

Scotland's National Centre for Languages Newsletter

Business Brunches 2018



Welcome to the SCILT newsletter

Editorial

Dear colleagues

Welcome to the last SCILT newsletter of session 2017/18. Reading through its wealth of contributions, I was struck by the genuinely collaborative nature of the languages community in Scotland. Whether it is developing links overseas, cross-sector initiatives, partnerships with the business world or reaching out to engage parents, practitioners across the country are seeing the value of working together. This collegiate approach is laudable as together we can achieve so much more.

I hope your partnership with SCILT has also been positive over the course of this session. The team is always on hand to support the language community in any way we can. Please feel free to contact us at scilt@strath.ac.uk and we will do our best to help.

Finally, as we make the last part of the journey towards the summer, may I take this opportunity to wish you a very restful summer break? Whether staying at home or traveling further afield, I hope the sun shines on us all.

See you all in session 2018/19!



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

Broaden your horizons with languages



In partnership with Developing the Young Workforce (DYW) Ayrshire, SCILT ran a series of three business language events, aimed at S3-S6 pupils from across the Ayrshire authorities, between September 2017 and January 2018.

The events took place at Prestwick Airport where 235 pupils from 23 schools heard from a variety of professionals and engaged with local businesses who view language skills as key to the growth and success of their organisation.

Emma McClymont, Business Liaison Officer at DYW Ayrshire said: "DYW Ayrshire was delighted to work in partnership with SCILT to bring a series of language events to 23 secondary schools here in Ayrshire. The events were a fantastic opportunity for both teaching staff and pupils to network with a variety of professionals who utilise language skills in their job role."

Young learners had the opportunity to explore the marketplace and network with organisations such as Articulate Language Camps, College Development Network, Food and Drink Federation Scotland, IBM, Kids Lingo, Project Trust, and student language ambassadors from the University of the West of Scotland.

Pupils went on to hear from a series of inspiring presenters who shared their personal journey with languages. Speakers included representatives from easyJet, Bank ABC, Culzean Castle (National Trust for Scotland) and Radio Lingua.

One teacher commented: "Pupils were really motivated at the end of the day. The event allowed them to think about the reasons behind learning a language and the extra benefits language skills might have for them, even in a career that might not involve languages directly. It gave them an insight into the marketability of languages and how useful it is to speak another language."

Emma McLean, SCILT





Building with Lingo

Proving that you don't need to be Irish to celebrate St Patrick's Day in style, the University of Strathclyde opened its doors to welcome children, young people and their families to Building with Lingo, an action-packed event held on 17 March 2018. During the event, families had the opportunity to take part in a wide range of intergenerational activities to celebrate and promote languages and cultural diversity.

Opening the event were the children from Carmyle Primary School British Sign Language (BSL) choir who captured the audience's attention with performances of *'This is me'* from *'The greatest showman'* and *'Fight song'*. The children may have been a tough act to follow, but Mark Pentleton, Director at Radio Lingua, rose to the challenge, delivering an inspirational keynote speech on the

importance of laying the foundations of lifelong language learning.

Families then had the opportunity to choose from a range of workshops designed for learners of all ages. The varied programme featured interactive workshops and lectures as well as language and cultural taster sessions. These included a bilingual English and French puppet show, a lecture on the benefits of bilingualism, a masterclass on BSL, an opportunity to hear how languages are used in the RAF, and an overview of how languages facilitate the conservation work of the Royal Zoological Society of Scotland.

Injecting an Irish flavour to the day's activities were the dancers from the SFS School of Irish Dancing, who entertained the audience with their beautiful dancing and wonderful music.

Recognising family learning as a "powerful method of engagement and learning which can foster positive attitudes towards lifelong learning" (Family Learning Network, 2016), Building with Lingo encouraged families to pursue language learning together.

A parent attending the event said: "This was a wonderful day, brilliant for adults and kids alike! It has re-inspired my love of languages."

Another parent commented: "We really loved the interactivity and fun of Building with Lingo. It demonstrated that language learning is vital. It also showed that language learning can be fun and appropriate for all ages."

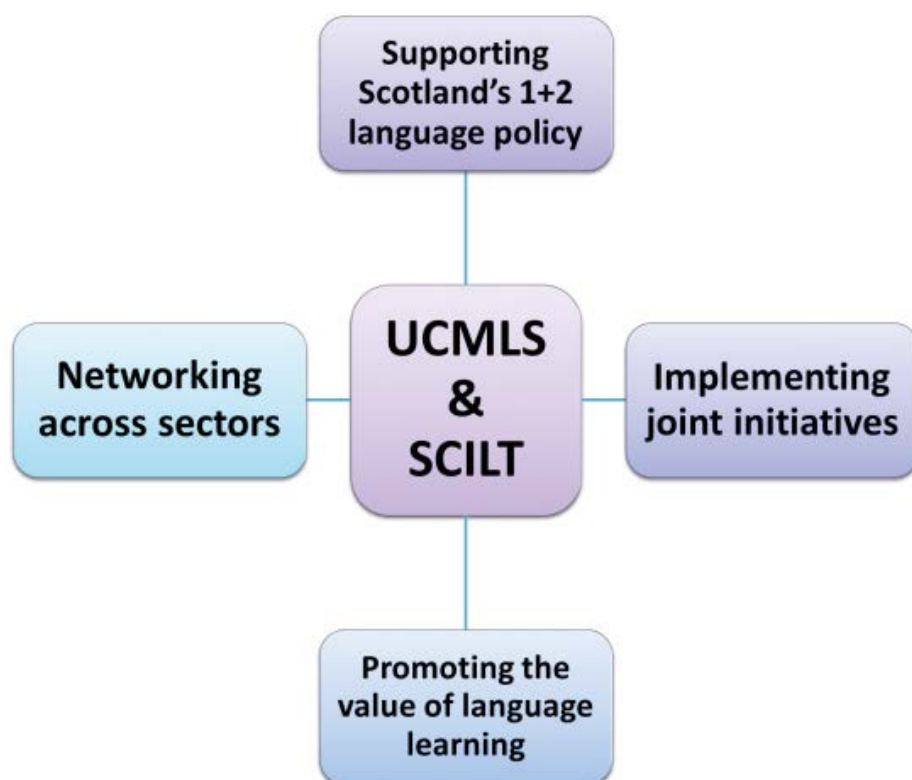
Clare Carroll, SCILT

Cross-sector working to strengthen language learning

The collaboration between SCILT and UCMLS has continued to deepen. The training course for primary teachers, which is currently being delivered jointly by staff from The Open University and SCILT, arose directly out of this collaboration. We extended the Mother Tongue Other Tongue competition to include entries from colleges and universities and held an additional semi-final for the Word Wizard spelling competition in Edinburgh, thanks to the support of Edinburgh College. Partnership on the Language Linking Global Thinking scheme is continuing and expanding, and we envisage there will be continued involvement from both FE and HE as SCILT works with DYW to provide a series of Business Brunches around the country.

