

SCILT 1+2 Newsletter:

June 2017

Contents

News from SCILT	4
1+2 FAQs for practitioners: Revised and refreshed.....	4
1+2 national events.....	5
Research supporting the implementation of the 1+2 Approach	6
News from our partners.....	7
Education Scotland update on benchmarks	7
LFEE Europe and Le Français en Ecosse updates	8
Professional learning opportunities from Institut français d'Ecosse	10
Scottish Government: Update on Strategic Implementation Group	11
Events calendar.....	12
Workshop: Languages in the primary classroom.....	12
Cross-curricular language learning: Increasing motivation, confidence and attainment.....	12
Celtic Knot Conference 2017	12
Local authority update	13
1+2 Language Awards ceremony in North Lanarkshire	13
Aberdeen primary schools promote and celebrate L2 French	14
Aberdeenshire update	16
Celebrating 25 years of Gaelic medium education in Aberdeen	17
Chinese in Carnoustie	18
Family learning in Fife	19
French storytelling in Midlothian.....	20
North Ayrshire.....	21
Professional learning in West Lothian: Raising the profile of 1+2	24
Contact us	25

Editorial

Dear colleagues

As we draw near to the end of session 2016/17, we should reflect on how far we have come as a community since the launch of Language Learning in Scotland: A 1+2 approach. When we consider the amount of professional learning that teachers have embraced in order to realise the recommendations of the policy, we can only be impressed by their commitment to ensuring positive outcomes for their learners. Furthermore, the cross-sector collaboration across Scotland is very evident and has attracted attention from across the UK and beyond.

However, as we enter the final stages of the implementation period, there remains much crucial work to be done to firmly embed language learning in the Scottish curriculum. The SCILT team is considering the best ways for us to offer professional learning opportunities that will have maximum impact on children and young people. Train the Trainer has been redesigned and relaunched as The 1+2 Languages Leadership Programme with a much closer focus on developing leadership skills so that key people in local authorities are empowered to become powerful advocates for language learning. Building on the 1+2 events held in partnership with Education Scotland in June 2017, SCILT will be offering a suite of follow-up professional learning activities across the seven inter-authority areas throughout session 2017/18. Amongst other things, they will give practitioners the time and space to discuss best ways of ensuring that the secondary curriculum builds on the prior learning achieved in primary and will encourage reflection on ways to promote transition into the senior phase and beyond. We will be in touch with development officers to get their advice and guidance about how best to meet the needs of teachers in their local contexts.

SCILT will shortly send out a call for stakeholders and partners to become SCILT Associates. This will give us a network of key people working in schools, local authorities, colleges, universities and wider society on whom we can call to share their learning, practice and expertise. If you think you might want to consider joining us as an associate, then please keep your eyes on the e-bulletin.

Finally, if you'd like to learn more about the activities of SCILT, the annual report for session 2016/17 and the strategic plan for 2017/18 are about to be published on our website. Any comments or suggestions are always gratefully received.

All that remains now is for me to wish you a very pleasant summer. The SCILT team and I look forward to working with you in session 2017/18.

Fhiona Mackay, Director

News from SCILT

1+2 FAQs for practitioners: Revised and refreshed

Author: Lynne Jones, SCILT

Following a wide-ranging consultation with the profession earlier this academic session, our 1+2 FAQs for practitioners have been updated and uploaded to the [SCILT website](#). Sincere thanks go to all the primary and secondary teachers who took the time to participate in our survey.

Once the survey closed, we categorised all the questions, pulling all those with similar themes together. The answers offer responses to the most common queries that arose. Some of the questions we received focused on operational concerns such as teacher shortages or local funding. As such, local authority representatives might reasonably expect to field questions about these issues from teachers and school managers in the future.

If you have any further questions about the 1+2 Approach, please contact the [SCILT team](#).

1+2 national events

Author: Janette Kelso and Julie-Anne Mackenzie, SCILT

SCILT, in conjunction with Education Scotland, Scottish Government, the GTCS and ADES, is holding eight national events across the country, focusing on the implementation of the 1+2 Approach. The events take place in the regional areas designated by the Scottish Government as improvement partnerships, with an additional event in the Northern Alliance region.

