

SCILT 1+2 Newsletter:

March 2016

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Editorial

Dear colleagues

Welcome to the March 2016 edition of SCILT's 1+2 newsletter. Following the change in format that was introduced in the December edition, the newsletter now contains more content than ever before and, as a result, we are now hosting it on our website. The articles from the local authorities have proven to be of particular interest to our readers and I hope that the newsletter will continue to provide a national forum for the sharing of practice and ideas across the country.

Reading the recent report, *Improving Schools in Scotland: An OECD Perspective, 2015*, I was struck by the following:

'Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation.'

In order to make 1+2 a success it is vital that, as a languages community, we continue to collaborate and share our successes and our failures. By working and learning together we will achieve much more than we could ever do in splendid isolation.

Please, therefore, continue to read, discuss and contribute to the newsletter. What may seem ordinary to one person can produce that 'lightbulb' moment for another! The team at SCILT is always on hand to support your enquiries and requests. All our activities are free of charge, so please remember to get in touch.

With best wishes

Fhiona

Fhiona Fisher, Director

News from SCILT

1+2 Train the Trainer summer school

Author: Lynne Jones, SCILT

SAVE THE DATE! Train the Trainer summer school will be taking place from Monday 27 June to Friday 1 July 2016 at the University of Strathclyde city centre campus in Glasgow. If you have, or aspire to have, a responsibility for primary languages in your local authority then you will be interested in attending this extended professional learning opportunity. Hosted by Education Scotland and SCILT, this course can lead to Professional Recognition for Leading Learning in Languages from GTCS.

According to previous Train the Trainer participants the course is 'informative', 'practical' and 'all excellent'.

The course will include plenty of opportunity for discussion around strategies for implementing 'Language Learning in Scotland: A 1+2 approach' and will encourage you to develop your own professional learning programmes so you can support teachers in your local authority.

Registration details will be coming to local authorities soon. If you think you could benefit from becoming a Train the Trainer participant, please talk to the key languages people in your area. Discuss with them how you could best capitalise on this professional learning opportunity to make the maximum impact on teachers and learners.

Research supporting the implementation of the 1+2 approach

Author: Hannah Doughty, SCILT

Recent articles related to the implementation of the 1+2 approach to language learning, written by practitioners and development officers, feature in recent issues of the Scottish Languages Review. The links below will take you directly to the articles.

Title	Author
1+2 in practice	Petra McLay
French at early level: A pilot study	Gwen McCrossan
Language training for child development officers	Maryse Payen-Roy
Pupils' language skills in the primary school: Literature review	Argyro Kanaki
Scottish trainee teachers in a French primary school: Getting ready for 1+2	Laurence Giraud-Johnstone
(Turning our) back to the future? Cross-sector perspectives on language learning	Lynne Jones and Hannah Doughty
Summaries from recent publications provide useful background reading	
Recent publications (Winter 2014)	Collated by H Doughty and S Macfarlane
Recent publications (Summer 2015)	Collated by H Doughty and S Macfarlane
Recent publications (Winter 2015)	Collated by H Doughty and S Macfarlane

News from our partners

Education Scotland update

Author: Louise Glen, Education Scotland

Progression in primary language learning

Education Scotland's modern languages team has created a working group consisting of primary and secondary practitioners to create guidance on progression in language learning from first to second level, including a revised progression grid. This support will offer practical steps to generate practitioner confidence on how to ensure progression through advice and exemplification.

This work will complement and complete the suite of materials for teachers that has already been revised in light of the 1+2 approach to language learning:

- Modern languages principles and practice
- First level experiences and outcomes
- Assessing progress and achievement in modern languages

New resources to support L2 and L3 as part of the 1+2 approach

Education Scotland will shortly publish two sets of support materials for L2 or L3 language learning experiences, which have been developed in partnership with the University of Glasgow. These will be available to all teachers and pupils via Glow. Set 1 is a second level learning journey in French through the study of 'Astérix chez les Pictes' and Set 2 is a learning journey for an L3 experience in Polish through the study of an animated film on the life of the famous Polish scientist Copernicus. Each pack will include full teacher support notes and learner activity packs as well as sound files, with full access to the film and texts. This has been made possible with the cooperation and generosity of the French and Polish publishing houses.

