

# Annual Report 2022



Teangacha  
Iar-bhunscoile Éireann  
Post-Primary  
Languages Ireland

[ppli.ie](https://ppli.ie)

# PPLI - A Year in Numbers

#ThinkLanguages

15,000

TY Students

180

Schools

Say Yes to Languages

50,000

Pupils

720

Primary Schools

200+

CPD hours  
provided

New Leaving  
Certificate Languages  
Information Sessions

6

sessions

263

attendees

7,702

Language provision for  
students in schools:

Chinese	1,840	Japanese	2,627
Korean	408	Lithuanian	395
Polish	1,486	Portuguese	380
Russian	519	Romanian	47

309

Foreign Language  
Assistants and  
Co-operating Teachers  
trained

55

Communities  
of Practice  
facilitated

379

Saturday Class Students

Chinese	50	Japanese	91
Lithuanian	12	Portuguese	35
Polish	72	Romanian	47
Russian	72		



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## Foreword

I welcome this annual report by Post-Primary Languages Ireland, in the context of their ongoing role in implementing key actions of Languages Connect – Ireland’s Strategy for Foreign Languages in Education. This strategy aims to support better learning of foreign languages in the Irish education system and to increase the diversity of provision for the inherent benefits to individuals, society, and the economy.

PPLI has been supporting us with implementation of the ‘Say Yes to Languages’ primary sampler module. I am delighted that we were able to fund a second year of implementation for the academic year 2022-23 with increased participation from 500 to 700 schools and from 33,000 to 50,000 pupils, an expanded eight-week module from the initial six, and an increase in the diversity of languages being offered to students to 15 which now also includes Ukrainian. We are now looking at a further year of implementation. Eleven schools in the current school year chose Ukrainian as the language of the module which is a great opportunity to make our Ukrainian pupils feel included, valued, and respected as their language is learned by their classmates. The diversity of languages being taught as part of the module are evidence of the multicultural plurilingual society that we live in, and the module provides a platform to raise awareness among pupils of the diversity of languages being used by their peers in their schools and community.

My department has worked hard to increase the number of Foreign Language Assistants (FLAs) in our schools as part of the foreign languages strategy and I’m delighted with the support that PPLI have provided us with in this context, providing support with induction, training to support collaboration between the FLAs and their co-operating teachers, and ongoing guidance and support for the FLAs by way of a system of mentoring that they have put in place.



PPLI continue to provide activities and resources which support the provision of high-quality education, meeting the needs of diverse students with a diversity of language backgrounds, and improving the teaching and learning of foreign languages in general in schools. The number of TY students participating in #ThinkLanguages, increased again this year to 15,000 and this national celebration of languages is now firmly embedded on the school calendar of events. Teachers continue to be trained in new methodologies in the context of blended learning, online learning and CLIL, in addition to language specific CPD, all of which is contributing to the development of valuable capacity in our system.

I would like to again express my sincere appreciation for all that PPLI does to promote language learning in Ireland, and to wish PPLI the very best for the coming year.

Norma Foley, T.D.

Minister for Education



## Introduction to PPLI

Post-Primary Languages Ireland (PPLI) is a dedicated unit providing expertise and support for foreign languages education in Ireland. PPLI was originally set up in September 2000 with a remit of diversifying, enhancing and expanding the teaching of languages in second-level schools throughout Ireland and this remains core to its remit with a focus on enhancing and broadening the opportunities available to students for learning foreign languages that are relevant to Ireland's future cultural, social and economic needs.

PPLI is the only dedicated organisation supporting foreign languages education in Ireland and its important role is recognised in Languages Connect – Ireland's Strategy for Foreign Languages in Education 2017-26 which is the context for PPLI activities. These centre around implementation of key actions in this strategy. The team continued to develop in 2022, and the core team now consists of 17 members. The PPLI Team also includes a Japanese Language Advisor and two interns. In addition, PPLI employs 6 Chinese, 19 Japanese, 1 Korean, 2 Lithuanian, 15 Polish, 3 Portuguese, 1 Romanian and 7 Russian Development Officers who teach in schools.

There is also a broader role for PPLI in the implementation of the strategy, which includes awareness raising, employer engagement and languages in society, in addition to the important aspects of implementation which relate to languages in education. An additional part of its role is to conduct applied research that informs and supports policy.



# Structure and Governance

PPLI is a project of the Curriculum and Assessment Policy Unit in the Department of Education (DoE). Its management committee Foreign Languages Advisory Group Post-Primary (FLAGPP) is a sub-committee of the Foreign Languages Advisory Group (FLAG), set up in 2018 to oversee and monitor the implementation of the Languages Connect Strategy. FLAGPP reports to FLAG.

This committee provides advice and support where appropriate to both PPLI and the DoE; provides a forum for discussion on current policy implementation and advises the FLAG on future direction/priorities for the strategy in the post-primary sector; brings together key stakeholders to provide advice from a range of perspectives to support the implementation of the Strategy; and monitors progress on the roll out of policy elements/actions in the Strategy and Implementation Plan.

FLAGPP is chaired by a member of the Inspectorate of the Department of Education (DoE), currently Maria Lorigan, who also represents the Inspectorate on FLAG. The secretariat is provided by PPLI. Membership of the sub-committee includes post-primary related representatives of FLAG in addition to other relevant experts.

PPLI is 100% funded by the DoE. It currently uses accommodation at ESBS, DoE, in Blanchardstown and the services of Marino Institute of Education (MIE), Dublin.

## Committee Members

(Membership will be reviewed in the context of retirements and the interim review of the strategy)

Inspectorate DoE, Chair	Maria Lorigan
Curriculum and Assessment Policy Unit (CAP)	Leona De Khors, Lorcán Ó hAlmhain
PPLI	Karen Ruddock
Teacher Education JCT	Clíodhna McManamon
ITE, Maynooth University	Dr Céline Healy
NAPD	Regina Butler
NCCA	Mary-Elaine Tynan
SEC	Anne Marie Manton
Language Teacher Professional Networks	Wilma Slevin
Languages Expert & Retired Principal, Hartstown Community School	John Bean

## Director Review

PPLI has continued to adapt to the changes that have become so characteristic of the pandemic era. 2022 was the year that we emerged from the pandemic era but some new behaviours as well as projects have become embedded. Like many other organisations we facilitate more flexibility in terms of the way we work as a team. We work less in the physical workspace and more in the virtual space. Our experience has been that this not only improves the employee experience but has increased productivity and efficiency. With instant messaging on Teams always available (except for quiet time on Friday mornings), and video calls the norm, we can stay connected with people despite being in a virtual space. Timesaving is also encouraged with the now normal collaborative file sharing which allows our project management and other collaboration to be done online. We also have to travel less. We still go to the office a couple of days a week, but we are more intentional in supporting the team to work collaboratively while not meeting as often and this is surely a good thing. We all still find that big decisions and brainstorming are more effective when conducted in person and so we do still prioritise this when necessary.

Many exciting projects and developments remain imprinted on the collective PPLI memory from 2022. These included the development of 72 MFL CLIL resources to support teachers as they embed the practice of CLIL in Ireland. Physical school language exchanges got back on track post-pandemic, and we supported a Japanese exchange for the first time. Summer camps became more established and expanded to include Polish, Romanian, Lithuanian and Chinese.

We managed and expanded projects introduced during Covid e.g., Primary and in-school #ThinkLanguages, but simultaneously returned to participation in pre-Covid events and projects. In the context of the 'Say Yes to Languages' primary sampler module there was an increase in the number of schools, the number of pupils, the number of languages, the number of weeks, and we experienced the joy and the sense of pride that pupils showed as they learnt something new about each other's languages and cultures. Over 15,000 TY students from 180 schools nationwide were involved in #ThinkLanguages which was a 25% increase in participation.

The first cycle of implementation for new languages was completed and there was positive feedback from schools and parents, students achieved good results and there was progress on integration of the teachers in schools.



We started to see results in the dissemination of support for the Polish language with the number of schools providing Polish increasing to 35. The blended learning for Polish project grew from initial participation of four CMETB schools, 1 teacher, and 16 students to 6 CMETB schools, 2 teachers, and 46 students. With the lifting of regulations school visits became possible again, Japanese Foreign Language Assistants returned, and we met some of our teachers without masks for the first time. The number of Saturday classes provided by PPLI for those students who cannot access the languages provision in their schools increased from 19 to 29.

MFL advisory sessions were introduced to support schools in enhancing, expanding, and diversifying their provision. ILAOS, a toolkit for self-evaluation and support for intercultural and linguistic diversity in schools was disseminated with the creation of a video showcasing a school's experience of using it, and a new Community of Practice. The library scheme was boosted by the arrival and presence of the newly arrived Ukrainians, and we had Ukrainian lunchtime classes, and Ukrainian classes on Culture Night. We sent out 9,331 language mats to support Ukrainian students in accessing the language of the classroom and we also received queries in relation to these from as far afield as Iceland, Denmark, the US, and Canada.

The team have continued to demonstrate huge resilience during this time. We couldn't do this without our wider team also which includes our associates, teachers and you, the stakeholders. Your support and collaboration are invaluable to each one of us. We look forward to meeting and working with many of you in the context of the interim review of Languages Connect – Ireland's Strategy for Foreign Languages in Education and its consultation, focussing again on the importance of our connections and collaboration.

Thank you for reading our annual report.

A handwritten signature in dark ink that reads "Karen Ruddock". The script is cursive and fluid.

Karen Ruddock  
Director PPLI

**Goal 1** of Languages Connect, *Ireland's Strategy for Foreign Languages in Education* aims to create a more engaging learning environment. PPLI supports implementation of this goal by facilitating Communities of Practice; providing training and support for the Foreign Language Assistant scheme; developing resources to support teachers' classroom practice and professional development; promotion of mobility opportunities; and the development and enhancement of Content and Language Integrated Learning provision.



A photograph of three people in traditional Japanese clothing. On the left, a young man with curly brown hair wears a dark blue jacket over a light blue shirt. In the center, another young man with curly brown hair wears a blue and white patterned kimono over a teal shirt. On the right, an older woman with dark hair wears a bright yellow kimono and a purple and white patterned parasol. They are all smiling and looking towards the camera. A green horizontal band is overlaid across the middle of the image, containing the text 'GOAL 1' and a subtitle.

# GOAL 1

IMPROVE LANGUAGE PROFICIENCY BY  
CREATING A MORE ENGAGING LEARNING  
ENVIRONMENT





49 schools



309 FLAs & CTs registered



19 venues

### Overview:

PPLI provides support for teaching and learning to Foreign Language Assistants (FLAs) and their Co-operating Teachers (CTs). PPLI also offers support and information at relevant events, such as the FLA induction, to successful applicant schools and, on invitation, to the cultural institutes/embassies for their FLA-specific training.



### Main aims:

- Provide a high-quality teaching and learning experience for the students and schools who have secured the services of an FLA for the academic year
- Provide teaching and learning approaches that contribute to an engaging learning environment, such as games and role plays
- Secure the best possible learning outcomes for students, by encouraging planning for success and innovation in teaching and learning practices

### Activity:

In 2022, two information sessions were provided by PPLI, the Department of Education and the Inspectorate, to schools. Session one focused on providing further information about the scheme, while the second session focused on providing additional support to schools that had been successful in their applications.

As the year progressed, further preparations were made to welcome the 2022-23 intake of FLAs and to support their integration into school life in Ireland. In September 2022, 309 FLAs and CTs registered for the first round of in-person support sessions, at which those present looked at ideas to develop collaboration and plan for the academic year ahead. The sessions were delivered by PPLI Education Officers and Associates in 19 venues across the country over a two-week period in October 2022.

PPLI also provided support at the Department of Education FLA induction, outlining how FLAs could be assisted in their teaching and learning practices. At the request of the French embassy, support to the French language assistants was also delivered, providing an overview of the Irish education system.

Throughout 2022, PPLI supported the FLAs and CTs. All FLAs were linked with a PPLI Associate in October 2022 to support them for the duration of their participation in the scheme. The Associates supported the FLA with any teaching and learning queries. The link allows FLAs to contact a dedicated associate at any time and to receive appropriate support and guidance.

## Impact:

Overall, in 2022, PPLI was able to provide significant support for the FLA scheme, assisting teachers, FLAs and schools in their application process, preparations for arrivals of FLAs, and in contributing to the development of effective collaborative teaching and learning practices arising out of the FLA's participation in school life.

Some feedback from participants re session October 2022:

*"A lovely way to meet fellow language teachers and to connect with assistants in the area.*

*Course presented in a warm and friendly manner."*

Athlone Education Centre

*"I found it useful for both CTs and FLAs to put themselves in the other's shoes during one of the tasks, for both sides to understand the roles more and to be aware of any issues that may creep up throughout the year.*

*I find it's always better to address them before they happen!"*

Drumcondra Education Centre

*"Good to know some great practical ideas. This session was motivating for me as a FLA as well."*

Wexford Education Centre

*"Very good facilitators. Very good scenarios for both teachers and FLAs."*

Galway Education Centre

*"It was a very lovely atmosphere and enjoyable, especially after a full day of work. Thank you for the great suggestions. It was very helpful to exchange ideas and thoughts."*

Monaghan Education Centre



## Next steps

- Meeting with stakeholders to track progress of the scheme over the academic year to date (January 2023)
- Roll-out of CT-FLA support session two (January-February 2023)
- Review number of sessions and supports to ensure what is provided is sufficient
- Develop contact and potential exchange links with schools in the FLAs' home region
- Provide information session for successful schools (May 2023)



5 Reports

### Overview:

Spotlight on Schools showcases best practice of Modern Foreign Languages (MFL) departments and teachers from across Ireland. Each spotlight is laid out in a practical way to communicate and showcase examples of best practice.

### Main Aims:

- Showcase some of the great work being done in MFL education in Irish schools
- Share best practice among the MFL teacher community
- Encourage MFL teachers to learn from each other
- Encourage support for, and dissemination of, innovative teaching methodologies

### Activity:

Five different ideas were showcased in Spotlight on Schools during 2022:

#### 1. Language Exchange on Borders at Mount Carmel Secondary School, Dublin

A language exchange between Irish students and French native speakers, using debating and spoken language skills.



#### 2. Virtual Exchanges at Presentation De La Salle College Bagenalstown, Carlow

A showcase of PDLs Bagenalstown's Virtual Exchanges with schools in Cuxhaven and Kassel, Germany. Each student had a counterpart in the partner school and connected through handwritten letters. The students engaged with language and culture in a fun way, building familiarity and confidence.



#### 3. Differentiation and Inclusion in the MFL Classroom at Merlin College, Galway

A teacher at Merlin College in Galway tackled differentiation and inclusion in the MFL Classroom by creating meaningful class activities for language learners from different backgrounds: heritage and ab initio.

#### 4. A Treasure Hunt as a Whole-School, Awareness-Raising Activity at Kishoge Community College, Dublin

This gave all students in the school an opportunity to engage with the Chinese language, to showcase and reflect on their skills by participating as event organisers and facilitators.

#### 5. Let's Speak Ukrainian at Summerhill College, Sligo

A whole school approach to facilitate both linguistic and cultural discovery whilst also creating a welcoming and inclusive environment for the new Ukrainian students.



## Impact:

- Exemplars of best practice are available for teachers to support self-led CPD
- Positive feedback from the MFL teacher community and beyond

## Next Steps:

- Showcase additional Spotlight on Schools planned in 2023
- Extend the showcase to best practice in the primary context, e.g., the Primary sampler language module





54 PPLI teachers

### Overview:

In 2022, PPLI continued to provide ongoing support for teachers of the new and lesser-taught languages. Face-to-face CPD training was reintroduced, which included practical workshops to better engage with teachers. Several CPD sessions were also held online to enable maximum attendance for teachers around the country. These sessions covered topics of common challenges in delivering the various language curricula.

### Main Aims:

- Improve and maintain the quality of language provision
- Support implementation of new Leaving Certificate language specifications
- Support teachers' needs in CPD, peer collaboration and well-being
- Prepare teachers for delivering face-to-face, online and blended learning language classes

### Activity:

#### Support for new languages (Polish, Lithuanian, Portuguese, and Mandarin Chinese)

PPLI completed the first cycle of support for the new Leaving Certificate languages in 2022. Teachers employed by PPLI have developed a deep understanding of the new curriculum and have established methodologies that are appropriate for their teaching context.

#### Support for lesser-taught languages

In 2022, PPLI continued to deliver a quality CPD programme through an established framework with four phases of support. Teachers went through the four phases of support including:

1. CPD on theory and pedagogy
2. Practice and classroom observation
3. Reflection and mentoring
4. Sharing of good practice through Spotlight on Schools and Community of Practice

#### Support for online and blended learning classes

To explore alternative models of language provision, PPLI commenced the pilots of both blended learning and online provision of new languages. The first cycle of the pilot will be completed in 2023.

To better support teachers in teaching and developing the two new models, PPLI arranged both intensive CPD sessions to support with curriculum planning, and ongoing CPD and meetings to provide the pedagogy and technology assistance required by the teachers.



## Impact:

- Feedback from those PPLI have engaged with has been overwhelmingly positive with the sessions providing an opportunity for idea sharing as well as confidence building

*"It was so helpful to know the organisational structure of the classes for me as a new teacher. I now have more confidence in what approach I should use for different parts of my class. But I will ask if I have more questions."*

*"It was lovely to meet all the teachers at the CPD. I am looking forward to meeting all the people again. Thank you very much for the wonderful sessions."*

*"Thank you very much for perfectly organized meetings, useful trainings and for the opportunity to meet teachers of different languages and cultures."*

## Next Steps:

- For new teachers, continue the support for teacher implementation
- For teachers with three or more years of service, increase proportion of self-directed CPD and assist in developing expertise in designated area of interest
- Continue to encourage peer observation and engagement with training available in schools and beyond





4 TPN conferences



200 Teachers

### Overview:

PPLI works with many different stakeholders to offer support to in-service Modern Foreign Languages (MFL) teachers across Ireland. As well as offering continuing professional development (CPD), PPLI actively collaborates and engages with the MFL Teacher Professional Networks (TPNs) in Ireland.

### Main aims:

Support and enhance the provision of languages in schools by engaging with in-service teachers, and disseminating the supports and resources available from PPLI.

### Activity:

In 2022, PPLI focused on dissemination of our resources, distributing information sheets and providing informative sessions on how PPLI can support in-service teachers with regards to the teaching and learning of languages. Participation in Communities of Practice, use of the Intercultural Look at our Schools (ILAOS) website, and engagement with the resources available on our website were all encouraged to ensure in-service teachers are aware of all the support available.

### Attended and presented at

- Spanish Teachers Association (ATS) Saturday 8 October 2022
- French Teachers Association (FTA) Saturday 15 October 2022
- German Teachers Association (GDI) Saturday 12 November 2022
- Italian Teachers Association (ATI) Saturday 26 November 2022



### Next Steps:

- Continue to liaise with the TPNs and collaborate to ensure supports are adequate, relevant, and effectively used
- Continue to obtain insights on any new or ongoing challenges faced by in-service teachers with consideration for additional supports which can be developed
- Continue to disseminate resources and supports available within the MFL teaching community





French Teacher's Association (FTA)



German Teacher's Association (GDI)



Spanish Teacher's Association (ATS)





1,542 students engaged

### Overview:

In collaboration with the ADAPT All Ireland Linguistics Olympiad (AILO), a Transition Year module on linguistics was developed. The module consists of 10 topics such as sounds, writing systems, language acquisition and machine translation.

### Main aims:

- To introduce secondary school students to the study of linguistics
- To improve students' confidence and inspire students to consider the fascinating range of careers at the intersection of language, computing, and linguistics

### Activity:

The initial resources and materials were developed by ADAPT. This included co-creation workshops with three schools. The aim of this exercise was to ensure the materials were engaging and appropriate for mixed-ability groups. Students' feedback was integrated into the materials and the content was finalised. The materials were then formatted and uploaded to the PPLI website.

Each topic takes approximately two to three classes to complete (depending on whether classes are one hour or 40 minutes long).

### Each topic area contains:

- An introduction to the topic
- A short student-led task with teacher guidance
- Links into language subject classes
- Linguistics puzzle (also via AILO Online for instant results)

Information on the module was disseminated online by ADAPT and PPLI between January and May 2022. An online information session for teachers took place in May. Further dissemination was done through the PPLI website and social media as well as at events such as TPN Conferences.

### Impact:

- The project is supporting students in developing a greater understanding of linguistics
- Students and teachers can see clear links between linguistics, language awareness and their own language-learning and have increased confidence in tackling linguistics problems

*"Really easy to use, very practical for teachers - so much prep saved! Students really enjoy it."*

### Next Steps:

- Review the project at the end of the academic year 2022-2023
- Plan for further dissemination to increase the number of schools delivering the module





### 3 ITE Providers

#### Overview:

PPLI has worked on collaborating with Initial Teacher Education (ITE) providers and with students preparing to become language teachers.

#### Main aims:

- Raise awareness of the work and supports provided by PPLI amongst pre-service teachers
- Make resources and supports for best practice and Continuing Professional Development readily accessible

#### Activity:

Throughout 2022 PPLI provided guest lectures and training sessions to a range of students:

- Maynooth University, first year PME students: Overview of programs of ITE
- Dublin City University, fourth year Bachelor of Education in Language students: Languages Connect strategy and career development for language teachers
- Trinity College Dublin first year PME students: DigiTech in Language Education

#### Impact:

- Increased awareness and understanding of the specific methodologies and resources for teaching and learning
- Links established for future language teachers and forums for future collaboration shared

#### > Next Steps:

- Engage with ITE providers
- Encourage pre-service teachers to join their local Communities of Practice





Over 50 Communities of Practice



250 teachers attended

### Overview:

PPLI Communities of Practice (CoPs) are meetings of teachers who share a common interest in languages and language teaching who come together regularly to share best practice, create new knowledge, and exchange ideas.

PPLI facilitates CoPs in 18 regions in Ireland through collaboration with local Education Centers and schools.

The activities of each Community of Practice depend on the participants and are based on mutual respect and trust, which encourages a willingness to share ideas, discuss challenges, ask questions, listen to others and solve problems.



### Main aims:

- To build and establish regional communities of MFL teachers in Ireland
- To facilitate a space for MFL teachers to come together and share best practice

### Impact:

- Networking of MFL teachers leading to opportunities for sharing and collaboration
- Meaningful exchange on topics which are of interest to specific regions

### Activity:

- PPLI Education Officers and Associates facilitated in-person CoPs in 18 regions across Ireland
- Approximately three sessions were held in each region
- New CoPs dedicated to Foreign Language Assistants and ILAOS (International Look at our Schools) were established and well attended
- CoPs dedicated to #ThinkLanguages were extended to four sessions over a two-week period



### Next Steps:

Explore a hybrid model of online and in-person CoP meetings to respond to the different needs of different regions

*"I really didn't want to come tonight but I'm so glad I did. I sometimes I feel like I'm paddling my own canoe, but I've got my oomph back from and lots of new ideas to try"*

C. McCarth







15 PPLI Associates

### Overview:

PPLI Associates are registered second level language teachers from all over Ireland who support PPLI with implementation of several key actions in the Languages Connect Strategy. The Associates help build capacity in their regions and extend the reach of PPLI.

PPLI Associates facilitate MFL Communities of Practice, train language assistants at a group and individual level, act as mentors for teachers of new languages and attend events organised by PPLI.

