



Annual Report 2025

PPLI - A Year in Numbers

#ThinkLanguages

21,000+ TY Students

240+

Schools

14

HEIs

13

Cinemas

4 Cultural Institutes

Say Yes to Languages

60,000+ Primary Pupils

1,344 Primary Schools

11 Languages

310

Primary Teachers
Upskilled

CPD

58 PPLI Teachers

25 CPD Sessions

Leaving Certificate
Languages Information
Sessions

5

online
sessions

358

attendees

206

Foreign Language
Assistants and
Co-operating Teachers
trained

Language provision
in schools, including
additional allocation, for

10,000+
students

758

Saturday Class Students

Chinese **120** Japanese **115**

Lithuanian **57** Portuguese **45**

Polish **208** Romanian **116**

Russian **97**

20

Communities
of Practice
sessions

Table of Contents

Foreword	4
Introduction to PPLI	6
PPLI Team	7
Director Review	10

GOAL 1:	12
Improve language proficiency by creating a more engaging learning environment	
Funding Schemes Addressing Language	
Teacher Shortages	14
English Language Assistant (ELA) Scheme	16
Training for Foreign Language Assistants and Cooperating Teachers	17
Spotlight on Schools	20
Resources and Tutorials	22
Modern Foreign Languages (MFL) Communities of Practice	24
Collaboration with European Centre for Modern Languages (ECML)	26
An Intercultural Look at our Schools (ILAOS)	30
Innovative Methodologies: AI for MFL Teachers	32
PPLI Associates	36
Mobility Opportunities.....	38
Collaboration with Initial Teacher Education (ITE) Providers	41
CLIL - Content and Language Integrated Learning	43
Goal 1 - Moving Forward	49

GOAL 2:	50
Diversify and increase the uptake of languages learned and cultivate the languages of the new Irish	
Languages Provision	52
- PPLI Development Officers	53
- In-School Provision of Languages	54
- Junior Cycle	55
- Transition Year	55
- Leaving Certificate (In School Provision)	55
- Parallel Provision Model - Leaving Certificate Language Classes	59
- Innovative Provision Model - Leaving Certificate Blended Learning Project	62
- Additional Allocation to Schools to Support Diversification of Foreign Languages Provision	64

Professional Learning and Supports for PPLI Development Officers	67
Language Summer Camps	71
Primary - Say Yes to Languages Module	74
Primary Teachers - Foreign Language Upskilling	81
Goal 2 - Moving Forward	86

GOAL 3:	88
Increase awareness of the importance of language learning to encourage the wider use of foreign languages	
#ThinkLanguages Week	90
Awareness Raising Collaborations with Higher Education Institutions	110
Student Events	115
Collaboration with Embassies and Cultural Institutes	117
Awareness Raising Collaborations - Culture Night	121
Attendance at Forums and Events for Teachers and Stakeholders	123
Academic Conference and Papers	125
Awareness Raising Collaborations - MS Readathon	127
Career Guidance Resources and Stakeholder Collaboration ..	129
Open Night Toolkit	132
Leaving Certificate Language Information & Support	133
Let's Talk Languages - Consultation Sessions on MFL Provision	135
Goal 3 - Moving Forward	136

GOAL 4:	138
Enhance employer engagement in the development and use of trade languages	
Collaboration with Enterprise and Employers	140
Goal 4 - Moving Forward	143

Governance and Accountability	144
- Operational Environment	
- Funding Arrangements/Financial Management	
- Reporting and Monitoring Arrangements	
- FLAGPP Committee Members	
- Resource Efficiency/ Climate Action	
Financial Overview 2025	146



Foreword

I am pleased to introduce this Annual Report of Post Primary Languages Ireland (PPLI), which highlights the organisation's continued contribution to strengthening language learning and multilingualism across Ireland's education system. The work set out in this report reflects a clear commitment to inclusion, quality, innovation and collaboration—principles that are central to my priorities as Minister for Education and Youth.

Languages play a vital role in equipping young people with the skills they need to thrive in a rapidly changing world. They support communication, cultural understanding, cognitive development and wellbeing, while also opening pathways to further study, mobility and employment at home and abroad. Ensuring that all learners have access to diverse language learning opportunities is essential to delivering a world class, inclusive education system.

This report demonstrates the breadth and impact of PPLI's work in supporting diversified models of language provision and quality professional support to teachers and learners. Through in school, shared, online, blended and alternative delivery models, PPLI continues to respond to the needs of schools and learners, particularly where access to languages would otherwise be limited. The focus on equity of access, heritage languages and emerging curricular provision reflects a strong alignment with national policy priorities and demographic realities.

I appreciate the ongoing work to support schools and teachers with the introduction of modern foreign languages in the primary curriculum. Programmes such as Say Yes to Languages and #ThinkLanguages Week, student events, cultural collaborations and guidance resources are helping young people, parents and schools



to better understand the value and relevance of language learning. The strong student voice, creative engagement and community-based approaches evident throughout this work are particularly encouraging and support informed subject choice at key transition points.

I am also encouraged by the strong collaboration and partnerships evident across PPLI's work—with schools, higher education institutions, guidance counsellors, embassies, cultural institutes, national agencies and international partners. This joined up approach strengthens coherence across the system and ensures that language education is embedded within broader educational, cultural, social and economic priorities.

As Minister, I am committed to supporting an education system that is inclusive, forward-looking and responsive to the needs of children and young people. The work of PPLI, as set out in this report, makes a valuable contribution to that ambition. I would like to acknowledge the dedication of the PPLI team, its partners, and the many teachers, students and communities who engage so positively with its programmes.

I look forward to continued collaboration with PPLI as we seek to further enhance language learning opportunities for all our learners in the form of a follow-on strategy for foreign languages in education. A public consultation on this will follow soon.

Hildegard Naughton

Minister for Education and Youth



Introduction to PPLI

Post-Primary Languages Ireland (PPLI) is a dedicated unit providing expertise and support for foreign languages education in Ireland. PPLI is fully funded by the Department of Education and Youth and 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. This remains core to its remit with a focus on enhancing and broadening the opportunities available for learning foreign languages that are relevant to Ireland's future cultural, social, and economic needs.

PPLI exists to support the implementation of key actions under 'Languages Connect - Ireland's Strategy for Foreign Languages in Education 2017-2026'. In addition to the important aspects of implementation which relate to languages in education, there is also a role for PPLI in awareness raising, employer engagement and languages in society. An additional part of its role is to conduct applied research that informs and supports policy.

A broader remit now includes foreign languages support for the primary sector. This includes provision of the 'Say Yes to Languages' module in schools, the main aim of which is to prepare the ground for the implementation of the redeveloped Primary Language Curriculum. Support for foreign languages at primary level recently also includes foreign language upskilling for primary teachers and the provision of a body of resources that will support teachers with implementation of the new curriculum in the context of Modern Foreign Languages.



The PPLI Team

PPLI is a diverse team of experts who successfully deliver high quality projects in foreign languages education and awareness raising. PPLI is known for its professionalism, innovation, versatility, and strong work ethic. It supports a wide variety of stakeholders including government departments, education agencies, schools and teachers, and many other partners.

PPLI Team Charter

- Employ a diverse, enhanced and expanded team that showcases best practice in Diversity, Equity and Inclusion (DEI)
- Facilitate an organisation where there is equality of esteem for different roles and skills
- Ensure that each member is valued, included and supported in their work
- Ensure that each member has a voice and is welcome to share their ideas and opinions without fear of reprimand
- Appreciate, respect, and promote linguistic and cultural diversity
- Work together in a way that is creative, flexible, and dynamic, producing work that is fast-paced and quality assured.
- Recognise achievements, promote communication, acknowledge good practice, set objectives/goals, provide clarity around organisational expectations, be open to and accept feedback, and identify ways in which PPLI can improve support for team members.

In 2025 the core team consisted of 30 members. The PPLI Team also includes a Japanese Language Adviser seconded by the Japan Foundation. In addition, PPLI employs six Chinese, fifteen Japanese, one Korean, three Lithuanian, fourteen Polish, three Portuguese, two Romanian and five Russian Development Officers who are qualified teachers deployed to schools and Leaving Certificate Language classes.

PPLI Team Members 2025

Karen Ruddock
Director

Teaching & Learning Team

Kenia Puig i Planella, Ph.D.
Teaching & Learning Manager

Chang Zhang, Ph.D.
Education Officer

Agnieszka Grochola
Education Officer

Laura Quigley
Education Officer

Alan McCormack
Education Officer

Naoko Takatsuka
Japanese Language Advisor

Primary Languages Team

Francesca La Morgia, Ph.D.
*Primary Languages Manager
(February)*

Salvo Cacciato
*Deputy Manager /
Education Officer*

Jeanine Hennessy
*Education Officer
(April)*

Serena Bannon
*Education Officer
(May)*

Liz Mulry
*Education Officer
(October)*

Kate Tyndall
Project Officer

Claudia Maloney
Project Assistant

Andrea Sanagustin
Cabrero
Project Assistant

Mohana Sarwar
Clerical Officer

Marketing & Communications Team

Aoife Dungan
*Marketing & Communications
Manager*

Meabh Duffy
*Marketing & Communications
Officer*

Nellie Tattersall
Project Officer

Enya Fagan
Project Officer

Lauri Kealy
Communications Assistant

Alice Davenhill
Event Co-ordinator

Aoife McHugh
Clerical Officer

Corporate Services Team

Kirsi Hanifin
Corporate Services Manager

Agnieszka Matys-Foley
Schools and Project Officer

Jean-Marie Fournier
*Finance and Corporate
Services Officer*

Dylan Collins
Finance Assistant

Hatice Dogan
*Finance Assistant
(March)*

Aedin McConnell
Corporate Services Assistant

Aine Mullen
Clerical Officer



PPLI Associates 2025

Vicky Bouché
Sandra Doyle
Valerie Fitzpatrick
Dagmara Furman
Emily Foynes
Laura Gibbons *(Sept)*
Anne Grills
Niall Gunning
Gemma Kelly
Rebecca Mooney
Patricia Mulholland
Alex Murphy *(Sept)*
Laura Nagle Kiwanuka
Aine O'Donnell
David O'Grady
Sandrine Pac-Kenny
Mark Spencer
Ricky Roche *(Sept)*
Geraldine Zechner

PPLI Development Officers 2025

Japanese

Irene Bermingham
Adam Clark
Gretta Daly
Paul Finn
Midori Hayes
Reiko Heinen
Tetsuo Hirohama
Tazuko Iijima-Kelly
Amanda Kiernan
Rhonda Tsu Lambe
Aoife McArdle
David McCartney
Mika McDonnell
Brid Murphy
Kozue O'Dwyer
Mika O'Loughlin
Tomoko Ozaki
Eriko Rybak *(Sept)*
Mie Shimbayashi *(Jan)*
Chie Weir

Korean

Heejung Lee

Russian

Lana Ilyin
Ludmila McGrath
Adam Nowakowski *(Sept)*
Inna Orlovskaya
Ludmila Snigireva
Olga Vologzhanina

Portuguese

Helena Bidarra
Paula Falcao
Estela Felipe
Luiz Gasparelli

Chinese

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

Lithuanian

Raminta Budrienė *(Sept)*
Vaida Guliokienė
Rūta Keršienė *(Sept)*

Polish

Agnieszka Adamska
Edyta Bakuła
Laura Barszczewicz
Luiza Blachura
Joanna Łydziańska Boldbaatar
Patrycja Chełmińska
Dagmara Furman
Agnieszka Kaliska
Ewelina Kęskiewicz
Ewelina Maćkowiak
Marta Majchrzak
Ewelina Mencnarowska
Edyta O'Callaghan *(Sept)*
Anita Rogowska
Anna Siecińska
Aneta Truchań
Mariola Wańczyk

Romanian

Paula Fodorcan
Adriana Gheorghe



Director Review

The work of Post-Primary Languages Ireland is more important than ever. In the complex environment of broadened learner choice and diversification of curriculum provision, there is an increased urgency of raising awareness of the value of learning foreign languages and supporting existing provision. Most of the work in PPLI seeks to either directly or indirectly increase participation in foreign language learning.

Our students have the right to acquire skills that allow full participation in society. Limited multilingual competence remains one of the main obstacles to students benefiting from work and mobility opportunities available across the European Union. Learning foreign languages exposes students to different cultural perspectives, enhancing their adaptability and intercultural communication skills. This fosters global awareness and prepares students for diverse professional and social interactions. Importantly, an education in additional languages fosters a more inclusive environment for all students reducing susceptibility to extremist views.

In the context of supporting diversification of the foreign languages' curriculum, PPLI continues to provide alternative delivery models which include in school provision, shared and peripatetic teachers, Leaving Certificate classes, and online and blended learning for more than 10,000 students. As a result, more recently introduced and lesser taught languages remained accessible to students where viable in school provision is not possible, supporting equity of access and learner choice. Heritage language provision is part of this, supporting student engagement, identity recognition and progression, including access to Leaving Certificate points that significantly influence post-Leaving Certificate education pathways. Underpinning this, 58 PPLI Development Officers continue to be supported through a structured professional learning programme, with 25 professional learning sessions delivered across induction, CPD and targeted online/blended teaching supports.

In the context of enhancing provision, PPLI continues to provide teachers and students across the wider system with resources, opportunities, and support to ensure that language lessons in schools are as engaging as possible, seeking to support the retention of students into senior cycle through much of its work. Examples of projects which enhance foreign languages provision in schools include the development of supports for innovative methodologies such as Content and Language Integrated Learning (CLIL); training in the use of AI and digital technologies in collaboration with Oide Technology in Education; and ongoing support for the use of a toolkit for self-evaluation and supporting cultural and linguistic diversity in our schools.

PPLI continues to prepare the ground for the introduction of Modern Foreign Languages in the primary curriculum through Say Yes to Languages, reaching over 60,000 primary pupils across 1,344 schools in 2025. Enhanced inclusion, enthusiasm for languages and cross curricular learning was reported by participating schools. There was a transition from pilot to national foreign language upskilling scheme for primary teachers with 310 teachers completing courses across four languages in the first stage of this, supporting curriculum reform and long term capacity building. A French immersion programme in partnership with the French Embassy piloted intensive language and cultural learning, informing future immersion opportunities.

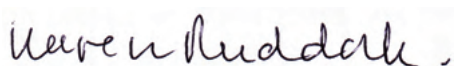
In the context of seeking to expand provision, #ThinkLanguages Week 2025 reached over 21,000 Transition Year students in more than 240 schools nationwide, marking the eighth year of the national festival. Partnerships with 14 higher education institutions delivered outreach activities and campus visits with peer to peer engagement helping to demystify third level language study, Erasmus opportunities and international career pathways. 13 cinemas offered opportunities for 3,400 students to watch a foreign language movie, and four cultural institutes hosted events giving students the opportunity to experience languages in authentic cultural settings. 99% of students surveyed said they would recommend #ThinkLanguages, with 75% reporting a changed perception of the value of languages. Student led and community based activity continued to grow, highlighting home languages, intercultural awareness and peer learning.