We held a second round of cross-sector discussion meetings in the regional hubs (East, West, Central and North) during January and February 2018, and on 11 January 2018 Marion Spöring, as Chair of UCMLS, gave evidence to the Scottish Parliament on the importance of Erasmus+ post-Brexit. A briefing paper was produced after the meeting and is available as a PDF (bit.ly/CTEER_Erasmus).

As part of the National Language Network meeting, UCMLS again invited an international speaker to contribute a session. You can view the video presentation by Judith Kroll (University of California Riverside) on the language learning context in the USA and the benefits of bilingualism (bit.ly/UCMLS2018_Kroll). Our SCILT colleague, Angela de Britos, has been



instrumental in initiating the launch of a College Development Network for ESOL & Modern Languages (bit.ly/FE_LangsESOL). The long-term aim is to revitalise languages in the FE sector.

Finally, two notes for your diary. On 15 September 2018 we will hold our second National UCMLS Conference at the University of Dundee. We will have one or two keynote speakers, review our Action Plan and celebrate 25 years of UCML with a glass (or two). We are also in the early stages of planning our participation in International Education Week (12-16 November 2018). We should have

more details worked out by June so please watch out for information coming your way in the SCILT news bulletin.

The University Council of Modern Languages (UCML) is a professional organisation funded through membership fees. It represents the interests of staff working in languages, linguistics, cultural and area studies in UK higher education and also works with corresponding bodies in other countries. UCMLS is the Scottish branch of UCML.

Marion Spöring, UCMLS

Language skills in the world of work: Inspiring Scotland's future global workforce



SCILT, in partnership with the University Council for Modern Languages Scotland and Developing the Young Workforce, hosted a series of five Business Brunches across Scotland in January and February this year. The events aimed to demonstrate the relevance of language skills in the world of work and to encourage secondary pupils to continue with their language studies into the senior phase of their education, and beyond school.

Through inspirational presentations, interactive workshops and the informative marketplace, learners were provided with a valuable opportunity to discover how languages can enhance communication skills, motivation and employability. They were able to engage with a wide range of dynamic business representatives who view languages as a key skill in today's globalised world, and ask questions about the diverse range of careers available within each of the sectors present.

On average, ten businesses were in attendance at each event, ranging from health care to international banks and the retail industry. Companies in hospitality and tourism, digital technology, engineering, creative arts, agriculture and many more, participated.

The events took place in Aberdeen, Dundee, Edinburgh, Glasgow and Inverness and proved to be in high demand. A total of 692 S3-S6 pupils from across 24 local authorities took part.

Feedback from participants shows that the Business Brunches have a significant impact on pupils' perceptions of languages in the workplace.

A young learner commented: "I learnt about some of the opportunities languages can provide, and the paths along which language learning can take you. I was surprised at the diverse

range of jobs where languages play a role."

Another young learner commented: "I discovered that a language can be very useful when competing in the jobs market. It was fascinating to discover the practical applications of knowing a language in a work context, for example helping to negotiate with colleagues in another country."

A teacher who attended said: "The event was informative and interesting and drew pupils' attention to how having a language can be an asset in the workplace here, in Scotland. It showed pupils a wide variety of jobs, and how languages can benefit travel and working abroad. The day was very much what I had hoped it would be."

Images and presentations from these events can be found on SCILT's 2018 Business Brunches webpages www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx.

Check out #BB_SCILT on Twitter and see some of the tweets received from schools who participated this year.

Emma McLean, SCILT



LinguaChef

We are thrilled to have launched our latest cross-sector initiative, LinguaChef. It is a cooking competition with a languages twist brought to you by City of Glasgow College and SCILT, inspired by the 'Routes into Languages' Bake-Off initiative in England. The competition brings together two of our favourite topics – languages and food! As well as practising linguistic and culinary skills, pupils will develop their wider social, literacy, numeracy and financial skills.

Pupils from registered schools are currently working in teams of four to submit recipes for international dishes

symbolic of a country where either a language they are learning in school or a language that pupils use at home is spoken. We are expecting to see some exciting recipes from France, Spain, Germany, South America, the Caribbean, Africa, Poland, Russia, the Middle East or even as far as China or Japan. We are also encouraging pupils to be creative, for example they could incorporate a bit of Scottish 'fusion' into their recipe to give it a twist.

Based on their submitted recipes, three semi-finalist teams from each age category (P1-P3; P4-P6; S1-S3;

S4-S6) will be selected to prepare, cook and present their dish in the professional kitchens at City of Glasgow College for the final on 22 June 2018. An overall winner from each category will be chosen by professional chefs to win a prize for themselves and their school, and recipes will also feature in the first ever SCILT cookbook.



Angela de Britos, SCILT

Mother Tongue Other Tongue poetry competition



On 17 March 2018, children and young people from across Scotland received awards and prizes for the magnificent poems that they had submitted to our Mother Tongue Other Tongue (MTOT) poetry competition. The initiative has been running for four years and is going from strength to strength. This year saw the addition of a new FE/HE category allowing college and university students to participate.



MTOT celebrates plurilingualism and promotes the use of mother tongue languages, giving all children and young people an opportunity to enjoy using their language learning in a creative and expressive way.

The multilingual poetry competition comprises two categories: 'Mother Tongue', which invites non-native English speakers to write poetry in their mother tongue language, and 'Other Tongue', which requires young people to write poetry in an additional language they are studying at school, college or university. This year's anthology alone features 14 different languages, and we had our youngest ever winners, St Bridget's Early Years Class, who worked on a class poem.

