

# **SCILT 1+2 Newsletter: December 2019**

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## Editorial

Dear colleagues

Welcome to the final newsletter of 2019. Looking back, this has been a pivotal year for the SCILT and CISS teams as we have made the move to our new location at The Ramshorn building in the heart of Glasgow's innovation district.

Together with our partners and stakeholders, we've wished a long and happy retirement to Dr Hannah Doughty and Janette Kelso and said adieu to Louise Whyte who has returned to her post in school after a very successful 23 month secondment. Similarly, Angela de Britos and Clare Mouat have moved to pastures new as teaching fellows in the school of education here at Strathclyde and Eòghan Stewart has taken up a post of development officer at Bòrd na Gàidhlig. We've now welcomed a brand new team of professional development officers who join with our existing colleagues, bringing a wide range of expertise and "straight from the classroom" skills and knowledge. Paul Hare will lead on school-FE/HE liaison, Karen Faulds on parental engagement, Lisa Hanna on heritage languages and support for Advanced Higher, Sheena Bell on learning for sustainability and Lynne Jones on our professional learning offer. Finally, Meryl James and Robert Burgess continue to lead on all things CISS.

With a new team we have started to develop some new strategic partnerships to enhance our established ones. The Qatar Foundation International and e-Sgoil are working with us to make the learning and teaching of Arabic a possibility in our primary and secondary schools next year. Keep Scotland Beautiful is collaborating with six Scottish schools and their partners in Tianjin to create Climate Ready Classrooms in both Scotland and China. Save the Children and Scotdec are collaborating with us on parental engagement and learning for sustainability and the National Museum of Scotland is about to launch new activities for youngsters that have been developed in collaboration with colleagues in the CISS team.

Furthermore, our development officers have set up several Professional Learning Partnerships (PLP) with groups of both primary and secondary schools. The focus for each depends on the learning needs of the participants themselves. In collaboration, SCILT steers the framework of each partnership, creating time and space for discussion and sharing, and brings in other national partners from our network who can enhance the learning experience with a rich variety of skills and ideas. The PLP experience enables practitioners to look carefully at aspects of their practice that they wish to change, empowers them through professional sharing and dialogue and helps them to share what they have learned with others.

If you or your colleagues are interested in developing a Professional Learning Partnership in your local authority, please [contact the SCILT team](#).

In the new year, our gaze will turn towards planning our support for the final implementation of Scotland's 1+2 policy. We will be looking at our professional learning offer and considering how best to meet the needs of schools and local authorities. We will reflect on the kind of activities and events that will provide the greatest benefit to our stakeholders. As ever, we wish to be agile and responsive to the demands of the profession, so please let us know how we can tailor our work so we can offer you a high-quality service that is of maximum benefit and represents best value. Your

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ideas and suggestions are invaluable to us and we look forward to engaging with you in the new term.

All that remains for me is to wish you a restful and peaceful Christmas break, full of all the good things that the festive season brings. Here's to 2020 and lang may yer lum reek!

A handwritten signature in black ink that reads "Fiona Mackay". The signature is written in a cursive, flowing style with a large initial 'F'.

**Fhiona Mackay, Director**

## News from SCILT

### Agency in action

**Author: Lynne Jones, SCILT**

In October 2019, SCILT and Education Scotland were delighted to award 'Professional Recognition: Leading learning in languages' to another group of teachers from the 1+2 Languages Leadership Programme (LLP) 2019-20, smashing the half-century barrier for the total number of delegates in receipt of the GTCS award.

One programme participant enthused: "The programme has given me confidence to take on new roles and apply for further leadership opportunities. It has been a great experience and I would highly recommend it to anyone who, like myself, has a passion for languages and a desire to develop and strengthen their skillset."

Impressively, since beginning their LLP journeys, members of this latest group have gone on to:

- join the committee of the Scottish Association for Language Teaching (SALT)
- be seconded to the SCILT Professional Development Team
- collaborate with a short life working group at the Confucius Institute for Scotland's Schools to develop a progression framework for L3 Mandarin
- embark on the Teacher Leadership Programme run by the Education Scotland's Professional Learning and Leadership Team

Now that is agency in action!