PPLI maintained a strong presence at national student and guidance events, reaching more than 35,000 attendees through Higher Options, Career Options Cork and other events. Languages Connect content on Careers Portal saw nearly 300,000 visits related to language courses and pathways. 2,000 guidance counsellors were reached through targeted communication, events and conferences, and a new Communities of Practice supported teachers in embedding languages within whole school guidance structures.

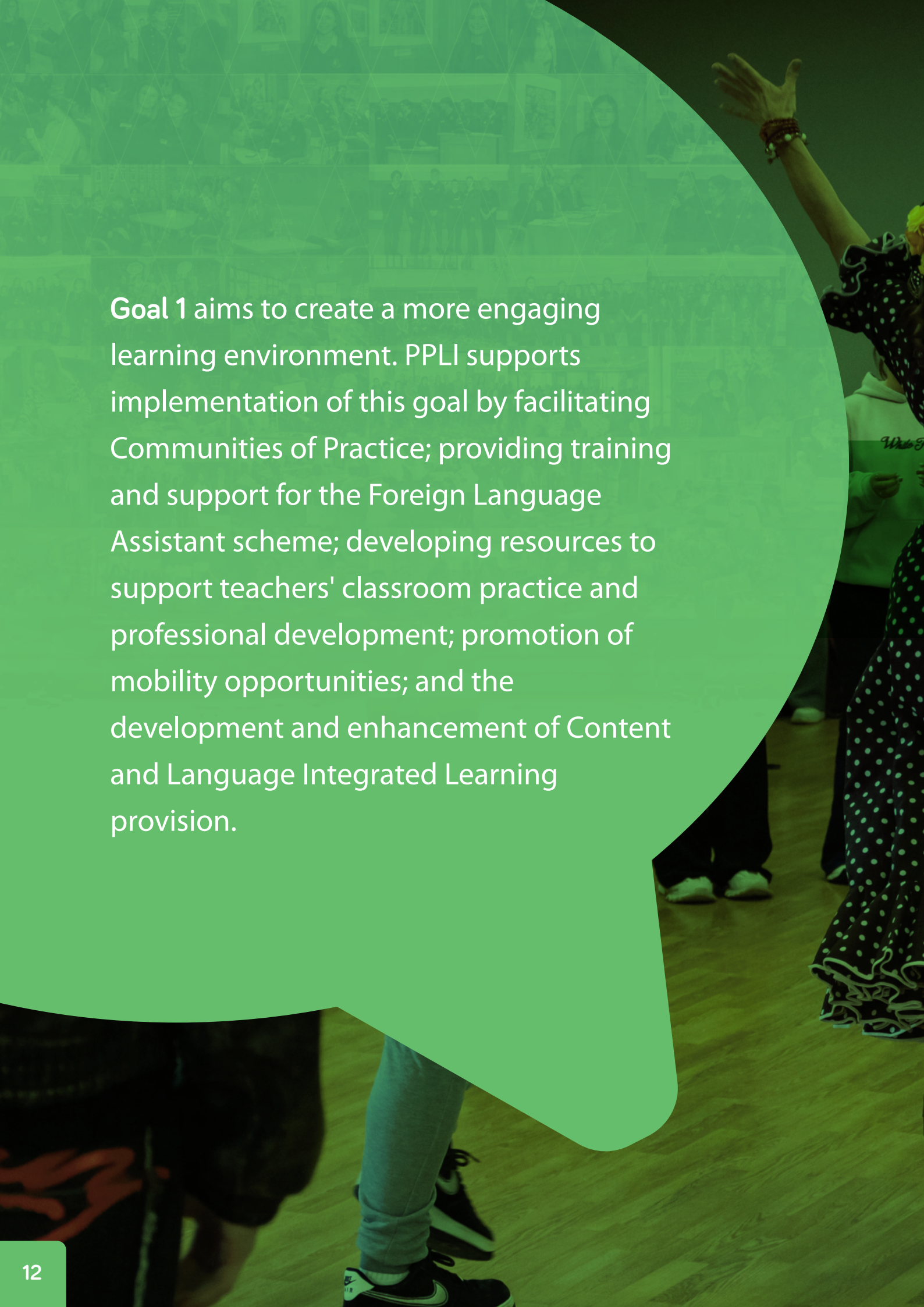
PPLI's role as a national and international leader in language education continues to be reinforced also through participation in forums, conferences and research, ensuring evidence informed policy and practice.

PPLI's work is collaborative. Schools, teachers, students, parents, guidance counsellors, higher education institutions, embassies, cultural institutes and national agencies all play a role in shaping an ecosystem within which language learning can flourish. I would like to acknowledge the commitment and expertise of the PPLI team, our Development Officers and Associates, and the many partners whose engagement makes this work possible. Thank you to all who continue to support and collaborate with PPLI. Your partnership is central to the progress reflected in this report.

As we look ahead, the focus will remain on consolidation, sustainability and impact - strengthening pathways from primary to post primary and beyond, supporting teachers in increasingly complex contexts, and ensuring that language learning remains visible, valued and accessible to all learners.



Karen Ruddock
Director PPLI



Goal 1 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.



GOAL 1

IMPROVE LANGUAGE PROFICIENCY BY
CREATING A MORE ENGAGING LEARNING
ENVIRONMENT



3 MFL Teachers Upskilled



1 Teacher Registered with the Teaching Council

Overview:

PPLI manages two funding schemes designed to address the national shortage of qualified language teachers in Ireland. The Modern Foreign Languages (MFL) Teacher Upskilling Scheme provides opportunities for teachers to upskill in a language they are qualified in but are not currently teaching or not teaching to full capacity. Teachers who upskill may be able to introduce the language in their school or increase its provision. The Teaching Council Criteria Shortfall Funding Scheme supports teachers who need a small number of credits to meet the Teaching Council requirements for registration as language teachers in Ireland.

Main aims:

- Increase the number and capacity of qualified and registered language teachers in Ireland.
- Enable schools to activate existing qualified capacity and introduce or expand language provision.
- Support teachers to complete the requirements necessary for Teaching Council registration.

Activity:

MFL Teacher Upskilling Scheme

Since the scheme began in 2018, 80 applications have been approved. In 2025, three teachers availed of upskilling opportunities—two in German and one in Italian. The scheme remains open to applications on an ongoing basis.

Impact:

Schools involved in the scheme reported increased capacity to offer more languages, strengthened language provision, and improved promotion of languages. Teachers who completed an upskilling course highlighted improved confidence and enhanced CEFR proficiency levels as the most valued outcomes.

Teacher feedback included:

"This course was extremely helpful to me, especially as it was in the target-language country, which allowed me to use the language at all times."

"This course was very good for me. I improved my language learning and teaching skills. I would recommend that teachers of MFL have the opportunity to visit the target-language country and get more experience."

Activity:

Teaching Council Criteria Shortfall Funding Scheme

Since its introduction in 2021, 25 applications have been successful, with eight teachers completing registration in their target language. In 2025, one application was approved and one teacher registered with the Teaching Council.

Impact:

- Teachers reported that the scheme supported them to complete their registration requirements.
- Increased registration contributed to expanded qualified teaching capacity in schools.



Next steps:

- Continue to operate the schemes in 2026, after which both will be discontinued, as alternative post-graduate programmes have now been made available through the Department of Education and Youth.



81 Registered Participants for 2025 Support Session

Overview:

PPLI works to increase the visibility of the English Language Assistant (ELA) Scheme as a means of developing language and intercultural awareness in society, while also supporting potential future teaching capacity. In 2025, PPLI continued to promote the scheme and provide supports for outbound English Language Assistants.

Main Aims:

- Inform potential applicants about the personal and professional benefits of participating in the ELA Scheme.
- Support increased interest in the scheme through visibility and targeted initiatives.

Activity:

In 2025, with applications to the 2025-2026 ELA Scheme open until March, potential applicants benefited from a wide-ranging awareness-raising campaign. This included two newly developed videos, a promotional poster displayed across university campuses, a social media campaign and an online support session held in January 2025.

A total of 155 applications were received by the Department of Education and Youth from those seeking placements in Austria, Belgium, France, Germany, Italy and Spain. This represented an approximate 10% increase in applications compared to 2024.

Impact:

- The support session delivered by PPLI increased visibility of the ELA Scheme among potential applicants.
- Applications to the 2025-2026 scheme increased by approximately 10% compared with the previous year, coinciding with the coordinated programme of awareness-raising activities.
- Positive feedback demonstrated that the session informed and motivated attendees to consider applying.



Next Steps:

- Provide an annual online support session to encourage interest and applications.
- Continue monitoring uptake and developing strategies to increase visibility of the ELA Scheme.
- Deliver an annual social media campaign to further promote awareness of the scheme.



206 FLAs Supported



390 Registered Participants

Overview:

PPLI plays a central role in strengthening teaching and learning within the Foreign Language Assistant (FLA) scheme by delivering and enhancing supports provided to Foreign Language Assistants (FLAs) and Cooperating Teachers (CTs). Through targeted sessions, resources and ongoing engagement, PPLI helps schools to maximise the impact of having an FLA in their school community.

Main Aims:

- Provide support for a high-quality teaching and learning experience for school communities that host an FLA.
- Disseminate and discuss effective approaches to teaching and learning that contribute to an engaging classroom environment.
- Secure the best possible learning outcomes for students by supporting planning for success and innovation in teaching and learning practices.

Activity:

Support Sessions for the 2024-2025 Cohort

In January 2025, PPLI continued to support the 2024-2025 cohort of FLAs and CTs through a second round of online support sessions. These sessions focused on practical strategies for classroom collaboration and maintaining momentum in the second half of the school year.

Feedback from participants included:

"These sessions are always very practical, and we always leave with some new ideas. It is a good idea to have one in January to restart the year with fresh inspiration. Danke!"

"Loved getting new ideas from all involved, merci!"

Survey of 2024-2025 FLAs

In April 2025, as the 2024-2025 cohort of FLAs approached the final weeks of their placements, PPLI conducted a survey to capture their reflections on the experience. FLAs reported very positive memories of their time in host schools, including:

"I had an amazing day during the ThinkLanguages period. We had a French and Spanish karaoke with the Spanish assistant at my school, and it went really well. The students were really involved, and we had a great time."

"I was able to connect the language learning with my second subject and created a German-based PE class."

Preparation for the 2025-2026 Cohort

In May 2025, PPLI, together with the Inspectorate and the Department of Education and Youth, hosted two information sessions for schools that had been successful in their FLA applications for the 2025-2026 scheme. These sessions focused on supporting schools to prepare in advance of their FLA's arrival. On the same evenings, PPLI delivered pre-arrival sessions for CTs to support them in planning for their role in hosting the FLA.

From June onwards, preparations intensified for the arrival of the 2025-2026 FLAs. PPLI developed the annual newsletter for FLAs and created a dedicated Facebook page to support communication and networking.

In September 2025, PPLI offered a series of online pre-arrival sessions for FLAs. These sessions aimed to build excitement about the upcoming experience, provide guidance on teaching and learning, and answer questions. A total of 65 FLAs registered.

Feedback included:

"The information was really helpful, and it was great to get to talk to other FLAs."

"Thank you for answering all questions and being reassuring."

"Thank you for making us so welcome and giving us some resources."



FLA Induction and CT-FLA Support Sessions

In October 2025, PPLI once again supported the Department of Education and Youth at the annual FLA induction. During this event, PPLI outlined the range of teaching and learning supports available for FLAs. The induction also enabled FLAs to meet their dedicated PPLI Link Associate and other FLAs assigned to the same region. The Link Associate acts as a contact point for teaching and learning queries throughout the year.



Following induction, PPLI hosted its annual series of CT-FLA support sessions in October 2025. These in-person events were delivered by PPLI Associates in 19 venues nationwide over a two-week period. A record-breaking 390 participants registered, the highest number to date. The sessions focused on developing collaboration between CTs and FLAs, planning for the academic year and sharing practical classroom ideas.

Feedback from the CT-FLA sessions included:



Communities of Practice for FLAs

PPLI concluded 2025 by hosting a dedicated series of online Communities of Practice for FLAs in December. These sessions created a structured space for collaboration, peer learning and the sharing of effective classroom practices across different regions and language contexts.

Impact:

- In 2025, PPLI further expanded and refined its supports for the FLA scheme, ensuring that FLAs, CTs and schools were better equipped to plan effectively and enhance language learning experiences.
- Record participation in CT-FLA sessions reflected increasing engagement with, and recognition of, the value of PPLI's supports.
- Comprehensive pre-arrival, induction and early-year supports improved FLA preparedness and confidence, contributing to smoother integration into school communities.
- Stronger CT-FLA partnerships and more innovative teaching practices contributed to richer intercultural and language learning experiences for students.

> Next Steps:

- Launch new online CT-FLA Communities of Practice in January 2026 to strengthen collaboration and professional dialogue between CTs and FLAs.
- Review and update the content of the annual CT-FLA support sessions scheduled for October 2026, ensuring alignment with emerging teaching and learning priorities, participant feedback and evolving school needs.
- Continue refining PPLI's teaching and learning supports across the FLA scheme, using insights from surveys, induction feedback and regional sessions to enhance resources, guidance materials and pre-arrival supports.



3 Resources

Overview:

Spotlight on Schools is a series of teacher-created resources that showcase good practice in Modern Foreign Language (MFL) departments and classrooms across Ireland. The series supports a professional learning community where teachers can engage with practical, evidence-based teaching and learning strategies and adapt them to suit their own contexts.

Main Aims:

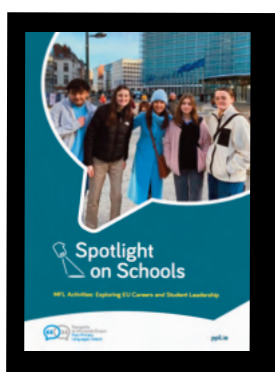
- Share and showcase examples of good practice in MFL education across Irish schools.
- Encourage MFL teachers to learn from one another.
- Support and disseminate innovative teaching methodologies across the MFL community.

Activity:

In 2025, three case studies were published as part of the Spotlight on Schools series. Each explored a different theme and highlighted approaches that can be adopted or adapted by other schools.

Exploring EU Careers and Student Leadership

Students at St Patrick's Cathedral Grammar School explored how language learning can support pathways to careers in the European Union. Through interactive activities, students engaged in career exploration, cultural exchange and leadership development while strengthening their language skills and broadening their understanding of European opportunities.



A Pathway to Introducing a New Language in Schools

Killina Presentation Secondary School shared its journey in introducing Polish as a curricular subject. The resource documented the school's process from initial planning to full implementation, offering practical guidance for including less commonly taught languages and inspiring schools to expand their language provision.



Using Music and Rhythm in the MFL Classroom

This case study demonstrated how rhythm and music can support grammar learning. Students often find grammatical structures abstract; musical patterns help embed content in memory, making learning active, enjoyable and sustainable.



Impact:

- The series bridges theory and practice, showing teachers how pedagogy and policy translate into real classroom activity.
- Teachers gain access to practical, tested methodologies, supporting reflective and self-directed professional learning.
- The case studies encourage innovation, offering teachers models that can inspire new approaches and enhance student engagement.

Next Steps:

- Continue sharing examples of good practice through additional Spotlight on Schools features in 2026.





