

Scotland's National Centre for Languages Newsletter



**Word Wizard
competition launched**

Welcome to the SCILT newsletter

Editorial

Dear Colleagues,

Welcome to the spring 2014 edition of the SCILT newsletter. There have been lots of developments here in the SCILT office in the last six months. Sarah Breslin has now taken up her exciting new post as Executive Director of the European Centre for Modern Languages and I am now Acting Director of SCILT and CISS. We have been recruiting for a new Professional Development Officer and we are delighted to announce that Victoria Henry joined the team in January.

Additionally, Fiona Pate HMI has been working even more closely with the SCILT team to support the implementation of the 1+2 policy. The evaluations of the pilot projects are underway and Fiona was able to share some key messages from them at last year's national languages conference in November. Once the evaluations are formally concluded, we will, of course, share them with you on the SCILT and the Education Scotland websites.

Our autumn series of Glow meets have now started on our online professional learning community #mlscilt and we've been in discussions with the Glow team at Education Scotland about how to take this forward with 'new Glow' on the horizon!

Meanwhile, the team of professional development officers has been all over the country in the last six months. They have led career-long professional learning workshops, developed very exciting business language champions projects and taken part in promotional events to name but a few of the activities in which they are involved.

Between now and summer we'll be working on our new spelling competition "Word Wizard" which will culminate with the final in the Scottish Parliament. Good luck to all of you who have registered to take part.

These are certainly exciting times for the modern languages community and they are certainly not without their challenges. The team here at SCILT is ready to support you, so please get in touch and we'll do our best to help.

Best wishes

Fhiona Fisher, Acting 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.



SCILT
Scotland's National Centre for Languages
LH-232 Lord Hope Building
University of Strathclyde
141 St James Road
Glasgow, G4 0LT

Tel: 0141 444 8163
Email: scilt@strath.ac.uk

SCILT News

Word Wizard 2014

SCILT, in partnership with Confucius Institute for Scotland's Schools and St Andrews's University, is organising a brand new competition for session 2013-14 – Word Wizard!

This competition follows the success of last year's Modern Languages Spelling Bee Competition which was held in the Scottish Parliament on May 31st.

This year the competition will be open to all pupils in S1-S3, and will be extended to include Gaelic and Mandarin.

Pupils will be required to spell words in the target language alphabet in French, German, Spanish and Gaelic. In Mandarin, they will have to recognise the Chinese character and say it using the correct tone.

Registrations have now closed and schools across the country are already holding their first class competitions. The final of this prestigious event will take place on 30th May in the Scottish Parliament.

Janette Kelso,
Professional Development Officer



Spelling Bee Final

On Friday, 31st May 2013, S1 pupils from the Highlands to the Borders took part in the grand finale of the first ever National Modern Languages Spelling Bee to take place in Scotland. In the spirit of '1+2', finalists battled it out in French, German or Spanish to an audience of proud teachers, parents, fellow pupils and invited guests in the Scottish Parliament.

The prestigious competition, which has been organised by SCILT, Scotland's National Centre for Languages, in partnership with Routes into Languages* and part funded by the European Commission, provided a forum to celebrate the success and



passion of Scotland's young linguists.

Such Spelling Bees have been a feature in England and Wales for a number of years, and have proved to be incredibly powerful in promoting language learning in schools and in motivating pupils in early secondary to want to take their languages further. They provide an excellent opportunity for young people to learn new vocabulary, develop new skills and build self-confidence.



engaging way. This is exactly the type of activity which will help make the Scottish Government's aim of creating the conditions in which every child will learn 2 languages in addition to their mother tongue a reality."

**Routes into Languages is a consortium of universities working together. It is funded by the Higher Education Funding Council for England and is led by the LLAS (Centre for Languages, Linguistics and Area Studies), in partnership with the University Council of Modern Languages (UCML).*

Janette Kelso,
Professional Development Officer



Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages welcomed the event, saying: "I want to congratulate all of the young people who have taken part in the Spelling Bee. Competitions such as this encourage young people to learn languages in an entertaining and

Professional Learning 2013-14: the story so far

In addition to SCILT's online professional learning communities, since the start of this academic session the team of Professional Development Officers has been out and about supporting the professional learning of secondary and primary practitioners all over the country.

Some of their great sessions have included Christian Baert working with future primary teachers at the University of Strathclyde and future secondary teachers at the University of Stirling, developing various aspects of pedagogy. Janette Kelso has facilitated sessions in Angus and West Lothian about assessment practices and the transition from BGE to Senior Phase. As for Meryl James it would be quicker

to list the places in Scotland that she hasn't visited yet to support the learning and teaching of Chinese!

So far this session, my own professional learning travels have taken me from the Western Isles to East Lothian by way of South Lanarkshire. I have supported seven sessions on 'Reading & Writing in Primary Languages' in three different authorities and presented 'Using short films' at the FLA National Training Day and at TeachMeet Languages Glasgow 2013.

To see the full range of PL opportunities we are currently offering, please follow this link to the SCILT 'Languages for all: innovate, motivate, inspire' menu:

<http://bit.ly/CPDmenu>

Follow this link to the CISS 'Chinese learning – let's work together!' PL programme:

<http://bit.ly/CPDCISS>

Between them, the Professional Development Officers have a vast range of experience to draw on, and are keen to support practitioners at a more personal level. For more information or to arrange a professional learning session please get in touch with Mandy Reeman-Clark (mandy.reeman-clark@strath.ac.uk).

Lynne Jones,
Professional Development Officer

Language learning for future primary teachers at Strathclyde University

Following the success of the course organised for 4th year Bachelor of Education students in March 2013, SCILT offered another 3-day workshop for 2nd and 3rd year B.Ed students. The aim of the event was to support B.Ed students to ensure they are ready to play their part in delivering the new 1+2 languages policy.

The workshop took place from 17th-19th September and combined French language learning and pedagogy, with lots of practical, interactive and fun approaches to teaching languages. All skill areas were covered:

- Students practised their talking and listening skills
- They used their creativity skills to make language learning appealing
- They learned how to use ICT and interdisciplinary activities to engage the learner

- They discovered a variety of teaching resources at our 'marketplace'

Here are some of the comments from the attendees evaluations:

"Interesting and easily accessible interactive resources"

"I now feel more comfortable teaching French and more aware of how to use the interactive whiteboard and software"

"I think the course was great. Everything was put into a context which was easy for us to learn but also easily transferrable to primary. I have learnt lots of new pedagogical techniques"

"I have become very confident with basic French e.g. 1 – 100, weather, about me etc. I am more aware of the pedagogy and methods of teaching modern languages"



Christian Baert,
Professional Development Officer

Business Language Champions

BLC
BUSINESS
LANGUAGE
CHAMPIONS



SCILT's Business Language Champions programme helps schools and businesses to build exciting and sustainable partnerships that equip young people with the international communication and employability skills they need for their future careers.

