

Scotland's National Centre for Languages Newsletter

Word Wizard
returns for 2015



Welcome to the SCILT newsletter

Editorial

Dear colleagues

As the days turn colder and the nights grow longer, I hope the winter edition of the SCILT newsletter finds you all well. When I look back at what the languages community has achieved over the last few months, I feel completely inspired. It seems like our newsletter is bursting with exciting events, news and ideas that have been developing all over the country. This is testament to the hard work, creativity and commitment of modern language colleagues who are always so willing to give their time, expertise and passion to ensure that languages are celebrated as a key life skill.

The team here at SCILT is expanding and as this newsletter goes to print, we are in the process of recruiting more professional development officers. This means we will be in an even better position to support the profession in all sectors and please keep in mind that all our services are completely free of charge. All you have to do is get in touch!

There will be a range of interesting events taking place in the new year, including some Business Breakfasts, aimed at supporting uptake in the senior phase. As ever, all our news and forthcoming events will be posted in the weekly e-bulletin, so please make sure you keep a look out.

All that is left for me to do is to wish you all a very happy festive season when it comes and we look forward to working with you in 2015.

Best wishes

Fhiona Fisher, Director

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Job Profile

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



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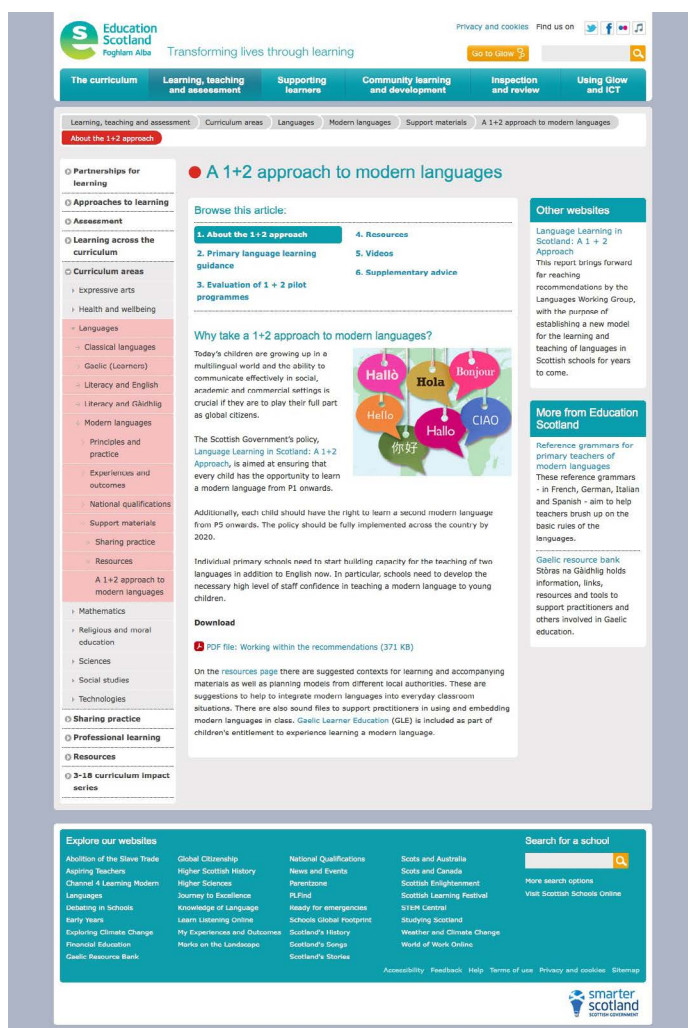
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Disclaimer - SCILT's newsletter is published twice a year and contains contributions from schools, local authorities and cultural organisations. It provides a forum for contributors to share some of the interesting work being carried out by the languages community across Scotland. SCILT, however, does not necessarily endorse or promote the practice described in these pages.

SCILT News

A sum for summer: 1+2 = 5

Summer 2014 was a busy time for 1+2. The inaugural Train the Trainer Summer School took place in July (see article on page 9), and some important resources from Education Scotland were published.



1. The comprehensive 'A 1+2 approach to modern languages' online resource brought together guidance frameworks for P1, originally published in December 2013, and P2-P7. Alongside suggestions for planning and progression, the site includes film clips of learning in action and audio files for common classroom language in Chinese, French, Gaelic, German, Italian and Spanish.

<http://bit.ly/XUJaW1>

2. A suite of related documents came out and included: 'Continuity advice' which clarifies issues arising around transition and the second additional language (L3); an update of 'Working within the recommendations' which now includes additional information related to GME and GLE and takes account of the continuity advice; and the 'Strategy advice' paper for the 32 local authorities who were recently asked to submit their 1+2 strategy paper.

<http://bit.ly/10hDSVE>

3. New annotated exemplification at 2nd Level and 4th Level illustrates what successful language learning at these stages can look like across different skills, featuring Melrose Primary, Scottish Borders, in French and St Mungo's Academy, Glasgow, in Italian.

<http://bit.ly/1w2IARo>

4. A new 1+2 pilot began at Cairn Primary School in Maybole, South Ayrshire in August (www.cairn.sayr.sch.uk/). The focus of the pilot is to integrate primary language learning (PLL) from Nursery to P7, supported particularly by the use of ICT. The project will be evaluated in June 2015 and a report will join the evaluations of the other 1+2 pilot projects on the Education Scotland website soon afterwards.

<http://bit.ly/1qmWxGk>

5. Last but not least, coming soon: 1st Level Es&Os. Education Scotland has set up a new working group which will develop CfE Es&Os to support planning for languages at 1st Level. This work responds to a demand from the profession and will address the anomaly from pre-1+2 days when additional languages were an entitlement only for P6 and P7 learners and only 2nd Level Es&Os were published. Es&Os for 1st Level will be published by the end of this academic session, with a view to the development of Early Level next year.

So, over the summer the guidance and support for 1+2 really began to add up.

Lynne Jones, SCILT

British Academy Schools Language Award 2014: creativity, connectivity and community

It was very pleasing to have a 50% increase in applications for the British Academy Schools Language Award 2014 from Scotland this year.

Robin Jackson, Chief Executive and Secretary of the British Academy, explained that 'The aim of these Awards is to find imaginative and effective ways of encouraging more learners to take languages to higher levels, and to encourage inclusiveness in the profile of language learners.'

Languages projects from both mainstream and supplementary schools were expected to:

- Show imagination and creativity in improving take up and enthusiasm for language learning, particularly at qualification level.
- Have clear objectives and a strong chance of success.
- Show how the benefits will be sustainable.

Every application was judged against four criteria: imagination and creativity;

chances of success; sustainability; targeting disadvantage.

Overall, the Scottish projects addressed issues of creativity, connectivity and community under titles such as: **Better together!** (Carrick Academy, South Ayrshire); **Virtual classroom learning** (Craigmount High School, Edinburgh); **Lanark lives languages** (Lanark Grammar School, South Lanarkshire); **Work abroad – who dares wins!** (Larbert High School, Falkirk); **German across Highland** (Mallaig High School, Highland); **Teach Spanish with the cinema** (SALT Edinburgh, Edinburgh); **Learn Urdu to open more doors for success in future** (Shawlands Academy, Glasgow) and **German work experience exchange** (St Andrew's RC High School, Glasgow).

