

# Scotland's National Centre for Languages Newsletter



**Mother Tongue  
Other Tongue**

# Welcome to the SCILT newsletter

## Editorial

Dear colleagues

Another academic year is drawing to a close and I hope our colleagues in schools are looking forward to the summer holidays. At SCILT we are about to publish our annual report for session 2016/17 and the strategic plan for the next year. If you're interested you will be able to find the document on the SCILT website. Looking beyond 2020, we want to focus our activities around building capacity, creating agency and developing confidence in the profession that will last well beyond the full implementation date of 2021.

We are looking at new and creative ways of empowering teachers through professional learning and wish to strengthen the partnerships between SCILT and the profession we serve. We firmly believe that it is through inter-connected networks and communities of practice that language learning will thrive. It is important that practitioners in all sectors are not left to work in splendid isolation; it is through collaboration that we find common solutions for common challenges.

“Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation.”

*Improving Schools in Scotland: an OECD perspective, 2015*

It is only by working together that we will realise the ambition and create the conditions that make language learning the norm in our schools and wider society.

**Best wishes**

**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

## Business Brunches: Inspiring Scotland's future global workforce



A fantastic turnout this year where 56 successful schools across Scotland had the opportunity to engage with local businesses during a series of five Business Brunch events organised by SCILT in partnership with the University Council for Modern Languages Scotland.

In total, 535 learners from S3-S6 heard from a range of business leaders who view language skills as key to the growth and success of their company. The events demonstrated the relevance of language skills in a work context and aimed to encourage pupils to continue with their language studies into the senior phase of their secondary education, and beyond school.

The events were held in Glasgow, Edinburgh, Dundee, Aberdeen and Inverness during the months of January and February. On average, nine businesses were in attendance at each event and ranged from law firms to shipping companies to banks. Engineering companies, the tourism industry and oil sector were also represented. Schools from 25 local authorities and one independent participated.

A teacher who attended the event said: "Today's event was a fantastic opportunity. It has given my pupils a deeper appreciation that language learning is not just about the words but that being able to speak a language can break down so many barriers in so many different ways, including our own perceptions of people and countries."

One of the young people added to this and commented: "I learnt that cultural awareness and language skills are an important aspect of day-to-day business and also important to bigger companies. Language and cultural awareness is important in helping understand overseas business partners and in earning their trust."

Meaningful employer engagement and providing relevant careers advice are both key recommendations of Scotland's Youth Employment Strategy, 'Developing the young workforce'. The Business Brunch events supported these aims by giving young people the opportunity to ask questions and find out more about the role of languages in the business world. The targets laid out in the Scottish Attainment Challenge are about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. Through hearing from a range of business leaders and interacting with employees, the aspirations of the young people who attended were raised.

This collaboration between schools and businesses supported Scotland's International Policy to equip young people with international communication and employability skills that they will need in our increasingly globalised society and economy.

For more information about the events, visit SCILT's Business Brunches webpage ([www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx](http://www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx)).

**Emma McLean, SCILT**

## Jackie Kay celebrates pupils' multilingual poetry success



“When I was eight, I was forced south. Not long after, when I opened my mouth, a strange thing happened. I lost my Scottish accent...”

These words were spoken by Scots Makar, Jackie Kay, patron of the Mother Tongue Other Tongue (MTOT) poetry competition when she opened this year's prize-giving event. She recited the poem 'Old Tongue', about the distress of losing language and identity. An apt choice, given the competition's slogan is 'find your voice'.

This exciting multilingual poetry project celebrates linguistic and cultural diversity through creative writing. It showcases the many languages which young people learn and speak in school and at home. The prize-giving event was held at Language Show Live at the SEC, Glasgow on Saturday 11 March 2017.

In the Mother Tongue category, pupils whose native language is not English can submit an original poem in their native tongue. The Other Tongue category invites pupils to submit a poem written in a language they are learning at school. The winning

submissions are published in an anthology.

Mother Tongue Other Tongue supports the Scottish Government initiative, 'Language Learning in Scotland: A 1+2 Approach' by allowing pupils to apply their language learning in a creative way. One of the key drivers of the Scottish Attainment Challenge is improved literacy, and through reflecting on poetry in their mother tongue and creating poetry in another tongue, learners are developing their literacy skills.

This year saw increased participation in MTOT. Primary and secondary schools across Scotland submitted over 200 entries in 35 different languages.

The judging panel had a difficult task selecting the finalists for this year's anthology. In total, the panel granted thirty one awards. Most of the winners received their prizes on the main Piazza stage at the Language Show Live event. They took the opportunity to perform their poems and rhymes to the audience, who were moved by their work.

Teachers, pupils and parents left comments about MTOT and the celebration event on our Poet-tree:

'Entering this competition makes me feel like me and my language are being recognised.' (Pupil)

'I really enjoyed using the language I am learning in a creative way. At the ceremony I loved seeing everyone recite their poems in their own language or languages.' (Pupil)

'Speaking a mother tongue other than English can often be viewed as a barrier to communication in the classroom. Mother Tongue Other Tongue provides children who are native speakers of another language with an opportunity to use their mother tongue in a positive and creative way. It allows children to be proud of speaking another language and celebrates all languages.' (Teacher)

'The emphasis on celebrating all languages from across the globe was a great message to share with pupils and they especially enjoyed mixing their own language with the languages they are learning at school.' (Teacher)

'I enjoyed watching the children shine in their mother tongue and looked forward to our weekly poetry sessions. It gave us a chance as a school to celebrate our diverse community and showcase our talented bilingual pupils.' (Teacher)

'*Merci mille fois*. Very moving to see such linguists.' (Parent)

For more information about the competition, visit SCILT's MTOT webpage ([www.scilt.org.uk/MTOT/tabid/5841/Default.aspx](http://www.scilt.org.uk/MTOT/tabid/5841/Default.aspx)).

**Sheila Gallacher, SCILT**

## Languages for all webpage

A relatively recent addition to the 'Learners and Parents' section of the SCILT website is the 'Languages for all' page.

Language learning is an entitlement for all young people in Scotland thanks to the 1+2 Approach, and at the other end of the spectrum there is recent research suggesting that language learning can postpone the effects of dementia (please see this video from Bilingualism Matters - [www.bilingualism-matters.ppls.ed.ac.uk/stv-news-discuss-language-learning-and-dementia/](http://www.bilingualism-matters.ppls.ed.ac.uk/stv-news-discuss-language-learning-and-dementia/)).

With that in mind, the 'Languages for all' area has been developed with a focus on inclusive language learning experiences. Content on these webpages will continue to increase.

Already you will find:

- examples of current practice
- teaching resources
- professional learning opportunities
- advice and support
- relevant research

You can keep up-to-date with the work of the 'Languages for all' short life working group via the blog.

If you have anything relevant you wish to share with the group, please get in touch by email ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)) or tweet [@scottishcilt](https://twitter.com/scottishcilt) using the hashtag #langs4all.

Visit the 'Languages for all' webpage ([www.scilt.org.uk/LearnersParents/Languagesforall/tabid/5717/Default.aspx](http://www.scilt.org.uk/LearnersParents/Languagesforall/tabid/5717/Default.aspx)).

**Lynne Jones, SCILT**

## Reviewed, revised, refreshed: the national languages leadership programme

Did you know that The 1+2 Languages Leadership Programme - formerly known as Train the Trainer (TTT) - has undergone a complete overhaul in the past year?

Hosted by SCILT and Education Scotland, The 1+2 Languages Leadership Programme is aimed at those who have, or aspire to have, a responsibility for leading languages and developing colleagues' capacity to deliver the 1+2 Approach.

The programme is completely free of charge for educators in the public sector and has Professional Recognition accreditation from GTCS. The next cohort begins with a summer school from Monday 3 to Friday 7 July 2017 at the University of Strathclyde's city centre campus in Glasgow.

The revised programme features inputs from a wide variety of speakers with a broad range of expertise in teaching and leading languages. The content is a balance of theory, policy and practice around language learning

and teaching, leadership, personal reflection and professional evaluation. To enable participants to tailor their summer school experience, parallel sessions will be on offer.

The refined summer school themes are:

- 1+2 Approach: the national picture and the position of languages in the National Improvement Framework and the Scottish Attainment Challenge
- strategic leadership in languages: planning and evaluation
- progression in language learning
- parental and wider engagement in language learning
- raising attainment: practical ways to develop literacy skills across languages
- L3 - existing models, diversity of languages
- supporting bilingual learners
- inclusive practice in languages

There are two free places at the summer school for each local authority

and one for each Teacher Education Institution in Scotland. In light of the updated content, previous TTT participants would be welcome.

If you are interested in The 1+2 Languages Leadership Programme, please speak to your local authority 1+2 languages representative. Deadline for registration is Monday 5 June 2017.

**Lynne Jones, SCILT**



## The impact of promotional events and the Business Language Champions programme



Since 2012 there has been an incremental increase in the number of requests that SCILT has received to support schools in raising the profile of languages. This has largely been due to the fact that schools have become more concerned about the decrease in the number of pupils opting to continue their study of languages. This is a result of curricular changes, which have led to languages no longer being a compulsory subject beyond the end of the broad general education.

In addition, the majority of local authorities have made the decision to limit the number of subjects which learners can choose in S4. The average number of subjects a pupil can take at National 5 is six, whereas previously it was eight Standard Grades. This has had a significant impact on the numbers of pupils opting to continue with their studies of a language.

There are two main means of support that SCILT can offer. SCILT can facilitate and present at promotional events in schools and can assist a Business Language partnership to develop between a school and a local business through its Business Language Champions scheme (BLC).