There is more on the horizon. Members of the most recent cohort have already registered for Recall Day in February, their next step towards Professional Recognition.

Come spring, registration for the 1+2 Languages Leadership Programme 2020-21 will open to all post-probationer teachers and teacher educators. Free to colleagues working in state education, encourage anybody you know who might be interested in this sector-leading professional learning opportunity to talk to their line-manager and pave the way for a successful application. Ensure they are signed up to the [SCILT weekly e-bulletin](#) to be the first to know when applications open.

Please direct questions you have about the 1+2 Languages Leadership Programme to [SCILT](#).

## **Discover the Arabic world – A unique experience for Scotland’s schools**

**Author: Lisa Hanna, SCILT**

An exciting new opportunity is on the horizon for schools to offer learning experiences in Arabic language and culture. SCILT, in collaboration with Qatar Foundation International and e-Sgoil is opening the door to the Arab world for Scotland’s learners with an innovative new project.

Two courses are being produced which will be available to Scottish schools later this academic session: one aimed at learners in the BGE, and one designed for secondary senior phase.

Courses will be created by a team of educators and native speakers, with language lessons delivered by a native speaker of Arabic. Classes will be live-streamed to participating schools, who will receive the support of a fully-trained classroom assistant (also a native Arabic speaker). The courses will give learners the chance to explore aspects of Arabic culture as well as providing a solid linguistic foundation for learning the world’s fifth most spoken language.

As well as teaching support, schools invited to participate in the pilot phase will also receive a small grant. This can provide schools with resources and experiences that enhance and support the language learning and promote a positive experience of Arabic culture.

Further information will be available at the start of 2020 – keep your eye on [SCILT’s weekly e-bulletin](#).

## French and Italian events in November

**Author: Dr Paul Hare, SCILT**

During the month of November, SCILT hosted two bilingual events that allowed audiences, including students from schools and universities, to listen to notable guests speaking in French and Italian, and to ask them questions.

On the evening of 4 November 2019, in an event organised in partnership with the Scottish Oral History Centre, a large audience at The Ramshorn had the privilege of listening to Madame Jacqueline Munro Lafon in conversation with SCILT Director Fhiona Mackay and Cédric Moreau of the School of Humanities and Social Sciences at the University of Strathclyde. Born in 1921, Jacqueline moved seamlessly between French and English as she enthralled those present with first-hand accounts of her childhood between the wars in the Latin Quarter of Paris, of her years as an activist while studying journalism at university and of the Nazi Occupation and subsequent Liberation of the city by Allied forces. Equally fascinating were Jacqueline's memories of working with and repatriating recently freed prisoners in Germany in 1945, and of her move to England later that same year with her new husband, a Glasgow-born major in the British Army.

You can watch the [full interview on our YouTube channel](#). It will be of particular interest to students of Advanced Higher French.

On 28 November 2019, meanwhile, the distinguished Italian journalist, broadcaster and filmmaker Caterina Borelli was in The Ramshorn to present 'The house he built'. The film is a tribute to her 97-year-old father, Sergio Borelli, a journalist, intellectual and pioneer of television news. It takes viewers on a remarkable journey through a labyrinth of books, photographs and memorabilia from a long career that saw him cover major events across the world. Following the screening of the film, Professor David Murphy of the School of Humanities and Social Sciences at the University of Strathclyde led a fascinating conversation with Caterina, who provided further insights, in both English and Italian, into her father's life, their extraordinary family home and the making of the film.

For advance information on future events at SCILT, keep an eye on [our weekly bulletin](#).



## Generation Global project update: Phase one complete

**Author: Dr Paul Hare, SCILT**

“Generation global: Multilingualism and intercultural skills for a dual-competency workforce of the future” is a three-year Erasmus+ project, coordinated by SCILT on behalf of the Wider Engagement Network, and in partnership with the national centres for languages in Denmark and Norway. The first phase drew to a close on 2 October 2019, when SCILT hosted an event named “Make Languages Your Business”, which saw representatives from education, government, business and industry come together to discuss the successes and challenges of developing language and intercultural skills in the workforce.

