

# Scotland's National Centre for Languages Newsletter



**Word Wizard  
2018**

# Welcome to the SCILT newsletter

## Editorial

Dear colleagues

I recently attended a conference organised by the American Council on the Teaching of Foreign Languages (ACTFL) accompanied by SCILT and local authority officers. It was a privilege to be able to attend workshops, lectures and round table discussions with language educators from across the world and I know the event has given all of us who attended food for thought regarding how we best support the languages community in Scotland.

I was struck by the strong focus on inclusion and social justice in so many of the presentations. I, for one, enjoyed particularly interesting discussions around inherent LGBTQ issues in language learning. How do we manage the masculine default for pronouns? Do we teach gender-neutral pronouns along with the words for he and she? What about adjectival agreements for learners who identify as non-binary? In the inclusive language classroom these are concepts that we really need to be thinking about.

I also attended a fascinating forum on language learning and prison education. Working in one of the toughest prisons in the US, the presenter shared her thoughts, feelings and strategies for teaching languages in an extremely challenging environment. What was obvious was her genuine compassion and respect for her students as human beings, regardless of their crimes. What was startling was her data that

demonstrated a significantly lower level of reoffending amongst her students once they were released.

One of the greatest benefits of attending such an international conference was meeting and networking with like-minded colleagues. There is much to be recommended about the approaches to language learning in Australia, Canada and the United States for example. However, all of the delegates I spoke with were interested in (and even a wee bit jealous of) the work that is currently happening in Scotland. It made me very proud to be part of such a vibrant, progressive and ambitious community such as ours where all of us have our learners at the centre of everything we do.

Looking at this edition of the SCILT newsletter only serves to underline the commitment of our practitioners, partners and stakeholders in Scottish education. I hope you will enjoy the articles and that they will stimulate thought and discussion. I think they provide evidence that Scotland has a galvanised language community with all sectors working collegiately to make a real difference for our learners: schools, businesses, colleges, universities, cultural organisations and agencies working together for the greater good. Now that is certainly something of which we can all be justifiably proud!

  
**Fhiona Mackay, Director**

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SCILT staff

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

## Advanced Higher workshops for pupils

This year SCILT ran a series of workshops aimed at Advanced Higher Modern Languages pupils. This followed a successful workshop on the Advanced Higher portfolio held last December at the University of Glasgow, where SCILT collaborated with two of the modern languages lecturers at the university.

The first Advanced Higher workshop this session took place at the University of Strathclyde on 5 September. Two further workshops followed, one at the University of Dundee on 6 September, and one at Millburn Academy in Inverness on 10 September. Following the success of these events, and to meet demand, three further workshops were arranged. Two events took place on 8 October at the University of Strathclyde and another at the University of Edinburgh on 11 October.

The workshop focused on the requirements for Advanced Higher and how to tackle the parts of the course that are new to learners. Pupils received advice on how to tackle the overall purpose question in the Advanced Higher reading paper, how to prepare for the discursive writing paper and the performance of talking, as well as how to approach the specialist study unit and the portfolio.

Most of the events were full and 366 Advanced Higher pupils from 29 local authorities and independent schools across the country attended, as well as 75 teachers.

Pupils enjoyed meeting peers from other schools and many commented positively on the workshop:

- "I found the guidance for the Overall Purpose Question extremely useful."
- "It has helped me focus on my specialist study more, whereas before I was a bit lost."
- "I feel I know what a good essay entails as a result of the workshops."
- "It was good to be in a university environment. I enjoyed getting to meet and talk to other pupils."

**Janette Kelso and Louise Whyte, SCILT**



## College Development Network Expo18

The College Development Network's Expo18 conference and exhibition was held on 6 and 7 June at Queen Margaret University in Edinburgh. Aimed at anyone involved in post-16 education and training, the event was a real celebration of teaching and learning in the college sector, partnership working, and involved cutting-edge discussion on innovations to enhance vocational learning outcomes. With over 90 sessions offered there was plenty of opportunity to learn, debate and



participate as the two-day event saw a range of interactive indoor and outdoor sessions and activities.

Shirley-Anne Somerville, who was MSP for Dunfermline and Minister for Further Education, Higher Education and Science at the time, opened the conference with an inspirational keynote speech stating that colleges are the 'golden thread' running through the education system in Scotland; high quality learning and equality lie at the heart of what colleges do.

Angela de Britos from SCILT presented a workshop on the cross-sector Mother Tongue Other Tongue poetry initiative with a colleague from City of Glasgow College and her students. This year saw a new category in the competition whereby students from colleges and universities across Scotland had the opportunity



to be creative with languages through poetry and submit their entries in either their home language or a language they are learning in college or university. Ms Somerville attended the session and saw three students perform their poems in Spanish and Arabic, and explain what the competition meant to them – the chance to express themselves fully in their home language and share their cultural and linguistic identity.

**Angela de Britos, SCILT**

## Digital dawn for Gaelic eLearning

SCILT recently held a conference on eLearning in Gaelic Learner Education bringing together secondary, tertiary and local authority representatives, as well as Bòrd na Gàidhlig and MG Alba. The conference revolved around the reflective question “What would you say to a pupil if they said they wanted to study Gaelic?”

We heard testimonies from individuals who took up Gaelic in the senior phase at school and who had now reached fluency. These learners had attended schools where Gaelic was not offered and had overcome obstacles, such as a lack of knowledge from guidance staff and SMT, and had put in place many of the arrangements themselves.

Digital learning is both the door and the key to helping young people like this access the language. The opportunities provided by Comhairle nan Eilean Siar’s



eSgoil and Highland Council’s Virtual School could allow learners throughout Scotland to be able to access Gaelic language learning. The opportunities for partnership between local authorities to work on this type of provision together are numerous, and the conference certainly helped facilitate links and conversations.

We hope to see an increase in demand from school pupils through groups working with young people such as Fèisean nan Gàidheal and Spòrs

Gàidhlig. Together with a positive and exciting vision of the benefits of Gaelic language learning from Bòrd na Gàidhlig and MG Alba this should help stimulate the demand amongst young people, and of course, parents.

Gaelic therefore needs to be promoted with vigour and imagination to attract young people. However, the benefits of eLearning should not be restricted to Gaelic (Learners) either, all languages could reap the rewards of courses that are marketed effectively, easily accessible and sustainably staffed. Innovation in eLearning in Gaelic may have a benefit for languages in general across Scotland and further afield.

If you or any of your learners would like to know more about accessing Gaelic learning opportunities, contact Eòghan on [eoghan.stewart@strath.ac.uk](mailto:eoghan.stewart@strath.ac.uk)

**Eòghan Stewart, SCILT**

## Excellence in professional learning: the 1+2 languages leadership programme

Forty-six teachers from 20 different local authorities across Scotland attended a four-day-long summer school at the University of Strathclyde School of Education at the beginning of July 2018. Delivered by SCILT, Scotland’s National Centre for Languages, in partnership with Education Scotland, the summer school marked the start of a year-long professional learning programme, ‘The 1+2 languages leadership programme (LLP)’.

In its sixth run in five years, the summer school offered workshops delivered by Confucius Institute for Scotland’s Schools, East Lothian Council, Glasgow City Council, Goethe-Institut, Institut Français, Lingo Flamingo, North Ayrshire Council and the Royal Zoological Society Scotland. Between them, participants and presenters had knowledge and experience of learning

and teaching French, Gaelic, German, Italian, Latin, Portuguese, Mandarin, Maori, Russian, Scots and Spanish.

Overall, the content of the full programme is a balance of theory, research, policy and practice relevant to language learning. As such, 1+2 LLP carries accreditation from the General Teaching Council Scotland and was recognised at the GTCS Excellence in Professional Learning Awards on 20 September 2018.

Since the start of the original national languages leadership programme in 2014, over 200 teachers and teacher educators from across Scotland have taken part in the programme.