Three new projects have been developed this term:

- Scottish Football Association and Kilwinning Academy, North Ayrshire
- Loch Duart, producer of luxury Scottish food, and Montrose Academy, Angus
- Michelin and Grove Academy, Dundee

Here is what Michelin and Grove Academy have been doing...

Michelin's headquarters are based in Clermont-Ferrand, France and they have a car tyre factory in Dundee. The project was launched this August in Grove Academy with a visit from some Michelin apprentices and members of HR staff, who talked to Grove's young people in S3 about the importance of language skills in their workplace. The Michelin man himself even made an appearance!

Then on the 23rd of September, Michelin opened its doors to Grove Academy's learners. A busy day was ahead of them...

In the morning, the pupils visited the factory and had the opportunity to speak to some of the apprentices. They interviewed some of the staff in French, giving them an opportunity to develop their listening and talking skills in a real context.

After lunch, learners worked collaboratively on several active tasks related to the organisation of the company and the skills and competences required to work there. All of this was done in the target language and with the support of student language ambassadors from Dundee University.

Here are some of the young peoples' comments:

- "I have gained confidence in speaking to French people"
- "I learnt business vocabulary in French"
- "I have learnt that learning a second language helps with jobs"
- "Interviewing the employees in French was good practice"

Learners left the factory with a challenge – the creation of a bi-lingual advertising campaign to launch a brand new eco-product developed by Michelin. To help them with their task, Brian Cairns from Avian Media, a marketing agency based in Dundee, gave the youngsters some guidance. The creators of the five best campaigns were then invited to 'pitch' their ideas to the panel of Dragons with representatives from Michelin, Avian, SCILT and the Council! Prizes were awarded to the 5 finalists offered by SCILT (Amazon vouchers) with a top prize offered by Michelin to the winner (a trip to Edinburgh).

The whole BLC project is a great way of showing young people that languages are a key tool in today's increasingly international market place. The experience can help them think positively about continuing with their language learning at school. Thanks to Michelin for making this project possible!

If you are interested in a similar project and are looking for some ideas on where to start, then please get in touch with the SCILT team.

Christian Baert, Professional Development Officer

SCILT and the British Council in Scotland: Proving that FLAs really DO make a difference

The second national Foreign Language Assistants showcase was held on 30th April 2013, where we displayed work from 23 FLAs. The Language Assistants gave presentations on the interesting and engaging projects they had run with their pupils in session 2012-2013. A popular theme this year was drama clubs, clearly linked to competitions organised by the Institut français d'Écosse and the Goethe-Institut .

Every year, FLAs surprise us with their ingenious ways of engaging their pupils. For example, Tony Bret from St. Thomas of Aquin's High School in Edinburgh got his S6 pupils to participate in a live radio broadcast on topics they had prepared for their French speaking assessments. Alicia Lara from Harris Academy in Dundee inspired a group of S3

pupils to create a song about their school week, which was then video-recorded. The comments from the pupils attest to their enjoyment of these activities:

"Doing the radio show was quite scary and nerve-racking but it was also quite exciting to know that people would be listening to us in France."

"I'll never forget the things I've learnt with this song! They're stuck in my head."

The initiative has now been rolled out to the whole of the UK, and we have created some project information and project templates on the British Council website:

<http://bit.ly/bcprojectinfo> and <http://bit.ly/bcprojecttemplates>.

Our successful collaboration with the

British Council on Foreign Language Assistants is continuing. We have already held a webinar for teachers working with FLAs, had joint induction meetings with the FLAs, and by the time this newsletter is published we will have held our fourth joint National FLA training day (on 25th October). It's an excellent example of partnership working in support of the 1+2 languages policy.

Watch out for a third showcase of SCILT/British Council Glow Meets in late April/early May 2014.

Hannah Doughty, Professional Development Officer



Scottish Languages Review – Issue 26 online now

Employer Demand for Languages Graduates in Scotland: a Case Study in the Financial Services Sector, Mary Fischer, Edinburgh Napier University

In the context of recent surveys of business and employer attitudes to the economy's need for language skills, this study aims to contribute to the debate by investigating the attitudes to foreign language skills in the Scottish Financial Sector.

Continually Expanding Horizons, Nicola Malcolm, Nevis Language Services

Having written an article for the Scottish Languages Review before beginning my higher education degree back in 2007, I reflect on my experiences of studying

French and German at university level, both in Scotland and abroad.

Language Use at the United Nations: Interdisciplinary Project of the Scottish Baccalaureate in Languages, Dean Cooper Cunningham, University of St Andrews

The Scottish Baccalaureate may be an extraordinarily challenging award to complete but it also has numerous rewards.

Investigating the Views of Children with Social, Emotional and Behavioural Difficulties about their Experience of Learning French, Claire van Wengen, University of Edinburgh

This article reports on a research project

carried out at a small residential school for children (Primary 4-Secondary 2) with severe social, emotional and behavioural difficulties in Scotland.

Creativity in Action in MLPS, Gwen McCrossan, Argyll & Bute

This article provides a description of the learning and teaching approaches adopted by a primary teacher to develop creative practice in teaching French in primary schools.

You can see the full articles online now via the SCILT website: <http://bit.ly/SLRIssue26>

If you would like to submit an article to a future edition, please email the editor, Hannah Doughty (hannah.doughty@strath.ac.uk)

Hannah Doughty, Professional Development Officer



Beyond the Panda

Aimed at P5-7, the programme provides a rich learning context for learning about Chinese language and culture. To support teachers to take the project forward, CISS will provide professional learning workshops in your school or EA, free of charge.

There are 3 parts to the programme offered by the Royal Zoological Society of Scotland:

1. The Panda
 - Learning about the Giant Panda
2. China
 - Discovering China: past and present
3. Our World
 - Taking Action in our world

The programme is delivered as an outreach session which lasts about 2 to 3 hours and takes place in schools. Learners take part in interactive sessions, working collaboratively on a range of topics including: the life-cycle of the panda, the panda's body parts, bamboo, the silkworm, not to mention the geography and history of China. The programme has particular focus on developing literacy skills and with this

in mind, the Royal Zoological Society is running a short story competition in partnership with CISS. Learners are invited to write a short story inspired by anything they have discovered about China, Chinese language or culture with a Scottish twist. The story can be written as a script, illustrated, or be presented as an animation. The winning entry will be translated into Chinese and Gaelic and presented to the Premier of China on his next visit to Scotland.

If you are interested in hosting a Panda workshop or would like to enter the competition please contact Sandie Robb, Senior Education Officer, Royal Zoological Society of Scotland (srobb@rzs.org.uk).