Following invigorating presentations, panel discussions and round-table conversations, the event concluded with the launch of a toolkit, hosted on the SCILT website. This accessible resource has been designed to assist businesses of all sizes to engage with the themes of the project. The first section provides useful links and advice on how organisations can access available support to grow their international portfolios, while the second section lists a range of providers of courses for the development of linguistic and intercultural skills for their staff. In addition, users of the toolkit can access top tips for enhancing performance in these areas, and enjoy a series of videos in which high-profile professionals tell success stories relating to multilingualism and intercultural skills in their respective sectors. Lastly, a section on key reading provides links to relevant academic articles and official reports.

With similar events taking place in Denmark and Norway to conclude the first year, the focus for the second stage of the project, in 2019-20, is now shifting from business and industry to careers advisers, policy makers, school leaders, curricula writers and staff in colleges and universities. It is anticipated that associated partners from this group will contribute to the creation of a framework, based on demand from business and industry, which will result in increased language and intercultural skills within Scotland’s workforce of the future.

The toolkit can be accessed [on the SCILT website](#).





## Scottish Languages Employability Award

**Author: Sarah Macfarlane, SCILT**

Schools and businesses across Scotland can now receive recognition for successful partnership working in promoting languages as a key skill for employment.

The Scottish Languages Employability Award, developed by SCILT, in partnership with Bòrd na Gàidhlig, encourages innovation and creativity in the promotion of language skills through meaningful engagement between employers and schools.

The Award is available at three levels: Gold, Silver and Bronze. A toolkit has been developed to support schools in achieving the Award, available in Gaelic and English through support from the Gaelic Language Act Implementation Fund.

**There are two deadlines every year for applications for an Award. The next deadlines for submissions are:**

- **Friday 17 January 2020**
- **Friday 15 May 2020**

The Award was launched at a ceremony on 1 November 2019. Three Awards were presented to schools whose links with employers have demonstrated to learners how languages can be used in the world of work:

The “Chinese Tuesdays” project, centred at Braehead Primary in Stirling, saw seven primaries in the Stirling Learning Community come together in a multi-disciplinary project involving media, cookery, art and drama. This exciting collaboration was awarded Gold.

Bishopbriggs Academy submitted a wide range of projects from across the school: language-promotional events, Gaelic film projects and German science projects. Using the toolkit to capture the school’s innovation allowed Bishopbriggs to become the first secondary in Scotland to gain a Gold Award.

St Mary’s Primary in Bannockburn linked with local historic attraction Bannockburn House in a project that saw pupils work with staff from Bannockburn House to create a range of resources in French for tour guides to use with French-speaking visitors. The project was awarded a Silver Award.

Staff and pupils from these schools attended the ceremony to collect their Awards.

The [toolkit for applying for the Scottish Languages Employability Award](#) is available to download from the SCILT website together with Case Studies from the successful pilot schools.

## News from our partners

### Education Scotland update

**Author: Shona Hugh, Education Scotland**

#### **Education Scotland: Update on 1+2 policy and the delivery of L3 in the secondary context**

Following feedback from schools and practitioners, the guidance around the parameters of delivery of L3 in the secondary context has now been updated. All aspects of the policy can be found on the [National Improvement Hub](#) and full details on the update can be found [here](#). Please share with your colleagues.

#### **Education Scotland: Regional working**

Education Scotland is now operating using a model based on the Regional Improvement Collaborative (RIC) format. However, the Modern Languages team continues to support teachers across the country with input tailored to requests from the RICs, local authorities and schools. Since August, the team has travelled from the Western Isles to East Lothian and from Highland to the Scottish Borders. Please contact [Shona Hugh](#) for further information.

#### **Support for the 1+2 approach to language learning: Progression**

The second suite of resources to support the delivery of Scotland's languages policy on progression from second to third level is now available on the [National Improvement hub](#). This resource is made up of a presentation for teachers, advice on learning and teaching with linked pupil activities and generic progression frameworks for second to third and third to fourth level. This resource complements the first to second level materials published earlier this year. For further information on the materials and how they can be used to deliver professional learning, please contact [Shona Hugh](#).