“I greatly enjoyed both doing the course and completing the reflective tasks, and

have found both hugely beneficial to my professional development and work,” said Sheena Bell, teacher at Wallace High School in Stirling.

“The whole experience (summer school, presentation and report) has been so positive and such an important learning curve for me personally,” explained Caroline Gibson, teacher and language leader at Dunnottar Primary School in Aberdeenshire.

Free places on the next 1+2 LLP cohort will be open to all primary, secondary and special education teachers across the country. Applications will open in early 2019. Look out for details in the SCILT e-bulletin.

**Lynne Jones, SCILT**

## SCILT success at GTCS Excellence in Professional Learning Awards

SCILT's 1+2 Language Leadership Programme received a 'Professional Recognition Award for Professional Learning Programmes' at GTC Scotland's second annual Excellence in Professional Learning Awards, held on 20 September 2018.

GTCS Chief Executive and Registrar, Ken Muir, said: "The GTCS Professional Learning Awards programme is about recognising and celebrating the commitment to high quality professional learning and leadership of learning which international research shows has the

potential to transform the lives of children and young people in our schools and education settings."

Representing the partnership behind the 1+2 Languages Leadership Programme, Clare Mouat, Professional Development Officer at SCILT, and

Louise Glen, Senior Education Officer at Education Scotland, attended the ceremony. One of six Professional Recognition Awards for Professional Learning Programmes awarded on the night, the team's trophy was presented by Deputy First Minister John Swinney.

As a recognition of the reaccreditation of the revised programme, Fhiona Mackay, SCILT Director explained: "It's thoroughly well-deserved for all the hard work that the SCILT team and our partners at Education Scotland put in to making the programme so successful."

<http://www.gtcs.org.uk/News/news/excellence-professional-learning-awards-2018.aspx>

**Lynne Jones, SCILT**



Photo courtesy of GTCS

## Language learning and sport

As Coordinator of Iomain Cholmille in Scotland, SCILT Gaelic Professional Development Officer Eòghan Stewart shares his thoughts on the relationship between languages and sport:

Sport is often called the universal language, but how useful is it as a language learning tool? In what way can we integrate language acquisition into sport, when very often the amount of language that will be used during the activity is minimal or instinctive? But also how do we incorporate sport into language?

In a sense developing skills in a sport is the same as developing skills in a language; watching and listening, learning the rules, practising skills, simulating performance then game performance. Whilst it will be an important step to model the language usage for the learners, it can also be a good idea for teachers to upskill in

sports coaching. UKCC Level 1 coaching qualifications (SCQF Level 4) can be excellent CLPL even for those who don't feel confident with a particular sport.

This will help you feel more confident in integrating coaching drills with the target language. Commands and orders can be used for coaching drills – lift, jump, stop, run, hit. Afterwards, these verbs can be used in the past tense to write a short match report for extending skills. Using the colours of the teams and the numbers of repetitions done can also be an easy way to integrate vocabulary from the target language.

The Cupa Iomain na h-Òige initiative for shinty and the Cupa na Cloinne project for football are long standing innovative competitions aimed at Gaelic-speaking children. Both require the children involved to use the target language and it has had

great success at enthusing them about the language. Of course, the learners involved in these projects are in immersion education so they already have a high capacity in the language. However, having senior language learners referee matches with younger pupils for a French basketball session or a Spanish hockey game is one way to give youngsters role models and develop language proficiency. The secret is to make the language functional and relevant at whatever level is suitable.

**Eòghan Stewart, SCILT**



## Looking inward and outward: UCMLS national conference and 25th anniversary celebration

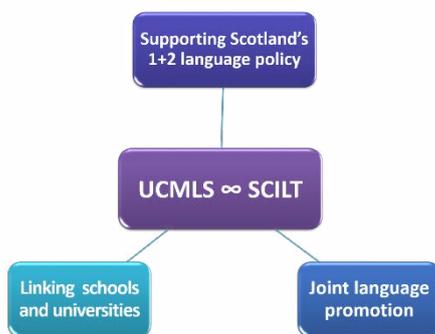
On Saturday 15 September 2018, the University Council for Modern Languages Scotland (UCMLS) held its national conference and celebrated its 25th anniversary. Staff from schools, local authorities, cultural organisations,

British Council, Education Scotland, colleges and universities attended the event. We started with the 'inward-looking' part, an evaluation of the four promotional initiatives organised jointly with SCILT: Business Brunches, Language Linking Global Thinking, Mother Tongue Other Tongue and Word Wizard. The 'outward-looking' presentations came from two other UK nations. Lucy Jenkins and Professor Claire Gorrara from the University of Cardiff reported on their award-winning Language Mentoring initiative in Wales. Professor Janice Carruthers from Queens University Belfast talked about her role as AHRC Leadership Fellow for Modern

Languages, her involvement in the Open World Research Initiative and languages provision in Northern Ireland. Participants then had time to discuss their views and contribute recommendations for the new UCMLS action plan in support of Scotland's 1+2 Approach. We finished with a celebration lunch and wine.

We aim to publish the final UCMLS evaluation report and action plan for 2018-19 by end November 2018 so look out for a notification in the SCILT news bulletin!

**Marion Spöring, University of Dundee and Hannah Doughty, SCILT**



## The Open University/SCILT teaching primary languages programme

After a successful pilot last year, twenty-two Scottish local authorities have now signed up 133 teachers on the 'Learning to teach languages in primary schools' course that is run in collaboration between SCILT and the Open University in Scotland (OU).

Evaluations highlighted that a key benefit of this course was its flexibility to fit around the work/life balance of busy teachers. Teachers had the opportunity to apply new language and language teaching skills in their classrooms, and saw confidence in this aspect of their teaching practice increase. Teachers became drivers of change in their own schools by implementing what they had learned here and advocating a positive language learning ethos.

The pilot attracted further attention from the Welsh and Northern Irish governments who are funding nearly 100 teachers to participate this year. It is exciting

to bring teachers from three nations together to develop their knowledge of languages and languages pedagogy in an interactive learning opportunity. There are two strands to the course:

1. the languages strand taught by OU tutors, where teachers choose from French, German, Mandarin or Spanish
2. the pedagogy strand taught by SCILT Professional Development Officers

In the pedagogy strand, teachers explore a variety of approaches to the learning and teaching of primary languages. Since many elements of primary languages pedagogy are transferable across languages, this strand brings together all 200+ students from the four languages being offered. They will interact with the other students via online discussion forums, synchronous online tutorials as well as some face-to-face day schools.

Teachers can use a dedicated online 'student room', open 24/7, which allows them to meet informally with other students to work on tasks, exchange ideas and resources or even provide peer support. This high quality CLPL opportunity even allows teachers to continue their language learning to degree level if they wish to do so. In addition, Scottish teachers can achieve Professional Recognition from the GTCS for their Masters-level study and reflective practice.

**Angela de Britos, SCILT**



## Support to develop the young workforce



SCILT has published a series of short films demonstrating the value of languages in a variety of sectors. Contributors include Judy Murray and Jim Fleeting from the Scottish Football Association. As well as sport, the series looks at languages in the creative industries, hospitality and tourism, engineering and manufacturing, health, sales, business and research. Through these films, learners will discover that languages can open up employment opportunities here in Scotland, and around the world.

To complement this resource, SCILT has produced a toolkit to support schools in organising their own business and language events or projects to encourage young people to consider languages for their future:

- careers fairs
- promotional talks
- partnerships between schools and local businesses

The document offers advice and suggests steps for teachers to take towards setting these activities in place.

Access the toolkit and videos on the SCILT website: <https://www.scilt.org.uk/Business/Toolkit/tabid/8062/Default.aspx>.