Goethe-Institut supports 1+2

Author: Claudia Kusian, Goethe-Institut

‘Deutsch mit Karla und Kai’: new teaching materials for the third and fourth year of primary German on the way

The teaching materials for German in primary schools, ‘Deutsch mit Felix und Franzi’, will be extended by another volume in summer 2016.

So far, the cute and highly popular hand puppets Felix Frosch and Franzi Ente lead the children through the first two years of learning German. As the children grow older, the hand puppets might become less appealing to them. Consequently, the authors decided to introduce the more age-appropriate cartoon insects Karla and Kai. Volume three follows Karla and Kai in their adventures in six chapters which are accompanied by cartoon films and detailed lesson plans ensuring progression in vocabulary and grammar. The release of Volume 3 is planned for summer 2016 and will be available free of charge on the Goethe-Institut’s website.

Watch out for Volume 4 in summer 2017.

Goethe-Institut Train the Trainer seminars 2016

After the successful completion of German language up-skilling courses for primary teachers in five local authorities at the end of 2015, the Goethe-Institut is again offering Train the Trainer seminars for German specialists who would like to become trainers for their local authorities. The seminar participants will be introduced to our free teaching materials ‘Deutsch mit Felix und Franzi’, which offer the basis to consolidate German as L2 or roll out German as L3. They will be trained in delivering language courses for primary teachers with little or no previous knowledge of German through the Felix and Franzi scheme, thereby enabling primary teachers to deliver German lessons in an age-appropriate, knowledgeable, enthusiastic and confident way.

Martina Schwarz tour June 2016

The German singer/songwriter Martina Schwarz will be touring primary schools in Scotland for two days in June. Her accordion accompanied songs from the song books ‘Learn German with songs’ are well known and popular with children and teachers alike. We look forward to some action-packed concerts.

For further information please contact claudiakusian@glasgow.goethe.org.

Hands-on help to deliver the 1+2 approach to language learning

Author: Alison Pimblott, British Council

For Scottish schools looking to effectively deliver the 1+2 approach, hosting a language assistant provides an ideal solution and shows a real commitment to language learning.

[Watch the British Council video](#) about the benefits language assistants have brought to Scottish schools.

Language assistants are native speakers of French, German, Spanish, Italian, Russian, Irish and Chinese, and come from Europe and beyond.

They build confidence, improve speaking and conversational skills, and prepare students for exams. They can help give more individual and focused learning support to those who need it most.

Students will thrive on learning from a native speaker who is enthusiastic about their country and society. They can introduce fresh activity ideas, allowing students to enjoy new, multi-cultural experiences from within the classroom.

Introducing a language assistant is also the best way to contribute to students' development, embed language skills, and make them better communicators and more globally aware citizens.

Schools get recognition for their commitment to education and diversity - hosting a language assistant also means they are instantly eligible to apply for the [British Council International School Award](#).

Don't miss out!

Host a language assistant and inspire the next generation of linguists. Assistants can be shared by up to three nearby schools, both primary and secondary.

[Apply for a language assistant by 31 May 2016](#).

Institut français d'Ecosse supports 1+2

Author: Thomas Chaurin, Institut français d'Ecosse

New training catalogue

Institut français d'Ecosse offers a full range of workshops for teachers: 'Autour d'un livre', introducing French children's books with ready-made activities for the classroom; 'Atelier science', with experiments in French and further activities and 'Atelier géographie'. Please visit the [education pages](#) of our website for further information.

Summer intensive courses

The Institut français d'Ecosse will be running intensive French courses this summer over the following dates:

- 4 to 8 July
- 11 to 15 July
- 8 to 12 August

Four levels will be available: post beginner (A1), elementary (A2), intermediate (B1) and advanced (B2). Each course will be 15 hours long. A concession fee for teachers is available of £105 for a week.

Please visit the [French courses pages](#) of our website for more information.

Update from Scottish Government to EEAC

Author: Susan Waugh, Scottish Government

Scottish Government provided an update to the European and External Affairs Committee (EEAC) at their meeting on 25 February 2016. The update will be of interest to readers of the 1+2 newsletter as it gives a good overview of what has been achieved to date in the implementation of the 1+2 approach to language learning.