The Associates are provided with support and CPD so that they can continue to be well equipped to support the needs of teachers.



### Main Aims:

- PPLI Associates are upskilled to support the delivery of their work and in turn support MFL teachers in their regions
- PPLI Associates champion the work of PPLI and aim to be leaders in best practice sharing their knowledge and experience at Communities of Practice, and Teacher Professional Network conferences
- PPLI Associates are also engaged with the core PPLI team to give feedback from the classroom and advice on how to best connect with schools

### Activity:

This year new members of the associate team were upskilled in mentoring teachers of new curricular languages. All associates were offered upskilling in Universal Design for Learning (UDL), and some associates engaged in online learning in the areas of Blended Learning and Content and Language Integrated Learning.

All associates facilitated Communities of Practice in their regions and delivered training for Foreign Language Assistants and Co-operating teachers.

Some associates have become leaders in different areas of PPLI work and have delivered targeted work on Content and Language Integrated Learning, #ThinkLanguages, and Blended Learning.



### Impact:

The work of the PPLI Associates extends the reach of PPLI and builds connections with MFL teachers across the country.

### > Next Steps:

- Continue to develop and expand the associate team in order to support ongoing implementation of the strategy
- Continue to develop project associate champions to aid awareness raising and upskilling in the specific project area, such as the International Look at our Schools project (ILAOS) which is a focus for 2023



2 workshops



5 Education Centres

### Overview:

In the context of developing a pedagogical manual with tutorials and exemplars of good practice, webinars and workshops were presented in collaboration with Education Centres and at the ICT in Education Conference to encourage teachers to use innovative teaching methodologies.

### Main Aims:

- Continue providing teachers with practical ideas for immediate use in the classroom
- Build on a pedagogical manual that reflects current needs and responds to requests from teachers



### Activity:

In collaboration with Education Centres and ICT in Education, face-to-face workshops and online webinars were hosted: Digi Tech sessions were structured around a demonstration of the self-assessment tool, followed by practice by teachers.

The workshops and webinars on digital tools were rolled out with a focus on one tool per session, to allow for practical engagement and learning during the session.

### Impact:

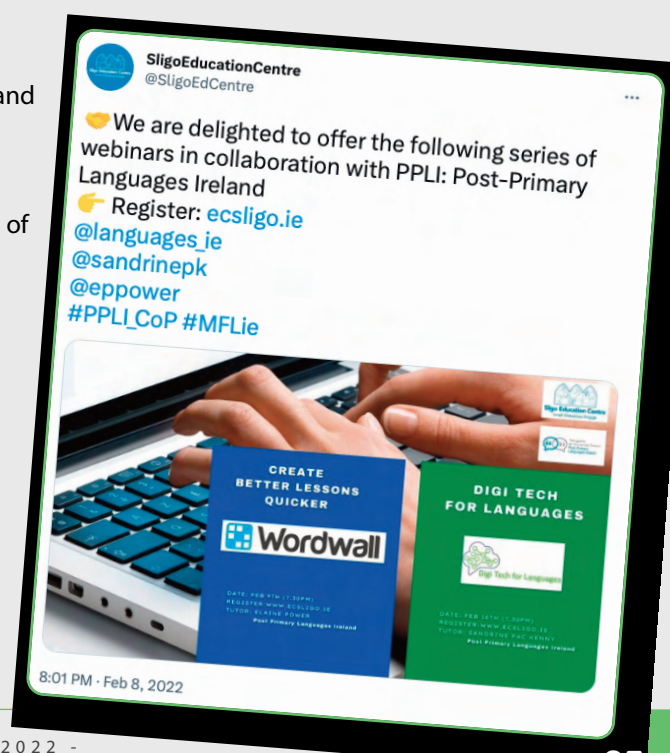
Teachers are supported in the context of their immediate needs and have the opportunity to request future workshops. The self-assessment tool, Digi Tech, provides an individualised profile of digital competence for each teacher using it and highlights areas of personal further development.

### Next steps

- Gather feedback and review Digi Tech website



Digi Tech for Languages





12 post-primary schools applied



3 Teachers placed

### Overview:

The Visiting Spanish Teacher Scheme is a venture between the Department of Education in Ireland and the Ministry of Education and Culture in Spain. The programme has been running successfully in other jurisdictions for many years and the academic year 2022-2023 is the second year the programme has been running in Ireland.

### Main Aims:

- Address the shortage of qualified Spanish teachers in Ireland
- Support the curriculum in Irish schools by filling vacant Spanish teaching positions with highly qualified Spanish educators
- Give students in Irish post-primary schools the opportunity to interact, communicate, understand, and respect people from other cultures
- Support schools with developing relationships and exchanges with the visiting teachers' schools in Spain

### Activity:

PPLI collaborated with the Department of Education and the Consejería de Educación in the selection process for teachers and schools. Schools interviewed candidates from the shortlist and appointed the candidate that matched their selection criteria. PPLI delivered an induction program to the teachers and supported them with the required paperwork. In addition, PPLI supports the visiting teachers during the academic year in their hosting schools.

The current accommodation crisis made it very challenging for teachers to secure a place to live which impacted the success of the scheme in 2022.

### Impact:

The feedback from schools has been very positive and we expect interest in the programme to continue.

### ➤ Next steps

- Continue to pilot the programme for the 2023-2024 academic year
- Carry out visits to schools to gather the views of school management teams and visiting teachers participating in the programme.





21 school exchanges



9 new schools

### Overview:

The Funding for School Exchanges Scheme first became available in 2018. Funding of €5,000 per year was made available for three years to support and incentivise schools to establish new exchanges and increase the numbers participating in existing exchanges.

### Main Aims:

- Incentivise and establish new school exchanges
- Support schools with existing exchanges to increase participation in these exchanges
- Support and sustain continued exchange programmes with partner schools in the target languages
- Ensure that best practice is showcased to encourage more uptake of school exchanges in further schools

### Activity:

Nine new schools were allocated funding in 2022. Exchanges have been arranged by these schools to Bavaria, Japan, Corsica, North Rhine-Westphalia, Bourgogne-Franche-Comté, Madrid, Emilia-Romagna, Hesse and Pas-de-Calais. Teachers were able to start planning exchanges again in the first half of 2022, following disruptions caused by the pandemic.



## Impact:

Students who were involved in an exchange experienced life abroad in another school education system with a host family. They made new friends and have an exchange partner that they can talk to if they need help with the language. Hosting their partner student allowed them to demonstrate and be proud of their own culture and to see parts of their own country that they may not have visited. Exchanges present a unique opportunity to experience the subject and improve their language skills.

## Next steps

- Continue funding to support schools and increase numbers of students going abroad
- Plan workshops on how to run an exchange in 2023 including at the Languages Connect Summit





30 teachers upskilled



72 resources



Over 600 students are engaging

### Overview:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the teaching and learning of both subject content and language.

PPLI's CLIL pilot project aims to continue the development, and awareness raising, of CLIL provision and practice in MFL classrooms in Ireland.

CPD is designed and delivered for in-service teachers and provides a ready-made CLIL module on Fair Trade, with cross-curricular links to Geography and Maths, in French, Spanish, German, and Italian. The CLIL resources developed include Teacher Support Documents, Student Worksheets, and PowerPoint presentations which can be delivered by MFL teachers with little specialist content knowledge as a result of the step-by-step supports.

### Main Aims:

- Explore the potential of CLIL, with a view to extending its use in post-primary schools
- Introduce CLIL to in-service teachers and provide them with CLIL resources alongside CPD on CLIL theory
- Upskill teachers on CLIL resource development
- Create micro-networks of CLIL practitioners in Ireland who can connect and share CLIL resources
- The project seeks to create a sustainable model of CPD which can be developed and expanded through engagement and collaboration with CLIL experts.

### Activity:

In-service MFL teachers were recruited to participate in the second tranche of Cycle 1 of the CLIL CPD. Due to over-subscription, a selection criterion was used to select 18 participants to take part in both online and face-to-face sessions. During the face-to-face session teachers took part in focus groups to facilitate research with Dr. Céline Healy (Maynooth University), engaged in CLIL theory, and were trained on implementing PPLI CLIL resources in the classroom. All teachers were provided with materials in their target language subject and were given further materials (a class set of maps, posters etc.) to further enhance the cross-curricular links with the CLIL content.

Participants from the previous CLIL CPD tranche were invited to continue with the project in Cycle 2 which focused on CLIL lesson planning and resource building. Engaging with PPLI and Kevin Schuck (coordinator of the ECML CLIL and Beyond Pluriliteracies training and consultancy team), participants co-constructed templates to enhance their current practice to design CLIL based lessons. Participants worked individually and in groups to create their own resources.





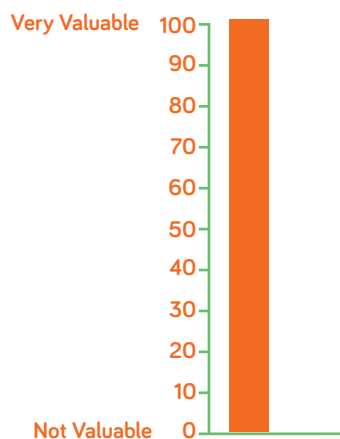
In addition to the CPD, Information sheets were developed for school Senior Management Teams to disseminate at SMT conferences. The PPLI CLIL webpage was also enhanced to house CLIL resources and pilot project information.

### Impact:

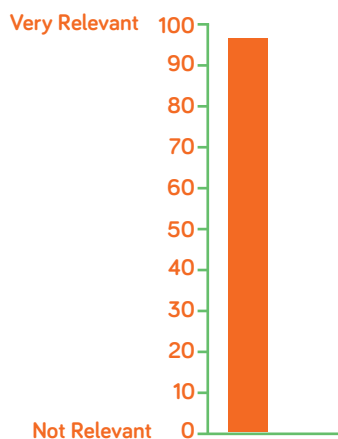
- One whole school MFL department completed the training to provide a full CLIL approach next year for TY students
- Ongoing research on the pilot project notes the increased motivation of learners while barriers to the implementation of CLIL in Ireland have also been identified
- A submission from PPLI has been accepted to the international CLIL conference, **CLIL 2023: Sustainability, Pedagogy and Social Justice** and will be presented in Sheffield University in June 2023



How valuable did you find the CLIL CPD?

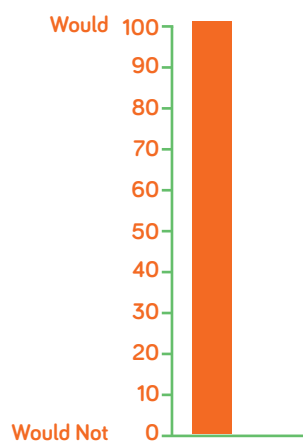


How relevant was the CPD to you as a language teacher?

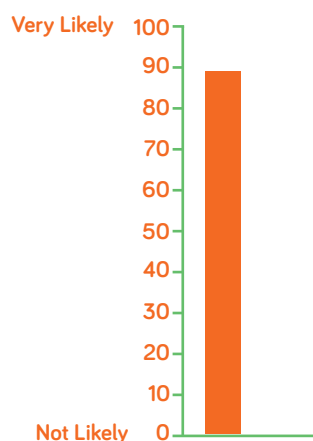


*"I am really enjoying teaching this and the students appear to be really enjoying the lessons and are speaking much more. For Transition year where generally motivation is difficult I feel that they are more interested than ever at this stage of the year."*

Would you recommend this CPD to other MFL teachers?



How likely are you to share information learned with MFL Colleagues?



*"Honestly it has been the best CPD that I have attended in years."*

*"I have even started to apply what I have learned in ways into my Senior Cycle French class when I can."*

## Next steps

- Continue with both tranches of CLIL CPD participants whilst recruiting for a new cohort next year
- Establish micro-networks of CLIL practitioners in Ireland who can connect and share CLIL resources

## Goal 1 - Moving Forward

The possibility of expanding Initial Teacher Education programmes to include more provision of Spanish and provision for the lesser taught and new curricular languages needs to be explored, and in the context of the teacher supply crisis it would be useful to explore the provision of access to teacher education programmes for native speakers of curricular languages.

There is good participation by teachers in Communities of Practice but local networks of MFL teachers need consolidation and more teachers need to be engaged in each region. Moving forward, collaboration with stakeholders needs to reinforce the importance and value of local networks for teachers' professional development and mechanisms for ensuring that these networks become self-sustaining should be explored.

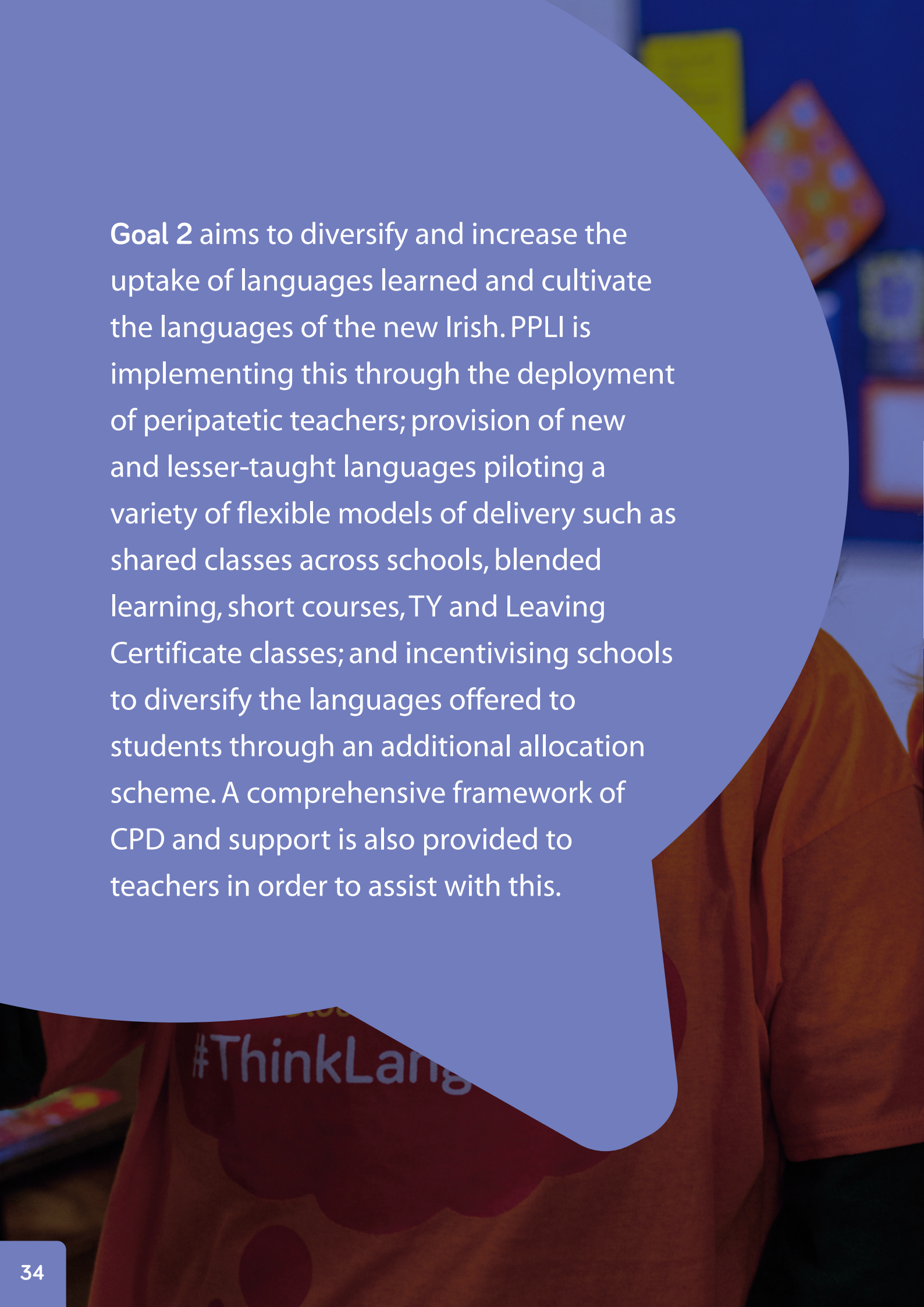
Schools should continue to be incentivised to participate in school exchanges but additional means of encouraging schools and teachers to engage in school exchanges need to be created. In this context it would be worthwhile investigating the possibility of recognition of study abroad as part of Leaving Certificate reform and exploring ways to overcome barriers such as differences in systems and processes in Ireland with those of other jurisdictions e.g. in relation to garda vetting.

Mechanisms for introducing CLIL in earlier years need to be introduced and consideration given to incorporating it with the introduction of foreign languages in the primary curriculum.

Collaboration with stakeholders needs to continue and increase in order to share and disseminate good practice and the inaugural Languages Connect Summit in October 2023 will be an excellent opportunity for showcasing work completed and understanding areas for further development.







Goal 2 aims to diversify and increase the uptake of languages learned and cultivate the languages of the new Irish. PPLI is implementing this through the deployment of peripatetic teachers; provision of new and lesser-taught languages piloting a variety of flexible models of delivery such as shared classes across schools, blended learning, short courses, TY and Leaving Certificate classes; and incentivising schools to diversify the languages offered to students through an additional allocation scheme. A comprehensive framework of CPD and support is also provided to teachers in order to assist with this.





# GOAL 2

**DIVERSIFY AND INCREASE THE UPTAKE OF  
LANGUAGES LEARNED AND CULTIVATE THE  
LANGUAGES OF THE NEW IRISH**



5 applications



approved

### Overview:

The Modern Foreign Language (MFL) Teacher Upskilling Scheme provides an opportunity for MFL teachers to upskill in a language they are qualified in but not currently teaching (or not teaching to full capacity). The teachers can choose to upskill through a course either in Ireland or abroad.

### Main Aims:

- Activate the existing qualified capacity in schools by upskilling teachers
- Enable the introduction of a new language in the school or expand the language by starting a new group or level

### Activity:

The scheme has been running since 2018. In total 78 teachers have been approved for funding since then. French and Spanish have been the most popular languages for upskilling courses. The scheme has been somewhat affected by the pandemic due to restrictions on travel. The scheme is open to applications on an on-going basis. PPLI advises and supports eligible teachers to help them identify and choose courses.

### Impact:

- Teachers who have availed of an upskilling course have rated gaining confidence as the most valued outcome
- The benefits for the school range from being able to introduce a new language to the school to developing more teaching capacity



### > Next Steps:

Continue to operate the scheme in 2023

*'The course was fully online due to Covid which logistically really suited me not having to travel at all.'*

*'I was asked to teach Spanish this year. I had not taught it for over 20 years so the course was invaluable to me in order to regain confidence in Spanish. My school was delighted too to have an existing member of staff who is qualified to teach Spanish.'*

---

 15 applicants     8 approved

---

### Overview:

Some teachers have credits in a target language but cannot register for that target language with the Teaching Council because there is a shortfall in the criteria needed for registration. The Teaching Council Criteria Shortfall Funding Scheme aims to address this shortfall.

### Main Aims:

- To bring teachers who are close to being able to register to teach a language with the Teaching Council to a point where they fulfill the registration criteria
- Increase the number of qualified language teachers available

### Activity:

PPLI provides funding for courses to enable teachers to gain up to 15 credits to make up a shortfall and register as a teacher of the language with the Teaching Council. The funding is in the form of reimbursement once the teacher has achieved Teaching Council registration for the target language. The scheme is open to applications on an on-going basis. PPLI advises and supports eligible teachers to help them identify and choose courses.

### Impact:

- Two teachers have achieved registration since the scheme opened in 2021. This increases teacher availability and capacity in the system as teachers get registered
- Feedback from teachers has been positive, especially teachers noting they have gained confidence

### Next Steps:

Continue to operate the scheme in 2023





12 Schools



40 classes of students in total

### Overview:

This framework involves additional allocation of hours for post-primary schools introducing lesser-taught and new foreign languages. For the academic year 2022/23 the additional allocation continues to include the new Leaving Certificate curricular languages; Lithuanian, Mandarin Chinese, Polish, and Portuguese. It also includes hours for Italian, Japanese, and Russian - new and lesser taught languages that have fully registered post-primary teachers available.

### Main Aims:

- To increase the number of students studying foreign languages in schools and diversify the range of languages taught at post-primary level
- To enable schools to take ownership of new language subjects which supports development of long-term sustainability

### Activity:

In 2022, twelve schools were allocated additional hours for new and lesser-taught language teachers. These include five schools for Italian, four for Japanese, and one school for each of Polish, Russian and Chinese. A total of forty classes of students were involved nationwide.

Over the course of the school year, all schools involved were visited by PPLI Education Officers. Principals and teachers discussed their needs and plans in the context of building sustainability and taking full ownership of the provision.

### Impact:

- Two new schools employed a teacher for one of these languages for the first time: one introduced Italian and one Chinese
- In the schools already availing of additional allocation, the offer has been expanded to more classes and year groups



### Next Steps:

- Further promote the opportunities under Circular 0006/2020
- Continue targeted support for schools
- Facilitate additional allocation for more schools in the next academic year





6 schools



46 Senior Cycle students



2 Polish teachers

### Overview:

PPLI together with Cavan Monaghan Education and Training Board (CMETB) and H2 Learning have implemented a full Leaving Certificate Polish Blended Learning course in four CMETB schools.

### Main Aims:

- Provide Polish, one of the new curricular subjects for Leaving Certificate, to students in their school via a blended model
- Equity of provision - giving access to a subject that students would not otherwise have
- Prepare scaffolding for the blended learning courses that is effective, inclusive, and engaging
- Motivate young people to enhance their development of a range of competences

### Activity:

Building on the successful Polish taster class launched by PPLI, a full senior cycle course was implemented from September 2021 in the four CMETB schools for Polish students. The course is designed for 180 hours over 2 years. Classes include a combination of online, self-directed, and face-to-face in participating schools.

In 2022, PPLI recruited an additional Polish teacher as the numbers of schools and students increased. Six schools and 46 students are currently involved in the project, an increase from four schools and 17 students in 2021.

A video showcasing the blended learning model was launched in March at the Garage Theatre in Monaghan. It was attended by students, teachers, school principals, CMETB management, local councillors, Minister for Rural and Community Development Heather Humphreys TD. The Polish embassy was also represented by General Consul Grzegorz Sala.

### Impact:

- 46 students accessed a blended learning course for the first time
- Online delivery has made aspects of student learning sessions more accessible; lectures being recorded, content available online meaning students can access their learning from any location
- PPLI acquired expertise and experience in relation to blended learning methodologies which will inform the development of blended learning courses for other languages in the future
- A change in perception of digital education as an integral part of education and training

Student,

Aleksandra, stated

*"every Polish student should have a chance to do their heritage language for Leaving Certificate and this programme allows you to do these classes in school."*

Fergal Boyle,  
Principal Coláiste Dún an Rí.  
*"It has given Polish Students a very  
suitable subject to work and excel in.  
In terms of wider general skills in  
the working world it will be  
hugely advantageous to  
these students."*



Minister Foley said:  
*"This is a very significant announcement  
for this cohort of students in Cavan and Monaghan  
who will be the first group to engage with this new  
blended course. It is our goal that this will become available to  
students in more schools and that this would enable  
significant numbers of migrant Polish speakers to  
maintain literacy in their home language. I would like  
to recognise the work of Post-Primary Languages  
Ireland and CMETB in bringing this programme  
to fruition and I look forward to seeing the  
benefits it brings to our students."*

Department of Education  
Press Release, 7 March 2022

## Next Steps:

- Continue to improve the project based on feedback from the students, e-mentors and schools
- Work closely with schools to promote this project at different events and to other stakeholders such as Education and Training Boards, Educate Together, etc
- Consider delivering new blended learning projects for different languages with different partners



 408 Students  7 Schools

## Overview:

Korean is a popular TY module, offered in seven schools in Dublin and Wicklow. PPLI supports Korean teachers with CPD, training and mentoring sessions. PPLI also works with the Korean Embassy to promote the Korean language and culture education in post-primary schools and beyond.

