together researchers from the University's Modern Languages, Linguistics, Ethnology and Education disciplines to explore multilingualism in the north-east of Scotland.

e-Sgoil languages offer

e-Sgoil's languages offer has expanded in session 2024/25 and this growth is set to continue into the new academic year.

In session 2024/25, pupils have had the opportunity to experience the languages of Asia with provision available in both Japanese and Mandarin.

In partnership with the University of Edinburgh, three cohorts of pupils from around Scotland have developed their Japanese languages skills at beginners and post-beginner level. Thirteen pupils from six schools, both primary and secondary, joined the lessons in term 3.

Primary and secondary pupils have had the chance to learn Mandarin both as part of the curriculum and in their own time after school. Pupils have learned with native Chinese teachers who are visiting Scotland as part of the Confucius Institute for Scotland's Schools exchange programme. Among the young

people participating are pupils in P5-7 and in S3 from e-Sgoil's interrupted learners provision.

We had three live language themed Scotland's Assemblies for primary aged learners for Chinese New Year, World Gaelic Day (Seachdain na Gàidhlig) and Postcards from France, following Erin who is currently teaching and living in France. These are available to [watch on demand](#).

The e-Sgoil partnership with UHI North, West and Hebrides continues with Gaelic (Learner) and Gàidhlig classes at National 5, Higher and Advanced Higher. Registration for next academic session is now open and details can be found on the e-Sgoil Gaelic [webpage](#).

An exciting range of certificated language courses has been launched as part of e-Sgoil's 2025/26 courses offer. This includes a free offer for Gaelic (Learners) and Gàidhlig, as well as

French, Spanish, Italian and German on a pay-per-seat model. The course offer brochure can be found [online](#) and drop-in info sessions are running on Monday afternoons at 3:45pm. Full details in the course brochure.

Rhona Johnstone, e-Sgoil



French Film Festival UK learning programme

The French Film Festival Learning Programme last year saw a record number of participants. Over 26,000 pupils engaged with the support offered for in-class French language learning through film. Teachers said:

- “We loved it!” (secondary teacher)
- “This was a fantastic experience for our pupils which really engaged their interest in French. Will take part again!” (primary teacher)

More schools are opting to take the collective learning experience out of the classroom and into the cinema. Teachers and cinema educators report high levels of discussion long after the final titles roll:

- “I very much hope that we will be able to do this again as I certainly think there is an appetite from the schools which attended, to repeat it.” Patrick Hargood, Cinema Education Officer

The enthusiasm suggests the programme is not only supporting language learning but may also be acting as a springboard for new young audiences to watch films in cinemas.

The Festival offers four films (with English subtitles) and learning resources completely free of charge to all schools. Take-up for S1-4 in the Scottish secondary sector more than tripled – could this bode well for the future of French (and other) language learning in the future?

Schools in other parts of the UK are now joining their counterparts in Scotland for access to the programme spearheaded here.

Key to developing the Learning Programme has been the support of the Franco-Scottish Society of Scotland with its commitment to French language learning. Also of major importance is the partnership with the worldwide Institut-français-IFCinéma, which enables the Festival to provide the films to all schools completely free of charge.

This year's programme will be released shortly. For more information visit the [French Film Festival website](#) or get in touch [via email](#).

Sylvia Davidson, French Film Festival UK

Gaelic and BSL in the Scottish Parliament

At the Scottish Parliament, we want everyone in Scotland to be involved in our work, whatever language they use. Our Gaelic and BSL officers have recently been busy working on new language products.

If you are a Gaelic speaker, learner or supporter, you might be interested to know that the Scottish Parliament's Gaelic team is piloting a new fortnightly Gaelic newsletter. This covers what's happening in the Parliament in Gaelic for fluent readers, but also provides material in English for those learning the language. We also include some other resources for those curious about Gaelic more generally, as well as info on how the Parliament works. You can read [a sample edition and subscribe](#).

As well as covering consultations, legislation, and upcoming parliamentary meetings we've also looked at the difficulty of translating the Welsh Parliament/Senedd Cymru to Gaelic.