Highlights include:

- Two thirds of all local authorities (21 out of 32) will provide learning in a first additional language (L2) for P1 pupils by the end of June 2016.
- Local authorities indicated that they are on track for implementation of L2 from P1-P7.
- Plans for implementation of the second additional language (L3) are at varying stages across the country, with almost all local authorities confident that they will deliver this within the timeframe.
- There is a diverse picture of current provision of languages across Scotland within the broad general education in secondary schools.
- The results of the Scottish Social Attitudes Survey 2015 show that most people in Scotland (89%) think that learning a language, other than English, in school from the age of five is important.

The report to the committee is contained within the EEAC Agenda for the meeting on 25 February 2016

(http://www.scottish.parliament.uk/S4_EuropeanandExternalRelationsCommittee/Meeting%20Papers/EEAC_Public_papers_25_Feb_2016.pdf). Please see Annexe B (page19/47).

Language interest grows (Scottish Government press release, 11 February 2016) -

<http://scottishgovernment.presscentre.com/News/Language-interest-grows-227c.aspx>

Scottish Social Attitudes Survey 2015: Attitudes towards language learning in schools in Scotland (Scottish Government, 2015) -

<http://www.gov.scot/Topics/Education/Schools/curriculum/LanguageLearning/ScottishSocialAttitudesSurvey>

Information about the committee -

<http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/29814.aspx>

University of West of Scotland supports 1+2

Author: Fernando León Solís, University of West of Scotland

The languages team of the University of the West of Scotland (UWS) has established a successful collaboration with Renfrewshire Council for the delivery of a 1+2 language training programme for primary school teachers. For the first year of this initiative, teachers attend three 90-minute language classes over three consecutive weeks, offered by UWS at the beginning of the first academic term; these are followed by 12 weekly sessions, provided by the council's own trainers, and focused on classroom activities and pedagogy; finally, there are three further language sessions with the UWS team. Our delivery is interactive, with extensive use of the target language and a wide range of exercises that cover all skills.

The purpose of this fruitful partnership is not only to equip teachers with language abilities, but also to prepare them for the use of the target language in the classroom. The current language provision of Spanish, French and German is now being extended to Arabic, Gaelic, and Chinese. The languages team plans to expand the collaboration to other authorities in the surrounding areas, diversifying our approach and reaching agreements with these authorities to facilitate teachers' study of a language in the evenings and during the summer – including bespoke courses and special fee arrangements.

UWS research project on 1+2

UWS are seeking to make contact with primaries who would want to take part into their 1+2 team research project.

They are investigating primary school practitioners' perception of issues associated with the implementation of the 1+2 approach in terms of management (recommendations and related issues), staff engagement, pedagogy and methodologies. Other possible aspects to be considered could be the perceived impact on pupils' engagement and attainment.

For further information please contact Laurence Giraud-Johnstone (Laurence.Giraud-Johnstone@uws.ac.uk).

Updates from LFEE Europe

Author: Richard Tallaron, LFEE Europe

Our team of teachers has been busy travelling around the country to support schools with the learning and teaching of various languages as L2 or L3 in primary and secondary schools.

PLL training news

After the Easter break, we will be training new cohorts of primary teachers in French, Spanish and German. Please note our Primary Language Learning (PLL) training programmes now incorporate the use of the PowerLanguage Platform, which is a commercial product.

Immersion courses 2016-2017

A big thank you for the tremendous response from all over the country! Many teachers and local authorities have managed to apply in time to get funding from British Council to attend our immersion courses in France or Spain. Results should be published in early May. Meanwhile, 70 teachers from Scotland are going to Lyon or Malaga during the Easter holidays. *Merci beaucoup / muchas gracias* for your support!!

Training for secondary colleagues

During the spring term, we will be offering three bespoke workshops for secondary school teachers on the themes of: Effective use of ICT; Implementing an immersion approach; The use of Twitter in the languages class. Please note there is a cost for each of these workshops.

Key Action 2 – professional competences

LFEE Europe is representing Scotland in a three year Erasmus+ Key Action 2 project with Spain, Portugal, Austria and Lithuania. We are working with our partners to develop a European framework of professional competences for teachers. We will be looking for partner schools and local authorities in Scotland at the start of the new session.