## Main Aims:

- Give post-primary schools access to TY Korean module
- Provide students with an opportunity to learn about Korean language and culture both in the target language environment and around themselves
- Raise awareness of Korean language and culture in the school and local community

## Activity:

In 2022, a PPLI Korean teacher delivered a number of workshops about Korean traditional and modern fashion (e.g., Hanbok and modern clothing), calligraphy and artwork (e.g., mask for traditional dancing, paper Hanbok and lantern), food culture (e.g., Korean cuisine and making) and invited guest speakers (e.g., Korean ambassador, Irish veteran of Korean War) to enrich the TY Korean module.

## Impact:

Student comments:

- 'What I found most interesting was learning about the Korean language and how to write it'
- 'Best module and learning Hangeul (Korean alphabet) together with cultural history is interesting'

## Next Steps:

- Continue Korean TY modules in 2023





2 schools funded



115 students



1 Saturday Class



1 teacher

### Overview:

PPLI supports Romanian language classes to enhance the provision in schools and to encourage more students to maintain their mother tongue.

### Main Aims:

- Support provision of Romanian language classes in post-primary schools where there is a significant Romanian student base
- Provide wider access to Romanian through the provision of Romanian Leaving Certificate Saturday classes

### Activity:

Funding was provided to two post-primary schools enabling them to acquire materials and organise Romanian language classes for 68 Senior Cycle student. These classes supported the students in their preparation for the non-curricular Romanian Leaving Certificate exam. The PPLI-run Romanian Leaving Certificate Saturday class in Dublin was attended by over 47 students in 2022.

### Impact:

- Providing Romanian classes in school encourages more students to maintain their home language and to sit the Romanian Leaving Certificate exam. While Romanian is a non-curricular subject, the number of students attending Romanian Saturday classes increases each year
- The number of students who sat the Romanian Leaving Certificate exam has increased by over 40% from 237 in 2020 to 337 in 2022
- Students have gained a wider understanding of their native culture and traditions through the improvement of their Romanian language skills

### ➤ Next Steps:

- Continue existing funding support for schools in 2023
- Investigate increasing capacity of the Romanian Leaving Certificate Saturday class, due to demand
- Consider offering Romanian online classes in co-operation with the Romanian Embassy and Romanian community





6 online sessions



263 attendees

### Overview:

Four new languages - Polish, Portuguese, Lithuanian and Mandarin Chinese - were added to the Leaving Certificate curriculum in 2020, and the first cohort of students sat the Leaving Certificate exam in 2022. To better communicate with, and provide support for the students and their parents, PPLI hosted regular information sessions to introduce the new language specifications and made plans to develop resources for the wider community of parents to sustain their home language.

### Main Aims:

- Raise awareness among parents and students about the information and support provided by PPLI and other relevant agencies
- Support parents of existing and potential students of the new curricular languages
- Inform and engage with stakeholders in relation to key information and developments in the new specifications
- Develop resources to help sustain the curricular languages in a home setting

### Activity:

In 2022, PPLI hosted six online information sessions for parents and students of the new curricular languages. The sessions introduced the relevant support services for parents and students, explained the curriculum specification and supporting documents, provided information on the state examination and advised on ways of studying the subject in school and at home.

PPLI engaged extensively with the local community, social media and relevant embassies to ensure that relevant parents and students were made aware of the information sessions.

PPLI compiled frequently asked questions lists for the four languages (available on [languagesconnect.ie](https://languagesconnect.ie)) to support parents who missed the information sessions and to inform the wider audience.

Through the information sessions, PPLI also conducted research to investigate the needs of parents and developed a set of language mats to help parents to sustain or further develop their native language with their children at home.

### Impact:

- Provided timely support for parents of senior cycle students and valuable insights to enable younger students to plan for the future
- Informed stakeholders about the context, delivery and examination of the new Leaving Certificate languages
- Increased collaboration between PPLI, embassies and communities

**Why keep the home language?**  
Keeping the home language has many benefits. Development of the home language will support and promote...

**A Sense of Identity**  
Family Togetherness through shared goals and interests  
Strong Communication Skills  
Cultural Awareness  
Positive Mental Health and a Sense of Wellbeing  
Cognitive Skills Development  
Educational Achievement

**Using the mat...**  
Remember that immersion in the language helps to foster a willingness to learn and establishes good habits with the language from the outset.  
Using the home language often is more important than trying to always use the language perfectly.  
Use the mat as a support and guide – not everything on the mat must be memorised.  
The mat is a visual reminder to use the home language often. It can be printed and displayed somewhere in the home that is easily visible – this might be on the fridge, at the child's desk, in the play area etc.

**Say 'Yes' to Chinese at home**

You could...  
Use it as a placeholder in the family talks.  
Use the mat as a stimulus when playing with your child and event create ways to use the language/Chinese together.  
Create a fun planner for the whole family to encourage family members to use different languages at different times or for different tasks.  
Set small, manageable goals when learning the home language and use lots of positive reinforcement to build confidence and make the process fun.  
Laminate multiple copies of the mat and share them with family members.

How can I ensure that the whole family understands the importance of keeping the home language?  
Explain how learning the home language will benefit the whole family.  
Reassure family members that multilingualism is possible and has many advantages.  
Ensure that all family members are included from the very beginning of the process.  
Encourage meaningful communication between the child and other family members in the home language.  
Introduce family members to the language at the same time as the child to develop a sense of unity.  
Make learning the home language a fun and enjoyable experience for the whole family!

What can I do if my child seems disinterested?  
Most importantly, don't give up!  
Keep your responses short and clear if your child appears to be confused.  
Encourage your child to respond with phrases rather than single words where possible.  
Model enthusiasm for the home language when they use it and encourage further participation by asking them more about what they say.  
Connect with other families who speak the home language or join a community/group who speak the language together.

For more information on support for parents, scan the QR code or visit [languageconnect.ie](https://languageconnect.ie)

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**Say 'Yes' to Lithuanian at home**

You could...  
Use it as a placeholder in the family talks.  
Use the mat as a stimulus when playing with your child and event create ways to use the language/Lithuanian together.  
Create a fun planner for the whole family to encourage family members to use different languages at different times or for different tasks.  
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**Say 'Yes' to Polish at home**

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Use it as a placeholder in the family talks.  
Use the mat as a stimulus when playing with your child and event create ways to use the language/Polish together.  
Create a fun planner for the whole family to encourage family members to use different languages at different times or for different tasks.  
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**Say 'Yes' to Portuguese at home**

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Use it as a placeholder in the family talks.  
Use the mat as a stimulus when playing with your child and event create ways to use the language/Portuguese together.  
Create a fun planner for the whole family to encourage family members to use different languages at different times or for different tasks.  
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languageconnect.ie

### Quotes from parents

*'Thank you so much for organising the session, and particularly for delivering the session in our native language. We are new to the country so really appreciate such important and valuable information was given to us very clearly.'*

*'Thank you for such a comprehensive explanation of the curriculum document. It makes so much more sense to us now. It is very very helpful!'*

*'A very valuable meeting. Thank you very much! Especially for encouraging children to choose the Polish language.'*

*'I wanted to thank you very much for the meeting. It was really very valuable two hours! My children are only in primary school now, so I had a lot of questions, both as a teacher and as a parent, so thank you very much for all the explanations, comments and valuable insights.'*

### Next Steps:

- Continue to organise regular information sessions in 2023
- Extend the sessions to include more curricular languages supported by PPLI
- Continue to improve engagement with parents of students without existing competence in the language
- Continue to identify the needs of parents, to source or create resources and support accordingly

 1,890 students  25 schools  7 Saturday Classes  6 teachers

### Overview:

The development of Chinese learning opportunities in Ireland requires the collaboration and efforts of all educators and stakeholders in the field. For PPLI, 2022 was another year of establishing new links and reconnecting with others. As a result of collaboration, PPLI has successfully moved forward a number of developments in relation to the implementation of the subject, the initial and continuous development of Chinese teachers and the support for schools and students.

### Main Aims:

- Ensure the quality of Chinese language provision in schools
- Provide CPD and professional support for in-service teachers and teacher trainees
- Progress the establishment of Initial Teacher Education programmes to qualify Chinese teachers
- Support students and parents in relation to queries and resources relating to the Chinese curriculum
- Engage with Chinese language educators and researchers at all levels

### Activity:

#### Chinese language provision

During 2022, PPLI Chinese teachers delivered a range of Chinese language and culture programmes to 293 students in Junior Cycle, 1,487 students in Transition Year and 110 Leaving Certificate students in schools and Saturday classes. The pilot for an online Leaving Certificate Chinese course has been successful. The experiences and knowledge accumulated will be reviewed and applied to the rollout of more languages in autumn 2023.

#### Support for Chinese teachers

PPLI employed six peripatetic teachers to support the implementation of the Chinese programmes in schools. A support system was put in place with CPD sessions, school visits, classroom observation and reflection, mentoring sessions and regular meetings to ensure the quality of provision as well as the well-being of teachers.

The Chinese teacher community group on Facebook has increased its membership to 109 teachers, researchers and teacher candidates in Ireland. PPLI has been managing the group, dealing with queries from teachers and providing updates on key information in the areas of curriculum, examinations and professional development.

#### Engagement with stakeholders

PPLI conducted research and compiled four reports in relation to the needs, rationale, prospects and a proposal for establishing initial teacher education to qualify post-primary Chinese teachers in Ireland. The results of these reports were communicated with key stakeholders to inform the next stage of development.



PPLI has also worked with post-primary schools, cultural institutes and Asian studies in higher education to increase communication and collaboration between second and third level educators. In the past year, PPLI organised a language specific Community of Practice for teachers in public and complementary schools. PPLI was also invited to give talks and presentations on Chinese and foreign language study, relevant language and education strategies, pedagogy and technology in language education to students in schools, visiting teachers in cultural institutes and teacher trainees in Irish universities.

### Impact:

- 1,890 students benefited from the various Chinese programmes provided by PPLI
- One teacher moved from the peripatetic model to full-time employment in a school through the additional allocation scheme
- Continued community engagement with Chinese teachers and educators at all levels in Ireland
- Five training sessions delivered in three higher education institutions

### Next Steps:

- Review the pilot of the Saturday online Chinese course before beginning the first official term and roll-out to more languages
- Continue to collaborate on establishing Initial Teacher Education for post-primary Chinese teachers in Ireland
- Increase awareness of the primary language sampler module and improve the participation of Chinese teachers
- Continue support for parents of heritage learners and increase the support for parents of non-heritage Chinese learners





110 PPLI students sat first Leaving Certificate Mandarin Chinese exam in 2022

### Overview:

The 2022 Leaving Certificate exam marked the completion of the first cycle of implementation for Mandarin Chinese as one of the four new languages introduced in 2020. PPLI Teachers brought 19 students from schools and another 91 from the Saturday classes to sit the Leaving Certificate Chinese exam for the first time.

### Main Aims:

- Support the establishment and further development of the Leaving Certificate Chinese curriculum in schools
- Increase access to the Chinese language and uptake in Senior Cycle

### Activity:

A small cohort of schools have been providing Leaving Certificate Chinese courses, which were mostly built up from the successful experiences of embedding Junior Cycle and Transition Year Chinese programmes.

With a full cycle of a two-year support system completed, the PPLI Chinese teachers have progressed significantly and gained expertise in the teaching, learning and assessment in the context of Leaving Certificate Chinese provision.

The curriculum delivered by PPLI teachers was gradually developed to fully reflect the curriculum specification and beyond. In the past year, more extensive community engagements were seen among Leaving Certificate programmes in schools to provide concrete and meaningful opportunities for students to acquire and use the language.

In order to support students who do not have access to the curriculum in their own schools, PPLI continued to offer Saturday classes in Dublin and Cork, and the online Saturday class will finish the pilot in Spring 2023.

### Impact:

- 110 students taught by PPLI teachers sat Leaving Certificate Chinese. This accounts for about 40% of the Leaving Certificate Chinese exam candidates based on State Examinations Commission Statistics
- Excellent results achieved by students and also a changed perception in relation to the language and the curriculum – most students found the course to be less daunting and more enjoyable than they had imagined prior to joining the class

#### Student comments:

*'Nice classmates, nice teacher and nice teaching style.'*

*'It is great to be able to relate with people and surroundings, environment that is presented.'*

*'The teacher answers any questions I have about Chinese.'*

*There is also a competitive rivalry between friends about getting better at Chinese. It is a way for me to learn Chinese.'*

*'I like doing research about Chinese culture on my own and as part of a team.'*

#### Media Coverage:

## IT THE IRISH TIMES

### Leaving Cert students sit first ever Chinese exam: 'It's definitely easier than Irish'

About 290 students sat the Mandarin Chinese paper on Monday

Expand



Students Ellie McLoughlin, Masem Ali and Jake Murray-McGuirk at Kishoge Community College in Dublin who sat the first Mandarin Chinese Leaving Cert higher level exam. Photograph: Nick Bradshaw

Carl O'Brien

Mon Jun 20 2022 - 18:39

## THE IRISH TIMES

Kishoge Community College's principal Niall Hare said he was delighted that the school has had the opportunity to broaden students' horizons.

"We feel it really benefits students to have the chance to learn a big, global language. I think we were one of the first schools to provide it as a fully integrated subject in the curriculum when we opened in 2014," he said.

"There has been interest in it all the way along . . . some of our students went to China on scholarships and are now studying Chinese at university."

## Independent.ie

### Leaving Cert: It's 'jia you', as 300 students make history by sitting first exam in Mandarin

'Fair yet challenging' paper as pupils enjoy opportunity to study 'subject that was different from anything else'



Students Aoife Liu and Diyora Sidikova at Our Lady's Grove Secondary School, Goatstown, with the Mandarin Chinese paper. Photo: Gerry Mooney



Katherine Donnelly

June 21 2022 02:30 AM



## Independent.ie News Opinion Business Sport Life Style En

Up to 300 Leaving Cert students made history yesterday as they sat the first ever State exam in Mandarin Chinese.

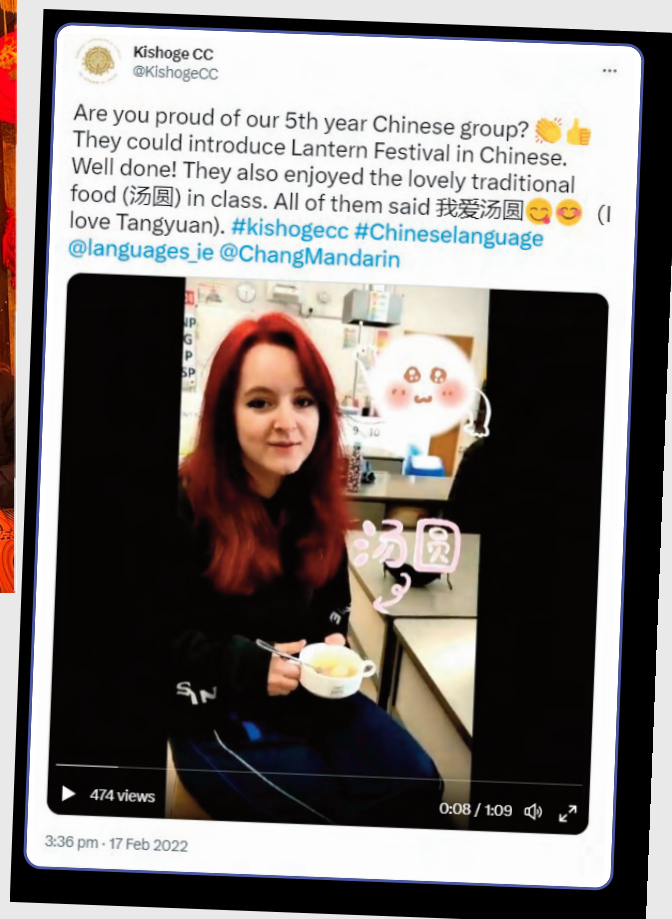
In one Dublin school, candidates entered the exam hall with a motivating "jia you" ringing in their ears. It is a popular Chinese expression of encouragement, which translates literally as "add oil" and it was teacher Niamh McNally's way of cheering on her students to do their best.

The five Mandarin Chinese candidates at Our Lady's Grove, Goatstown, came out of the exam happy.

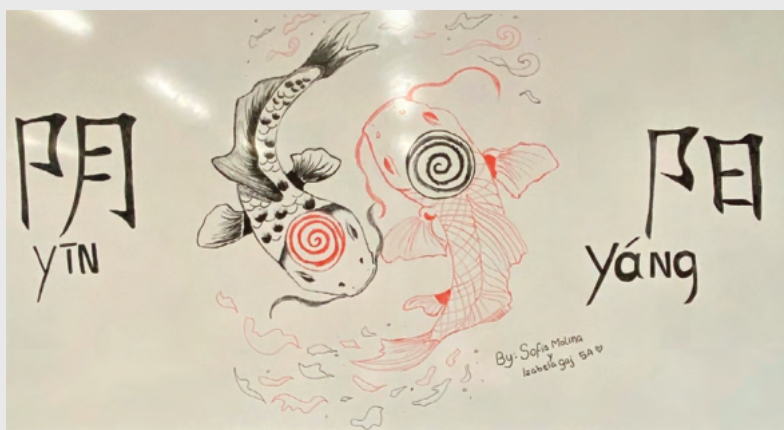
Ms McNally, whose own study of Chinese started at Maynooth University when she took it as a module for her arts degree, said she "really liked" the inaugural Leaving Cert exam.

"I thought it was very fair, yet challenging. There were very good options, with good opportunities for students to get marks and great opportunities to be challenged," she said.





Food wall from pupils at Our Lady's Grove



### Next Steps:

- Recruit and train new teachers based on demand from schools
- Review the needs of teachers upon completion of the first cycle of curriculum support
- Incentivise teachers to take more initiative in developing expertise in various areas of teaching and learning
- Continue to encourage schools to establish Leaving Certificate Chinese on the basis of successful introduction and implementation of Chinese in Junior Cycle and Transition Year





1,487 students



24 schools

### Overview:

In 2022, PPLI supported 35 TY Chinese modules by allocating peripatetic teachers to 24 schools. The support helped 1,487 students to access and engage with a different language and culture and provided a first step for some to pursue Chinese language and culture education for Leaving Certificate and beyond.

### Main Aims:

- Provide opportunity for schools to introduce Chinese
- Integrate the new Chinese teachers into the school system
- Improve the quality of Transition Year Chinese curriculum provision in schools
- Increase the uptake of Leaving Certificate Chinese

### Activity:

The TY Chinese module delivered by PPLI teachers focused on all aspects of language learning, teaching culture through the language as well as raising students' plurilingual and pluricultural awareness.

PPLI worked with schools to acknowledge their diverse needs and to provide a range of year-long rotating TY Chinese modules for the purposes of

- Continuing Junior Cycle full course or short courses
- Establishing a foundation for Leaving Certificate courses
- Introducing Chinese for the first time as a new language on the curriculum
- Broadening the language provision in schools
- Improving the inclusion of heritage students

### Impact:

- 1,487 TY students have learned about Chinese language and culture
- Positive feedback from schools and students
- Awareness raising of Chinese language and culture in and beyond the school community



Coláiste Choilm



Coláiste Íosagáin



Salesian College



Gaelcholáiste Charrraig Uí Leighin



Maynooth Education Campus



### Student comments:

*'I like the nice atmosphere, everything is very clearly explained and activities are interesting.'*

*'The teacher made the classes very fun.'*

*'The teacher is so nice and supportive. Everyone is comfortable with each other.'*

*'All classes are very interactive and engaging.'*

*'We did Chinese whisper, IN CHINESE! At the end of the day, we had to translate it but we learned how to give directions to each other in Chinese!'*



### Next Steps:

- Continue the support for teacher CPD and schools which offer the TY Chinese module
- Encourage more Chinese teachers in community schools and cultural institutes to engage with the Languages Connect TY events (e.g., #ThinkLanguages)





25 schools



2,042 students



2 Saturday Classes



18 teachers

## Overview:

PPLI provides Japanese language classes in post-primary schools and in addition offers Japanese Leaving Certificate Saturday classes in Dublin and Cork. PPLI employs 18 Japanese teachers. Classes include Junior Cycle short courses, TY language modules and Leaving Certificate courses. Japanese is a curricular language which offers students an opportunity to learn an Asian language in their own school.

## Main Aims:

- Provide Japanese language classes for students in mainstream post-primary schools
- Provide an opportunity for students to access a Leaving Certificate language subject not available in their school through the provision of Leaving Certificate Saturday classes in Dublin and Cork
- Give students an opportunity to access a lesser-taught language not available in most schools

## Activity:

PPLI works with schools to introduce and expand Japanese language classes. PPLI's Japanese Language Advisor provides CPD and support to the Japanese teachers. Some PPLI Japanese teachers have been able to bring their students on trips to Japan, a deeply enriching experience for the students. Several PPLI teachers introduced fun Japanese activities such as cooking classes, Japanese dancing classes or origami which are very popular with students.

Junior Cycle Japanese classes were introduced by PPLI three years ago and have been running in three schools with a total of 275 students taking part. 1,770 students are learning about Japanese language and culture modules. In 2022, two new schools joined the programme in Dublin and Roscommon.

Japanese Leaving Certificate school and student numbers have remained steady. 344 students are taking part in Japanese Leaving Certificate classes in post-primary schools and 91 students in 5th and 6th year access PPLI Saturday Japanese classes in Dublin and Cork.







### Impact:

#### Student comments:

*"I like our Japanese classes because they are always exciting and fun. There is always a positive atmosphere in the classroom and the material that we are studying is taught at a good pace that gives us something new every class but also gives us enough time to learn it."*

*"Japanese is very different from the languages I know or learned (English, Croatian, and Spanish) because it has its own alphabet and rules that are completely unique compared to the others. It is a fun and dynamic language, allowing for lots of expression in both writing and speaking".*

#### Next Steps:

- Continue Japanese language classes in 2023
- Recruit and train new teachers and Foreign Language Assistants
- Continue to deliver CPD support to all teachers



3 teachers



6 TY classes



345 students

### Overview:

PPLI supports the provision of Portuguese Language through Transition Year and Online Leaving Certificate classes.

### Main Aims:

Leaving Certificate Classes are one of the variety of options for introducing lesser taught languages which are being piloted. Students sitting their Leaving Certificate in 2023 will be the first cohort to have completed this course.

### Activity:

The Leaving Certificate Online classes are in their second year, and we have seen an increase of 75% in the number of students registered. Numbers will continue to rise in the coming years with further dissemination.

These classes allow students to access the Leaving Certificate Portuguese course regardless of where they are living and what school they attend.