After two rounds of judging, Craigroyston Community High School's European partnership project was unanimously declared the Scottish winner. In the school's submission, Martial Le Gall, the teacher responsible, explained how 'Our partnership with [a

lycée In France] will address the theme of entrepreneurship and develop our students' employment skills through the creation of detective novellas, their translation and distribution ... We are hoping thus to establish a lasting link with our French partner school through our creative work which will help motivate students to pick a foreign language at the time of their course choice.'

On announcing the winners, Robin Jackson said: 'We heartily congratulate the winning projects, whose progress we will follow with great interest. We hope they will become beacons of good practice and inspiration and help to turn the tide on Britain's language deficit.'

The British Academy Schools Language Award ceremony took place in London in November.

More information on the British Academy Schools Language Award - www.britac.ac.uk/policy/BASLAs.cfm

Lynne Jones, SCILT

Business Language Champions



Business Language Champions help schools and businesses to build partnerships that promote language learning and equip

young people with skills for life and work. Numerous partnerships have already been established and exciting projects are taking place in primary and secondary schools across the country.

The launch of a partnership between S3 German classes at James Young High School and the Marriot Dalmahoy Hotel in Edinburgh took place in September at James Young High School. After a brief

explanation of the project and the activities involved, pupils had the opportunity to meet the staff from the hotel and a representative from SCILT. Pupils rotated between 3 different workshops. Janetta Kelso (SCILT) outlined the importance of languages in the workplace. Daragh O'Hare and Lorraine Downard (Marriot Dalmahoy Hotel) explained the history and background of the Marriot chain as well as job opportunities in the field of hospitality. Finally, Irene Gerlof and Marta Hnatko (both currently completing an international internship at the Dalmahoy) discussed their personal experiences of using languages in the workplace. Between now and January, pupils will be involved

in translating and designing the menu for the restaurant hotel, teaching restaurant staff relevant vocabulary and phrases to serve German-speaking customers, as well as learning how to check into a hotel in German.

For further information about SCILT's Business Language Champions, please see the Case Studies on the SCILT website - www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx

If you would like help to build business links with your school, please contact Christian Baert (christian.baert@strath.ac.uk).

Christian Baert, SCILT

Creating friendships through languages in the primary

This year SCILT is offering promotional events to primary schools to highlight to pupils the benefits of language learning. A successful event at Shieldhill Primary in Falkirk took the format of a whole school assembly. After the assembly, SCILT was invited to participate in the Modern Languages Pupil Voice Group and discuss how to promote language learning throughout the school and the wider community.

To begin with, the pupils were taken on an imaginary whistle-stop tour of Europe and Asia in the company of the bear Picasso. On his travels, Picasso met lots of different people and was able to introduce various languages and cultures to pupils in a fun and interactive way. The pupils responded very positively to the experience and were

keen to share their knowledge of other languages with Picasso. Afterwards the Pupil Voice Group had lots of ideas to share with each other.

Some comments from teachers after the event:

- Children were really focused and feedback from them was informative. They loved all the new words. (P1 teacher)
- Well presented and age appropriate. The pupils found it really interesting and enjoyed learning different languages. (P2 teacher)
- The pupils found the enthusiasm for languages infectious and the activities well planned and engaging. They loved how interactive it was,

particularly the appearance of the chicken! (P4 teacher)

- This was an age appropriate, engaging, motivating event which included a good mix of languages. The Pupil Voice Group was given lots of suggestions and encouraged to be creative! Pupils felt they were given lots of information about all the languages. They enjoyed the fact that it was about a variety of activities. (P6 teacher)

If you would like SCILT to support a similar event at your school, please contact Meryl James (meryl.james@strath.ac.uk) or Janette Kelso (janette.kelso@strath.ac.uk) for more information.

Meryl James and Janette Kelso, SCILT

Language learning for future primary teachers: A little language can go a long way

In September 2014, SCILT led a three day workshop for Primary Education students in Years 2, 3 and 4 at Strathclyde University. The event gave the future primary teachers the opportunity to prepare themselves for delivering the 1+2 languages policy.

The main aim of the course was to increase confidence in teaching another language and the workshop showcased practical and interactive approaches to teaching languages. Students practised their talking, listening, reading and writing skills. They were given the opportunity to explore a range of resources and discover ways of using ICT and interdisciplinary activities to engage learners. Students were supported in planning a microlesson and took part in professional discussions.

Comments from the students' evaluations of the event:

- It allowed a recap of forgotten or unsecure language which I had previously learned in school.
- It provided me with language teaching ideas and stimulated ideas for my own class to try out.
- This course helps teachers not to be scared about second languages and makes it simple to mix teaching and basic French in one.
- I found the microteaching very valuable as it is practical and relevant and consolidates what we've learned really well. It makes you feel more confident as you try teaching another language in a relaxed environment.

We will be running similar extended professional learning opportunities for NQTs in Scottish Borders, for student teachers at Moray House and student primary teachers at University of Stirling over the coming months.

If you would like us to organise and deliver similar workshops for future primary teachers or probationers, please contact Mandy Reeman-Clark (mandy.reeman-clark@strath.ac.uk).

Christian Baert, SCILT



Language Linking, Global Thinking

Language Linking, Global Thinking (LLGT) is a partnership project developed by the team at SCILT, with British Council, Project Trust and NUS (National Union of Students).

Fifteen students about to embark on their year abroad have been linked with primary and secondary schools in Stirling, Falkirk and Clackmannanshire Councils. The aim of the project is for students to communicate with a designated class in their partner school and illustrate by way of example how enriching it is to spend a year abroad using a language other than English.

A successful training event for all participating students and teachers took place at Stirling University on 9 June 2014. Students explored various media methods and how to use them

effectively to communicate with pupils. The communication should include aspects of the culture of the country as well as the language. Throughout the year there should be at least six contacts with the school and these should relate to the contexts which classes are studying, for example, daily life, food, cultural differences and similarities.

Prior to going abroad, students were invited to visit their allocated school and meet the class, as well as to plan contributions they could make when they arrived in the country. Some of the countries are more "exotic", such as Botswana, Senegal, Ghana, Honduras and South Africa. European countries are also represented.

Comments regarding the training included:

- Really excited about this link which should make language learning more meaningful. (Secondary Teacher)
- A really fantastic opportunity – we are looking forward to working with our student. (Primary Teacher)
- Everything was well organised and planned. The representatives from all the organisations were helpful and friendly. (Student)
- I thought the group discussions were very productive and we shared lots of ideas. (Student)

Follow the students' experiences abroad through the LLGT blogs - www.scilt.org.uk/LanguageLinkingGlobalThinking.aspx

Meryl James and Janette Kelso, SCILT

Languages for their future: support your students as they consider studying languages beyond school



Do you want to encourage your students to continue with languages when they leave school?