2 Resources Developed



1 New Partnership



1 TY Resource Updated

Overview:

In 2025, PPLI continued to develop, review and promote a wide range of resources and tutorials to enhance the quality, consistency and accessibility of language teaching and learning. This work included updating existing materials, establishing new partnerships and disseminating established supports to teachers nationwide.

Main Aims:

- Provide teachers with practical, high-quality resources and tutorials that enhance teaching and learning.
- Foster the adoption of innovative teaching methodologies across all languages.
- Strengthen the uptake of languages in schools by supporting effective and engaging classroom practice.

Activity:

Throughout 2025, PPLI developed and explored a variety of supports to ensure that resources remain relevant, accessible, and aligned with evolving teaching needs. Collaboration continued with partners such as Oide Technology in Education, while a new partnership was established with Gaisce - The President's Award.



20 Ways to Increase Uptake of MFLs in Your School

This resource was created to support post-primary teachers in raising the profile of languages. It presents a range of ideas, from whole-school events to everyday classroom activities, that can be adapted to suit diverse school contexts. The resource aims to inspire student interest and strengthen the presence of languages within school communities.

AudioPen Tutorial

PPLI continued to expand its suite of digital technology tutorials. In 2025, a new tutorial was developed on AudioPen, demonstrating how the tool can be used to analyse, reorganise, summarise or transcribe oral speech for classroom use. A full review of existing digital technology tutorials also took place, with those integrating new AI features identified for redevelopment to maintain relevance and pedagogical value.



Transition Year (TY) Beginners' Modules

Building on revised TY Beginners' Modules in German, Spanish, Italian, French and Polish, the Chinese module was updated in 2025. These modules are designed for Transition Year students beginning a new language and can also be adapted for Leaving Certificate Applied (LCA) or Leaving Certificate Vocational Programme (LCVP) contexts. Each module includes student tasks, and a teacher section outlining topic overviews, task descriptions and learning outcomes.

Gaisce - The President's Award Partnership

In 2025, PPLI became an official Gaisce Challenge Partner. This partnership aligns language learning with nationally recognised youth development pathways. PPLI developed a collection of ideas for the Personal Skill and Community Involvement challenge areas, enabling young people to integrate language-focused activities as part of their Gaisce Bronze Award requirements. Participants must complete at least one hour per week for thirteen weeks.



Impact:

- Updated and newly developed resources ensured materials remained current, practical and aligned with emerging pedagogical approaches, including AI-informed tools.
- Digital technology tutorials supported teachers in embedding innovative methodologies in their classrooms.
- 20 Ways to Increase Uptake of MFLs in Your School provided practical strategies to raise the profile of languages and support increased uptake.
- Updated TY Beginners' Modules enhanced the quality and accessibility of beginner-level language learning in Transition Year.
- The new national partnership with Gaisce positioned language learning as part of a recognised youth development framework, opening additional pathways for student engagement.

Next Steps:

- Encourage further uptake of digital tutorials and strengthen collaboration with Oide Technology in Education, with particular focus on AI in language learning.
- Complete redevelopment of digital tutorials incorporating new AI features.
- Continue the review of TY Beginners' Modules in Chinese and Japanese and begin review of Korean, Lithuanian, Portuguese and Russian.
- Actively disseminate and promote newly developed resources, including 20 Ways to Increase Uptake of MFLs in Your School, alongside established supports such as the MFL Teachers Talk podcast and WebQuests.
- Promote engagement with Gaisce language-focused challenges and monitor uptake across schools.



603 Participants Registered



20 Sessions

Overview:

PPLI Communities of Practice (CoPs) bring together teachers with a shared interest in languages and language teaching to exchange ideas, explore solutions and share classroom practice. CoPs are facilitated regionally and thematically, and held both in person and online, depending on participants' needs. These sessions foster a culture of collaboration, mutual trust and professional dialogue, enabling teachers to discuss challenges and develop creative and practical approaches to language teaching.

Main Aims:

- Build and sustain vibrant regional and thematic communities of MFL teachers across Ireland.
- Provide opportunities for MFL teachers to connect, collaborate and share good practice tailored to their needs.

Activity:

In 2025, PPLI facilitated 20 Communities of Practice, with more than 600 teachers registered across these sessions. The CoPs included a mix of project-specific and thematic sessions, allowing participants to engage with the topics most relevant to their needs. PPLI Associates played a key role in facilitating these sessions, using their classroom experience to ensure the content was practical, relevant and grounded in real-world practice.

Topics explored through the 2025 CoPs included:

- the Open Night Toolkit;
- Intercultural Look at Our Schools (ILAOS);
- #ThinkLanguages;
- DigiTech and digital tools;
- support for Foreign Language Assistants (FLAs);
- support for Leaving Certificate Applied (LCA);
- language-specific sessions.

Feedback



Impact:

- CoPs strengthened networking among MFL teachers, creating opportunities for collaboration and resource sharing.
- Teachers engaged more deeply with thematic and practical discussions, increasing their confidence and motivation.

 Next Steps:

- Use feedback from 2025 CoPs to identify emerging needs and priority areas for teachers.
- Continue organising both thematic and project-specific CoPs to provide targeted support and foster collaboration.

Overview:

The European Centre for Modern Languages (ECML) of the Council of Europe supports excellence and innovation in language learning across member states. Throughout 2025, PPLI continued its collaboration with the ECML to promote high-quality language education and to remain informed about policy and pedagogical developments across Europe.

Main Aims:

- Continue collaboration with the ECML and explore opportunities for dissemination with stakeholders in policy and teaching and learning.
- Engage with international peers and stakeholders to stay informed about developments in language education policy and practice.

Activity:

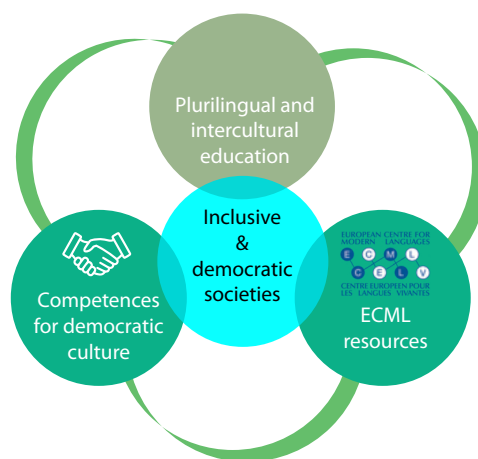
Project Coordination (ARPIDE)

PPLI coordinated the ECML project *Using ECML resources to support plurilingual and intercultural education for democratic culture (ARPIDE)*. This project supports member states in implementing the Council of Europe Recommendation CM/Rec(2022)1 on plurilingual and intercultural education. Its core objective is to develop structured procedures and evaluation tools to help national authorities and education stakeholders adapt and integrate ECML resources into diverse contexts.

As part of this coordination role, PPLI:

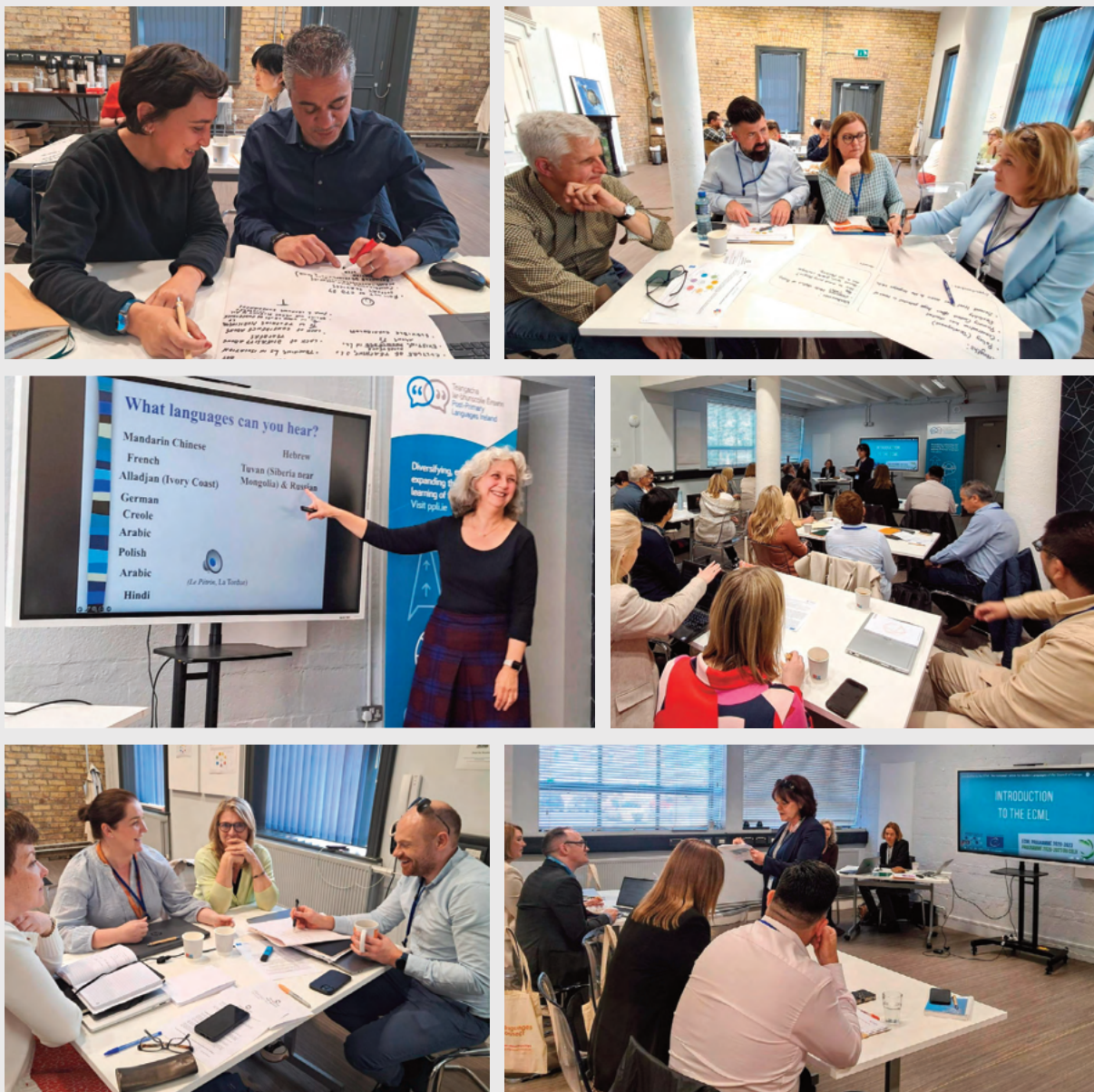
- facilitated collaboration between project partners from member states;
- contributed to the development of structured evaluation and adaptation frameworks;
- supported the alignment of ECML resources with national policy priorities and classroom realities;
- ensured ongoing dissemination and engagement with Irish stakeholders.

This work aligns with PPLI's national remit in supporting policy implementation, curriculum development and teacher professional learning, positioning Ireland as a leader in shaping practical European-level tools.



May 2025 — ECML Training & Consultancy

PPLI coordinated Ireland's application and participation in the ECML Training and Consultancy event *Plurilingual and Intercultural Education: Teacher and Learner Competences*. The event brought international expertise to Ireland at a time of significant curriculum development, particularly the introduction of foreign languages in the redeveloped Primary Curriculum.



The training enabled participants to:

- develop understanding of the knowledge, skills and attitudes required for plurilingual and intercultural learning;
- explore the professional values and competencies needed to support this work in practice;
- examine the relevance of these competencies in a variety of educational contexts;
- engage with practical teaching materials and activities.

Stakeholders included representatives from the National Council for Curriculum and Assessment (NCCA), Oide, the State Examinations Commission (SEC), An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and Initial Teacher Education providers. The shared professional space strengthened cross-agency dialogue and coherence across curriculum, assessment and professional learning.

June 2025 — DECODE Network Meeting

PPLI attended the network meeting for *Developing competences for democratic culture for young learners through language education (DECODE)*.



The project focuses on implementing the Reference Framework of Competences for Democratic Culture (2018) in primary language education.

The project aims to create practical digital classroom materials and implementation guidelines that foster competences for democratic culture through plurilingual and intercultural approaches.

October 2025 — Pluriliteracies Network Meeting

PPLI was represented at the meeting of *Pluriliteracies for global citizenship - deeper learning in the foreign language classroom Plurilitcit*.



The project supports deeper learning, integration of language and content, and the development of pluriliteracies for global citizenship—a priority for many ECML member states including Ireland.

The project aligns closely with Ireland's strategic focus on language-and-content integration and intercultural understanding.

November 2025 — AI for Language Education Workshop

PPLI participated in the ECML workshop AI for Language Education. The workshop explored the ethical, meaningful and context-sensitive integration of artificial intelligence in language education, including emerging European guidance and implications for curriculum, assessment and teacher professional learning. This work supported Ireland's preparedness for ethical and pedagogically grounded AI integration.

2025 — Pilot of the Self-Evaluation Instrument

Ireland, through PPLI, was invited to pilot the first version of a self-evaluation instrument designed to help public authorities review progress in implementing CM/Rec(2022)1 on plurilingual and intercultural education. The piloted section focused on lower-secondary education.

PPLI's involvement reflects its role in advancing plurilingual and intercultural education in the Irish post-primary system. Insights gathered will support evidence-informed planning for future strategic developments within Languages Connect.





Impact:

- Coordination of the ARPIDE project strengthened Ireland's leadership in shaping practical European-level tools that support the implementation of CM/Rec(2022)1.
- Delivery of the Training and Consultancy event strengthened coherence across curriculum, professional learning and assessment bodies and built shared understanding of plurilingual and intercultural education.
- Participation in the DECODE network provided valuable insight to support the introduction of foreign languages in primary schools.
- Engagement in the Plurilitcit network reinforced national focus on deeper learning, CLIL and global citizenship education.
- Participation in the AI for Language Education workshop supported Ireland's readiness for ethical AI integration in language education.
- Piloting the self-evaluation instrument supported national reflection on policy implementation and contributed to future planning under the Languages Connect strategy.

➤ Next Steps:

- Maintain sustained strategic engagement with the ECML to strengthen alignment with European policy developments and enhance coherence across PPLI's initiatives.
- Continue refining and piloting the ECML diagnostic/self-evaluation tool.
- Use insights from network meetings to inform planning for the next phase of the Languages Connect strategy.
- Prepare and deliver the 2026 ARPIDE workshop and disseminate core project outputs through ECML and national networks.
- Leverage learning from the DECODE project to support primary language resources that embed plurilingual, intercultural and democratic-culture approaches.



2 Online Communities of Practice



62 Teachers Participated

Overview:

An Intercultural Look at Our Schools (ILAOS) is a self-evaluation toolkit that supports post-primary schools in recognising and responding to cultural and linguistic diversity. It provides a clear framework to explore the intercultural dimension of school life and promotes a whole-school approach to inclusion and improvement. The toolkit includes surveys for members of the school community, including the board of management, senior leadership, teachers, non-teaching staff, students and parents and guardians. It was adapted from the European Centre for Modern Languages (ECML) project *A Roadmap for the Languages of Schooling*.