#### **Education Scotland and SCILT: Partnership working**

The Education Scotland Modern Languages team are working in partnership with the development officers at SCILT to deliver professional learning on 'Assessment and moderation in the BGE'. The first workshops were delivered to colleagues in Perth and Kinross.

Further information on the SCILT Professional Learning offer is available [on the SCILT website](#).

## Update from LFEE

**Author: Richard Tallaron, LFEE Europe/PowerLanguage**

This autumn, LFEE Europe continued to run Primary Language Learning training around the country, with methodology, language upskilling and resources for the class at the heart of our programmes. The formats varied, from online sessions to face-to-face or a combination of both. Please [contact us](#) if your school or local authority is interested in training.

We ran our usual immersion courses in France and Spain in October, taking teachers to Paris, Montpellier, Cannes, Malaga and Santiago de Compostela! These courses are funded under the Erasmus+ programme and have been accredited by GTCS. We are hoping for a new round of Erasmus+ applications next year, with a deadline of 5 February 2020. Please [get in touch](#) if you would like to apply.

We also lead a new training programme in partnership with two French local authorities: l'Académie de Nice and l'Académie d'Aix-Marseille. For this, we received massive support from Glasgow City Council, which managed to organise school visits across the city. The week culminated in a civic reception hosted by the Lord Provost in the City Chambers. Merci Glasgow!

Finally, a big thank you to the Pan Tayside team who helped us organise shadow visits for Spanish and French teachers and managers. Schools across the three local authorities volunteered to host our French and Spanish colleagues, and many of them decided to start a partnership with their European counterparts!

Please [contact us](#) for any further information or [visit the LFEE website](#).



## Events calendar

See SCILT's [events calendar](#) for full details.

### Teach Languages 2020

**Venue:** London

[Visit website](#)

**Event Date:** 08/02/2020 09:00 - 15:30

The theme for this year's Linguascope conference will be "Listen Up!" - focusing on developing listening skills. A day pass gives you access to any sessions as well as to the exhibition area. It also includes your delegate pack, refreshments and lunch. Speakers include Steve Smith, Martine Pillette, Jennifer Wozniak, and Sylvie Bartlett-Rawlings. Visit the website to download the full programme and to book your place.

### Pop-up world of languages – the first UK pop-up museum of languages!

**Venue:** Various

[Visit website](#)

**Event Date:** 19/10/2019 - 14/03/2020

Discover the weird and wonderful world of languages!

The UK has a museum for dog collars and lawn mowers, but not for languages. MEITS has launched the Pop-Up World of Languages to fill this gap. Take a journey through the three zones:

- Languages and me
- Languages around me
- Languages in the world

Uncover the hidden treasures of languages through family-friendly, hands-on activities and games.

Events are taking place in Cambridge, Belfast, Edinburgh, Nottingham and London. Visit the website for more information and the full schedule of dates.

## Local authority update

**Thank you to the following local authorities for sharing how they are implementing the 1+2 Approach to language learning.**

### **123 oui! ¡123 sí!**

**Author: Angela Noble, North Ayrshire**

The North Ayrshire 1+2 and Family Learning teams partnered with early years staff to deliver a six-week French project called '1, 2, 3 Oui' in Lawthorn Primary's Early Years Centre in Irvine. A parallel course in Spanish was delivered at Springvale Early Years Centre in Saltcoats. The aim was to give families language learning opportunities early on, at the same time promoting the importance of languages for life. We adapted well-known songs, rhymes and games and Makaton signing was used as a mnemonic for the French/Spanish word. Intergenerational learning was encouraged both at school and at home, and popular story books were used to engage learners.

In order to promote the programme and incite enthusiasm for participation, families were given information via Twitter, as well as an information slip with dates and a tear off slip for intended attendance.

For six weeks, families were invited to learn French/Spanish with their children in an early years setting (both indoors and out) every Friday morning, for one hour at the beginning of the day. The images show children using 'Here we go round the Mulberry Bush' to learn vocabulary for daily routines e.g. lavez les mains. You can also see the children building the Eiffel Tower, practising numbers.