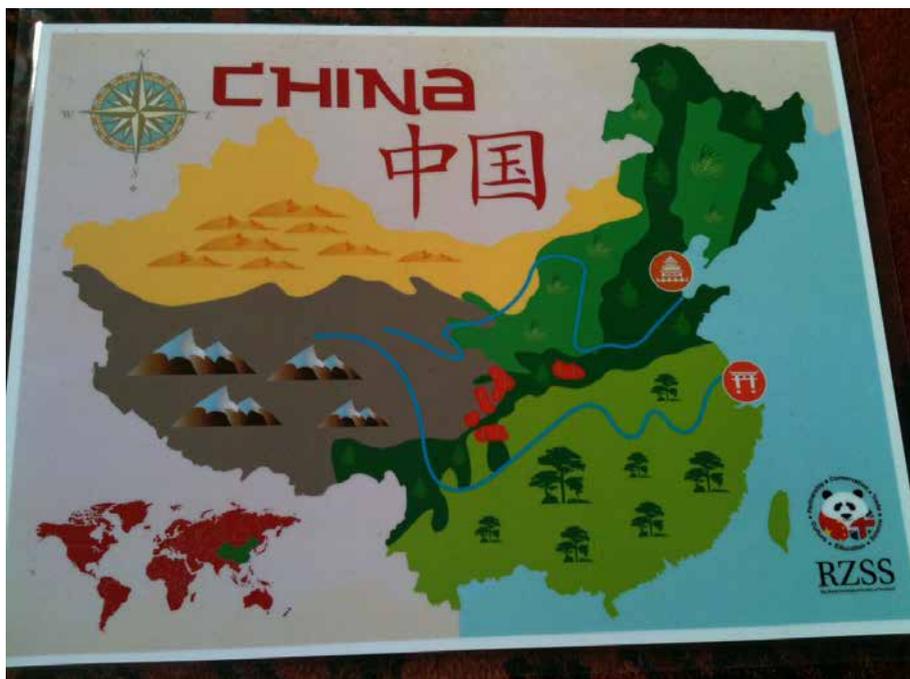
The final date for entries will be April 4th 2014 and funding will be available to publicise the winning ideas.

For support with the learning and teaching of Chinese language and culture, please contact Senior Professional Development Officer, Meryl James (meryl.james@strath.ac.uk).

Meryl James, Professional Development Officer

Beyond the Panda is a three part outreach programme offered by the Royal Zoological Society of Scotland, in partnership with SCEN, the Confucius Institute for Scotland and the Confucius Institute for Scotland's Schools (CISS). 48 sessions have already been booked across Scotland, from the Shetlands to Argyll and Bute and the feedback has been overwhelmingly positive:

"It was incredible. Both the class and I are inspired to carry on. I have already decided to make it a more in depth topic"



British Academy Schools Languages Award 2013

For the 2013 British Academy Schools Languages Award, schools and colleges – or the institutions supporting them – were asked to submit proposals for increasing the numbers of students learning and continuing with languages.

Vivienne Hurley, Director of Programmes at the British Academy said: 'The aim of these Awards is to find imaginative and effective ways of encouraging more learners to take languages to higher levels, and to address the social imbalance in the profile of language learners. It is clear from the response that mainstream and supplementary schools around the country share our concerns and we are delighted to have received so many high quality applications'.

Prizes of £4000 were on offer to projects running in mainstream and supplementary schools in each of 7 areas of the UK. In the Scotland category, projects were submitted by:

- Polska Szkoła w Glasgow
- Cardinal Newman High School, North Lanarkshire
- Dalkeith High School, Midlothian
- Glasgow City Council 'Focus West' Schools with the University of Strathclyde
- Hermitage Academy, Argyll and Bute
- Marr College, South Ayrshire
- Larbert High School, Falkirk

A panel of judges assessed the originality, credibility and potential replicability of each of the proposals and, from the Scottish entries, awarded

prizes to the Polska Szkoła w Glasgow and the Glasgow City Council 'Focus West' Schools and University of Strathclyde projects.

Speaking about the barriers to languages uptake at exam level, highlighted by the British Academy, Pawel Poranski from the Polska Szkoła said: 'The first barrier is of mental origin'. He went on to explain how newly arrived Polish children quickly assimilate English once they are settled in their new home in Scotland and that this leads to 'the presumption that the Polish language is useful only at home ... and has no significance in education and career'. The BASLA judges particularly liked the way this project focused on qualifications and awareness of career opportunities, funding placements for learners in local businesses and skills development through journalism.

Glasgow City Council and the University of Strathclyde jointly run the project 'Parliamo Glasgow'. Cédric Moreau is a Senior Languages Teaching Fellow at the University of Strathclyde and organised the project, coordinating ambassadors and their placement in schools. He explained that the student-led project was instigated

by the lack of positive language learning role models for the 'Focus West' secondary learners. The project aimed to address the area's lack of knowledge about funding, courses and other language learning opportunities. Students from the university act as Languages Ambassadors, visiting the schools and supporting learners in the target language on cultural outings. With recognition from the British Academy, the hope is to be able to roll out the project to more schools.

'We heartily congratulate the winning projects, whose progress we will follow with great interest,' said Vivienne Hurley of the British Academy. 'We hope they will become beacons of good practice and inspiration and help to turn the tide on Britain's language deficit'.

Information about all of the 2013 winning projects is available from <http://www.britac.ac.uk/policy/basla2013.cfm>.

Should you be interested in entering your school for the 2014 British Academy Schools Language Awards, please keep an eye on the British Academy and SCILT websites for news.

Lynne Jones, Professional Development Officer



European Day of Languages

Braidhurst High School

Braidhurst pupils celebrated the European Day of Languages by engaging in a variety of activities across many departments.

Within the Modern Languages Department, S1 pupils took part in 'Qui veut gagner de millions?' in French, the winners being Claire Keatings and William Crosbie from class 1A who managed to reach a million pounds using only one lifeline! In addition, S1 classes made greetings cards and gift tags containing vocabulary in many different languages. S2 pupils worked in groups and used their skills in research and teamwork to design a poster containing information about a European country of their choice (e.g. food, language, geography, history) and these were displayed in the Modern Languages corridor. S2 will also enjoy a French breakfast next week, as part of their 'Food and Drink' topic.



Physical Education teacher, Miss Joanne Lilly, organised a French boules tournament for her S2 class, which took place outside and proved the pupils to be extremely competitive! Chemistry teacher, Dr Peter Gardner, taught a National 4 Chemistry lesson partly in German and a National 5 and Higher lesson in French, much to the delight of his pupils! Ms Ruth Watson of the Biology Department devised a quiz on the topic of famous European scientists and the pupils with the most correct answers were the recipients of prizes. In the English department, Mrs Maureen Kinnaird involved her S1 class in an activity whereby pupils had to define a list of common French words and phrases in general use in the English language. In Home Economics, Depute Head Teacher Mrs Anne MacDonald, in liaison with Mrs Eleanor Magowan, PT Modern Languages, organised French pancake making with her S3 class, using a French recipe, and the pancakes were served to pupils who visited the school Hub.

Elsewhere, other staff tried to promote

languages by using greetings from other countries in class and by referring to European themes in their lessons.