The aim of the conferences is to discuss the requirements of the 1+2 Approach, where it sits in the context of current policy developments and to highlight the importance of language learning to all learners. Head teachers or depute head teachers with responsibility for timetabling are invited to attend, along with principal teachers and faculty leaders of modern languages.

The first of these events took place in Aberdeen on Wednesday 24 May 2017 in the Town and County Hall. Delegates were given an overview of the rationale of the 1+2 Approach and how it is being implemented nationally. This was followed by a presentation and discussion on the implications of the policy for the learning and teaching of languages in the broad general education.

The afternoon session was launched by a very informative talk from Andy Bing of Loch Duart Salmon on the importance of languages in a business context. Loch Duart, who have operations in Montrose, Sutherland, Uist and France, have linked with local schools to give a real life context to language learning and to try to ensure that local young people are leaving school with the skills that businesses need.

SCILT then shared the findings from a number of recent case studies focusing on timetabling, providing examples of curricular maps for delegates to discuss.

Delegates have been given practical suggestions for solving complex issues and collegiate time to discuss their plans. Initial feedback has been very positive.

The remaining events in Inverness, Dundee, Edinburgh, Irvine, Glasgow, Stirling and Coatbridge have been taking place throughout June.

Research supporting the implementation of the 1+2 Approach

Author: Hannah Doughty, SCILT

Scottish Languages Review and Digest #32 (Summer 2017) – out now!



This edition really is a must-read! The incidental theme emerging from all five contributions is 'transformation'. From the school sector, Sara Davidson and Essi d'Almeida write about their respective efforts to combat negative attitudes to languages – with startlingly different results. Turning to the university sector, Angela Gayton outlines the aims and plans of the very aptly named MEITS (Multilingualism: Empowering

Individuals Transforming Societies) research project. Johanna Watzinger-Tharp and Jamie Leite on the other hand tell us about the way in which the dual-language immersion approach has already started to turn around monolingual mind-sets in the state of Utah, U.S. Finally, we hear from a group of undergraduate students of German at the University of Edinburgh and their work with refugees during a three-week placement in Bad Kreuznach, Germany – and the transformation they themselves underwent in the process.

Also in this issue:

- Selected publications*: Abstracts and links to recent languages-related publications
- Selected articles**: Links to free-to-download articles from other language journals
- Selected events: Upcoming national and international language events up to Spring 2018

[Access issue 32](#)

Call for papers for our Winter Edition

We are interested in submissions that consider any aspects of language learning/teaching or language policy, in Scotland or in other parts of the world. **The Scottish Languages Review is read by linguists as well as educational stakeholders across the country and beyond, so your article can really have impact!** If you want your paper to be considered for the next edition, please contact the editor [Hannah Doughty](#).

*Hot Tip 1 (Selected publications): The Alberta Teachers Association has produced a useful compilation of recent research summaries on the different ways in which studying an additional language affects the learner.

**Hot Tip 2 (Selected articles): Have a look at the articles of the new Language, Society and Policy journal. This journal aims to connect research in linguistics and languages with policy and the public.

News from our partners

Education Scotland update on benchmarks

Author: Louise Glen, Education Scotland

The [benchmarks](#) for modern languages were developed to provide clarity on the national standards expected at each curriculum level. They set out clear lines of progression from first to fourth levels. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Benchmarks are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners should be given time to engage in professional discussion to become familiar with the benchmarks and start to use them in line with their school improvement plans.

Benchmarks for Classical Languages will be published before the end of the current school session.

LFEE Europe and Le Français en Ecosse updates

Author: Richard Tallaron, LFEE Europe

Chers collègues,

Is this the end of the school year? Incroyable comme le temps passe!

And a busy 2016-17 it has been...

Our French, Spanish and German tutors have been running the Primary Language Learning (PLL) programme this year for Fife, South Lanarkshire and East Lothian Councils and over 500 teachers have been trained!