Before each session, parents and carers enjoyed coffee, pastries and a chat with the 1+2, Family Learning and Teaching staff.

Feedback was very positive:

- Delighted to watch my three-year-old on holiday in France ordering a 'pain au chocolat' in French and turning to me and saying, 'It worked!'
- I love learning some French. Have forgotten a lot since school.
- I think languages are important for everyone!
- Fun class again! Lots of ideas and activities to do at home too. Merci!

Lawthorn Early Years Centre will run the programme independently in the new year with another set of families. Bravo tout le monde!

## **Aberdeen University Language Ambassadors' visits to Aberdeen City secondary schools**

**Author: Marie-Claire Lyon, Aberdeen**

During the autumn term, University of Aberdeen language student visits to secondary schools are underway.

The mainly third year students give a presentation to secondary pupils following their year abroad. They address S2, S3 as well as senior pupils and share the benefits of learning languages and discovering other cultures.

They engage pupils in debate exploring the use of language in daily life, leisure and working environment.

The participating schools have given positive feedback and noticed increased pupil motivation.



## Aberdeenshire in-service event

**Author: Sylvia Georgin, Aberdeenshire**

Around 100 primary and secondary teachers attended a 'Making languages relevant' event in Meldrum Academy at the beginning of November 2019. The day started with a keynote from Laurence Findlay followed by a discussion panel with representatives from Education Scotland and University of Aberdeen languages and IT departments. The panel discussed the themes of motivation and engagement, partnership working, transition, employability, sustainability and innovation.

This was well-received and was followed by a session on 'Transition to support language learning'. Participants then chose from an array of workshops including 'Promoting target language use' by Dr Colin Christie, 'Power Language Schools primary and secondary resources', 'Getting started and making progress in L3', 'Progression from first to second level', 'Moderation in BGE' and 'Increasing engagement in the senior phase' from Education Scotland, as well as sessions on Scots and Mandarin. Professor Ed Welch led a workshop on 'Preparing senior phase learners for further language study' and there was a session by Meldrum Academy staff on using Teams and OneNote in the Modern Languages classroom.

Here are some comments we received as feedback:

- I found this day to be unbelievably valuable. It was reassuring to speak with secondary colleagues to discuss issues around progression and transition. Also nice to hear that what we are doing is along the right lines.
- Enjoyed the panel event. Always good to network.
- Interesting to find out where resources can be found and about expectations for L3.
- The workshops I attended were both useful and informative with up-to-date information on progression and links to the National Improvement Hub. Fresh ideas for listening/talking activities.
- Really fun and helpful. Met with academy colleagues and this has given a new link which will result in better transition.

The feedback indicated that languages and engagement with this policy is in a positive place in Aberdeenshire and there is a very keen appetite for more events like this!



## Clackmannanshire update

**Author: Rona Grant, Clackmannanshire**

Clackmannanshire may be a small authority but our outlook is very much focused on opening doors into other cultures for our pupils – the world is bigger than our wee county! There is a lot of work going on in the authority to progress the implementation of 1+2 and the roll out has seen some exciting approaches, all of which are based on collaboration.

S3 Language Leaders at Alva Academy are enjoying the opportunity to work with each of the P7 classes in the school cluster as part of their extended induction programme. We felt this was an excellent opportunity to highlight the importance of languages and develop our young workforce. The S3 pupils teach taster lessons in both German and Spanish, and their creative lessons are overseen by their languages teachers.

As with everything we are striving to do in Clackmannanshire, the focus is on collaboration, creativity and harnessing digital solutions. Lessons take cognisance of previous learning, use fun interactive activities to engage the P7s, as well as using iPads for some quick games to check on the learning that has taken place. Really quite impressive lessons planned by our S3! It is heartening to see P7 pupils so engaged and excited by Modern Languages; they are keen to take part, as well as recognise and discuss the importance of languages in their lives.

Like many authorities, we have seen great results when Modern Language specialists help out in primaries, but this is understandably time onerous. In order to maximise the collaboration we are now planning to use a digital solution – Google Hangouts. We can't wait to start this and already have some enthusiastic S3s ready to link up with primary classes via Hangouts. This will allow meaningful collaboration without the hassle of travelling. It will allow older pupils to consolidate their learning and pass on their enthusiasm for languages to younger pupils, and we're hoping it will capture the imagination of primary pupils and motivate them to learn.