**Janette Kelso and Meryl James, SCILT**

## What's going on in languages education?

The second LanguageStrathclyde event took place on Tuesday 19 June. A partnership between SCILT and the School of Education at the University of Strathclyde, the theme for this year's day of conversation around languages was transitions and the various contributions considered language learners as they moved on: whether it be from home to school; from primary to secondary school; from secondary school to college or university; from language learner to language user; from monolingual to plurilingual.

The opening keynote was by Professor Diane Tedick from the Centre of Advanced Research on Language Acquisition at the University of Minnesota, and concerned interdisciplinary languages learning or content-based language teaching as it is termed in the USA. Drawing on research findings, Professor Tedick made a compelling case that the kinds of language processing that occur in interdisciplinary language learning can afford valuable opportunities for students to acquire and retain the new language as well as interesting, academic content knowledge.

The interactive exhibition displayed enquiry posters based on a wide array of classroom practice. The posters were produced by teachers on the Gaelic Immersion for Teachers (GIFT) programme based at the University of Strathclyde and Mandarin teachers working at Confucius Classroom Hubs in schools across Scotland.

In addition, a healthy mix of classroom practitioners and academics lead parallel sessions as part of a broad programme of learning conversations. Topics included: the Alliance Française's 'Speak up' debate competition; feedback and motivation with S2 learners; progression in language learning in multicomposite primary classrooms; a comparative study of bilingual education in Scotland and Sweden; late life language learning; statistics and trends in languages examinations.

The day closed with a lively multilingual discussion hosted by Joanna McPake, Reader in Education at the University of Strathclyde, about the practical application of the new 'National Framework for Languages' produced by the Languages Group of the Scottish Council for Deans of Education.

SCILT is looking to support more languages education conversation days like this around the country. Interested in hosting? Please get in touch on [scilt@strath.ac.uk](mailto:scilt@strath.ac.uk).

For more information about:

- the work of Professor Diane Tedick: <http://carla.umn.edu/about/profiles/Tedick.html>
- the postgraduate diploma GIFT programme: <https://www.strath.ac.uk/courses/postgraduatetaught/gaelicimmersionforteachers>
- the National Framework for Languages (Initial Teacher Education): <https://www.nffl.education.ed.ac.uk>

**Lynne Jones, SCILT**



## Word Wizard final 2018



Young people from across the country attended the Scottish Parliament on 11 May 2018 to celebrate language learning and showcase their skills in French, Gaelic, German, Mandarin and Spanish.

The national final of Word Wizard 2018 brought together 48 pupils from nine local authorities and independent schools to compete in the language they had been learning at school and test their vocabulary, spelling, pronunciation, and memory skills.

Pupils had been practising since November 2017 and battled it out for a place at the final during the highly competitive semi-finals in March 2018. 190 pupils from 14 local authorities and independent schools entered the competition, which SCILT runs in collaboration with UCMLS, with semi-finals taking place in the universities of Strathclyde, Dundee, Aberdeen and Edinburgh College.

The Scottish Parliament provided impressive surroundings for the

prestigious final, where pupils competed in front of an audience of teachers, parents, supporters and special guests. The event was sponsored by Joan McAlpine MSP and guests included representatives from UCMLS and the European Commission.

What pupils enjoyed about Word Wizard 2018:

- “Taking part in the final was really exciting. It was a great opportunity!”
- “Word Wizard really helped my learning of Gaelic and helped me flourish outside the competition.”
- “I liked learning new words and using them in my writing at school.”

What teachers enjoyed about Word Wizard 2018:

- “The motivation and inspiration of the competition is really helpful for pupils’ learning.”
- “Increased knowledge of vocabulary, improved pronunciation and spelling.”
- “Participating in Word Wizard has raised the profile of modern languages in our school.”

You can see the full list of winners and photos from the final on our website: <http://bit.ly/WWFinal2018>

**Alice Lister, SCILT**



## Young Engineers and Science Clubs (Scotland)

Young Engineers and Science Clubs Scotland (YESC) is a Scotland-wide primary and secondary school education programme run by the Scottish Council for Development and Industry and supported by many public and private sector members.

Their projects are designed to grow interest and spark enthusiasm in Science, Technology, Engineering and Maths (STEM) subjects by encouraging young people to have a go at fun, hands-on activities and experiments. Pupils work alongside their teachers, real engineers and scientists putting their problem-solving skills to the test on themed investigations that will feed their curiosity and fire their imagination.

On Friday 8 June, YESC held their annual 'Celebration of STEM' event at Glasgow Science Centre and celebrated 30 years of STEM clubs in Scottish schools. Over 250 pupils from 44 primary and secondary schools across the country took part in challenges such as 'Don't Waste a Drop' and 'Knots to Watts'. It was also an opportunity to demonstrate the excellent and diverse activities taking place in their clubs. This year saw the introduction of a new languages award, in partnership with SCILT, which recognises the link between languages and STEM; competency in languages opens the doors to international STEM markets and results in more and better communication. Scientists, engineers, and mathematicians are tackling global issues from climate change mitigation to infectious disease prevention. Breakthroughs in these fields don't typically come from only one lab (or even one country) and in an increasingly globalised economy, we need a workforce that is not just technically skilled, but one that has knowledge about the world—from different languages and cultures, to different environmental and social systems.



Teams competed in Gaelic, German and Spanish to showcase the work that has been done in their clubs over the year, with the languages award being awarded to the Glasgow Gaelic School for their main project, which focused on

developing their local school community to make it more sustainable, eco-friendly and a nicer, safer place for pupils. The all-female team won £100, a trophy for their school and SCILT goodie bags.

**Angela de Britos, SCILT**



# European Day of Languages

## Braidhurst High School

Pupils at Braidhurst High School took part in a variety of activities as part of their EDL celebrations.

S1 pupils engaged in an interhouse 'Who wants to be a millionaire?' competition in French, with the winners reaching a million euros! They also completed a quiz about famous European scientists in biology.

S2 worked in pairs to create a poster of a European country of their choice. They used iPads to research geographical, historical, cultural and



culinary facts about the country, as well as some language.

S3 and S4 pupils had great fun in the home economics department, making pancakes from a French recipe. They tasted 'delicieux' indeed!

Other cross-curricular activities included an S2 French boules championship carried out in the PE department; an introduction to French mime in the drama department; and the English department organised a 'French words used in the English language' group activity.

Two brave science teachers delivered their National 5 and Higher classes in French, and some German words and phrases were incorporated into a history lesson on World War I.

Pupils with English as their second language produced guides to their country of birth and their mother



tongue, and pupils who attend the Hub played French and German games and were treated to a French breakfast.

Pupils and staff across many curricular areas thoroughly enjoyed their day, and improved their knowledge of French, German and many other languages!

**Eleanor Magowan, Braidhurst High School**

## Hyndland Secondary School

European Day of Languages at Hyndland Secondary in Glasgow was a week-long celebration, taking place across the school.

S1 pupils took part in a group quiz and a European-themed photo booth. They were transported to different countries including Russia, Spain, Italy and France. S2 pupils took part in a Kahoot game which tested their knowledge of European culture and languages. The department also organised 'Why learn languages?' and 'Welcome' poster competitions for BGE pupils.

Senior pupils completed a QR code treasure trail. They found out about the different careers linked with languages, as well as a wide variety of opportunities and experiences available to them if they continue their studies in languages.

The Modern Language Leaders organised an international themed coffee morning for staff in aid of MacMillan Cancer Support. The staff room was decorated with flags of different countries and the school's librarian supported the event by organising a display about European countries.

Overall, both staff and pupils enjoyed the variety of activities on offer and we hope to continue celebrating European Day of Languages for years to come! It is an enriching experience for our pupils as it shows them the importance of languages in the job market as well as how they can improve relations among countries and people.

**Elena Stylianou, Hyndland Secondary School**



## Newton Primary School

Newton Primary School celebrated its first ever European Day of Languages on Wednesday 26 September.