Winners and Highly Commended entrants received their awards and prizes at the event held at the University of Strathclyde. Fiona Mackay, Director of SCILT, and Juliette Lee, poet and creative writer who has been involved in MTOT for the past three years, presented the prizes.

Juliette says: "Listening to such wise words from such young minds is inspiring and humbling. Reading each of these poems is like opening a page from a secret diary. It is a privilege to meet these children and young people so intimately on the page, and witness their thoughts and feelings on everything from growing-up to war, football, heartbreak and friendship."

You can see the best of this year's entries collated in the 2017/18 anthology on the SCILT website - www.scilt.org.uk/MTOT/tabid/5841/Default.aspx.

Angela de Britos, SCILT



Open University/SCILT course 'Learning to teach languages in primary school'



Recognising the need for greater flexibility in professional learning, SCILT joined forces with The Open University Scotland to develop a 30-week blended learning course for primary teachers. The course has two strands. These cover primary languages pedagogy together with learning a new language of the participant's choice. The course involves a flexible mix of self-study, online tutorials and face-to-face day schools. A pilot is currently running with 50 teachers from nine local authorities, allowing teachers in the most rural and remote areas to engage with high quality professional learning. It also aims to meet the needs of busy teachers who are trying to juggle other commitments and strike a good work/life balance.

Current students have told us about their experiences on this course in terms of building their confidence, applying what they learn and engaging in an extensive CLPL activity:

- I love the strategies I have learnt and use them when I can.
- A hugely positive impact! I have never taken part in CLPL this long-running before. It forces (or encourages) you to keep your own learning relevant and in the forefront of your mind and, more importantly, to keep using it so that it isn't forgotten but becomes part of everyday practice.
- The course is having a huge impact on my confidence to teach another language. Starting from scratch and learning alongside the pupils has been very humbling.
- It has been useful to have links to things that I would not have found myself, to apply the suggested ideas in class and to pick up ideas from colleagues who are going through the same process.

Feedback has also highlighted that the course is having an impact beyond the classroom:

- We are setting up a Spanish club after school.
- As language leader in the school, this course will better prepare me down the line to fulfil my role effectively.
- I run a French committee every fortnight for interested P5-P7 children. They are helping to set up displays around the school. We have also established a link with a school in Paris.
- I have begun to make more home-school links for language, inspired by fellow practitioners on the course.

Following a successful pilot, the OU and SCILT are now extending the offer to enrol on this course to primary teachers in all 32 local authorities across Scotland. The course is available for the following languages: French (LXT192), German (LXT193), Spanish (LXT194) and Mandarin (LXT197).

The next presentation of this course will start in October 2018. The course fee is £240.00 per student. We aim to complete enrolment by June 2018 to allow time to plan staffing and timetabling.

The course is geared towards primary practitioners but secondary teachers who teach at primary level may find the course of value. We have produced an FAQ document (bit.ly/SCILTou_FAQs) with further details about the course.

In order to make the enrolment process as smooth as possible, we advise that in the first instance teachers, head teachers and development officers contact Sylvia Warnecke at The Open University (s.warnecke@open.ac.uk).

Angela de Britos, SCILT



Scottish Languages Review

Our winter edition contains contributions from international, national and 'local' authors. We start with the article by Professor Jim Cummins, a native Irishman now living and working in Canada. He writes about a very topical project: how to teach children with different home languages. The teachers involved in the project were so proud of their achievements (and those of their learners) they even waived their right to anonymity!

At national level, we have a contribution from Julia Hofweber and Professor Suzanne Graham, both based at the University of Reading. They introduce another one of the research strands in the AHRC-funded Open World

Research Initiative – this time it's about investigating the impact of creative text materials and teaching approaches in the language classroom. (Check out Angela Gayton's article in Issue 32 for the introduction to the MEITS strand – Multilingualism Empowering Individual Transforming Societies.)

We then have two contributions from Scottish-based authors, both with highly relevant content. Elizabeth Clingan and Sandra Coles report on their professional enquiry into the teaching of multi-composite classes in primary schools, while Elizabeth Murray presents us with the findings from the research she conducted as part of her MA at Heriot-Watt University, an

investigation into the views of Scottish primary teachers on the perceived challenges and benefits of the 1+2 Approach.

We finish with a contribution that is both national and international: Edward Bugler, now studying at the University of Portsmouth, tells us about his transformative experience as an English Language Assistant in Quebec. So here we are, back in Canada!

Access Issue 33 - www.scilt.org.uk/Library/ScottishLanguagesReview/Issue33-Winter2017/tabid/7415/Default.aspx

Hannah Doughty, SCILT

News from local authorities

Allons-y 'Wee Famille'!

In North Ayrshire, the 1+2 team have embarked on a new initiative to raise the profile of languages and engage families with their children in learning French. The 1+2 team partnered with the Family Learning team and SCILT to deliver the seven-week project, aptly called 'Wee Famille', in Springside Primary in Irvine.

Amanda Muir, Family Learning Coordinator, kicked off 'Wee Famille' with a logo design competition. Together with SCILT, the 1+2 team worked to identify language learning opportunities, as well as exciting and engaging ways to deliver



the language. They then consolidated key vocabulary into a 'Wee Famille passeport', bearing the winning logo design, to support family learning at home. For seven weeks, families were invited into school one afternoon each week to learn French with their child. Before each session, parents and carers had a cuppa and a croissant with the Family Learning team.

The 1+2 team sourced various donations to support the project, including a French language pack from One Third Stories, a small business based in England whose speciality is sprinkling vocabulary into a story that starts in English and finishes in another language.

During Book Week Scotland, Gillian Muir, author of 'Wee Dug' books, including Louis Goes to Paris, visited with Louis himself. Louis, a rescue dog from Belgium, is the main character in these picture-book adventures.



The families have been so enthusiastic about the project and attendance has been consistent each week. The final week of the project will be a celebration, culminating in a cultural event to include food, dance and artwork inspired by Matisse. After the pilot is complete, the partnership will do a case study and look forward to making the project available in French and Spanish for anyone to pick up and use.