Main Aims:

- Provide a structured framework for schools to evaluate and enhance their intercultural practices.
- Foster curiosity, openness and interest in languages across the school community.
- Ensure all languages and cultures present in the school community are recognised and valued.
- Support schools in implementing the ILAOS toolkit through communities of practice to promote collaboration, improve methodologies and develop inclusive school environments.

Activity:

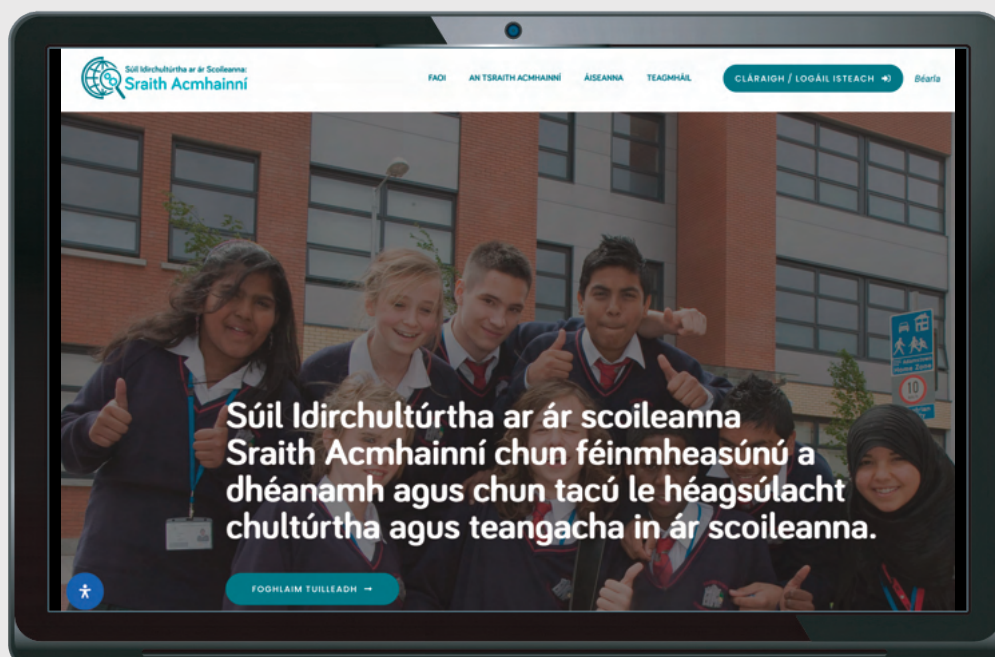
A working group was established at the end of 2024 comprising teachers with significant expertise in intercultural education. In 2025, the group developed a suite of transfer forms for English as an Additional Language (EAL) learners transitioning between post-primary schools. These forms ensure that essential linguistic, educational and wellbeing information follows students when they move schools, supporting smoother integration and more informed planning. Two national communities of practice were held in 2025, with more than 60 teachers participating. These sessions created opportunities to share good practice, discuss implementation challenges and identify workable solutions. An Initial Teacher Education session on plurilingual and intercultural approaches—using ILAOS as a central practical example—was delivered to post-primary pre-service teachers. This extended the reach of ILAOS beyond in-service teachers, embedding awareness of intercultural pedagogies among future educators.

Impact:

- Participation in ILAOS communities of practice had a positive impact on participating schools by strengthening collaboration and professional dialogue.
- The communities helped teachers address shared challenges, promote linguistic and cultural diversity, and foster more inclusive learning environments.
- Positive participant feedback highlighted the value of the toolkit and the collaborative structures supporting its implementation.

➤ Next steps

- Continue hosting ILAOS-focused communities of practice.
- Continue developing new ILAOS resources through the working group.
- Finalise and publish the three national transfer forms for EAL students and disseminate them to relevant stakeholders.
- Continue participating in national and international forums to promote and disseminate work in this area.



 140 MFL Teachers Supported

Overview:

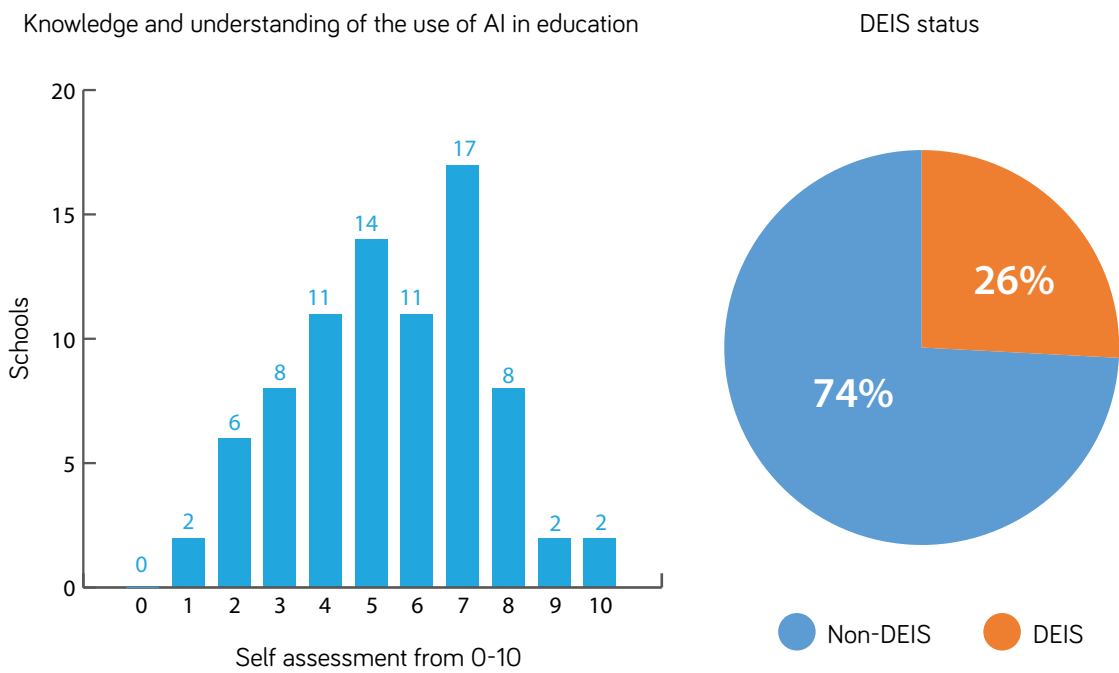
In 2025, two AI for MFL Teachers Think-In events were facilitated to explore how Artificial Intelligence (AI) can support modern foreign languages (MFL) teaching and learning. These events examined emerging teacher needs, encouraged professional dialogue, and generated insights that will inform future support, resource development and capacity building across the MFL community.

Main Aims:

- Explore how AI can serve as a meaningful and practical resource in MFL teaching and learning.
- Identify the emerging needs of MFL teachers in relation to AI tools and approaches.
- Facilitate teacher voice and input to guide future resource development and supports.

AI FOR MFL TEACHERS - PARTICIPANT STATISTICS

SCHOOL PROFILES



Activity

In 2025, PPLI and Oide Technology in Education co-hosted two national AI for MFL Teachers Think-In events. Over 150 MFL teachers and key stakeholders from across Ireland participated. The Think-Ins, aligned with Action 1.C.9 of the Languages Connect Strategy, created a space for critical engagement, collaboration, and practical exploration of AI in language education.

The programme combined guided presentations, peer-led sessions and structured group discussion. Teachers explored practical classroom applications of AI, ethical considerations and strategies for integrating AI meaningfully into teaching and learning.

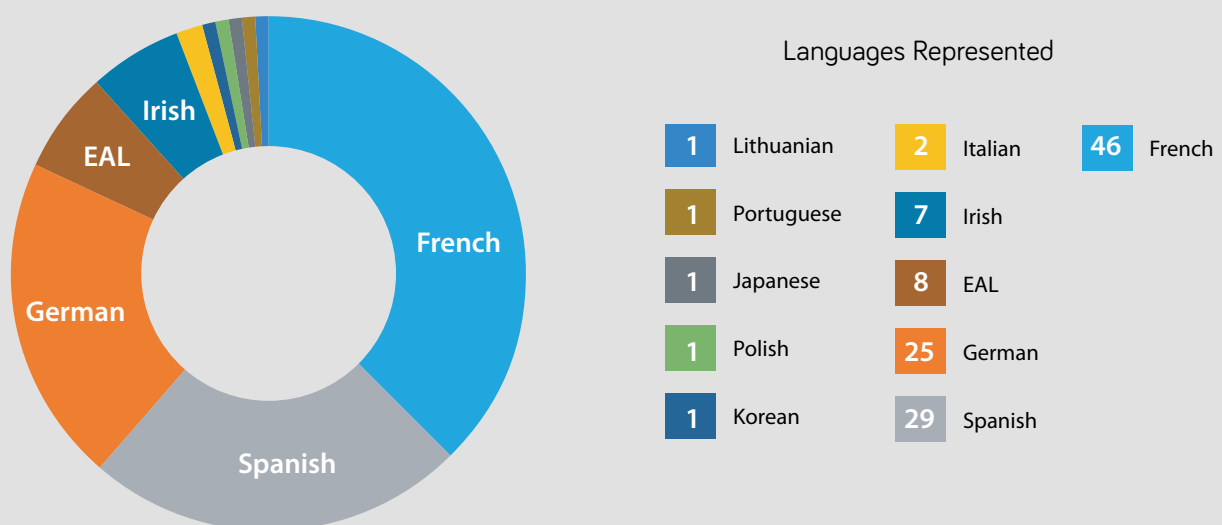
A key highlight was a session on prompt engineering using the RASE framework (Role, Ask, Specific, Experiment), which teachers identified as particularly relevant for real-world classroom use. A TeachMeet session also showcased teacher-led challenges, innovations and reflective practice, and was frequently cited as one of the most valuable elements due to its direct classroom applicability.

Evaluation data demonstrated exceptionally strong engagement:

- 92% of participants reported being “very satisfied” with the overall event.
- 79% indicated they were “very likely” to apply what they learned in their classrooms.
- Many described the sessions as “the best CPD I have ever attended.”

Importantly, the Think-In events produced rich teacher-driven insights into the realities of AI integration in schools. Teachers highlighted issues such as policy uncertainty, workload, time constraints, digital readiness, and concerns about data protection and algorithmic bias. These perspectives are now shaping the development of future CPD, resources and school-based supports.

LANGUAGE PROFILE





Participant Feedback



Impact:

One of the most valuable outcomes of the Think-ins was direct engagement with MFL teachers. Through discussions, group tasks and informal exchanges, teachers shared grounded insights into:

- their varying levels of digital readiness and access to AI tools;
- context-specific challenges such as policy uncertainty, workload and time constraints;
- strong interest in practical, time-saving AI applications to support classroom practice.

The events also strengthened collaboration between PPLI and Oide Technology in Education, and deepened engagement with stakeholders including the Inspectorate, NCCA, Scoilnet, COGG and Higher Education Institutions.

> Next Steps:

- Repeat the AI for MFL Teachers Think-In in 2026 to broaden national engagement.
- Develop and deliver a dedicated follow-up AI event for MFL teachers based on identified needs.
- Develop and disseminate supports and resources to assist language teachers in integrating AI into classroom practice



20 PPLI Associates

Overview:

PPLI Associates are post-primary language teachers who play an essential role in implementing and advancing key actions in the Languages Connect Strategy. Located across the country, they build regional capacity, strengthen links with schools and provide direct, practical support to teachers, Foreign Language Assistants (FLAs) and school communities. Their work ensures that PPLI's national actions are grounded in day-to-day classroom realities.

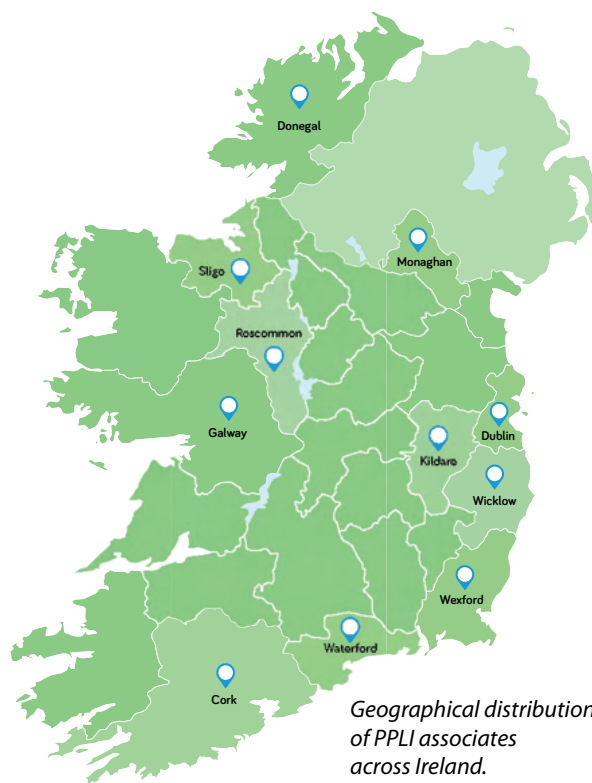
Main Aims:

- PPLI associates serve as leaders in promoting good practice in language education by sharing expertise at Communities of Practice (CoPs), Teacher Professional Network (TPN) conferences and other language-education events;
- They support FLAs with teaching and learning queries throughout the year;
- They act as a bridge between classroom practice and the PPLI team, providing contextualised feedback and insights that inform strategic planning and resource development.

Activity:

In 2025, the Associate team expanded to 20 members. Their core focus centred on strengthening support for the growing number of FLAs participating in the national FLA scheme. Each Associate acted as a primary contact for a designated cohort of FLAs, supporting them with teaching and learning queries across the year. They also contributed to national activities by:

- facilitating MFL Communities of Practice;
- supporting FLAs at group and individual level;
- mentoring teachers of new and less commonly taught languages, including Chinese, Polish and Japanese;
- participating in the national FLA induction;
- facilitating FLA support sessions and conducting periodic check-ins;
- hosting dedicated CoPs for FLAs and their Cooperating Teachers.



Associates also engaged in upskilling and professional learning to further strengthen their capacity to support schools and contribute to strategic developments.

Impact:

- The work of Associates expanded PPLI's national reach, strengthening connections with MFL teachers, FLAs and school communities.
- Through targeted mentoring and early intervention, Associates contributed to the continued success of the FLA scheme and supported both FLAs and Cooperating Teachers effectively.
- Associates' involvement ensured that PPLI's work remained relevant, practical and informed by the real challenges and needs of teachers and students.



Next Steps:

- Continue leveraging the Associates' unique position as practising teachers to gather relevant feedback and ensure PPLI remains responsive to school-based needs.
- Foster continued innovation in resource development and teacher support, with particular attention to emerging needs, including AI in the languages classroom.
- Ensure ongoing professional development opportunities for Associates to equip them to anticipate and respond to future needs across the MFL teaching community.





17 School Exchanges

Overview:

The Funding for School Exchanges Scheme, introduced in 2018, provides €5,000 per year for a maximum of three years to support approved schools in establishing new exchanges and increasing participation in existing ones. Since its launch, almost 40 schools have received funding, with many more benefiting from information and guidance.