Brand new blog!

Chiara Mazzeo, our fantastic Italian trainee, has worked her magic to create a blog that encompasses all the activities of LFEE Europe. It will be launched in March and will include videos of some of our training sessions, feedback from teachers, articles and links, as well as, we hope, plenty of your ideas and comments to share with colleagues! You can check our website for a direct link to the blog.

Train the Trainer 2016

A bit like the *Beaujolais, le TTT nouveau est arrivé!* LFEE Europe, in partnership with SCILT and Education Scotland, will be involved in delivering the Train the Trainer programme during the last week of June 2016.

Online course

March 2016

Our online French course has just been launched. It has been created specifically for primary teachers who are already teaching French in their class or need support before they start introducing the language. It is aimed at non-specialist teachers who have limited knowledge of French or who might lack confidence in the French that they know. Spanish will follow after the summer! Please visit the [PowerLanguage Platform](#) for more information. Please note subscription to this course is £79.

For more information on all aspects of our work, please visit [LFEE Europe website](#) or email us (info@lfee.net).

Events calendar

Events relevant to the implementation of the 1+2 approach to language learning. SCILT's [Events calendar](#) has full details and further language-related events in Scotland and further afield.

German language train the trainer seminar

Venue: Goethe-Institut, Glasgow

[Visit website](#)

Event Date: 19/03/2016 10:00 - 15:00

Are you looking to become a German language trainer for primary school colleagues in your local authority or cluster? Do you plan to establish German as L3 or consolidate German as L2 in your cluster or primary school? Do you want to learn how to make a start with German at primary level and get to know the Felix and Franzi teaching materials?

After the successful 'Train the trainer' seminar in October 2015, which resulted in five upskilling courses for about 50 primary teachers across five local authorities, the Goethe-Institut is now offering another opportunity to develop training skills for local inset courses for primary teachers.

Who wants to be multilingual?

Venue: Summerhall, Edinburgh

[Visit website](#)

Event Date: 29/03/2016 20:00 - 21:30

Presented by Bilingualism Matters as part of the Edinburgh International Science Festival, 'Who wants to be multilingual?' will take you on a tour inside a language learner's brain with fun trivia and mind-boggling teasers. Whether you're a lifelong bilingual, or struggling to remember your high school French, come and join us to discover something new about languages and how we learn them.

Please note there is a charge to attend this event.

Young language learners symposium 2016

Venue: University of Oxford

[Visit website](#)

Event Date: 06/07/2016 - 08/07/2016

The conference will focus on early second language learning in school contexts (pre-primary and primary), covering different bilingual and L2 provision in school contexts across the globe. This symposium will provide opportunities for colleagues from a range of professional backgrounds to establish links and help expand the work in this important area of language development.

Local authority update

Thank you to the following local authorities for sharing how they are implementing the 1+2 approach to language learning.

Aberdeenshire: Developing one plus two languages

Author: Deborah Masson, Aberdeenshire Council

We have seen momentum gaining in the strategic planning for and implementation of 'Language learning in Scotland: A 1+2 approach' in Aberdeenshire over the last year. Through awareness raising, engagement events and CLPL opportunities, we have seen the profile of the initiative raised in professional dialogue at school and cluster level. Our strategic implementation group has a wide membership which ensures the voices of all stakeholders are heard.

The secondary curriculum seminar significantly moved thinking forward this session. Secondary principal teachers and their senior leadership link were invited to attend. Secondary colleagues heard about national developments and expectations from SCILT and Education Scotland. Facilitated discussion groups focused on key reflective questions and directed time allowed school and department planning to move forward.

Feedback indicates that the event was useful in developing a mutual and shared understanding of requirements, expectations and the way ahead for schools in their collaboration with primary schools:

- As a DHT, [the seminar] gave me a clearer picture of where we are in Aberdeenshire and the important need to work closely with our cluster
- Wide range of individuals available for consultation was very effective
- Good opportunity to discuss as a faculty head/depute head how we will take this forward
- Very useful to have PT/DHT brought together to discuss curricular matters
- Genuinely thought it a very productive morning. Discussions were a good length and significant time was given to groups

Some of the next steps identified from the session included:

- Ensure our transition planning in L2 is secure
- Plan how we implement our L3 experience in S1-3 in a meaningful, sustainable way
- Put the planning tool to the faculty and use inservice time to work out detail to be implemented in session 2018-19
- Continue with cluster development and refine our current provision
- Further develop links with cluster, actively engage with primary colleagues and discussions with Senior Leadership Team
- Review current S1-S3 courses to offer appropriate progression from P7
- Look at transition from P7-S1

Follow Aberdeenshire Council's 1+2 team on Twitter @ADOPTLangs and keep up with our latest news and activities.