PPLI work in collaboration with H2 Learning to implement this course. PPLI also liaise with the relevant embassies to promote and disseminate the opportunities for the teaching and learning of Portuguese.

35 Students from 27 different schools enrolled in online Leaving Certificate classes.

### Impact:

*'Amazing teachers that take time to chase up and help students in every way possible 10/10 really enjoyed the past 2 years.'*



### Next Steps:

- Continue to expand the online Portuguese classes
- Continue to support TY Portuguese classes



8 schools



598 students



3 Saturday Classes



7 Teachers

## Overview:

PPLI provides Russian language classes in post-primary schools at Junior and Senior Cycle, and offers Russian Leaving Certificate Saturday classes in Dublin, Cork, and Limerick.

## Main Aims:

- Provide Russian language classes for students in mainstream post-primary schools
- Provide an opportunity for students, most of whom are heritage speakers to access the language as a Leaving Certificate subject through the delivery of Russian Leaving Certificate Saturday classes

## Activity:

PPLI works with schools to support the introduction and expansion of Russian language classes. PPLI employs seven Russian teachers who teach at Junior and Senior Cycle. PPLI's team of Education Officers provides CPD and support to the teachers. Classes include Junior Cycle short course classes, TY language modules and Leaving Certificate courses. Russian language classes were delivered by PPLI in eight schools nationwide to a total of 598 students in 2022.



In 2022, 440 students attended Russian TY classes to learn about Russian language and culture.

79 students took part in Russian Leaving Certificate classes, the majority of whom (72) attended Saturday classes.

## Impact:

- 419 students sat the Leaving Certificate Russian exam in 2022, with many students achieving excellent results
- Students are supported in their well-being and maintenance of their heritage language

## Next Steps:

- Continue Russian language classes in 2023





5 schools



395 students



2 teachers

### Overview:

Lithuanian became a curricular Leaving Certificate subject in 2020, with the first cohort of students sitting the new exam in June 2022. PPLI provides Lithuanian language classes in post-primary schools at Junior and Senior Cycle and offers Lithuanian Leaving Certificate Saturday classes in Dublin.

### Main Aims:

- Provide Lithuanian language classes for students in mainstream post-primary schools
- Provide an opportunity for students, most of whom are heritage speakers to access the language as a Leaving Certificate subject through the delivery of Lithuanian Leaving Certificate Saturday classes

### Activity:

PPLI works with schools to support the introduction and expansion of Lithuanian language classes. PPLI employs two Lithuanian teachers who teach classes at Junior and Senior Cycle. PPLI's team of Education Officers provides CPD and support to the Lithuanian teachers. Classes include Junior Cycle short course classes, TY language modules and Leaving Certificate courses. Lithuanian language classes were delivered by PPLI in five schools nationwide to a total of 395 students in 2022. This has grown substantially from just 105 students in 2021.

25 students in Beech Hill College in Monaghan are learning Lithuanian through the Junior Cycle short course. 318 students are learning about Lithuanian language and culture through TY classes in 3 post-primary schools. 52 students are taking part in Lithuanian Leaving Certificate classes, 12 of whom attend PPLI Saturday Senior Cycle classes in Dublin.



*TY Students of French and Lithuanian at BHC participated in #ThinkLanguages*





*Beech Hill college students went to Lithuania as part of Erasmus + project*

### Impact:

- Students who attend PPLI Leaving Certificate classes achieved very good results in 2022 - over 40% of students were awarded H1
- In the majority of cases, attending the classes helps the student maintain their heritage language, which has a very positive impact on their well-being

### ➤ Next Steps:

Continue provision of Lithuanian language classes in 2023



29 schools



1,486 students



3 Saturday Classes



16 Teachers

## Overview:

Polish became a curricular Leaving Certificate subject in 2020, with the first cohort of students sitting the new exam in June 2022. PPLI provides Polish language classes in post-primary schools at Junior and Senior Cycle, and offers Polish Leaving Certificate Saturday classes in Dublin, Cork, and Galway.

## Main Aims:

- Provide Polish language classes for students in mainstream post-primary schools
- Provide an opportunity for students, most of whom are heritage speakers, to access the language as a Leaving Certificate subject through the delivery of Polish Leaving Certificate Saturday classes

## Activity:

PPLI works with schools to support the introduction and expansion of Polish language classes. In 2022, there was an increase in the number of schools taking on provision of Polish classes. PPLI employs 16 Polish teachers who teach at Junior and Senior Cycle, this is a significant increase on the number in 2021 (12). PPLI's team of Education Officers provide CPD and support to the teachers. Classes include Junior Cycle short course classes, TY language modules and Leaving Certificate courses. Polish language classes were delivered by PPLI in 29 schools nationwide to a total of 1,416 students in 2022.

Approximately 300 students in six schools are learning Polish through Junior Cycle short courses. St. Brogan's College in Co. Cork, Merlin College in Galway and Portlaoise College offer Polish for all incoming students in Junior Cycle as a full course.

In 2022, more than a thousand students attended Polish TY classes to learn about Polish language and culture.

93 students took part in Polish Leaving Certificate classes in post-primary schools, 46 of whom participated in blended learning classes. 72 students also attended PPLI Polish Leaving Certificate Saturday classes in Dublin, Cork, and Galway.

PPLI teachers were also involved in events at their schools, where they and their students have celebrated and promoted Polish traditional cuisine, language, and culture. Students and teachers had the opportunity to try some Polish food, learn new Polish phrases and find out about places worth visiting. Another teacher helped set up a Polish section in their school's library.

## Impact:

- In the majority of cases, attending the classes helps the student maintain their heritage language, which has a very positive impact on their well-being



## Next Steps:

Continue provision of Polish language classes in 2023







4 summer camps



82 students

## Overview:

The camps are funded by the Languages Connect awareness campaign for post-primary students. The summer camps are two weeks long, taught by professionals and a great opportunity for students to improve their language skills.

## Main Aims:

- Provide support for students to help maintain their heritage language
- Introduce post-primary level students to new, heritage, and lesser-taught languages in a fun, engaging way

## Activity:

2022 is the fourth year of new, heritage and lesser-taught language summer camps. The summer camps offer a combination of language, sport and culture classes in the target language. PPLI fund and advise on the summer camps, and they are run by individuals or in some cases organizations such as universities. The coordinators are responsible for advertising the camps, registration of students and devising the camp programme. PPLI assist the coordinators with getting feedback from parents and students which the coordinators can use to improve and promote any future summer camps. 2022 was the first year of a university managing a summer camp. This is hugely beneficial for a lesser taught language department.

**Romanian** - Co. Dublin

**Lithuanian** - Co. Monaghan

**Polish** - Cullies, Co. Cavan

**Chinese** - DCU, Co. Dublin

## Impact:

- Heritage language students are more confident using their language after the camp
- Students experiencing a lesser-taught language for the first time can be inspired to continue take it up for Leaving Certificate or at third level
- The average rating was 4.7 out of 5 stars

*'My favourite activity was probably traditions since we got to learn a lot of interesting things and we even got to do some of these traditions like sewing designs on linen.'*

*'The nicest part of the camp was getting to know new people from my background who I have a lot in common with and who I can empathize with and understand better since we have a lot in common.'*



## Next Steps:

- Continue to promote and support new, heritage, and lesser-taught language summer camps in 2023
- Encourage more Universities to offer summer camps for new, heritage, and lesser-taught languages





Chinese  
Summer Camp  
2022



Polish  
Summer Camp  
2022







Lithuanian  
Summer Camp  
2022



Romanian  
Summer Camp  
2022





## Say Yes to Languages



50,000 primary pupils



720 schools



15 different languages

## Overview:

In 2022, PPLI continued the implementation of a language sampler module in primary schools into its second year. The 'Say Yes to Languages' module offers primary pupils an introduction to a modern foreign language or Irish Sign Language (ISL).

The classes are provided over eight weeks by either in-class teachers or visiting tutors.

## Main Aims:

- Generate awareness of the range of languages used by their peers, including Irish Sign Language, in their schools and communities which may help support greater inclusion and appreciation of diversity in society
- Encourage uptake of languages at post-primary level
- Provide opportunities for increased levels of collaboration among the school community with regards to the celebration of languages and cultures
- Support implementation of Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017–2026



Languages Chosen	No. of Schools
French	256
Spanish	170
Irish Sign Language	78
German	45
Italian	11
Chinese	4
Polish	10
Japanese	2
Portuguese	2
Romanian	6
Arabic	3
Tamil	2
Ukrainian	9
Hebrew	1
Russian	2



### Activity:

The 'Say Yes to Languages' module continued in the 2022/2023 school year with over 700 schools and 50,000 pupils involved. This was an increase of 200 schools from the previous year with many schools also re-applying for a second year.

Based on feedback from schools who participated in the first year, the length of the module was increased from six to eight hours (delivered over an eight-week period within regular class time). To cope with demand for training, resources and tutors, the module was implemented in schools across three academic terms.

For 2022, the grant was also increased to maximise the number of pupils involved per school. The grant to schools participating was increased to €400 per classroom up to a maximum of €1,600.

School visits were conducted throughout the three terms of implementation and feedback was collected from classroom-based, hosting teachers, principals, and external tutors. In 2022, resources were revised, and training adjusted based on this knowledge.

The dedicated page on the Languages Connect website was also updated with revised Teacher Notes; updated FAQs section; new resources such as a Certificate of Participation for pupils and a new checklist document for schools with a detailed list of requirements and links; updated sample press releases for schools taking part for the first time and for repeating participants.

Engagements with relevant stakeholders continued, and PPLI presented at various events such as: FÉILTE; INTO Conference; ATI, GDI and FTA Conferences; and hosted webinars for AIPLF, Mother Tongues and One Voice for Languages members.

Research was also conducted with parents of primary school pupils to establish attitudes towards language learning as part of the primary curriculum, as well as their experience of the module.

### Impact:

- The feedback from schools after year one was overwhelmingly positive and recommendations were made to continue and extend the module
- Approximately 50% increase in schools involved versus 2021/22 to over 700
- Approximately 66% increase in pupils involved versus 2021/22 to over 50,000
- The total number of languages chosen by schools rose from 10 to 15
- Schools and teachers are now being given the opportunity to share their experience of the module via articles published in InTouch Magazine



### Teacher/Principal comments:

*"We have children from different countries (Poland, Germany, Ukraine) and this opportunity gave them a chance to speak about their native languages. It also gave the children who have English as a first language the experience of what it is like to have to learn a new language from scratch, this gave them an awareness of what it is like for our pupils with EAL."*

*"Children have become more aware of different people speaking different languages and appreciate they may have different beliefs and cultures."*

*"Lots of parents have commented on the children teaching them Portuguese at home too. Being aware of different languages around them, getting to know each other better through identification of different languages and cultures."*

*"Pupils are more open to learning new languages and have identified languages that they might want to learn in the future."*

*"The pupils in other classes and the parents asked would they be doing other languages too?"*

*"One of my highlights was the cooperation with most class teachers (passport activities, active participation of the class teacher during my class which helped promote a love for the language)."*

*"The children really loved learning ISL. The teacher conducted the whole lesson today through Irish Sign Language with no speaking and it was incredible how much the children are picking up and enjoying it."*

### ➤ Next Steps:

- Make recommendations for and facilitate implementation of 'Say Yes to Languages' for a third school year
- Plan to extend the reach to more schools and further diversify the languages
- Contribute to the discussion around the development of a revised curriculum for primary school, in the area of MFL



# Minister Foley announces extension of "Say Yes to Languages"

The Minister for Education, Norma Foley TD, has announced an extension of the "Say Yes to Languages" primary languages sampler module for a further year and invited primary schools to apply to participate in the module.

The length of the module in 2022/23 will be increased from six to eight weeks. The grant to schools participating will also be increased to €400 per class up to a maximum of €1,600.

The module is aimed at 3rd to 6th class and the school can select the language of choice depending on its demographic and school context. The 2022/23 module could be used to support the integration of newly arrived Ukrainian pupils to schools by acknowledging Ukrainian as one of the languages of the classroom or by choosing to teach Ukrainian for the duration of the module. Languages selected in 21/22 included French, Spanish, ISL, German, Italian, Mandarin Chinese, Polish, Portuguese, Romanian, Arabic, Tamil and Portuguese.

Minister Foley said: "I am delighted with the response of our schools to the module in 2021/22. It has been warmly and positively welcomed by over 500 schools. Over 40,000 pupils have had the opportunity to learn and have fun through a range

of languages, opening doors for them to the languages used by their classmates.

"I have extended the programme to eight weeks and would like to see even more schools participating this year. Being able to speak a foreign language, and learning about other cultures, is an enormous advantage to our children and young people. This programme gives them a unique opportunity to be exposed to foreign language learning at a young age.

"The module is an important aspect of our foreign languages strategy which aims to increase the number of students studying foreign languages at all levels. We want to equip our students with the skills that they will need to live in our globalised world, and foreign languages provide our students not only with a skill but with a broader access to and appreciation of a wide range of culture."

The primary language sampler module can be delivered by either the class teacher in the school or by an individual identified by the school as a suitable tutor (for example, a language teacher/ foreign language assistant in a local post-primary school or a member of the community who is fluent in the chosen language, for example, a parent, who meets the

scheme's criteria).

Training for the teacher/tutor will be provided by Post Primary Languages Ireland (PPLI) which will also provide all the necessary resources and supports to the schools delivering the module. Further information on the resources are available on PPLI's website: <https://languagesconnect.ie/primary/>

Further details on the module are available in the Circular at: <https://www.gov.ie/en/circular/88ala-say-yes-to-languages-language-sampler-module-202223/>

Media Coverage

## St Mary's National School Malin Head says 'Yes' to Languages

Over 40 third to sixth class pupils from St. Mary's National School recently took part in the Primary Language Sampler module, 'Say Yes to Languages' this term.

The module, which is being made available for the second year following its extension by the Department of Education, was met with overwhelming enthusiasm last year and this interest looks set to continue with 700 schools having registered to take part in 2022/2023.

'Say Yes To Languages' offers an introduction into a variety of modern foreign languages and Irish Sign Language (ISL) while also looking to raise awareness among pupils of the diversity of languages being used by their peers in their schools and community.

Over 500 schools took part in the module last year, which saw French, Spanish, ISL, German, Italian, Mandarin Chinese, Romanian, Arabic, Lithuanian, Polish, Tamil and Portuguese being taught across the country. St. Mary's NS pupils spent their time learning all about French Language and

Culture and even had a day of sampling delicacies such as Les Crêpes.

Pupils in Ranganna 3-6 have completed their 8-week French sampler module with MFL Teacher Mr. Spencer aided by TY students from Carrdonagh Community School.

Mr Spencer visited the school every Tuesday / Wednesday and taught French to Ranganna 5 and 6 from 10:00-10:30am and Ranganna 3 AND 4.

The pupils thoroughly enjoyed these classes. Mile buíochas to Mr. Spencer and to Languages Connect Ireland for granting this wonderful opportunity to our pupils!

"It is a fun, interactive and engaging programme which really begins to set the foundations for an ongoing positive relationship with languages," he said.

"This will be of great benefit to the pupils as they continue through their education, hopefully bringing with them a love of languages."



ELSTA Ireland  
@ELSTA\_2020

We can highly recommend any CPD offered by @OVFLanguages and @langconnectie, who are facilitating this new Primary Languages Module Sampler. @salvocacciato

— OneVoiceforLanguages @OVFLanguages · Mar 20, 2022

Our next webinar will be on Thurs. April 28 - Salvo Cacciato, Education Officer with PPLI with responsibility for the new Primary MFL Module will present "Say Yes to Languages - the Primary Languages Sampler Module" - registration details to follow! @langconnectie @languagesie

4:55 PM · Mar 21, 2022



# Scoil San Eoin says 'Yes' to languages

Twenty third to sixth class pupils from Scoil San Eoin in Redcross took part in the new Primary Language Sampler from February to March this year.

The sampler module is a means for raising awareness among pupils of the range of languages used in their community and in the world around them. Over 500 schools nationwide are taking part and offering modules in a range of modern foreign languages and Irish Sign Language. The module introduced the pupils to Spanish and was taught over a 6-week period during the normal school timetable.

Spanish Tutor Sophie Imarzouk was delighted to be involved in sharing her Spanish language and experience with the pupils, having gained the skills while living and studying in France and Ireland for 7 years. Sophie speaks Spanish/French and

Arabic.

Linda Greene the School Principal says "I appreciate the importance of languages as a life skill, an opportunity for the pupils to think in a different way and build opportunities for the future. This module really helped to build awareness and celebrate diversity. It also linked in nicely with the New Primary Curriculum where pupils are encouraged to look at similarities across various languages. The pupils found this very interesting, as with Sophie's knowledge of a number of languages and my limited knowledge of sign language, we were able to examine & explore differences, similarities

and uses of a variety of languages."

The module is being rolled out over three terms, with the support of Languages Connect and PPLI (Post-Primary Languages Ireland), a unit of the Department of Education.

A suite of resources has been produced including lesson plans for teachers and tutors and 'Language Passports' for all participating pupils to show their family and friends.



Pupils of Scoil San Eoin with Spanish tutor Sophie Imarzouk

## Fantastique! Kilkenny school children get to grips with new language initiative

A means for raising awareness among pupils of the range of languages used by their peers



KILKENNY  
Third class pupils from St Canice's Co Ed NS



The Gaelscoil Aonach Urmhumhan pupils who have been taking part in the new Primary Language Sampler.

## Gaelscoil Aonach pupils say 'yes' to languages!

Over 100 Third to Sixth Class pupils from Gaelscoil Aonach Urmhumhan have taken part in the new Primary Language Sampler which started in February of this year.



## Local school joins 50,000 Primary pupils as they take part in Language Sampler Module for Irish Sign Language

Sarah Brooks | November 28, 2022 | CATEGORY - Community News, Education, Lucan News



Over 120 third and fourth class pupils from Scoil Mhuire Girls' N.S. Lucan are currently taking part in the Primary Language Sampler module, 'Say Yes to Languages', an initiative made available by the Department of Education as part of Ireland's national Strategy for Foreign Languages in Education 2017–2026. The initiative was met with overwhelming enthusiasm in primary schools nationwide last year and with the extension of the pilot scheme for a second year this year, interest looks set to continue with 700 schools having registered to take part in 2022/2023.



project. A pupil in St Philomena's Girls NS, Tullamore, gets ready to take part in a new language

## Tullamore school says yes to languages!

Fifth and sixth class pupils in St Philomena's Girls NS, Tullamore are participating in a new Primary Language Sampler project. The sampler module is a means for raising awareness among pupils of the range of languages used by their peers, in their schools and community.

## Kildare primary school taking part in foreign language initiative



Pupils at Scoil Chéile Chríost - Rathmore National School

## Oui! Offaly schoolgirls say 'yes' to foreign languages





# Say Yes to Languages

## positively impacts school culture

Languages Connect bring you the first in a series of articles focusing on schools and teachers who have taken part in *Say Yes to Languages*, which is rolling out for a second year. Togher GNS Principal Eimear Long and programme lead and teacher Brid Kelleher provide an insight into the positive impact the programme has had on their school community and culture.

Togher GNS is an urban, all-girls school located in Cork City with approximately 270 pupils. We have diverse ethnicities and minorities attending the school and 40 per cent of pupils use English as a second language. This year, the school was classified as a Delivering Equality of Education (DEIS) 1 school. Intercultural education and inclusion are constant planning priorities for classroom, support and EAL (English as an Additional Language) teachers. The school aimed to expand its students' experiences further, however we realised the need to source expertise and resources beyond our scope. Being included in the Languages Connect *Say Yes to Languages* programme in 2021-2022 gave us an opportunity to enhance teaching and learning experiences in the school.

### Our motivation to apply for *Say Yes to Languages*

In June 2021 we successfully applied for *Say Yes to Languages* to avail of a programme that would better prepare the pupils for secondary school. Providing an initial, formal introduction to a modern language, the programme would look to develop pupils' oral and aural skills and increase their awareness of the variety of languages and cultures present in the school community.

### Our experience of the programme

A French tutor was sourced and arranged for May 2022. The class teachers and the tutor attended online workshops and information sessions provided by Languages Connect, to familiarise themselves with the programme. Continued support and resources from Languages Connect guided us in the successful launch of the programme in the school.

In addition, boxes of colourful *Say Yes to Languages* resources were supplied



directly to the school, ensuring pupils would engage with the programme. As the bunting was hung on walls, the anticipation mounted, and the *Say Yes to Languages* programme began. Classes were centred around fun activities, games and songs. Space was given to the pupils to compare the language they were learning with all the other languages that they were already familiar with.

### Luna's Lingol

In an effort to include and celebrate all cultures, a pupil from third class taught her classmates Spanish. With the support and encouragement of her teacher, this became a weekly event. An experience which became known as 'Luna's Lingol' were developed, and dances and actions were added to the Spanish language being learned by the pupils. Principal Eimear Long was invited to a performance of 'Luna's Lingol' which was also performed at our weekly school assembly and taught to other classes. It was even performed publicly at Togher Lifelong Learning

Festival for the Lord Mayor of Cork. Many proud families attended this special event and as a result of this experience, other pupils were eager to begin sharing their languages with their friends and the wider school staff.

### A positive ripple effect

As talk of the programme spread amongst other pupils, the EAL teacher became involved and collaborated with the tutor and class teachers. Projects were created by pupils from sixth class that celebrated the many cultures in the school including Polish, Roma, Russian, Spanish and Indian. These projects were presented and shared at school assemblies and online via Zoom with parents and relatives - joining sometimes from different continents!

Pupils flourished during the *Say Yes to Languages* programme and by June of 2022, there were English, Irish, Irish Cant, Romanian, Chinese, Spanish, Polish, Russian, French and Indian projects displayed on our dedicated *Say Yes to Languages* and

EAL corridor for all to read and enjoy! Building on pupils' pride in their cultures and parental support, an International Day was celebrated in the school, linking in with the Global Citizenship Flag and Green Schools committee. With over 40 per cent of children experiencing other cultures and nearly 30 different nationalities, it truly was a day to remember. Costumes, traditional dress and colours from numerous countries were worn on the day and it is now envisaged to become an annual event. A sense of ownership of learning, through the facilitation of student-led teaching, along with the guidance of a multilingual, experienced tutor, added to the success and long-lasting impact of the *Say Yes to Languages* programme.

### Lessons learned and ideas for the future

We believe that an awareness of the range of languages used by our students and the success of the *Say Yes to Languages* programme have truly enriched our school culture. We were thrilled to be successful in our application to take part in *Say Yes to Languages* again this year. Building on our experience, and the success of our proposed intentions for the current year:

- Formalise the existing 'buddy system' for communicating with new EAL



- students
- Peer tutors will instruct their classmates in modern foreign languages within senior classes
- Cross-curricular planning, highlighting connections with other languages and their cultures and integrating with other subjects
- Student-led creation of multilingual posters in the senior classes
- Begin our programme in term one of the school year, rather than term three, allowing for a longer timeframe to embed the learning
- Spotlight informal meet and greet vocabulary of a different language fortnightly, with staff and pupils using

- it throughout the school day
- Use social media to share and record displays, drama, music and art.

### 2022/2023 programme

This academic year, over 700 schools in Ireland will take part in *Say Yes to Languages*. Over 50,000 pupils will be involved and a range of 15 languages, including Irish Sign language, will be showcased.