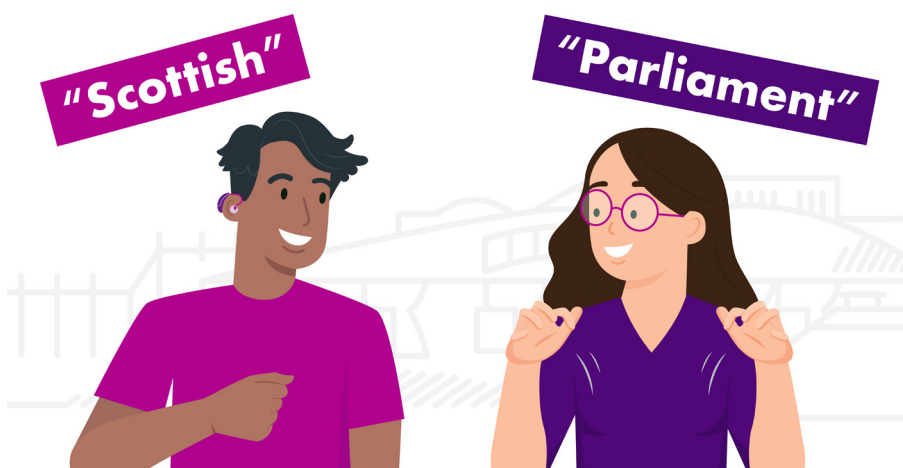
This newsletter joins our existing fortnightly BSL one, which you can find on our [BSL Facebook Group](#). This is one

of the many resources we provide in BSL, and you can access a wide range of informational videos in BSL relating to the Parliament at our [BSL dedicated website](#).

We have recently launched the Parliament's second ever BSL Plan, which contains 20 actions to deliver in the next six years – [find out what they are](#).

We provide onsite BSL resources at the Parliament including BSL translations for our public exhibitions as part of the visitor experience, and some of our parliamentary business such as First Minister's Questions are covered with BSL interpreting, which you can watch on [Scottish Parliament TV](#).

Alasdair MacCaluim and Mark McMillan, Public Information and Languages, Scottish Parliament





As a French native and mother, I taught my children French from birth, leading them to be bilingual. It always fascinates me to see how easily they can grasp both languages at the same time.

I have taught French to children with La Jolie Ronde since 2012 and when

Mother-daughter collaboration

my children were at primary school, I volunteered to come in and read French stories to different classes regularly. I always struggled to find accessible books for young learners, inspiring me to create my own.

With my daughter Iona's drawing talent flourishing and her skills sharpening, the project to do a French book together was born!

Our inspiration was the seasons, for the richness of vocabulary and illustrations this topic provides and for the interest and curiosity it sparks in children. Our story is made of four poems, one for each season, with rhyming words to help with sound recognition and pronunciation. We also included some games to reinforce learning and a story dictionary with English translations to help with meaning.

We needed a way to include some audio with our story to aid pronunciation,

so we created a free podcast where learners can listen to the story, adding another dimension to the language learning. Iona and I had a lot of fun recording the podcast together and adding all the various sound effects!

It has been an amazing experience and opportunity for us to spend some great moments together around the French language. We are very excited to share the news about our book and podcast and strongly believe we created a great resource for young language learners, parents and teachers alike.

We hope to keep this lovely collaboration going and make more children's books and podcasts together in the future!

For more information [visit the website](#) or [contact Julie](#).

Julie Olliero



The transition from primary to secondary education in additional languages presents significant challenges, often leading to a decline in motivation and retention. One major issue is the inconsistency in curriculum continuity between primary and secondary language programmes. Primary language programmes can vary in instructional time and content, resulting in pupils entering secondary school with differing levels of proficiency.

At the same time, secondary practitioners can disregard or undervalue pupils' prior knowledge, assuming little to no prior exposure and restarting at a basic level. This

Transition issues in additional language(s) learning and the benefits of embedding content and language

repetition frustrates confident learners while overwhelming those with limited experience, leading to disengagement. The shift from primary school's informal, interactive learning to a more structured, potentially grammar-heavy approach in secondary education can further exacerbate this issue.

To ensure a smoother transition, stronger collaboration between primary and secondary teachers and the implementation of adequate strategies are essential. As well as curriculum alignment, shared assessment and tracking, joint training and communication and bridging activities across primary and secondary schools, embedding language learning and teaching into various areas of the curriculum can provide meaningful

language exposure and foster strong learner engagement.

From the implementation by the Scottish Government of the 1+2 Approach in 2012, we have been producing resources that help primary and secondary teachers embed content and language into their classroom. Many local authorities and schools are using these resources daily and we are happy to share a short presentation to support the teaching of French through Scottish myths and legends.

For more information, please [contact Ros](#).

Richard Tallaron, LFEE

Launch of Language Trends Scotland 2024/25

British Council Scotland launched its first-ever [Language Trends Scotland](#) report in February. The research, conducted by Queen's University Belfast, offers an independent overview of modern language learning and teaching across primary and secondary schools in Scotland. It examines current teaching approaches, qualification patterns, and international engagement.