SCILT analysed the data of 12 schools who have requested promotional events on more than one occasion in recent years. Three of these schools have also set up a business link. The small-scale piece of research undertaken for this report shows there have been positive increases in language uptake in these schools.

Of the 12 schools, eight across five local authorities in different areas of Scotland have shown a positive increase in the uptake of languages between 2014 and 2016. In schools where a broader range of languages and qualifications are offered, the impact on the uptake of languages appears to be greater. Factors which have led to this result are varied.

On close examination, the figures reflect quite a mixed picture within each department.

In one department, which offers French, German and Spanish, there is a decrease in the number of pupils studying French and Spanish in S4 but a marked increase in the number of pupils studying German. In S5, on the other hand, the numbers remain steady in French, but the number of pupils studying German and Spanish decrease slightly. In S6 there is an increase in Spanish and French. The overall picture for German is an increase of 71%.

In one school, which offers French and Italian, the number of pupils studying French remains steady in S4-S6, whereas the number of pupils studying Italian increases significantly (350% increase in S5 and a 17% increase in S6.) In another department offering the same languages, the uptake is steady but fluctuates on alternate years between French and Italian.

Interestingly, despite the fact that only one language is offered in a department which teaches Spanish, the uptake is steady. There is an increase of 33% in S4; in S5 it is holding its own, whilst in S6 there is a slight increase. This is mirrored in an overall improvement of 21% in uptake.

Where the uptake has not improved or indeed has decreased, further investigation is required. Some of the factors which may have influenced stagnation or decline in numbers might include staffing issues, BLC projects not being completed, reduced choice of subjects for students, lack of senior leadership support, the influence of parents and the national focus on STEM subjects.

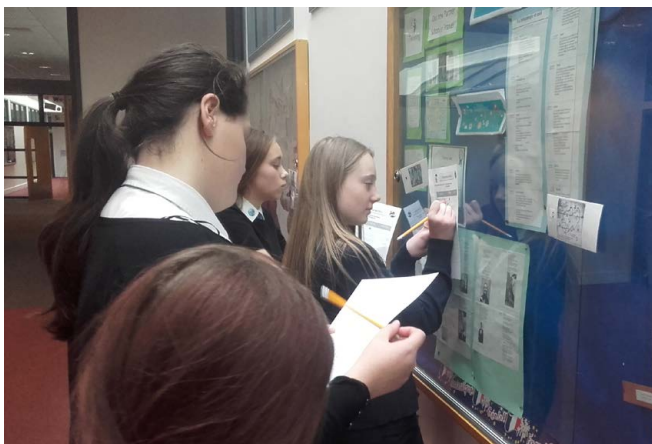
If you want to know more about SCILT's Business Language Champions, please visit the SCILT website ([www.scilt.org.uk/Business/Developing\\_languageskillsfortheworldofwork/tabid/1597/Default.aspx](http://www.scilt.org.uk/Business/Developing_languageskillsfortheworldofwork/tabid/1597/Default.aspx)). If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Meryl James and Janette Kelso, SCILT**



# World Book Day

## El día mundial del libro 2017



2 Spanish pupils at Inverclyde Academy had been working on topics related to their town and local area this term and World Book Day presented an ideal opportunity to read Spanish for a real purpose and with an element of challenge.

We created a treasure hunt using key locations from popular children's fiction,

past and present. This included Charlie Bucket's dilapidated house in an industrial, polluted and ugly city, the tranquillity and beauty of Hobbiton, Peter Rabbit's garden of flowers, plants and vegetables and the modern city of skyscrapers that is home to Batman.

To encourage pupils to use context, grammar and images for support, new words were presented during the starter activity. Pupils know to look for cognates, and a bit of acting sorted the rest!

Pictures were posted in the break-out area, each with an identifying symbol. Half the class went into the area and tried to match the pictures to the short

descriptions. There were some red herrings. For example, there were two islands but only one had *tesoro* whilst the other didn't, so pupils had to use *no hay*. Pupils assumed *una estación* was for Harry Potter, but was in fact for Paddington (Harry Potter being a picture of *un castillo*).

Students who remained in class worked on a word search of the book titles (translated into Spanish) and then swapped task half-way through, before the class came together to match the picture, symbol and book title.

Pupils responded really positively to the task: working together or independently as they wished, sharing ideas and answers (or not!) They enjoyed using the break-out area as a learning space and, most importantly, they had a real sense of achievement at the end.

**Sarah Bell, Inverclyde Academy**

## World Book Day at Goodlyburn's Gaelic department



World Book Day 2017 saw children around the world reveling in the wonders that books offer to so many of us – and at Goodlyburn Primary's Gaelic department, it was no different!

The children have spent much of the term reading and listening to the Gameboy series of books by Alan Durant, so on World Book Day we made the book come alive! Inspired by the different levels of

the game, and the challenges that the characters face in each chapter, we created our own assault courses using PE equipment. The children demonstrated how creative they were, sharing ideas in their groups, offering support and encouragement and reflecting on their successes, all whilst developing their Gaelic. Within the multi-composite class of P1-7, this offered a great opportunity for the children to improve their teamwork skills and develop their language in a fun and active way.

Following our action packed morning, we explored some traditional Scottish tales in Gaelic. Using the Sgeulachdan Tradiseanta resource produced by Stòrlann, we acted out parts of the tales, working in groups to create static scenes from the tales and then explaining what they showed. We also used the interactive

nature of the resource to input our own dialogue into the tale's narrative, with some very creative and interesting results!

The children thoroughly enjoyed their day's work and it was great to see them applying their Gaelic in such creative ways.

**Hamish Munro, Goodlyburn Primary**



# Local Authorities

## Advancing with languages in South Lanarkshire

Comments made by Advanced Higher languages pupils from South Lanarkshire following the recent Advanced Higher immersion day include:

- it gave me confidence
- great preparation for the exam
- really useful getting a new opinion
- it taught me areas to work on
- it gave another view and information on what I need to work on
- I learned more writing techniques
- it made me much less nervous
- it allowed students to meet like-minded individuals

Over 50 pupils attended the day-long event which was conducted in French, German and Spanish. They worked in mixed groups throughout the day and had the opportunity to network with languages students from other schools. Pupils participated in talking activities, which had been developed by and were led by Language Assistants and South Lanarkshire teachers to develop fluency and confidence. They also attended workshops focusing on the discursive essay and



the 'overall purpose question' using materials specially developed by South Lanarkshire teachers.

At the heart of the day, and the highlight for most pupils, was a mock talking assessment, conducted by a teacher they did not know. This mirrored the real talking assessment very closely and the pupils were given feedback on their performance as well

as suggestions on how they could develop further.

Thanks to support from SCILT, Language Show Live, British Academy and the Office of the European Commission in Scotland, pupils benefited from a mini marketplace where they could obtain information about the world of languages and some great languages promotional items. Elena from the British Council gave an interesting presentation on the opportunities languages can provide.

The day ended with an inspiring presentation by Valeria Luna, an international interpreter employed by many major world organisations, who has a home in South Lanarkshire. Valeria shared with the pupils that it was at their age and at a similar event that she decided that her future lay in languages.

Pupils left in an upbeat and positive mood with the best wishes of everyone involved in organising the event.

**Elizabeth Clingan, South Lanarkshire Council**





## Business and languages in the digital world



In March pupils from St John's RC High School associated primaries enjoyed a transition day: Business and languages in the digital world. This was an interdisciplinary event involving the Modern Languages and Business Education departments. Senior pupils acted as mentors and helped primary

pupils to complete activities.

The day began with a presentation about the Dundee Waterfront, which aims to transform the City of Dundee into a world-leading waterfront destination for visitors and businesses. There was strong emphasis on the importance of

having at least one additional language to work in the tourist industry. The young people then got down to business and were involved in three activity sessions.

In the first session, groups were allocated a Dundee landmark on which their project was to be based. Each group was given a

pack with information and images relating to the landmark, and language information sheets containing words and phrases in French or Spanish. Young people worked together to create a poster to advertise their landmark, using the information provided. In the second session, the young people created a storyboard for a short digital advertisement based on their landmark and in the last session, the young people had the opportunity to rehearse and film their digital advertisements.

Staff were impressed by the effort made by each group to produce an excellent poster and clearly expressed advert. Everyone who participated was struck by the mature attitude displayed by the P7 pupils.

**Rosario Pacheco-Cobos, St John's RC High School**

## Celebrando la lengua y la cultura Española

St Joseph's Primary in Blantyre embraced the 1+2 Approach by celebrating the language and culture of Spain through a dedicated 'Spanish week' of events aimed at developing learners' use of Spanish in real-life contexts and their awareness of Spanish culture in Spain and in Spanish-speaking countries worldwide.

Learners participated in a range of stimulating experiences and opportunities which supported them in their journey towards global citizenship by enabling them to deepen and extend their knowledge and understanding of Spanish cities, food, music, dance, architecture, sport, famous people, festivals, film and media.

There was huge excitement around an authentic sponsored charity Salsathon developing dance skills in a variety of dance styles including the Salsa, Bachata and Merengue. We extend a huge thank to Clare Carroll of SCILT for her presentation on Spanish festivals. The children

thoroughly enjoyed parading in Spanish traditional dress. We are appreciative of the support of Jesus Garcia of Hamilton Academical Football Club who delivered a football workshop, discussed healthy lifestyles for sports training in Spain and provided autographs for the children. The tapas food tasting experience provided scope for pupils to taste typical Spanish delicacies and snack type foods in context. We were delighted to welcome Andrea Malvido, Modern Language Assistant within South Lanarkshire, who provided the children with an invaluable opportunity to listen to and discuss familiar and unfamiliar Spanish texts with a native speaker. The children benefited greatly from input from Clare Burns and Fiona Nolan, both languages graduates, presenting on their experiences of living, working and studying in Spain. Margaret McGhee, former Depute Head, provided the children with an insightful overview of Spain as a traveller and detailed her journey through the Camino de Santiago.