EIMEAR LONG, Togher GNS Principal, and BRID KELLEHER, Togher GNS programme lead and teacher. For more information about *Say Yes to Languages*, email [primary@ppli.ie](mailto:primary@ppli.ie) or visit [www.languagesconnect.ie](http://www.languagesconnect.ie).

**Say Yes to Languages** from Languages Connect offers an introduction into a variety of modern foreign languages and Irish Sign Language (ISL) while also looking to raise awareness among pupils of the diversity of languages being used by their peers in their schools and community.

Languages Connect promotes the personal, social, professional and economic benefits of foreign language skills to principals, teachers, guidance counsellors, parents and students. Funded by the Department of Education and facilitated by Post Primary Languages Ireland (PPLI), this is a key objective of Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026.



INTOUCH 47 OCTOBER 2022

# Say Yes to Languages

## promoting inclusion among pupils

Languages Connect bring you the second in a series of articles focusing on schools and teachers who have taken part in *Say Yes to Languages*, which is rolling out for a second year. Cathal Duffy, formerly a teacher and principal at St Peter the Apostle SNS, Dublin, talks about the journey to discovering Irish Sign Language and his experience of teaching the module.

Seven years ago, I joined a local gym where I live in Cabra. The area is known as the historical centre of the Irish Deaf community, largely thanks to the establishment of Deaf schools here in the mid-1800s.

More recently, a community and administrative centre with sports and social facilities was built as a hub for the Irish Deaf Community. Known as the 'Deaf Village', it is also open to hearing people like me.

On my first visit, I observed that many members and staff were Deaf and Irish Sign Language (ISL) users. I watched as people communicated in full flow without words or sound, using their hands and body to express themselves; their exchanges augmented by animated facial expressions. "I have to learn this!" I thought, and signed up for an ISL beginners' class.

Seven years on and having retired from teaching, I recently completed a four-year fulltime Bachelor's Degree in Deaf Studies in Trinity College Dublin, and I am thrilled to be introducing ISL to primary school

pupils through the *Say Yes to Languages* programme.

### Getting involved in *Say Yes to Languages*

Last year I heard about a new programme introducing primary school children to languages, including ISL. Having registered my interest, I was provided with online training with other ISL tutors, both hearing and Deaf, and familiarised myself with Languages Connect's curriculum guidelines and resources. Before long I was being asked by schools to teach the programme.

Recently I have taught the *Say Yes to Languages* ISL programme to several schools around Dublin - Dr Educate Together, Our Lady of Victories Boys and Girls schools, St Joseph's Boys Terenure, North Dublin Muslim National School, St Michael's House School Grosvenor, and currently, I am teaching the programme in Gaelscoil an Ibhíor Mhoir in Arklow.

### Pupils' experiences

Most children have never encountered ISL and find it a new and novel experience. One school I tutored in had Lámh, another signed manual form of communication, and it was a wonder to see pupils adapt to ISL.

In every school the reaction is always great. Children quickly take to communicating through a visual language, loving the freshness and newness of expressing themselves through their hands and body rather than through sound and speech.

Some children display a natural ability for certain school subjects that others may find challenging. The same is true for ISL. In every class there are a few students who show amazing talent for ISL, producing sign very easily.

It is interesting to observe children who are quite silent initially becoming very engaged, animated and comfortable with the physicality of ISL as they progress. They prove themselves very skilled in

using facial expressions, hand shapes and various forms of body language.

One pupil, in a lovely note, thanked me for teaching him the 'silent language' saying he was going to teach it to his aunt who had always wanted to learn.

On another occasion, I remember teaching a particular sign and inviting the children to guess what it might be. One pupil knew the sign already as apparently, one of the 6th class girls had taught them on yard. I was delighted. Turns out the children were out practising and sharing ISL at break time.

It is also lovely to see the teachers getting involved and being fascinated at learning this new language themselves.

### Diversity and inclusion

The children are also aware of the multiplicity of other spoken languages and cultures in their families, classroom and the broader school and local community. This is a natural reflection of the diversity within our modern Irish society. However, there is usually less awareness of ISL and the *Say Yes to Languages* programme is a wonderful

opportunity to create awareness of, celebrate, and most of all, enjoy the language.

Moreover, it's not just the language. The programme focusses on other aspects of Deafness and the Deaf community. It explores the challenges a Deaf person might face, e.g. interacting with hearing society, accessing education and services, appropriate ways to gain a Deaf person's attention and so on.

When given the opportunity to think and talk about it, children show that they are very good at identifying the issues and challenges a Deaf person might face day to day. This is important for their overall social awareness and sensitivity.

I also believe sign language is good for pupils' general development. I know schools have really appreciated the opportunity to introduce ISL to their pupils, including St Michael's Grosvenor School in Dublin, whose Principal Lynn Hennessy noted:

"We are a special school and were delighted to see we could apply for the Languages Connect grant to get an ISL tutor for our school. Most of our students are non-verbal, and communication difficulties can lead to frustrations in everyday life, the things you and I take for granted."

Having a tutor who specialises in Irish Sign Language visit our school has helped the students learn in

a fun and active way. We extended this further into the school by each student having a turn to teach the rest of the school the signs we worked on. The sense of pride in these students soared.

"We use our signs on an integration programme with a local mainstream school where we also teach them signs we use in everyday life. This is just the tip of the iceberg, we know it will take time, practice and knowledge for this to grow so we are excited to be accepted again this year from Languages Connect."

The *Say Yes to Languages* programme is a fantastic development in the primary school system and it is my privilege and delight to be part of it.

### 2022/2023 programme

This school year, over 700 schools and 50,000 pupils nationwide are taking part in *Say Yes to Languages*. The programme, from Languages Connect, introduces pupils to a modern foreign language or Irish Sign Language, while also raising awareness among pupils of the diversity of languages being used by their peers in their schools and community. It is taught over an eight-week period during the normal school timetable.

CATHAL DUFFY is an Irish Sign Language tutor and former teacher and principal at St Peter the Apostle SNS, Dublin. For more information about *Say Yes to Languages*, email [primary@ppli.ie](mailto:primary@ppli.ie) or visit [languagesconnect.ie](http://languagesconnect.ie).



Children quickly take to communicating through a visual language, loving the freshness and newness of expressing themselves through their hands and body rather than through sound and speech.



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**Say Yes to Languages** from Languages Connect offers an introduction into a variety of modern foreign languages and Irish Sign Language (ISL) while also looking to raise awareness among pupils of the diversity of languages being used by their peers in their schools and community.



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# Over 500 primary schools Say YES to Languages!



During the 2021/22 school year, over 500 schools are involved in a sampler module introducing nearly 40,000 primary pupils to a new language. The *Languages Connect Sampler Module* aims to facilitate schools to introduce a Modern Foreign Language (MFL) of their choice or Irish Sign Language (ISL). The module takes place over a six-week period, for up to one hour a week within the normal timetable and is targeted at 3rd to 6th class pupils. Participating schools are eligible for a grant of up to €1,000 from the Department of Education, depending on the number of classrooms registered to take part.

## Context

The policy background for the introduction of a modern foreign language in a redeveloped *Primary School Curriculum* is found in *Languages Connect – Ireland's Strategy for Foreign Languages in Education 2017–2026*. The strategy asks the National Council for Curriculum and Assessment (NCCA) to consider including foreign languages in senior classes as part of its review of the primary curriculum. The strategy also focuses on the rich and diverse source of new languages provided to Ireland by immigrant communities and commits to facilitate these developments and Dr David Little and Dr Déirdre Kirwan argue why this is a process that should begin in primary school in *Language and Languages in the Primary School*. The NCCA background paper *Integrating modern foreign languages*



in a redeveloped primary curriculum published in 2019 puts forward potential routes for including modern foreign languages in the redevelopment of the primary curriculum. It suggests the introduction of a Language Awareness model for Stage 3; and 4th Classes and a language competence model was proposed as a further option at Stage 4 in 5th and 6th classes. In the context of this NCCA background paper, *The NCCA Draft Primary Curriculum Framework* offers scope for introducing and embedding foreign languages education and concrete proposals related to the introduction of MFL in the *Draft Primary Curriculum Framework* are included.

It is in the context outlined above that the *Languages Connect Sampler Module* aims to:

- Generate awareness among pupils of the range of languages used by their peers, including ISL, in their schools and communities which may help support greater inclusion and

appreciation of diversity in society. Encourage uptake of languages at post-primary level. Provide opportunities for increased levels of collaboration among the school community with regard to the celebration of languages and cultures. Support implementation of *Languages Connect* strategy.

## Range of languages

The response from schools provided for a variety of 12 different languages being chosen: French, Spanish, Irish Sign Language, German, Italian, Chinese, Polish, Portuguese, Romanian, Lithuanian, Tamil and Japanese. The tutors teaching this module can be qualified teachers, but also members of the wider community, including parents. Over 600 potential teachers/tutors have registered their interest in teaching the module, to date. The Expression of Interest form remains open, as efforts continue to recruit tutors, especially of lesser taught languages.

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## Website and supporting material

A dedicated area of the *Languages Connect* website hosts all the content relating to the Sampler Module. The resources are branded under the awareness raising campaign, *Languages Connect*. The call to action, *Say Yes to Languages*, is used to give all those involved in the module a clear vision of its aims.

## Teaching and learning resources

A suite of resources is offered to help teachers/tutors deliver the module in line with its aims. They were designed to integrate and align with the Primary Curriculum and are all available to consult and download from the Resources area of the website. Thanks to the collaboration with COGG, they are available in both English and Irish.

The resources include, among others:

- *My Language Passport*. Designed to foster reflection on language awareness, plurilingual competence, communicative competence in the specific language chosen for the module, and the development of cognitive abilities through language, all of the above achieved while having fun and expressed in child-friendly language. The Passport can also be used to stimulate conversations around language awareness and language competence at home.
- *MFL Teacher/Tutor Notes*. This booklet contains lesson plans to support teachers and tutors. The plans are designed to be used in conjunction with the *Language Passport*. Explicit cross-curricular links have been identified in each, with various subjects and relevant strands of the Primary Curriculum.
- *ISL Teacher/Tutor Notes*. Similar to the one described above, these plans were designed in



collaboration with the Centre for Deaf Studies (CDS) in Trinity College, Dublin. Some specific features include reference to deaf culture and issues associated with deaf and hard of hearing people.

## Awareness Raising Packs for participating schools

An Awareness Raising Pack was sent to all participating schools to complement the teaching resources. The pack included supports to help build awareness of the languages used in school and in the wider community.

## School support and school visits

Support is offered via training sessions for teachers/tutors, information sessions for hosting teachers and school management representatives, email and phone communication. School visits are also arranged, with members of PPLI typically attending a class and discussing feedback and insights from teachers and principals.



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## Positive feedback

At Post-Primary Languages Ireland (PPLI), we are delighted to have been given the opportunity to facilitate the implementation of the *Languages Connect Sampler Module*. We have observed some enthusiastic response, from pupils to parents/guardians, from teachers to principals. Salvo Cacciato, Project Leader, said: "The implementation of the module has generated great enthusiasm and extremely positive feedback, and we hope to be able to offer participation to more schools next school year. I think that the value of pupils' participation in the language module is that, while they are having fun and are engaged in games and activities, they are learning about each other's languages and cultures. This supports an appreciation of diversity and inclusion. We hope that class teachers will continue to value and include the languages of the community as part of daily school life."

PPLI is a Unit of the Department of Education delivering *Languages Connect*, the awareness raising campaign part of the *Strategy for Foreign Languages in Education 2017–2026*. The Primary Team within PPLI consists of: KAREN RUDDOCK, Director; DR KEMIA PUIG, Education Officer; Overseeing and ISL; SALVO CACCIATO, Education Officer, Project Leader and MFL and KATE TYNDALL, Project Co-ordinator. For all the latest updates, check out [www.languagesconnect.ie](http://www.languagesconnect.ie)



# Over 50,000 primary pupils Say YES to Languages!

During the 2022/23 school year, over 700 schools will be involved in *Say Yes to Languages*, a sampler module introducing primary pupils to a new language. *Say Yes to Languages* aims to facilitate schools in introducing a Modern Foreign Language (MFL) of their choice or Irish Sign Language (ISL).

The module has been extended due to its success last year, and nearly 400 schools will be opting to participate for two consecutive years. The module's duration was also increased from six to eight hours, over a period of eight weeks. The targeted groups remain 3rd to 6th class pupils. Participating schools are eligible for a grant from the Department of Education, which has also been increased to €400 per class, up to a maximum of €1,600 per school.

## Context

In line with the NCCA *Draft Primary Curriculum Framework* ([bit.ly/NCCADraftCurriculum](http://bit.ly/NCCADraftCurriculum)), the module sets out to give a taste to teachers and pupils

of what it means to integrate additional languages alongside English and Irish. In this context, *Say Yes to Languages* aims to:

- Generate awareness among pupils of the range of languages used by their peers, including ISL, in their schools and communities which may help support greater inclusion and appreciation of diversity in society.
- Encourage uptake of languages at post-primary level.
- Provide opportunities for increased levels of collaboration among the school community with regard to the celebration of languages and cultures.
- Support implementation of *Languages Connect – Ireland's Strategy for Foreign Languages in Education 2017–2026* ([bit.ly/TouchLink1](http://bit.ly/TouchLink1)).

## Range of languages

The number of languages chosen by schools rose from 13 last year to 15 this year: Arabic, Chinese, French, German, Hebrew, ISL, Italian, Japanese, Polish, Portuguese, Romanian, Spanish, Tamil, Ukrainian and Russian. The tutors



teaching the module can be primary and secondary school teachers, but also members

of the wider community, including parents. Schools select a suitable teacher/tutor, and to help with the task, Post-Primary Languages Ireland (PPLI) can share details of over 600 potential teachers/tutors who have registered their interest in teaching the module, to date.

## Website and support

A dedicated area of the *Languages Connect* website ([bit.ly/Touch2](http://bit.ly/Touch2)) hosts all content relating to the module including a list of participating schools over the three terms of the school year. The teaching and learning resources are accessible from the website and are also available in Irish, thanks to collaboration with COGG. A frequently asked questions area provides clarification for recurrent queries.

Training sessions are provided by PPLI to all teachers/tutors delivering the module, and information sessions are also facilitated for hosting teachers and other school representatives. Awareness raising packs are also sent out to all participating schools, to complement the

teaching resources. Salvo Cacciato, Project Leader, said: "We were very pleased to see a 50% increase in the number of schools applying and such high percentage of schools re-applying. We are really looking forward to meeting all teachers and principals at our online sessions and to visit some schools to witness the learning and fun in action."

PPLI is a unit of the Department of Education implementing key actions in *Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017–2026*. The Primary Team within PPLI consists of: KAREN RUDDOCK, Director; DR KEMIA PUIG, Education Officer, Overseeing and ISL; SALVO CACCIATO, Education Officer, Project Leader and MFL and KATE TYNDALL, Project Co-ordinator. For all the latest updates, check out [www.languagesconnect.ie](http://www.languagesconnect.ie)



INTOUCH 19 SEPTEMBER 2022

# Say Yes to Languages!

## Supporting inclusion through language awareness

The *Say Yes to Languages! Sampler Module*, developed in the context of the NCCA *Draft Primary Curriculum Framework* ([bit.ly/rfcs05](http://bit.ly/rfcs05)), provides scope for introducing and embedding foreign languages education at primary level.

As outlined in the first article of this series in last month's *Intouch*, one of the aims of the Sampler Module is to "generate awareness among pupils of the range of languages used by their peers, including Irish Sign Language, in their schools and communities, supporting greater inclusion and appreciation of diversity". This also aligns with the aims of *Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017–2026* ([bit.ly/3eL6TcJ](http://bit.ly/3eL6TcJ)).

Exploring additional languages, including the different home languages of some of our pupils, can support teachers in the implementation of the *Primary Language Curriculum* and facilitate intercultural learning. At primary level, conversations around cultural and linguistic identities can contribute to an acceptance of diversity.

## My Linguistic Portrait

One of the activities that has proven effective in facilitating such reflection is *My Linguistic Portrait*, which was included in the resource *My Language Passport*. This can be created with as little as a piece of paper and some colouring pencils. Pupils are encouraged to reflect on all languages they "speak, sign, know or would like to learn". These are then assigned a colour each and used by the pupils to colour in their linguistic silhouette, choosing what language they place on which part of their body.

This activity creates a visual representation of pupils' linguistic and cultural identity and gives everyone a chance to appreciate the diversity within their class and school community. The conversation that follows helps pupils and teachers discuss the role languages have in their life. These conversations also include Irish and English, as they too are an integral part of our pupils' identity.

One of the teachers involved during term one commented that "after completion of my first classes, I can



assure you that the *Language Passport* was a complete success! The children completed their linguistic portraits with great enthusiasm!"

## Posters and murals

Another way to visually capture the variety of languages spoken in the school community is to create a poster or mural. Schools participating in the Sampler Module received copies of a poster template with the text "In our school community we speak...", providing yet another visual example of diversity for display on school walls.

To begin the activity, pupils are encouraged to guess how many languages are represented in the school. They later discover just how accurate their guess was, as the poster is filled in with contributions from all their peers. The results have returned a vivid picture of the

cultural and linguistic richness of modern Irish society.

A dedicated area of the *Languages Connect* website hosts all the content relating to the Sampler Module, and all the material accessible from the Resources area of the website is available in both English and Irish.

PPLI is a Unit of the Department of Education implementing key actions in *Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017–2026*. The Primary Team within PPLI consists of: KAREN RUDDOCK, Director; DR KEMIA PUIG, Education Officer, Overseeing and ISL; SALVO CACCIATO, Education Officer, Project Leader and MFL and KATE TYNDALL, Project Co-ordinator. For all the latest updates, check out [www.languagesconnect.ie](http://www.languagesconnect.ie)



INTOUCH 47 MAY 2022



# Say Yes to Languages



We were delighted to welcome @salvocacciato @ATI\_Ireland and Education Officer with Post-primary Languages Ireland @languages\_ie; @Education\_Ire to @scnioc Salvo met with 1st&6th class pupils and our Ukrainian tutor Iryna @langconnect\_ie #SayYesToLanguages #LanguagesConnect



1:08 244 views

6:59 AM · Nov 29, 2022



Parteen National School  
@Parteen\_School

We are delighted to announce that Parteen has been chosen for the new Primary Languages Sampler Module. As part of this programme, the school has received funding to provide Spanish classes to over 100 pupils from 3rd to 5th class. Muy bien! Excelente! @Education\_Ire @languages\_ie



10:39 AM · Jan 31, 2022



@ThomasByrneTD

Really welcome announcement by my colleague @NormaFoleyTD of the extension to the "Say Yes to Languages" primary languages sampler module for 2022/23, including scope for supporting integration of Ukrainian students.

Primary schools are encouraged to apply! 🇮🇪 🇫🇷 🇮🇹 #multilingualism

9:27 AM · Apr 20, 2022 from Meath, Ireland



Togher Girls' National School  
@TogherGirls

Dans l'épicerie @CentralIRL Togher. Today 5th class @TogherGirls welcomed Monsieur Salvo @langconnect\_ie to our school. During his visit he met many of our incredible students who performed in both French and Spanish.  
@ACPF\_Irlande @langconnect\_ie @afcork @BestofCork #togher



Department of Education  
@Education\_Ire

The 'Say Yes to Languages' primary languages sampler module has been extended for a further year and primary schools have been invited to apply to participate in the module.

0:39 2

1:07 AM

For more 📄 [bit.ly/3MvJI34](https://bit.ly/3MvJI34)  
#SayYesToLanguages  
@langconnect\_ie @languages\_ie



## 2022/23 Module

- 8 weeks long.
- Aimed at 3rd to 6th class.
- School can select the language of choice depending on its demographic and school context.
- Grant to schools participating will be €400 per classroom and up to a maximum of €1,600.



Post-Primary Languages Ireland (PPLI)  
@languages\_ie

Thank you to @INTOnews for hosting us this morning as we share #SayYesToLanguages and thank you to teachers for your input and participation. Great to be here. #LanguageMatters #EdConf22 #LanguagesConnect



COGG Oideachas

11:31 AM · Nov 19, 2022













778 schools



60 Languages

### Overview:

The School Library Home Languages Funding Scheme enables schools to acquire materials in different foreign languages to support the maintenance of home languages of students and pupils. The scheme has been running since 2019.

### Main Aims:

- Provide primary and post-primary school libraries with books, reading materials and digital resources in a variety of relevant languages
- Support the maintenance of home languages
- Support newly arrived Ukrainian students/pupils into the Irish education system

### Activity:

In 2022, a total of 778 schools were approved for School Library Home Languages Funding Scheme, comprising 570 primary schools and 208 post-primary schools. Materials in over 60 languages were acquired by schools. The languages which were most in demand were Ukrainian, Spanish, French, Polish and Romanian. In addition to books, resources which support home languages such as games, magazines, and digital tools like talking pens were also acquired.



In connection with the School Library Home Languages Funding Scheme, PPLI has collaborated with schools involved in Laois Education Centre-led 'Community of Belonging' project. This collaboration continued in 2022 with funding available for schools to acquire books in foreign languages. The project aims to support cross-sectoral leadership and collaboration in intercultural education through developing a teacher professional learning community, promote a sense of belonging in the intercultural community, and support the inclusion of the many languages present locally. The project is also supported by the Teaching Council.

### Impact:

Schools have reported that their libraries have been enhanced by the books, students feel included, and the books seem to be helping the parents too. There is excitement around new books, and some schools have noted that books provide a break from devices.

*'Such a brilliant initiative that we are delighted to have the chance to be part of. It's great that our library is now starting to reflect the cultural diversity in our school.'*

*'Our home language books now have their own section in the school library, and the boys are so excited. Many have been exclusively borrowing books in languages other than English.'*

*'The children love the dual-language books and in a school like ours with a high contingent of EAL students it makes a real difference to our library stock.'*

*'Children from different cultural backgrounds are delighted to see books in their home language.'*

*'We are very grateful that we can expand our print-based library of language resources. We have even set up a dedicated reading corner for our bilingual children complete with bean bags and a hot chocolate dispenser with marshmallows on the side.'*

### ➤ Next Steps:

Continue to implement the scheme in accordance with current identified needs in 2023





2,691 foreign language books on loan in 2022

### Overview:

JCSP Digital Library currently has 800 titles in 27 languages in its Home Language Collection. PPLI selects the titles for the Home Language Collection from the JCSP Digital Library supplier list with the assistance of teachers of different languages who assess the titles for suitability.

### Main Aims:

- Provide post-primary schools with eBooks and audiobooks available in a variety of relevant languages to support the maintenance of home languages
- Support newly arrived Ukrainian students/pupils with the availability of books in Ukrainian

### Activity:

Collaboration with JCSP Digital Library continued in 2022 with an expansion of the Home Language Collection titles available to the over 250 post-primary schools which have access to the e-books and audiobooks in the Digital Library. The lending figures continue to be strong with 2,691 foreign language books on loan in 2022. In 2022, PPLI also provided specific funding for digital books in Ukrainian.

Books in Spanish, German, French, Ukrainian, Russian, Portuguese, and Polish were the most popular foreign languages. The most popular titles continue to be books which are popular internationally, such as Wimpy Kid or the Harry Potter series.