Stacey Arneil, North Ayrshire Council

British Sign Language in Carmyle Primary and Nursery Class

I started learning British Sign Language (BSL) around four years ago and it is something that I am immensely passionate about and proud to be able to share with others. When I first started introducing it at school assemblies, the learners were engaged and enthusiastic. This has grown over the last few years. I began to think about ways in which the learners could take charge of their learning, ensuring there was sustainability.

Last year, we recruited six BSL Leaders from P7. They receive weekly training sessions and then visit our nursery and classes every Thursday to share their learning with their peers. They're responsible for planning, implementing and evaluating their sessions with the other children and it's truly wonderful to

see how much they enjoy this role. At the 2018 Glasgow Languages Awards, they were awarded with Language Ambassadors of the Year. A great recognition for all involved! They've represented the school at numerous events and also worked with practitioners from all over Glasgow at a BSL masterclass, demonstrating ways in which BSL can be incorporated using digital technology.

As well as this, we have our Carmyle Primary singing and signing choir. They've worked together to perform at many events. Most recently, they opened the SALT 2017 National Conference and the International Women's Day Event. At our school, we aim to incorporate as many positive partnership links as possible. We



held BSL taster classes for pupils and parents and these were some of the most well-attended events we have had.

We're so lucky to be able to share our passion about BSL with others and we're so incredibly excited about what the future holds.

Laura McEachran, Carmyle Primary School

Chinese New Year at St Mary's Primary



Our family and friends were invited to sample some Chinese food and green tea.

Mrs Hume explained that Mandarin is one of the most sought after languages by employers so we are encouraging and supporting all our children to learn this important language.

Learning a Chinese New Year song with our Mandarin teacher Jiaxing.

On 16 February 2018, St Mary's Primary in Largs was delighted to welcome parents and carers to our Chinese New Year celebrations and to showcase the amazing arts and crafts the children have created as well as share all the Chinese they have learnt so far.

The celebrations began with the whole school teaching families the Chinese New Year song and actions. Each class then took it in turns to teach their families various phrases they had been learning in class. Each class had a different New Year blessing to share. The children performed extremely well and were very enthusiastic.

The early years class did their version of the Dragon Dance and the other classes made a range of crafts including red envelopes, lanterns, dragons, puppets for each zodiac sign and fire crackers.

After the assembly, parents were able to taste some wonderful Chinese cooking washed down with either green or jasmine tea.

Mary Hume, St Mary's Primary

Discovering the cultures of French-speaking countries



Along with learners from three other schools in our local authority, P6 pupils at Bannockburn Primary have been exploring the cultures of different French-speaking countries. They have been working collaboratively to create a stop-motion film inspired by some of the research they have done. The aim is to combine language learning with STEM and provide opportunities to learners to explore culture and expand their understanding of French-speaking countries.

At the start of each session, pupils learn new French vocabulary. This helps them create scripts and they use this new vocabulary as they work together to present short drama sketches. The project has developed skills in group-work, ICT, art, French and drama. Pupils have used new technology, including green screen and reaper sound recording.

P6 has been researching imigongo art, which originates from Rwanda. Learners were so inspired by the story of Meme and her grandmother from Rwanda that they created their own artwork. They used printing paddles and tiles to form repeating patterns and made fabrics that they plan to use in the animations of the story. All learners have engaged in every aspect of the project and it has provided them with opportunities to use technology in a new way.



"I was the voice of Meme and I recorded some speaking parts for the story. It was great to hear how I had progressed in speaking French." (Jessica)

"We were recording ourselves speaking French and even got the chance to record some of our own sound effects. It was a bit funny hearing myself speak French." (Kenzie)

"I've loved looking at the imigongo art." (Imogen)

Victoria McFarlane, Bannockburn Primary

French across the curriculum at Doune Primary

This session, Doune Primary has continued to focus on embedding language learning across the curriculum and within the daily life of the school. Developing the Young Workforce is part of our school development plan and P3 pupils work with Albert Roux and the staff of Cromlix House every year to prepare and deliver a Gala Dinner for parents and carers. This year, we identified an opportunity for children to use their French to welcome guests in their roles as maitre d' and waiting staff. The children focused on simple French phrases that they had learnt in class and practised through role-play, integrating these into the evening. Parents entered into the spirit, replying in French and commenting positively in the guest book.

P6 linked their literacy to French by

learning about the principles of haiku. They used French vocabulary relating to buildings to create haiku poems. This provided the context for children to develop their skills in using an online dictionary as they searched for suitable vocabulary with the required number of syllables. The SCILT Mother Tongue Other Tongue Competition provided the pupils with further motivation to complete and reflect on their poetry.

The school has introduced French within literacy circles in P6 and P7, challenging pupils with a weekly task that requires they use French books or other authentic written material. This develops competencies in reading and translation as well as expanding their use of inference and deductive skills. P7 began the year exploring the French 1950s film,

Le Ballon Rouge, using screen shots as a starter to create their own dialogue in French. In response to le concours de la francophonie, organised by l'Institut français d'Ecosse, the children created and wrote their own screenplay, inspired by the film but giving it their own twist and setting it in their own environment around Doune. This was edited using Movie Maker and resulted in Doune Primary winning first prize in the national competition.

Our intention is for the children to see languages as a means of communication, not just as a school subject, and create opportunities to use simple language to communicate in real and sophisticated situations.

Sue Parsons, Doune Primary School

Language learning in PanTayside



Maisondieu Primary winning first prize and Aberlemno Primary and Dunning Primary P2/3 winning second prize.

Pupils from P3 at Maisondieu Primary were invited to take part in a French activity day in Edinburgh, which was great fun! Aberlemno and Dunning Primaries were gifted a selection of French books for their schools.

Please use these links to watch the winning entries:

Maisondieu Primary
<https://youtu.be/Bhna47w5xak>

Aberlemno Primary
<https://youtu.be/0yTabIFnLTI>

Dunning Primary
<https://goo.gl/kuqXFZ>

Euroquiz 2018 in PanTayside

The three PanTayside authorities

took part once again in Euroquiz. No fewer than 20 teams of P6 pupils competed across PanTayside and showed tremendous knowledge of European culture, politics, geography and languages. Langlands Primary in Angus, Forthill Primary in Dundee and St Dominic's Primary in Perth and Kinross are the winners of the local heats and will now compete in the final at the Scottish Parliament in Edinburgh. Bonne chance!