Many practitioners have signed up for one of LFEE Europe's 2017-2018 Spanish and French Immersion Courses, with Erasmus+ results announced. If your school has applied for Erasmus+ funding but you have not yet booked a place on one of our courses, now is the time to contact us.

You might already know that our training programmes in France and Spain have been accredited by the GTCS. More and more teachers from Scotland are deciding to document their learning journey in order to get professional recognition: from before attending the course to their experience abroad and the impact on their learning, teaching and leadership after the course. I have been privileged to attend all these presentations and it has been incredibly inspiring and humbling! Well done to everyone!

Coming up next year

Following on from the success of our 'Languages and literacy/numeracy' workshops, we are preparing our training sessions for schools and local authorities for next year: 'Languages and STEM', 'Languages and health and well-being', and 'Languages as part of closing the attainment gap'.

On-line: We are currently piloting a newly developed online course entitled 'French for families', in partnership with Fife Council. Nine primary schools are taking part, with over 1000 P3, P4 and P5 pupils and their families registered! We will publish the results of this pilot at the end of the summer. If successful, the project would allow schools to engage with their parents and wider community, hopefully a step in the direction of reducing the attainment gap, promoting languages, developing literacy and much more!



Our second recent project is linked to L3 and Chinese. We are piloting six lessons in two primary schools in Angus Council. In the first school, the lessons are delivered by the classroom teacher who is learning Chinese along with the pupils. In the second school, it is delivered by a visiting specialist.

You can watch some videos of the launch of 'French fun for families in Fife' at the Alhambra theatre in Dunfermline AND the launch of our Chinese course on our [YouTube channel](#).

For further information about LFEE Europe activities, please [visit our website](#) or for any queries please [email Ros](#).

Professional learning opportunities from Institut français d'Ecosse

Author: Thomas Chaurin, Institut français d'Ecosse

Institut français d'Ecosse is launching a new intensive course which will be of interest to teachers.

This 15 hour course will take place over three days from 8 to 10 August 2017, from 10am to 1pm and 2pm to 4pm. Five levels are on offer:

- Complete beginners
- Beginning of A2
- A2+
- B1+
- B2+

GTCS registered teachers benefit from the concession fee of £105 for this 15 hour intensive course.

Institut français d'Ecosse also offers semi-intensive evening classes, revision classes and workshops.

[Full information on summer classes](#) is now online, or [email Thomas Chaurin](#) for further information.

Scottish Government: Update on Strategic Implementation Group

Author: Toria Fraser, Scottish Government

The Strategic Implementation Group (SIG) was established in 2013 to develop an engagement strategy and oversee delivery of the 1+2 policy commitment.

The SIG met 16 May 2017 in Stirling. At this meeting, Laurence Findlay replaced Bruce Robertson as Co-Chair of the group, representing ADES. The other Co-Chair is Louise Glen of Education Scotland.

More information on the work of the group is available on the [Scottish Government website](#).

Events calendar

A listing of events of interest to those involved in the implementation of the 1+2 Approach. See SCILT's [events calendar](#) for full details as well as for more language-related events in Scotland and further afield.

Workshop: Languages in the primary classroom

Venue: University of Essex

[Visit website](#)

Event Date: 22/06/2017 - 23/06/2017

This two-day workshop will bring together researchers, practitioners and policy-makers to investigate and report on the teaching and learning of languages in the primary school. The focus will be on the symbiotic relationship between research and practice: how research should support teaching and how teaching should feed into research. The afternoon of 23 June will be devoted to a practical exchange of ideas and experience, with participating teachers invited to give five minute talks on their classroom experience.

Cross-curricular language learning: Increasing motivation, confidence and attainment

Venue: Sheffield Hallam University

[Visit website](#)

Event Date: 30/06/2017 - 01/07/2017

The conference will look at successful approaches to teaching curriculum subjects through a language and is suitable for teachers of any subject who are interested in this successful pedagogical approach that has been proven to raise motivation, confidence and attainment for students of all ages and backgrounds. The line-up of speakers includes two 'teachers of the year' with successful CLIL experience, schools with established CLIL projects and even a number of teacher educator colleagues from Australia. The conference has been organised by Sheffield Institute of Education and ALL FLAME.