### Next Steps:

- Continue to collaborate with JCSP Digital Library in 2023
- Make decisions in relation to which titles to extend and which titles to be acquired



48 schools registered

## Overview:

The Toolkit is for self-evaluation and support for intercultural and linguistic diversity in schools wishing to address inclusion. It helps compile research from all members of the school community: The Board of Management, principal, deputy principal(s), teachers, non-teaching staff, students, and parents/guardians.

## Main Aims:

- Enable schools to set up a tailor-made, whole-school strategy to support the development of students' competences in the language(s) of schooling
- Provide a framework to address the intercultural dimension within the school
- Help raise awareness of the role students' plurilingual and pluricultural identities and competences play in their learning in a school setting
- Support teachers and school management in facilitating and promoting students' access to the curriculum
- Encourage schools to cast an intercultural look at aspects of school life beyond the classroom to ensure that all languages and cultures of the school community are included and valued

## Activity:

In 2022, the focus was on dissemination and supporting schools which wish to implement the Toolkit. A video was created about how using the Toolkit impacted the life of the school with Coláiste Mhichíl CBS Sexton Street in Limerick. The video gathers the views of the Principal, EAL teachers, subject teachers, home school liaison, parents and students.

## Impact:

*"We want to ensure that every learner, regardless of English language proficiency, feels a sense of belonging, can access the curriculum content and experiences success. The ILAOS Toolkit is helping us achieve this."*

Emer Marschner,  
Teacher, Woodbrook College

## Next Steps:

- A Community of Practice for teachers and school leaders coordinating the project will be established in early 2023. This will provide a space for sharing good practice and supporting schools and teachers as they engage in the journey of supporting linguistic and cultural diversity





617 schools received funding



9,000+ language mats distributed

### Overview:

In 2022, PPLI supported school staff in welcoming and communicating with newly arrived Ukrainian families by providing supports, resources and through various schemes.

### Main Aims:

- Support newly arrived Ukrainian students and their parents entering the Irish school system
- Support Irish teachers, school staff, pupils and students in their communication with Ukrainian students

### Activity:

PPLI representatives took part in numerous meetings of Ukraine Supports Sub-Group which was formed by the Department of Education. PPLI was also able to provide support in the areas of translation and interpreting as Ukrainians began to arrive in Ireland.

### Ukrainian language classes for teachers and SNAs

PPLI partnered with Education Support Centres Ireland (ESCI) to provide drop-in lunchtime clinics for primary, post-primary teachers, and SNAs in basic Ukrainian. Twelve sessions of Ukrainian, with a focus on classroom vocabulary, were delivered by two experienced Ukrainian teachers in May and June 2022. The materials were also made available on the ESCI website to download.

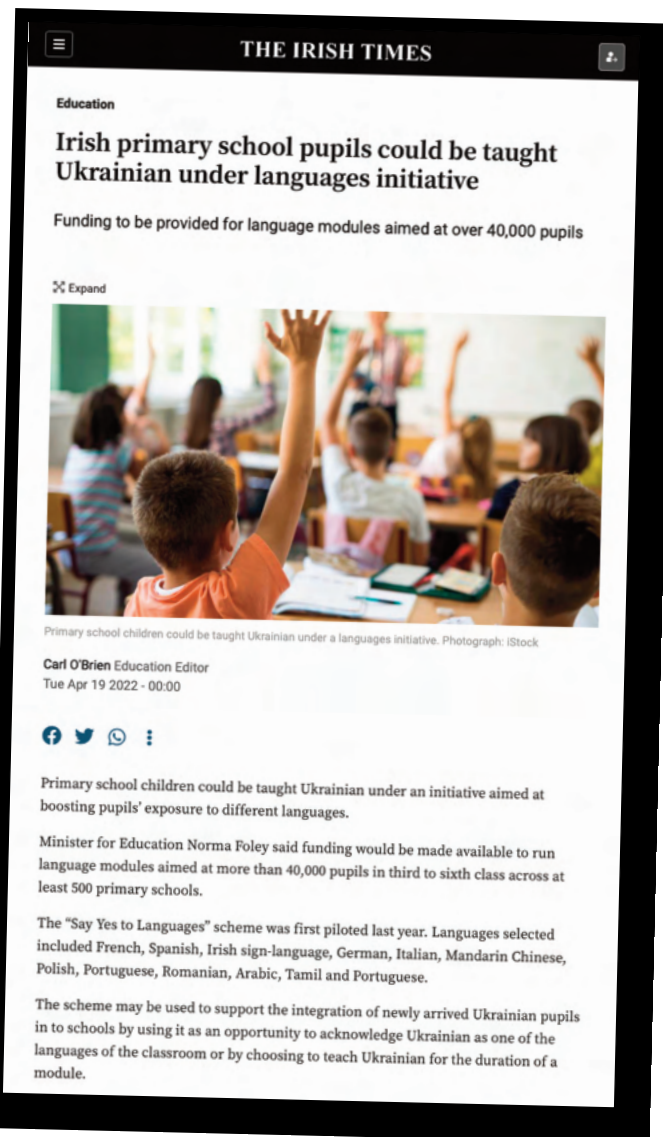
### Ukrainian Library Scheme Resources

The PPLI School Library Home Languages Funding Scheme provided primary and post-primary schools an opportunity to acquire books and other relevant home language resources for students. Students benefit from books in their own language as this supports their literacy, identity, and heritage. 617 schools received funding to acquire Ukrainian materials. PPLI also collaborated with the JCSP Digital Library, which provides access to 220 post-primary schools, to select appropriate books in Ukrainian.

### Ukrainian language mats

To support the Ukrainian students and their new peers and teachers, PPLI created Ukrainian language mats containing a variety of classroom and general vocabulary. These are available with either English or Irish translations. Russian language mats were also provided and helped those students who spoke Russian rather than Ukrainian. The mats were downloadable from the Languages Connect website with hard copies also available to order. They were sent out in classroom packs to schools nationwide from March 2022. The language mats were extremely popular and over nine thousand were distributed to schools.





### Impact:

- The volume of requests for Ukrainian language mats showed that these were having a real impact in helping support the newly arrived students and the school community
- Schools welcomed funding that helped support Ukrainian students
- Providing Ukrainian language mats and Ukrainian books in school encouraged more students to maintain their home language and to be able to communicate in English more easily. Students could feel valued and welcome in the new settings



### Next Steps:

- Sustain existing projects: School Library Home Languages Funding Scheme and language mats

## Goal 2 - Moving Forward

Implementation of the new languages has been slow but steady and in most cases schools rely on sustained external support for provision. The numbers are small, the curriculum is crowded, internationally trained teachers only have one subject and are therefore less employable, schools are not always in a position to align timetables with other schools. The courses should continue to be delivered and the range and mode of delivery expanded on to achieve diversification of the curriculum. In addition to having these subjects on the regular curriculum where this is possible, schools should continue to be encouraged to align their timetables to avail of blended learning opportunities, the opportunity for students to study new languages online during school time should be offered and structures put in place to facilitate this. Saturday classes should be maintained as these provide access to new and lesser taught languages to students from schools where there is no access to these languages.

A system of employment for teachers that secures diversification and sustainability needs to be put in place. Schools should be encouraged to employ teachers of new and lesser taught languages and in this context the availability of additional allocation for this purpose needs to be further promoted. Pathways for qualifying teachers of Chinese and Japanese need to be established and Teaching Council registration needs to become more accessible to internationally qualified teachers.

The take-up for short courses in the new curricular languages has been low with schools preferring to introduce new languages in Junior Cycle as full subjects. The inclusion of these as part of the new specification for MFL in Junior Cycle along with a mechanism for reporting on same needs to be addressed.

The introduction of foreign languages in the primary curriculum will be an opportunity for all pupils to appreciate the value of learning other languages which will likely result in increased uptake of foreign languages in post-primary. In advance of the implementation of the new curriculum, 'Say Yes to Languages' will continue to be used to support the raising of awareness among pupils of the range of languages used by their peers, and to encourage uptake of a foreign language in post-primary, and research will be conducted on the language upskilling and CPD needs of teachers in preparation for implementation of the new curriculum.



**Goal 3** aims to raise awareness of the many cultural, social, career and personal benefits that language learning can bring. PPLI facilitates the Languages Connect awareness campaign by working with many different stakeholders across education and beyond, to share this message across various channels, by organising and funding events, distributing printed literature, and online promotion, targeting a wide range of audiences.

# GOAL 3

**INCREASE AWARENESS OF THE IMPORTANCE OF  
LANGUAGE LEARNING TO ENCOURAGE THE  
WIDER USE OF FOREIGN LANGUAGES**

**Think Greater  
Life Experiences  
#ThinkLanguages**



4 conferences



1,200 attendees

### Overview:

In 2022, PPLI reconnected in person with school Senior Management Teams (SMT) assisting schools with advice and supports for MFL provision.

### Main Aims:

- Increase awareness amongst school senior management teams of the importance of language learning for all students
- Encourage uptake, expansion, and diversification of foreign language options within schools
- Provide SMTs with the supports they need to enhance language provision

### Activity:

#### SMT Advisory Sessions

In 2022, PPLI returned to in-person senior management conferences. A new programme of Language advisory sessions was devised to support SMTs, Guidance Counsellors and MFL coordinators to look at language provision. 22 schools expressed interest in the sessions, which PPLI Education Officers began delivering in November 2022. These meetings bring together school SMTs, Guidance personnel and a representative from the MFL department and take a holistic lens to look at the school's MFL provision.

### Conferences

In October, PPLI provided an exhibition stand and representatives to the National Association for Principals and Deputy Principals (NAPD) in Galway. This was the first opportunity for PPLI to reconnect in person with SMTs and to reinvigorate our engagement with school management representatives. Attendance at NAPD was followed up with attendance at the Principals and Deputy Principals' Association (PDA) conference in November in Carlow where we had an opportunity to discuss language provision and raise awareness of the available supports. Finally, PPLI attended the Association of Community and Comprehensive Schools (ACCS) conference in Cavan in November, where representatives were able to engage with SMT delegates from ACCS schools.

### Impact:

- Positive feedback was received by PPLI in relation to the SMT advisory sessions in schools - participants commented that they were thought-provoking and supportive of MFL provision in their schools



## ➤ Next Steps:

- Continue to deliver the MFL advisory sessions to schools, expand and refine the scheme with feedback from participants
- Engage with SMT representative bodies, particularly regional networks, to continue to deliver relevant messages concerning language provision in schools and awareness of available supports





2 conferences



450 attendees

### Overview:

Enlisting the support of teachers and stakeholder organisations in raising awareness of the importance of learning foreign languages.

### Main Aims:

- Provide information to teachers and principals about the importance of learning foreign languages at both primary and post-primary level
- Promote opportunities and available funding to improve and diversify language provision in schools
- Invite feedback and views on the importance of foreign language learning in primary and post-primary school

### Activity:

In 2022, PPLI also returned to in-person teacher conferences and continued to build on collaborations with teacher stakeholder organisations to promote languages at both primary and post-primary levels.

FÉILTE took place on Saturday, 1 October 2022 in The Helix, Dublin with more than 200 attendees. PPLI brought a showcase stand to the event, which is organised by the Teaching Council. PPLI representatives engaged with teachers, principals, and educators from across primary, post-primary and further education sectors and presented the various opportunities available to schools and students provided by the Department of Education and offered by PPLI.

PPLI was given the opportunity to present on the topic of Say Yes to Languages, the primary language sampler module, to the members of the Education Committee in May. The INTO also invited PPLI to attend the conference in November, where Karen Ruddock delivered a keynote speech on day one. On day two, 90 delegates attended a PPLI workshop on the Say Yes to Languages sampler module.

InTouch, the INTO Magazine has featured an article about the Say Yes to Languages Module in each issue since March 2022 including case studies from participating primary schools nationwide.

### Impact:

- FÉILTE was a great opportunity to connect with teachers who wanted to find out more about opportunities to incentivise language provision in schools. Many signed up to the PPLI newsletter to keep up to date with all developments
- INTO provide an excellent mechanism for reaching out to and engaging with primary teachers. It is hoped that teachers and members voice their opinion and contribute to the larger debate



## Next Steps:

- Continue the engagement with representative bodies of teachers at primary and post-primary level
- Continue to disseminate the successes and experiences of schools implementing the 'Say Yes to Languages' module via InTouch magazine

Niall Larkin  
@Larkinniall

Very interesting and thought provoking key note address from Karen Ruddock of @languages\_ie. @INTOnews #edconf22



6:01 PM · Nov 18, 2022

Marie-Thérèse Kilmartin  
@mariettk

Well done @TeachingCouncil 🌟 Great day at #FEILTE Lovely to meet so many familiar faces including @roryos23 @confeycollege Not to mention making @lecheiletrust1 and CB connections! @mairin\_ni @salvocacciato @nobrienCB



3:19 PM · Oct 1, 2022

COGG Oideachas  
@CoggOid

Ag súil leis an gceardlann seo le @salvocacciato @langconnect\_ie ar mhodúl samplach na dteangacha iasachta ag leibhéal na bunscoile. Acmhainní ar fáil trí Ghaeilge trí thacaíocht & comhoibriú @CoggOid. #oidgael



9:40 AM · Nov 19, 2022

Teaching Council  
@TeachingCouncil

#FEILTE Showcase alert! We are looking forward to engaging with Salvo Cacciato's showcase at The Helix, DCU, on Saturday 1 October.

Get your tickets here: [eventbrite.ie/e/feilte-2022-...](https://eventbrite.ie/e/feilte-2022-...)

@langconnect\_ie @languages\_ie @salvocacciato

**Showcase:**  
Say yes to Languages!

Showcaser: Salvo Cacciato

feilte

Say Yes to Languages is a Department of Education funded language module for primary schools.

3:30 PM · Sep 19, 2022







20k+ Searches on Languages Connect Careers Portal Course Finder

### Overview:

PPLI assists Guidance Counsellors through the provision of relevant resources and supports to help them encourage their students to choose and retain modern foreign language subjects, as well as to support them in the conversation around the promotion of modern foreign language uptake on entry, and at transition points, within their schools.

### Main Aims:

- Increase awareness among Guidance Counsellors of the importance of language learning to encourage the wider use of foreign languages
- Assist Guidance Counsellors to provide relevant information to students and parents around language subject options and methods of provision
- Work with relevant stakeholders to disseminate information and supports to Guidance Counsellors and in turn, students, parents, and the wider school community

### Activity:

PPLI continued to promote and disseminate the suite of Languages Connect Guidance resources across various digital platforms, stakeholder collaborations and in schools nationwide throughout 2022. PPLI worked with the Institute of Guidance Counsellors and delivered a presentation as part of the webinar series in March 2022.

The partnership with Careersportal.ie, Ireland's leading career guidance website, also continued. Languages Connect articles are included in each monthly newsletter which is circulated to over 4,000 guidance professionals. A languages tile is featured on all 33 career sectors on the site and are featured regularly on Careers Portal social media posts. The Languages Connect Course Finder on Careersportal.ie is continuously updated to include all third level courses available that include a language at Major, Minor or Elective level. This filter was used over 20,000 times in 2022. We are also continuously improving and updating the content with new videos, content, and resources.

PPLI collaborated with Guidance provider Synergy Careers on a presentation, in December 2022, to raise awareness amongst students, parents and Guidance Counsellors as to the importance of languages for future study and career options.

In 2022, we collaborated with Business in the Community Ireland for a series of interactive webinars promoting the benefits of languages.

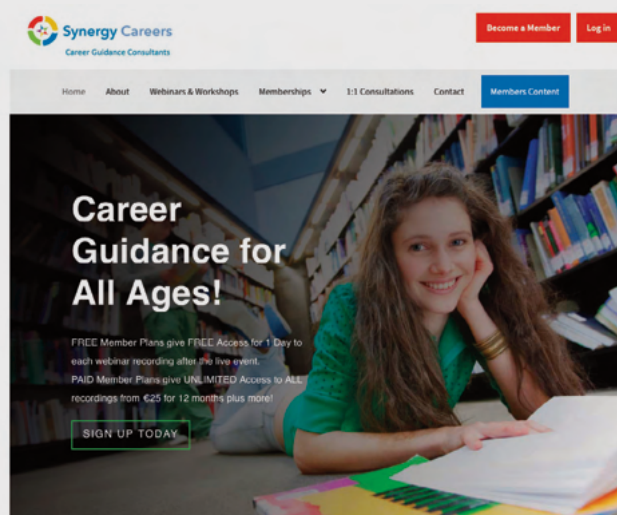
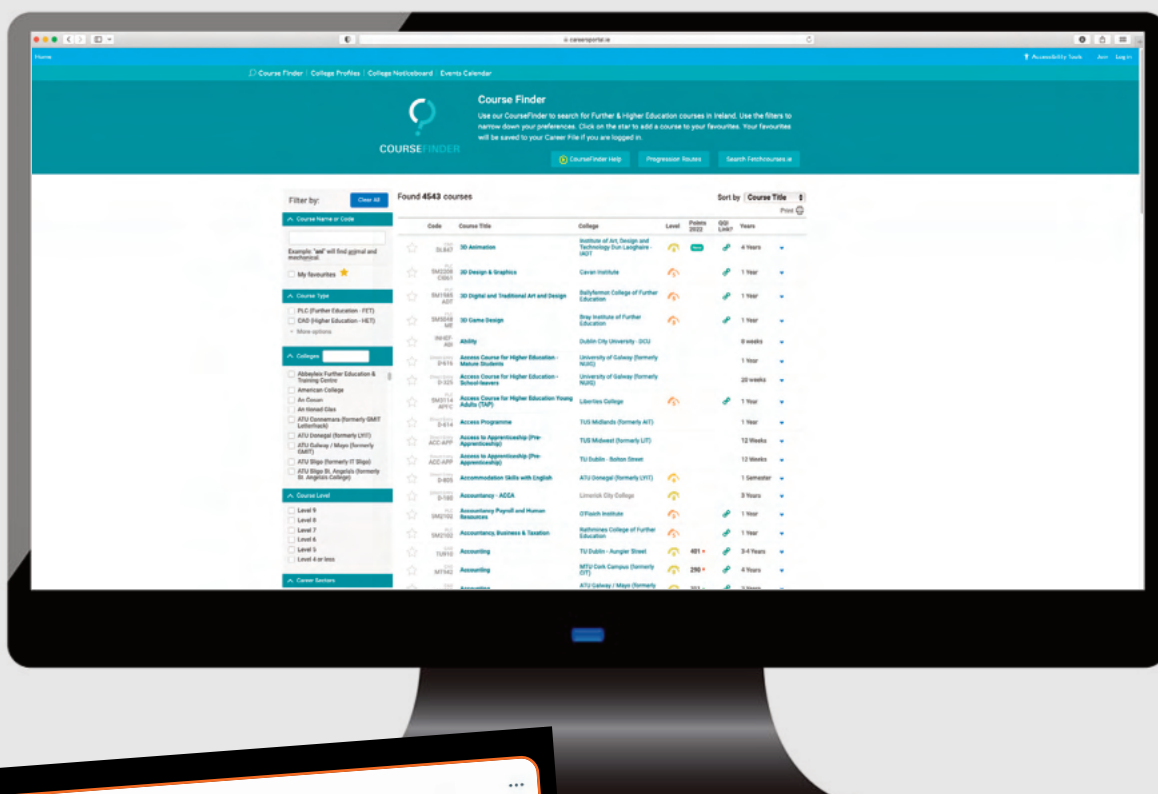
Speakers from a variety of industries and Third Level discussed their experiences with languages. The series included a webinar aimed at TY students and a second for 6th class primary school pupils.

## Impact:

- 360k+ page views on the Languages Sector on Careersportal.ie

## Next Steps:

- Develop new guidance resource based on #ThinkLanguages video about languages and careers
- Increase collaboration with all stakeholders including guidance counsellors, IGC, Careersportal.ie, etc.
- PPLI will be represented at the IGC conference in March 2023





29,000 Attendees



1,200 Teacher & Guidance Counsellors

### Overview:

2022 saw the return of in-person student events, including Higher Options which took place over three days in September at RDS Simonscourt. The Languages Connect team was back on the ground engaging with students, teachers and Guidance Counsellors. This channel of engagement helps provide informative, relevant information to students, teachers and Guidance Counsellors when they are in a focused mindset of considering the career and college pathways available today.

### Main Aims:

- Inform students of in-school, college, and career opportunities when it comes to modern foreign languages
- Inform students of the role of Modern Foreign Languages in today's society
- Provide an open forum of discussion for students, teachers, and Guidance Counsellors around modern foreign languages within their education
- Promote and build awareness of Languages Connect and the supports available
- Gather on the ground insights from students, teachers and Guidance Counsellors on the perception and position of modern foreign languages

### Activity:

The Languages Connect stand, distinct in branding and colour, was stocked with readily accessible information pamphlets about the role of languages. Tailored pamphlets were developed for students, parents, and Guidance Counsellors to aid easy discussion at the stand and for attendees to take away. Over nine members of the Languages Connect team, dressed in brightly branded t-shirts, were on hand to talk through and discuss the activity of Languages Connect as well as informally discuss each students' relationships with foreign languages; addressing areas such as their current language learning experience, college choices and career considerations.

Each member of the team drew on personal experiences to support conversations and provide real-life experiences to students, having all studied and used a language within their diverse careers.

Sample resources for teachers and Guidance Counsellors were on hand to help showcase the supports available from Languages Connect which aim to aid student engagement with MFLs in the classroom. Some members of the Languages Connect team were also allocated Guidance Counsellors as an area of focus at the conference to be on-hand to provide any specific information or support they may be seeking with regards to MFLs.



The stand was packed with an array of fun language related items which the students were keen to get their hands on including branded bags, badges in different languages, pencils, and fun language fold-outs in nine different languages packed with phrases, games, fun facts and more.

To highlight the presence of Languages Connect/PPLI team at Higher Options and drive stand visits, web and social media content was pushed out on our media channels and in relevant content in The Irish Times regarding the conference.

The Languages Connect team were kept busy throughout the three-day conference with little respite. On many occasions, all nine members of the team were deep in conversation with students while others waited patiently to engage with Languages Connect creating impressive queues.

### Impact:

- Increased awareness and understanding of Languages Connect and its functions.
- Increased awareness of the role of Modern Foreign Languages in college and career choices
- Increased knowledge amongst students of the avenues for studying different languages for the Leaving Certificate and beyond

### ➤ Next Steps:

- Increase presence in relevant student conferences in 2023 as more return
- Consider evolution of approach and method of engagement on the ground to ensure continued interest and relevance amongst students in a cluttered setting
- Elevate the message of Modern Foreign Languages at Higher Options and other student events through speaking and sponsorship opportunities available





15,000 students



180 schools



5th year of the event

### Overview:

#ThinkLanguages shows TY students the importance of modern foreign languages in the context of career opportunities, life skills and understanding diversity.

### Main Aims:

- Make TY students more aware of the languages around them and bring languages to life
- Increase uptake of one or more foreign language subjects at Leaving Certificate level
- Spark an interest in continuing languages into third level
- Celebrate diversity in the school
- Build awareness of the many languages spoken by students and the wider school community
- Give a platform to students with heritage languages to share their language through a workshop or class



### Activity:

The fifth annual #ThinkLanguages event took place in schools nationwide from 17th November 2022. Over 180 schools nationwide were involved in a flagship event with a record number of TY students involved. The event has grown considerably since its inception five years ago, and the in-school format has enabled the numbers to grow year-on-year.