Family fun with French

After the fantastic feedback from the 'French fun for families in Fife' pilot, the PanTayside team decided to follow the steps of our friends on the other side of the Tay and offer this wonderful course. Hundreds of families across the three authorities are about to embark on this exciting journey. We will keep you posted on their progress.

Virginie Bradbury, PanTayside

Le concours de la Francophonie

Schools in Scotland were invited to take part in le concours de la francophonie 2018, run by l'Institut français d'Ecosse. This Scotland-wide competition was launched in 2016 to showcase the vitality of French language in Scottish schools and to encourage all learners from P1 to S6 to take part in language learning.

Schools across PanTayside entered the competition, which resulted in

Language learning in the early years celebrated

St Bridget's Primary Early Years Class submitted a poem to SCILT's Mother Tongue Other Tongue poetry competition. The topic in the class at the time of writing the poem was road safety. The children had been learning songs about 'stop, look and listen', traffic lights and other road safety messages, and they worked with staff to put all their ideas together into a poem.

Thoir an Aire!

Tha sgoil duinte, Tha sgoil duinte,
Tha mi sgith, Tha mi sgith,
Tha mi dol dhachaidh, Tha mi dol dhachaidh,
Thoir an Aire! Thoir an Aire!
Rathad trag, Rathad trag,
Traffaig a'tighinn, Traffaig a'tighinn,
Fuirich mionaid, Fuirich mionaid,
Thoir an Aire! Thoir an Aire!

Take care!

School is closed, School is closed
I am tired, I am tired
I am going home, I am going home
Take Care! Take Care!
A busy road, A busy Road
Traffic coming, Traffic coming
Wait a minute, Wait a minute
Take Care! Take Care!

The children learnt the poem by singing it to the tune of Frère Jacques.



The poem won the early years category of the competition, and pupils received a trophy, certificates and had their poem printed in an anthology. Fifteen children from the class were able to attend the awards ceremony at the University of Strathclyde on 17 March 2018.

Sarita Taggart, St Bridget's Primary



Linking language learning with the world of work

Karina Glennie, Human Resources Director for the Dalmahoy Hotel in Edinburgh, visited Currie Community High in November 2017. Karina talked about how widely languages are used in the hospitality industry and how they can enhance employment prospects. She presented on employability skills and pupils were encouraged to think about what qualities a potential employer might look for. Following on from this visit, Karina invited S3 to take part in a competition that required them to use their language skills.

Pupils were challenged to produce a brochure outlining top tourist attractions for children in Edinburgh. The brochure was to be aimed at French and German-speaking visitors to the hotel. The two winning brochures will be printed and used by the hotel for French and German-

speaking visitors with young families. Entries were judged against presentation and standard of language used. The quality of the entries was very high. Amy Manson and Rhona Duncan won the competition and there were 16 runners-up.

On 27 February 2018, all 18 winners were invited to the Dalmahoy Hotel for the morning. Staff took pupils through what skills they are looking for in potential employees, before engaging them in a fun team-building activity involving hula-hoops! Pupils learnt more about how to write an impressive CV and, lastly, the group was taken on a tour of the hotel. They enjoyed seeing the leisure club, the function rooms and especially the most expensive suite in the hotel. One S3 boy was overheard saying, "I have actually never seen

anything this posh!" which summed up our morning's experience. This project provided a great insight into the world of work for Currie Community High's pupils.

Leila Okasha, Currie Community High



Partnership with Nancy-Metz

Fifteen teachers from primary schools in Académie de Nancy-Metz, northeast France, visited schools across Dumfries and Galloway in March for a week of work-shadowing. Schools, teachers and classes exchanged information with their partners and shared learning over a sustained period, using French and English. The goal was to establish long-term relationships between partner schools.

Schools and their communities really benefit from this partnership; teachers' confidence in French language is increased and contact with another education system both stimulates and challenges methodologies. Pupils gain exposure to 'real' French pupils and the evidence is that their interest in languages and other cultures benefits. "This programme has been running for five years now," comments David Kerr

of the Dumfries and Galloway Modern Languages Curriculum Support Team. "Most Scottish local authorities are twinned with an equivalent Académie in France, and Dumfries & Galloway's partnership with Nancy-Metz is active and successful."

Many teachers from French schools have visited Dumfries and Galloway in the past few years, stimulating interest and excitement in language learning in our schools and returning to France re-energised by what they have learnt here.

"Teachers from France have been impressed by our practice of working in groups, as well as the joined-up approach that is Curriculum for Excellence," adds Françoise Norel, also of the Modern Languages Support Team. "I know that, following visits here, the layout of various French classrooms has been altered while teachers try out our methods."



Dumfries and Galloway has applied for Erasmus+ funding to enable more teachers to make return visits to their French partners and it is hoped that these will start to take place within the next year or so.

"There is so much to be gained by all sides, and in so many ways, from this kind of partnership," concludes David Kerr, "I do hope this is something we will be able to sustain in Dumfries and Galloway for many years to come."

David Kerr, Dumfries and Galloway

STEM and Spanish at Auchenhavie Academy



Auchenhavie Academy was honoured to welcome nine colleagues from two Spanish schools in February 2018. The visit was organised in association with North Ayrshire's 1+2 team and LFEE.

Four colleagues joined us from Centro de Recursos y Formación del Profesorado en Tecnologías de la Información y la Comunicación, Castilla y León, and five colleagues from Centro autonómico de formación e innovación (CAFI) Galicia, Santiago de Compostela.

The focus of the two-day visit was STEM provision at Auchenhavie Academy. A very busy timetable was devised allowing the visitors to see a range of activities in the school, including Maker Space in technologies, STEM challenges in the Science Faculty, use of technology to deliver elements of the maths curriculum and Microbit use in computing. Our visitors met with staff to discuss teaching methodologies, use of resources and support for all learners. A number of focus groups were held including with senior pupils, Duke of Edinburgh students and the parents and carers involved in our Parents in Partnership initiative. Time was spent with the Professional Learning Academy as well as exploring wider elements of the curriculum including Foundation Apprenticeships and Developing the Young Workforce.

