



British Council Scotland & SCILT, Scotland's National Centre for Languages

Working in partnership to support Scotland's FLAs

FLA Projects 2011-2012

WORKING IN PARTNERSHIP TO SUPPORT SCOTLAND'S FLAS

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Edinburgh and Glasgow

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Their hard work and dedication made these wonderful projects possible!

1

Why a project initiative?

**A LITTLE
HISTORY
ABOUT OUR
PARTNERSHIP**

The British Council, in partnership with other national foreign agencies, recruits and selects Foreign Language Assistants (FLAs) and English Language Assistants (ELAs) and provides initial ‘technical’ support to the successful candidates, e.g. information about the country and its education system, what to expect during the assistantship and how best to prepare themselves for the year ahead.

SCILT, Scotland’s National Centre for Languages, contributes its expertise in professional development for language teachers in the form of local and national conferences, backed by its information service in the form of weekly e-bulletins, termly newsletters, and the publication of an online journal, the Scottish Languages Review.

We first collaborated in November 2009 and entered into a formal partnership agreement a year later. Initially the main focus was on the joint organisation of the national FLA training day, with additional support from other bodies such as Education Scotland, the cultural organisations and local authorities.

**THE NEED TO
SHOW REAL
IMPACT**

However, despite the evident success of the support being given by all parties concerned we were faced with dwindling numbers of FLAs. So we decided to pull our joint expertise in marketing and promotion to raise the profile of FLAs and highlight the value they provide. At the FLA induction meetings in late August and early September 2011 we invited FLAs to consider doing a project. This booklet highlights the results achieved.

**WHAT FLAs
USUALLY DO**

Very often, FLAs spend a substantial amount of their time helping prepare senior pupils for their speaking test. However, FLAs also work with younger age groups. They might, for example devise an engaging game or other language activity to reinforce new vocabulary or language structures. Pupils, especially younger ones, love these. Similarly, cultural activities, usually associated with traditional festivities of the FLA country, are very much enjoyed by pupils of all ages. And lest we forget, FLAs have to get to grips with the Scottish education system in a few weeks - a mammoth task, especially in a time of educational reform – when teachers themselves sometimes struggle to understand what it all means.

However, obtaining good results in exams is ultimately a short-term achievement if younger pupils drop languages after the compulsory stage. In order to change pupils' deep-rooted beliefs about the (non-)relevance of languages we need to engage them over a longer period of time.

**MAKING A
REAL
DIFFERENCE**

Every year a small number of FLAs try to implement a project of sorts, i.e. they go beyond their normal call of duties to produce something that will benefit their pupils, their teachers or even their community – and in doing so, inadvertently, they often produce powerful evidence that makes pupils realise ‘languages are for life – not just for oral exams!’.

For example, last year one FLA got her pupils to produce small articles about Germany and other German-speaking countries which were from the outset designed to be published as a supplement in a *real* local newspaper. It was a powerful motivator for the pupils because there was a tangible result at the end – but having to do research about all the different aspects (language, culture, economy) made them think more deeply about the relevance of German. Without question it raised the profile of German (and German-speaking countries) within the community. Another FLA helped to prepare her students for a speaking competition run by the European parliament – which they subsequently won! But pupils could also see the multilingual nature at the heart of the European community

Unfortunately to date, most of these efforts have gone unnoticed in the national press and the FLA is only remembered locally. We wanted to change that by celebrating what FLAs achieve when they conduct projects – and at the same time explore how we might be able to think more strategically about the use of FLAs in our classrooms.

**SUPPORTING
THE PROJECT
INITIATIVE**

We wanted to let the FLA take ownership of the project by starting from their own interests and skills – although ultimately this had to be in agreement with their department and school. Interested FLAs were asked to submit a project proposal signed by their mentor teacher (to ensure it would fit in with departmental aims) by the October break.

Part of the national training day in November was then devoted to project management, and we also provided individual feedback on proposals in early December (by which time one or two FLAs were about to finish their project!)

We held interim review meetings to check on progress in January/February and provided advice (not all projects went to plan or come to fruition – but we DID expect that, and what we learn from these abortive attempts will form an important part of how we take the initiative forward)

The aim was for the majority of FLAs to finish their projects by the end of March, i.e. before the Easter break, with the added incentive of having their work showcased as part of Strathclyde University's ‘Engage with Strathclyde’ week of celebrations on 30 April 2012. There was a bit of a mad rush to get everything completed in time, but the event was a resounding success.

**WHAT HAVE
WE LEARNT
SO FAR?**

As you will see from the diverse nature of the projects shown in this booklet FLAs are incredibly resourceful with diverse skills that can be exploited more fully as part of a project approach.

The project approach allows FLAs to take greater ownership over their contribution to the language classroom and provides pupils with a new dimension to their normal language lessons.

FLAs bring the language wonderfully alive and a carefully designed project also sends powerful messages about the relevance of languages in the 'real' world.

NEXT STEPS

We intend to:

- do a deeper analysis of the project initiative and publish our findings
- engage more closely with schools who host FLAs
- explore ways of incorporating projects alongside normal lessons, in particular with lower year groups
- develop tools that will support schools in getting the most out of a project-based approach (project templates, support seminars etc.)