Main aims:

- Incentivise schools to establish new exchange programmes.
- Support schools with existing exchanges to increase participation.
- Sustain long-term partnerships with host schools abroad.
- Showcase good practice to encourage more schools to participate in exchanges.

Activity:

Schools approved between 2018 and 2023 continued to receive support throughout 2025. Exchanges took place across Europe and Asia, with students visiting and hosting partner schools in locations including Berck-sur-Mer, Dunkirk, Lille, Ribeaupillé and Vichy (France); Barcelona and Valladolid (Spain); Landau in der Pfalz, Niederkassel and Trostberg (Germany); and Mukogawa (Japan).

PPLI disseminates supports in relation to school exchanges at teacher events and collaborates with other stakeholders and partners in relation to the same. For example, in June 2025, PPLI presented at the German Teachers' Summer School at the Goethe-Institut, providing information and addressing questions about school exchange opportunities.

Impact:

- Students experienced life in another education system and lived with host families abroad.
- Hosting a partner student enabled young people to share their culture and explore parts of Ireland they had not previously visited.
- Exchanges offered a unique opportunity to develop language skills and deepen understanding of the subject.



Next steps:

- Plan and deliver workshops on facilitating exchanges in 2026 at stakeholder events.
- Continue supporting schools in organising exchange activities.
- Continue funding schools already approved for the three-year scheme.
- Encourage additional schools and teachers to apply for exchange funding and to engage with Erasmus+ opportunities through Léargas.
- Continue leveraging digital technologies to promote increased virtual exchange activity.



*Quotes from
Participating
Students*

"I felt it was a once-in-a-lifetime opportunity that would support my independence and my French."

"Living with the exchange family was like living a dream. Their houses were beautiful, and they were so welcoming."

"School in Germany is more organised and focused on students' well-being. Students seem more motivated."

"Apart from improving my language skills, I gained new friends, especially my exchange partner. We are still in contact every day and plan to meet again after our exams. I also gained confidence being out of my comfort zone."

"My favourite part of the exchange was dinner and board games with my host family each evening."

"Best experience of my life."

"Take the chance, meet new people, try new things, experience the world, experience life."

*Quotes from
Participating
Parents and
Guardians*

"Living with another family abroad was a unique experience. My son experienced a different school life and gained a new perspective. This will benefit him when leaving home in future."

"He enjoyed it so much that he's going again this year."

"Travel broadens the mind! A great experience to improve your child's language skills, meet new people and experience a new culture."

"The German exchange was more than improving German. It gave my son a love of the culture, a lifelong friend and so much independence."

*Quotes from
Participating
Teachers*

"As a non-language teacher with ten years' experience, this exchange is the best thing I have done in my teaching career. The connection with another school has been invaluable."

"Five involved teachers said the exchange was the highlight of their career. There is now a long waiting list for teachers in Germany to participate, as they enjoyed the last two years so much. Students have said the week in Germany was the best week of their lives, and many found a lifelong friend."

"I believe exchanges are life-changing."



352 Pre-service Teachers Supported

Overview:

In 2025, PPLI continued its collaboration with Initial Teacher Education (ITE) providers to build capacity among future primary and post-primary teachers. These partnerships aim to raise awareness of PPLI’s role and ensure that pre-service teachers are equipped with methodologies, tools and strategies that support effective language teaching.

Main aims:

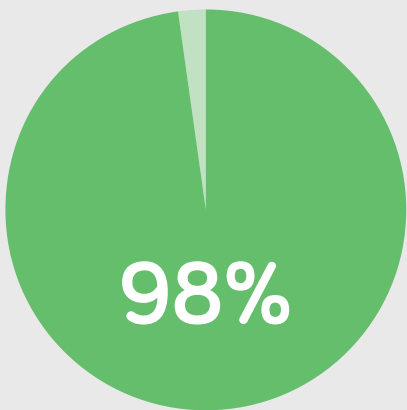
- Raise awareness of PPLI’s work among pre-service teachers.
- Engage with ITE providers and collaborate on projects to build capacity in appropriate methodologies and pedagogical skills.
- Ensure that resources and supports for high-quality language teaching and continuing professional development are readily accessible.

Activity:

PPLI engaged with several ITE providers in 2025, delivering guest lectures to introduce available supports and contextualise innovative approaches in language pedagogy.

Pre-service primary teachers attended a plenary session covering PPLI supports, the Say Yes to Languages module and opportunities for language upskilling.

Post-primary ITE students explored the foundations of Content and Language Integrated Learning (CLIL), including its principles and relevance for language teaching. They were also introduced to PPLI resources that support innovative classroom practice. In addition, students participated in a session on plurilingual and intercultural approaches with a particular focus on the Intercultural Look at Our Schools (ILAOS) toolkit as a practical classroom support.



**‘Strongly Agree’
The session was beneficial**

ITE Student Feedback

Impact:

- PPLI strengthened its relationships with ITE providers, reinforcing its role as a key supporter of teacher education and innovation in language pedagogy.
- Information sessions were offered to 250 Professional Master of Education (PME) students preparing to teach modern foreign languages under the redeveloped Primary School Curriculum.
- More than 100 pre-service teachers were introduced to PPLI's resources, innovative methodologies and plurilingual and intercultural approaches, providing them with practical strategies for future classroom practice.

Next steps:

- Strengthen and expand collaborations with ITE providers.
- Continue visiting ITE providers to raise awareness of available supports for future language teachers.
- Encourage pre-service teachers to join Communities of Practice and make use of PPLI and Languages Connect resources during their school placement.

Overview:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach that integrates language learning with content learning. It enriches students' educational experiences by supporting disciplinary knowledge, while simultaneously strengthening language development.

In 2025, PPLI continued to lead national efforts to promote and implement CLIL across foreign languages, working collaboratively with stakeholders, supporting schools, and expanding professional learning opportunities for teachers.

Main Aims:

- Advance CLIL practices in Ireland through professional learning and collaboration.
- Strengthen partnerships with stakeholders to establish a unified approach to CLIL across MFL, Irish, and content subjects.
- Provide targeted CPD and resources for teachers and schools implementing CLIL.
- Showcase Ireland's leadership in CLIL at international levels, including hosting World CLIL 2025.

Activity:

CLIL Toolkit Development

A CLIL Toolkit Working Group was established in 2025 to design a practical resource that supports schools in implementing CLIL in ways that reflect their local contexts. The group is led by Professor Do Coyle, an internationally recognised expert in CLIL, and includes representatives from PPLI, a Higher Education Institution (HEI), Oide and four practising post-primary teachers. This collaborative approach ensures alignment between research, policy, professional development and classroom practice.

Throughout 2025, the group held workshops and seminars exploring key CLIL principles. Participating teachers piloted emerging concepts in their own classroom settings and provided iterative feedback. This practice-based development process ensures the CLIL Toolkit is grounded in authentic classroom experience and adaptable across diverse school contexts. The Toolkit is anticipated for publication in June 2026.

Engagement with Initial Teacher Education (ITE) Students

PPLI delivered targeted guest lectures to ITE students in 2025, focusing on the pedagogical foundations of CLIL and its application in Irish classrooms. These engagements aimed to prepare future teachers to integrate CLIL practices into their teaching and to increase awareness of PPLI's supports for innovative language-teaching methodologies.

World CLIL 2025 — 13-14 June 2025

PPLI facilitated World CLIL 2025 in partnership with Maynooth University and Queen's University Belfast. This two-day international conference brought together teachers, researchers, policymakers and practitioners from 26 countries to explore CLIL research, classroom practice and policy developments under the theme: **CLIL Connects: the role of CLIL across subject disciplines, supporting and developing pluriliteracies, plurilingual and pluricultural competencies.**

World CLIL 2025 created a vibrant professional space for dialogue, collaboration and knowledge exchange. The event strengthened Ireland's leadership in CLIL internationally and reinforced the importance of research-informed practice as a foundation for sustainable language-education development.

The programme reflected the evolving landscape of CLIL research and practice, with emphasis on:

- Pluriliteracies
- Equity and inclusion
- Digital innovation
- Disciplinary literacies
- Teacher professional learning
- Research-practice dialogue

Sessions highlighted the integration of language and content across educational levels, from early years to higher education.

Stakeholders and Participants

World CLIL 2025 included representation from:

- National Council for Curriculum and Assessment (NCCA)
- Oide
- An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)
- Department of Education and Youth
- The Inspectorate
- Embassies and cultural institutes

Delegates included primary, post-primary and higher-education teachers; teacher educators; researchers; and doctoral students, with international attendance from 26 countries. The conference fostered collegial, collaborative engagement and meaningful networking opportunities.



Speakers and Programme

Keynotes were delivered by three internationally recognised scholars:

Christiane Dalton-Puffer, University of Vienna
30 Years of CLIL Research — Looking Back and Looking Ahead

Francisco Lorenzo, Universidad Pablo de Olavide
Adapting the CEFR for Bilingual Teaching of History and Science

T.J. Ó Ceallaigh, University College Cork
Beyond Words: Building Teacher Knowledge for Equitable Content and Language Integration

A concluding panel discussion, chaired by Russell Cross, explored ***“Reconceptualising professional learning across curricula boundaries.”***

The conference featured parallel research papers and practitioner-led workshops, addressing:

- teacher development and leadership in CLIL;
- disciplinary literacy in science, history and mathematics;
- digital technologies and AI in CLIL;
- equity, inclusion and socio-economic access;
- CLIL in higher education and teacher-education contexts;
- early-years and primary CLIL models.

Workshops were described by participants as engaging, research-informed and practical, offering strategies ready for classroom use.



Impact:

- World CLIL 2025 attracted international attention and expanded professional networks, positioning PPLI as a leader in CLIL innovation.
- Strengthened collaboration between PPLI, Oide, COGG and the NCCA supported a unified national vision for CLIL across subjects.
- Engagement with ITE students ensured future teachers are familiar with CLIL methodologies, contributing to long-term sustainability.

Participant Feedback

"Thank you so much for an outstanding conference. I can honestly say that I cannot remember any similar events in recent times which had such a caring, respectful and joyous ambiance with such high-quality outputs. I came away absolutely inspired and above all had renewed hope for the future of language education with faith in upcoming colleagues and connected groups."

Professor Do Coyle

"Thank you all very much for a really well organised conference. Míle buíochas libh."

Feargal O'Laighin
Marino Institute
of Education

"Well done on PPLI's input in organising a superb conference. I thoroughly enjoyed the workshops and learning from international experts."

Blathnaid Breslin
COGG

*"A huge **THANK YOU** for an amazing two-day event in Maynooth University. What an impressive schedule of events... those in attendance were spoilt for choice. Please know that the conference was a huge success and a pleasure to attend. Congrats on an amazing job!"*

Ursula Ni Dhufaiagh,
Education Officer, NCCA

"It was a fantastically organised conference. You showcased Ireland in such a positive light... there were great opportunities for networking with our international CLIL colleagues."

Jacqui de Paor,
Department of Children,
Disability and Equality

"Thank you for the outstanding conference. The range and quality of presentations were exceptional... a rare opportunity to experience such depth and variety in one setting. I genuinely felt like a child in a sweetshop!"

Marcus Ó Floinn,
Senior Leader,
Oide Gael Aonad

Social Media Posts



Leila Kääntä • 2nd
University Lecturer, PhD, title of Docent
2d •

+ Follow ...

The 1st day of World CLIL 2025 is over. The weather surprised us delegates and turned sunny and warm showing the best side of Ireland. ☀️

🔔 In addition to the good weather, the day has been full of inspiring presentations and workshops, giving me new ideas for developing my teaching and research. This is precisely what I hoped for, and expected, seeing that the conference brings together both CLIL practitioners and researchers.

We also presented our study on provision of CLIL training in secondary teacher education in six European countries as part of the [#CLILNetLE](#) cost action.

[#WorldCLIL](#)



Irene Guzmán Alcón • 1st
Ayudante Doctor
4h • Edited •

This week I have been at World CLIL 2025 in Maynooth, sharing our work, exchanging experiences, and of course, enjoying great moments with colleagues.

I presented a joint study with Helena Roquet and Lidija Cvikić as part of the [CLILNetLE COST ACTION](#) connecting two European countries. In this research, we explored Pre-Service Secondary Science Teachers' Preparedness for Disciplinary Literacy in CLIL: Insights from Spain and Croatia.

I also presented a second study titled Equity in CLIL Programmes: Socioeconomic Influences on Primary Student Writing, which examines how socioeconomic background shapes multilingual writing outcomes in CLIL settings.

Looking forward to World CLIL 2027! 🤔



Evan Furlong • 2nd
Passionate about Education & Customer Success, Project Mana...
1d •

+ Follow ...

It's always a good idea to reflect on what I've learned. In her keynote, Christiane Dalton-Puffer shared insights from her research on [#CLILclassrooms](#), based on an analysis of almost 600 studies. She touched on the ceiling effect, the varying degrees of benefits depending on students' age, how [#CLIL](#) can neutralize self-efficacy, the role of scaffolding, different [#CLIL](#) models, and finally, she raised a big question about the role of AI in all of this.

Some emerging researchers discussed [#CLIL](#) from a leadership perspective, especially in the context of teaching [#Gaeilge](#) in English-medium schools. Others highlighted the often-overlooked fourth "C"—Culture—and explored how [#EAP](#), [#CLIL](#), and [#EMI](#) are deeply interconnected. Two fantastic teachers from CLIL and More led an inspiring workshop on the power of drawing in the classroom.

It was also interesting to learn that southern Spain and Taiwan are introducing compulsory bilingual education. It was my first time hearing about [#HardCLIL](#) and [#SoftCLIL](#), and how connecting learners with local communities can help build a stronger sense of belonging.

With so many great research papers and workshops to choose from, I picked Elisabeth Dokalik-Jonak from The Vienna University of Education [Breakitkids.com](#) for my second session of the day. She shared insights on haptics, the 4 Cs skillset, effective ways to "code your brain," and how to use the Monica AI tool in the [#CLILClassroom](#). Thanks a bunch [#WorldCLIL Post-Primary Languages Ireland](#) [Maynooth University](#) [Queen's University Belfast](#)

0 followers
1d •

hí sé go hálainn freastal ar cheardlanna den chéad scoth ag an gcomhdháil World CLIL 2025 a bhí ar siúl in Ollscoil Mhá Nuad le dhá lá anuas. Ba dheis iontach é cloisteáil faoin taighde nua spreagúil atá ar bun agus foghlaim ó aineolaithe aitheanta sa réimse seo léinn.

Show translation



Lineke Ouwendijk • 2nd
Project officer bilingual education • Coordinator network bili...
2d •

+ Follow ...

Een lange, maar interessante eerste dag op de World CLIL Conference op de [Maynooth University](#). En hoe gaaf dat het logo dat [Lisa Pijnenburg](#) in 2021 ontwierp toen ze student was op het [Grafisch Lyceum Utrecht](#) nog steeds gebruikt wordt!

[#worldclil2025](#) [#worldclilconference](#) [#worldclilconference2025](#)

Show translation



Leila Kääntä • 2nd
University Lecturer, PhD, title of Docent
10h •

+ Follow ...

In the second, and final, day of World CLIL 2025, we presented our ongoing study with [Merve BOZBIYIK](#) and Tarja Nikula on guided note-taking in CLIL lessons as means to enhance students' subject-specific literacy practices.