Since returning to their centres in Spain, our colleagues have met to share practice

and work collaboratively to develop their own models based on observations from their visit. Colleagues from CAFI have arranged technology-related training events and are beginning to prepare a Maker Space of their own.

A member of the 1+2 team and Kirsty Scott, Faculty Leader of Science at Auchenhavie Academy, are due to reciprocate the visit and explore languages and STEM and languages in Spanish schools.

Kirsty Scott, Auchenhavie Academy



STEM and languages: Cross-sector working and collaboration

In February 2018, a group of primary and secondary teachers, together with three teacher trainers from Galicia (north-west Spain), visited two North Ayrshire primaries and Auchenharvie Academy. Our visit was part of 'Observa acción', a programme aimed at professional development and innovation, based on observation, assessment and exchange among peer educators, and we had the chance to observe different aspects of academic life.

I was part of the group visiting Auchenharvie Academy and our focus was on STEM. The 'Consellería de Cultura, Educación e Ordenación Universitaria' believes that providing students with learning opportunities in STEM subjects is a priority. At the CAFI (teacher training and innovation centre in Galicia), we are also involved in Erasmus+ projects related to STEM and have applied for a new project (2018-2020) around STEAM (STEM and the Arts).

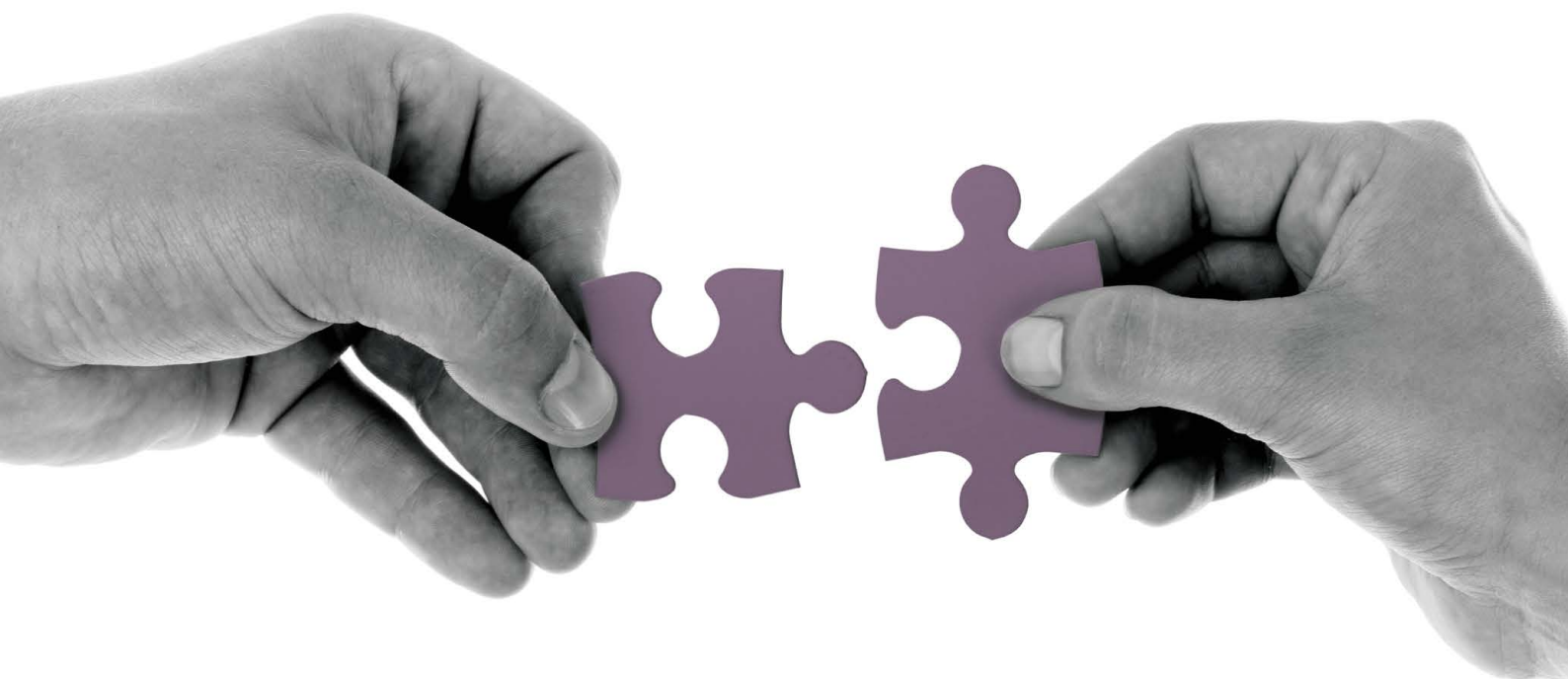
What we observed in our visit to Auchenharvie Academy has given us insight into possible paths to follow, as well as good practices to imitate and adapt to our context. The cross-phase collaboration Kirsty Scott has established in working with primary schools is a bold statement demonstrating an interest in truly addressing the issue of educational disadvantage. It shows how, as educators, we have a professional responsibility to collaborate more closely.

To be effective, STEM teaching needs to be based on primary teachers having a sound understanding of just how secondary schools operate - including routines, knowledge, structures and expectations. Accordingly, Kirsty Scott and her team have really engaged staff to orchestrate greater collaboration across primary and secondary, plan for success and work towards implementing strategies to make the transition from primary to secondary smooth.

In order to bridge the gap between primary and secondary school, Kirsty has held training sessions for over a year now using STEM kits, which include materials and class resources. The objective of these kits is to improve levels of STEM enthusiasm and knowledge among teachers, thus enriching pupils' learning and encouraging the uptake of more STEM skills among their students.

What we have taken home is the conviction that there is more work to be done encouraging partnerships. Cross-phase conversations need to be embraced and the development of our primary school teachers is invaluable in achieving this.

Diana Pastoriza Espasandín, Centro autonómico de formación e innovación (CAFI) Galicia



Students discover how language skills translate into jobs in the world of tourism



Students studying languages at four schools across Perth were given first-hand insight into job opportunities in the Scottish hospitality and tourism sector as part of the region's £500,000 Developing the Young Workforce (DYW) strategy.