The Projects

French

Les Villes Françaises

Lolita Berthelin, Netherlee Primary School, East Renfrewshire

Short Description

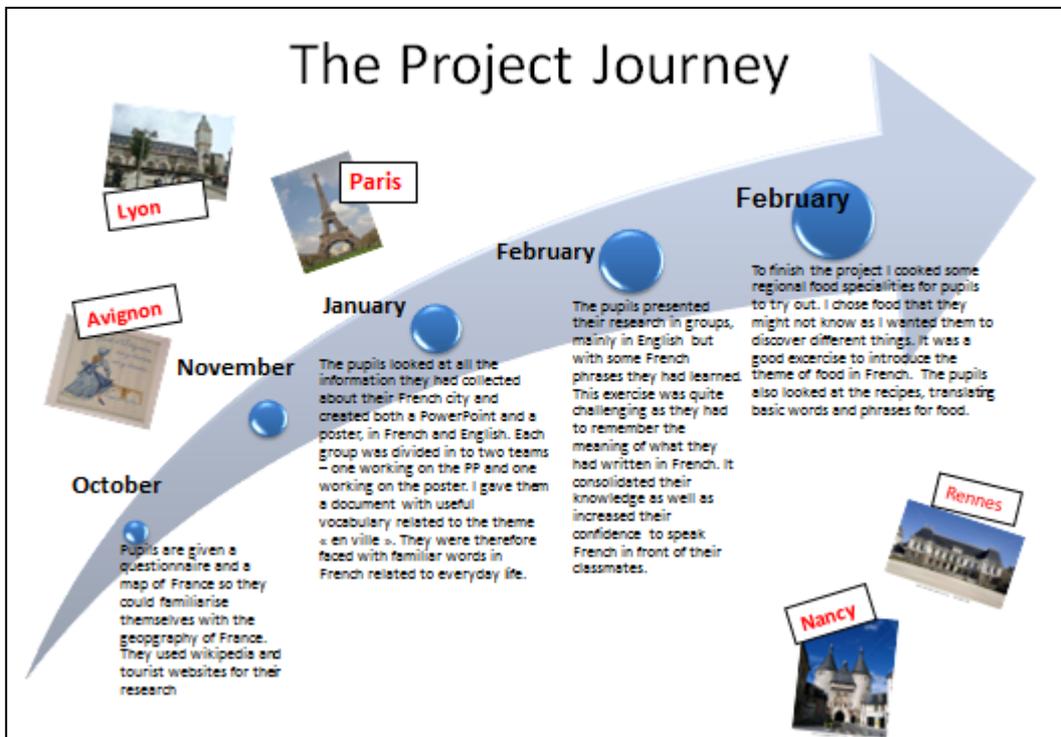
- Research a French city
- Create a PowerPoint presentation and a poster in groups
- Discover more about French culture including food tasting



Aims

- Enrich pupils' vocabulary related to *En Ville*, through reading, writing and talking
- Discover and learn simple facts and features of life in a French city
- Develop an awareness of social, cultural and geographical aspects of France
- Deliver a brief presentation about the facts learned
- Find out about and experience French food
- Increase pupils' curiosity and enjoyment of French culture and language
- Develop pupils' language skills using collaborative learning through ICT

The Project Journey



Impact

« I learned a lot of information, like what French people eat, wear and the sports they play. »

Self-Confidence

Enjoyment of French language & culture

Knowledge about France

« Very interesting and it made French much more interesting. »

« I preferred food tasting because I got to try new things. »

- Pupils lacked self - confidence at first. They were convinced they could not write in French. This project showed them that they could achieve far more than first thought. Pupils therefore became more confident in French.
- Students developed their knowledge of France and learnt about the differences in culture and stereotypes.
- They used their skills and knowledge in other subjects as this project was an interdisciplinary.
- Student feedback shows pupils enjoyed the project which increased their fondness of French. Throughout the project they became more enthusiastic to learn about French culture and France.

« It was difficult writing in French for the poster but it was fun. »

Lolita's Tips

- **Work with small groups (4-6 pupils) and take one group after the other – it is easier to help pupils individually and to encourage them to write in French**
- **Give students a questionnaire to help limit their research**
- **Ensure that all the material is with the teachers**
- **Confirm suitability for food tasting due to allergy problems. It is even better if you can cook with them.**
- **Get pupils actively engaged; ensure they share tasks and all pupils are involved in real team work.**
- **Provide students with a document that includes vocabulary they may need and go over it with them. If students lack self-confidence in French, write some sentences on the whiteboard with them.**
- **It is important to show pupils they CAN do it!!!**

Du Théâtre en Français s'il vous plaît !

Ingrid Poujol, Airlie & Stracathro Primary Schools, Angus

Short description

- Adaptation of a poem and creation of a script about French everyday life.

Tasks

- Help pupils to be confident in speaking French.
- Combine the learning French with theatre and drama.
- Work on pronunciation while having fun.



Project Journey

Au café restaurant



En route pour Aberdeen !

Page d'écriture
Poem by Jacques Prévert



October
Choice of the poem/
topic of the script

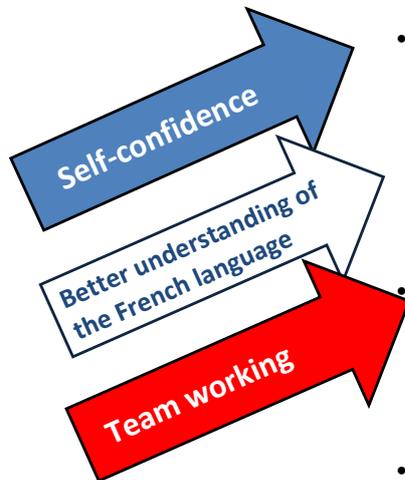
November
Dividing up lines/
beginning writing the script

December
January
Work of pronunciation/
memorization of lines

February
Search for costumes,
scenery/
placement on the stage

March
Performance in front of parents,
other class/
performance at the Rencontres théâtrales in Aberdeen

Impact



- Pupils' self-confidence improved. At first they were worried about «acting in front of many people! » but once they realised that acting in French is not so difficult – and actually quite fun, they were absolutely involved.
- When learning the lines pupils were completely engaged with the project, they wanted to act like « real French people ».
- It was a great group experience, the pupils felt united, they shared ideas and helped each other.

Ingrid's Tips

- Encourage pupils - show them that they can do it!
- Never be afraid to allow pupils to use their natural creativity reasonably, they will all the more enjoy acting a project they have chosen.
- Work individually with each pupil as they learn the lines, so that the pronunciation is correct.
- Explain the meaning of the lines to everyone in the group.
- Let pupils create accessories, costumes and decor themselves.

« I want to do it next year! »



« I enjoyed acting in French! »

C'est les vacances!