Celtic Knot Conference 2017

Venue: University of Edinburgh

[Visit website](#)

Event Date: 06/07/2017 09:00 - 17:00

The Celtic Knot Conference 2017 is the first Wikipedia Language conference organised in collaboration between the University of Edinburgh and Wikimedia UK focusing on supporting Celtic and indigenous languages. The main objective for Celtic Knot 2017 is the coming together of practitioners in the same room at same time; strengthening the bonds of those working to support language communities into a 'knot' and leading into action. Attendees can expect to learn about and discuss innovative approaches to open education, open knowledge and open data that support and grow language communities.

Local authority update

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

1+2 Language Awards ceremony in North Lanarkshire

Author: Robert Dalzell, North Lanarkshire

Over 200 pupils and staff attended the first North Lanarkshire 1+2 Language Awards ceremony at Excelsior Stadium in Airdrie on Tuesday 23 May 2017. Awards were made in the following categories:

- Most enthusiastic primary language learner (P1-P4)
- Most enthusiastic primary language learner (P5-P7)
- Multilingual primary language learner
- Outstanding language learner (S1)
- Outstanding language learner (S2)
- Outstanding language learner (S3)
- Language Ambassador (S1)
- Language Ambassador (S2)
- Language Ambassador (S3)
- Most improved Language Learner (S3)
- Foreign Language Assistant
- Special award for primary-secondary good practice transition programme

The awards were presented by Gillian Campbell-Thow from Glasgow City Council, Nathalie Korkmaz from the Alliance Française, Dr Sabine Schlüter from the Goethe-Institut, Xabier San Isidro from the Consejería de Educación and Mark Pentleton from Radiolingua.

The Gaelic choir from Condorrat Primary School and ribbon dancers from the North Lanarkshire Council Confucius Classroom Hub at Our Lady's High school in Cumbernauld provided entertainment during the awards ceremony. The Gartcosh Primary choir closed the ceremony with two songs in German.

The morning was a great success and staff are assuring us of their continued support for next year!



Aberdeen primary schools promote and celebrate L2 French

Author: Marie-Claire Lyon, Aberdeen City

Cornhill School: A Tour de France IDL project

Cornhill School launched an IDL project over the month of May to engage the whole school and community in the implementation of the 1+2 Approach.

Every class teacher from P1 to P7 got involved. The cross curricular themes included art and design with fashion and film making, geography, history, sport and food. Each week, classes worked on a new theme with a weekly assembly to celebrate and reinforce the content. French language teaching was on-going and relevant to the areas studied. Displays were built in classrooms and parents were invited on Thursday 25 May to come and share the pupils' learning and engage in activities.

The event has been very well received by pupils and parents alike and has been an opportunity to celebrate languages and cultures as well as to promote the place of L2 in the curriculum.



Language week and class challenges at Seaton School

Seaton School organised a week of activities and challenges to promote L2 French and L3 German.

The 1+2 school co-ordinator liaised with colleagues to develop IDL activities during the week. The pupils got the opportunity to learn new rhymes and songs and teach peers, play traditional French games, taste French food in their café, carry out mental maths in French, listen to stories with older pupils and create their own books. These activities provided pupils with the opportunity to research facts about other countries and create artistic displays.

The schools held a celebration assembly and parents were invited for a social snack in the café.

Teachers have a 1+2 display board in the staffroom to advertise CLPL opportunities and news. It includes language challenges for staff with a winner every week!



St Joseph's School celebrates L2 French with parents

Following a week of activities to promote L2 French language, parents joined the pupils and staff at an assembly. P1 to P3 sang and performed rhymes using the vocabulary they had learned in lessons. The pupils had designed costumes for the occasion.

Then pupils, teachers and parents took part in a dance with instruction in French before enjoying a French snack in the dining hall.



Aberdeenshire update

Author: Sylvia Georgin, Aberdeenshire

Sixty teachers from Aberdeenshire were successful in their Erasmus+ applications and shall be attending LFEE Immersion Courses in Lyon, Salinac and Malaga next session. We are very proud of the hard work and commitment that they have shown in their applications, as well as their efforts to improve their language skills and develop language teaching and learning in our schools. The impact of their experiences and their enthusiasm will help build momentum to our 1+2 journey.