The research highlights both challenges and opportunities: while modern language learning faces significant barriers, the report shows a strong foundation at primary with 98% of responding primary schools offering languages in the curriculum and many secondary schools engaging with international opportunities.

Peter Brown, Director British Council Scotland says the report was launched

at a crucial time: "As a language graduate myself, I know firsthand how learning a language can open up a whole new world of opportunities.

"At the British Council, we know that learning a language builds connections, trust, and understanding between people, communities, and countries. Strong language skills and international experiences are vital for Scotland's future as young people face an increasingly complex global landscape".

Dr Ian Collen, one of the report's authors from Queen's University Belfast, added: "The inaugural Language Trends Scotland research has been a fascinating study and provides a comprehensive and qualitative picture of modern language provision in Scotland. Alongside accounts from teachers on the ground in schools across the country, the data reveal

complex patterns in modern language provision. While it's hugely positive to see these green shoots with wide-spread implementation at primary level, the significant changes in qualification entries at senior level raise important questions about progression through secondary education and thus into further and higher education. Everyone in Scotland needs to take these findings seriously and work collaboratively to assure the pipeline of future linguists".

To find out more about the British Council's Language Trends research and the picture emerging of language teaching and learning across Scotland and the UK, please visit [our website](#).

Jane Halstead, British Council Scotland



La Jolie Ronde teachers start the new year with a royal celebration of French culture and fun!

Izzie Hogg and Sandra Kasparek have both kicked off the new year by bringing French culture to life, by making learning French a delicious and royal affair for their pupils and community.

Izzie's celebration of Galette des Rois in Aberdeen was an absolute hit, as her French community gathered to enjoy this traditional French pastry. This fun-filled event was the perfect way to ring in the new year, and Izzie showcased her incredible French classes for children that she offers right here in the local area. Excitement built as everyone searched for the fève. Izzie's son, Theo, found the fève in his slice, crowning him the 'king for the day' with his twin sister, Hazel, becoming his queen. The room was filled with laughter, learning and a wonderful sense of community as Izzie's passion for teaching French to children shone brightly throughout the day.

Meanwhile Sandra, Area Support Advisor for Scotland, took her online

pupils on a fun-filled baking adventure during a royal bake-along session. From petit to grand, round to rectangular, the pies created by her pupils were as unique as they were delicious. As they baked, they learned French words related to the process, and there was plenty of singing, dancing and fun along the way. A few lucky pupils found the fève in their pies and were crowned, adding an extra layer of joy to the session!

Both Izzie and Sandra's activities were a wonderful blend of learning, culture and fun, giving their pupils an immersive experience that celebrated French traditions in a creative and interactive way. These events were not just about language learning, but also about making lasting memories and sharing the joys of French culture. What a fantastic way to celebrate and learn together!

In other news, Sandrine Bach, who

teaches in Hamilton, celebrated World Book Day by hosting a free live French storytelling session for families! As an avid reader herself, Sandrine truly believes reading multilingual books sparks imagination, builds vocabulary and opens the door to new cultures and ideas. She shared wonderful French stories with children and families, bringing the joy of language learning to life.

Mala Henry, La Jolie Ronde



Teacher exchanges and funding opportunities: UK-German Connection

a teacher from Hessen for one week. During the visit, the teacher participated in classroom observation and offered language support to pupils, whilst engaging in discussions with staff on good practice and current issues in education. Additionally, the teacher visited Edinburgh Academy for a comparison of schools and led some German lessons in primary classes. You can register until 6 June to host in the 2025-26 autumn term.

UK teachers can also apply to the [Professional Enrichment Programme](#) to visit a German school for 1-2 weeks. This immersive opportunity offers teachers the chance to experience different teaching methods and engage in professional development within

an international context. Applications close on 6 June for visits in the 2025-26 autumn term.

Funding for exchanges and visits

Our grants for exchanges and partnership activity offer flexibility for schools to establish a new partnership or strengthen existing links. Recently, James Gillespie's High reignited their Scottish-German link with their partner school in Bavaria, receiving financial support to organise their first exchange since the Covid-19 pandemic. You can read about their exchange and other showcases on our [website](#).

Eilidh Reid, UK-German Connection

Registration is open for our 2025-26 school programmes! For teachers of all subjects and sectors, these promote intercultural awareness and learning in the classroom. Read below to find out more about our programmes and funding opportunities for school exchanges and partnership activities.