Aberdeenshire: Emerging practice at Daviot Primary

Author: Lynda Suthe, Daviot Primary, Aberdeenshire

Class teacher, Lynda Suthe is a beginner learner of Chinese and recounts her experiences introducing the language to P5.

Where we began

All stages began P5 term one of the three year draft planner, which focuses on four MLAN Level 1 Experiences and Outcomes. The content includes greetings, some basic classroom language, numbers to 10 and colours.

I spent considerable time over the initial weeks practising characters, explaining and exemplifying how each represents a syllable, which in turn has an initial, a final and a tone. I eased pupils into the concept of tones with familiar English phrases, and discussed some easy *faux pas* that could be made by using the wrong tone. It was important to emphasise the differences between the Pinyin phonics system and our own, to ensure pupils listen carefully in order to reproduce sounds exactly as they hear them from native speakers.

Equally important is the need for cultural awareness and to understand that both we, and Chinese people in our society, may make mistakes with language or etiquette and inadvertently say rude or silly things. It is important to make allowances for each other.

Format of lessons

Each forty minute lesson is divided into short time slots to ensure a fast-moving, multi-pronged approach. Each lesson has key language content, but also includes aspects of culture. Basics are always reviewed and practised before new learning is added. An example of one of my lessons is below:

- **Reviewing** greetings and phrases: a few examples from pupils followed by everyone practising **listening and talking**. (5 mins)
- **Listening** quiz – e.g. circle the initial sounds you hear, highlight the tone you hear. (5 mins)
- **Listening** to fun clips online, e.g. two different number songs. Question what's difficult about them and what's easy. Sing along. (5 mins)
- **Reading** characters and pinyin for numbers to ten. **Talking** by verbalising the numbers and using hand signals when the character is held up. (10 mins)
- **Talking**: Sing the New Year song learned the previous week. (2 mins)
- **Writing** numbers 1-5 on Chinese square sheets, following stroke order and position. If keen, pupils can continue writing to 10. A few children every week use calligraphy brushes and ink. (8 mins)
- **Listening** to and discussing an example of a cultural *faux pas*. (5 mins)

Developing skills

Listening – Chinese children’s TV clips online are a good way for pupils to access ‘real life’ Chinese and give them a feel for the language, even if only a word or two can be identified.

Talking – playing shops lets pupils practise counting, money, change and goods vocabulary.

Reading – labelling around the school reinforces the use of characters for nouns and key phrases.

Writing – using calligraphy and art brushes, as well as the magic water sheets, makes calligraphy more appealing. Some of our pupils have made their own books full of the characters they’ve been learning, and they are really enjoying this aspect of their learning.

Planning for progress

Termly I ask pupils to respond to various questions about their own Chinese learning journey. This information will guide planning.

Our planner covers the Level 1 Experiences and Outcomes over four terms. For P6 and P7, the focus is on covering all the Level 2 Experiences and Outcomes using a topic-based approach.

What are we hoping for?

By the end of P7 pupils will be able to participate in a prepared paired dialogue with a peer using vocabulary and sentence structures. They should be able to offer a few sentences of information about themselves and to answer simple practised questions. Pupils will be able to read a short paragraph written in familiar characters and be able to write some simple characters unaided as well as using pinyin-keyboard skills.

That’s okay for you, but what about me?

A range of resources (print and online) makes it possible for teachers, like me, who are at the beginners’ stage of learning Chinese themselves, to deliver a learning experience with confidence to primary children. Recordings of native speakers are invaluable in making this possible.

What’s next?