All our children and staff came dressed as countries, in traditional dress or bright colours. We spent our day learning about different cultures and languages. We had parents volunteer to talk about their jobs or read stories in their native language. We also had bilingual pupils in our school share their own stories, PowerPoints and knowledge.

- Malo visited P3 to share useful French words and phrases and told us all about France.
- Heidi and Robyn joined us from France in August! They shared all

about their school in France and read stories to P4.

- Victoria spoke about her hometown in Poland with P3, including some interesting history and helpful phrases. Porozmawiaj ze mna!
- Mr Hesketh visited P5/6/7 to share his experience of languages and how they have helped in his career. He also shared 'This is me' song lyrics with us in Spanish.

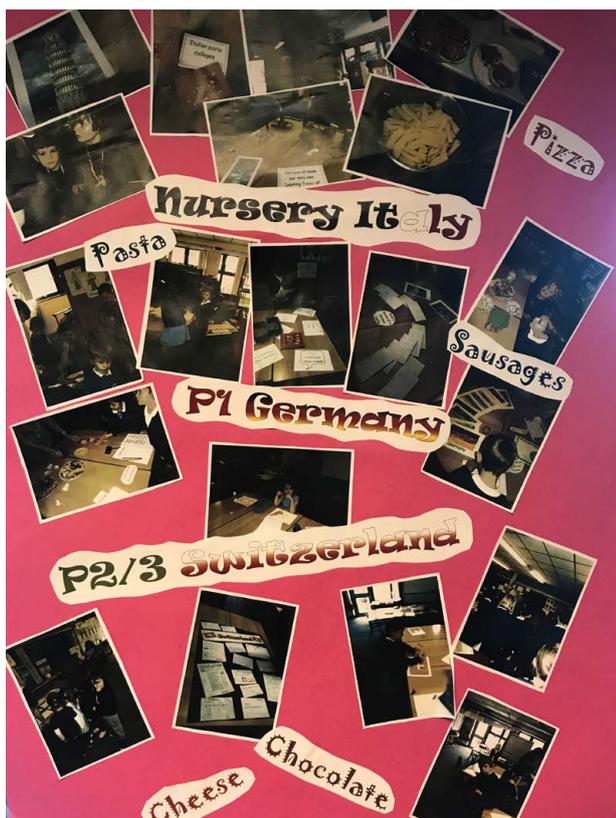
We even had Language Ambassadors from Dunblane High School lead P1, P2 and P7 classes in some fun language games in our library.

A huge thank you to everyone who took part!

**Hazel McDonald, Newton Primary School**



## Taynuilt Primary School



At Taynuilt Primary School we held a whole school European Day of Languages with each class hosting a nation. Each class had food, games and activities and a song or some target language phrases:

- Nursery – Italy, with a real chef making pizzas
- P1 – Germany, with saurkraut and frankfurters
- P3/2 – Switzerland, with cheese and chocolate
- P5/4 – Portugal, with custard tarts
- P7/6 – France, with pétanque, a cafe with traditional French food, homemade French World Cup football swap cards and Lotto!

The children learned about the host country in their own classes in the morning, and in the afternoon took turns to be Ambassadors and show other pupils 'around Europe'.



It was a very successful day!

**Jacqui MacPherson,  
Taynuilt Primary School**

# News from local authorities

## Business Language Champions

The modern languages department at Broughton High School has maintained a very successful partnership with The Balmoral hotel. As part of the school's employability week, an S3 group took part in a series of events at The Balmoral. Chloe Stevenson, S3, describes her day:

I am in my third year of high school and I am learning to speak French and Mandarin. My current topic in both of these subjects is employability. My Mandarin class got a lucky chance to go to The Balmoral hotel in the centre of Edinburgh. The Balmoral is a five star hotel located next to Waverley train station.

The first thing we learned about was cultural awareness, because cultural awareness is very important in every job. We learned that within The Balmoral there are over 46 different nationalities and that

every culture has a different greeting and different beliefs. The Balmoral hotel makes sure you are greeted in the way that your culture expects. They also make sure that if there are any unlucky numbers in your culture that you don't get a hotel room with that number.

The next thing we learned about was CVs and interviews. We learned everything we need to put on a CV, including a cover letter, sharing past experiences that relates to the job, and to include what job you are applying for as many people actually forget to do that! We also learned that during an interview you should bring your own copy of your CV so you can comment on what you have written.

We learned that you should always be on time for interviews – never too early or too late – and you should always have your phone switched off. You should think about answers to questions that you could

be asked, and ask relevant questions yourself.

Overall this trip was amazing. My favourite part of the day was learning about CVs and interviews. It is so great that we got this chance because I don't think I would have learned these things otherwise. I want to thank The Balmoral hotel for the amazing experience and tips.

**Chloe Stevenson, S3 pupil,  
Broughton High School**



## Celebration of languages

Our 'Celebration of languages' event at Trinity Academy took place on the morning of 28 September.

### The aim

We wanted to give our pupils who are speakers of other languages a platform to promote and share their language and culture with each other, and the wider school. By providing a forum in which pupils could show pride in the diversity of their cultures, we hoped they could see that this is respected, valued and revered by the wider school community.



### The format

The event involved more than 60 pupils, some staff and some outside agencies. Pupils worked together to set up a stall to showcase their language and culture. The event involved almost 40 stalls from different countries! The stalls were visited by the wider school community as well as representatives from the parent council. Outside agencies such as Bilingualism Matters, SCILT and our in-school ESOL services had stalls to promote language learning and the value of languages. The European Parliament Liaison Office in Edinburgh generously offered to supply us with some materials for the day, and we contacted local businesses Porto & Fi and Asda to contribute taster foods for the event. We are very grateful for their generosity.

As part of the day we asked staff to complete surveys about their own language experiences, and share any links

they have with other countries, languages and cultures. The results were shared with pupils.

### The impact

- appreciation of diversity in culture and language within our school
- improved interpersonal/communication skills between all
- improved integration/confidence/resilience

Through engaging with, using and having fun with languages we created connections between pupils and staff that are meaningful and long-lasting, and which will serve to promote mutual respect for diversity. We feel the whole event was an excellent vehicle for us to promote our school values of respect, ambition and honesty. We are so proud of what our pupils achieved, and wish to extend our thanks to everyone who supported this event.

**Michelle Millar, Trinity Academy**

## Chinese Silk Road experience

During the summer, pupils from all over Scotland took part in an exciting Chinese language and culture immersion trip organised by the Confucius Institute for Scotland's Schools. There were participants from Dundee, Edinburgh, Glasgow, Inverness and elsewhere in Scotland. Maks Kulczycki and Patrycja Chrzascz represented St Thomas of Aquin's High School during this once in a lifetime experience:

We have been attending the Mandarin lunchtime club in our school every Monday for the last two years. Our teacher organised six additional Friday afternoon classes for all the pupils from Edinburgh taking part in the immersion trip, where we were able to revise vocabulary and phrases that were essential to be able to communicate in China, and in particular with our penfriends.

Our trip had two main parts. One was touristic, as we visited the Forbidden City, Tiananmen Square, Beijing Water Town and the Great Wall of China. These are well known sites that most people have heard of. However, we also managed to see other important Chinese landmarks



like traditional Hutong buildings and the Pearl Market, which is known as a bargain destination for tourists in Beijing.

The second part, which was the most important for us, was the academic one. We went to a school in Tianjin where we immersed ourselves in Mandarin

language every morning. We practiced talking, writing characters, and learned about this ancient and rich culture. In the afternoons we took part in Chinese culture classes, on topics ranging from Tai Chi to paper cutting, Peking opera mask painting and fan decoration.