The whole school worked well as a team, with the aim of extending the pupils' knowledge of the language and culture of other countries in Europe, and all pupils thoroughly enjoyed their experiences. It was an excellent example of cross-curricular learning and both staff and pupils are already working on ideas for next year's celebrations!

Eleanor Magowan, Braidhurst High, North Lanarkshire





Brae High School

so that they were roughly in the correct geographical position.

The S1 French class took part in a European Day of Languages quiz. Many of the questions related to language facts, particularly to the lack of English as a first language throughout the world, thus making the pupils realise the relevance and importance of second and third languages.

The S2 French and German classes were combined, and chose a motivational and inspirational lesson on the importance of learning a modern foreign language. This lesson was conducted with one S2 group in the past, and the uptake of languages in S3 was significantly increased.

One S3 Maths class was doing ratios, and had to increase or decrease recipe quantities to make bigger or smaller batches. This was taken a step further by translating the flapjacks recipes into

French and German and using the Home Economics room to make them, resulting in a truly cross-curricular lesson!

Early in the New Year, the modern languages department has agreed a day to work collaboratively with Home Economics on a "breakfast" topic, with a view to learning about breakfast habits in the countries of the languages pupils are studying, as well as elsewhere in the world.

Aileen Cartney, Brae High School, Shetland Islands



As the most northerly high school in the UK, Brae High School pride themselves in participating fully in as many events as they can, and the European Day of Languages is a particular favourite. This year, teachers were restricted to activities within their own class time, but managed to come up with some quite innovative ideas!

The S1 German class divided Germany up into its Bundesländer. Each pupil got a region and had to find interesting facts and figures about their area for a poster. They had to find the flag, the coat of arms and the main city as a prerequisite, plus any other details. Pupils then had to position their posters



A Taste of World Cinema on European Day of Languages

Here at SCILT, we celebrated the European Day of Languages this year with film screenings and a movie quiz in the brightly decorated Confucius Classroom in the Lord Hope Building at the University of Strathclyde's city centre campus.

The films were shown in 'version originale' (VO) with English subtitles and the programme included shorts from all over the world, kicking off with a black and white, musical love story of sorts called '7:35 de la mañana' (7:35 in the morning) by Spanish filmmaker Nacho Villalongo set in a neighbourhood café. Next came Sandrine Stoianov's animation in French and Russian called 'Irinka & Sandrinka' which told the story of one family in the early 20th

century displaced by revolution and war. The Oscar nominated short 'Birthday Boy' by Korean filmmaker Sejong Park tackled similar themes in a more understated way.

During the interval, members of the audience were invited to match the French, German or Spanish titles of 12 well known Hollywood films to the poster of the original English language version. Some tricky tie break questions had been prepared, but in the event only one movie buff got them all right. They were presented with their very own EDL2013 style Oscar!

The second half of the film programme began with a short from Italy entitled 'Men at Work' which proved to be

a bit of an oxymoron as far as the characters in Fausto Caviglia's film were concerned. The whole event was rounded off with a film called 'der Mungo' (The Mongoose) by German director Philipp Osthus. This black and white action thriller was so high octane, with such an amazing twist at the end that many of the audience were literally on the edge of their seats! A truly film-tastic afternoon!

Lynne Jones, Professional Development Officer

To see how other schools across Scotland celebrated the European Day of Languages this year, visit the SCILT EDL2013 blog on <http://edl2013.blogspot.co.uk/>.

Local Authorities

25 Years of Friendship!



Lenzie Academy and the Stauffer Gymnasium in Pfullendorf, southern Germany, have just celebrated 25 years of their hugely popular pupil exchange visits. For a quarter of a century pupils have been visiting each other's schools and experiencing family life in each other's homes. They attend classes at school, enjoy excursions to local places of interest and participate in evening events such as ceilidhs, discos and bowling tournaments.

Once the Exchange visits were firmly embedded in the lives of both schools, the teachers developed an innovative Work Experience initiative for senior pupils, which has proved to be as rewarding as it is challenging to its many participants. This has meant that pupils who have studied German to Higher level can return to their exchange partners and sample the world of work in another European country before applying to follow their chosen careers.

Parents too recognise the value of such visits to their children's development, as they note the self-confidence and sense of responsibility fostered in the young people. Their comments are unfailingly positive and

they certainly throw themselves into hosting the young guests, providing them with a true taste of local culture.

There were receptions in Pfullendorf in June and in Lenzie in October, at which many colleagues from both schools celebrated the successful partnership together. In her speech in Lenzie on 4th October, Frau Ebinger, the Gymnasium's Head Teacher, spoke of the 'special bond' between the two schools, a connection felt by the many people who have been involved over the years.

Colleagues in both schools see each other as friends who share a common vision for what the young people can achieve and many of these young people have used this experience as

a springboard to future careers, not to mention forming lasting friendships. Indeed some former pupils are still in contact with their partners after more than 20 years, and a few even turned up as surprise guests at the celebrations!

The whole partnership is fronted in Lenzie Academy by Sheena O'Grady and Margaret Shaw, the school's two German teachers, but they recognise the vast team of colleagues, employers and families, both here and abroad, who devote so much time and effort to afford the lucky young people such a forward-thinking and meaningful opportunity.

Margaret Shaw, Lenzie Academy, East Dunbartonshire



Bi-Lingual Programme Scoops National Award

'Magnifico!' was the cry at St Aloysius' College Junior School this summer, after their Italian Bi-Lingual Programme was recognised for being the most innovative language learning project in the country.

The programme was announced as the winner of the 2013 European Language Label – designed to reward creative ways of improving the quality of language teaching, motivate learners and make the best of all available resources.

Dr Aileen Brady, Head of the Junior School, was delighted with the news and took time to thank those involved. 'I am thrilled that the school has achieved this reward,' she said. 'Our bilingual project has only been achievable with the support of the Italian Consulate and so we are very grateful to them.'

"It is lovely to see the hard work and dedication of all of the staff, parents and pupils involved being recognised."

A judge from the National Centre for Languages (CILT) visited the Junior School earlier this year to see the outstanding Italian Bi-Lingual Programme in practice – and was extremely impressed with what she saw.

In an extensive report submitted after the visit, the judge said: 'In general at St Aloysius College Junior School, the management and staff demonstrated a high level of commitment to the bilingual project and the learners showed lots of enthusiasm, impressive communicative competence and other, broader achievements'.



The European Language Label encourages new initiatives in the field of teaching and learning languages, spreading the knowledge of their existence and thereby promoting good practice. To be successful, projects must demonstrate creative thinking and lead to improved teaching provision and learner achievement. They must be innovative, effective and replicable by others in the UK and other countries.

Laura McLachan, St Aloysius College

Spyquest!