Meldrum Academy held a fantastic P6 transition day which saw over 200 pupils from the surrounding primary schools attend. The day emphasised the importance of language learning and pupils were given the chance to participate in fun and engaging activities including masterclasses in over six different languages, language learning using digital technology, Chinese calligraphy lessons and learning about France and French culture from two of our French assistants, Mathilde and Marion.



Lumphanan School took the traditional tale of 'Jacques et le Haricot Magique', adapted it and presented it in French. The children also baked French goods and served them along with hot chocolate from their very own patisserie.

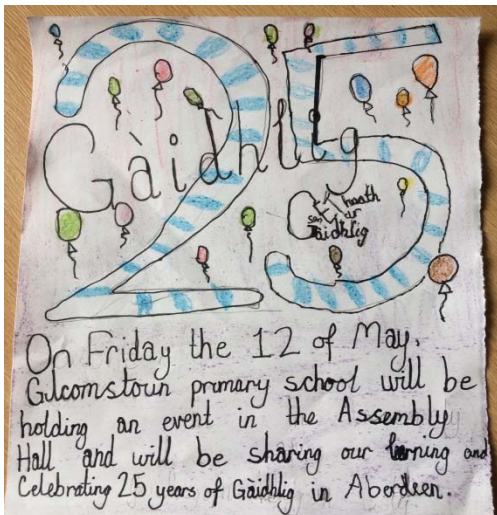


Celebrating 25 years of Gaelic medium education in Aberdeen

Author: Anne Thirkell, Aberdeen City

Gaelic medium education has been taught in Gilcomstoun School in Aberdeen for 25 years and the whole school recently engaged in a four week long project and celebrations to mark the 25 year event. Gaelic is also the L3 language choice in the school and all pupils engaged in class projects relating to Scotland and celebratory events such as talks, a ceilidh and a concert which drew support from parents, past pupils and the wider community. The school enjoyed having the 25 year anniversary as a focus for celebration, and the project allowed pupils to appreciate and celebrate the rich language and musical culture in the North East of Scotland.

Secondary Gaelic medium education is available at Hazlehead Academy in Aberdeen where pupils study Gaelic as a modern language, learning through the medium of Gaelic with the option of sitting Nationals 4, 5 and Higher Gàidhlig.



Chinese in Carnoustie

Author: Natalie Wotherspoon, Angus

Learning Chinese has been a great success this year in the Carnoustie cluster, Angus. Within this cluster, Burnside Primary will launch as a Primary Confucius Classroom on 28 June 2017, with support from the Hanban teacher, Liú Yan. Throughout the year, Liú Yan has worked closely with pupils and teachers to teach Chinese and share Chinese culture. Every Wednesday, she has spent time visiting all cluster primaries to support the learning of Chinese as L3. These include Woodlands, Carolgie, Monikie and Newbigging Primaries. Pupils have developed all four aspects of literacy and their confidence has progressed through the use of songs and games.

Monikie and Newbigging Primaries have embraced this opportunity and are using a whole-school, contextualised-learning focus on China. Pupils continue to take part in the daily mile and are recording how far along the Great Wall of China they would have walked. Classes have also created Chinese dragon displays.

Parents have mentioned the positive impact learning Chinese has had, with one parent commenting: “My kids are loving China as a topic. They started speaking Chinese at the dinner table tonight – I was shocked and very impressed as normally we get no information from the children about what has happened in the day.”

Carnoustie High School became a Confucius Hub in 2016 and pupils will have the option to continue learning Chinese at secondary school.



Family learning in Fife

Author: Tamsin Johnston, Fife

In April 2017, over 1000 families from a diverse catchment area embarked on an exciting learning journey in Fife: learning French online. This project involves teachers, head teachers and P3-P5 pupils from nine schools, together with their families and local libraries.

Everyone involved has been given access to the PowerLanguage online course for families and a booklet developed to support the project. This is a pilot being run by Fife Council in conjunction with PowerLanguage, and a case study of the project will be written by SCILT.