Why not check out the Beyond School section of our website? There's lots of information and resources to help convince your students to choose languages:

- Languages – the benefits for young people and their career.
- Undergraduate language courses at Scottish and UK universities – what's available where.
- Enhanced degree – options for combining languages with other subjects.
- The gap year – opportunities to study, work or volunteer abroad.
- Student experiences – advice from those who've been there, done it and got the t-shirt!

www.scilt.org.uk/BeyondSchool.aspx

Sheila Gallacher, SCILT

Scottish Book Trust

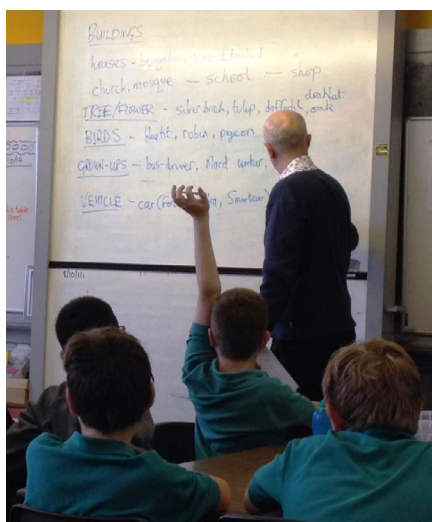
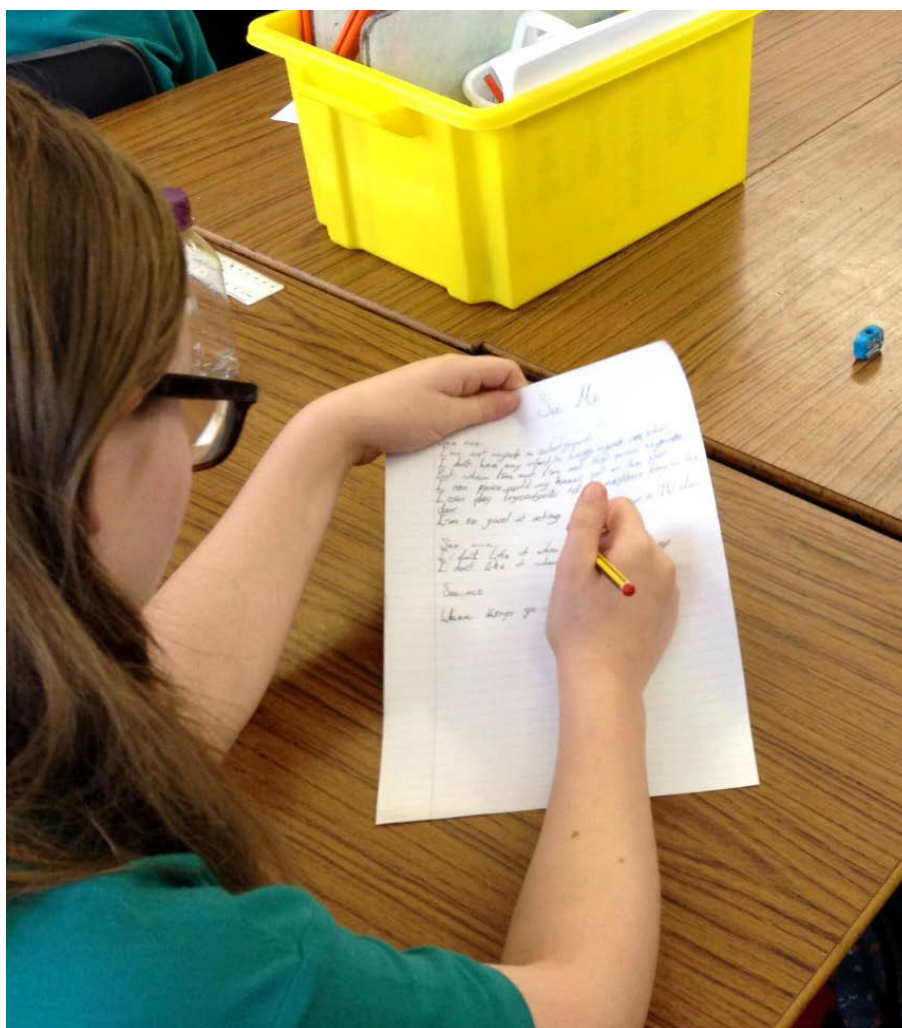
inspiring readers and writers

Mother Tongue Other Tongue in King's Park Primary

Primary 7 pupils at King's Park Primary, Glasgow, kicked off activities for the first Mother Tongue Other Tongue competition with an afternoon of Scottish Book Trust Live Literature poetry workshops. The aims of the afternoon were to build confidence, to stimulate enjoyment in reading and writing poetry and to support learners in finding and developing their own poetic voices in whichever languages they speak.

In 'See Me', led by poets Jill Bennet and Elizabeth Cordiner, learners were encouraged to use their knowledge of Scots to write poems about the kinds of things that drive their hopes, fears and desires. They then had the opportunity to consider, and thus extend, their understanding of poetic features such as rhythm and word choice by integrating their work successfully into a whole class poem.

In Ken Cockburn's workshop, learners were encouraged to use familiar phrases from their mother tongue languages to take part in an oral game in which they created a rhythmic, multilingual whole-class poem. The poet then gave a reading of the German poem, *Das Fenster* (The Window) by Sarah Kirsch, in German and in English, leading to a discussion about cognates and false friends. Taking the theme of windows as a basis for their own poems, learners started by making notes about the kinds of objects and activities they might observe from a window. Using a template, they began to write their own poems comparing and contrasting life observed through several different windows.