St Joseph's Primary is hugely fortunate to have forged many fabulous links with external agencies and friends of the school which we hope will support the continued development in language learning. We look forward to continuing to work with all linked agencies and to establishing future links with Spanish nationals and Spanish-run businesses within our local and wider communities and to eTwinning with our recently established Spanish partnership school located within the Malaga region of Spain.

**Claire-Louise Mullen, St Joseph's Primary**



## David Mundell visit to Lanark Grammar



Lanark Grammar recently welcomed the Secretary of State for Scotland, the Rt Hon David Mundell MP, Mr Rob Lynes, Director of British Council and Ms Jackie Killeen, Director of British Council Scotland. The Secretary of State had requested the opportunity to see the work of the British Council in schools, particularly that done by Modern Languages Assistants (MLAs).

This was a pupil-led visit. School captains, Jennifer Goodwin and Ian Brown, met Ms Killeen and Mr Lynes at the station and accompanied them to the school.

Advanced Higher French students, Cameron Steer and Adam Murray, welcomed Mr Mundell, introduced him to the head teacher, Mark Sherry, and then led him and the British Council directors throughout the visit. Award winning photographer, Megan McCulloch, and

budding film-maker, Amy Urquhart, both in S6 at Lanark, were the media team for the visit. Mr Mundell had the opportunity to see Clara Hautavoine, the French MLA based in Lanark Grammar, work with S3 pupils looking at the advantages and dangers of technology and social media, and with S1 pupils on the topic of pets. Cameron and Adam shared the way in which they feel they have benefited from time with Clara, particularly as they prepare for their Advanced Higher speaking assessment. Mr Mundell therefore gained an insight into the way an MLA can enhance the

language learning experience right across the school.

In the library, pupils from Underbank Primary presented the French trail they developed in Crossford last year with the support of Sabrina, the MLA who worked with them. Isobel Laird from Woodside Primary, Hamilton, shared the benefits of the French immersion programme, funded through Erasmus+ and administered by British Council. In addition, she shared details of the three-way eTwinning link she has established with a school in Nice and a school in Shetland, again with the support of British Council. Mr Mundell also met Félicie Sonnet and Andrea Malvido Gonzalez, the other two MLAs working in South Lanarkshire this year.

The pupils at Lanark Grammar showcased themselves, their languages department and their school with great aplomb. Thanks and admiration were expressed by Mr Mundell, Mr Lynes and Ms Killeen, during the visit, on Twitter and formally after the day.

**Elizabeth Clingan, South Lanarkshire Council**

## East Dunbartonshire Confucius Hub Chinese New Year celebrations

St Ninian's High S1 pupils celebrated Chinese New Year in style! In the morning, they participated in various workshops themed around Chinese language and culture including knots, water paintings, paper cutting, calligraphy, cooking, Tai Chi, opera masks and lanterns.

In the afternoon, St Ninian's hosted a Chinese showcase. Four primary schools as well as pupils from St Ninian's, Douglas Academy and Merkland School took part in the show displaying the wide ranging talents and skills honed by pupils through the work of East Dunbartonshire's Confucius Hub, based at St Ninian's. The

primaries included St Flannan's, Holy Family, St Agatha's and St Machan's, all of whom have enjoyed input from Chinese teachers this year. Community involvement was also an important part of this celebration with musicians from the Harmony Chinese Music Ensemble taking part as well as visitors from the local Chinese community.

The programme included traditional and modern Chinese dance, music, songs, drama and other performances. The show finished with Auld Lang Syne in Chinese and English.

**Yasmin Ashby, East Dunbartonshire Council**



## French at St John Ogilvie Primary



St John Ogilvie Primary in North Ayrshire is very fortunate to have a fantastic student teacher this term, Miss Grant, and P5 has been working with Mr Arnault Bembo, who is fluent in French!

Mr Bembo has been embedding French learning and teaching across the curriculum with a very enthusiastic P5 class. Mr Bembo is also visiting other classes throughout the school to share his skills in French.

Our P7 class has been busy creating their own books using French vocabulary. They composed short stories in French about animals which they shared with our P1 children. Copies of these books are now on display in our local library for the community to enjoy.

**Valerie Hutchison, St John Ogilvie Primary**

## Gaelic in the early years



Our early years class learn Gaelic on a weekly basis.

Every Tuesday the children take part in a half hour Gaelic lesson with a Gaelic tutor. We have been promoting this for the past seven years in our Early Years class. The children love learning this language and have picked it up really quickly. They can count to 20, know all their colours and can sing many traditional songs.

A few weeks ago, the children hosted a Gaelic assembly for their parents and carers to showcase what they have learned. The parents and carers were very impressed, and we have been invited by North Ayrshire Council and Angela Noble, the 1+2 Development Officer, to perform at an awards event in June 2017.

John Butcher, Executive Director (Education and Youth Employment) for North Ayrshire Council, heard about our assembly and would now like us to perform for him.

**Sarita Taggart, St Bridget's Early Years class**

## Google Expedition



The Modern Languages department at Cumbernauld Academy joined the Humanities department to organise a Google Expedition day that took place on 8 November 2016. Around 450 students attended Google expeditions which took them to various places around the world through virtual reality glasses. A total of 17 expeditions took place on that day.

From Iceland to Washington, passing by the Grand Canyon, Barcelona and Versailles, as well as the moon, students thoroughly enjoyed learning through virtual reality glasses and were able to link what they saw with classroom knowledge.

S2 classes went to Versailles, which really brought to life the topic of Paris that they had been working on. The Higher French class visited the seven new wonders of the world and then did a piece of writing based on what they had seen and learned.

Google supported the day with 3D virtual reality goggles and mobile phones so that our classes could have a look at various places. It was a great day, and one I would recommend to other language teachers. The day is free, and fun, and there's plenty of scope for creating really interesting follow-up in class.

**Anne Muir, Cumbernauld Academy**

## Icelandic – My story



My passion for Iceland developed when I went on a family holiday in 2015. We were there for five days and every single day I fell in love more and more with everything about the country. There was so much to see and do every day. We went inside a volcano, walked around the back of a waterfall and then visited the Blue Lagoon – it was just amazing being in such a hot pool of naturally heated water when it was minus two degrees outside! Just under a year after being in Iceland, I decided I really wanted to learn Icelandic and so I approached my very kind languages teacher at school. After a LOT of searching, she gave me the name of an app which I used to start learning Icelandic. I am so glad that I did decide to learn the language as I have really enjoyed every single bit of it. And if I were to ever move to Iceland or go back there for a length of time, I would be able to respect the people

and enjoy the country through using their language.

Here is some vocabulary I have learned:

Hallo – Hello  
Bless – Goodbye  
Já – Yes  
Nei – No  
Hvað segirðu gott? – How are you doing?  
Ég elska að læra að tala Íslensku – I love learning to speak Icelandic  
Ég er frá Scotland – I am from Scotland  
Ég elska Ísland – I love Iceland

As Icelandic is only spoken in its origin country and because the population who speaks the language is quite small, the resources for learning the language are very limited. I have had contact from a University in Iceland offering a course to learn Icelandic

over in Iceland, which I am currently doing lots of research into. However, if anyone has any connections or recommendations that they could put forward for me to have a look into, it would be greatly appreciated. Please contact my languages teacher Lindsay Lyall ([LyallL1@moray-edunet.gov.uk](mailto:LyallL1@moray-edunet.gov.uk)).

**Abby Cant, S3 pupil at Milne's High School**



## Industry day at Duncanrig Secondary



On 23 February 2016, S3 and S4 students at Duncanrig Secondary participated in the annual Industry Day, coordinated by the Modern Languages department. It was a jam-packed event, with guest speakers and visitors bringing an added dimension to the day.

Students had the opportunity to participate in a recruitment simulation exercise, playing the role of an HR team seeking new apprentices. For this task, students had to identify the key skills required for the role and narrow down applicants for interview.

Two groups were put through their paces by Articulate Language Camps'

Enterprise Challenge. Starting the project with a conventional product (in this case anything from a wooden spoon to a banana), students had to create, film and edit a marketing campaign to sell their product in France. The creativity and language skills demonstrated were second-to-none.

Finally, the school welcomed two guest speakers for the day, Julie-Anne Mackenzie, Professional Development Officer at SCILT, and Natalie English, Language Ambassador and undergraduate student at the University of Strathclyde. Both speakers delivered highly engaging talks and mini-workshops in which

students learnt more about languages in the world of work and in higher education.

'I really enjoyed making the video with Articulate. I enjoyed learning new French words in a fun environment, and getting to work in a team with people from my class.' (S3 pupil)

'Julie-Anne from SCILT made me realise how important communication skills are in the workplace. Learning languages can also help build your confidence, and help improve your problem-solving skills.' (S3 pupil)

**Louise Lenihan, Duncanrig Secondary**

## International work experience: Carnoustie High and Webster's High

In September 2016, seven senior pupils accompanied by two teachers from Carnoustie High and Webster's High in Angus went to Comillas near Santander to take part in a week's work experience.

This project was led and organised by Mr José Herrera ([linksintospanish.com](http://linksintospanish.com)) and Angus teachers Mme Florence Tanniou and Mrs Maureen McRae.

The work experience placements included a gift shop, an estate agent, a gift and clothes shop, a pharmacy, a tourist office, a hotel, a radio station and a museum.