Clémence Thibault, St Thomas of Aquin's High School, Edinburgh

Short Description

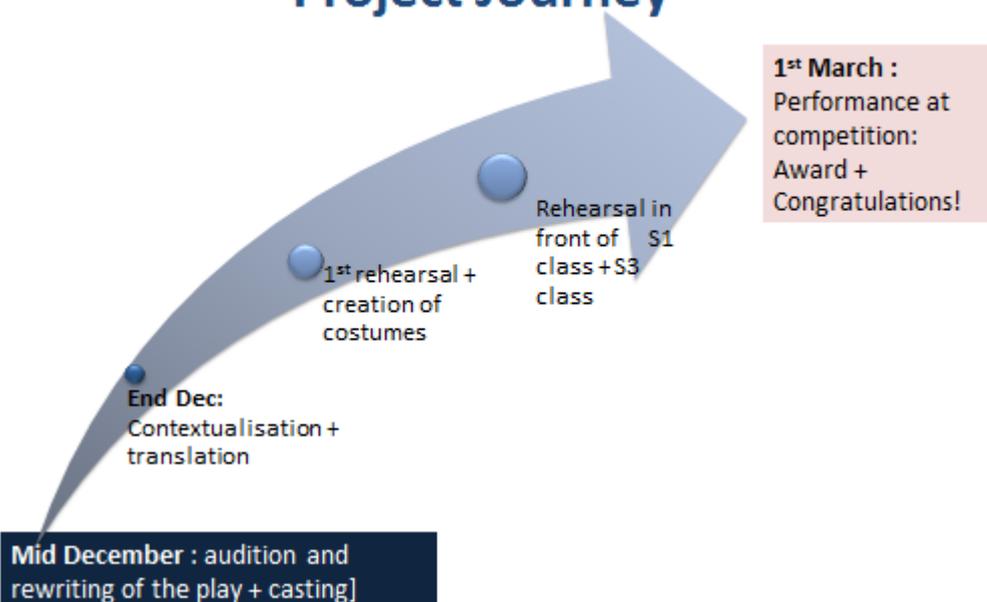
- Sketch in French for S1 pupils

Tasks

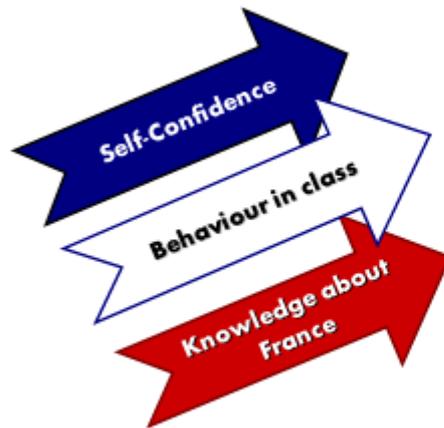
- Introduce pupils to different aspects of French culture using stereotypes
- Help pupils with pronunciation to help improve their speaking
- Do memory games to help pupils remember their lines



Project Journey



Impact



- Pupils got to know more about France doing something new, something most of them had never done before.
- They improved their confidence to speak in front of an audience, most of them were very shy at the beginning.
- They improved their memory skills and learnt how to make it easier to learn lines by heart through playing games

'I had a good time with my friends.'

'It was fun!'

'Do it next year!'

Clémence's Tips

- Advertise the play as widely as possible.
- Create activities to help pupils with memory and self-confidence.
- Make every effort to ensure all pupils show up to every single rehearsal.
- Try to push them more and more so that they can really show off on the day of the play.

Design your own uniform!

Stéphanie Brändly, Webster's High School, Kirriemuir, Angus

Idea:

Get two S2 classes to design and create their ideal school uniform, inspired by a French designer.



Goals

- Master vocabulary related to clothes, colours, fabrics and style.
- Get to know an aspect of French culture.
- Outfits were to be presented on a catwalk at the end.
- Pupils should have fun while learning about language and culture!

Timeline and challenges...



Outcomes

- Through being involved, the pupils were able to learn the vocab linked to the topic of uniform faster and with enthusiasm
- The effort put into French(-sounding) pronunciation increased as they were encouraged to overdo it for the catwalk commentary (small groups=more confidence)
- Pupils learned about an aspect of French culture
- They enjoyed themselves and will remember the project (and the French assistant!) fondly!!!

Language skills

Confidence and Effort put into pronunciation

Knowledge about French Culture

Positive memory of the French assistant

Stéphanie's Tips!

- Be passionate about your project - it's contagious!
- Be realistic and adapt to the circumstances but keep up high expectations to insure a minimum of credibility...
- Get everyone involved: the girls loved the designing and the boys loved the modelling...
- Displaying and keeping records of the work increases everyone's motivation
- Don't be too demanding on yourself and have fun!

French Culture Club

Pauline Ursenbach, Jordanhill School, Glasgow

Short Description

- a weekly lunch club for S2 pupils

Tasks

- introduce pupils to different aspects of French culture, e.g. Christmas traditions (La Galette aux Rois), French-speaking cartoon characters (Lucky Luke, Tintin), regional dishes (Bredele d'Alsace, Crêpes de la Bretagne, Oreillettes du Languedoc)
- start an e-twinning (email correspondence) with pupils in a French school from my home region Alsace



My Project Journey: Highlights and Challenges

Nov-Feb: We started an email correspondence with a College in Alsace. We needed a couple of extra sessions to get the letters finished but pupils were really pleased with the end result



Initially only one student came, then two others joined. I found out later that not all teachers had told their pupils. We finally got eight in the group, which was a nice size.



End October: Started the French club at Halloween time by showing 'The Corpse Bride' in French (with English subtitles)



Dec - Christmas in Alsace: Pupils made their own biscuits; everything went according to plan.

Jan - Galette des Rois: Pupils enjoyed eating this cake traditionally eaten on 6 January. Scott was supposed to go under the table since he was the youngest, he was surprised by that tradition and at first thought I was making fun of him



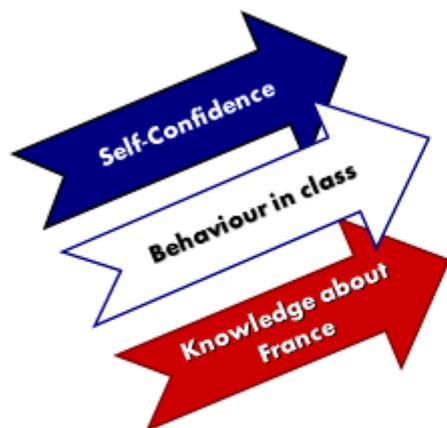
Feb - Francophone Cartoon Characters: Pupils were amazed by the range of different characters. They liked that Lucky Luke is a French character but in an English speaking world, mixing words in English and French.