Schools really harnessed the theme “Think Global, Act Local,” for their individual events with many inviting an array of impressive local speakers to share their career experience and language journeys. Members of the Defence Forces an Garda Síochána, universities and the local business community were just some of those who took part.

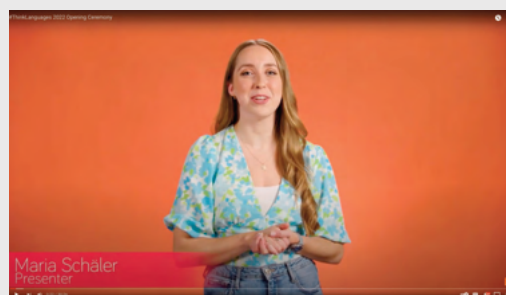
Student-led workshops proved particularly popular this year, with students across Ireland giving their peers an insight into their language and culture. Some parents, teachers and local business people also got involved and offered insights into their heritage cultures and languages, including playing music or baking traditional items for students to enjoy and learn about.

### Fun event packs

To support the events, Languages Connect provided an array of resources to each of the schools including event management kits with bunting, posters, merchandise, and lots more. A mix of talks, activities, live and pre-recorded workshops were also made available by Languages Connect to help schools make the most of the day.

### Opening ceremony

An undeniable highlight for 2022 was the inspirational Opening Ceremony, which kicked off the celebrations for many of the schools. CEO of the Olympic Council of Ireland Peter Sherrard, Comedian Killian Sundermann, Fashion Influencer Mandy Cherie, Gaming Translator Ethan O’Brien, and Erasmus Student Gintare Gedmintaitė all provided a window into their relationships with foreign languages, discussing the immense value their skills had brought to their diverse personal and professional lives.



### National quiz

The national quiz also broke records in 2022 with over a thousand teams taking part in the quick-fire trivia about languages and cultures. The quiz was run twice over the day giving schools the flexibility needed for their individual schedule of events. A team from Edmund Rice College came out on top in the morning quiz while students from Colaiste Nano Nagle were the champions of the afternoon quiz.

### Social media and press coverage

There were some brilliant photos and videos taken of the celebrations nationwide and schools shared so many on social media and in their local press – this is a brilliant way to promote languages in the school and local community.



## School Social Media posts









## In the Media



## PATRICIAN ACADEMY CELEBRATES 'THINK LANGUAGES DAY 2022'

Transition Year students of French in the Patrician Academy, Mallow, joined in a national celebration of languages on Thursday, 17th November, by hosting a Think Languages Day, sponsored by Languages Connect. As part of the day, students organised a French breakfast and quiz for first year students. The breakfast, with activities and spot prizes, was very kindly sponsored by Lidl Mallow, whose generosity and support is very much appreciated. The aim of the day was to promote the fact that foreign language skills connect people to more personal, professional, social and cultural experiences. The Transition Years also took part in fun language workshops, facilitated by French language assistant David Albaret from Strasbourg, who is working with the French department in the Academy for the academic year. Through a video call, past pupil Brian O'Sullivan presented his experiences of living in France, Belgium and Canada, learning French at 3rd level and the wonderful opportunities which speaking a second language have created for him. Student language ambassadors, Hazel Long and Adelaide Pembele, from Munster Technological University, presented to the students on their experience of spending their Erasmus year in Lyon, with a very engaging Q&A session after. Well done to all involved, and a special thank you to all the Transition Year students of French who helped make the day a success.

## Kerryman Killarney Community College in running to be 'Think Languages Champion Team'



Students in Killarney Community College participated and are in the running for the #ThinkLanguages Champion Team which they participated in last Thursday, November 17. The college were given the opportunity to manage their own local workshops and invite local speakers, workshops and businesses to take part and support their event and showcase the languages that are spoken in the school and used in the community. Killarney Cardiac Response Unit were invited and demonstrated CPR and much more on Thursday. Pictured front row L-R are Dorett Fuellgraf (KCRU), Student Giada Vitale, Student Darragh MacSweeney & Aga Szwab (KCRU). Photo by Marie Carroll-O'Sullivan.

## schools St Mary's Secondary School, Newport

## the nagh Guardian

**Think Languages Event:** Although the Think Languages event happened nationally in November, St Mary's Newport TY students celebrated it on December 7 instead due to a clash with work experience and the TY play. Our Think Languages event was highly successful. TY students inspired younger students to greet and speak to them in other languages, they peer taught each other French German and Spanish. The day culminated in students trying out their newly acquired language skills in a French stationary shop, a German café and a Spanish disco. Bravo to all involved!

**Christmas Carol Service:** On December 8 we held our annual Carol Service. This was the first live service in three years. Over 100 of our students participated in the service. Thank you to Ms O' Meara for a wonderful production and also to our students who showed great leadership in our school.

**Jigsaw Presentation:** On Friday last our Sixth Year LCVP classes presented their donation of over €1300 to Jigsaw. The students organised a fundraiser earlier in the year. Well done to our students for their hard work.



Think Languages TY Students: Jack Mc Carthy, Sophie Walker, Luke Kennedy, Evan Duffy, Sean O'Connor, Kate Buckeridge, Sean D'Arcy, Katie Mulready

## Roscommon Herald

### Think Languages

A Think Languages event took place on Thursday, November 18th at Co-laiste Chiaráin, Athlone. A number of TY students participated in the event which is intended to be a celebration of linguistic diversity.

An opening ceremony was organised for all participating schools nationwide. Among the activities, students around the country competed in an interactive quiz on languages. In addition, there were two workshops scheduled, one focussing on sign language and the other was an origami workshop. It was a very



## INTERNATIONAL CULTURES AND LANGUAGES CELEBRATED IN CO CARLOW SCHOOLS

FRIDAY, NOVEMBER 18, 2022

By Elizabeth Lee

STUDENTS in Borris Vocational School got to experience and try out all sorts of wonderful cultures when they took part in a national event called #ThinkLanguages.

The events were hosted in secondary schools nationwide on Thursday in a celebration of languages and cultures. Transition year students participated this year, including those in Borris VS, who got to enjoy a variety of language-based workshops ranging from Japanese dance and Portuguese Capoeira to beginner classes in Ukrainian, Chinese and Irish sign language.

The fifth annual #ThinkLanguages celebration, organised by Languages Connect, was the biggest one yet. Schools were given event packs and celebrated languages with a nationwide interactive quiz, a pre-recorded opening ceremony and fun workshops in a wide variety of languages. Many schools also invited people from the local community to share their language learning experience and cultures with the TY students – through talks, activities and games.



Rachel Fitzpatrick, Aoife Brett, Adrian Barcoe, Katie Whelan, Rachel Gardiner and Aoife Orpen taking part in the #ThinkLanguages event



Enthusiastic participants in the Think Languages Day celebrations included from left: Aoife Roche, Hazel Bourke, Charlie O'Keefe, Ella Fitzgerald, Olivia Key and Caoimhe Scanlan.

## Cultural carnival for Think Languages Day

FOR the first time ever, Presentation Castleisland celebrated the National Think Languages Day.

This is an event organised for and by the Transition Year students all around the country to celebrate and create awareness of the importance of language learning.

Presentation Castleisland is the perfect environment for this type of event since two European Languages are taught there, French and Spanish. Also, every year, several visiting students from our European neighbours and beyond spend time studying in the school.

The day got off to a great start with an international breakfast. Visiting students prepared delicious pastries and treats for everyone to enjoy. This was followed by a very interesting and informative opening ceremony highlighting the importance of language learning and the career possibilities arising from this.

An online All Ireland quiz followed, creating great excitement and competition with one of the Pres teams achieving eighth place.

The quiz tested students' knowledge of the language and culture of various countries which was a really enriching experience for all, including the teachers!

Break times on that day were jam packed with

activities involving the whole school. Visiting and Irish students compiled tongue twisters from our various countries. Students and teachers enthusiastically tested their skills and pronunciation with this fun activity.

At lunch time an International Karaoke Competition was held. This created an unbelievable buzz in the school hall with student and teacher groups singing in various languages and entertaining the crowd.

In order to explore the culture of the two European languages taught in the school, two interactive workshops were held.

Firstly, TYs learnt some Flamenco dances which they then, very enthusiastically taught to the delighted first and second year students.

To highlight French culture, TYs and third years participated in a French Fashion workshop where they learnt about Parisian fashion icon, Jean Paul Gaultier. The practical element of this workshop was recreating his famous fringe style as students upcycled old T-shirts.

Ms. Martina Dairo and Ms. Ann Laurent, the language teachers in the school who organised this event with the TYs, said it was a tremendous success due mainly to the motto of One for all and all for one – ever-present in the school.

Home News Entertainment Sport Marketplace Place an Ad

Menu



This year's theme focuses on 'Think Global, Act Local'.

## TY students celebrate languages and cultures



Published: Thu 17 Nov 2022, 9:57 AM

The fifth annual #ThinkLanguages event looks set to be the biggest yet with 15,000 students taking part in the annual celebration of languages and cultures, starting November 17th. Over 180 schools across the country have signed up to the Languages Connect flagship event, which has quickly become a highlight of the TY calendar. The event has grown considerably since its inception five years ago, underlining the growing interest in foreign language learning in Ireland.

This year's theme focuses on 'Think Global, Act Local' as students are encouraged to look to the diversity of languages spoken within their school, community and beyond as inspiration for their individual events. Schools have embraced this theme as speakers from a cross section of the local business community have been lined up, as well as students and parents who will also be offering insights into their heritage cultures and languages, including those from the Ukrainian community.

Minister for Education, Norma Foley, said, "ThinkLanguages has gone from strength to strength, growing annually, promoting diversity and providing ever more students with fascinating sessions that give them a broad flavour of the richness of language and culture from across the globe. Being able to understand and speak another language opens students up to a whole world of culture, art, literature, philosophy and wider opportunity, and this event thrives on the involvement of students, teachers and school staff as well as parents. It is also wonderful that so many events are recognising and embracing the diversity of our communities, as schools bring this unique celebration of languages and culture to their students."

This year's Opening Ceremony includes inspirational insights from Peter Sherrard, CEO of the Olympic Council of Ireland and fluent French and Italian speaker. Peter's language skills have even been a catalyst for opportunities within his career, including roles with Ryanair and Tourism Ireland in Italy, and the FAI on his return home. These invaluable skills are being called upon once again in his current position as Ireland prepare for the upcoming Olympic games in France and Italy.

Comedian Killian Sundermann, Fashion Influencer Mandy Cherie, Gaming Translator Ethan O'Brien, and Erasmus Student Gintare Gedmintaitė also provide a window into their relationships with foreign languages and discuss the immense value their skills have brought to their diverse personal and professional lives.

Speaking about this year's ThinkLanguages, Karen Ruddock, Director, Post Primary Language Ireland which facilitates Languages Connect, said "Skills in a foreign language can significantly improve career prospects for Irish students and give a distinct advantage in the evolving local and global economy. This event encourages students to think about languages beyond the classroom and consider keeping on, or picking up, a modern foreign language in Senior Cycle and into Third Level."

Students have been busy preparing for ThinkLanguages 2022 for weeks as each event is tailored made by individual schools with the support of Languages Connect, an awareness raising campaign facilitated by Post Primary Languages Ireland. Funded by the Department of Education, Languages Connect was launched to support a strong, growing economy while also promoting a multicultural and inclusive society, which is a key objective of Ireland's Strategy for Foreign Languages in Education.

Event management packs and supports have been delivered by Languages Connect to all schools for this year's celebration, and an array of pre-recorded and live workshops have also been made available. This year students can enjoy sessions such as Korean and Taekwondo, German and the Viennese Waltz, Portuguese and Capoeira, Spanish and Latin American Percussion and Translation with EC Translators, to name just a few.





### National #ThinkLanguages Champion Team Winners 2022

Griffeen Community College in Lucan, Co. Dublin were chosen as the overall #ThinkLanguages Champion Team of 2022. The team planned a jam-packed day with guest speakers from the financial sector, Armed Forces and others sharing their stories about how languages have benefitted their life and careers. The Champion Team of TY students were supported by their teacher Rodica Darii. The Champion Team won the opportunity to enjoy a full day of live workshops in their school for everyone in TY and were presented with the #ThinkLanguages Champion Team of the Year trophy.

#### Impact:

- 15,000 students celebrated the benefits of language skills together nationwide
- The lead up created a positive atmosphere and excitement around languages. The promotional items and videos created by TYs aided in promoting the event and made an impact on the wider community
- In 2022 several schools welcomed Ukrainian students into their school community, and they incorporated the Ukrainian language and culture into their events. This promoted the importance of diversity and inclusion within the school
- 97% of students surveyed said they would recommend the event to others
- 71% of students realised classmates had language skills they had no idea about thanks to the event
- 87% of students also have a new appreciation for the value of foreign language skills as they learned about the immense opportunities they can provide

#### > Next Steps:

- Expand #ThinkLanguages 2023 to a week-long format taking place from Monday 27 November – Friday 1 December
- Review and develop the format based on feedback from schools to ensure the best fit for the school context in 2023





Think Wider  
Circle of Friends  
#ThinkLanguages

Think Understanding  
Diversity  
#ThinkLanguages



## List of Workshops:

- Arabic and Egyptian Dance
- Arabic Language
- Bulgarian language
- Chinese
- Chinese language and culture
- Czech Language
- Danish and Design
- Filipino Arnis
- Finnish
- French and Natural Beekeeping
- French and Crafts
- French Singing
- Irish Sign Language
- Italian
- Italian Gestures
- German and Beekeeping
- German and the Viennese Waltz
- Italian Workshop
- Japanese Language
- Japanese Dance
- Japanese Origami
- Korean and Taekwondo
- Korean Language
- Polish Language
- Polish language, history and culture
- Portuguese and Capoeira
- Romanian Language
- Spanish and Flamenco
- Translation with the European Commission
- Turkish Language

## Participating Schools: (182)

Alexandra College, Co. Dublin  
 Archbishop McHale College, Co. Galway  
 Ardee Community School, Co. Louth  
 Ardscoil na Tríonóide, Co. Kildare  
 Ardscoil Rathangan, Co. Kildare  
 Athlone Community College, Co. Westmeath  
 Balbriggan Community College, Co. Dublin  
 Ballymahon Vocational School, Co. Longford  
 Beech Hill College, Co. Monaghan  
 Belmayne Educate Together Secondary School, Co. Dublin  
 Belvedere College, Co. Dublin  
 Blessington Community College, Co. Wicklow  
 Boherbue Comprehensive School, Co. Cork  
 Borris Vocational School, Co. Carlow  
 Borrisokane Community College, Co. Tipperary  
 Bremore Educate Together Secondary School, Co. Dublin  
 Bush Post Primary, Co. Louth  
 Cabinteely Community School, Co. Dublin  
 Calasanctius College, Co. Galway

Castleblayney College, Co. Monaghan  
 Castlecomer Community School, Co. Kilkenny  
 Castleknock Community College, Co. Dublin  
 Castlepollard Community College, Co. Westmeath  
 Castlerea Community School, Co. Roscommon  
 Catholic University School, Co. Dublin  
 CBS Thurles, Co. Tipperary  
 Celbridge CS, Co. Kildare  
 Christ King Girls' Secondary School, Co. Cork  
 Clarin College, Co. Galway  
 Clogher Road Community College, Co. Dublin  
 Clonkeen College, Co. Dublin  
 Clontarf Community School, Co. Dublin  
 Cnoc Mhuire, Co. Longford  
 Coachford College, Co. Cork  
 Coláiste an Átha, Co. Wexford  
 Coláiste an Chraoibhín, Co. Cork  
 Coláiste an Chroí Naofa, Co. Cork  
 Coláiste an Phiarsaigh, Co. Cork  
 Coláiste Bhaile Chláir, Co. Galway  
 Coláiste Bhríde, Co. Wicklow  
 Coláiste Bríde, Co. Dublin  
 Coláiste Chiaráin, Co. Limerick  
 Coláiste Chiaráin, Athlone, Co. Roscommon  
 Coláiste Chiaráin, Leixlip, Co. Kildare  
 Coláiste Cholmcille, Co. Donegal  
 Coláiste de Lacy, Co. Meath  
 Coláiste Éanna, Co. Dublin  
 Coláiste Fionnchua, Co. Cork  
 Coláiste Iósaef, Co. Limerick  
 Coláiste Mhuire, Ballygar, Co. Roscommon  
 Coláiste Mhuire, Johnstown, Co. Kilkenny  
 Coláiste Muire Máthair, Co. Galway  
 Coláiste Muire, Ballymote, Co. Sligo  
 Coláiste Muire, Cobh, Co. Cork  
 Coláiste na Trócaire, Co. Limerick  
 Coláiste Nano Nagle, Co. Limerick  
 Coláiste Pobail Ráth Chairn, Co. Meath  
 Coláiste Ráithín, Co. Wicklow  
 Coláiste Rís, Co. Louth  
 Coola PPS, Co. Sligo  
 Cork Educate Together Secondary School, Co. Cork  
 Crannóg Nua School, Co. Dublin  
 Creagh College, Co. Wexford  
 Cross & Passion College, Co. Kildare  
 CTI Clonmel, Co. Tipperary  
 Davis College, Co. Cork  
 Dominican College Sion Hill, Co. Dublin  
 Drumshanbo Vocational School, Co. Leitrim  
 Edmund Rice College, Co. Dublin  
 Edmund Rice College, Carrigaline, Co. Cork  
 Elphin Community College, Co. Roscommon  
 Firhouse Community College, Co. Dublin  
 Gairmscoil Chú Uladh, Co. Donegal  
 Gallen Community School, Co. Offaly



Galway Community College, Co. Galway	Roscommon Community College, Co. Roscommon
Galway ETSS, Co. Galway	Sacred Heart, Tullamore, Co. Offaly
Good Counsel College, Co. Wexford	Saint Conleth's Community College, Co. Kildare
Griffioen CC, Co. Dublin	Sancta Maria College, Ballyroan, Co. Dublin
Heywood Community School, Co. Laois	Sancta Maria College, Louisburgh, Co. Mayo
Holy Faith Secondary School, Clontarf, Co. Dublin	Sandymount Park ETSS, Co. Dublin
Holy Family Secondary School, Newbridge, Co. Kildare	Scoil Bhríde, Mercy Secondary School, Co. Galway
Holy Rosary College, Co. Galway	Scoil Chaitríona, Co. Dublin
Inver College, Co. Monaghan	Scoil Mhuire, Béal Átha'n Ghaorthaidh, Co. Chorcaí
Kildare Town Community School, Co. Kildare	Scoil Pol, Co. Limerick
Killarney Community College, Co. Kerry	SPSL Rathmore, Co. Kerry
Killorglin Community College, Co. Kerry	St. Aidan's CBS, Co. Dublin
Kinsale Community School, Co. Cork	St. Andrew's College, Co. Dublin
Loreto College, Crumlin, Co. Dublin	St. Angela's School Ursuline Convent, Co. Waterford
Loreto College, Swords, Co. Dublin	St. Benildus College, Co. Dublin
Loreto Secondary School, Balbriggan, Co. Dublin	St. Brigid's Presentation Secondary School, Co. Kerry
Loreto Secondary School, Letterkenny, Co. Donegal	St. Colmcilles Community School, Co. Dublin
Loreto Secondary School, Navan, Co. Meath	St. David's Holy Faith Secondary School, Co. Wicklow
Loreto Secondary School, Wexford, Co. Wexford	St. Declan's C.C., Co. Waterford
Lucan Community College, Co. Dublin	St. Farnan's Post Primary School, Co. Kildare
Lusk Community College, Co. Dublin	St. Finian's College, Co. Westmeath
Luttrellstown Community College, Co. Dublin	St. Joseph's College, Co. Galway
Malahide Community School, Co. Dublin	St. Joseph's College, Co. Tipperary
Malahide Portmarnock Educate Together Secondary School, Co. Dublin	St. Joseph's Secondary School, Co. Dublin
Manor House School, Co. Dublin	St. Leo's College, Co. Carlow
Marino College, Co. Dublin	St. Louis Community School, Co. Mayo
McEgan College, Co. Cork	St. Macartan's College, Co. Monaghan
Mercy College Coolock, Co. Dublin	St. Mary's CBS, Co. Wexford
Mercy Mounthawk Tralee, Co. Kerry	St. Mary's College, Co. Wicklow
Millstreet Community School, Co. Cork	St. Mary's Holy Faith, Killester, Co. Dublin
Mount Sackville Secondary School, Co. Dublin	St. Mary's Secondary School, Glasnevin, Co. Dublin
Mount Saint Michael Rosscarbery, Co. Cork	St. Mary's Secondary School, Macroom, Co. Cork
Mountrath Community School, Co. Laois	St. Mary's Secondary School, Mallow, Co. Cork
Moyle Park College, Co. Dublin	St. Mary's Secondary School, Nenagh, Co. Tipperary
Moyne Community School, Co. Longford	St. Mary's Secondary School, Newport, Co. Tipperary
Muckross Park College, Co. Dublin	St. Michael's College, Co. Kerry
Newport College, Co. Tipperary	St. Patrick's College, Co. Cork
North Wicklow Educate Together, Co. Wicklow	St. Patrick's Comprehensive, Co. Clare
Oaklands Community College, Co. Offaly	St. Raphaela's Secondary School, Co. Dublin
Our Lady of Lourdes, Co. Wexford	Stanhope Secondary School, Co. Dublin
Our Lady of Mercy, Co. Waterford	Stepaside Educate Together Secondary School, Co. Dublin
Our Lady's Bower Secondary School, Co. Westmeath	Summerhill College Sligo, Co. Sligo
Our Lady's Grove, Co. Dublin	Sutton Park School, Co. Dublin
Our Lady's Secondary School, Co. Monaghan	Swords Community College, Co. Dublin
Patrician Academy Mallow, Co. Cork	Tallaght Community School, Co. Dublin
PCC Falcarragh, Co. Donegal	Temple Carrig School, Co. Wicklow
Portlaoise College, Co. Laois	Templeogue College, Co. Dublin
Presentation Secondary School Kilkenny, Co. Kilkenny	The High School, Co. Dublin
Presentation College, Co. Carlow	Tullamore College, Co. Offaly
Presentation College, Currylea, Co. Galway	Ursuline Secondary School, Thurles, Co. Tipperary
Presentation Secondary School, Castleisland, Co. Kerry	Villiers School, Co. Limerick
Presentation Secondary School, Mitchelstown, Co. Cork	Wexford CBS, Co. Wexford
Presentation Secondary School, Listowel, Co. Kerry	Wicklow Educate Together Secondary School
Rockbrook Park School, Co. Dublin	Woodbrook College, Co. Wicklow




















 11 HEIs supported

### Overview:

Under the Languages Connect Awareness Campaign, funding is provided to Higher Education Institutions (HEI) for the promotion of language learning.

### Main Aims:

- Strengthen links between HEIs and schools to support language learning and cultural awareness
- Promote language courses at third level – as major, minor and elective subjects
- Raise awareness of career opportunities and opportunities for studying abroad

### Activity:

The third call for HEI Languages Connect awareness-raising funding applications was made in May 2022. 11 HEIs applied and were granted funding up to a maximum of €10k. The HEIs used their funding for a variety of activities to raise awareness of the courses they offer and promote different languages to their students and second-level prospective students.