In the mornings the pupils went to observe and contribute to the running of the places and in the afternoons



they were involved in a range of activities such as social interactions with pupils from other secondary schools or Spanish lessons.

Once they overcame their initial apprehension, the pupils enjoyed an experience that was truly enriching,

both culturally and linguistically.

One of the pupils said, 'The trip was incredibly rewarding and worthwhile. My time working in Spain allowed me

to improve my interpersonal skills and confidence by forcing me out of my comfort zone. My Spanish has also dramatically improved. I recommend the experience for those interested in culture and language.'

**Isabelle Gall, Carnoustie High School**

## Keeping lively with languages

We learnt about the Lingo Flamingo project from our teacher and we wanted to try and be a part of it in a care home in our town. We got to take part in an intergenerational project where my class got to work with the residents of Buckreddan Care Home. We prepared by practising with flashcards in our groups and trying out some of the activities. When we got to Buckreddan, we played Spanish bingo, taught the residents a song about Spanish greetings and taught them the Macarena dance!

Some skills that we developed during our project were:

- teaching Spanish to others, which is an important skill and showed we understood our work
- co-operation – we had to work as a team to prepare for the visit and teach the residents

- sharing our knowledge – when we shared our knowledge with others, it showed we really understood

Both residents and our class benefited from this experience. The residents got to learn new things and this can help prevent dementia. Our class was able to teach others and use our understanding of Spanish for a great cause. We all enjoyed this experience. We got to socialise with the residents and play fun games while still learning and teaching.

Personally this experience has changed the way I think about language learning. I think that learning languages is really important. It has a big impact upon our lives and our general learning. I would definitely recommend this project to anyone. It has been an amazing experience and should be part of learning at every school. This has also



developed my confidence and my social skills, which are a big part of learning, not just Spanish but learning in general. I loved being a part of this opportunity and hope to do it again in the near future.

**Elsa Dwyer, P7 pupil at St Winning's Primary**

## Language learning at Blacklands Primary

Blacklands Primary in North Ayrshire has taken part in some exciting language-related activities throughout this session. Mrs Pesci from the 1+2 team worked with our P7s on their transition topics and they wrote some interesting letters in French about themselves, their family, favourite hobbies and pets. They really enjoyed listening and practising their French with a native speaker.

Mrs Noble and Mrs Pesci also taught IDL topics based on Handa's Surprise (P1-3), Minecraft (P4) and Outdoor Learning (P5/6). All classes thoroughly enjoyed these lessons and are keen to show off their French skills.

We held a family learning event in November which encouraged parents/carers to join in with the French activities that took place in their child's class. The response to this was great, with many parents, carers and grandparents getting into the spirit of our event. Activities were varied and included numbers bingo, greetings pairs, hook a duck, a poisoned apple game, fortune tellers and so much more. We also provided a taste of France with our selection of refreshments: croissants, pain au chocolat and crêpes.

### Tracy Weeks, Blacklands Primary



## Linking languages and business at Mull Aquarium

When I first heard about business links and languages I didn't think it was something that would work for our small island school. However, when I heard about the osprey project at Granton-upon-Spey, I realised that I could do something similar with the local aquarium.

The project began with S1 creating a word wall of adjectives they thought they might need to describe the exhibits in the aquarium. We then read a fairly complex article from Paris Match about the 'Loch Storr monster' (found on Skye), looking for familiar words and cognates, before inventing and describing our own sea monsters. Finally, we visited the museum. We had a great time at the touch pool (even I got to hold a star fish), learnt a lot of facts (star fish have a mouth in their stomach) and came away with lots of things to describe.

The most challenging part of the project was making sure that pupils described what they had seen using the phrases they had learned rather than trying to translate word for word articles on the fish they found on Wikipedia! Through the project, we found a whole new world

of vocabulary. For example, we learnt that a hermit crab in French is 'Bernard l'hermite'. The information sheets which S1 produced are going to be made into a booklet which the aquarium will use for any French speaking tourists. These are each an A4 sheet with at least five facts plus a photo.

I'm now looking for other local links and hope to set something up with the sea eagles, Staffa visits, local businesses such as the soap company and sea food company and to look at the possibilities of working with Historic Scotland on Iona in Gaelic and French as well as making links with some of the cruise ships which visit in the summer. As it happens, there are a lot of local businesses our small island school could link with.

### A student's perspective

In September 2016, S1 went down to the aquarium after learning about the descriptions, colours, different body parts and adjectives for the sea creatures. We did plenty of posters and exercises on what we were learning about. We also made our own sea creature after reading a story about one in a French lesson. We

walked down to the Main Street and went across to the Mull Aquarium and stayed there for about an hour looking at all of the different creatures in the tanks and describing them in French on a worksheet. It was great fun and we even got to hold some of them that were in the touch pool. We got to hold the starfishes, scallops, sea anemone, crabs and sea snails. We all enjoyed our visit to the aquarium and afterwards we all made a poster about a creature describing their features and facts that we learnt at the aquarium. It was definitely a good topic and was very interesting.

**Corran, Lonneke and Floriana, S1 pupils at Tobermory High School**

**Lynne Horn, Tobermory High School**

Lynne was inspired to set up this business link when she attended a SCILT workshop on Business Language Champions. For more information on SCILT's Business Language Champions, and for inspiration to set up a partnership for your own school, visit the SCILT website ([www.scilt.org.uk/Business/Developing\\_languageskillsfortheworldofwork/tabid/1597/Default.aspx](http://www.scilt.org.uk/Business/Developing_languageskillsfortheworldofwork/tabid/1597/Default.aspx)).

## Plockton High at SCILT Business Brunch



Several pupils from Plockton High S3 French class had the opportunity to attend the SCILT Business Brunch to learn about the relevance of learning languages. The event was held at the Kingsmill Hotel in Inverness on 25 January 2017. In the marketplace, pupils were able to approach local businesses to learn how languages are important to them. Through the workshops, we discovered that working for the National Trust of Scotland and following a career in football both have a need for a second language. It was a very interesting day and everyone wanted to learn Russian by the end of it.

Here is some feedback from the pupils who attended the event:

'I learnt that languages can come in useful in any job out there. It was eye-opening.'  
Martha Shillaker)

'It inspired me to continue with languages.'  
(Amelia Whistance Holmes)

**Niamh Maclennan, S3 pupil at Plockton High School**



## Say 'yes!' to languages!

On 6 February, S3 and S5/6 language pupils were treated to two presentations focusing on the positives of language learning. One was from representatives from SCILT and the enthusiastic speakers covered topics including how employers value languages, the skills that language learning can develop and their personal experiences of where language learning has taken them.

Twenty-one year old Anya Jarman from Project Trust gave a very personal account of how her language learning has helped her progress. Before starting her History degree at the University of Edinburgh, Anya worked with the volunteering charity Project Trust teaching English in China. With no Chinese knowledge at all, she took on this massive challenge and thoroughly enjoyed her time teaching, travelling and getting to know the culture and people. Because of her knowledge of French from school, she knew the best way to approach language learning and as her Chinese improved she really saw the benefits that even a little language knowledge can give. This included stopping a fire in a classroom and avoiding getting married! Anya was a positive and inspiring role model and she clearly communicated why pupils should say 'yes!' to languages.



Feedback from the pupils:

- the event gave me a clear idea of where languages can lead you
- it was well presented and the message was clear
- the stories from bilingual people were really interesting
- the event was good for emphasising the importance of languages
- it was informative and gave me an idea of how important a language can be

S4 and S5/6 pupils were visited by ex-pupil Euan McElwee who is currently studying French and Economics at the University of Dundee. Euan spoke to classes about university life, about the skills he had developed there and about how learning a language can improve your employment prospects. Pupils got the opportunity to discuss all aspects of university life with Euan and found his workshop motivated them towards studying languages further.

**Val Smith, Queen Anne High School**



## SCILT languages in life and work event in Carnoustie High School



After the significant impact of our SCILT event last year on S4 uptake of languages, at the end of September 2016 we had the pleasure of inviting experts from various professional fields to talk to the young people in S3.

The morning opened with an introductory talk by Meryl James of SCILT. Then pupils chose from workshops in German, Japanese, Chinese, Polish, British Sign Language or communication. These were led by both staff - not all of whom were from the Modern Languages department - and pupil volunteers.

After break, the young people attended workshops led by the guests. One of our aims was to raise awareness of the value of language skills combined with STEM skills. Karen Webster, HR manager in the Dundee-based engineering firm Tokheim International, explained how they make specialist equipment for a global market and how languages, especially French and Chinese, are central to their everyday work. Itziar Ferreira Cores, a STEM ambassador, and Lucy Wakefield of the Dundee Science Centre presented a hands-on engineering challenge in Spanish which completely engaged the pupils.

Thomas Hulvershorn from the popular field of games design, explained how games are created and marketed for a global audience. David Valentine, owner of the famous Simpson's Golf Shop in Carnoustie, described his expanding businesses in China - many times the size of the shop the pupils all know. Micaela

Church, a returnee from a Project Trust year in Africa, inspired the pupils with her volunteering experiences and what she had learned about human communication. Pauline Cawdery, a Glamis Castle guide, highlighted the importance of language skills in Scottish Tourism.

Pupils and staff concluded that the morning was challenging, fun and informative. We are grateful for SCILT's support.

**Isabelle Gall, Carnoustie High School**



## Spanish at Loudoun-Montgomery Primary



For the last few weeks, David Burns from the languages department at Irvine Royal Academy has been visiting our school to provide some Spanish input to the P7/6 class.