The highlight for me was that we had the opportunity to visit our Edinburgh partner school in Tianjin. We met pupils our age and everybody was able to visit a family in their home to experience how Chinese people live. We are very grateful for that opportunity as we are now in contact with our penfriends and they plan to visit Edinburgh next year.

This trip was an opportunity of a lifetime, which I would strongly recommend. I feel that this type of trip allows you to be tolerant, respectful and understanding towards different cultures. The linguistic aspect was the highlight as it allowed us to have a closer experience with Chinese people and culture.

**Maksymilian Kulczycki, S5 pupil, St Thomas of Aquin's High School**



## eTwinning

Pupils in five Clackmannanshire schools are set to benefit from a new eTwinning initiative linking them to pupils in France.

eTwinning is a British Council programme designed to help young people develop the knowledge, skills and values to live and work in a globalised economy, and make a positive contribution locally and globally.

Working in partnership with the French Consulate in Edinburgh, Clackmannanshire pupils have been connecting with schools in Burgundy, France.

The local schools taking part in the initiative are Craighbank Primary, Menstrie Primary, Banchory Primary, Alva Primary and Lornshill Academy.

The partnerships are currently being established and the aim is for the connection with France to benefit pupils while they are learning French.

Pupils will connect digitally via Skype about once a week, learning about different cultures and traditions as well as working on joint lessons and projects.

Education spokesperson Councillor Graham Lindsay said: "This is an exciting initiative which takes advantage of the advances in digital technology to improve the learning experience for our pupils, and at the same time provides teachers and pupils with the opportunity to build international connections."

These partnerships will last for the school session 2018/2019 with further classes likely to take up the opportunity in 2019/2020.

**Lorna Murdoch, Clackmannanshire Council**

## DYW competition: S3 Associated Seafoods presentations

As part of the SQA Languages for Life and Work Award, S3s at Buckie High School have been working in groups to prepare presentations on Associated Seafoods (ASF), a leading supplier and exporter of Scottish seafood. Their brief was not only to research and present their findings, but also to design a sleeve for smoked salmon aimed at teenagers. From 24 initial groups, three made it through to the semi-finals.



Pupils Luis MacRae, Ross Fiske and Finlay MacKay wrote of their experience:

"During our trip to Associated Seafoods in Buckie, we got a tour of the factory to experience how the product is manufactured. We saw the process of the fish being prepared which includes gutting, cleaning, salting and smoking. After this, the fish is cooled, packed and often shipped abroad. We got a talk in the kitchen about how the products are served and which shops they are sold in.

After a break, we gave our presentations to a panel of four judges in the ASF

boardroom overlooking the Moray Firth. Kirsty Imlach, Eve Wilson, Luis MacRae and Finlay McKay came first, Jorja Ralph, Lyall Finlay and Kaylyn Sutherland came second, and Kyle Duncan, Ross Fiske and Amy Patterson came third.

We enjoyed our experience because we got to see the process of how fish is prepared, and the staff were nice."

Lyall Findlay, Jorja Ralph and Kaylyn Sutherland wrote:

"The visit was interesting because we never thought that it would take so

many different jobs to prepare salmon and shellfish. We were also told there are a lot of office jobs at Associated Seafoods."

After the presentations, it was time for a delicious lunch of smoked salmon, sandwiches and crisps. All the teams won Amazon gift cards and received very useful feedback from the ASF Managing Director Victor West.

**Catherine Eadon, Buckie High School**



## International visits through Erasmus+

To date, Lockerbie Primary School has organised 20 international visits for staff and pupils, with five more this year. We are currently involved in various projects through eTwinning, Connecting Classrooms, Erasmus+ and more.

We visit our partner schools across Europe where pupils spend time in classes during the school day and share cultural experiences with their new friends. Pupils stay at local hotels or hostels and use public transport to travel to school and move around the towns or cities. Trips in the last eight years have been to France, Italy, Portugal, Poland, Lithuania, Bulgaria and Russia.

This year 30 P7s will travel to Turkey, Spain and Germany, focusing on activities to calm and focus pupils for learning across the curriculum. There are two teacher-only visits, to Lithuania and Turkey, focussing on improving how music is taught and its impact across the curriculum.

Before any international trip to a partner school, pupils and their families participate in an afterschool club where they learn about the language and culture of the country they are visiting. The club for our most recent trip to St Petersburg was challenging for the parents, though the pupils coped admirably with the Cyrillic alphabet and some basic words and phrases!

The friendships pupils make during these trips can last for years. On two occasions recently, S6 leavers from Lockerbie Academy have told me that they had not realised how important the trip in P7 would be for them, and that they are still in contact with friends they made from the partner school.

**Karen Carter, Lockerbie Primary School**



## Modern languages in the nursery and primary school

As a (long ago) French/Spanish graduate, I have always valued being able to communicate in different ways, and I want that for my pupils.

In addition to learning French and Spanish as part of 1+2, my pupils sing in Arabic, KiSwahili, Russian and various other European languages. We also use Signalong, which I teach to P1-7 pupils at assemblies. A number of pupils in our Learning Centre use this method of communication at a basic level.

Modern languages are developed across the four contexts for learning and our international education is embedded in the life and work of the school. In addition to 1+2 input, each year we participate in a number of whole school activities with an international focus, many of which involve use of other languages. In assembly each week we sing at least one song from another language or using Signalong.

My pupils' favourite activities from last session were international breakfast week and 'Culture in a box'. During international breakfast week, pupils and families share a breakfast from one of our partner countries. They learn some language from that country (this year from Russia, Turkey,



Greece, Italy and France), try out some foods which our catering staff source for us, have a quiz about the country and learn a song in that language.

To date, we have shared a 'Culture in a box' with partner schools in Palestine, Germany, India, Sri Lanka, Turkey and Greece.

Teachers from schools in Kenya, Russia, France and Denmark have taught at Lockerbie Primary as part of partner visits, and have shared their language and culture with my pupils. This is how we expand their horizons and reduce prejudice.

**Karen Carter, Lockerbie Primary School**

## P7 languages transition event

On 27 September, over 200 P7 pupils from our associated primary schools came to Newbattle High School for our annual languages transition event – and the first in our brand new school.

The pupils had been studying clothes and fashion in their classes, and were keen to show off what they knew. They sent us some amazing poster designs of outfits, which we displayed in our hall for their arrival.

Pupils participated in a fashion show – they modelled fabulously fantastic French fashion creations on the catwalk and even introduced them in French! The pupils were a true credit to their schools. We played some collaborative games using the iPads and pupils worked together with people from other schools, making new friends along the way.

Pupils had a great time and left us with feedback like "I liked talking to new people



at my desk" and "It was really fun because I love French!" We can't wait to see the P7s again for their next transition event!

**Emily Reed, Newbattle High School**

## Pupil-led lessons

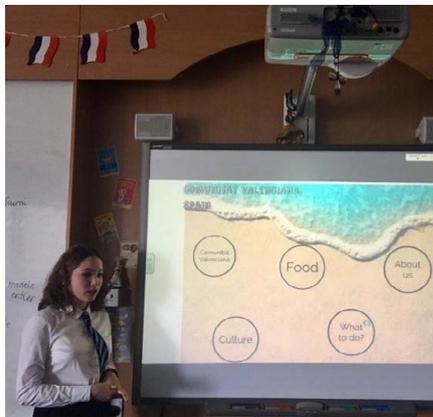
In May 2018, a class of S3 students from Craigroyston Community High School started a series of pupil-led lessons about the range of cultures present in their French class.

The first lesson was presented by the amazing Asha, who taught her class for a full period about the Basque Country and helped us try some Euskara phrases. Ongi egin to Asha!

Just before Easter, the lovely Anna talked about her home town of Valencia in the second of our projects celebrating diversity. Ben fet, Anna!

Next, the knowledgeable Siphwe presented a very interactive pupil-led multicultural lesson to her classmates. She taught us about South Africa and her hometown of Johannesburg, and we even learned some Zulu! Ngiyabonga Siphwe, it was brilliant!