At Queen Anne High School we first heard about Spyquest through an article in the TESS. Spyquest is an established programme, effective at easing transition at key stages and in particular between P7-S1. The activity had been used before in a number of subject areas and commercially with holiday companies. However, it had never been used in the context of modern languages. We contacted former undercover agent David Goutcher, owner of Spyquest, and asked him to come in to school.

We worked closely with David and developed a tailor-made programme for our P7/S1 International Health and Wellbeing transition activity days. Over the course of two days, approximately 240 pupils took part in the activity. Pupils were split into groups of four and were given a code card containing their unique identity; pupils used their identity

to access the top secret website, where they were given their first challenge to solve. Spies were located around the school – these were S2 pupils who had volunteered to take part. Spies would only speak to the Agents in French, German or Mandarin so pupils had to work together to gather clues in the appropriate modern language. Pupils of all ages and levels were engaged in the activity. They recognised the value of Spyquest in encouraging team-work and were innovative in their approaches to gathering clues. P7 pupils appreciated the opportunity to move around the school building and familiarise themselves with the layout.

The following day on the S3 International Challenge Day, a further 100 pupils took part in the Spyquest activity. Once again, pupils thoroughly enjoyed the experience of international espionage. Pupils commented on having learned phrases in one or more languages other than their core modern language:

"I learned to work better within a group."
"I enjoyed gathering the clues."
"I learned how to use a foreign language to figure out clues."
"I learned I knew more about German than I thought."
"I learned how to use a foreign language to problem solve."

Having been the first school in Scotland to run Spyquest for Modern Languages, we would not hesitate to recommend the experience to other colleagues. The activity was motivating, challenging and above all, enjoyable!

Shona Manson, Queen Anne High School, Fife



Chatterboxes!

If you fancy a natter about X-Factor, your favourite Toy Story character or your feelings on salt and vinegar crisps, Bannockburn High School's French and German classes invite you to join our chat!

Since 2012, we have been Group Talking at the beginning of every S3 & S4 period of French and German with great success. Group Talk encourages spontaneous talk in the target language about a range of topics that are unconnected to the teaching topic of that lesson. In groups of 3-5, the pupils are presented with picture prompts and, with the help of support cards which are gradually removed as the pupils become more skilled, chat with each other about the pictures for 4 minutes entirely in the target language, without teacher help. The pupils keep track of their contributions to the conversation by using tokens which they 'get rid of' each time they contribute something meaningful. Those with no tokens left at the end of the 4 minutes receive a merit point, ten of which earn a



prize. As the pupils become more skilled in their target language, their assessment of the quality of contribution needed to lose a token becomes more sophisticated – only sentences with a *weil* clause are acceptable in the S4 German class!

Buoyed by S3 and S4 Group Talk success, our S2 French classes now Group Talk weekly. Instead of tokens, they keep track of their contributions by recording tally marks on a record card which also contains their prompt words

for keeping the conversation flowing. Our S2 classes compete against each other in a Group Talk League with the overall number of tally marks per class, per week recorded on our departmental notice board. Competition is fierce – particularly among the boys!

Alors, moi je préfère Buzz Lightyear parce qu'il est...

Fiona Moffat, Bannockburn High School, Stirling

Carrick Academy Modern Languages Department

The modern languages department at Carrick Academy had some considerable success before the summer holidays. Mr Kirk, who teaches French and German, has been named the UK's Young German Teacher of the Year. He received the Peter Boak award at the German Embassy in London on June 25th and was competing against young German teachers from all over the UK. The award is given to the young teacher who has made the greatest contribution to the promotion of German language and culture. Elizabeth Truss MP, the Parliamentary Under Secretary of State for Education and Childcare was the keynote speaker. Mr Kirk was nominated by his department

because of the tremendous impact he has made in encouraging Carrick pupils to excel in languages and for his commitment to raising the profile of German. He has encouraged several Carrick Academy pupils to compete for and secure scholarships in Germany through the German UK-Connect project. He also led a Comenius project which was funded by the European Union in which schools from all over Europe explored an interdisciplinary topic over two years. Carrick Academy recently hosted 25 pupils and 13 teachers from Germany, Hungary, Poland, the Netherlands and Spain. The trip included a range of cultural and scientific based activities and finished



with a ceilidh at Maybole Town Hall.

Mr Kirk received a framed certificate, as well as a scholarship in Germany with the Goethe-Institut, which works with schools and other organisations to promote German language and culture. He is already planning a trip to Berlin next session for senior pupils as well as a trip to a concert in Glasgow which has been organised by the Goethe-Institut.

Fiona Normansell, Carrick Academy, South Ayrshire

Un plus deux? C'est partie à Edimbourg!

October 2013 saw the launch of the first round of Edinburgh 1+2 pilots with a French in-service day for all primary and nursery teachers from two Edinburgh clusters. Drummond cluster and Balerno cluster received training in French language and in using a new, innovative teaching resource, developed in partnership with West and Midlothian to support the introduction of French from P1 – P7.

The resource is designed along two strands: embedded language which can be built into daily classroom routines, and an additional choice topic resource which teachers can use integrated into their wider teaching. This has been developed around themes such as World War 2, dinosaurs, playground games, magic tricks in French, mini-beasts, mime, Mary Queen of Scots, and a shopping trip to Paris, to name but a few!

The resource is crucial in supporting and engaging teachers in delivering Modern Languages in the primary. We wanted to ensure that we produced a resource which was supportive, structured, flexible, progressive, accessible for teachers, parents and pupils, engaging and which put teacher and pupil choice and learning together at the heart of the language learning experience.

The resource was launched with teachers at the in-service day, which included lots of French language activities embedded throughout the course of the day to reinforce the message of 'little and often' and to show how easily language learning can be slotted into classroom life. This included a session of tête, épaules, genoux et pieds led by Marie-Christine of the French Institute which has taken an active and very supportive role in the development of this work for schools. Marie-Christine was supported by our



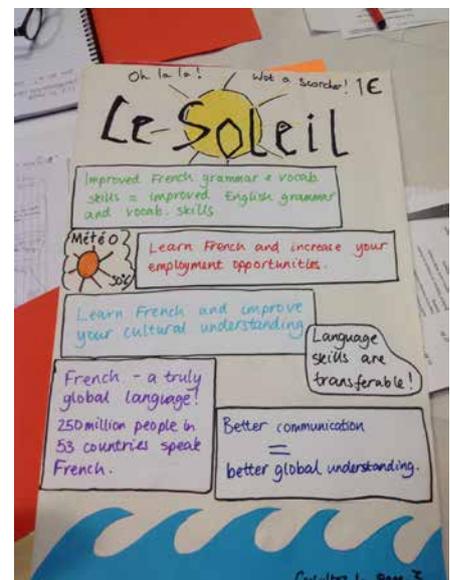
British Council Foreign Language and Comenius Assistants who have been employed in Edinburgh to support the implementation of French from P1 in the pilot clusters. There was also input from Le Français en Ecosse who spoke about their immersion courses in France and the EU funding available for teachers to support this.