He has taught them about phonics and has introduced simple phrases to allow them to converse in Spanish. They now

know a variety of greetings and have used songs to enhance their confidence in speaking aloud in the target language. The class are enjoying using actions to learn about different animals and are sharing their new found knowledge with younger children within the school.

The Interactive Whiteboard is used to project slideshows with words and pictures which the children find enjoyable. This also supports the visual learners. The class has enjoyed playing games in Spanish and has learned lots of new facts about Spain as well as the customs, traditions and festivities. The class has been learning French throughout their time in the school and are enjoying a flavour of a different language.

David also stays to provide further input to children of all ages and stages across the school if they choose to do a starter session in Spanish for Golden Time.

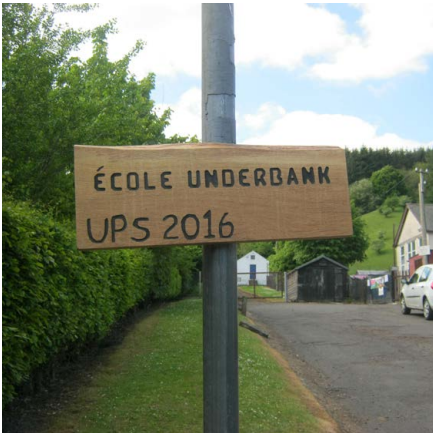
Chloe says, 'I like playing noughts and crosses in Spanish.'

Claire says, 'I like when the pupils from the academy come to help Mr Burns teach us Spanish.'

Ben says, 'I like how we are learning new Spanish words, it's great fun doing the actions too.'

**Gillian Goudie, Loudoun-Montgomery Primary**

## Underbank Primary's French launch



Underbank Primary launched their whole school French project in June with some very special guests, Janey Mauchline (retired South Lanarkshire Quality Improvement Officer), Elizabeth Clingan (South Lanarkshire Development Officer) and P6 pupils from High Mill Primary. The pupils from Underbank have worked hard to create a French vocabulary trail of local features and landmarks in their village of Crossford. The trail means pupils, parents, the local community and any visitors to the area can develop their French language skills whilst enjoying exploring the village. Pupils worked with a Modern Language Assistant from France to identify and translate the names of the ten features in the village. They then worked in partnership with Clydesdale Community Initiatives in Lanark to carve the French vocabulary onto oak signs which have been posted around the village. The legacy of a French trail in Crossford, created by the pupils of Underbank Primary, will be enjoyed by all for many years to come. The staff and pupils of Underbank Primary invite you to visit Crossford and try out their French trail!

On 23 August 2016, Yvette Duboc and Jean François le Perf visited Underbank to celebrate 40 years of twinning. The



town of Yvetôt is twinned with Lanark and the visitors shared some French culture and information about their town with pupils. Underbank Primary's P7 pupils then encouraged the visitors to experience the French trail around the

village, which they absolutely loved. Pupils have inspired the visitors to create their own trail of landmarks in English in Yvetôt!

**Marguerite Elkin, Underbank Primary**

# News from SCIS

## European Day of Languages at Queen Victoria School

European Day of Languages was a great start to the academic year at Queen Victoria School and set the pace for the rest of the year, which has been jam-packed!

S1 have been learning the present tense, and they have come up with their own

style of playground clapping games as well as brightening up the French classroom with their lovely verb flowers.

S2 have been learning about French food. This of course involved tasting some of it, and the macaron in particular went down very nicely. The downside of this

was that the whole corridor near the Modern Languages department smelled of cheese for some time!

We've also been preparing for the visit of pupils from Prytanée National Militaire, who will spend a morning at Queen Victoria School. We've enjoyed reading the letters that they sent to us, and we've written letters back to them which are currently winging their way to France.



92 pupils took over the MacRobert Cinema one afternoon in November and we enjoyed a screening of 'Le Nouveau'. Pupils enjoyed seeing a snippet of life at a French school. Our senior pupils were back at the cinema for a visit shortly after this, and were all gripping their seats at a screening of 'Made in France'.

We've started a Nepalese club. It's been really interesting to learn about Nepalese culture and the numbers of pupils attending has been great!

Everyone is getting excited about the introduction of Spanish next year and we're looking forward to nicer weather so we can get outside for a game of boules!

**Laura Bairner, Queen Victoria School**



## Taiwanese pen pals



S1 pupils have been enjoying using their Chinese language skills to communicate with their new Taiwanese friends. Every pupil in our S1 class has been matched with a pen pal in Sacred Hearts High School in Taiwan and our pupils were very excited to receive cards from Taiwan over Christmas. In return, the S1 pupils made their own cards for their pen pals and wrote messages in Chinese characters. Our pupils said this was an enjoyable and exciting experience. We think they have benefited enormously from our international relationship with Sacred Hearts. It's a great opportunity for our pupils to put their language skills into practice in a real-life context.

**Lucy Zhang, George Heriot's School**

# News from our partners

## Keeping connections alive: Scotland and Germany

Maintaining European connections is now more important than ever.

With the current challenges facing schools, we recognise that teachers need extra support for their pupils to experience German outside of the classroom and bring linguistic and cultural learning to life.

That's why we're asking teachers to help shape the future of UK-German relations and tell us what support they need to keep connections with Germany alive ([www.ukgermanconnection.org/have-your-say](http://www.ukgermanconnection.org/have-your-say)). We also accept feedback by phone.

To help schools keep their UK-German partnerships running, we launched a new initiative last year which awarded bursaries (of £1,000) to schools in both countries to support their school partnership activities over the coming year.

We were delighted to be able to support four Scottish schools in Glasgow, Crieff and Ayr. The bursaries will help to pay for their 2017 activities, which include a work experience programme in Germany and a planning visit for a new Head of German to discuss possibilities for new joint projects. The bursaries will also help to bring down the costs of exchanges and visits for pupils and enable more young people to benefit from these real-life experiences. We're planning to offer another set of bursaries later this year.

Flexible funding is also available for activities, such as:

- planning visits for teachers (only)
- pupil taster trips
- 'Our Future in Europe' (new) and WW1 projects

Find out more on our website ([www.ukgermanconnection.org/funding](http://www.ukgermanconnection.org/funding)).

Other upcoming opportunities include:

- Host a Teacher, a free and flexible programme providing authentic German language and cultural input
- the UK-German Bears Project, a virtual cultural exchange for primary school students

Find out about all of our opportunities on our website ([www.ukgermanconnection.org/opportunities](http://www.ukgermanconnection.org/opportunities)).

If you have any questions or would like to discuss your ideas, please do get in touch with us by email ([info@ukgermanconnection.org](mailto:info@ukgermanconnection.org)) or phone (+44 (0)20 7824 1570).

**Alison Dolamore, UK-German Connection**

## Never too late to learn

From increasing intercultural awareness to boosting your chances of getting a job, there are many great reasons to learn another language! You are never too young to start and we at the social enterprise, Lingo Flamingo, advocate that you are never too old either.

At first, it may sound surprising that we are teaching languages to older adults but our reasons are twofold. Firstly, it provides them with an interactive and exciting activity to undertake where they learn a new language, explore a different culture, and have a lot of fun doing so. Secondly, we are using language learning as a platform to stimulate the brain – research shows that speaking a second language can delay the effects of dementia as well as aiding stroke recovery.

Our classes are very visual. They are slow-paced and include memory techniques, nostalgic references and intercultural exercises. We also include opera sessions, cuisine classes, fashion shows and graduations to make them as fun and as accessible as possible. A lot of our students have not been in a learning environment for decades and we see them grow in self-confidence, improve their communication skills and make new friends, all at the same time. One lady even used her hearing aid for the first time in two years so she could hear her Spanish teacher!

We have run a few intergenerational sessions with local schools and they have been a great success. It is lovely to see both generations interact, learning from one another, using

languages as a vehicle to bring people together. If you would like to volunteer, do an intergenerational project or want more information then please get in touch with us by email ([info@lingoflamingo.co.uk](mailto:info@lingoflamingo.co.uk)) or visit our website ([www.lingoflamingo.co.uk](http://www.lingoflamingo.co.uk)) and help this flamingo spread its wings.

**Robbie Norval, Lingo Flamingo**



## Science in the language class



The Royal Zoological Society of Scotland has launched 'Science in the language class'. We aim to produce resources which will link language learning to our conservation projects across the world or to the conservation breeding programmes within our zoos.

With the success of the 'Beyond the panda' programme linking with Chinese language learning, we have produced a game about our conservation work in South America which links to Spanish. More information on our conservation projects across the world can be found on our website ([www.rzss.org.uk/conservation/](http://www.rzss.org.uk/conservation/)).

'Especies en peligro' (endangered species) is a game which focuses on four South American species – giant armadillo, giant anteater, sloth and jaguar. The game investigates threats and solutions and provides fact and language challenges. For example, there are challenges in the game linking to Spanish words for common adjectives, opposites and Spanish/English cognates.

A similar Chinese version already exists in the 'Beyond the panda' programme – 濒危物种 and we will be producing a French version which will focus on the lemurs of Madagascar - Les lémuriens de Madagascar.



We have partnered with the Association of Scottish Philatelic Societies (ASPS) to produce a Japanese Stamp Sugoroku game - 切手の双六. In this game, many aspects of Japanese language and culture are discovered. The game has links to our Japanese macaques at RZSS Highland Wildlife Park. ASPS has also just launched their 'Language of stamps' series and more information about their games can be found on the ASPS website ([www.scottishphilately.co.uk/youth.php](http://www.scottishphilately.co.uk/youth.php)).

Look out for language days which we hope to hold at RZSS Edinburgh Zoo and RZSS Highland Wildlife Park.