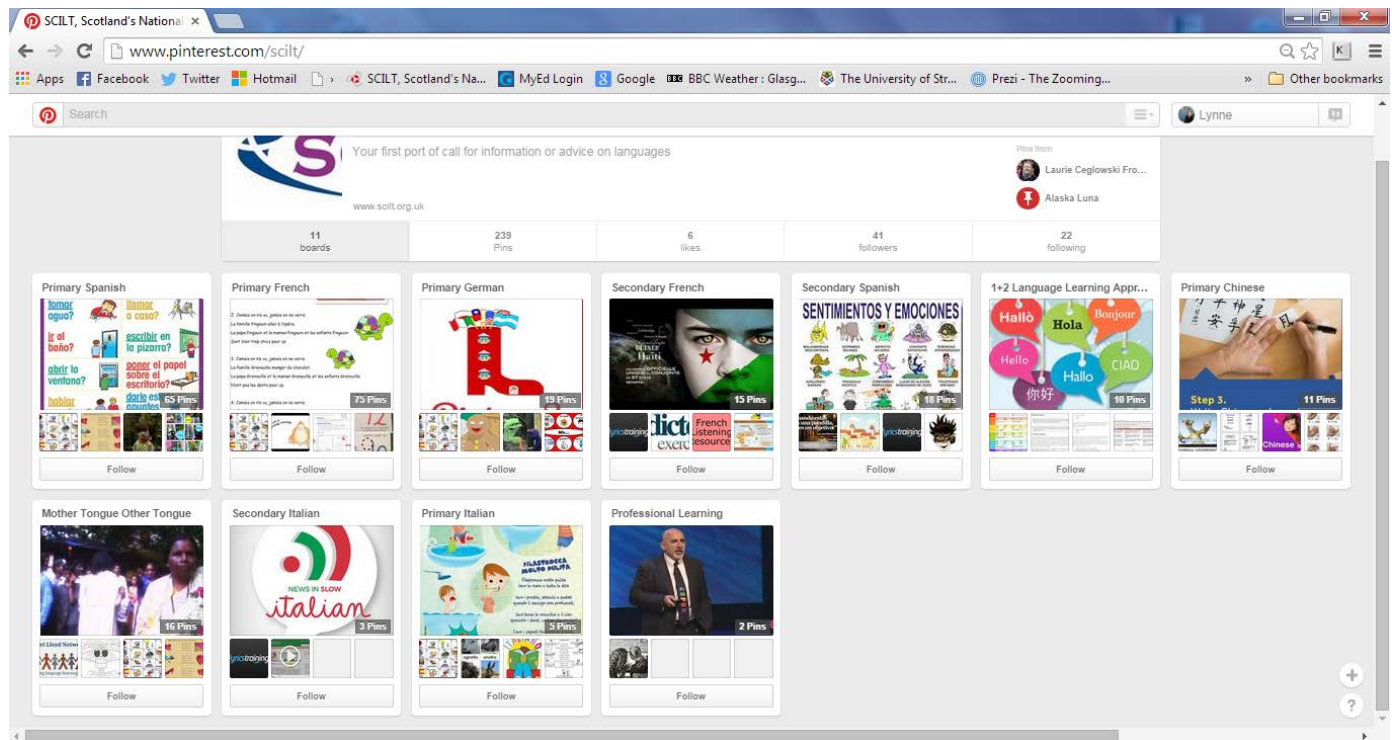


In each group, a number of eager volunteers read their work aloud to a captive audience of their classmates, teachers and poets. On the whole, the learners enjoyed having the opportunity to read, write and talk about poetry and languages.

Mother Tongue Other Tongue is running in Glasgow until December 2014. To find out more information visit the SCILT website - www.scilt.org.uk/S1S3/Celebratinglanguages/MotherTongueOtherTongue.aspx

Victoria Henry, SCILT

p + interest = pinterest



A ridiculous online craze to pointlessly hoard thumbnail images of wedding hairstyles and interior décor ideas.

That was what I used to think about Pinterest, but encouraged by an enthusiastic student teacher, I set up a purely professional Pinterest account and I haven't looked back since (jones6446 in case you're interested).

You can find out the basics in The Pinterest Guide for Teachers post on eLearning INDUSTRY blog (elearningindustry.com/the-pinterest-guide-for-teachers) but all you need to know is that Pinterest is an online bookmarking tool to collect, store and share images which link directly to internet content. It is ideal for busy teachers who can surf, pin and go.

You can search for pins, pinners and pinboards. Not only has SCILT got in on the Pinterest act, so have some of the 1+2 Development Officers and Cultural Organisations.

SCILT
www.pinterest.com/scilt/

1+2 in Stirling & Clackmannanshire
www.pinterest.com/1plus2stirclack/

1+2 in West Dunbartonshire
www.pinterest.com/1plus2spanish/ and
www.pinterest.com/1plus2french/

Stòrlann Nàiseanta na Gàidhlig
www.pinterest.com/storlann/

Bòrd na Gàidhlig
www.pinterest.com/bordnagaidhligp/

International branches of some of the other cultural organisations working in Scotland are also busy pinners such as the Goethe-Institut Montréal, l'Institut Français en Inde and the Confucius Institute at Zagreb.

A search for 'ALL languages' for example will get you to The Association for Language Learning's boards which include Greek, Arabic, Welsh, Latin, Hindi, Japanese and British Sign

Language as well as the more traditional languages taught in Scottish schools.

Popular languages bloggers and tweeters such as Clare Seccombe (changing phase blogspot), Janet Lloyd (Primary Language Learning Today), Lisa Stevens (¡Vámanos!) and Isabelle Jones (icpjones) are all active on Pinterest as well, as are countless other speakers and teachers of languages from all over the globe.

So, behind the big red P there's a whole world of pedagogical pinspiration waiting to be discovered.

Get pinning people!

Lynne Jones, SCILT



Primary priorities for professional learning



So far this session, feedback from primary colleagues about their professional learning experiences with SCILT has been overwhelmingly positive.

One of the participants at a '1+2 approach to language learning' workshop said, 'this has been a good opportunity to discuss impact with colleagues. It has improved my understanding of the overall programme and has clearly presented the resources available to support me.'

While an 'Embed it early' delegate enthused that 'this event has increased

my confidence about teaching French to younger pupils. I have been inspired to try various ideas and activities learned today.'

At the end of the 'Interdisciplinary language learning in primary' workshop one teacher said that they 'found the event interesting, worthwhile and informative. I wanted to find out about planning and resources and I have come away with great ideas for both.' A colleague added that 'I'm at the start of my 1+2 journey but this was ideal to help me think about ways modern languages can be introduced through IDL.'

We began taking bookings for this academic session before the end of the last one, and already the Primary Professional Learning calendar is pretty full until Easter 2015. Workshops are being booked more often across clusters and learning communities as well as at local authority level. A busy schedule between November and March will take us to at least eight different local authorities and, with the Glow migration complete, we hope to restart the GlowMeet element of our Professional Learning programme in the near future too.

Romping away with the award for 'Most Popular Workshop' this year is 'Strengthening literacy skills through primary language learning', also nominated in this category are 'Embed it early', 'A 1+2 approach to language learning' and 'Exploring resources, creative ideas'.

For bookings for spring and summer 2015, get in touch and get in quick! If you would to arrange primary professional learning opportunities in your area, please contact Mandy Reeman-Clark (mandy.reeman-clark@strath.ac.uk).

Lynne Jones, SCILT

Say 'Yes' to languages in the secondary school

SCILT has received numerous requests this year from secondary schools across the country to support language learning. The purpose of these events is to help pupils understand the benefits of having a qualification in a language. Many pupils are unaware of the fact that even having a little knowledge of a language can open up many doors. They also don't realise that languages are used in businesses and companies which are often on their own doorstep. These events, focusing mainly on S3 pupils, have taken a variety of different forms and included a range of different languages. Some schools have invited a keynote speaker

from a local business or company to demonstrate the importance of languages in the work place and to share their experiences. In other schools the format has taken the shape of a mini careers' fair and SCILT has given the keynote speech. In other instances the format is simply a presentation to a particular year group.