Professional development opportunities for teachers

Schools are encouraged to bring an intercultural dimension into the classroom through our [Host a Teacher from Germany programme](#). Recently, George Heriot's School welcomed

The Institut français d'Écosse offers free French teacher training



Since June 2024 the [Institut français d'Écosse](#) has been organising free online teacher training sessions for French teachers working in primary and secondary schools in Scotland.

Objective

The main objective of these sessions is to reach out to French language teachers in Scottish schools located far from the central belt, and hence they are held once a month, online, to meet their training needs.

Themes

The content of the sessions is designed to support the themes covered by Scottish teachers in their French lessons: Halloween, Christmas, Francophonie, the seasons, to name a few.

Our teacher trainers

Two teachers from the [Institut français d'Écosse](#) have been identified to lead the training because of their skills and experience as teacher trainers.

Valérie Laplanche-Ferguson and Sophie Samalens have participated in Scottish Government training courses, accredited by the General Teaching Council for Scotland.

What do they say about us?

Teachers who took part in our sessions were very happy. How do we know? They told us!

"Thank you very much for the PowerPoint used on the theme of Halloween. I liked the lesson, it was very good. I hope to use it next week with the class after the holidays."

"I had a wee look at TV5 Monde and it looks fantastic. I will have a more detailed look this week and be in touch."

"Just to tell you that my S1, S2 and S3 classes loved all the activities about the Olympic games and in particular the goose game. I think they learned a lot and will definitely be watching the games this summer."

"Thank you for the opportunity on Friday, it was very useful in prompting ideas and developing current practices."

"Thank you so much for the fabulous resources."

Interested? Watch [this space](#) or [get in touch](#).

Charlotte Hyvernaud, Institut français d'Écosse

Languages beyond school

Senior Phase learners move forward with languages

This session, 'Moving forward with languages' took the format of two showcase conference events, bringing together senior phase language learners from 21 local authorities across Scotland.

Designed for Higher and Advanced Higher language learners, 'Moving forward with languages' gives young people the chance to gather advice and tips from university language faculties for their current courses while also offering them a taste of what it is like to study languages beyond school. Once an online workshop series, these sessions evolved this year into one in-person and one online conference, allowing schools to engage with one or both formats. The transformation was driven by a growing demand from our keenest senior phase linguists and the unwavering commitment of university language lecturers nationwide. Workshops were led by colleagues from the universities of Aberdeen, Dundee, Glasgow, Heriot-Watt, St Andrews, Stirling, and Strathclyde.

The in-person event kicked off the new session at the University of Strathclyde on 11 September. What a wonderful way to start the new session, with almost 200 Higher and Advanced Higher candidates attending from 27 schools, from Aberdeenshire to Dumfries. We were delighted to welcome Erin Duffy of St John Ogilvie High to open the day with her inspiring presentation, 'A language is for life', a sentiment we wholeheartedly share.

Mindful that online events can offer greater flexibility, the second event took place on 11 December via MS Teams. Our keynote speaker, Ross Noble, joined us live from Brussels, where he works as Head of Sector for Irish with the European Commission's interpreting team. Himself a former pupil of Arran High and Oban High, Ross shared his journey from rural Scotland via Heriot-Watt University to Brussels. By a lovely coincidence, Ross' former French teacher, Tania Robertson from Oban High, was in the audience with her