The day was designed to both get teachers on board with the rationale behind the 1+2 policy and to engage them in the language and the resource. Jackie Reid, head teacher at Leith Walk Primary said, 'Brilliantly researched and prepared and instilled real confidence in taking forward this cluster priority. Throughout the day practitioners commented on how well-prepared they felt in "getting started". This is testament to the time and thinking which has gone into the resource development by the group and the format of the day's training. As HT I am delighted by the positive response from staff. This initiative will not place additional workload on staff which is a huge relief'.

The same model is now in the process of being rolled out in Spanish in St Augustine's cluster, with their training due to take place in January.

All resources are now being developed and translated into Italian, Spanish, Mandarin, German and Gaelic. It is hoped that as teacher confidence grows in using the resource and delivering languages the accessibility and consistency of the format will also support the implementation of additional languages further up the primary.

Ann Robertson, Education Support Officer, Edinburgh City Council



Cultural Organisations

Support the Scottish Government's 1+2 language model by hosting Language Assistants across your network of schools



Language Assistants work in Scottish primary and secondary schools. They are native-level speakers of French, Spanish, German, Italian and Mandarin Chinese. They support students to communicate confidently in another language, preparing them for work in a global economy. They can improve overall standards of language acquisition and increase students' motivation to learn languages. Local authority investment in Language Assistants can make a vital difference to standards of attainment and students' motivation to learn and support schools to fulfil Curriculum for Excellence requirements.

Local Authorities are increasingly finding other areas in which Language Assistants can support their languages agenda. Some are utilising additional funding from the Scottish Government to support the 1+2 languages model by recruiting a number of Language

Assistants and making them accessible within their network schools. In the City of Edinburgh, Language Assistants helped develop resources for the local authority, including up-to-date reading materials and recording audio guides in French, German, Spanish, Italian and Mandarin. These resources support the implementation of the SQA National Qualifications at National 4 and 5 levels. Ann Robertson, City of Edinburgh refers to their value, commenting 'they were highly professional in all aspects of their role, producing a new and exciting resource to help engage our learners of foreign languages'.

With the support of British Council Scotland and SCILT, Language Assistants are encouraged to deliver projects to make language learning more relevant and engaging for pupils. Wendy Boyd from the Royal High School explains that her German Language Assistant sparked students

interest and motivation in learning German by developing a cross-curricular drama production of Snow White, involving the Art and Music departments. She raised the profile of Modern Languages across the school community. This highly successful production went on to win the overall prize at the Goethe-Institut Fairy Tale competition.

Visit the British Council website to find out more about hosting Language Assistants and to submit an online application. You can also join our community by following us on Twitter.

<http://schoolsonline.britishcouncil.org/programmes-and-funding/language-assistants>

<https://twitter.com/LanguageAsst>

Lameya Chaudhury, Marketing and Communications Officer, British Council

German Educational Trainees (GET) Across Borders 2013



Consulate General
of the Federal Republic of Germany
Edinburgh

German trainee teachers from Mainz and Göttingen Universities will gain invaluable teaching experience in Scottish schools on a six month placement from October 2013 to April 2014, as a compulsory component of their teacher training. Participating students are native German speakers, training to become secondary school teachers of English.

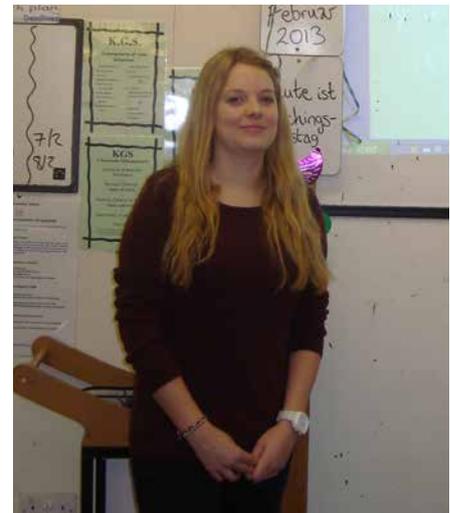
Under the auspices of SCILT, Scotland's National Centre for Languages, and the German Consulate General, the "German Educational Trainees (GET) Across Borders" programme is running for the first time this academic year.

The objective of this programme is to both boost language learning in Scottish schools, under the direction of local teachers of German, and to contribute to the development of a pool of well-qualified and open-minded young professionals. The programme is co-funded by Scottish local authorities and the European Commission's ERASMUS Student Mobility for Placements scheme, which enables students in higher education to do an internship in another European country.

GETs will support language teaching and inter-cultural understanding, bringing language alive for learners of all ages with a trained and motivated native speaker. They will inform discussions on citizenship and provide first-hand cultural knowledge, encouraging communication and improving pupils' confidence. By

bringing an international dimension to the curriculum, they will prepare pupils for employability in a global market and provide a fresh cultural perspective on language learning.

This programme is particularly timely, given the new 1+2 Languages Policy. "I am convinced that our commitment to a new direction in language learning is one that is right for Scotland's young people for their future prospects. It sends a strong signal that Scotland is open to business and the world and that we are determined to give our young people every advantage as they engage with this world."



Dr Alasdair Allan MSP, Minister for Learning, Science and Scotland's Languages (ADES/SG Languages Summit)

The GET programme will make a highly valuable contribution towards realising this ambitious policy.

Saskia Smellie, German Consulate



The German Language Adventure: Discover Germany in 16 challenges



Have you thought of introducing German to your school curriculum?

Are you interested in giving your pupils a taster of German language and culture?

Do you need an activity to vamp up your German lessons?

Do you need a motivational boost for your learners?

The German Language Adventure: Discover Germany in 16 Challenges - suitable for pupils P7 to S3 - could be the answer.

After a successful pilot phase in Chryston High School (North Lanarkshire) and All Saints Secondary (Glasgow) we are now ready to bring this language adventure to your school.

The Game

This unique motivational game sends its participants on a discovery tour through 16 cities in Germany and Austria, each

with an interactive task to complete. Pupils work in teams and compete against each other to discover new German words, solve cultural mysteries and find out as much as possible about Germany and its language. Music, history, celebrities, literature, brands, food, football – participants find out what makes Germany unique and how learning its language can be both easy and immensely useful for a successful future.

How does it work?

A team of native German speakers will visit your school and set up a German adventure course with 16 discovery stations for a morning or afternoon of



interactive German language fun. The game can be run for groups of 30-100 participants and takes about 3 hours including a prize-giving ceremony at the end. The game is run by the German team and all materials are supplied by the Goethe-Institut.

To register your interest, please contact our Language Department:
Language@glasgow.goethe.org
0141 332 2555

Lilo Börgmann, Goethe-Institut, Glasgow

'Think German for Jobs' Careers Fair

Over 500 pupils from 23 schools in Scotland experienced first-hand the relevance of language skills in a career context. Hosted by the German Partner school Bishopbriggs Academy, this event gave young visitors the opportunity to engage with twenty-one businesses, organisations and four Scottish universities in order to draw inspiration for their career and life choices. Pupils and teachers found new motivation to continue and develop their linguistic skills and teaching practice.