March: Because fewer pupils were able to attend I decide to stop the club by the Easter break. H. and S. were quite disappointed to know I had to end the club and that I won't be here to open it again next year



End March: We celebrate the end of the culture club with a special French breakfast

Impact



- The lunch club provided a safe meeting place for pupils to socialise – most of them were very shy at the start
 - Through their participation in the project students became more self-confident in French, their behaviour in class improved also.
 - They learned about France and its culture – through a variety of sources, including their French pen pals
- *“The French club was fun and interesting. I would really like another club next year”.* S2 pupil

Pauline’s Tips

- **Advertise the club as widely as possible. Go into classes, create a poster etc.**
- **Display pupils work so that others might join later**
- **Adapt your initial plan as necessary in response to pupil feedback**
- **Get pupils actively engaged in the tasks and share roles out evenly – this will help keep them focussed**
- **Vary your activities and always have an unexpected little extra to keep pupils guessing and interested**

Bonjour la France (Newspaper Project) Sandrine Tavant, Orkney secondary schools

Short description:

- Pupils from S1-S6 write articles about France and publish them in a local newspaper supplement.



Tasks:

- Introduce pupils to different aspect of French culture on a wide variety of subjects
- Raise pupils' awareness about journalism, e.g. how to create and edit an article



Project Journey



Jun (wk1) Visit the newspaper offices



May (wk3): Final draft. Send articles to the Editor with an organised plan for the supplement (8 pages)



Apr-May: First draft, proof reading and feedback in groups



Feb-Mar: Choice of topic & research



Nov-Jan: Introduction and analysis of real newspapers around the world

Impact

Knowledge about France

Knowledge about journalism

Self-confidence

« I am very proud to be published! »

« We learned stuff, but it was fun at the same time! »

1. Pupils did their own research about self-chosen topics and found out how they are linked to France / French language.
2. Pupils discovered how a real newspaper works.
3. Pupils share the knowledge learnt at school with the public.
4. Pupils create a final product that will be sold to the whole Orkney community.

Sandrine's Tips

- Start early and be well organised so that you can allow yourself some flexibility and adapt the activities if necessary.
- Get help and support from staff.
- Keep pupils interested and focused; make them feel like it is more than just a school project.
- Make pupils feel confident and proud of their work.

* Germany Day *

Lea Korte, Boroughmuir High School, Edinburgh

Short Description

- On one day, in every class, students are encouraged to learn something about Germany.

Tasks

- Work closely with members of staff from other departments.
- Find "something German" in each subject involved.
- Show students how the German language and culture is linked to every subject they are learning at school



My Project Journey: Highlights and Challenges

Difficult to reach everyone. Despite lots of ideas and materials some teachers thought it would be too much work. So don't get impatient or aim too high, you might need to be ok with only some departments joining in. Important to talk to people in person, don't rely on email.

Difficult to find suitable date, especially at the end of term, due to exams. It might have been beneficial to do the Germany Day earlier in the year (before Christmas or in January).



3rd May 2012

DO IT

April:
Be there to help the departments if help is needed
Keep in contact.

Get up early, to put up decorations. Talk to everyone and see if there is anything they need.

During the lessons be in class to give authenticity to the whole day. Answer questions and give information as much as you can.

THANK everyone for their good work and trust in your idea!

March:

Find materials for the teachers.

Teachers are busy people, so I contacted German Museums, the *Goethe Institut* and the German consulate to get materials and decorations.

The *Kunstmuseum Bonn* send brilliant posters of German Expressionism that the Art and Design department loved and kept after the project was completed.

The *Goethe Institut* supplied numerous books in both German and English and the Consulate was very helpful with brochures and decorations (balloons, flags, maps etc.)

January/ February

- Finding a date to suit everyone!!!
- Finding topics that link the subject to Germany. I.e. German foods (HE), German painters (Art and Design), German stories (English), German inventions and scientists (Science)



Before Christmas:

Contact members of staff at Boroughmuir High School and get them interested and involved in the project.



Impact



- The *Germany Day* gives students the experience to see Germany in their other subjects. They understand that their world is bigger than the classroom. They see themselves as global citizens.
- The Day goes hand in hand with the ideas of Curriculum for Excellence as subjects get interconnected and students learn for life.
- Students broaden their idea of what Germany is as well as what it means to be German and live in Germany. They experience German culture on an everyday school day.

Lea's Tips:

- Allow plenty of time and be flexible.
- Speak to the teachers in person. Give them support whenever needed. Make them feel at ease and make sure they don't see the project day as a burden.
- Do not get disillusioned when departments don't want to join in - take joy from the ones that do!
- Take part in the lessons on the day!

VICTORIA RITTMANN STROMNESS ACADEMY, ORKNEY

"I really enjoyed the German Christmas box! I told my mum to buy Lebkuchen because I liked them so much!" Aiden, 1T

Christmas parcel &



video exchange with the Sportgymnasium Chemnitz

"Wow! Their school day starts really early! I wouldn't want that!" Amy, 1R



Christmas parcel exchange

One S1-class involved

- **The idea:** exchange boxes full of traditional German or Scottish Christmas items with the partner school
 - **The aim:** raise awareness of the different Christmas traditions in Germany and Scotland
- What we did:**
- Gathered information on German Christmas traditions and compared them to those in Scotland
 - Collected ideas of what to send (photos, a Santa hat, Christmas crackers, Christmas pudding, CDs, stories, etc.)
 - Wrote Christmas cards explaining the chosen items, bought them and sent the parcel to Chemnitz



Video exchange

What we did:

- accumulate ideas on what the pupils wanted to show in the video
- translated ideas into simple German sentences
- took pictures of the most important sights and places
- filmed the pupils and the different departments in school
- edited the video, made final changes and sent it to Chemnitz

Topic:

Your school & home area

- Two S1-classes involved

Aim:

- Make pupils aware that there are German speakers out there, give pupils an impression of each other's school life and country side

Impact:

- My pupils learned about German Christmas traditions (they could try out some food samples, listen to German Christmas songs, etc), school life in Germany and they were introduced to Chemnitz and its surrounding area
- They made really good friends in Germany
- They got to practice their language skills in an authentic context
- Pupils are very interested in German culture and language and are keen to learn more about it



Victoria's Tips:

- Try to think of possible obstacles and how to avoid them
- Be flexible! (My projects took much longer than I expected)
- Remember: It's supposed to be fun for you and your pupils! Don't get too stressed out!