Finally yet importantly, this series of multicultural lessons ended with a couple of amazing and very colourful presentations led by Anna K, Maja and Olaf, on Polish traditions and traditional Polish food. Anna presented her hometown of Nowy Dwór Mazowiecki and Maja brought us delicious homemade pierogi.



All the pupils and staff who took part absolutely loved these lessons. Thank you to all of our superb S3 presenters!

**Irina Gancheva, Craigroyston Community High School**

## S2 French café

Recently our S2 cohort at Kirkintilloch High School studied the topic of food and drink in France. Alongside learning the different vocabulary for food and drink, our pupils learned about traditional French foods. To help contextualise their learning and to coincide with the 'Languages for life and work' initiative, our S2 were assigned a project – to create a French café.

Working together, each class designed a logo and came up with a name and a menu. The class 'délégués' organised teams who were in charge of creating coasters, invitations, posters, placemats, and menus, in French and using their chosen design.

Pupils then applied for the role they would like to perform, in the target language, and were picked by their peers – hôte/hôtesse, serveur/serveuse, garçon/fille de cuisine and more.

It was fantastic to see our young people so enthusiastic, with many offering suggestions about the jobs that each role in the café should do.

Each class chose a date for their café and began to distribute invitations to different teachers around the school. Alongside the written French invitation, the pupils would invite each teacher in spoken French.

It was a huge success across the school and our young people worked hard, had fun and made us all proud.

**Yamina Sadek-Kirk, Kirkintilloch High School**



## The adventure begins

In summer 2018 Gillian Stevenson took part in a two-week teacher immersion course with the Confucius Institute for Scotland's Schools. She writes about her experience below:

Picture the scene: end of a busy school day, a tired teacher walks with her laptop in hand to the headteacher's office and asks the question "Should I apply to go to China this summer?" to which the answer is "YES!" 15 minutes later, my application is in and I wait anxiously for a response.

Fast forward to 14 July 2018 and I'm standing in Glasgow airport waiting to board my first ever 'alone' flight to Dubai, filled with nerves, excitement and worry. Imagine my surprise when I was upgraded! I was now flying in business class and enjoying a cheeky glass of champagne before take-off. Travelling this way was definitely an added bonus!

Landing in Shanghai, the adventure really did begin. The people I met along the way made the trip even more worthwhile. The many cultural visits planned for us enhanced the whole experience. An ultimate favourite of mine was the visit up Pearl Tower, followed by Shanghai Tower. The views from those towers were phenomenal and something I won't forget in a hurry. I don't think I'll ever forget the feeling of looking around and being completely surrounded by high rise buildings, all lit up in multicolour, and hearing the buzz of people going about their lives. Tucked inside this modern world were little pockets of authentic Chinese architecture, beautiful buildings in tranquil settings.

Learning Mandarin was a daunting experience, but the wealth of knowledge from our tutors and fellow classmates made it a thoroughly enjoyable

experience, and since the trip, I have started studying Mandarin at the Open University.

So my advice is this: if you are ever offered this opportunity, take it with both hands and go out into the world. The world has so much to offer and we should explore it while we can.

**Gillian Stevenson, New Pitsligo and St John's Primary School**



## What's ours is yours

'What's ours is yours' is an Erasmus+ funded project lead by Carluke High School in Scotland, partnering with Institut Francesc Ferrer I Guàrdia in Spain and Mercy College Coolock in Ireland. The projects sees groups of Scottish, Irish and Spanish young people use their language and music skills in a truly interdisciplinary way, making friends and celebrating as well as sharing aspects of their own culture during time spent together in Spain and Scotland.

### Emily and Acacia, Scottish pupils:

"Our experience with Erasmus+ was amazing. It brought us closer as a class and taught us a lot about the other countries and their cultures. It was a great opportunity to learn new things and meet new people.

"When we were in Barcelona we visited some of the most popular tourist attractions like La Sagrada Familia. We experienced the culture, tried new foods, and expanded our Spanish vocabulary while talking to the Catalanian and Irish students.

"We made a lot of good friends and will always remember our experience. We are all very grateful to have had this opportunity."

### Class 2n ESO, Spanish pupils:

"When we arrived at the North Pole... sorry, I mean... in Scotland, we were shocked because it was a really different place. It was very cold for us and we were not used to the Scottish accent.

"During the five days we were there, we met new and amazing people from Scotland and Ireland, with names that were very hard to pronounce. We visited gorgeous cities and towns such as Glasgow, Edinburgh, Motherwell and Carluke, with beautiful streets and buildings.



"This trip was very useful to practise our English. We also learnt about other cultures and we shared our traditions too.

"We are sure that this experience is going to be unforgettable for us. It's the best trip we have ever done."

### Lara, Rachel, Lauren and Leanne, Irish pupils:

"We are students from Mercy College Coolock in Dublin. So far we have enjoyed our Erasmus+ experience! As part of the project we have tried different foods from Spain and Scotland, we have met lots of new people, made new friends and explored the culture of all the countries involved. It is our school's first time taking part in an Erasmus+ programme and for some of us our first time travelling abroad.

"One of our favourite parts has been experiencing how other students our age live and learn in their own countries. We can't wait to host in March 2019 and share our Irish culture!"

### Emma Drennan and Alan Sinclair, Carluko High School



# News from our partners

## Communication and teaching in Arts and Humanities at University of St Andrews



'Communication and teaching in Arts and Humanities' is a first semester, final year interdisciplinary module available at the University of St Andrews to students in the Schools of Classics, Divinity, English, Geography, History, International Relations, Modern Languages, and Philosophy.

The module pairs students with classes in primary and secondary schools in Fife and occasionally Tayside. Modern Languages students account for an increasing percentage of the cohort, over 50% in session 2018/19.

The aims are varied, but two stand out: to give students a real experience of the modern classroom environment; and to inspire and perhaps give aspiration to the young people of Fife.

In the past three years, students have taken Arabic, French, German, Italian, Spanish and Russian into the classrooms. Whilst French, Spanish

and German are relevant in the context of 1+2 as L2, Arabic, Russian and Italian have proven especially useful in the L3 category.

In their schools, students are assigned a teacher-mentor whose class(es) they will observe, and with whom they will agree a special project to be planned during the semester. These projects can serve a variety of purposes, principally linguistic and cultural.

Some examples at primary level include: the creation of a souk in the classroom; recording a stop-frame video of the making of a chocolate salami; familiarising P7 students with useful French vocabulary ahead of a class trip to Paris; the Pillars of Islam; and the St Martin's festival lanterns and song.

At secondary level, students have established links between their Scottish class and classes which they taught while on their year abroad as

a British Council language assistant. Projects have included the swapping of Christmas boxes with a German school; introducing Argentinian feminist cartoons to a Higher class; and preparation for a class trip to France.

Students are assessed according to the written proposal of their special project, a post-project presentation to their peers, a written analysis of the effectiveness of their project, and are graded by their teacher-mentor.

To finish, what of the aims? Some of our students have gone on to teacher training, especially in the primary sector. As for inspiring or giving aspirations, former pupils of Kirkcaldy High and what was Buckhaven High are now studying languages in St Andrews, and ex-pupils from other secondary schools are now studying languages elsewhere.

**Joe Carson, University of St Andrews**

## Edinburgh College students develop major tourist apps

Over 100 students from Edinburgh College teamed up with Global Treasure Apps recently to review a series of interactive digital app trails for major tourist attractions across Scotland. The attractions include the National Museum of Scotland, Edinburgh Castle, Stirling Castle and The Argyll & Sutherland Highlanders Regimental Museum.

The students gathered at the National Museum of Scotland to test out the app and follow the treasure trails they created.