Stay tuned for how this progresses...





## **Cumbernauld Academy goes to Osaka!**

**Author: Anne Muir, Cumbernauld Academy**

Having returned home and overcome jetlag, we can now reflect on what can only be described as a once in a lifetime experience. The Sasakawa Foundation chose Cumbernauld Academy to take part in their Japan Education Study Tour (JEST) 2019, and to experience a very different language and culture.

We set off during the October week. Two flights and almost 20 hours later, 15 extremely tired staff and students from Cumbernauld Academy arrived in Japan. Following a night in a hotel, we were introduced to our homestay families, who had agreed to provide an authentic Japanese experience.

Everyone was expected to travel independently from their homestay to central Osaka each morning to meet up. The stress levels on the first day were very high indeed, but everyone managed without getting lost. We then went to visit an old people's home in Dowaen – one of a vast number in Japan. It was inspirational to see how Japanese culture views the elderly with enormous respect.

At Kiyomizudera in Kyoto there was the opportunity for us to experience one of the oldest and most sacred Shinto sites in Japan, with a special visit to the shrine of the divine presence normally reserved for the imperial family. What an honour that was!

With earthquakes and tsunamis becoming more common in Japan and the link with climate change being discussed globally, the visit to the 'Life learning centre' in Osaka was very topical. The earthquake simulator was a highlight. We also had the chance to make and eat a Japanese meal, in a restaurant where the ingredients are cooked by the guests at traditional, low tables. Staff and students tried their very best to understand and respect local traditions, which was appreciated by the Japanese hosts.

The Hiroshima Peace Park and the museum provided a deeply reflective experience: the history of the city and the horrors of the atomic bomb leave lasting marks on the souls of the visitors. Having the opportunity to interview an A-bomb survivor was, without question, a privilege appreciated by everyone. They reached out to the group in our own language, and the power of multilingualism meant we could engage directly with the survivor.

From the enormity of that experience, the party moved onto Sakuya Konohana High School where we were welcomed by a brass band. Gifts were exchanged, with the Scots presenting a silver Quaich of friendship. That night the students stayed with 'school buddies' and left Japanese culture behind to eat in KFC and McDonald's.

The farewell party on the Friday brought together staff, students, homestay families and school buddy families. It was evident that deep, meaningful bonds had been established though a culturally challenging set of shared experiences. It was difficult to say goodbye. Perhaps it is merely *à bientôt* rather than *adieu*?

It has been such a privilege for the students and staff of Cumbernauld Academy to have been selected for this life changing opportunity and to be involved with the Sasakawa Foundation.

## Languages and intergenerational learning

**Author: Karen Faulds, SCILT**

Languages at Braehead Primary in Stirling are an integral and important part of the school's identity and this year the school has linked up with North Parish Church in Stirling to promote language learning in the local community. This intergenerational language learning project began in September and has gone from strength to strength in a short space of time. The main idea of the project is to promote the cognitive benefits of language learning at any age including the many advantages of intergenerational learning and partnerships.

The project involves a small group of P7 pupils from Braehead Primary and local senior citizens coming together every second Tuesday to learn French in a fun and active way. The Funky French Club, which was named by the pupils, allows language learning to take place for all and provides many opportunities for interaction between participants both old and young. This type of community learning activity promotes and develops key skills and attributes such as responsibility, collaboration and citizenship in the young people and provides them with a greater sense of social awareness and understanding.

The 'grown-ups', as the adults like to be known, really look forward to the club for a variety of reasons. For some participants, engaging with the language brings back the French they did at school. For others, they enjoy participating in various activities with the youngsters, in particular the '5-a-day fitness en français!' They have advised me that any kind of movement is a good thing! The 'grown-ups' believe it is good for the children to work with older people and they state that, particularly around language learning, the sessions are a confidence builder for all.