„Nürnberg - Glasgow“



Carolyn Reuster, Hutchesons' Grammar School, Glasgow

Short Description

- a cultural exchange with German pupils from Glasgow's twin city Nürnberg (S5)

Tasks

- finding out about a German city and different aspects of the German culture (Food, Festivals, Sports, Sightseeing, Culture and Leisure)
- Presenting their hometown
- Email correspondence with German pupils from Nürnberg
- Workshop with pupils from Nürnberg



Project Highlights



June 2012

Return exchange to Nürnberg

November 2011

WORKSHOP with pupils from Nürnberg

October 2011

Email correspondence with German pupils (finding out about life in Germany)

September 2011

Introductory Quiz. Research and collecting information on Nürnberg and Glasgow

Impact

- They met young people from another country and it allowed new friendships to be formed (are still in contact).
- They improved their German and got more confident in speaking the language.
- They learned about different aspects of German culture– through a variety of sources, including their German pen pals.



*"I liked meeting the German students because it reminded me why we learn languages: we get to know people from all around the world. It's not often we get to directly apply the skills we learn in school in the real world like this."
(Senior Pupil)*

Carolyn's Tips

- If contact with a partner school is not established yet, e-twinning might be a good way.
- Always encourage pupils to speak the foreign language. Shyness and lack of self-confidence can be a problem.
- Adapt your initial plan as necessary in response to pupil feedback.



S3 German School of Rock

Jochen Rehm, George Heriot's School, Edinburgh

Short Description

- Pupils write their own lyrics in German and compose an accompanying song

Tasks

- Introduce pupils to different aspects of German music culture, e.g. famous bands, important songs.
- Make pupils more conscious about song-writing
- Guide the pupils in writing their own song and lyrics in German
- Increase the pupils' confidence in using the German language



My Project Journey: Highlights and Challenges

Organisation is key. "Jamming" rarely works in this age group. If someone forgets their instruments you have a problem! Anticipate such setbacks in your schedule. Variable abilities of the pupils shouldn't be underestimated

Singing: The age in S3 is a problem. They're at the age where singing could be embarrassing for them, and there was some resistance off and on

Within the group of 21 pupils everyone had their own idea about how the song should be. It was hard to find a consensus. At some point you have to compromise!



January: Brainstorming lyric ideas. In the end we managed to write our own lyrics in German! Yeah!

February: I took the musicians out of the class into another room, to work with them on the music. With the support of the music teacher, we managed to come up with some original ideas.



March: In the end we managed to come up with some great music and recorded it with a small handheld device. One pupil offered his help and edited the song on the computer! That was great! We also got some band t-shirts!!



April: We finished the song and created a cool music video!
We made it.
Rock'n'Roll!!



Before Christmas: Started the project. We began brainstorming lyric ideas and possible topics for the song.

Impact



- The “School of Rock” project increased the pupils’ confidence in using the German language in class
- They learned a lot about Germany and its music culture – through a variety of examples of German bands like “Die Toten Hosen”, “Wir sind Helden” and even “Rammstein”.
- An opportunity to use the language in a creative and original way
- Creation of a final product

“A truly memorable year of German” - S3 Pupil -

Jochen’s Tips

- Allow plenty of time and be flexible
- Make sure you got support from a music teacher
- Start filming and taking photos from the beginning
- Get pupils actively engaged in the tasks and share roles out evenly – this will help keep them focussed

Song: Das Auge des Tigers

Svenja Buck, Forfar Academy

Short Description

- Pupils translate a song into German, play it and perform it at school.

Tasks

- Introducing the pupils to songs in German and English songs translated into German (e.g. Beatles „Sie liebt dich“)
- Choosing an English song and guiding the pupils in translating it
- Assigning a role to every pupil and rehearsing the song
- Increase the pupil's confidence in singing in German
- Encourage them to perform in front of an audience
- Audience: (S2 German): Listen carefully and try to sing along the second time



Impact

- They pupils worked with enthusiasm and pleasure.
- They worked together in a team and helped each other.
- Applying the language to a song translation was a challenge for them they were really proud to have mastered
- They could improve their language skills and knowledge of German music culture.
- They could apply the language in a completely new context.
- Project finished with a concert, where the pupil's proudly showed what they had learned to fellow students and some teachers.



My Tips:



- Include every single pupil – always! Try to find a role even for the ones that don't play an instrument and don't want to sing either.
- Be flexible – sometimes they need more time. Allow time to experiment with the song.
- Encourage everybody to sing. Like this no one feels embarrassed.
- Let the pupils decide which song they want to work on – you will be rewarded with even more enthusiasm.

Germany – a musical discovery

Anja Härchen,

St Margaret's School for Girls and Albyn School, Aberdeen



1

• Short Description

I created and presented a two-day workshop for Advanced Higher students from four different schools in Aberdeen, based on the exhibition "Musik+X" organised by the Goethe Institute.

• Tasks

During the workshop the students were introduced to current German music. They were involved in creative tasks, team work, speaking exercises and in building up new vocabulary.

- listening activities (music-videos)
- speaking activities (opinion, comparison etc.)
- writing activities (writing a short review etc.)
- vocabulary activities (classify adjectives, pos/neg opinion statements)
- building up specialised vocabulary (music, genres, style etc.)
- reading activities (treasure hunt with posters relating to the topic)

2

Impact

- The pupils improved their German language skills and gained confidence speaking the language.
- They learned about German culture in a very interesting and different way.
- They improved their team working skills and exchanged their experience when it comes to language learning.



"It was a fantastic experience. I am curious and motivated to learn more about German music" (Advanced Higher Student)

Anja's Tips

- If you do not have time to develop a long-term project, try to create a workshop instead or a project day.
- Always encourage pupils to speak the foreign language. Think of activities that will get them involved and are fun to overcome any shyness.