Sam Blyth, Curriculum Manager for Edinburgh College, was the brains behind this project, which involved students from Computing and English for Speakers of Other Languages (ESOL) courses at the college.

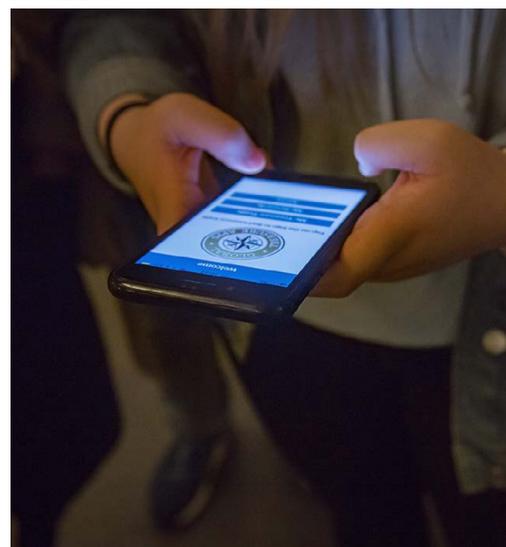
Sam explained: “We were really excited to get the students involved in this project, which not only helps our students learn about app development but will also help Scottish tourism. The students gain qualifications,

the award-winning Global Treasure Apps gets quality content and the attractions get free treasure trails to engage their visitors and enhance their experience.”

Frances O’Neill, from Global Treasure Apps, adds: “This project has been an over-riding success. We got a great response from the students, who not only learned about app development and local history, but also really enjoyed themselves.”

Global Treasure Apps connects technology, the classroom, local history, the environment and literature through fun, clue-driven trails created, written and produced by the students. The app lets students take the helm and teaches them critical thinking, narrative skills and technical skills. There is even some project management as a fully working digital treasure trail needs to be completed at the end of the project!

Global Treasure Apps has over 150 treasure trails in 20 different



languages with more trails being added all the time. The treasure trails are created for visitors and tourists by local experts, enthusiasts, educationalists and young people. The trails have GPS, interactive location-based clues and can stream audio and video.

For further information about Global Trails please visit: [www.globaltreasureapps.com](http://www.globaltreasureapps.com)

Please get in touch if your school, college or university would like to run a similar project: [frances@globaltreasureapps.com](mailto:frances@globaltreasureapps.com)

**Frances O’Neill, Global Treasure Apps**

## Kinlochbervie pupils teach us why it's important to learn about other countries



This year, pupils from Kinlochbervie took part in our Connecting Classrooms through Global Learning programme by partnering with Sachangwan Secondary School and Nguzu River Primary in Kenya.

Via letters and a video directed by S1 pupils, Kinlochbervie students told their Kenyan peers about otters, lochs, shinty, fishing and snow. In a video response, the Sachangwan students showed off their impressive school grounds, sang, and planted trees in honour of the partnership.

However the partnership didn't stop at school tours and dancing. The Connecting Classrooms through Global Learning programme, delivered by the British Council in partnership with the Department of International Development, provides teachers with the resources and training to teach internationally. As part of this, partnered schools work together on a project focusing on one of the UN Sustainable Development Goals.

Kinlochbervie and Sachangwan students chose to focus on gender equality, exploring the issue as part of their modern studies and citizenship courses. In the summer, P5-S2 pupils hosted an event in Kinlochbervie to celebrate their work on the project. The event featured live performances from the Scottish pupils and video performances by Kenyan pupils around the gender equality theme.

We asked the Scottish pupils if they thought it was important to learn about other countries:

- "If we only learn about the country we live in then it's boring." P6 pupil, Durness Primary School
- "They might learn about us and if we don't learn about them it would be rude." S2 pupil, Kinlochbervie High School

We asked the pupils if they thought they would ever like to visit Kenya:

- "It sounds like a good place - nice, warm, and the people there sound like they will be kind." P6, Kinlochbervie Primary School

- "[Yes because you] learn how people live and see the differences between there and UK." S6 pupil, Kinlochbervie High School

Kinlochbervie teachers tell us the partnership has been a success, with two of them even visiting Sachangwan Secondary School earlier this year. The partnership between Kinlochbervie and Sachangwan pupils is ongoing, with a Kenya Club allowing pupils to continue writing and sending things to their pens pals across the world.

If you want to know more about Connecting Classrooms and how you can get involved, visit the Schools Online webpage: <https://connecting-classrooms.britishcouncil.org/>

Full article: <https://scotland.britishcouncil.org/pupils-teach-us-why-it%E2%80%99s-important-learn-about-other-countries>

**Saoirse Docherty, British Council**

## LFEE Europe / PowerLanguage updates

### Immersion courses in France and Spain, PLL training, a KA2 project and an international conference. Is it time for a holiday yet...?!

This summer, a record number of Scottish teachers took part in our immersion courses in France and Spain and we thank them all for their hard work and dedication to language learning and teaching! Our courses have Professional Recognition accreditation from GTCS, and just under 50 teachers have gone through the process this year. Their commitment before, after and during the three-week course (for secondary practitioners) or the one-week course (for primary teachers) never fails to amaze us! Through the GTCS accreditation process, we can see how teachers use our resources and ideas to suit the needs of their learners and wider school community. It is truly inspiring!

PowerLanguage held its annual conference in September with delegates coming all the way from Australia, Spain, Austria, France, England and 12 Scottish local authorities. The keynote speaker was Sarah Breslin, the Executive Director of the European Centre for Modern Languages for the Council of Europe. Her vision of 1+2 in line with the current European policy for languages was very interesting and reassuring for all of us involved in language learning and teaching in Scotland! Merci Sarah!

At the end of August, LFEE Europe received some great news from British Council: we are the main coordinator in a European KA2 two-year project entitled Embedding Languages Across Primary and Secondary Education (ELAPSE). With our five partners from the University of Vienna, l'Académie de Montpellier, Xunta de Galicia, Castilla y Leon in Spain and the Association for Language Learning (ALL) in England, we will develop resources to support primary/secondary transition

through a CLIL and soft CLIL approach. More information coming soon!

Finally, we have been preparing a five-day programme which will take place in Edinburgh in November 2018 called Developing International Projects for Schools (DIPS). Scottish colleagues can attend any session which might be of interest to them free of charge. The programme aims to support the internationalisation of schools/local authorities in Scotland and other EU countries. SCILT, British Council, international coordinators officers from Scotland and Austria and le Rectorat de Montpellier are among the presenters. Presentations include: how to make your curriculum more international, practical sessions on Erasmus+ programmes and good practice from Scotland and abroad.

À bientôt j'espère !

**Richard Tallaron, LFEE**



## My week at British Council Scotland

In preparation for her final year at school, and those dreaded university applications, Naomi Wilson took up a week-long internship at British Council Scotland. Here she tells us what she did and what she learned:

As exam season fast approached and the never-ending workload heightened, the realisation that the future was coming hit me like a tonne of bricks. I was preparing to enter my last year of school and knew that soon I would have to deal with personal statements and university applications. I wanted to experience something that I knew would help me stand out from the crowd. When searching for a work placement, I wanted to find an experience that would challenge me, engage my interests and give me a glimpse of what the “real” world is like.

I have always had a passion for languages and learning about new cultures, so I was overjoyed when I was accepted by British Council Scotland to shadow them for a week.

During the week I was introduced to all sectors of the organisation, although I worked primarily with the Language Assistant Team. The oldest sector of the British Council, dating back to 1905, the team help to organise exchanges for both Modern Language Assistants coming into UK schools (MLAs), and British students going abroad to help teach English (ELAs). These exchanges happen between Britain and 14 other countries from all corners of the world. This invaluable programme helps to promote multiculturalism whilst improving participants’ knowledge of a different language and culture.