Following the keynote speech, pupils take part in a series of workshops which are presented by a range of businesses or organisations. To date these have included representatives from the whisky industry, the Scottish Football Association, IBM, Hilton Group, Dalmahoy Hotel & Country

Club and Project Trust Charity. These events have had a positive impact on pupils' attitude to learning languages, with many commenting on the fact that they had not realised how useful having a qualification in a language can be. This has resulted in some cases of pupils opting to continue with their study of languages.

If you wish to organise such an event please get in touch with Janette Kelso (janette.kelso@strath.ac.uk) or Meryl James (meryl.james@strath.ac.uk) for further information.

Janette Kelso and Meryl James, SCILT

Support in delivering the new qualifications

Numerous requests from local authorities across the country for support in delivering the new qualifications saw SCILT's Professional Development Officers work with teachers in East Lothian, Highland, Glasgow, South Ayrshire, Angus and Argyll and Bute between August and October. The most popular workshops have been 'Creative and innovative approaches to assessment in National 4 and 5' and 'Recycling not rewriting!' which focuses on how teachers can use existing resources to deliver the new Highers in languages. SCILT's input to date has been very much appreciated by teachers in all participating local authorities, and we have received

many more requests for the coming months which will see us working in Fife, Moray, Aberdeen, Perth and Kinross and the Scottish Borders.

In addition, we organised two regional events in May and June. The first was held in May at Strathclyde University and the second in June at the SSERC Offices in Fife, and we demonstrated to teachers how to embed assessment in a meaningful, relevant way in National 4 and 5. The workshop on the new Higher looked at the differences between the current and new Higher; unit assessment and the development of the four contexts. Both events were attended by teachers from different parts of the

country and were well received. We hope to offer more events of this type in the future.

Should you wish our help in delivering the new qualifications, or if there is anything else with which we can help you, please visit our website for the current CLPL menu (www.scilt.org.uk/S1S3/ProfessionalLearning.aspx) or contact Mandy Reeman-Clark (mandy.reeman-clark@strath.ac.uk) for further information.

Please keep in mind that all our services are completely free of charge.

Janette Kelso, SCILT

Train the Trainer summer school, who dunnit?

Excellent! Liked the balance of professional reading, discussion, idea exchange and practical activities which we can use to train teachers. Good contact with tutors, very helpful staff!' So said a Train the Trainer (TTT) participant at the end of the inaugural summer school, held at the University of Strathclyde in July.

All in all, 50 delegates from 23 different local authorities ranging from Shetland to the Scottish Borders attended the week-long course. 'Valuable' and 'worthwhile' were just two of the most popular adjectives in the end-of-course evaluations, though understandably 'intense' was another.

Train the Trainer was hosted by Education Scotland and SCILT on the University of Strathclyde's city centre campus. The aim was to support 1+2 Development Officers and other language leaders in developing robust professional learning programmes and

also effective local authority strategies to underpin their implementation of the 1+2 language learning approach in their areas.

However, despite all the professional dialogue and #TTT trending on Twitter throughout the week, one crucial riddle still remains outstanding:



(Translation: Which of the passengers in the car ate the goldfish?)

At the time of going to press, the Train the Trainer Autumn Session has recently finished. You can read more about Train the Trainer on my blog (<http://bit.ly/1zGl6aa>).

Search for uswkb12181 on GLOW 0365, you'll find L. Jones, that's me.

Lynne Jones, SCILT



Word Wizard returns for session 2014-15!



Scotland's National Centre for Languages and Confucius Institute for Scotland's Schools, in partnership with the University of St Andrews, are proud to announce the return of Word Wizard for its second year!

Following on from the success of last year's competition we are once again inviting S1-S3 learners of French, Gaelic, German, Mandarin and Spanish to take part in this spellbinding competition.

On 30 May 2014 60 pupils from 13 local authorities and independent schools entered the final of Word Wizard 2014 and displayed inspiring skills in spelling, vocabulary and character recognition. Pupils were treated to a tour of the Scottish Parliament building before competing in the semi-finals. Three pupils from each language and level progressed to the final, where they were watched by our sponsor Maureen Watt

MSP, Graham Blythe from the European Commission Office in Scotland and Ms Lv Yanxia from the Chinese Consulate in Edinburgh.

What pupils and teachers enjoyed about the final:

- The excitement of the competition and the fact that I learned lots of new words. (Pupil)
- I liked watching other pupils spell words in other languages. (Pupil)
- Just being up there spelling. (Pupil)
- Thank you for organising this event as it boosts confidence, is very enjoyable and it really helps them improve their vocabulary. We will definitely enter again next year. (Teacher)

For a list of all the winners and to see photos from the event visit our Word Wizard 2014 final webpage: <http://bit.ly/wordwizardfinal>

We are delighted that Word Wizard is running again in session 2014-15 and we are looking forward to having even more young learners involved this year. For more information on the competition for session 2014-15 visit our Word Wizard webpage:

<http://bit.ly/sciltwordwizard>

Alice Lister, SCILT

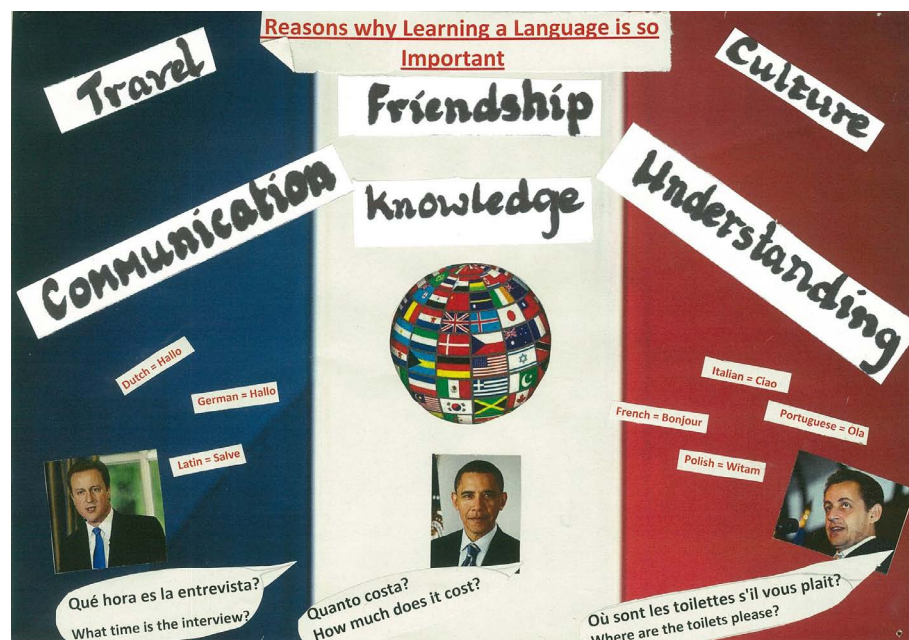
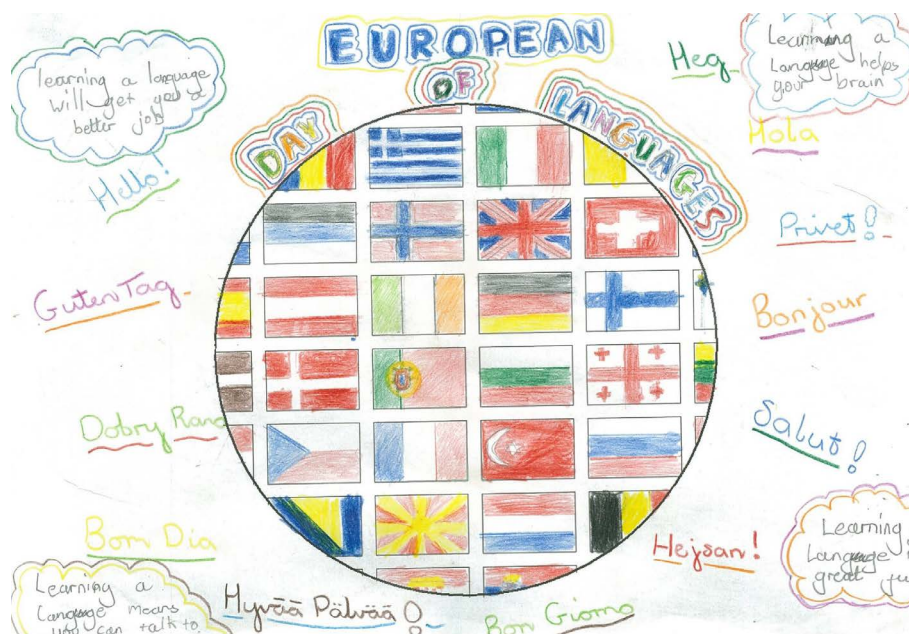