The children are enthusiastic participants and look forward to the club. Isla P has said, "I think the Funky French Club is very fun and cool because I get to share my French skills." Sophia has added to this by saying, "I think Funky French Club is fun and I think it's good because you get to know the elderly people better (I also like the cookies!)" Throughout the sessions, the pupils have been building positive and respectful relationships with the 'grown-ups' and value the learning sessions they have together. Jessica L has commented, "I enjoy the Funky French Club because we get to share our French learning with others", and Isla CM has said, "I like the Funky French Club because we are helping the elderly learn".

Scott McInnes, the minister at North Parish Church, has welcomed the project being held in the church hall and has been instrumental in promoting it within the local community. He says, "It's been great to see different generations learning together and having great fun doing so."

Overall, the Funky French Club provides a positive experience for all in terms of language learning, social interaction and intergenerational learning.

## Support for Higher French in North Lanarkshire

**Author: Robert Dalzell, North Lanarkshire Council**



Following the success of the Higher French support offered to pupils in North Lanarkshire during session 2018-19, we continue to work with the Alliance Française in delivering a similar programme in 2019-20. Some 15 schools in North Lanarkshire offer Higher French and the pupils have been supported in preparing for Higher with three visits from Alliance Française tutors, who provide a full immersion experience. Pupils work on developing all four skills in a supportive and immersive atmosphere. Pupils report surprise at how much they actually understand and how the immersion experience not only prepares them for aspects of the Higher examination but also gives their confidence in the language a tremendous boost.

Isabel Allan from St Margaret's High said: "The Alliance Française in Glasgow has been an invaluable resource to our Higher French pupils here in St Margaret's this term. Our pupils benefited greatly from the programme of tutor visits to our Higher French class in November. Véronique from the Alliance came out to visit on three consecutive Fridays in November. This was a fabulous opportunity for our students to make contact with a native French speaker. Véronique is an excellent tutor: professional but very approachable; her teaching style is highly conducive to language learning. She also brought with her a practical, authentic flavour of French life and culture into our classroom, which was truly inspirational to our Higher students. Staff and students here at St Margaret's very much look forward to continuing our valuable relationship with the Alliance Française in order to further enhance our French learners' experiences in the future!"

Should you wish to find out more please [contact Nathalie Korkmaz](#) at the Alliance Française.

## TELT in Aberdeenshire

**Author: Sylvia Georgin, Aberdeenshire**

Wendy Craig and Aimee Bainbridge work at Newtonhill Primary in Aberdeenshire. They share their experiences of taking part in the SCILT/Open University [TELT programme – TEachers Learning to Teach languages](#). TELT aims to increase and improve language provision in primary schools. Teachers learn a new language and, at the same time, the skills to teach that language in the classroom. Having completed the first part of the TELT pilot Level 1 course, Wendy and Aimee are both progressing to part 2 this year.

### Why did you choose to take part in TELT?

**Wendy:** As Depute Head Teacher of a large primary and a lover of languages, I volunteered to introduce and develop the 1+2 policy across our school. When our local authority told us about the opportunity to take part in the TELT pilot, we jumped at it. It was a fantastic way to start building confidence in the delivery of language teaching, and to start developing a pocket of expertise and enthusiasm within our staff, which could be accessed by other teachers. I was excited to develop my beginner's Spanish and the course structure was easy to dip in and out of at times which suited me. I liked the idea of having other teachers across the country to work with and share good practice.

### What's been your highlight of TELT?

**Aimee:** The reassurance from tutors and fellow course learners that we are all learning and it's OK to be honest with the pupils – making it a lot easier and more fun. My pupils reflected with me about which approaches worked best and why ... they remind me and teach me and it's great! You also share your experiences and reflections with course colleagues and learn from theirs. I got heaps of great lessons, ideas and feedback from my course tutors and colleagues, which I continue to use and learn from.

### How have your pupils reacted to language learning?

**Wendy:** Pupils' achievements in Spanish, and now in French as our L3, have been notable, and attainment is above average. Parents in all year groups have commented on how impressed they are, that they love the learning and teaching strategies being used in school, and have really got behind activities and events we have run for the wider school community.

**Aimee:** Our pupils are incredibly enthusiastic about learning Spanish and increasingly confident and capable. The wide variety of teaching ideas, activities and strategies gained from TELT have really enlivened and emboldened our language learning.