SOTTOTITOLI

Beatrice Battaglino, George Heriot's School, Edinburgh

Short Description

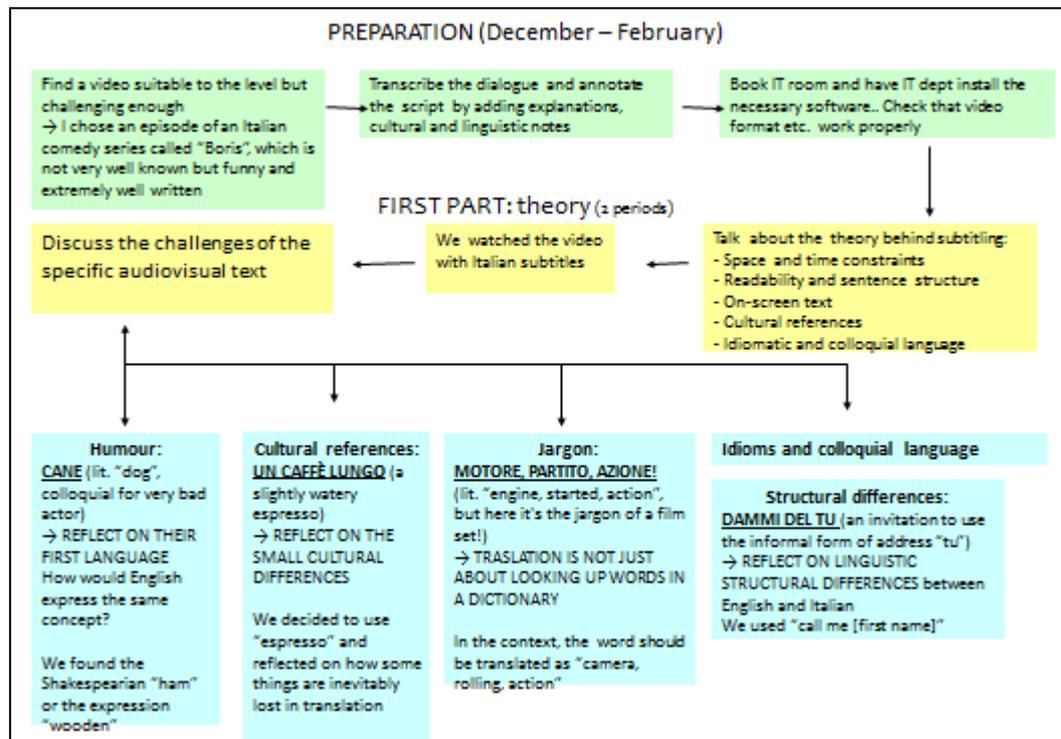
- Working with a practical application of translation by making subtitles, for Higher and Advanced Higher students

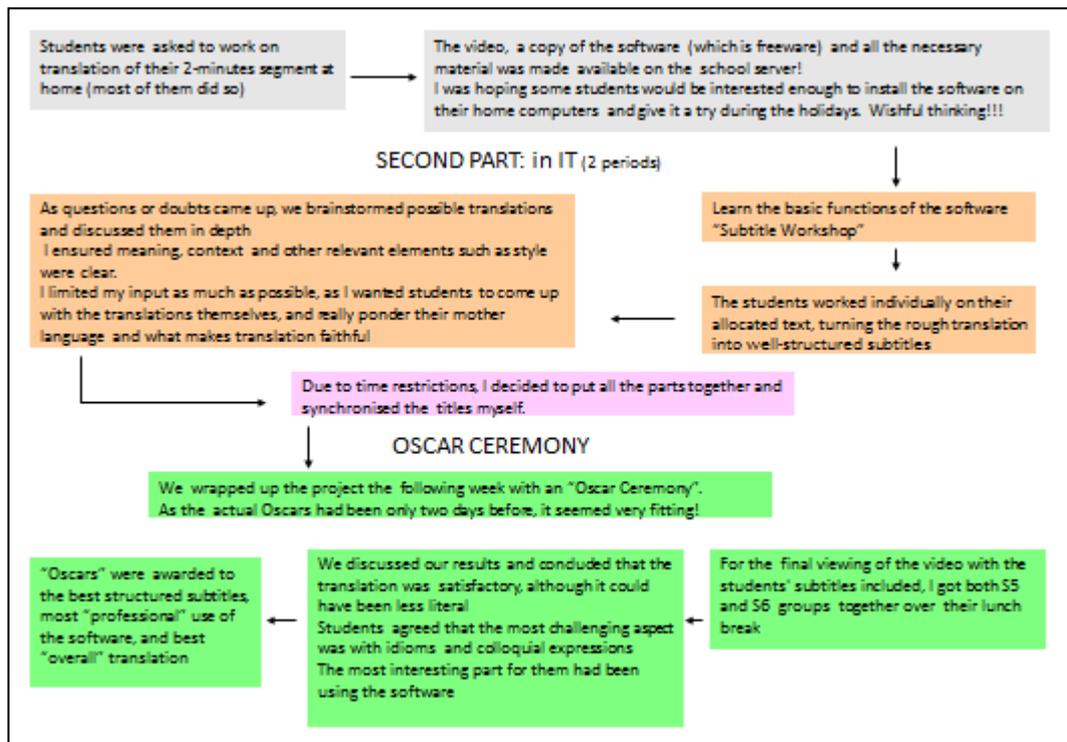
Task

- Each pupil had a portion of an audiovisual text to translate from Italian into English. Then they had the chance to turn that into actual subtitles using professional software and see a very practical, substantial result of their efforts on the screen.

Objectives

- Learning about the challenges of translation, and about the constraints and conventions of audiovisual translation
- Learning a new skill (using subtitling software)
- Considering a possible career path (not just subtitling but translation in general)





Impact

- The students realised translation is so much more than looking up words in a dictionary. You have to consider context, but also style and naturalness
- They used to think of translation as a boring task they have to do for their exams, however with this project there was a functional purpose to their work. This motivated them and made them partially reconsider their opinions.
- They learned new vocabulary and idioms and practised listening
- They dealt with colloquial and everyday language, which they wouldn't find in their textbooks

Beatrice's Tips

- Start early and especially book IT rooms early**
- Look up words and expressions together with pupils using Internet dictionaries and Google**
- Suggest pupils use English dictionaries and Thesaurus as well**

"It was great, because I had never used translation for anything other than for marks"

"I've never used a program like the one we used, and it wasn't too complicated!"

"The best thing was watching the film at the end, and being able to understand it a lot better with our subtitles" S5/S6 pupils

Extended Reading: "Io non ho paura" by Niccolò Ammaniti

Giulia Legato – Holy Rood High School, Edinburgh

Short Description

- Analysis of an Italian bestseller for S6 pupils

Tasks

- To improve the pupils' understanding and fruition of the book, by focusing both on language/grammar and content (meanings, characters, book reviews)
- To write an essay on one topic and to be able to discuss different aspects of the novel.



My Project Journey (or: how to change your mind in a constructive way)

Problems: (1) **Time:** Students were already involved in many extra-curricular activities during lunch. (2) **Workload:** Students feared to be overloaded. **Result:** Few students showed up

Late November/Early December: I talked to the teachers in order to analyze the problems and discuss possible solutions



December: I was determined to make the most of my assistantship and to help the students as much as I could, so my mentor teacher suggested focusing on an already existing resource and improve it. That's when we came up with the idea of the booklet: "Io non ho paura" is part of the Advanced Higher Italian course and I felt I could provide further insights so that pupils would gain a deeper understanding of the novel.