European Day of Languages

Douglas Academy

On Thursday 25 September we had our annual celebration of European Day of Languages at Douglas Academy. There were various events taking place which allowed us to recognise and celebrate the extensive range and diversity of languages spoken in our school community. There was a European themed lunch in the canteen which included dishes such as Russian blini, Spanish omelette, poisson-frites and German bratwurst.

There was a treasure hunt for S3 where pupils had to race around the school to find out about teachers (other than languages teachers!) who have knowledge of other languages and cultures. Every year group had a special lesson prepared when they came to their languages classes; for example a national anthem quiz for S4, a look at idioms in other languages for S5/6, singing 'Old MacDonald' in Latin for S2 and reading extracts of Harry Potter in German, Italian, Spanish and French for S3.

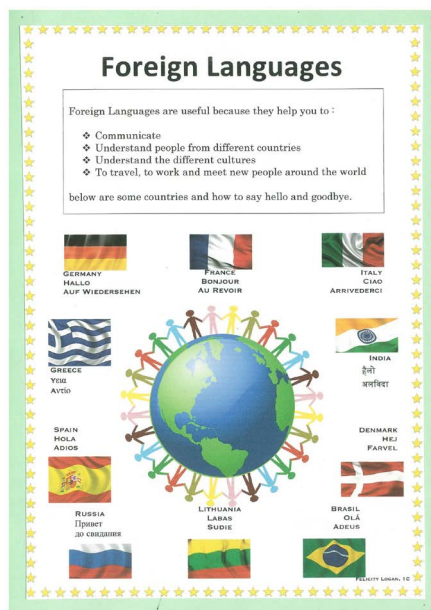


For S1 there was a poster competition entitled 'Why learn a language?' and for senior pupils there was an essay in another language of the same title.

Well done to all our prize-winners and to everyone who took part. It was a great day and hopefully in a small way was

successful in celebrating and promoting language learning for all and in recognising the cultural diversity which exists both within our school and wider community.

**Patricia Shovlin,
Douglas Academy**



St Joseph's Academy

This year at Saint Joseph's Academy we decided to host our first P7 Transition Day in line with European Day of Languages. We held a joint S1/P7 Mass which saw several pupils offer bidding prayers in their native tongue. Feedback from staff and pupils was that it was truly fascinating and inspiring to hear the different languages including Russian, Spanish and Polish.

The P7 students then took part in a carousel of Europe and language focused activities in the Languages Department. There was a European Language Treasure Hunt, a Crack-the-Code flag challenge and a 'Europe Drive' where pupils competed to build a map of Europe using the dice. Finally, everyone belted out the 'Hokey cokey' in Gaelic. It was an action-packed and fun-filled morning. All P7 students went away knowing a bit more about the school and the Languages Department, with a mini-booklet to finish and share with those at home.

Thanks to the support of the canteen staff, a special European themed menu was served and the dining area was decorated with flags, posters and information about all the different languages spoken in our school.

All classes and staff were encouraged to get involved. Some included languages or Europe in their lessons and others said the daily prayer in French or Spanish. Staff also completed a multiple choice quiz based on European languages.

The European Day of Languages was the focus in Home Room this week. Every day pupils thought about, discussed and debated what is preferable – living in a mono-lingual or multi-lingual world. An on-line survey, completed by classes, showed that the majority of students are very much in favour of languages, believe languages are important to our cultural identity, and decided that it would be boring if we all spoke one language.

Valerie Blacklock, St Joseph's Academy



Tobermory High School

Tobermory High School began its European Day of Languages celebrations in advance of the day itself. S1 and S2 wrote letters and made bookmarks to send around Europe as part of a postcard exchange and have been delighted to receive postcards in return from Italy to Lithuania and most places in between.

Classes also began to make bunting – each part of the bunting says 'what time is it?' in a language other than English and this was hung around the Town Clock in Tobermory on the 26 September.



No Tobermory High Language celebration is complete without the traditional language breakfast. S4 and S5 language students joined with S1 as well as staff to share breakfast and languages. This year S1 were able to practise their French with the seniors as well as their Gaelic with the fluent speakers in the class. They also learned some Spanish and Sign Language from S1 pupils who speak these languages and Polish from one of the staff.

**Lynne Horn,
Tobermory High School**

Local Authorities

Español at Kirkintilloch High School!

August saw the introduction of Spanish at Kirkintilloch High School with senior pupils undertaking the Spanish for Work Purposes Award. Pupils have identified the benefits of learning this fast-growing language with an impressive number of pupils opting to study for this award. One S6 pupil said, 'I chose to study Spanish this year and I am really enjoying it so far. I am learning valuable phrases and skills which can help me find work in the future. I would highly recommend studying Spanish as with hard work and commitment it is relatively easy to grasp and is great fun!'

Although they embarked on the course as complete beginners, pupils

have already acquired an impressive vocabulary and range of skills in Spanish. They are reading job adverts, preparing their CVs in Spanish and will take part in a job interview in Spanish. Pupils are relishing the challenge of learning a second foreign language and are using their language skills very effectively in an employability context. They are excellent ambassadors for language learning for our younger pupils in promoting the personal and professional benefits of language learning!