Around 80 pupils took part in the event organised by DYW Perth and Kinross in partnership with Springboard UK, which supports people into careers in hospitality, leisure and tourism.

The event was supported by nine organisations representing the sector including VisitScotland, Willowgate Activity Centre, Historic Environment Scotland, Costa, Salutation Hotel, The Blackwatch Museum, Crieff Hydro, Perth College UHI, as well as SCILT.

Each organisation hosted interactive workshops, which highlighted real career opportunities available for young people when they leave school.

Following the event, 57% of pupils said they had changed their opinion and would now be likely to consider a career in the tourism and hospitality sector.

Stephen Leckie, CEO of Crieff Hydro Hotel and Chair of the Scottish Tourism Alliance opened the event at the Salutation Hotel in Perth this week. He said: "Tourism employs over 200,000 people in Scotland and is one of our fastest growing industries. This in itself presents a recruitment challenge for the sector. We all need to play our part

in encouraging our young people to see tourism as the exciting and diverse sector that it is.

"Events like this are critical if we are serious about addressing these issues and attracting more young people into the sector. I am delighted to have been able to support the event and to see so many of the pupils excited by the opportunities."

Steven Stewart, Chair of DYW Perth and Kinross, said: "This event is a fantastic example of the kind of partnership working that can make a real difference for our young people and our region."

Donna Kudarenko, DYW Perth and Kinross

News from SCIS

Learning French through AIM in ESMS Junior School

Children in P4 and P5 at ESMS Junior School have been learning French using a multi-sensory approach developed in Canada called AIM. AIM stands for Accelerative Integrated Methodology and is an immersive technique for teaching languages. Vocabulary is taught by a specialist teacher at quite a fast pace initially, with the emphasis on communication in full sentences rather than the more traditional topic-based and grammatical approach to learning a new language. Each word has an associated action and the teacher gestures as she speaks to the class. The children speak chorally along with the teacher as they read the actions, which allows language production to be maximised. As well as facilitating plenty of oral practice, speaking together

ensures that even the less confident can join in. Kinaesthetic learners may also do the actions as they talk, which helps to embed understanding.

The context for learning is a play, which in our case has been 'Les Trois Petits Cochons'. The children will present this play at the end of the year and have been learning songs and dances and making puppets as part of its production. The play provides the theme for learning and, since it is a familiar story, it has helped the children to pick up vocabulary quickly. Before each lesson starts we cross 'la ligne magique' and once we have done so the children know that they have to speak only in French for the whole lesson. Recently the children were asked to name some of their favourite things about the

sessions. These included 'le professeur du jour', the story of the three little pigs, playing games like 'Madame Smith dit!' and the songs and dances. Lessons are varied, upbeat, energetic and above all inclusive. AIM is used in many different countries around the world to teach French, Spanish, Japanese, English and Chinese.

Gillian Smith, ESMS Junior School



News from our partners

Action Research Communities for Language Teachers



Action Research Communities for Language Teachers (ARC) is a project funded by the European Centre for Modern Languages of the Council of Europe (2015 to 2018). It aims to support teachers in European language classrooms in using action research as an essential tool for the development of reflective classroom practice and autonomy.

Through this project we are making practical techniques for action research widely available to language teachers across Europe by establishing a community of practice which connects academic expertise on action research with good practice in language classrooms. We are also designing action research tools to support teachers who want to carry out projects and to encourage dialogue between practitioners in schools and universities.

We have organised a series of professional learning events for language teachers that have introduced action research concepts

and have provided opportunities for them to plan collaborative projects. These have included an action research workshop for German teachers in Sibiu/Hermannstadt, Romania and a workshop for teachers and teacher trainers/educators from 18 European countries in Graz, Austria. Participating teachers in Graz formulated group proposals for pilot classroom projects based on their action research interests. These were subsequently carried out on a range of topics, including using Facebook in cross-cultural links, developing student-centred activities and teaching vocabulary strategies. Teachers from Albania, Latvia and the Netherlands collaborated on a project

which focused on applying critical thinking strategies in vocabulary teaching. Nadežda Polianovica from Riga investigated this through her work on a languages spelling bee competition in her school.

Participants will present their results at a network meeting in Graz in the summer of 2018.

All project results and action research tools will be published on the website www.ecml.at/actionresearch.

Angela Gallagher-Brett, ARC Communications Person (SOAS, University of London)



Concours de la francophonie 2018



'Le concours de la francophonie' was launched in 2016 to support and encourage teachers and learners in primary and secondary schools and to showcase the vitality of French learning within the context of the 1+2 Approach.

Taking part in this competition is very simple. Schools only need to submit a short film in French of a class production. The competition takes place in two phases: a semi-final in December or January to select local champions at local authority level, including a semi-final for independent schools, and a national final,

which this year took place on 1 February 2018.

The judging panel was again very impressed with the quality and creativity of the entries. Films came from across Scotland, with semi-final entries from the councils of Aberdeen City, Angus, Argyll and Bute, Dundee City, East Lothian, Edinburgh City, Glasgow City, North Ayrshire, Perth and Kinross, Shetland Islands, Stirling and West Lothian, as well as from various independent schools.

P1-P4

Winner: P3 Maisondieu Primary (Angus) – 'Minibeast Madness'

Runners-up: P2/3 Dunning Primary (Perth and Kinross) – 'La météo', and P1 Kirn Primary (Argyll and Bute) – 'Comment ça va aujourd'hui?'

P5-P7

Winner: P7 Doune Primary (Stirling) – 'Le Ballon rouge'

Runner-up: P1/7 Aberlemno Primary (Angus) – 'Histoire de Noël'

S1-S3

Winner: S2 Mid Yell Junior School (Shetland) – 'Ciné Yell'

Runner-up: S2 The Mary Erskine School (independent school) – 'La mauvaise note'

A special prize was awarded to P7 Clermiston Primary (Edinburgh) – 'au café', for the creativity of their film.

On Friday 23 March, first prize winners were invited to the Institut français d'Ecosse to celebrate 'la journée mondiale de la francophonie' and receive their award. Seventy-three learners from Maisondieu Primary and Doune Primary had a full French experience, with workshops conducted by the teachers of the Institut français and students of French at the University of Edinburgh.