January-February: Do research on the novel (book reviews, historical background, interviews to the author, etc.) Prepare material, exercises, activities.



March: In class, we discussed about the novel, I gathered the pupils' feelings and opinions and supervised their essay writing.



October: Started a project called ITALIAN SONG WRITING AND PERFORMING

Impact and Advantages



Pupils improved their Italian language skills while enjoying a contemporary best selling novel.

- Deep and complete understanding of all the aspects of the novel: using support material of this kind can help the pupils get better results while increasing their enthusiasm and interest at the same time
- A deeper understanding of the novel and active discussion increase self-confidence and critical thinking
- The project can fit into the existing school programme, but at the same time it adds further value to it

- *The booklet is a useful tool for students and teachers, and makes them enjoy more what they are doing!*

Giulia's Tips

- Be ready to change your initial plan in response to pupil feedback and project's success/failure.
- Work on something already existing in order to extend and/or improve it.
- Think concretely: make a chronological plan but be ready to adapt it at any time.
- Encourage the students to express their ideas in a friendly environment.

Chinese 'Great Wall'

Zeng Miqun, Our Lady's High School, North Lanarkshire

Short Description

- an exhibition of Chinese language, culture and pupils works

Tasks

- introduce pupils to different topics of Chinese language and culture, e.g. Basic Mandarin, Chinese tea culture, Chinese Festivals, Chinese sports, etc.
- display pupils works on school walls produced in Mandarin classes.



My Chinese 'Great Wall' Project Journey: Highlights and Challenges

Mar-Apr 2012: Language in work and Chinese popular sports

S6 pupils are introduced to language in work such as gifts and souvenirs, buying clothes, travel and transport, cities and countries. Chinese traditional sports like Taiji, Five animal exercises, shuttlecock, table tennis are played a lot! Boys love shuttlecock while girls love Taiji. Students were amazed to learn five animal exercises because it imitates animal's moves.

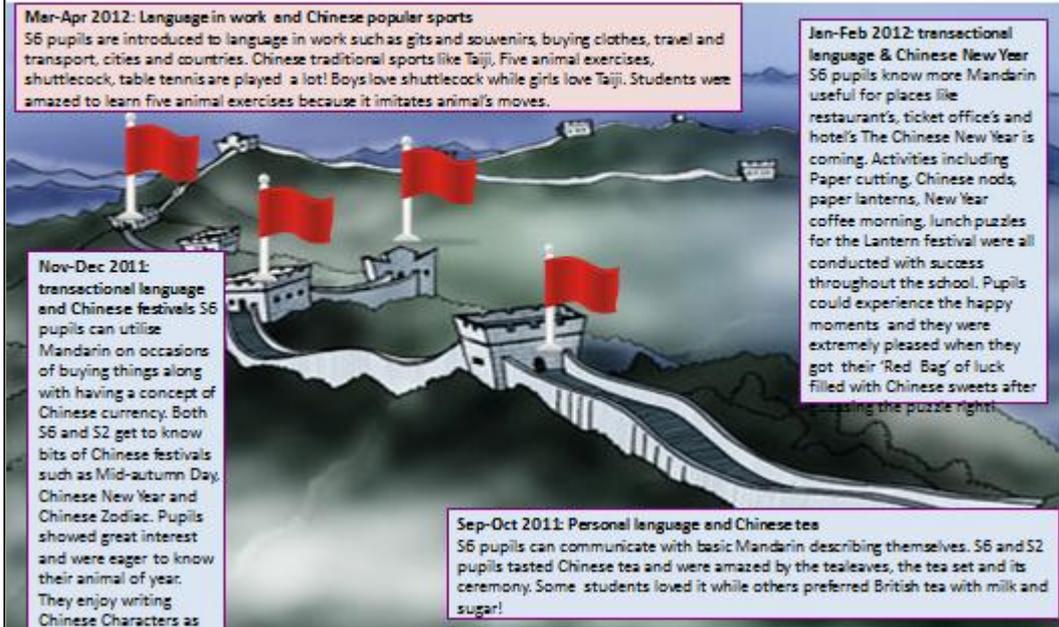
Jan-Feb 2012: transactional language & Chinese New Year

S6 pupils know more Mandarin useful for places like restaurant's, ticket office's and hotels. The Chinese New Year is coming. Activities including Paper cutting, Chinese knots, paper lanterns, New Year coffee morning, lunch puzzles for the Lantern festival were all conducted with success throughout the school. Pupils could experience the happy moments and they were extremely pleased when they got their 'Red Bag' of luck filled with Chinese sweets after solving the puzzle right.

Nov-Dec 2011: transactional language and Chinese festivals. S6 pupils can utilise Mandarin on occasions of buying things along with having a concept of Chinese currency. Both S6 and S2 get to know bits of Chinese festivals such as Mid-autumn Day, Chinese New Year and Chinese Zodiac. Pupils showed great interest and were eager to know their animal of year. They enjoy writing Chinese Characters as

Sep-Oct 2011: Personal language and Chinese tea

S6 pupils can communicate with basic Mandarin describing themselves. S6 and S2 pupils tasted Chinese tea and were amazed by the tealeaves, the tea set and its ceremony. Some students loved it while others preferred British tea with milk and sugar!





Impact

- The Chinese 'Great Wall' project enhanced pupils language skills and raised their awareness of Chinese culture
- The display of pupils works helped pupils build their confidence and creativity in learning
- All the related activities emphasize the focus of Chinese as a modern language and broaden pupils vision of the world

- *"The Chinese class is great fun. We learnt a lot - not just language but also about the culture. I like playing Taiji."*
S6 pupil

Miqun's Tips

- Stimulate pupils interest by mixing language and culture together
- Specific tasks, cooperation and competition facilitate pupils language learning
- Get teachers and pupils of other subjects involved in cross-curricular activities for mutual benefit
- Display pupils works as much as possible so that they have a sense of accomplishment in learning
- Display of language and culture in school does help build pupils knowledge

Spanish culture taster session for S2 Teresa Hernández, Tynecastle High School, Edinburgh

Short Description

- Afternoon of activities involving Spanish culture as a closure to a Spanish taster course