Chinese is still in the early stages of development at Daviot Primary. I plan to introduce a weekly challenge located in the school’s central area, giving pupils a chance to work on their numbers and characters throughout the week. We will also build on the success of a whole-school Chinese activity day, which allowed all pupils to experience Chinese language and culture. The support of my language specialist colleague has been invaluable and we meet later this month to flesh out Daviot Primary’s three-year planner.

City of Edinburgh

Author: Sarah Spiller, City of Edinburgh

In Edinburgh there continues to be lots of exciting progress with the 1+2 approach to language learning. We have been able to offer a variety of languages CLPL for staff, including different levels of French and Spanish as well as Italian, Chinese and German. We have also been working with the Edinburgh Filmhouse to organise French and Spanish film screenings for primary teachers. We look forward to the screenings in April and know there will be fruitful professional dialogue surrounding how we can use these films as a stimulus for language learning in the classroom.

We have a number of ongoing projects running successfully and helping support language learning in the primaries. Cross-sector collaborations have helped foster confidence and enjoyment of language learning amongst staff and pupils. The Language Ambassador Scheme is a partnership with one of Edinburgh's independent schools, George Heriot's School (GHS) which sees senior pupils from Edinburgh City and GHS assist with language learning in local primary and secondary schools. We developed a training and support package for volunteers containing policy information and research as well as practical activities to engage young learners. Senior pupils have been working in classes across the BGE providing support to staff and pupils as well as gaining classroom experience.

Many of our senior pupils were involved in the first ever 'City of Edinburgh languages talk conference' on 26 February 2016 at Broughton High School. This exciting event for Higher and Advanced Higher language learners was run in partnership with Institut français d'Ecosse, Goethe-Institut and SALT Edinburgh. The conference provided learners with a completely immersive language learning experience and aimed to boost confidence, improve understanding and provide fun and cultural learning of French, German and Spanish ahead of upcoming assessments.

The afternoon was incredibly successful, with pupils attending from all over the city. Olivia Moore (Broughton High School, S5) said of the experience:

'I loved all of the activities on offer as they were entertaining and allowed me to see just how useful the French language would be in my working life and on holidays. The best thing about the afternoon was that I was truly immersed in the French language and so it was a great way to challenge my listening abilities. It was also good as it encouraged me to speak in French, which is something I normally shy away from, and so by attending the afternoon my confidence in my speaking abilities has grown.'

East Ayrshire Council

Author: Julia Preston, East Ayrshire Council

East Ayrshire languages development officers send regular email newsletters to teaching colleagues to support them in the implementation of the 1+2 approach. The [Spring 2016 edition](#) includes information on CLPL opportunities, useful links and resources as well as success stories from within the authority.

East Dunbartonshire Council

Author: Fiona Kerr, East Dunbartonshire Council

Training and implementation of policy

East Dunbartonshire Council's implementation model has evolved through the delivery of an extensive training programme, in response to the audit of provision which was carried out at the beginning of 2013. To date all 36 primary schools have engaged in a variety of language courses, covering four languages (French, German, Spanish and Gaelic). These courses have been developed to complement the varied, existing linguistic abilities of primary staff. All primary schools are now fully engaged in implementing the policy through school improvement plans, and for most schools, French is being taught as L2. We continue to receive valuable support from SCILT, the Goethe-Institut and Institut français d'Ecosse and offer both full day training courses and twilight courses. Staff in several schools successfully applied to attend immersion courses in France during this school year through funding from the Erasmus+ programme. Support materials continue to be developed and shared with teachers via Glow.

Link with Brittany

Our link with primary schools in the Académie de Rennes, Brittany was established at the end of last year with 15 schools participating in the project. Support in setting up this link came from Institut français d'Ecosse and eTwinning training was provided by British Council Scotland. At the moment pupils and teachers are getting to know one another and are excited about the possibilities within this rich context for language learning. We look forward to sharing projects in the future.

L3

Following guidance on L3 from Education Scotland, a strategy has been developed for all schools across the authority. Several clusters are piloting Spanish and German, and materials to support primary teachers are currently being developed and put on our Glow pages. As well as cluster initiatives, language diversity continues to be recognised and celebrated in many schools. Hanban teachers from the hub at St Ninian's High School work in primary and secondary schools across the authority to teach Chinese language and culture and a number of primary schools are able to offer Gaelic as an additional language. This year all our secondary schools are offering pupils the opportunity to study a second additional language as part of the broad general education.