Meanwhile our S1 pupils have already expressed a keen interest in following in the footsteps of the senior pupils. They

have been participating in a Spanish Club which allows them to learn some Spanish and share their enthusiasm for all things Hispanic! The school is also just about to embark on an exciting project with our cluster primaries which will allow us to work in collaboration with primary colleagues to develop the 1+2 approach and implement an enjoyable and successful language experience for pupils.

Given their hard work, enthusiasm and commitment, pupils are sure to experience continued success as they progress in their language learning!

Gillian Foley, Kirkintilloch High School

Viva Glenburn Primary School!

Pupils and staff at Glenburn Primary School in Prestwick celebrated the launch of L2 Spanish this term by having a whole school assembly and a Spanish Day. The school timetabled a variety of fun activities to promote language learning and a greater understanding of Spanish culture. These included a visit from a native speaker called Pablo, Spanish dancing sessions in the gym hall, making and tasting Spanish foods as well as exploring Spanish apps on iPads.

Kirsty Robinson and Craig Martin worked diligently to produce a set of Year 1 planners with accompanying vocabulary lists for all staff to use. With a firm focus on the MLAN experiences and outcomes, this approach will ensure continuity within the first stage of L2 implementation.

All teaching staff are working hard with the support of non-teaching staff to create a real buzz about language learning. Basic vocabulary fans were distributed to all staff to ensure that Spanish is now permeating the whole school.

There is a refreshingly open attitude from non-specialist teachers when they share that they are having great fun learning with their pupils. You only have to visit to hear the Primary 1 children greeting their teacher in Spanish or to be shown out with a smile, a wave and an 'Adios amigo'!

Fiona Gilligan, South Ayrshire Council



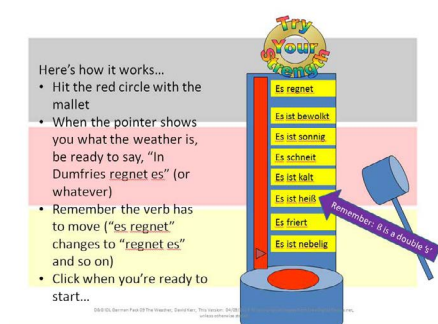
German in Guffock Road, French in Forsyth Avenue?

The Sanquhar Cluster (Sanquhar Academy and Sanquhar and Kelloholm Primary Schools) recently celebrated Languages Week. P6 and P7 had the opportunity to study some German with a visit from David Kerr, Modern Languages Support Officer. They enjoyed a multi-media presentation and activities looking at what it's like to attend a German primary school. They then participated in reading and retelling a story in German.

Mr Kerr had been involved in creating Inter Disciplinary Learning Packages in German, French, Spanish, Gaelic and Mandarin for use in primary schools, and enjoyed the opportunity to test out the German pack on the pupils.

'The idea behind the packs is to support primary teachers in the delivery of the second language, to be introduced by P5, according to the '1+2' initiative. Languages can be a daunting thing for a non-linguist to deliver. Our interactive packs have all the vocabulary, video links and interactive activities needed for delivery of the L3 element, as well as suggestions for other activities, links to websites and so on.'

Academy pupils took part in language-related activities across the school, including a Spanish taster. Language Ambassadors from Strathclyde University visited and gave accounts of how languages have benefited them.



- I'm studying Law...but I don't want to be stuck in Scotland... you can combine languages with any degree...it gives me a gateway out. Next year, I'm having an Erasmus year in a French University...it will give me legal contacts throughout Europe.
- Learning French, as you have done, from P6, gives you the skills to learn another language more easily from scratch.
- Language learning can be hard, but, when you manage to do it, you feel so great.
- With languages, you have more options.

'We're so grateful to colleagues from other departments for the way they've embraced this,' says Suzanne Griffiths, Principal Teacher of Languages and English. 'It's such a worthwhile thing to do and, in an increasingly international jobs market, it's vital our pupils realise the importance of learning other languages.'

Family Life (2)

Allotments in Germany
<http://www.bbc.co.uk/learningzone/clips/allotments-in-germany/5714.html> (Duration: 03:13)
 An introduction to the issue of urban living in Berlin, and the lack of green space. We meet two boys, Jan and Sven, whose families have allotments instead of gardens. We visit the small houses on the allotments and learn what the boys and their families do - playing football, staying on the allotments overnight or for the whole summer, looking after pets, planting and looking after vegetables and having barbecues. Commentary in German and English. Here is some vocab to help you...

Schrebergarten	allotment	Warmes Wasser	Hot water
Unser Garten	Our garden	Ich gieße gern	I like to water the plants
Mein Haus	My house	Wir / sie grillen	We / they are having a barbecue
Da schlafen wir	That's where we sleep	Gemüse	vegetables
Eine Dusche	A shower	Danke schön	Thank you
Guck!	Look!		

And what did the pupils think?

- It was good learning Spanish and listening to the people talking to us about their experiences going to places.
- It was good to hear about their travels and how languages helped them.
- Very interesting. Learned new things. It was interesting to learn about Spanish cuisine.

David Kerr,
Dumfries and Galloway Council

Cultural Organisations

A relevant context for learners of German: 'Vorsprung mit Deutsch'



German to teachers and learners. Young people who are interested in learning German or in improving their existing German language skills will find out more about the relevance of German in professional and leisure contexts. Themes covered include:

- German: an additional skill
- Studying in Germany
- German graduates
- German for every budget
- Travel/work experience
- Networks and media

A set of postcards with information and QR code to support this resource can be ordered from the Goethe-Institut Glasgow.

Please contact Liselotte Börgmann (boergmann@glasgow.goethe.org).

Access 'Vorsprung mit Deutsch'
- www.goethe.de/ins/gb/gla/lhr/vor/en9047080.htm

Liselotte Börgmann,
Goethe-Institut Glasgow

Vorsprung mit Deutsch is an online hub of information from the Goethe-Institut which presents the very relevant and motivating context for learning

German for primary teachers: Language course for complete beginners

Pprimary teachers enjoyed a specially tailored course which offered initial steps into German and an introduction to a range of support materials at the Goethe-Institut's course for primary teachers.

The puppets 'Felix and Franzl' became great favourites and the free resources pack from the Goethe-Institut will make it easier for primary teachers to embrace and contribute to the implementation of 1+2 with confidence. Course participants learnt linguistic, intercultural and methodological skills. Throughout the course teachers reflected on their progress and abilities with a view to making a significant contribution to curricular developments in their schools.

Testimonial from teachers of the pilot course in April 2014:

- Content of course was relevant to what would be taught in primary schools. I will be able to use/teach German in my class – learned some great lesson ideas.

- The course was engaging, fun and very informative. An excellent course that should be provided for more teachers. I will be introducing German as a third language with my P6/P7 next year. I feel confident to do so.