### What's next for language learning in your school?

**Wendy:** Across the school, we are focusing more this year on CLIL approaches now our grammar, vocabulary and pronunciation are a bit better. I'm looking forward to trying Spanish and technology lessons on my P7s! We previously ran two successful Erasmus projects in conjunction with TELT, enabling me and several other staff to attend Spanish immersion courses, and we hope to find alternative ways to fund these in future. We also hope to establish a Spanish Coffee Club, where our

trained teachers can advise and support other teachers' flexibility and confidence in language learning and teaching.

**Aimee:** This year I will be teaching PE two days a week. My plan is to do as much of it as possible in Spanish! Spanish will continue to be part of assemblies, nativities, Glee Club, daily routines and greetings. We would like to continue to involve our wider community through cafés, International Day events and more.

Read the full article on the [Open University website](#).



## **Translanguaging: All the world is our stage**

**Author: Christina Gemmill, Inverclyde**

The multilingual realities of pupils are not always recognised in the school context and “All the world is our stage” sought to combat this by raising awareness about multilingualism through the performing arts. To that end, translanguaging – understood as the “ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah 2011:401) – fitted like a glove!

Winhill Primary currently offers Gaelic and French and hosts a Gaelic Medium Education (GME) unit. At the start of the project, Eneida García Villanueva, researcher and Chartered Linguist, introduced translanguaging to staff and shared the suite of classroom activities designed to support its implementation. Through these activities, pupils were empowered to use their full linguistic repertoire, and some pupils revealed for the first time that they were part of a multilingual household. Materials with teacher’s guide are available on Figshare.

Thirty-six pupils signed up for the next stage and, for the next month, worked independently as three groups composed of 12 pupils each, supported by actress-singer Rebecca Cameron and four rotating teachers. The two younger groups (ages 5–9) were to perform a song while the older group (ages 8–12) was tasked with writing and performing a play.

Pupils from lower primary put forward their ideas for songs and we all voted on them. With upper primary’s play planning, pupils took full ownership and the project developed in a natural and spontaneous manner. Parental engagement was crucial, and parents provided phonetic written versions and audio recordings of songs and lines to be performed in other languages.

Through the project, language learning and teaching were supported. Everyone worked on their French as a team since everyone is learning it, and we were lucky to have GME pupils and teachers supporting us with Gaelic transcriptions and audio recordings.

Around 300 children attended the performance in the school, together with parents, 1+2 language coordinators, pupils and teachers. The performance was rated very highly.

Following this, we performed in Glasgow where 100 pupils from three local schools, representatives from Education Scotland, the European Commission and the British Council in Scotland, primary teachers, EAL teachers, Head Teachers, several Principal Teachers from secondary schools, postgraduate researchers and academics all came to see the show. Audience feedback was excellent and the performance generated a lot of interest in the project.

We will be performing in front of MSPs at the Scottish Parliament in late 2019.

Read the full article on the [Creative Multilingualism blog](#).

## West Lothian transition event

**Author: Zoe Gordon, West Lothian**

On Friday 4 October 2019, Linlithgow Academy prepared and hosted the first 1+2 P7/S1 transition event in the Linlithgow cluster. After months of planning and organisation, Linlithgow Academy welcomed 38 P7 children from seven of their cluster feeder primary schools.

The transition morning was organised by the Modern Languages Department at Linlithgow Academy, led by Elizabeth Knox. Primary and secondary staff, as well as S6 Language Ambassadors from Linlithgow Academy, all supported the event. The P7 children were split into teams and mixed with current S1 pupils for a morning to celebrate languages. This included a French breakfast, a languages/flag/general knowledge quiz, a French treasure hunt and a trophy presentation at the end.

The children and adults alike said the morning was “magnifique!” with lots of opportunities to chat to pupils from other schools and meet their future French/Spanish teachers. The children particularly enjoyed the French treasure hunt where they had to use prior knowledge and dictionaries to translate objects, then find them and take a photo with an iPad.

The event was so successful that we hope to make it part of our annual programme of transition events.



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