[WorldCLIL](#), [#CLILNetLE](#), [#disciplinaryliteracy](#)





Victoria Van Oss • 1st
Researcher & project coordinator of the Europe Horizon Pluridentities proj...

Last week, I had the pleasure of attending the World CLIL 2025 conference at Maynooth University (Ireland), jointly organized by Maynooth University, Post-Primary Languages Ireland (PPLI), and Queen's University Belfast. The conference theme - CLIL Connects: the role of CLIL across subject disciplines, supporting and developing pluriliteracies, plurilingual and pluricultural competencies - offered a stimulating platform for discussion and exchange.

I was delighted to present our recent findings on Socio-Economic Selectivity in CLIL Programs: An Investigation of Flemish Secondary Schools. This research was conducted in collaboration with my lovely colleagues **Margaux D'Hulster**, **Jill Surmont** and **Esli Struys** from **Pluridentities Horizon**.

It was truly inspiring to connect with scholars from around the world and to explore new perspectives on CLIL, equity, and educational practice. Many thanks to the organizers and participants for an enriching experience!

#WorldCLIL #CLIL #Multilingualism #EducationResearch #EquityInEducation



Xueting Bai • 3rd+
Chinese Language Teacher, course coordinator

+ Follow

World CLIL Conference at Maynooth University

Over 200 passionate educators and researchers from around the globe gathered at Maynooth University to share innovative research and insights on CLIL (Content and Language Integrated Learning) in school education.

I'm deeply inspired by the thought-provoking and creative ideas exchanged during these past two days. One statement that particularly resonated with me:

"Every teacher is a language teacher, and every teacher is a content teacher."

The theme of Global Citizenship echoed throughout the sessions, reinforcing our shared belief that Plurilingualism and Pluriculturalism are not just educational trends — they are the future.

Grateful to be part of this inspiring and forward-thinking community.



Silvia Frank Schmid • 2nd
Promovierte Dozentin bei Pädagogische Hochschule Luzern

I was thrilled to have had the opportunity to share some of my findings from my research cooperation with **Schule Buchrain** at the CLIL World Conference in Maynooth, Ireland. In my presentation I showed how young English language learners with varied English language competencies made their content and language learning visible with their whole linguistic and semiotic repertoire. In my view, we can only cater to all if we encourage learners to use all their meaning making resources. In this way we make the CLIL classrooms not only more inclusive, but we also prepare our learners for the multilingual world of the 21st century.

I would like to thank **Pädagogische Hochschule Luzern (PH Luzern)** and in particular the **Institute of Language Learning and Teaching and Educational Linguistics** for your support. I look forward to doing more research with you, **Hans M. Huerlimann**, **Fabienne Bernet** and **Daisy Louise Carter**.

#WorldCLIL

+ Follow



Silvia Minardi • 2nd
PhD, language teacher, educator.

#WorldCLIL2025 has come to an end, but what I've gathered will stay with me for a long time. From inspiring talks to fresh ideas, practical materials, and—most importantly—connections both new and renewed, this conference has been a true highlight.

I was also grateful for the opportunity to contribute. My own workshop on using Cognitive Discourse Functions (**#CDFs**) to support learners of Biology in CLIL aimed to show how scaffolded language use can foster deeper conceptual understanding. The discussions that followed were insightful, and I'm walking away with even more to think about thanks to the thoughtful questions and shared experiences from participants.

Thanks to the organizers and everyone who made #WorldCLIL2025 such a rich, collaborative space. Until next time!

#CLILNetLE



Vicky Bouché • 1st
PhD Candidate in AI and Language Learning | MFL Teacher | PPLI Associate | AIP...

Today, I had the pleasure of attending the first day of the World CLIL Conference at **Maynooth University**, and it was truly inspiring. Well done to Maynooth University Department of Education, **Post-Primary Languages Ireland**, **Queen's University** Belfast, and all the brilliant organisers and volunteers who made today possible.

From keynote talks to engaging workshops, the first day truly highlighted the transformative power of CLIL in language education. By integrating content and language instruction, CLIL does not just teach vocabulary. It immerses learners in meaningful contexts, deepens subject knowledge, and develops critical, metacognitive, and pluricultural skills.

One session especially stood out to me. Speakers emphasised how CLIL shifts the focus from linguistic accuracy to meaningful communication, empowering students to use language as a dynamic tool for expression, collaboration, and understanding. This communicative approach reflects what language learning should truly be about: connection, not perfection. Experiences like these remind me why CLIL is such a game-changer.

A heartfelt thank you again to the organisers for bringing together such a vibrant community of educators and researchers.

I am excited to continue learning, connecting, and exploring how CLIL and emerging technologies like artificial intelligence can work together to enrich language education.



Liz Dale • 2nd
Language and CLIL teacher educator

Many thanks to **Post-Primary Languages Ireland** for an inspiring #WorldCLIL25. Was great to share **Eline van Batenburg** and my experiences with student teachers at the **Amsterdam University of Applied Sciences** exploring language mapping and plurilingualism. Also wonderful to connect with so many inspiring colleagues!



Sarah Ní Dhuinnín • 1st
Léachtóir san Oideachas le Saineolas sa Ghaeilge | Lecturer in Education with ...

It was a pleasure to take part in #WORLDCLIL2025 earlier this month and to share an element of my PhD research. Sincere thanks to #PPLI for organising such an engaging and insightful conference. It was a wonderful opportunity to connect—and reconnect—with CLIL colleagues both nationally and internationally.

Impactful Teacher Development for the Integration of Content and Language in Secondary Education

Dr. Sarah Ní Dhuinnín | Mary Immaculate College, Limerick |



Goal 1 - Moving Forward

PPLI will continue to focus on strengthening system-wide capacity for quality language education through targeted professional learning, strategic partnerships and sustainable pathways for teacher development.

PPLI will continue to work with embassies and international partners to expand language upskilling and continuing professional development opportunities for teachers. In parallel, support will remain available for teachers who are qualified in a language but are not currently teaching it, and for those completing the final requirements for Teaching Council registration. Looking ahead, pathways for Initial Teacher Education and bridging programmes—particularly for lesser taught and new curricular languages—will require continued exploration in collaboration with higher education and policy partners.

As the Department of Education and Youth continues to increase participation in the Foreign Language Assistant (FLA) scheme, PPLI will maintain its focus on ensuring quality, consistency and impact through provision of resources and professional supports. PPLI will also work with the Department to explore innovative approaches to supporting schools in remote or rural areas to access FLA provision.

In addition, opportunities to further leverage the complementary English Language Assistant (ELA) scheme as a mechanism for developing future language teaching capacity will be examined, informed by emerging evidence of its role in supporting language proficiency, intercultural competence and entry into the teaching profession.

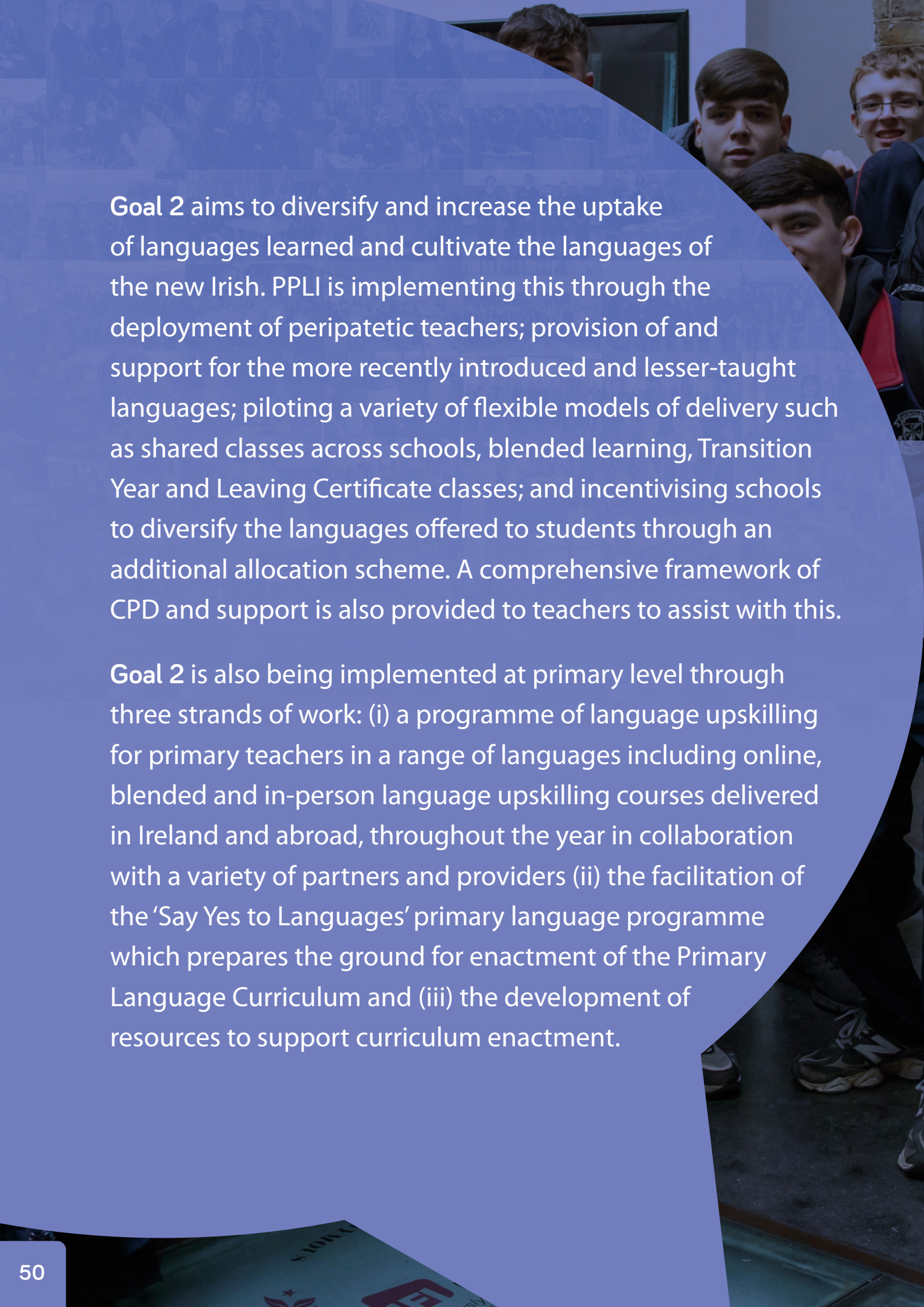
Student and teacher mobility will remain a key priority. Erasmus+ funding provides a sustainable framework for embedding international exchange and mobility within school planning, bringing languages to life through authentic use and cultural immersion. PPLI will continue its strategic shift from direct grant provision towards supporting schools and teachers to engage confidently with Erasmus+ opportunities, ensuring long term viability and alignment with European best practice.

Strong participation in Communities of Practice demonstrates the value teachers place on professional networks. PPLI will continue to respond to teacher feedback by facilitating language specific and thematic communities, while working with stakeholders to reinforce the role of networks in professional learning. Exploring mechanisms that support these communities to become increasingly self sustaining will remain a focus.

PPLI will continue to showcase exemplars of good practice across all languages and to develop and disseminate high quality resources and tutorials, particularly in the area of digital technologies. As artificial intelligence becomes an increasingly significant feature of the teaching and learning landscape, PPLI is committed to supporting teachers to engage with AI in ethical, pedagogically sound and meaningful ways that enhance language learning.

The expansion of Content and Language Integrated Learning (CLIL) represents a significant opportunity for the system. Extending CLIL into earlier years of post-primary education, and into the context of primary language provision, offers the potential to accelerate language learning through meaningful, content rich engagement. CLIL also supports equity and inclusion by enabling English as an Additional Language (EAL) learners to access the curriculum more effectively, contributing to improved outcomes and reduced educational inequalities.

Finally, the strong culture of collaboration that characterised 2025 will continue to underpin PPLI's work. Sustained and deepening engagement with stakeholders across policy, curriculum, professional learning and international networks will remain essential to sharing good practice, ensuring coherence and identifying emerging priorities for the continued development of language education in Ireland.



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 and support for the more recently introduced and lesser-taught languages; piloting a variety of flexible models of delivery such as shared classes across schools, blended learning, Transition Year 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 to assist with this.

Goal 2 is also being implemented at primary level through three strands of work: (i) a programme of language upskilling for primary teachers in a range of languages including online, blended and in-person language upskilling courses delivered in Ireland and abroad, throughout the year in collaboration with a variety of partners and providers (ii) the facilitation of the 'Say Yes to Languages' primary language programme which prepares the ground for enactment of the Primary Language Curriculum and (iii) the development of resources to support curriculum enactment.



Think Boosting
Life Skills
#ThinkLanguages

GOAL 2

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

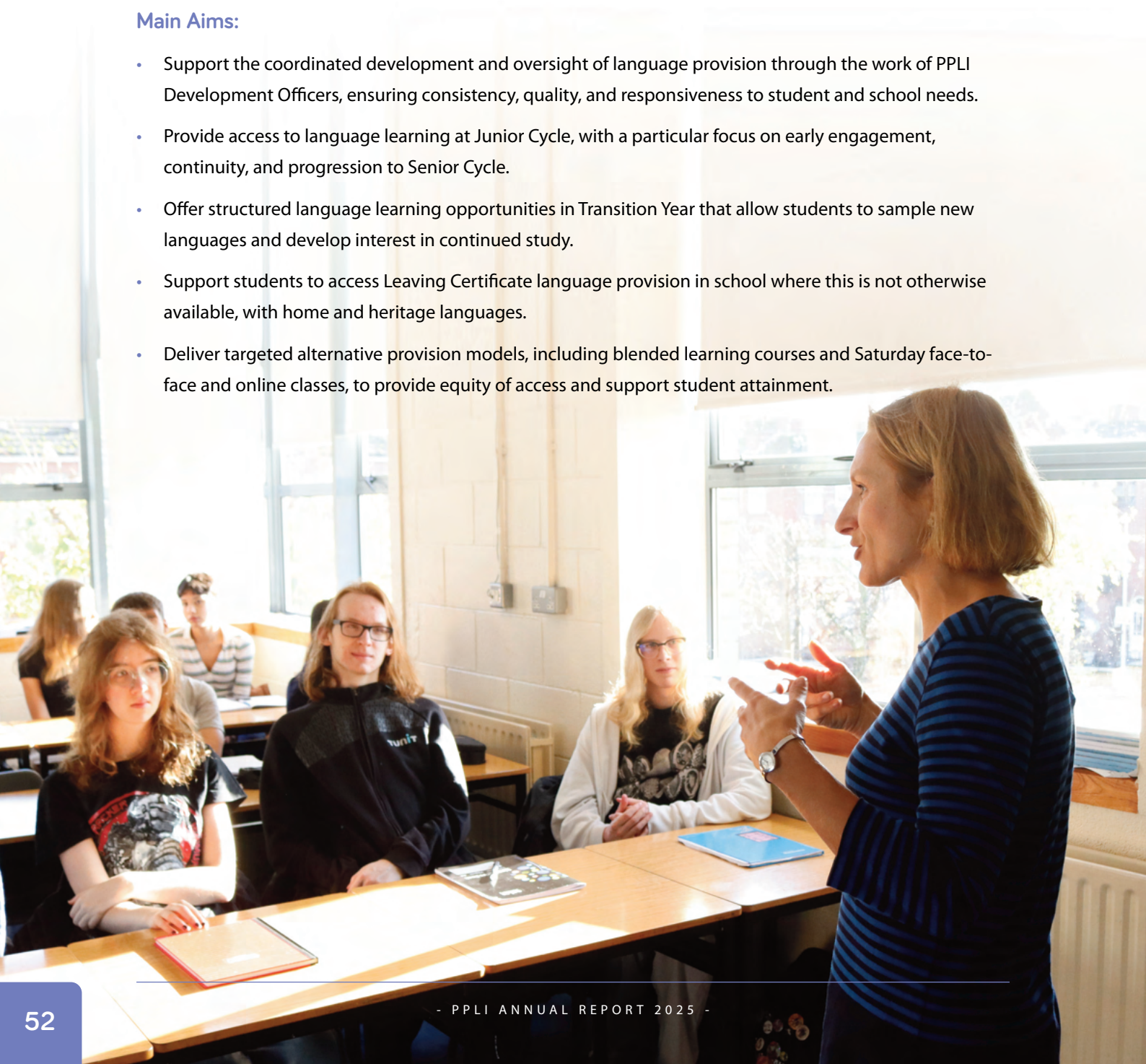
Overview:

PPLI aims to diversify and increase the uptake of languages learned through several initiatives, including the deployment of peripatetic teachers and the provision of the recently introduced and lesser-taught languages at post-primary level.