A celebration event involving teachers, pupils and their families will take place in two local secondary schools in June. The aim of the project is to promote family learning: effective family learning contributes to excellence and equity in our education, with positive outcomes for both children and adults involved.

Book Bug sessions with language learning

In 2016/2017 we have been carrying out a pilot with four libraries and their associated cluster primaries and nurseries across Fife. We have introduced traditional French, Spanish and German songs and rhymes into Book Bug sessions and given out boxes of language books to the schools and libraries to support L2 in these schools. The aim is to support early level language learning and raise the profile of 1+2 in the school and wider community.

This is another example involving our parents and children in real, family learning situations. Feedback has been very positive, and we will build on this by providing all primary schools in Fife with a free box of books in their L2. Each box has a mixture of traditional stories well known to the children, including 'The Hungry Caterpillar', 'Owl Babies' and 'The Gruffalo', as well as other simple stories in the L2. Thanks to the native speakers in the PowerLanguage team for supporting this project with training and for teaching us very catchy songs and rhymes!

French storytelling in Midlothian

Author: Margaret Ballantyne, Midlothian

For the second year in a row, Midlothian Council has employed six French Modern Language Assistants (MLAs) who have worked across Midlothian schools in order to increase language capacity and confidence among our class teachers. The pupils have been very enthusiastic about learning French and French culture with native speakers. The French MLAs have participated in French lunchtime clubs, playground games and helped with assemblies.

In an effort to widen their scope to the community and younger children, the MLAs have taken part in French storytelling sessions in local libraries. In preparation for this, they participated in a storytelling training session organised by the French Institute in Edinburgh. The session was run by Valérie La Planche and gave the MLAs confidence in storytelling and the sort of books which might be suitable. One of the MLAs joined the French Institute Library and suitable books were selected for our sessions. The sessions were well attended by a mixture of classes from nearby schools and some local community groups. MLAs, Anne Larbre, Andrea Pittoreau and Lorry Dubois, did a fantastic job of helping children to improve their language skills by reading short stories in Mayfield, Gorebridge, Loanhead and Newtongrange libraries.



North Ayrshire

Author: Angela Noble, Virginie Pesci and Debbie Johnston, North Ayrshire

North Ayrshire's Erasmus+ Mobility programme

It is with great excitement that we embark on a partnership with the British Council and offer a fabulous opportunity to fifty of our North Ayrshire staff from nursery, primary and secondary sectors, including 1+2 team members and management. As well as immersing themselves in language courses abroad, some teachers will have the opportunity to shadow staff in schools in France and Spain with whom they have already established links. Pupils are currently compiling a list of questions for teachers to investigate during their time abroad, and our long term aim is to apply for the Mobility 2 programme and take the pupils with us!

J'adore dehors: outdoor learning in North Ayrshire

Our initiative, inspired by SCILT's John Muir outdoor learning programme, encourages P6 pupils to connect with, enjoy and care for nature, in school forest areas or on the beach. Pupils have been learning French whilst creating pieces of art and exercising outside the classroom. They are reinforcing their numeracy and literacy skills, at the same time as revising or learning new French words.

Pupils work individually or in groups, learning lots of new words and phrases and gaining confidence in the four skills: talking, listening, writing and reading.



Spanish in North Ayrshire

This is the second year of Spanish in North Ayrshire primaries and the 1+2 team is delighted with the progress.

There has been a huge demand this term for Spanish Years 1-3 training. Stacey Arneil has delivered three crash course Spanish Years 1-3 courses. Staff can access the PLL framework sound files on Glow along with a variety of resources to embed Years 1-3 into their daily classroom routines. Our phrase of the week continues on Twitter with a focus on vocabulary for summer time.

Señora Arneil attended World Book Day celebration at Stanley Primary, sharing stories 'Aliens Love Underpants' and 'Green Eggs and Ham' in Spanish.