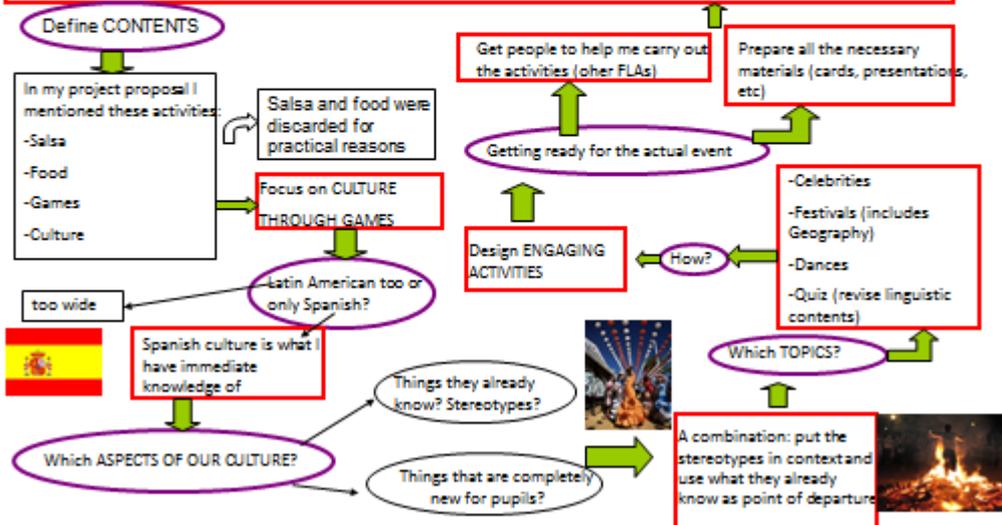
Tasks

- Design and prepare materials for a carousel of four cultural activities
- Carry out one of the activities and coordinate the others during the actual event



My Project Journey: Challenges and Choices

I decided to help prepare the final event that S2 pupils were going to have at the school to complete the Spanish taster course. The format would be a TALK plus a CAROUSEL OF ACTIVITIES. I would be in charge of the carousel



Impact



- The students were **immersed in Spanish culture**, listened to the language and met native speakers (the FLAs involved).
- They practiced a **more active way of learning** and **worked in teams**. This meets some of the aims of the Curriculum of Excellence, such as Active Learning Approach and Co-Operative Learning Strategies
- The cultural content was a good complement to their language course and helped them see the **relevance of learning Spanish**.
- The general structure of the project, and even the ideas for some activities, could be **very easily adapted to be used in other schools, with other age groups or for other languages**.
- The event could be integrated as part of the Spanish taster course and become an **annual event**.

Teresa's Tips

- Try to get to know the students before the actual event
- Pilot the activities with other students
- Be very organised and time-conscious
- On the day of the event you will be very busy, so try to plan all the details in advance: who will take pictures, how much time you will give for each task, how you will explain the activities, etc.

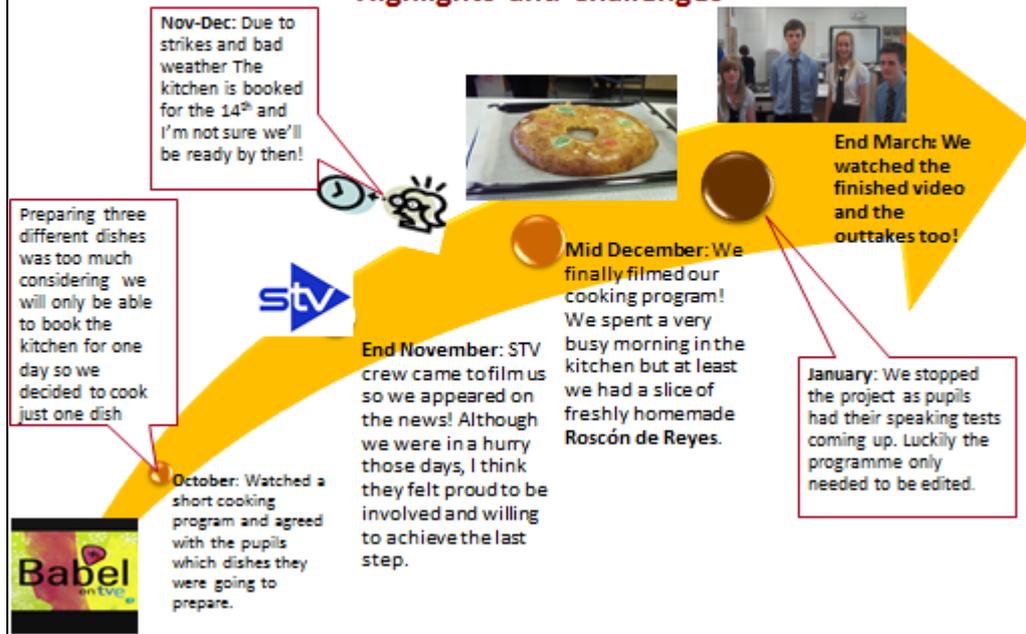
Spanish Cuisine for Beginners

Nuria Frías, Notre Dame High School, Greenock

- **Short Description**
- Cooking program by Higher pupils
- **Tasks**
- Introduce pupils to the vocabulary of cooking (ingredients, preparation of a dish) and also to the cultural background behind a Christmas traditional pastry (*Roscón de Reyes*)
- Carry out a cooking program where the pastry will be baked by some pupils while others will give cultural information on it.
- Assign each pupil a role either related to cooking (cooks) or to the TV world (cameramen, editors, guests, scriptwriters).



My Project Journey: Highlights and Challenges



Impact



- The project made students work as a group.
- Project covered the cooking topic which is not included in the Higher lesson plan.
- Students learned about Spanish traditions at the feast of Epiphany
- Structure may influence further projects with different festivities, such as Easter.

- *“The project was worthwhile because it helped to develop our skills in the Spanish language and gave us further knowledge about Spanish culture. It was a very fun and active experience!” S6 pupil*

Nuria's Tips

- **Number of pupils can be around 10-15.**
- **Give each pupil a role so they really feel part of it as what they do makes the whole project work.**
- **Anticipate setbacks, the project will only take a month but start in around October-November so there is enough time in case there are assessments, hurricanes or strikes going on!**
- **If other departments are required in order to achieve your project (e.g. Home Economics) be sure to resource all you need from them as soon as possible (booking of a classroom, materials etc).**