The course will be offered again in Edinburgh in January 2015:

Juniper Green Primary,
Edinburgh

17 January 2015, 10:00 - 14:00
(Kick off)

22, 29 January and 5 and 12
February, 16:15 – 18:00
(follow-up sessions)

For further information please contact Liselotte Börgmann (boergmann@glasgow.goethe.org)

Liselotte Börgmann,
Goethe-Institut Glasgow



Cross-curricular teaching materials

Ebook: Insights - World War I

This popular cross-curricular teaching unit is now available as an ebook, free of charge, from the Goethe-Institut Glasgow website. This resource was launched to commemorate the outbreak of World War 1, one hundred years ago. The development has been supported by the German Partner School in Scotland, Bishopbriggs Academy.

A range of authentic materials can be explored in German. This resource supports interdisciplinary learning and collaboration between Languages and History.

For further information please contact Liselotte Börgmann (boergmann@glasgow.goethe.org)

Access the ebook -

<http://www.goethe.de/ins/gb/gla/lhr/en5621228.htm>

Liselotte Börgmann,
Goethe-Institut Glasgow



The German Language Adventure



Since October 2013 the Goethe-Institut has run the German Language Adventure as a free motivational event to spark interest in the German language and culture. Over 3000 pupils in 44 schools all across Scotland, from Inverness in the north to Eyemouth in the Borders, have experienced the game and have given enthusiastic feedback.

The German Language Adventure is a fast-paced game for groups of up to 100 pupils. Participants work in teams to complete interactive challenges and win points. In a race against each other, teams can visit 16 activity stations each of which represents a city in either Germany or Austria. Using a map of these countries pupils are encouraged to carefully plan their route between the stations in order to win extra points for travelling the longest route possible. The challenges include directing a blindfolded driver through an obstacle course, making a phone call in German, solving a maths problem while using German words for numbers and dressing up to recreate famous football scenes.

The game demonstrates that learning German is both relevant and enjoyable. It links language learning to broader skills such as problem-solving, teamwork and intercultural competence. All challenges are designed in a way that suggests that learning a foreign language is less about perfection and more about using what you already know to make new connections.

Feedback from teachers:

- My colleagues and I were very impressed with the German Language Adventure. Our pupils were clearly very motivated by the activities and really enjoyed the morning. The games were clever, fun and challenging. (Richard Leslie, Balwearie High School)
- We had an absolutely fantastic afternoon yesterday with the German Language Adventure. Thank you so much for providing such an innovative and engaging experience for our pupils. (Katy McAllister, High School of Glasgow)
- Senior Management, staff and pupils all thought it ranked amongst some of the most worthwhile events we have run in the school over recent years. (Susan Belkacemi, Johnstone High School)

The Goethe-Institut is very pleased to be able to offer the game again in this new school year. With support from SCILT we also developed a new follow-up activity pack to make the event a sustained experience. If you would like us to visit your school, please contact languages@glasgow.goethe.org.

Susanne Graaf,
Goethe-Institut Glasgow



The first candidates for Russian Language for Life and Work



RCS Haven, the Russian Centre for Scotland, supports Russian speaking migrants and promotes Russian culture in Scotland.

Three years ago, RCS and the Scotland-Russia Forum started to run Russian clubs in two Glasgow schools, thanks to a generous grant from Glasgow City Council. The grant has grown and RCS, which now runs the programme, has three teachers in three schools.

It is exciting to announce that, following the introduction of the SQA Languages for Life and Work award in Russian this year, we are now teaching those

courses in Jordanhill Secondary School, one of the newest schools to work with us. We were delighted to start the first class in August 2014 with a group of S6 pupils who have enthusiastically embraced this subject and have been working well with our teacher, Tatiana Orlova.

In a very short time this group has learned the Russian alphabet and the students are beginning to speak their first Russian phrases. The course is not just a language class; we will be showing films about Russia and other Russian speaking countries to add interest to the course.

We hope these first steps will not only lead to a good understanding of the Russian language, which is spoken in so many countries throughout the world, but also give an interest in learning more about Russian literature and art.

The students will have the opportunity to gain the SQA Languages for Life and Work award in Russian. Having this qualification will give these students additional opportunities for their future.

More information on RCS
www.rcshaven.org.uk

Roman Moroz, RCS Haven

Job Profile

Paul Belmonte, British Sign Language (BSL) / English Interpreter



Communicating in another language doesn't necessarily mean you have to speak it. Confused? All will be revealed by interpreter, Paul Belmonte, in the latest job profile added to our website.

What is your name and for whom do you work?

My name is Paul Belmonte and I work as a BSL/English interpreter for Deaf Action in Edinburgh.

Why do you consider languages are important? What role have they played in your life?

I've always loved language and learned some Italian at night school, just for fun and to be able to enjoy visits with my family in Italy. It's great to be able to meet people and chat with them in their own language!

Why did you choose BSL?

I'd met a number of deaf people so had learnt basic fingerspelling using the BSL alphabet. However, I wanted to be able to communicate properly, so I signed up for

a sign language class in 2001. I enjoyed level 1 so much that I signed up for level 2 and my inspirational tutor encouraged me to go onto the interpreting course at Heriot Watt University. That was the start of an exciting and satisfying career!

Why is it important to learn BSL?

British Sign Language is one of the UK's four indigenous languages. It is particularly important because the deaf community have limited or no access to spoken language, so visual language is the only way for many to communicate and access information.

Is it difficult?

In some ways, BSL is quite easy to start learning. The fingerspelling alphabet can be learned in around half an hour and many signs are easily recognisable; for example the sign for "cat" describes its whiskers and the sign for drink involves making a drinking motion with your hand. However, BSL's grammar and word order are completely different from English. Spoken languages happen in lines, with one word coming neatly after another. Signed languages are created in 3D space, often with lots of elements happening at the same time, so it does take some time to get used to.

How many people speak it?

According to the 2011 census, there are 13,000 BSL users in Scotland. Considering there are only around 80 BSL interpreters, we are kept pretty busy!

How do people in prison or hospital cope if they only use BSL as a means to communicate?

I find my job so satisfying because I'm able to facilitate communication, which is fundamental to all of our daily lives. I

regularly work in medical appointments, hospital clinics, parents' evenings in schools, employment meetings, legal settings, Parliament, conferences, weddings, funerals, theatre... in fact, anywhere people might have to communicate. I've even worked out in the woods, in a tractor and in a canoe! Because many deaf people use written English as only a second language, the only way for them to communicate clearly is by using an interpreter.

What is the best way to start learning BSL?

There are some excellent online resources, but the best way to learn a language is directly, from a fluent speaker. I am lucky to have had some exceptional Deaf people teaching me their language and still learn from them every day. No matter how fluent I get, I will never be able to use BSL like many of the very eloquent people I work with.

What kind of image do you think British Sign Language has? Are most people aware of it?

Because of its visibility in television and the media, I think more and more people are becoming aware of BSL. Some seem to think that it's simplified, visual English, but it's a hugely complex language in its own right, capable of highly technical detail and of reaching the heights of poetic beauty. I feel very privileged to be learning it and to be able to work within the community that uses it.

Inspire your pupils with our Job Profiles and look at the range of careers where language skills have proved to be valuable - www.scilt.org.uk/Business/Jobprofilesandcareers.aspx

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