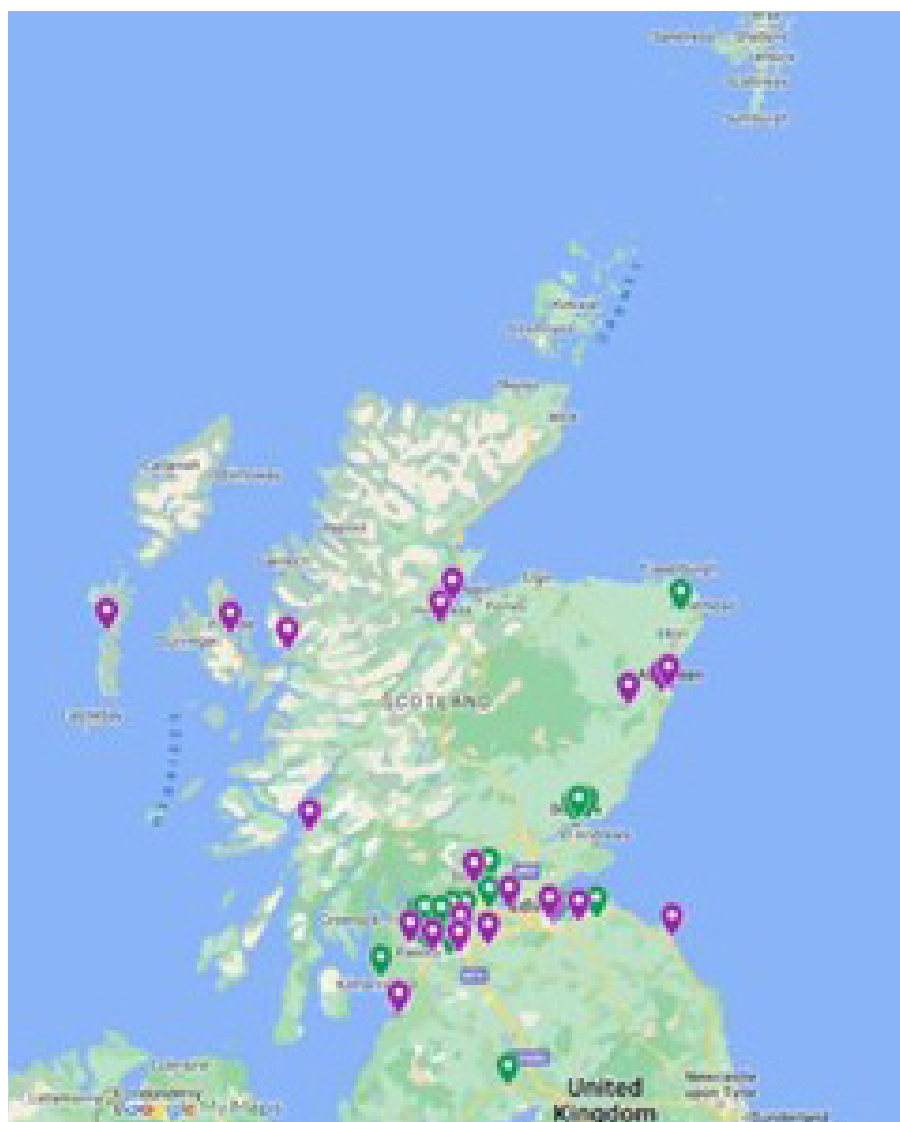
current class, too! You can [watch Ross' keynote speech](#) online.

We are already gearing up for the Moving forward with languages conferences in 2025-26! Registration details will be available on SCILT's [school/university liaison page](#) before the summer break and they will also be announced in SCILT's weekly e-bulletin. We can't wait to see you there!

Suzanne Ritchie, SCILT

**Green pins –
attended the in-
person conference**

**Purple pins –
attended the online
conference**



Job profile

Sarah, Intelligence Analyst Linguist

My name is Sarah and I currently work as an Intelligence Analyst Linguist in the Royal Air Force.

I joined up in 2018 after studying Spanish at University as I wanted to continue learning new languages in my career. I stumbled upon the job at a careers fair - I had no idea that there were linguists in the RAF!

What languages have you learned in your career?

After graduating from basic training, I attended an 18-month Arabic course. This is one of the three languages that the RAF teach you from scratch (Arabic, Russian or Farsi). This course included three weeks in Jordan where we got to explore the area and put our language skills into practice with the locals! I found the Arabic language fascinating to learn as it was so different to the romance languages I'd studied previously. Much of the language is influenced by religion, history and culture so learning the language helped me to expand my worldview and ignite an interest in the history of the Middle East.

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

My advice would be to learn in whatever way you most enjoy! For me personally, I love watching cheesy Spanish reality TV as it's easy to follow and you can learn more colloquial language. Try and surround yourself with music and podcasts in your chosen language and you'll be surprised how quickly you start to pick it up.

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

When travelling, I find that people are always impressed if you try to speak their language as it shows respect for their culture. Throw yourself in at the deep end and try your best! Don't be worried about embarrassing yourself as people are usually happy to help if you're struggling!

Tell us about your job role

After the language course, I started work in Lincolnshire. My job involved translating communications and assessing this data for any important information. I loved using my language skills on a daily basis, and I even had the opportunity to spend some time abroad using my language. The opportunity to travel whilst being paid is my favourite part of the job, as well as the camaraderie that comes with being in the military.

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

Expanding our cultural awareness is so important as it helps us to connect with people from different backgrounds and reduce our cultural prejudices. Learning language is key, as it can help bridge the gap and provoke conversations you wouldn't have had before.

During my Arabic course, we learnt a lot from our native teachers about the Arab world and its complex history, which opened our eyes to that part of the world.

What benefits do you think language skills bring?

It's always a great feeling when you can travel and communicate with locals in their native tongue. It really opens the door to making friends in different countries which can be amazing for future holiday destinations!

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