Some voices echoed the views held by many participants:

"It was fun and interesting to learn about jobs that involve German", (pupil, Greenfaulds High School)

"Really enjoyed it. Very insightful and

provided a greater idea of jobs with German", (pupil, Lenzie Academy)

"As staff we were delighted to be amongst like-minded people and to feel that we are not so alone in our attempt to prove why languages - and German in particular - are an important skill for future employment and enjoyment",
J. Ford (teacher, Hamilton College)

"This is exactly what we need to promote languages and encourage our pupils to get involved", (teacher, Greenfaulds High School)

"You not only provided an excellent academic location but the chance to verbally influence so many students into studying languages in Scotland was amazing", (exhibitor, Edinburgh International Conference Centre)

With Germany continuing to be one of the UK's top trading partners and the importance of German language skills recently highlighted by the CBI report, Learning to Grow: What Employers need from education and skills, this event provided an important contribution to the Scottish Government's effort to widen the scope language learning has in Scottish education.

The Goethe-Institut envisages developing the valuable contacts which emerged from this event to further links between businesses and schools in partnership with SCILT.

Lilo Börgmann, Goethe-Institut, Glasgow



Consejería de Educación: Action Plan 2013 -14

The Consejería de Educación in Scotland has designed a programme of activities to support the teaching and learning of Spanish in Scottish schools for the current academic year. Some of the programme highlights are:

Online Spanish Courses for Teachers

This is a pilot programme in collaboration with the Instituto Cervantes in Manchester. We are offering Spanish Online Courses for primary and secondary school teachers in Scotland through the Aula Virtual de Español (AVE), an interactive platform specifically designed for the teaching and learning of Spanish. There are two levels on offer: a) Complete beginners (A1 CERF) and b) GSCE level, Standard Grade or similar level (A2-B1 CERF).

Spanish Immersion Days for Higher Students

Following on previous years' experience we will be running these days again this year. On the day, students will spend a morning or an afternoon immersed in speaking Spanish while being given the opportunity to experience a carousel of three workshops with topics of interest (music, short films, games, etc.).

Spanish Immersion Day for Advanced Higher Students

This day is intended to provide an opportunity for Advanced Higher Spanish students or a similar level of examinations to practise their Spanish meaningfully. The sessions will aim to provide them with strategies to become more effective communicators and to cope with unexpected language.

Spanish and its Different Voices (March 2014)

Plans to hold a Spanish Day for learners of Spanish are under way. The event is planned to take place in Glasgow in March 2014 and will include a series of presentations and workshops on the varied richness of Spanish in the American continent, highlighting the fact that it can open doors on a personal and professional level in different places around the world.

For further information on any of the above, please contact:

Joaquín Moreno

Tel: 0131 220 0624

asesoriaedimburgo.uk@mecc.es

www.mecc.gov.es/reinounido/

Follow us on Twitter: @asesoriaedimbur

Joaquín Moreno, Consejería de Educación



CONSEJERÍA DE EDUCACIÓN
EN EL REINO UNIDO E IRLANDA

News from l'Institut français d'Ecosse



Building bridges between schools, teachers and local authorities in Scotland and in France



On 3 October 2013, First Minister Alex Salmond and Bernard Emié, French Ambassador to the UK, signed an agreement to build ties between teachers, primary /secondary schools and local authorities in Scotland and France. The Institut français d'Ecosse supports Scottish local authorities in finding a French partner local authority. We help teachers apply for Erasmus+ funding to go to their partner school in France, to improve their language skills and to share teaching methods while experiencing another culture at first hand. Currently eight local authorities in Scotland work together with a French local authority.

If you are interested, please contact Marie-Christine Thiébaud, education@ifecosse.org.uk

Partnership between schools in France and in Scotland: 1, 2, 3, c'est parti!

Primary teachers from Savoie visited schools in West Lothian; teachers from Renfrewshire went to their



partner schools in Lyon; Dumfries and Galloway's teachers hosted their partner in November. A lot is going on between French and Scottish schools, teachers and local authorities!



Concours de la Francophonie 2014

The Institut français d'Ecosse is organising the third online competition about the French-speaking world on 20 March 2014 for S2 and S3 pupils in Scotland. Your school will have to register by 31 January 2014 to take part in it!



Edinburgh
Warwick
Aberdeen
Kirkcaldy

Glasgow
7 November
to
7 December 2013

London
Dundee
Inverness
Bo'ness

The French Film Festival UK

The French Film Festival UK took place from 7 November to 7 December in 7 towns in Scotland: Glasgow, Edinburgh, Bo'ness, Kirkcaldy, Dundee, Inverness and Aberdeen. The cinemas screened two films for schools: *Le jour des corneilles* (Days of the Crows), an animated fantasy film for primary schools and *Comme un lion* (Little Lion), a compelling drama about a young Senegalese dreaming of becoming a professional football player in France.

Teachers can find free resources on: www.ifecosse.org.uk/Education and get more information at <http://frenchfilmfestival.org.uk> in the 'Learning' section.

Marie-Christine Thiébaud, Institut français d'Ecosse



CILT Cymru

La Geología en la clase español??

CILT Cymru has been enjoying much success with its collaboration with See Science, the consultancy which holds the STEMNET (Science, Technology, Engineering and Mathematics Network) contract in Wales.

Through joining forces, we have been able to highlight to young people how studying a foreign language with Science, Technology, Engineering and Maths can lead to a successful career.

On the 23rd of October, 30 pupils of Spanish at Tonypanyd Comprehensive School, South Wales welcomed two geologists to their Spanish class. With the Head of Science also in the class, you could easily have thought that there had been a mix up of lessons! However, this was definitely not the case.

Both attending geologists, Anabel Morte Rodenas and Paola Moffa Sanchez, were actually native Spanish speakers, studying for PhDs at Cardiff University. On their visit, they were on a mission to explain to the pupils how useful languages are for a career in Geology.

Following an engaging introduction about Spain, the pupils worked in groups. The groups were each given four geological rocks. These rocks were of different shapes, colours and textures and the pupils were asked to describe them and compare them in Spanish. This might seem like a tall order for the pupils given that they only started learning Spanish a year ago. However, after being given some



vocabulary, the pupils soon began to describe the rocks, using such vocabulary as *anguloso*, *blando* and so on.

By the end of the group work, the pupils were pleased to be able to describe the rocks in Spanish. Without a doubt, this exercise was a real eye opener for the pupils in so much as it made them realise how they could apply Spanish to a real task. This activity also fulfilled the aim of the partnership between CILT Cymru and See Science, as it showed pupils how versatile languages are and how language can be a huge asset

to a career in Science, Technology, Engineering and Maths.