PPLI facilitates a variety of models of delivery, including blended learning and shared classes across schools, and Leaving Certificate online and in-person classes on Saturdays. PPLI is committed to providing support, resources, and opportunities for both teachers and students to engage with and learn these languages.

Main Aims:

- Support the coordinated development and oversight of language provision through the work of PPLI Development Officers, ensuring consistency, quality, and responsiveness to student and school needs.
- Provide access to language learning at Junior Cycle, with a particular focus on early engagement, continuity, and progression to Senior Cycle.
- Offer structured language learning opportunities in Transition Year that allow students to sample new languages and develop interest in continued study.
- Support students to access Leaving Certificate language provision in school where this is not otherwise available, with home and heritage languages.
- Deliver targeted alternative provision models, including blended learning courses and Saturday face-to-face and online classes, to provide equity of access and support student attainment.



PPLI Development Officers

PPLI employs 49 Development Officers to support the teaching of the more recently introduced and lesser taught languages across post primary schools in Ireland. This includes Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese and Russian as curricular languages, Korean delivered as a Transition Year module, and Romanian provided as a non-curricular language support due to the large numbers of heritage language speakers.

These Development Officers are qualified teachers who are deployed to schools on an ex-quota peripatetic basis to support language provision. This approach may be understood as a bridging programme that enables schools to introduce new language subjects with minimal risk and resourcing. Where provision is successful, schools may subsequently employ the teacher directly through additional allocation, a separate scheme facilitated by PPLI.



The table below details the number of Development Officers employed by PPLI for each language, and the number of schools each language is taught in.

Language	Development Officers 2025 (Teachers, excluding directly employed by schools through additional allocation)	Schools 2025 (excluding PPLI Leaving Certificate Language Classes)
Japanese	15	27
Lithuanian	3	1
Mandarin Chinese	6	43
Polish	14	19
Portuguese	3	5
Russian	5	3
Korean (TY Module)	1	9
Romanian (non-curricular support)	2	N/A (LC Language Class only)
Total	49	107



In-School Provision of Languages

Foreign languages beyond the traditional European focus

The provision of languages not traditionally offered within the language curriculum in Ireland, including Japanese and Mandarin Chinese, enables students to engage with linguistic and cultural contexts beyond Europe. Learning these languages provides access to diverse cultural traditions and contemporary societies in East Asia, supporting students in developing global awareness and intercultural understanding. In addition, engagement with these languages can support students in acquiring linguistic and cultural knowledge relevant to areas including technology, innovation, and international exchange, thereby broadening educational horizons and supporting preparation for participation in an increasingly global context.

Home and heritage languages and plurilingual development

Support for the teaching and learning of home and heritage languages, for example Polish, Lithuanian, and Portuguese, reflects a commitment to more inclusive and plurilingual approaches to language education. These languages also play a role in supporting students from diverse linguistic backgrounds, including those with recent migration experiences. Facilitating access to these languages within the formal school curriculum allows students to build on existing linguistic resources while developing academic literacy in their home or heritage language. This aligns with recent curriculum developments that emphasise plurilingual competence and encourage learners to draw on their full linguistic repertoires.

Junior Cycle

In the 2025 to 2026 academic year, Junior Cycle language provision supported by PPLI remained stable, continuing to provide early access to a range of recently introduced and lesser taught languages. Provision was maintained across nine post primary schools, with 457 students studying Japanese, Mandarin Chinese and Polish at Junior Cycle level. This includes an increase of 58 students in Polish compared to the previous academic year. The continued delivery of Junior Cycle provision reflects consolidation within participating schools and sustained demand for language learning at this stage.

Transition Year

During the 2025 to 2026 academic year, PPLI facilitated Transition Year language classes across 107 schools, offering 5,794 Transition Year students the opportunity to engage with a new language. Transition Year continues to represent a key access point for more recently introduced and lesser taught languages, with some schools offering more than one language option at this stage.

The languages provided through PPLI-supported Transition Year provision are outlined in the table below.

Language	TY students (female)	TY students (male)	Schools
Japanese	1,141	670	27
Korean	251	245	9
Lithuanian	62	82	1
Mandarin Chinese	1,250	1,134	43
Polish	278	263	19
Portuguese	66	183	5
Russian	87	82	3
Total (5,794 students)	3,135	2,659	107

Leaving Certificate (In-School Provision)

PPLI facilitates diversification of languages provision in schools by offering the opportunity to add additional languages to their curriculum without having to use regular school allocation. Schools are therefore enabled to trial a new language before committing to longer-term provision. Students are offered more choice of languages which caters for diverse interests and aptitudes and an imbalance in provision of languages is addressed.

There are few teachers on staff in schools that have capacity to teach the recently introduced curricular languages and provision in schools is therefore reliant on this external provision, at least in the early years while the language is being embedded and established.

PPLI also supports the provision of Romanian as a non-curricular Leaving Certificate language to encourage students to maintain and develop literacy in their heritage language. In the 2025 to 2026 academic year, funding was provided to two post-primary schools, enabling them to deliver classes to 64 students and to acquire relevant materials.

The table below shows the number of students studying in schools, at Leaving Certificate level, with PPLI Development Officers.

Language	Fifth year students (female)	Fifth year students (male)	Sixth year students (female)	Sixth year students (male)	Schools
Japanese	83	73	136	78	27
Lithuanian	42	28	10	5	1
Mandarin Chinese	57	57	45	40	43
Polish	145	85	95	58	19
Portuguese	33	12	0	0	5
Russian	33	23	18	23	3
Romanian (non-curricular support)	34	22	35	22	2
Total	427	300	339	226	107

Impact:

- Supported coherent language pathways across Junior Cycle, Transition Year, and Leaving Certificate, enabling early engagement, informed subject choice, and progression to Senior Cycle for both foreign and home and heritage languages.
- Enhanced quality of provision for recently introduced and lesser taught languages through structured support from PPLI Development Officers, contributing to consistent implementation, student engagement, and continuity of learning.
- Enabled students who speak languages other than English or Irish at home to maintain and develop academic literacy in their home or heritage language, supporting wellbeing, identity affirmation, and formal recognition of linguistic competence at Leaving Certificate level.
- Incentivised schools to diversify their language offer by reducing risk in the early stages of provision, allowing schools to trial new languages while building capacity for longer term sustainability.
- Contributed to the development of plurilingual and intercultural competence across all stages, supporting inclusion, social cohesion, and positive learner attitudes towards linguistic and cultural diversity.

Next Steps:

- Build on existing approaches of school-based language provision by exploring scalable models that recognise linguistic diversity and broaden access to education pathways.
- Continue to strengthen coherence across Junior Cycle, Transition Year, and Leaving Certificate provision, with clearer progression routes and alignment of curricular pathways.
- Continue to monitor demand and uptake to inform responsive planning, resource allocation, and future language policy development.

Student Feedback



"It makes me feel proud that Lithuanian is not just something at home."

"It is nice learning a language that people in my family actually speak."

"I like when we do things that feel real like ordering food."



"I like when we are allowed to make mistakes and just try."

"The writing looks strange at first but once you learn the patterns it is actually interesting."

"It makes you feel like you can actually do more than you thought."



"I never thought I would do Chinese but it is actually interesting once you start talking."



Parallel Provision Model - Leaving Certificate Language Classes

PPLI facilitates Leaving Certificate Language Classes to support students who wish to take the more recently introduced language examinations for the Leaving Certificate that are not accessible to them in their regular school setting.

The following table illustrates the language classes and numbers of students who registered in September 2025.

Language	Leaving Certificate Language Classes	Students	Locations
Chinese	7	120	Dublin, Cork, Online
Japanese	6	115	Dublin, Cork, Online
Lithuanian	2	57	Dublin
Polish	10	208	Dublin, Cork, Galway
Portuguese	2	45	Online
Romanian	4	116	Dublin
Russian	5	97	Dublin, Galway, Online
Total	36	758	

Classes in a variety of languages are provided online and at venues in Dublin, Cork, and Galway, primarily on Saturday mornings. These classes are attended by over 750 students across 36 class groups of fifth and sixth-year students. A new online Lithuanian class was introduced in September 2025 to accommodate growing demand. There was also strong demand for Polish, resulting in the formation of two fifth year online groups for a second consecutive year. The full Leaving Certificate curriculum is implemented in all classes.

Leaving Certificate Language Classes Programme 2017 - 2025





Activity:

In May 2025, students from face-to-face classes at Larkin Community College took part in a Multicultural Day that celebrated the diversity and cultural richness of the Leaving Certificate Language classes community. Students showcased their talents through singing and dancing performances and engaged in interactive activities, including a quiz that added energy and enjoyment to the day. The event provided an opportunity for students to share aspects of their cultural backgrounds in a supportive and inclusive environment.

On 25 October, students from the Dublin based Polish language class took part in a cultural workshop at Dublin's Polish Library, Bibliary. The workshop was led by artists from Poland's Avangart Art Foundation. Students had the opportunity to prepare traditional *rosół*, learn the *polonez* dance and explore vocal techniques with professional opera singers. The event provided a valuable opportunity for students to experience Polish culture in a practical and engaging way.

Impact:

- In September, the number of students registered in the Leaving Certificate Language classes programme provided by PPLI for the 2025-2026 school year increased to 758 students. This number includes new registrations for fifth year and returning students to sixth year.
- Students are provided with the opportunity to access a Leaving Certificate subject that is not available in their schools.
- Students who live in less populated areas are given access to equity of provision enabling them to prepare for a curricular or non-curricular language where there is neither a critical mass of students nor an available teacher.
- Students have the opportunity to take an additional foreign language for Leaving Certificate, something which can be difficult to access within a school timetable.
- Students with heritage languages have the opportunity to present for a subject at Leaving Certificate. This offers them the opportunity to have their competency in a language recognised resulting in wider access to education pathways.
- Students are supported with home-language maintenance which supports the students' well-being in turn impacting academic achievement.
- The development of plurilingual and pluricultural competence is an important aspect of Leaving Certificate Language classes. This encourages social cohesion and inclusion of both heritage and non-heritage learners.

➤ Next Steps:

- Continue to offer Leaving Certificate Language classes in Dublin, Cork, and Galway
- Continue to expand online classes to cater for students who are unable to access face-to-face classes due to location
- Continue to explore innovative models of provision to support home language maintenance and diversification of foreign languages capacity
- Introduce Arabic online as a language available in the Leaving Certificate Language Classes Programme

Innovative Provision Model - Leaving Certificate Blended Learning Project

The Polish for Leaving Certificate Blended Learning Project is a collaborative project between Post-Primary Languages Ireland (PPLI), Cavan and Monaghan Education and Training Board (CMETB), and H2 Learning. Together with these partners, PPLI has provided a full Leaving Certificate Polish course in six CMETB schools via a blended learning model. The course is designed to be taught over 180 hours, over two academic years. It combines online, self-directed, and face-to-face classes in participating schools.

Building on the successful first four years of the project, a full Senior Cycle Polish course was provided from September 2025 in six CMETB schools. Two teachers and 57 students are currently involved in the project.

The following CMETB schools have been participating in the academic year starting in September 2025:

- Coláiste Dún an Rí, Dunaree, Co. Cavan
- St Mogue's College, Bawnboy, Co. Cavan
- Breifne College, Co. Cavan
- Beech Hill College, Co. Monaghan
- Inver College, Carrickmacross, Co. Monaghan
- St Bricin's College, Belturbet, Co. Cavan

CMETB have provided devices, connectivity, Microsoft 365 and Teams support to facilitate student engagement with online classes. PPLI and H2 Learning deliver continuing professional development (CPD) to Polish blended learning teachers. Ongoing CPD is important in equipping the eTeachers with the necessary skills and confidence to effectively manage and deliver lessons in this new format using a variety of inclusive teaching strategies to suit diverse learning styles and needs.

From the students' perspective, the blended learning approach works well. They feel comfortable with the combination of online classes, in-person classes, and self-directed learning activities. As part of the blended approach, a day out was organised for the students at Tanagh Outdoor Education and Training Centre.

The day was designed to provide an immersive learning experience which encouraged teamwork and collaboration that complemented their language learning journey. The eTeachers and school-based eMentors also felt that the day played an important role in strengthening the bond between them and their students.