For further information on 'Science in the language class' please contact Sandie Robb ([srobb@rzss.org.uk](mailto:srobb@rzss.org.uk)).

Please note that the board games come at a cost of £80 plus VAT. They are supplied with a pack of additional materials.

**Sandie Robb, Royal Zoological Society of Scotland**

## Scottish schools celebrate French language

Emmanuel Cocher, Consul General of France in Edinburgh and Glasgow, presented the three winning schools of the 'Concours de la francophonie' with their prizes at a special award ceremony on Friday 17 March, hosted by the University of Edinburgh.

La francophonie is thriving in Scotland as the majority of children now learn French from P1. In 2016, to celebrate this renewed engagement with languages and to mark the international day of la francophonie for all young learners across Scotland, Institut français d'Écosse launched a national French competition.

This student-led competition is designed to value creativity in French and to encourage all primary and secondary schools to participate. Learners are invited to film a short piece, dialogue, song, play, report or any other production in French. The competition has two stages. Firstly, the local authorities choose their own local champions who are then put forward to be judged by a national jury, which selects the overall winners. This second year of the competition sees local authorities, including Shetland Islands Council and Orkney Islands

Council competing, along with various independent schools.

Eighty-seven learners from three of the four winning schools attended the ceremony held at the Outreach Centre at the University of Edinburgh. The ceremony was preceded by various activities in French, conducted by fourth year students of French at the university and teachers from the Institut français d'Écosse.

The winning schools are:

### P1-P4

Glasgow City Council – Holy Cross Primary – P4

### P5-P7

Argyll and Bute Council – Dunoon Primary – P5

Falkirk Council – Antonine Primary – P5

### S1-S3

Shetland Islands Council – Mid Yell

Junior School – S3

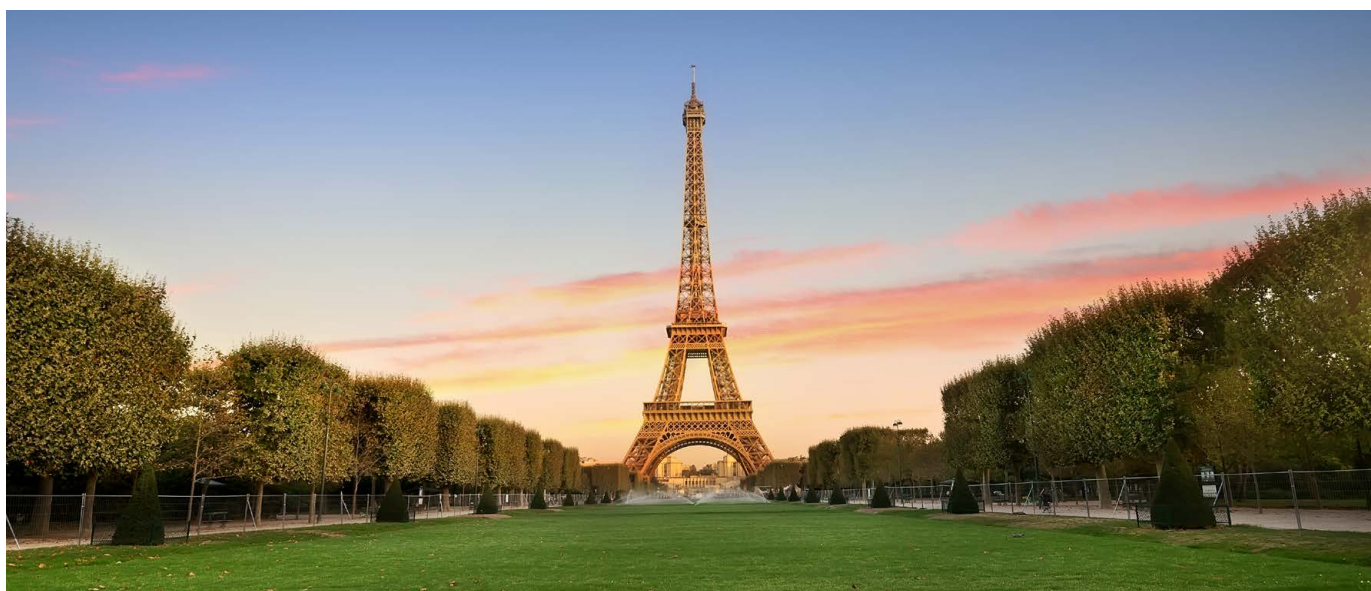
The Institut français will visit Mid Yell Junior School in June to give their award and prizes to the winners and offer them French activities.

Emmanuel Cocher said, 'La journée mondiale de la francophonie, the international day of la francophonie, is indeed a very special day which brings together French speakers, learners and teachers, to celebrate the French language and the dialogue between cultures. Thanks to the 1+2 Approach, all students now learn two additional languages in schools and a clear majority have chosen French as their first additional language. This ambitious and exciting policy will have a positive impact on language uptake in schools and will open new horizons to all young Scots.'

The international day of la francophonie is celebrated all around the world on 20 March ([www.20mars.francophonie.org/](http://www.20mars.francophonie.org/)).

For more information on the competition, visit the Institut français d'Écosse website ([www.ifecosse.org.uk/New-concours-de-la-francophonie.html](http://www.ifecosse.org.uk/New-concours-de-la-francophonie.html)).

**Thomas Chaurin, Institut français d'Écosse**



# Erasmus+

## Erasmus+ update from British Council



The reasons may vary – from learning good practice to increased job satisfaction – but 98% of UK school staff who took part in the European Union’s Erasmus+ programme would recommend it to a colleague.

### Celebrating 30 years

2017 marks 30 years of Erasmus+. The original Erasmus programme began in 1987 as an exchange programme giving higher education students a taste of life and learning abroad. In the ensuing thirty years, Erasmus grew and has developed into something much bigger, funding around 129,000 UK education staff and youth workers. Today, Erasmus+ continues to fund thousands of opportunities a year, for students, staff, teachers, apprentices and young people from across education, training, youth and sport with projects covering a huge range of topics.

### Scottish schools success

Almost 70% of school education applicants successfully applied for over €4m in Erasmus+ grants in Scotland from 2014-2016. This provided opportunities for staff professional development, funds to support school

project visits to other European countries, a revitalisation of teaching and support for curricular policy in over 300 projects. Many schools in Scotland have been able to extend their international outlook through Erasmus+ partnerships as a result, helping to fulfil Education Scotland’s curriculum goals of creating successful learners, confident individuals, responsible citizens and effective contributors.

UK schools received grant-funding ranging from €1,300 to €212,000 for Erasmus+ mobility projects in 2016. Hundreds of staff received an average of nearly €2,200 in grant-funding to help schools with international activities linked to education policies, such as the 1+2 Approach and Curriculum for Excellence.

### First steps

Schools should use eTwinning, a secure online community, to start or extend their Erasmus+ project. It helps users to find and forge partnerships across Europe before applying and then supports them throughout their projects. Watch a new series of short films on the eTwinning website which demonstrate the power of online, international collaboration ([www.britishcouncil.org/etwinning/what/](http://www.britishcouncil.org/etwinning/what/)

[case-study](#)). These feature schools from across each region of the UK, including St Roch’s Secondary in Scotland which ran a World War 1 project focusing on curricular integration with schools in Romania, Italy, Serbia, Germany, Turkey and France. The school has since secured Erasmus+ Strategic Partnership funding for their project, ‘Innovative learning in mathematics and science classrooms’. Check out workshops in your UK region, or kick start your project by applying to attend a two or three day workshop in another European country ([www.britishcouncil.org/etwinning/workshops/face-to-face](http://www.britishcouncil.org/etwinning/workshops/face-to-face)).

Other tools are also available, such as the School Education Gateway, which helps schools find and rate staff teaching and job shadowing opportunities and forge new strategic partnerships with schools across Europe.

### The future

The National Agency for Erasmus+ in the UK, a partnership between the British Council and Ecorys UK, remains wholly committed to the Erasmus+ programme and its benefits. The UK Government has confirmed that it will underwrite grant agreements for Erasmus+ signed while the UK is still a Member State (the UK continues to be a full member of the EU until the point it leaves) even if payments continue beyond the point of the UK’s EU exit date. This means that UK organisations can prepare for participation as usual in the 2018 application deadlines which are due to be announced later this year.

Sign up to the Erasmus+ National Agency newsletter ([www.erasmusplus.org.uk](http://www.erasmusplus.org.uk)) to stay informed of deadlines, start-up workshops taking place later in the year and to get involved in the Erasmus+30 anniversary celebrations.

**Jude Wood, British Council**



## Erasmus+ mobilities for teachers

For many years Europe has operated a system of funding to encourage the mobility of students, teachers and other adults. These funding streams have now been brought together under Erasmus+ and offer a fabulous opportunity to teachers!

In 2014, 650,000 people – students, teachers and administrators – participated in Erasmus+ mobility projects. Even so, many schools and teachers know very little about the programme and it's worth highlighting that Erasmus+ is not only for specialist language teachers. The funding can support teachers of any subject who need to upskill in another language or who are involved in international projects. This includes primary teachers who want to improve their language skills. Teachers of languages and any other subject can take language courses from beginner to advanced level in language schools across Europe. Erasmus+

funding covers flights, teaching, accommodation and food.

### How it works

Applications must be made by the sending school, rather than by the individual teacher. The school should create a two-year training programme to include all staff that the school wishes to send on a language course (mobility programme). This training programme must be in line with Erasmus+ priorities and the stated medium term objectives of the school.

There is a closing deadline around the end of January each year. Projects are then given approval (or not) by May/ June of the same year and projects can start within a few days.