This session really demonstrated to the Head of MFL and the Head of Science that such sessions can be beneficial for both departments.

Bethan Enticott, CILT Cymru



CILT
CYMRU

Job Profile

Amy Baxter, Product Marketing Manager at Rolls Royce



I am a Product Marketing Manager in the marine services division of Rolls-Royce plc. My focus is business development and marketing of product upgrades – our equipment is found on oil rigs, offshore support vessels, cargo vessels, tankers, cruise ships, ferries and yachts. My job is based in the UK with frequent international travel, which I love.

What languages did you study at school?

Spanish and French, up to Higher level. I also went to a lunchtime club to learn some British Sign Language.

Why did you choose to take up languages?

At school, everyone had to do French in 1st year, and I did not like it at all. In 2nd year at school I got the chance to start Spanish and I enjoyed that – we used to go on family holidays to Spain so I could relate to it more. Then at my university they offered Italian, so I did the 3 languages in my 1st year at university, but continued only Spanish and French for my full degree.

Have you lived or worked in Spanish or French speaking countries?

As part of my university degree I spent one year in Zaragoza, Spain, and a summer in Perpignan, France. In Zaragoza I taught English in an Escuela Oficial de Idiomas, which is a language college. With my current employer I did a secondment in Texas, USA, for 6 months – where around a third of the population speaks Spanish.

How do you use your Spanish and French now?

Rolls-Royce is a major global company and while the language of our business is English, it's always helpful to have languages, in particular when meeting new colleagues or customers. The company values my language skills – but more importantly they value strong communication skills and cultural awareness, both of which tend to go hand-in-hand with a degree in languages.

Being confident in some languages

also gives you a head start in other languages. I travelled to Rio de Janeiro for work a few years ago and while I don't speak Portuguese, when I was in shops and restaurants I could get by thanks to my knowledge of Spanish. I have also travelled to Tokyo and I found that Japanese pronunciation of vowels is incredibly similar to Spanish.

What tips would you have for anyone thinking about studying languages at university?

Read, watch or listen to as much as you can in the language you are studying – newspapers, magazines, songs – the more you can immerse yourself in the language, the better. Read about subjects you are interested in – if you like travel or sport, read about these in the foreign language. Get as much practice speaking the language as you can – don't be afraid of making mistakes. If you make a particularly funny or embarrassing mistake, it will be so memorable that you won't make the mistake again!



SCILT Staff

Alice Lister – Administrative Assistant



What did you do before you came to SCILT?

My last job was for a market research company, where I was responsible for the recruitment of multilingual staff and for the organisation of translations and proofreading. Before that I worked in a variety of part-time and volunteer roles after graduating from the University of Edinburgh with a degree in English language and literature (and some French!).

What is your main role at SCILT?

I joined the team in August, covering for the Information Officer while she is on maternity leave. I assist with the distribution of language news and updating some website content. I have been involved in some great projects like the European Day of Languages, our new Word Wizard competition, and even compiling this newsletter.

What do you like most about your work?

I really enjoy working with people who are so dedicated to promoting languages across Scotland, and who form such a friendly and supportive team.

What is the most interesting place you have visited?

Earlier this year I travelled to Cuba which was a really great experience. We spent a few days in Havana before hiring a car and travelling round the west side of the island. I took a couple of months of (Latin American) Spanish lessons to brush up on some very rusty Spanish before I went. Being able to communicate with people was invaluable, especially when I had to trek round a small city desperately trying to find some contact lens solution!

Victoria Henry – Professional Development Officer



What did you do before you came to SCILT?

I was a classroom teacher for roughly 7 years in a fantastic Modern Languages department. Most of my classes were French but I also taught some Spanish in the upper school. I had some excellent development opportunities while I was there, including creating materials for the NAR and leading school trips and whole-school celebrations. I found it immensely rewarding to work creatively with the pupils and to celebrate their many achievements in and out of the classroom. I was also very lucky to work closely with some really inspiring and skilled professionals.

What is your main role at SCILT?

As a Professional Development Officer, one of my key roles will be to support teachers nationwide with the implementation of the “1+2 Approach” to languages. This might be through sharing up-to-date information with schools, developing and sharing materials, promoting languages or answering queries over the phone and by email. You might also encounter me if I am out and about in your school as part of the SCILT professional learning programme. I am also keen to support schools with their development of the National qualifications, particularly creative assessment approaches in the senior phase

What do you like most about your work?

For me, the biggest attraction to the teaching profession is the many opportunities it continues to give me to learn and grow as a professional and as an individual. As language teachers, I feel our contribution to the experiences of young people is pivotal to the future of language and cultural learning in Scotland. In this respect, knowing that I have an opportunity to make a positive contribution is hugely appealing to my interest in a better Scotland.

Who has been the biggest inspiration (in the pursuit of languages) so far?

When I think of where and when I was first inspired to learn languages, I think of my family. I remember my older sister, who was learning Italian in secondary school, sharing some of her learning with me when I was still very young. It seemed very glamorous to me at the time! Later, my other sister studied Spanish, as did my Father - so I was very compelled by the idea of being included! In secondary school, I was fortunate enough to be taught by some very good practitioners who did a sterling job of motivating this somewhat cantankerous teenager through her exams and on to university!

Contact Us

Christian Baert

Professional Development Officer
christian.baert@strath.ac.uk

Hannah Doughty

Professional Development Officer
hannah.doughty@strath.ac.uk

Fhiona Fisher

Acting Director
fhiona.fisher@strath.ac.uk

Sheila Gallacher

Administrative Assistant
sheila.gallacher@strath.ac.uk

Katie Hawkins

Administrative Assistant
katie.hawkins@strath.ac.uk

Victoria Henry

Professional Development Officer
victoria.henry@strath.ac.uk

Meryl James

Professional Development Officer
meryl.james@strath.ac.uk

Lynne Jones

Professional Development Officer
lynne.jones@strath.ac.uk

Janette Kelso

Professional Development Officer
janette.kelso@strath.ac.uk

Fan Lin, Confucius Institute for

Scotland's Schools Manager
fan.lin@strath.ac.uk

Alice Lister

Administrative Assistant
alice.lister@strath.ac.uk

Sarah Macfarlane

Information Officer
sarah.j.macfarlane@strath.ac.uk

Emma McLean

Administrative Assistant
e.mclean@strath.ac.uk

Grant McLean

Administrative Assistant
grant.mclean@strath.ac.uk

Ping Ma, Confucius Institute for
Scotland's Schools Chinese Director
ping.ma@strath.ac.uk

Mandy Reeman-Clark

Senior Administrator
mandy.reeman-clark@strath.ac.uk

www.scilt.org.uk

SCILT
LH-232 Lord Hope Building
University of Strathclyde
141 St James Road
Glasgow, G4 0LT
Tel: 0141 444 8163
Email: scilt@strath.ac.uk

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