Advanced Higher immersion days

Recently, S6 pupils from our secondary schools participated in language immersion days in preparation for Advanced Higher qualifications in Spanish and French. These events were organised with input and support from Institut français d'Écosse, Alliance Française and SALT Edinburgh. The feedback from pupils and teachers has been extremely positive and this is something we hope to build upon next year.

East Renfrewshire Council

Author: Judith Boulton-Jones, East Renfrewshire Council

As we march towards spring, here's what's been going on in East Renfrewshire (while we dodged the rain!)

L2 in all 22 East Renfrewshire primary schools is French. We offer French CLPL for beginners and have just introduced a 'Next steps' class. Training is available as an eight-week twilight for 90 minutes after school. Evaluations have been positive, but the main factor that has been identified as crucial is the need to build teachers' confidence in French, whilst also looking at the methodology of teaching a language. Teachers try out all of the games and songs that they can then go on and use with their pupils. There is also a dedicated CLPL Glow page, which supports the teachers' learning and where they can find all the resources and vocabulary booklets from the course. A list of useful web links is key to supporting staff – these are accessible and easy so there are no excuses for not giving French a go!

In session 2014-15 we rolled out our programme of L3 language learning in P5, P6 and P7. L3 languages are Spanish, Italian and Chinese. Teachers were commissioned to develop resources for all three languages, including a pupil workbook and teacher guide and this programme has been evaluated and further developed for session 2015-16 as we were much too ambitious to start with! We are now embedding sound files into the pupil booklets as a support to class teachers who are still building their confidence in the languages. CLPL for Spanish and Italian was offered to all staff and Meryl and Jude from CISS provided three great sessions for Chinese. Our Hanban exchange teachers deliver the Chinese language, while class teachers deliver the cultural element of the course. However teachers are keen to learn more about China and challenge themselves with a little bit of Chinese learning... Zài jiàn!

Glasgow City Council

Author: Gillian Campbell-Thow, Glasgow City Council

After a big push on primary language learning over the session, we've just finished training two full cohorts of primary French and primary Spanish teachers. Another two cohorts have started – one in each language – and we still have a waiting list! We are delighted to be running Italian PLL courses this session which have been led by our primary Italian staff tutor. We also offer a shorter course for introductory language learning and are on our fourth session of French and second of Spanish, as well as Urdu and Arabic. These shorter courses are focused on talking and listening and looking at language acquisition in early years.

Nine of our teachers are currently on the consortium Gaelic Primary Language training and one of the trainers in the authority is running refresher training too! We are placing a special emphasis on German and Italian and have been delighted to see teachers engaging with CLPL provided by the Goethe-Institut and Giglets. We have delivered various refresher days, an inset on drama, story-telling and active learning, and Articulate Language has been working with us to provide excellent CLPL in languages and outdoor learning – something we want to do more of!

We've had the chance to work with learning communities as a whole and are now delighted to see these communities working together to firmly establish their core language and look at the opportunities for L3 – we are certainly not stuck for choice with over 130 languages spoken in our schools.

Our secondary schools continue to be hubs of activities with lots of great teaching and learning going on in our classrooms. We have 12 secondary teachers back at university adding another language to their portfolio so we can offer the maximum linguistic opportunities to our young people. Two languages in secondary school is a core part of our business and we are working with departments to further enhance this provision with the support of MLAs. Our last round of permanent appointments have all been dual linguists and we hope to be able to maintain this in the future.

1+2 is looking bright in Glasgow – and certainly colourful! Keep up with all of our activities and news [@glasgowlangs](https://twitter.com/glasgowlangs).

North Ayrshire Council

Author: Anne Marie Moore, North Ayrshire Council

North Ayrshire 1+2 development officers send regular email newsletters to colleagues to support them in the implementation of the 1+2 approach. The latest edition includes details on the first and second level training which has been running successfully and been very popular. You can also read about seconded teachers and FLAs who have provided invaluable support to primaries delivering L2 and the extremely positive feedback on this from schools. North Ayrshire will soon begin workshops and information evenings for parents as well as planning for family learning opportunities for L2.

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