Reflecting on my week at British Council Scotland, I realise what a valuable experience it was and how much it helped to open my eyes. My placement helped to improve my communication, teamwork and lone-working skills whilst at the same time educating me on different cultures and customs in countries all over the world. I would encourage others to reach out, take control and get in touch with organisations to arrange their own placements. I hope you, like me, will find it an inspiring and enjoyable experience.

You can find more information on the work of British Council Scotland on their website: <https://scotland.britishcouncil.org/>

**Saoirse Docherty, British Council**



# Languages beyond school

## Languages and education



**M**y name is Erin Duffy and I am a student, teacher, intern, and lover of languages. I am studying Spanish and Linguistics at the University of Glasgow.

I am currently in Andalusia working as an English teacher whilst improving my Spanish language skills. I also work remotely as an intern at Radio Lingua, an online languages company which offers podcasts and online learning material in several languages. I work mainly on our Mandarin resources, including social media, blogs, and lesson notes.

### What languages have you learned?

I took part in a year-long scholarship with the Confucius Institute for

Scotland's Schools studying Mandarin in Tianjin, China. I now speak, read, and write Mandarin confidently and continue to study it in my spare time.

Additionally, I study Spanish, a language which I have loved since early on in my school career. I am now in Spain speaking Spanish almost every waking hour and I am falling more in love with it every day.

I studied Russian as a minor last year and the next two languages I'd love to learn are Danish and Korean.

### How have any language skills helped you in your work or personal life?

My language skills have been indispensable in acquiring recent job opportunities.

I worked last summer in the British Embassy in Beijing as a visa writer. Without my knowledge of Chinese language and culture I would not have obtained this unique opportunity.

This summer I interned with the English for academic study unit at my university. I organised social events and trips around Scotland for foreign students completing a pre-sessional course. As the majority of students were Chinese, I used my skills on a daily basis to overcome cultural barriers and translation difficulties.

Working with Radio Lingua, I have learned so much about teaching and studying languages in unique, new ways. This experience has given me an idea of the interesting places a career in languages can take you.

Personally, I have Mandarin and Spanish to thank for some of my closest friendships, friendships which

would never have been possible without these languages. Learning languages can open up links for you all around the world.

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

My advice is to talk immediately if you can. Words mean nothing when you have no-one to say them to. Talking is your motivation.

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

Don't aim for perfection. Perfection comes with years of practice and for language learners, is often never obtained. Try your best and don't be embarrassed. Besides, it's more embarrassing to say nothing at all!

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

As we become a more global society, cultural awareness is a necessity in workplaces all around the world. Furthermore, for me, becoming more culturally aware has been a huge part of my development as a young person.

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).

## Our journey as interns

Being an intern has been a challenging but rewarding experience. I would compare it to a journey where you have the skills and the will to go on and you know what you want to achieve. However, you can't predict what obstacles you might face; in the case of the internship, whether your creativity will be accepted and appreciated.

Our vision is to encourage young people to not just embrace their own culture and language, but also find love for others. Communication is a powerful tool, and we want to wield this tool smartly.

Most of us came to know about the internship through our languages teachers at school and decided to give it a go because, why not? We filled in the application form hopefully, sharing

our skills, aspirations and experiences. This was followed by a nerve-wracking interview through Skype. When we learnt of our success, we were delighted but also anxious about the task ahead of us.

Many of the doubts we had were erased on the training day. Our chemistry as a group was overwhelming. We spent the day chatting and sharing our ideas, as well as learning how to be effective interns.

Being interns gives us the chance to combine our interests and share them with others. We try to vary our content and methods for communicating useful information about languages. Eye-catching, impactful and engaging are the keywords we follow when creating content. Regular posts like 'Mandarin Monday' and 'Sticky note adventure'

have become standing features, as well as our weekly blog. Relevant and useful content is what we aspire, as a team, to create, and we've been lucky enough to receive feedback from our online audience across our platforms – we couldn't be more delighted about this.

We are almost halfway through our journey and our hope is to complete this experience successfully, having grown in knowledge and character.

**Christiana Opoku on behalf of the SCILT Digital Interns**

Follow the interns on Twitter (@speak\_lingua) and Instagram (@speak.lingua)

Read the interns' weekly blog - <https://speaklingua.wordpress.com/>



# SCILT staff

## Lottie Gregory



We were all saddened to hear of the death of Lottie Gregory in July of this year following an illness. Lottie was the Administrator for SCILT from its inception until her retirement in 2005 and was very well-known and respected in the languages world in Scotland.

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I can vividly remember first meeting Lottie, some 20 years ago now, when visiting the SCILT offices in Stirling University. She was concerned that I had travelled from the station to the university by bike, rather than take a taxi, but reassured when she found that I carried a set of screwdrivers in my saddlebag, in case of emergencies. From then on, Lottie was convinced that, like her, I had a practical bent. I could never admit that I never used these screwdrivers and had – and have - no idea how to deal with a puncture. But if I had, I am sure that Lottie would have fixed it.

Then, SCILT was housed in a small room on the ground floor of the Pathfoot Building, where its already extensive library on language learning and teaching was curated by Lottie – one of the many tasks that she took on as SCILT's administrator. It was a small organisation in those days, headed by

Professor Johnstone, supported by Lottie, and Lesley Low. When I joined the centre in 1999 and we moved to more extensive offices on the first floor, Lottie remained, for many, the public face of the organisation as she answered the phone, hosted meetings and conferences. She had encyclopaedic knowledge of all the teachers, local authority development officers, representatives of cultural organisations and university teacher educators with whom we worked, and everyone knew that if they had a query about languages education in Scotland, Lottie would be the first person to approach.

This meant she sometimes fielded some bizarre requests. Once a policeman called us to ask how to explain to some Italian tourists that in Scotland we drive on the left, as some tourists who spoke no English appeared not to understand this critical cultural difference. Utterly professional on the phone, Lottie burst out laughing afterwards, and we never found out how SCILT had come to be the first point of call for traffic police – but I don't doubt that someone had told them, "Ask Lottie – she'll know." And she did.

Beyond SCILT, Lottie was committed to her family, to hill-walking and to golf. During her time at SCILT, she completed her ascent of every Munro and in retirement, every Corbett too. She was also a fluent Spanish speaker who taught the language to undergraduates at Stirling University for many years – and this understanding of what it is like to learn and to teach another language underpinned her commitment to SCILT. She knew why language learning was important and was dedicated to supporting all those who are involved in this work.

Lottie's work was critical to the expansion of SCILT, from the early days to its heyday at Stirling University, ably supporting the growing number of researchers and professional officers that came to work

there. The organisation has developed exponentially since then, and I know Lottie was delighted to see what an oak has grown from the original acorn. But those of us who worked with Lottie in those early days still find ourselves thinking "Lottie will know". We'll miss her commitment, her sense of humour, her friendship, and her ability to turn her hand to whatever was needed. Lottie, te echaremos mucho de menos.

**Joanna McPake was Depute Director of Scottish CILT at the University of Stirling from 1999-2006 and Director from 2007-2009.**

### Tribute to Lottie

I first met Lottie Gregory in 2004 when she interviewed me along with Joanna McPake for an administrative role in Scottish CILT, as it was then known. In the time I worked with Lottie until her retirement in 2005, I was simply in awe of her extensive knowledge and efficiency, garnering huge respect from her colleagues and friends. I echo everything Joanna has said and I think Lottie would be proud to see how SCILT has developed, not least due to her early work developing its extensive languages network and sealing its prominence in the languages world. She was at the centre of SCILT's many groups, notably COALA and SALT.

When Lottie retired in 2005 I took over her role as Administrator and she was a fantastic role model, standing me in good stead for taking up this mantle. I have tried to emulate everything she taught me in those early days and I will miss her both as a friend and a colleague.

**Mandy Reeman-Clark, Business and Finance Manager, SCILT/CISS**

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