### What it covers

Key Action 1 mobility funding for teachers covers all aspects of the stay:

- flights and other transport costs
- accommodation
- meals
- language course: anything from beginner to advanced, with the optional possibility of lessons in methodology, shadowing in local schools and other types of teacher contact
- cultural lessons and activities: teachers may choose a programme which combines language with specific areas of culture, for example dance lessons or cookery classes

### Typical cases

Across Europe, the following are typical of the types of successful application:

- schools can apply for their specialist French teachers to take Spanish language courses so that they can begin to teach Spanish in the future
- advanced language courses combined with methodology lessons or teacher observations
- teachers of other subjects who want to begin to teach their subjects in Spanish or French
- staff involved in international projects and exchanges or who deal with multilingual students, including administrative staff, can apply for language courses
- an entire cohort of staff from a primary school who want to embed language lessons across the curriculum

### Benefits

By enabling teachers to improve and enhance their skill levels and to become more relevant to the changing demand of their student body, the Erasmus+ programme aims to improve student outcomes across Europe.

**Bob Burger, Malaca Instituto**



## Erasmus+ opportunities across Europe with Caledonia Worldwide



A wide range of language courses designed for language teachers is available in Europe with funding provided by Erasmus+ to help cover fees. Edinburgh-based Caledonia Worldwide works closely with carefully selected language schools in many parts of Spain, France, Italy and Germany, keeping up-to-date with developments in each location through regular visits. The Caledonia team are all linguists who have worked and travelled abroad before joining the company, and offer personalised advice and recommendations for language courses in Europe.

Some courses may be offered on specific dates only, whilst others are available all year round. However, the key common factors are:

- courses are provided by fully accredited language institutions with professionally qualified, experienced native teachers
- intensive courses enable teachers to refresh their own language skills and update their knowledge on current affairs as well as discover new teaching techniques

- flexible dates and course content mean that you can customise your learning experience
- accommodation is supplied in local homestays, residences, small local hotels or apartments

Locations for specific teacher refresher courses ([www.caledoniaworldwide.com/education/teacher-refresher-courses-languages](http://www.caledoniaworldwide.com/education/teacher-refresher-courses-languages)) include some well-known cities and towns such as Nice, Rouen, Granada and Lucca.

However, intensive language courses ([www.caledoniaworldwide.com/activity-holidays/language-courses](http://www.caledoniaworldwide.com/activity-holidays/language-courses)) are also eligible for Erasmus+ funding and this considerably opens up the choice of locations on offer.

'The school [in Lucca] uses an interesting teaching method which I hadn't encountered before and suited me well. It was pretty exhausting and challenging but worthwhile. The lessons were well-organised and engaging and my tutors were excellent. Patient, responsive and talented at explaining culture and language.' (SM, October 2015)

Established in 1996, Caledonia Worldwide is currently celebrating its 20th anniversary. It offers language and cultural school trips not only in Europe, but also Cuba and South America and is a specialist tour operator for music and dance trips. For further details, please contact Caledonia Worldwide on 0131 621 7721, by email ([info@caledoniaworldwide.com](mailto:info@caledoniaworldwide.com)) or visit the website ([www.caledoniaworldwide.com](http://www.caledoniaworldwide.com)).

**Kath Bateman, Caledonia Worldwide**



## Erasmus+ opportunity in Spain with Malaca Instituto



Malaca Instituto is an award-winning school of Spanish and is widely recognised amongst its peers to be one of the leading language schools. Dedicated to the teaching of Spanish for over 40 years, it is located in a residential suburb of Malaga, 15 minutes bus-ride from the city centre and 10 minutes walk to the beach. The school and its residence create a mini-campus with outstanding leisure and learning facilities.

The school has a strong academic focus and produces most of its own textbooks and supplementary

materials. Because lead teachers are involved in these projects, there is a stimulating academic environment across the school which is crucial to the provision of the high quality teaching we provide.

Activities help our students get to know Malaga and Andalucia – the people and traditions – whilst getting to know their fellow students and having fun! The activities programme includes dance classes, tapas tours, cookery classes, walking tours of Malaga, cultural talks, excursions to Granada, Sevilla, Cordoba and full weekends in Morocco.

In addition to the accommodation within the school itself, we offer selected host families and shared student apartments, ensuring everyone will find accommodation to suit their tastes and pockets.

Malaca Instituto has won the Study Abroad industry Star Award for Schools of Spanish worldwide five times and is therefore one of only nine language schools in the world to have achieved Super Star status! We receive clients and students from diplomatic corps, top companies and prestigious universities from around the world. Our membership of EAQUALS and IALC and Accreditation by the Instituto Cervantes confirms this quality.

Courses available at the school include:

- intensive and super-intensive language classes
- DELE preparation
- university access providing pathways to Selectividad and Masters degrees
- Spanish for academic purposes
- Hispanic Studies: cultural gap-year
- Spanish for international trade and commerce
- Spanish for business
- Spanish for teachers
- Masterclass (50 years+)
- Spanish and cookery
- Spanish and dance
- summer course for young adults
- Spanish and internships
- school group programmes

For further details, please visit the website (<https://malacainstituto.com/en/>) or email ([bob@malacainstituto.com](mailto:bob@malacainstituto.com)).

**Bob Burger, Malaca Instituto**

# Languages beyond school

## A business perspective on languages



Young people from 56 schools across Scotland had the opportunity to engage with local businesses in a series of Business Brunch events, held at venues across Scotland in January and February 2017. 535 learners from S3-S6 heard from a range of business leaders who view language skills as key to the growth and success of their company. The events demonstrated the relevance of language skills in a work context and aimed to encourage

learners to continue with their language studies into the senior phase of their secondary education, and beyond school.

Business leaders shared with young people the value of learning a language:

'Here at Total E&P UK we see on a daily basis the benefit of languages in the workplace. The ability to speak a language adds huge value to the

business experience, whilst increasing cultural understanding.' Virginie Jégat, TOTAL E&P UK LIMITED

'Languages have been invaluable in helping me get the job of my dreams – I am walking proof that having a language on your CV gets you noticed. Ten years on from graduating, I still get to use my Spanish at work – I'm incredibly lucky and would urge all pupils to continue with at least one additional language.' Jennifer Masson, The Tomatin Distillery

'Life is a competition. Most of your competitors speak at least two and perhaps multiple languages. Speaking English is simply not enough to thrive and prosper now, far less in the future.' Eric Balish, Bank ABC

'Our work is based on creating networks of people who can work together to achieve more. Making an effort to speak to partners in their own languages, even if it is limited, helps to create trust and a much more productive relationship. It's a sign of willingness to make a real partnership.' Iain Hamilton, Highlands and Islands Enterprise

'Our dancers come from many different countries, and our choreographers too. We travel all over the world so we're constantly grateful for all the different language skills our staff have – we always need them!' Dawn Hartley, Scottish Dance Theatre

'Languages are a "secret sauce" – an enabler and an accelerator in business and social circumstances. As your use of a language grows, so does your spirit.' John Beveridge, GlobalScot

For more information on SCILT's 2017 Business Brunches ([www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx](http://www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx)).

**Meryl James and Janette Kelso, SCILT**

## How the Army uses language skills

The Army was invited by SCILT to assist with two events highlighting the value of languages in the workplace to secondary school pupils – one in Paisley Grammar and the other in Dumbarton Academy.

Rosalind Wildman, an Army Reserve Soldier with 7 Scots Royal Regiment of Scotland, and Mr Brian Tait, Careers Advisor from the Army Careers Centre in Glasgow, spoke to pupils about the importance of language skills throughout the Army.

Language specialists play a vital role on overseas operations and use language skills in a variety of contexts, liaising between soldiers and local civilians or translating for senior officers at high-level meetings. It's a unique way to see more

of the world and experience different cultures.

Intelligence Corps and Technical Intelligence use specialist language skills alongside cyber skills to interpret and analyse communications. They work with highly sensitive information. Rosalind spoke about her language skills, gained at school and university, and how the Army has given her the opportunity to build on these whilst on operations and whilst travelling with the Army on Adventurous Training throughout Europe.

The classes were given a short presentation on the various careers available in the Army, why the use of or the ability to understand other languages is important and the countries around the globe where the Army is serving.

Pupils were then given the challenge of putting themselves in a certain Army role whilst the other pupils in the class had to guess why language skills were so important in that particular role. The pupils looked at medical, engineering and intelligence roles within the Army.

All the pupils and teaching staff were amazed how language skills were an important asset within the Army environment.

### Brian Tait, Army Careers Centre

Inspire your pupils with SCILT's Job Profiles and look at the range of careers where language skills have proved to be valuable ([www.scilt.org.uk/Business/Jobprofilesandcareers.aspx](http://www.scilt.org.uk/Business/Jobprofilesandcareers.aspx)).

## Languages and a career in marketing

I get a huge amount of satisfaction and pleasure from working with young language students in secondary schools across Scotland. As someone who is fortunate to travel in my own job, and who uses languages on a regular basis, it is a wonderful opportunity to share my experiences with students who are making key decisions about their subjects.

Having studied French to Higher level at school, and then continued my studies at the Alliance Française in Glasgow, I have found languages invaluable in my career development and in my leisure time. As a young student at Renfrew High school in the early 1970s, I could not have envisaged I would now be working for a French company, with an international reach across the world in more than 75 countries.

In addition to French, I have also studied Spanish, I can just about get by in Portuguese, and I am currently learning Italian in evening classes. These language skills have proved invaluable in allowing me to do my job as International Brand Ambassador for Chivas Brothers more professionally and effectively.