Susana and Stacey were invited to West Kilbride Primary's Spanish celebration day. They visited all classes and played games that focused on learning shapes and parts of the body in Spanish. Children tried paella, made by chefs from the Seamill Hydro, enjoyed Spanish playground games, organised by classroom assistants, and danced Flamenco with Silly Gilly! School dinners were invaded by 'chorizo' and 'churros'. Spanish really is alive and kicking in West Kilbride Primary!

St Bridget's, St Winning's and St Anthony's Primaries have all established links with Spanish schools this year, and St Bridget's are looking forward to welcoming Nuria from Burgos next month.

St Winning's Primary is the winner of the Scottish Education Awards 2017 'Making languages come alive (primary)' category! Francesca Boyle has been working hard to bring languages alive within the school and has been taking it out into community nurseries and care homes. As well as being involved with Lingo Flamingo and teaching languages across the generations, pupils have teamed up Pennyburn Primary to promote L3 through an anti-sectarian project.

Stacey has been organising additional visits to help teachers reach their target of embedding Spanish Years 1-3 this session. She visited ASN school James Reid School to introduce some basic Spanish through song, games and movement. Thinking ahead, Stacey has been working with early years classes at Stanecastle Early Years, Gateside Primary, Beith Primary and Ardeer Primary. Children have been enjoying learning numbers, colours and greetings through singing and dancing. Watch this space!



L2 Spanish P7 transition topic

The Pokémon topic has been received very well by P7 pupils across the authority. Units on animals, colours and descriptions, personal information, food, places in the house and school have been delivered through a variety of activities covering talking and listening, reading and writing. These activities have included designing a creature with written description in Spanish, SPLAT!, headbands, tortilla team game, Pokémon hunt, Simón dice, singing "La cucaracha" and rapping "¿Tienes animales?"

P7 staff felt the transition topic engaged their learners effectively: 'The Pokémon topic was excellent. The sessions were fantastic and really engaged the children. The content was relevant, it was delivered effectively and it progressed children's knowledge. Thank you.'

Pupils' responses were evident in their evaluations:

'I enjoyed the Spanish and the great games; also the Pokémon topic was relatable.'

'It was a good way of remembering all of the colours, animals, food, numbers and names.'

'I really liked designing the Pokémon and I really liked the time to learn more Spanish!'

'I found it really fun and I think it's important that we learn Spanish and I would like to learn more.'

'It was a great course to learn new language in a fun way.'

'I liked "poisoned apple" and Pokémon hunt and enjoyed learning, I think I have improved. Thank you very much.'

'I liked the Spanish activities and games, and I have learned new Spanish words.'



Professional learning in West Lothian: Raising the profile of 1+2

Author: Kate Findlater, West Lothian

Recently, Maria McKinley delivered a workshop about Camembear, a progressive resource which uses a bear character as a 'hook' to appeal to young learners.

There are currently two Camembear resources. The first is suitable for nursery and P1 learners, and Camembear 2 takes learners through to first level. The resource has been designed to cover key topics and basic grammar terms in an interactive way. The teachers' file is easily accessible and easy to follow for non-specialist language teachers. If purchased, the resource includes a puppet, flashcards, books, DVD and suggested activities.

Maria introduced the content of the resource and shared the book and DVD with us so that people could get a feel for it all. She received positive feedback and teachers went away feeling more confident about teaching French in a primary context.

High five!

Mark Pentleton, an ex-secondary languages teacher and entrepreneur, came to talk to our teachers about High Five.

RadioLingua, Mark's company, has developed a whole range of language resources, but High Five has been designed for primary children. The premise is very simple – a native teaches an English-speaking child their language. The key language is taught through an online video clip, some of which explores the culture of the country. It follows a simple formula where five key pieces of vocabulary are introduced and there is follow-up content via audio files, worksheets and challenges.

The resource has been purchased by West Lothian and is available for all teachers to explore and use. Those present liked how user-friendly it is and how it makes language teaching for non-specialists much more straightforward, giving teachers the confidence to learn alongside the children.



Contact us

www.scilt.org.uk

SCILT

LH-232 Lord Hope Building

University of Strathclyde

141 St James Road

Glasgow, G4 0LT

Tel: 0141 444 8163

Email: scilt@strath.ac.uk