PPLI held a networking meeting on 6th October for HEIs, and the Department of Further and Higher Education, Research, Innovation and Science. It was an opportunity for language departments from different HEIs to come together and discuss the need for language graduates from industry, the challenges in the sector, how to promote languages and the exchange of ideas on how the funding is spent within the different HEIs.

HEIs were involved in #ThinkLanguages in November by providing student language ambassadors to schools who requested one. PPLI provided schools with HEI outreach officer contact information.

#### Dublin City University

hosted a Languages Week in February/March. Their final year students and post-graduate students provided language tutorials for 6th year students.

#### Munster Technical University

sent several student language ambassadors out to visit post-primary schools.





### Trinity College Dublin

hosted a Languages Open Day in collaboration with the Trinity Access Programme Office. They discussed the different pathways available to study languages, and the benefits of studying/learning other languages.

### Technological University of the Shannon

used their funding to promote their new International Business degree by producing a video based promotional campaign.

### University College Cork

provided Italian classes during the spring term to 6 school groups from 3 different schools. They also held 3 awards ceremonies for the pupils and students who had done Italian during the academic year. And they provided an online upskilling course for secondary school teachers planning to teach Italian.

### University of Galway

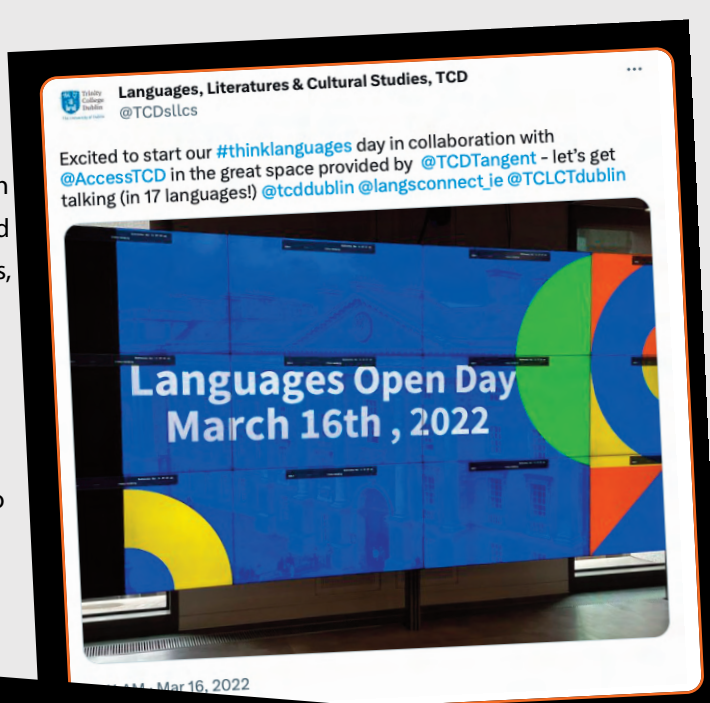
provided 7 French Baking workshops and 3 French Comics workshops to post-primary schools in Co. Galway. They also held an on-campus German Language and Culture Workshop at NUI Galway - for 100 students in May. They produced "I Speak Ukrainian", a picture book for primary school children in English and Ukrainian, it was launched in May and they distributed free copies to all primary schools in Co. Galway.

### Atlantic Technological University

created seven promotional language videos to showcase the importance of choosing to study a language at third level. They launched a 'Languages at GMIT/ATU competition' on 31 January which aimed to raise awareness about the languages taught at GMIT/ATU Galway. The competition deadline was 31 March and on 8 April they had an on-campus awards ceremony with almost 160 students and teachers.

### South-East Technological University

held a primary school foreign language art competition called PicLingo, pupils had to draw a picture of their favorite foreign word.



### University of Limerick

held a Language & Cultural Awareness Exploration Day on 16 & 17 May. It was run in collaboration with the UL Access Office, Academy for Children, and gave the chance to 80 6th class children to discover Arabic writing and Flamenco dancing. They also offered Online Language Tasters from 24-30 May as part of the Limerick Lifelong Learning Festival 2022. On 26-30 September they held UL Languages Week which included a range of events marking & extending EDL, including multilingual literary readings, international coffee morning, and a Languages Photo Booth. On 28 September they held a Languages Exchange, a tandem exchange programme among UL students, promoting integration of Erasmus/Study Abroad students with home students of languages. On 21 and 22 October they held UL Open Days which promoted languages to 5th & 6th years.

### Impact:

- Third level students and lecturers have engaged with both post-primary students and primary pupils through open days, competitions, and classes and workshops in schools
- It's a positive experience for post-primary students to visit a campus and learn about university life, studying a language and going abroad on Erasmus
- Promotional videos can be used on social media and have the potential to reach a much wider audience than an open day, both in terms of numbers and different target audiences, e.g. parents and teachers as well as students

### Next Steps:

- Continue to promote language learning at third level with various supports and across all Languages  
Connect communications channels





62% increase in uptake

### Overview:

MS Readathon is a long-established annual event and encourages children to read as many books as possible, whilst raising proceeds for MS Ireland in the process. For the third time, Languages Connect sponsored iPads for two children who raised over €50 and read in a foreign language.

### Main Aims:

- To encourage young people to read in a language other than English or Irish
- To promote the importance of reading in a heritage language to parents

### Activity:

MS Readathon is an annual event and this was the 35th year of encouraging children to read as many books as they can. Languages Connect contributed to the promotion of the event and encouraged participants to read in a language other than English or Irish. Children read in a variety of languages including Arabic, Czech, Danish, Dutch, Finnish, French, German, Hungarian, Mandarin, Polish, Spanish, and Ukrainian. Two readers who had read in a foreign language were randomly selected to win an iPad. Parents were encouraged to get their children to read in their heritage language which complements the Languages Connect School Library Funding Scheme.



### Impact:

- In 2022 there was a 62% increase in the number of children reading in a foreign language when compared with 2021

### Next Steps:

- Continue to work with MS Readathon in 2023
- Seek to increase participation of pupils engaged in 'Say Yes to Languages' with MS Readathon particularly in the context of significant number of schools having availed of the School Library Funding Scheme

 19 Languages  400 participants

### Overview:

Languages Connect and the European Commission Representation in Ireland held a joint event in Europe House for Culture Night and to celebrate European Day of Languages, offering language taster classes in 19 different languages.

### Main Aims:

- To promote multilingualism in the EU and the importance of foreign languages
- To promote the importance of foreign languages through a nationwide event
- To demonstrate that everyone can engage with languages
- To work with embassies, cultural institutes, and the European Commission
- To host a combined event and bring together Culture Night and the European Day of Languages

### Activity:

In 2022, Languages Connect and the European Commission extended the reach of the Culture Night language taster classes to include both an in-person and online event. We held two evening events to celebrate Culture Night on Friday 23 September and European Day of Languages on Monday 26 September. Participants could sign up or drop into Europe House on the Friday evening for language taster classes in 10 languages: Catalan, Chinese, Croatian, Estonian, German, Italian, Korean, Lithuanian, Romanian and Ukrainian. For the first time, the event was also part of a European Cultural Trail (organised in conjunction with European Union National Institutes for Culture) and there were several walk-ins who wanted to participate in the event so that they could get a stamp on their 'passport' (including France's Ambassador to Ireland).

There were online classes in a further nine languages on offer on the Monday evening which was the European Day of Languages. Participants were able to sign up in advance and attend taster classes in Bulgarian, Finnish, Greek, Japanese, French, Irish, Polish, Portuguese and Spanish.

### Impact:

- Over 400 people availed of language taster classes over the two evenings
- Attendees were asked to complete a survey and 95% of those that responded gave the event five stars
- Comments included: 'Great initiative'; 'Great fun'; 'Enjoyable'; 'Loved it'; 'Wonderful' and 'Excellent'

### Next Steps:

- Continue with the Culture Night and European Day of Languages two-evening, online and in-person event in 2023
- Introduce additional languages





Culture Night  
2022



### Overview:

PPLI regularly collaborates with a wide range of embassies and cultural institutes support and to promote the importance of learning foreign languages.

### Main Aims:

- Increase awareness of the importance of language learning to encourage the wider use of foreign languages
- Identify locations where there is a level of interest and demand for heritage language supports
- Provision of support to citizens from various countries who participate in the Foreign Language Assistant scheme
- Provide speakers at events related to the provision of teaching and learning opportunities for the new languages
- Participate in international events aimed at language educators

### Activity:

PPLI worked closely with many relevant cultural institutes and embassies throughout 2022. The work with the embassies and cultural institutes is varied. All relevant embassies assisted in promoting awareness of heritage language information sessions for parents and students. PPLI worked with embassies and cultural institutes to support promotion of the English Language Assistant Scheme. French, German, Spanish and Korean teachers were provided for the Culture Night event by the relevant cultural institutes. The Korean embassy also supplied material for #ThinkLanguages Korean workshops.

PPLI representatives also attended events organised by embassies, such as the Austrian Embassy in April for their German Language Essay Competition awards ceremony and at a ceremony hosted by the Portuguese Embassy at which University College Dublin (UCD) awarded the Portuguese president an honorary degree. PPLI continued to collaborate with the embassies of Brazil and Portugal to disseminate information relevant to supporting the embedding of Portuguese as a new curricular language within the Irish education system.

More PPLI collaborations in 2022:

### New Leaving Certificate Language Promotion

PPLI produced leaflets regarding heritage languages that were distributed via the Polish, Lithuanian, Chinese and Portuguese Embassies to their citizens to encourage uptake of the new curricular languages at Leaving Certificate level.

### Alliance Française

77 French nationals, employed as Foreign Language Assistants, who benefitted from a PPLI workshop at the Alliance Française, to support their integration in Irish schools. 131 European and Japanese citizens attended PPLI-run support session in October 2022 in their capacity as Foreign Language Assistants.



At an event in November to celebrate “Journée Internationale du professeur de français”, PPLI assisted alongside the Alliance Française, third level and professional networks, in the preparation and delivery of an online event aimed at teachers of French from all education sectors.

### Confucius Institute

PPLI collaborated with the Confucius Institute to support induction and training for their new teaching staff and to support their events such as the Chinese Language and Culture Competition for Post-Primary students and the International Chinese Language Day.

### Inspiring Plurilingualism

PPLI representatives presented at the Inspiring Plurilingualism: Stakes and Perspectives in Europe European conference on the promotion and development of plurilingualism in Ireland, which took place as part of the French Presidency of the EU Council, in association with EUNIC Ireland and the European Commission in Ireland. On Tuesday 29 March, PPLI also attended, alongside the European Union's cultural institutes, the New Festival of European Languages. PPLI were also represented as part of a panel at The European Dimension in Irish Education after Brexit- A national symposium at the University of Limerick in May 2022.

### Europe Day Celebrations

PPLI took part in a delegation composed of representatives from embassies, including the Italian embassy and the Italian cultural institute, to celebrate Europe Day (9 May).



### Japanese Supports

PPLI engaged regularly in Japanese-focused events. For example, a PPLI information session was provided to intending Japan Exchange and Teaching (JET) programme participants regarding teaching opportunities that may be available upon their return to Ireland. PPLI assisted in the conducting of the Japanese-Language Proficiency Test (JLPT) at University College Dublin (UCD), an event held there on behalf of the Japan foundation. For the JLT Japanese Speech Contest, an event supported by the Japanese embassy, a PPLI representative also supported the event. We were also represented at the Experience Japan Culture event.

### Japanese Commendation

In August, it was announced that Karen Ruddock, Director of Post-Primary Languages Ireland (PPLI), was to be awarded with the Commendation of the Foreign Minister of Japan. The Commendations are awarded to individuals and groups with outstanding achievements in international fields, to acknowledge their contributions to the promotion of friendship between Japan and other countries and areas.

The award is provided on the basis that the success of Japanese in Ireland would not have been possible without Karen's leadership and commitment to the development of Japanese language education in Ireland. She was also recognised for her work as a Japanese language lecturer in Trinity College Dublin, her post-graduate studies in Japanese language pedagogy on a Japanese government scholarship in Japan and for taking part in the Japan Exchange and Teaching (JET) Programme.

### Lithuanian Embassy

PPLI met with the Lithuanian Embassy to discuss possibilities around the development of heritage language summer camps, and the first Lithuanian summer camp became a reality in summer 2022.

### Polish Supports

The Polish ambassador, alongside Polish consuls, met with PPLI Polish teachers online to learn more about their work and the implementation of the Polish language into the Irish education system. The Polish embassy were also involved with the launch event for the blended learning project, aimed at supporting the roll out of Polish language education in Irish schools. PPLI representatives also attended a Polish National Independence Day event hosted by the Polish Embassy.



### Visiting Spanish Teacher Scheme

PPLI continued to support the Department of Education in implementing the pilot programme to facilitate the employment of Visiting Spanish Teachers in Ireland based on a Memorandum of Understanding between the Department of Education in Ireland and the Ministry of Education and Culture of Spain. The programme is designed to supply more teachers to Irish schools to increase access to language learning and expand opportunities to develop intercultural skills and relationships which may encourage more school exchanges in the future.

### Impact:

- As a result of working with the Institutes, PPLI has assisted in developing greater awareness of the heritage languages available on the curriculum and of the supports available. Assistance has been provided to the citizens of all participating countries in the FLA scheme. PPLI continues to engage with cultural institutes and embassies to support Modern Foreign Languages within the curriculum

### Next Steps:

- Continue to build on engagement with relevant embassies and cultural institutes
- Continue to seek out opportunities to deliver relevant messages to the cultural institutes and embassies










Think Improved  
Wellbeing  
**#ThinkLanguages**





**Goal 4** aims to enhance employer engagement in the development and use of trade languages. PPLI work to encourage the involvement of employers with post-primary schools as part of their work-experience/career choices in Transition Year, LCVP and LCA as well as encouraging engagement of employers with school students in the context of #ThinkLanguages and in the context of raising awareness among students of the value of languages in careers.



The background image shows a group of students in a kitchen-like setting. In the foreground, a gingerbread house is decorated with white icing, colorful sprinkles, and small round cookies. A young man with curly hair is on the left, and a young woman with long brown hair is in the center, smiling. In the background, there are flags hanging from the ceiling. A semi-transparent pink banner is overlaid across the middle of the image, containing the text 'GOAL 4' and 'ENHANCE EMPLOYER ENGAGEMENT IN THE DEVELOPMENT AND USE OF TRADE LANGUAGES'.

# GOAL 4

**ENHANCE EMPLOYER ENGAGEMENT IN  
THE DEVELOPMENT AND USE OF  
TRADE LANGUAGES**



2 Webinars



237 Schools

### Overview:

PPLI collaborated with Business in the Community Ireland (BITCI) on a webinar series for primary and post primary students in 2022. BITCI is a movement for sustainable change in business and the webinars provided an opportunity to provide insights and real-life case studies into how language skills can benefit careers as well as personal lives.

### Main Aims:

- Inform and inspire both primary pupils and secondary students to understand the benefits of language skills for their life and career
- Encourage uptake of language subjects at secondary level
- Make languages engaging and fun

### Activity:

Student webinars were made available to TY and 6th class students to encourage them to choose a language subject by learning about the importance of language skills as a vehicle to great experiences including interesting careers. TY and 6th class students were chosen as those are the ages when students choose language subjects. 137 post-primary schools signed up for the TY webinar and 100 primary schools for the primary school webinar.

The people interviewed in the webinar included employees of various companies (Kerry Foods, SAP Ireland, Met Life, Telus International, Belvedere College) and a 3rd level UCC student studying a language. The webinars were designed for the age groups by ensuring that the speakers engage at the level of the students. The webinar started with an interactive quiz, followed by a panel of people being interviewed and an opportunity for students to ask questions.



### Impact:

- 96% of participants said the webinar encouraged them to consider a language subject
- Direct increase in consideration around languages as a subject choice by participants initially not wanting to choose languages (pre and post webinar polling)

*'[Students] were captivated by listening to people who are passionate about languages. This passion is infectious.'*

*'The children could see the benefits of learning a language. They really liked listening to the speakers speak in different languages.'*

*'Students need to hear why studying languages is good for them and for your future. It is also important to hear it from several people from different lines of work, so they understand that learning languages is good for everyone.'*

*'It definitely helped some of them see how languages may actually be useful to them in the future and I spoke to students about how it's never too late to learn a language as some of the speakers had done.'*

### > Next Steps:

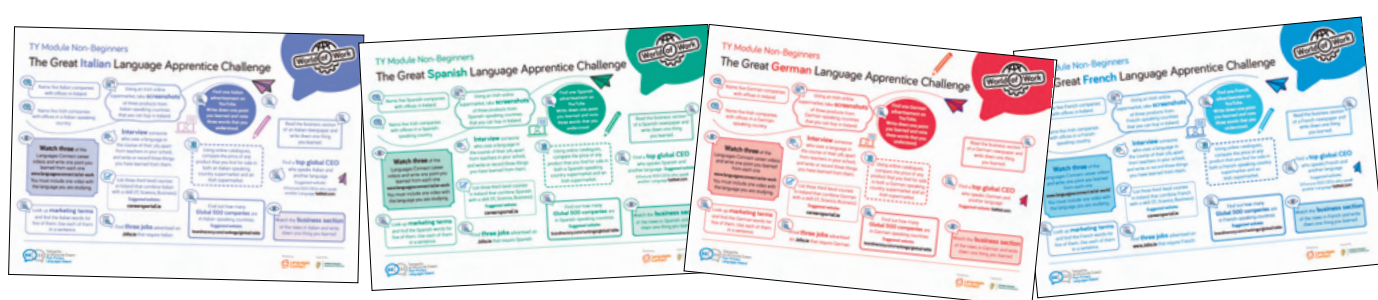
Continue to work together with BITCI to develop student friendly content and mutually beneficial events with languages as a focus

4 Languages Available

4 Languages in Development

### Overview:

As part of PPLI's work with the Guidance Counsellors, progressing the strategic action promoting employer engagement, and bringing language skills into the world of work, a series of resources have been created.



### Main Aims:

- Support the awareness of the importance of languages for the world of work
- Promote the teaching of skills in the target language related to the working world

### Activity:

In 2022 the first resource of a new “World of Work” (WOW) series was launched. The first resource was the “Great Language Apprentice Challenge”, aimed at TY students who have studied French, German, Italian, or Spanish at Junior Cycle level.

The resource includes:

- Teachers’ notes
- Self-assessment and reflection documents
- Peer-assessment

The resources have been made available for teachers at Teacher Conferences and are available for download on the PPLI website.

### Next Steps:

- Further develop the resource in a wider range of languages including Chinese, Japanese, Lithuanian and Polish



## Goal 4 - Moving Forward

'Working with Languages' TY & LCA/LCVP work experience resource has been made available to all post-primary schools to bring language skills and language awareness into work experience and employer engagement. 'Creating Partnerships with Employers' resource has been made available for ideas for employer engagement. Engagement with employers in collaboration with Business in the Community to deliver student webinars (TY and 6th class) has been positively received.

Beyond these resources, it would be important to have representatives from the enterprise sector drive actions that involve employers and involve and engage with local businesses and chambers of commerce. It would be useful to have policy put in place that would provide a basis for employer engagement, and to engage representatives to lead on research on future skills and local needs.

## PPLI Team Members 2022



**Karen Ruddock**  
*Director*



**Dr Kenia Puig**  
*Education Officer*



**Dr Chang Zhang**  
*Education Officer*



**Agnieszka Grochola**  
*Education Officer*



**Laura Quigley**  
*Education Officer*



**Salvo Cacciato**  
*Education Officer*



**Alan McCormack**  
*Education Officer (August)*



**Kanako Ukai**  
*Japanese Language Advisor*



**Aoife Dungan**  
*Marketing & Communications  
Manager*



**Meabh Duffy**  
*Marketing and Communications  
Officer (August)*



**Nellie Tattersall**  
*Project Officer*



**Lauri Kealy**  
*Marketing Intern (June)*



**Edel Nolan**  
*Marketing Intern (September)*



**Alice Davenhill**  
*Event Co-ordinator*



**Kirsi Hanifin**  
*Project Officer/Office Manager*



**Michele Kelly**  
*Administration*



**Kate Tyndall**  
*Primary Languages  
Project Co-ordinator*



**Agnieszka Matys-Foley**  
*Schools and Project Officer  
(September)*



**Jean-Marie Fournier**  
*Finance and Operations Officer  
(September)*



**Claudia Maloney**  
*Clerical Officer (June)*



## PPLI Associates 2022

Erica Flanagan  
Emily Foynes  
Ruth Gilroy  
Gemma Kelly  
Bernie O'Shea  
Elaine Power  
Nicola Rowan  
Dominique Senard  
Patricia Mulholland  
Vicky Bouché  
Aoife Fleming  
Niall Gunning  
Geraldine Zechner  
Aine O'Donnell  
Mark Spencer



## PPLI Development Officers 2022

### Japanese

Midori Hayes  
Brid Murphy  
Irene Bermingham  
Mika O'Loughlin  
David McCartney  
Gretta Daly  
Rhonda Tsu Lambe  
Chigusa O'Sullivan  
Amanda Kiernan  
Tetsuo Hirohama  
Tomoko Ozaki  
Emilie Kearon  
Kozue O'Dwyer  
Adam Clark  
Yuko Sugai  
Cher Weir  
Tazuko Iijima-Kelly  
Matsuyo Miyai  
Reiko Heinen

### Korean

Heejung Lee

### Russian

Lana Ilyin  
Inna Orlovskaya  
Ludmila Snigireva  
Olga Vologzhanina  
Tanya Moran  
Ludmila McGrath

### Portuguese

Helena Bidarra  
Luiz Gasparelli  
Monica Goncalves

### Chinese

Juan Huang  
Tiantian Wu  
Wanlin Li  
Beibei Su  
Yunhe Cheng  
Congqing Zeng

### Romanian

Anka Borzasi

### Lithuanian

Vaida Guliokiene  
Kristina Jankaitiene

### Polish

Marta Majchrzak  
Anna Siecinska  
Luiza Blachura  
Dorota Polatynska  
Joanna Lydzinska-Baldbaatar  
Mariola Wanczyk  
Agnieszka Kaliska  
Honorata Puslednik  
Dagmara Furman  
Agnieszka Adamska  
Edyta Bakula  
Marta Staszak  
Laura Barszczewicz  
Aneta Truchan  
Ewelina Mencnarowska  
Ewelina Keskiewicz

## Financial Overview

2022

<b>Admin Salaries</b>	<b>€ 818 K</b>
<b>Teacher Salaries</b>	<b>€ 961 K</b>
<b>Additional Allocation</b>	<b>€ 228 K</b>
<b>Project Support:</b> (e.g. Teacher CPD, Teacher Upskilling, CLIL, Foreign Language Assistant Training, Resources, Associates, Communities of Practice)	<b>€ 297 K</b>
<b>Awareness Raising</b> (Summer Camps, School Exchanges, #ThinkLanguages, Research, Employer engagement, Guidance, other campaigns)	<b>€ 681 K</b>
<b>Primary Language Module</b>	<b>€ 885 K</b>
<b>Library Project</b>	<b>€ 161 K</b>
<b>Operational Costs</b> (Management, Rental, IT, Office, Printing, Postage etc.)	<b>€ 269 K</b>
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<b>Total</b>	<b>€ 4,300 K</b>
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