When presenting to an audience of language students it can sometimes be challenging to illustrate how important learning a language is. However the best means of communicating is through

personal experience, with specific examples of how languages have enriched my life. Anecdotes about work, travel, personal observations and achievements are all very powerful motivators to a young audience.

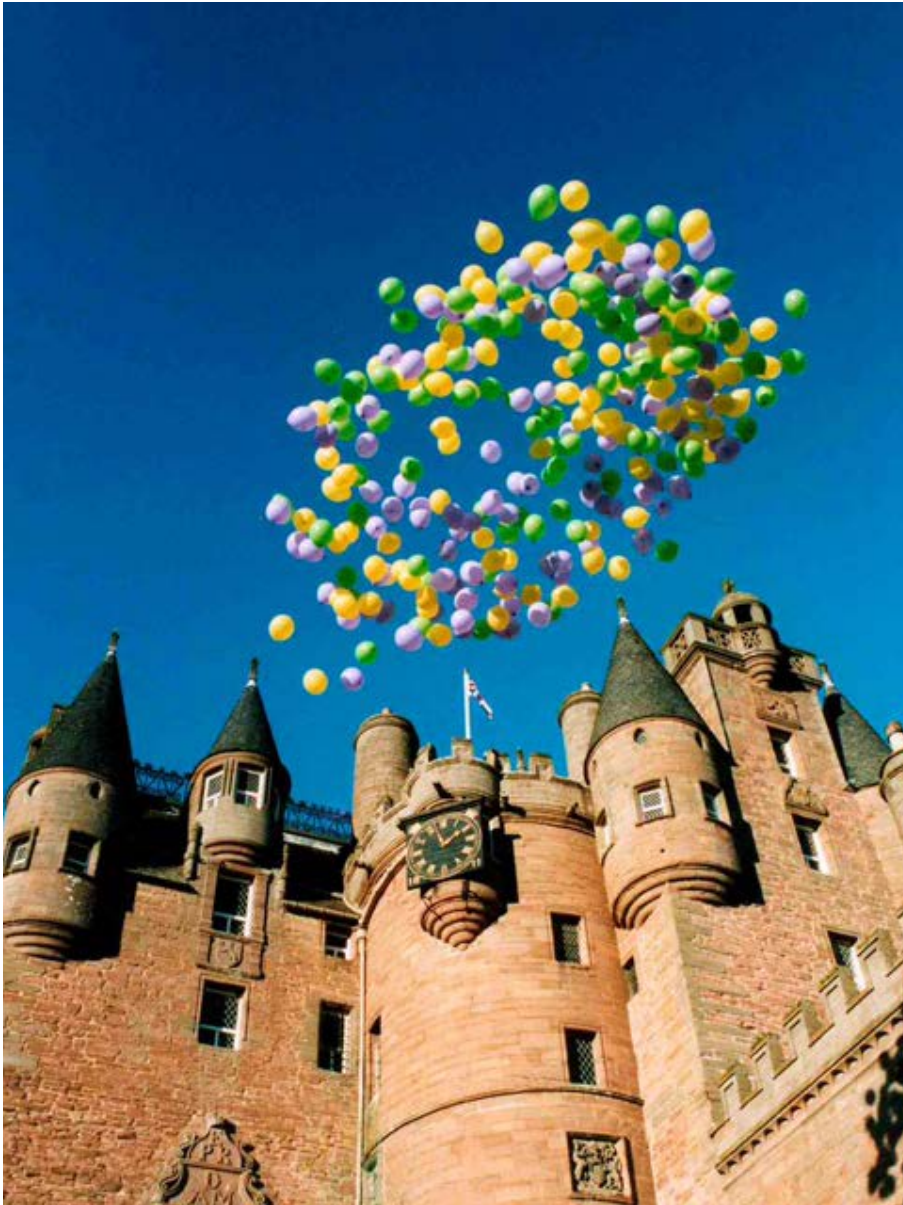
My main reason for attending so many of SCILT's 'Languages in business' workshops over the last five years is simply to share some of my own good fortune and experience in order to encourage young people to embrace and enjoy languages. It also is very rewarding working with such dedicated and professional teaching staff throughout the central belt.

### Ken Lindsay, Chivas Brothers

Read Ken Lindsay's full Job Profile and look at the range of careers where language skills have proved to be valuable ([www.scilt.org.uk/Business/Jobprofilesandcareers.aspx](http://www.scilt.org.uk/Business/Jobprofilesandcareers.aspx)).



## Languages for tourism



Anybody who works in a multinational industry will remember what it was like the first time you communicated with someone who doesn't speak English. That's when you wish that you'd listened to the advice given to you at school about how important it is to learn a second language. I never really took on board that advice. Now I wish I had embraced the opportunity more fully;

that I had seen it as a stepping stone to the future and not as just another exam to pass.

That is why SCILT is so important. SCILT shows students how many doors will open for them if they develop skills in a second language. These children are our future and will help to move Scottish industry forward globally in the next few years.

I am thrilled to have been invited to talk to schools about the importance of languages. I look at those kids and think how lucky they are to be able to study languages; how lucky they are to have the opportunity to acquire skills that will take them anywhere in the world.

I impress upon students that within the tourism industry, from hospitality to the one-on-one guiding of high-end clients, communicating with people in their own language is of paramount importance. It is a courtesy, at times a necessity, to be able to make yourself understood and, equally, to be able to understand what is said to you.

Working at Glamis Castle, a venue that attracts 100,000 visitors a year, means that I encounter thousands of visitors who are not English speakers. The ability to communicate, even a few words, with people in their own language gives them the feeling of being special. Even something as simple as 'Good morning' can make the difference between an ordinary day out and a day that lives on in their memory.

I am proud to be included in the SCILT Business Language Champions and programme of visits to schools. I feel it is a worthwhile investment in the future of Scottish industry and in the people who hold that future in their hands.

**Meryl James and Janette Kelso, SCILT**

If you want to know more about SCILT's Business Language Champions, please visit the SCILT website ([www.scilt.org.uk/Business/Developinglanguageskillsfortheworldofwork/tabid/1597/Default.aspx](http://www.scilt.org.uk/Business/Developinglanguageskillsfortheworldofwork/tabid/1597/Default.aspx)). If you are interested in developing a similar programme in your school please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

## Languages and petroleum engineering



John Barry worked for 31 years for Shell, initially as a petroleum engineer and subsequently in economics and management roles. He shares how languages have played a crucial role in his career.

### What languages have you learned?

I have mastered French to the level of fluency. Although I was always an obsessive physics enthusiast at school and university, I did push my French further than most, probably reflecting my mother's own interest in languages which somehow rubbed off on me as a child. Early trips with my parents to France, where I managed some basic exchanges with other 14 or 15 year olds, showed me early on just how satisfying it can be to communicate – even when the technical level of language skills on display was miserable!

My French took a further boost when my first posting overseas with Shell turned out to be the African and Francophone country of Gabon. There I often found myself as the only person on our drilling rig who could actually intermediate between the French speaking Gabonese and the American rig crew.

While French is the only additional language I am fluent in, I picked up some of the basics of Dutch and

Russian during my travels. In both cases, my employer was prepared to pay for some lessons as they recognised that speaking the local language, even badly, can change the way an incoming expatriate is viewed and make him or her far more effective in interpersonal relations.

### How have language skills helped you in your work?

For me personally, language skills were an absolute game changer. In my first assignment to Gabon I was a 'lowly' engineer on a drilling rig. Fifteen years later the company sent me back to Gabon as the country manager – leading an organisation with 800 employees and producing at that time more than half of the government's tax revenue. I was relatively young to secure such an interesting and responsible job and I am convinced that my French language ability was the key factor in my selection. By that stage I had evolved to be pretty comfortable in the language and could hold business meetings in French. Despite my progress, I have to admit that the first time I had a meeting with the Gabonese trades unions in French was still terrifying. I was missing a lot of specialist vocabulary, but people around me were very supportive of my efforts and understood I was not using my first language.

My efforts to learn Russian also had positive spin offs on the work front, but I never got to the stage where I could hold a meeting in Russian without an interpreter on hand. Nonetheless, being able to exchange some simple greetings – enquiries after the children and such like – did really help to break the ice with counterparts who at first sight might have appeared dour and forbidding. And I managed to make a number of speeches in Russian (sounds more impressive than it is - remember, a speech is prepared beforehand!) which also had a high symbolic value, showing

respect for our host country and its own rich cultural traditions and history.

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

My Dutch friends always amazed me with their excellent language skills, and I think this related partly to their lack of fear of making mistakes. Perhaps coming from a small country, with a language not widely spoken, they had realised, much younger than we British do, that the important thing is to get a message across rather than be 100% correct. I know this is something which teachers try to instil in their pupils these days, but it is so true in my observation that I think it bears repeating.

My other little trick would be about learning correct pronunciation. To improve my French accent, I used to repeat simple French sentences in an exaggerated (Hollywood style) French accent. When I pushed this to the limit (think Pink Panther!) my French friends would say 'Good, you have almost lost your English accent!' I try to remember this need to consciously exaggerate the accent you are aiming for, especially in the early stages of learning a language.

And finally, when the locals fall about laughing at your attempts to speak their language, laugh with them! You probably said something with a double meaning in their language, without realising it, and by joining in with the hilarity you can pretend you did it deliberately. Very soon your reputation for being able to make jokes in another language will be secured...!

Inspire your pupils with SCILT's Job Profiles and look at the range of careers where language skills have proved to be valuable ([www.scilt.org.uk/Business/Jobprofilesandcareers.aspx](http://www.scilt.org.uk/Business/Jobprofilesandcareers.aspx)).

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