Emmanuel Cocher, Consul General of France in Edinburgh and Glasgow and Director of the Institut français d'Ecosse, Lord Brodie, President of the Franco-Scottish Society of Scotland and Sandra McLennan, Corporate Social Responsibility Leader of Total E&P UK, partners of the competition, gave their awards to the winners and offered them French books for their schools. Winners then enjoyed a delicious French lunch.

Winners of Mid Yell Junior High will enjoy a French immersion day in their school later this spring. Second prize winners and the special award winner will receive a selection of French books to continue learning French.

We hope many teachers will be inspired and will enter the competition next year.

Thomas Chaurin,
Institut français d'Ecosse



S6 students across Scotland are learning a language with The Open University



Now in its 10th year, The Open University's Young Applicants in Schools Scheme (YASS) offers S6 pupils across Scotland the opportunity to learn a language in school alongside their other studies.

Pupils can choose from 29 modules including 11 language modules in French, German, Spanish, Italian and Chinese. All the modules are SCQF level 7 and carry 30 credit points. Students in local authority schools are entitled to fully funded places.

YASS is a national bridging programme for schools. It has full geographical reach and is open to every secondary school in Scotland. Each education authority in Scotland has schools

participating in YASS, with 141 students taking a language module this year.

Studying a YASS language module provides pupils with experience of HE-level study, a breadth of language options beyond the school curriculum and experience of independent learning, all of which support the development of valuable knowledge and skills and prepare students for the transition from school to university, college or employment.

"When I was in my final year of high school, I decided to challenge myself and take on a Chinese course through The Open University. I wouldn't have had the opportunity to do Chinese any other way. I enjoyed it so much I even

went on to study Chinese at university. I have just finished studying first year of International Business with Chinese at the University of Edinburgh, and doing the Chinese YASS course helped me greatly in my studies." (Sabina Sobczak, former YASS student)

Students in local authority schools are entitled to fully-funded places.

For more information on the programme, visit The Open University in Scotland website (www.open.ac.uk/scotland/study/young-applicants-schools) or email Page Munro, YASS Coordinator (Scotland-YASS@open.ac.uk).

Kitty Chilcott, The Open University in Scotland

Teacher training in Scotland, Erasmus+ projects around Europe, online courses and immersion courses in France and Spain

PLL training

Over the winter, we have trained around 300 teachers in French, Spanish and German from three local authorities: South Lanarkshire, Fife and East Dunbartonshire. The feedback from teachers is very positive: they feel that the language input and the resources given to them provide great support for their journey into 1+2.

Erasmus+

LFEE Europe is one of the partners in a very exciting KA2 Project involving five countries. For the past two years, we have worked on a Common European Framework of Teachers' Competences, even meeting the Education Minister for Castilla y León (Spain) in the process! We have also hosted groups of French inspectors and head teachers keen to learn about self-evaluation in Scottish schools, with invaluable contribution from Fiona Pate and outstanding hospitality from two schools in Perth and Kinross and two schools in Fife. Merci à tous! We are now looking for schools wishing to host French/Spanish teachers for two days – North Ayrshire Council did a wonderful job in February for a group of Spanish teachers! Please contact us should you be interested!

Online courses

Our PowerLanguage online courses continue to be very popular all over the country: French and Spanish for teachers have been available for almost 2 years with great feedback, Chinese as L3 will now have a level 2 and French and Spanish as L3 will be available after Easter. Get in touch with us to find out more, or visit PowerLanguage Schools (www.powerlanguage.net). Please note there is a cost for each of these courses.

Immersion courses

On top of our well-established courses in Lyon and Malaga, we ran our first course in Montpellier for teachers who had already attended one or more of our French immersion courses. Thanks to the support from the Education Department for l'Académie de Montpellier, we were able to offer exciting cultural experiences, from a workshop on le chocolat, to a visit to Le Pont du Gard which gave us the opportunity to make cross-curricular links to the Romans. We



look forward to welcoming more teachers soon on our summer 2018 courses!

How could this work for you, your school or local authority? Get in touch to find out more!

Email: info@lfee.net

Website: www.lfee.net and www.powerlanguage.net

Follow us: Twitter [@LfeeEurope](https://twitter.com/LfeeEurope) or Facebook www.facebook.com/lfeeEurope

Richard Tallaron, LFEE

Looking for interesting contexts?

SCILT/CISS is now in its fourth year of the 'Language Linking Global Thinking' programme. The aim of the programme is to provide real, interesting, up-to-date contexts for language learning by linking a class in Scotland to a student on a year abroad. The students write blogs that provide rich pickings for teachers who want to introduce or revise vocabulary in refreshing, stimulating contexts, or who want to enhance the cultural context of language learning for their class.

Language Linking, Global Thinking

Taking part in Language Linking, Global Thinking has been a rich experience for my S3 class, myself as the class teacher and, hopefully, Jonathan, our link student based in Pau (France).

My students look forward to hearing from Jonathan, looking at his travel pictures and reading about his adventures. They enjoy his musical

blogs in particular. His reports give an insight into French culture and daily life. It is all the more pertinent as both are depicted from a young Scot's perspective. It is a valuable exchange, not only from a cultural point of view, but from a linguistic one as well. My pupils are expected to ask Jonathan questions in French about topics of their choice and this allows them to revise vocabulary, phrases and grammar. Moreover, it shows them that learning a language is important and relevant and that it creates many opportunities to find jobs, travel, meet different people and experience different cultures.

From a teacher's point of view, this exchange has been a breath of fresh air and has allowed me to give a more meaningful and concrete sense to the teaching and learning of a language and to explore new horizons, not dictated by the constraints of the curriculum. I sincerely hope that Jonathan has gained from this exchange. He has had

to think of how the pupils would benefit from reading about his year abroad, from a cultural as well as a linguistic point of view.

I would like to take this opportunity to thank Jonathan for his time and effort in making this partnership extremely interesting and worthwhile.

Brigitte Guéguen,
Cumnock Academy

For a flavour of the spice, colour and fun that this project can bring into your classrooms, while challenging your pupils and raising their cultural awareness, visit the students' blogs on the SCILT website www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking.aspx.

Meryl James and Janette Kelso, SCILT



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