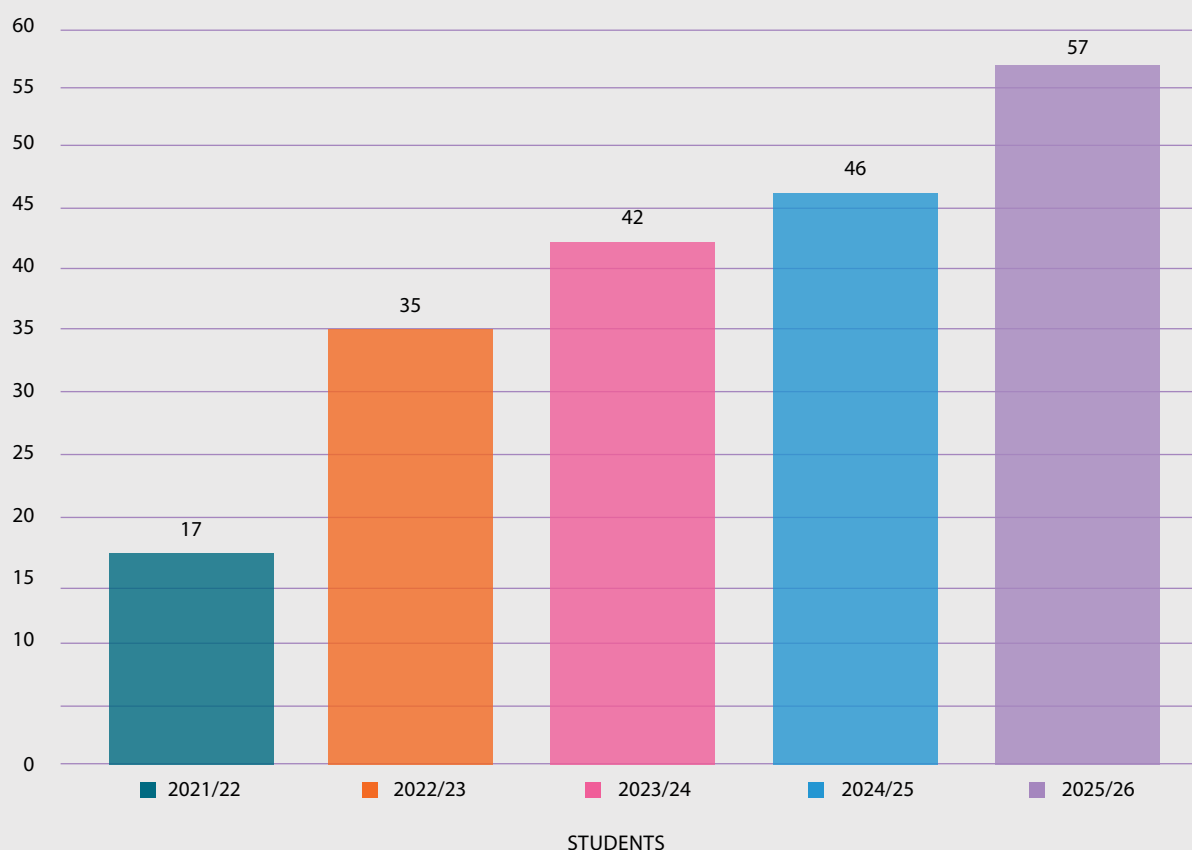
Impact:

- Fifty-seven students accessed the Polish Leaving Certificate blended learning course in the last academic year.
- PPLI acquired expertise and experience in relation to blended learning methodologies, which will inform the development of blended learning courses for other languages.
- Students have exhibited high levels of engagement and enthusiasm, enjoyed the learning experience, and demonstrated a commitment to their home language studies.
- The project has provided students with a sense of cultural validation and inclusion within the school community, recognising the value of their language and culture.

Next Steps:

- Encourage the provision and roll-out of the blended learning model in more schools in the future, enabling significant numbers of migrant speakers to maintain and develop literacy in their heritage language
- Continue to improve the project based on feedback from the students, eTeachers, eMentors, and schools
- Disseminate the project successes and engage the participants to promote this project to other relevant stakeholders

Blended Learning Polish Leaving Certificate Programme



Additional Allocation to Schools to Support Diversification of Foreign Languages Provision

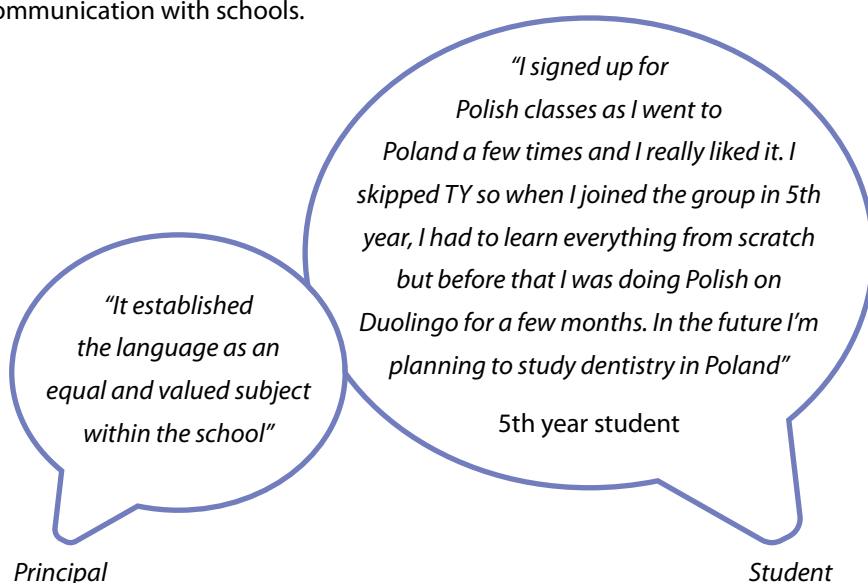
Additional Allocation to schools incentivises post-primary schools to deliver lesser-taught languages and languages more recently added to the Leaving Certificate curriculum, for the purpose of diversification of foreign language provision. For schools to participate, they must have fully registered post-primary teachers available to teach the languages. Schools are supported with the new subject development through visits from members of the PPLI Teaching and Learning team.

Review of the Additional Allocation Scheme:

A review of the scheme was conducted in 2025 to assess the effectiveness of the scheme and to make recommendations for improvements. The review draws on school visits, questionnaires, and PPLI data to assess outcomes and sustainability.

Findings show strong progress in diversifying language provision and increasing student engagement, with most schools expanding year groups and, in all but two cases, offering Leaving Certificate classes. Teachers and principals consistently demonstrate high commitment, though continued reliance on Additional Allocation funding remains a challenge. Benefits include greater cultural awareness, increased visibility of languages within schools, and strong pathways from Junior to Senior Cycle. Key challenges include fluctuating student enrolment, competition from new Senior Cycle subjects, pressures on timetabling, and risks associated with single-teacher dependency. Budget analysis confirms growing investment in line with expansion, though more established schools are beginning to absorb some hours, supporting long-term sustainability.

Recommendations focus on maintaining Additional Allocation funding, strengthening promotion of languages within schools and local communities, enhancing engagement with primary schools, supporting teacher development, and celebrating student successes. Additional operational recommendations for PPLI include clearer eligibility criteria, structured reporting processes, stronger teacher support mechanisms, and improved communication with schools.



Impact:

- The number of schools participating has increased from eight in 2019 to 18 in 2025. More schools are expected to join the scheme in the next academic year.
- The number of languages in participating schools has increased from four (Japanese, Russian, Italian, Polish) in 2019 to six (Japanese, Russian, Italian, Polish, Chinese, Lithuanian) in 2025.
- The number of hours provided overall has increased from 63.55 hours per week in 2019 to 169.5 hours per week in 2025. It should be noted that the reduction in hours between 2024 and 2025 is due to schools absorbing and taking on more hours which has reduced the Additional Allocation hours although the number of hours in the target language did not reduce.
- A total of 72 classes in various year groups are included in the scheme.
- A total of 2,200 students are currently benefiting from the scheme.
- In 2025 one PPLI Polish teacher was employed by a school to teach in the additional allocation scheme.

 Next Steps:

- Promote the opportunities under Circular 0006/2020 and facilitate additional allocation for additional schools in the next academic year.
- Encourage schools to absorb more hours thereby decreasing the dependency on the scheme in the school.
- Continue targeted PPLI support for schools.





58 PPLI teachers supported



25 sessions delivered

Overview:

PPLI continued to provide professional learning supports to our Development Officers (teachers) across a variety of school and delivery contexts. The programme supported teachers working in face-to-face, online and blended environments and reflected the increasing diversity of experience and language backgrounds across the team.

Main aims:

- Improve and sustain the quality of language provision across a variety of teaching and learning contexts.
- Support the implementation of more recently introduced and lesser-taught Leaving Certificate language specifications.
- Strengthen teacher capacity for face-to-face, online and blended teaching.
- Provide differentiated professional learning responsive to teacher experience and language background.
- Support collaboration, professional confidence and well-being of teachers.
- Address emerging needs in the effective use of AI in teaching and learning.

Activity:

Professional learning was delivered through three integrated strands: induction and onboarding for new staff; ongoing continuing professional development (CPD); and targeted support for online and blended teaching. These strands were complemented by mentoring, school visits, classroom observation and language-specific professional activities, ensuring coherence and continuity throughout the year.

Induction and Onboarding

Structured induction supported newly appointed teachers with curriculum orientation, planning, classroom practice and formative assessment. Support also included mentoring, school visits and guidance on working within whole-school structures such as collaboration with Modern Foreign Languages coordinators, guidance counsellors and special educational needs coordinators.

Ongoing CPD

The CPD programme covered pedagogical themes including the action-oriented approach, assessment, student engagement, and subject development. Language-specific CPD and Communities of Practice supported curriculum implementation and the sharing of effective strategies. Opportunities were provided for experienced teachers to share practice and for newer teachers to build confidence and networks.

Targeted Support for Online and Blended Teaching

New online teachers received training in online teaching models, planning structures, assessment, and reflective practice. More experienced online teachers engaged in advanced sessions on digital approaches, differentiation, Universal Design for Learning, and the integration of AI. Follow-up clinics supported practical implementation.

June Staff Day for PPLI Development Officers

The annual staff day combined professional learning with operational updates and community building. Sessions focused on classroom practice, action-oriented methodologies, and differentiated workshops on AI. The event provided space for reflection, consolidation, and strengthening professional relationships.

Additional Professional Learning Supports

Mentoring, school visits, and classroom observation remained central to supporting development officers. Peer learning, observation opportunities and teacher-led activities contributed to a collaborative and sustainable model of professional learning.

Engagement with the Wider MFL Community

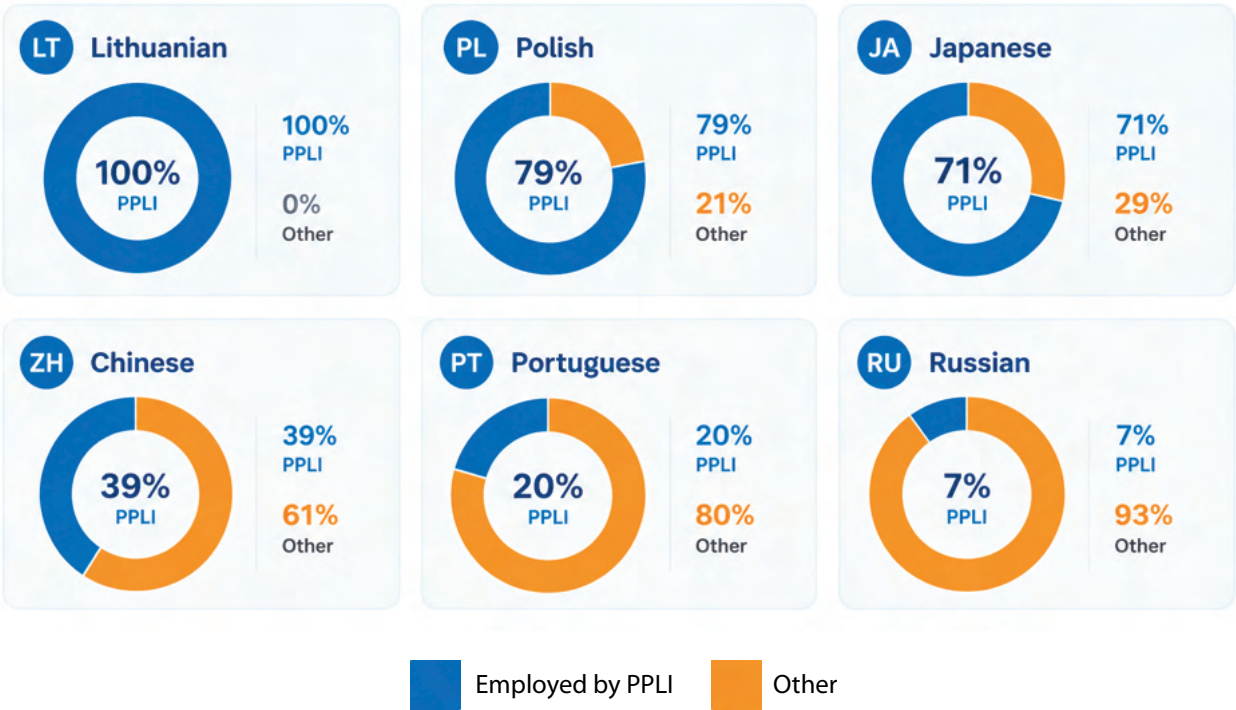
Teachers participated in professional learning with the wider Modern Foreign Languages community, including theme-based Communities of Practice and AI Think-In events. These engagements supported cross-language sharing and strengthened sector-wide professional dialogue.

Teacher Registration Support

PPLI employs 49 peripatetic teachers and supports 9 teachers, employed by schools under the additional allocation scheme, of whom 40 have completed Teaching Council registration (a 69% registration rate). PPLI continues to employ the full cohort of registered Lithuanian teachers and significant proportions of Japanese, Polish, Chinese and Portuguese teachers nationally, supporting both in-school and alternative models of provision.

The figures below present the proportion of all Teaching Council registered and qualified teachers in each language nationally who are employed by PPLI in 2025. This provides an indication of the extent to which provision in these languages is supported by PPLI, particularly in cases where the majority of the available qualified teacher cohort is engaged through PPLI.

Proportion of Teaching Council registered teachers in each language employed by PPLI, 2025



Language	PPLI teachers (Development Officer and Additional Allocation)	TC registered	Registration rate	Total TC registered teachers nationally Q4 2025
Chinese	7	7	100%	18
Japanese	19	12	63%	17
Lithuanian	4	2	50%	2
Polish	19	15	79%	19
Portuguese	3	1	33%	5
Russian	6	3	50%	41
Total	58	40	69%	



Chinese Community of Practice



Staff Day - June 2025

Feedback



Impact:

- Teachers reported high relevance and practical value in CPD activities.
- Induction, mentoring, school visits, and observation were viewed as strong supports.
- Differentiated professional learning met the needs of teachers with varied experience and teaching contexts.
- Targeted CPD strengthened confidence in implementing curriculum specifications.
- Online and blended learning supports improved teacher capacity to plan, deliver and assess learning.
- Language-specific CPD and Communities of Practice contributed to curriculum coherence and sustainability.
- Peer learning strengthened professional relationships and supported wellbeing.

Next Steps:

- Continue to support teachers during the implementation and consolidation of recently introduced and lesser-taught languages.
- Maintain a coherent model of professional learning combining central coordination with collaborative delivery.
- Further develop structured induction and onboarding pathways.
- Strengthen differentiated CPD pathways for both new and experienced development officers, including those teaching online.
- Expand opportunities for peer learning, mentoring and teacher-led professional contributions.



4 Camps



81 Students

Overview:

PPLI has been funding summer camps in lesser-taught languages for post-primary students. These two-week programmes are delivered nationwide and provide opportunities to develop language skills in combination with cultural and sporting activities taught through the target language. Four camps involving 81 students took place in 2025, one in Italian, one in Japanese and two in Chinese.

Main aims:

- Inspire students to continue a lesser-taught language at Leaving Certificate level.
- Raise awareness of language options available in higher education institutions.

Activity:

Four higher education institutions hosted summer camps in 2025. Each camp offered a rich blend of language learning, cultural engagement and hands-on activities.

Chinese in Dundalk Institute of Technology

In Dundalk students covered Chinese language, Chinese writing techniques, Chinese painting techniques, history, traditional Chinese music, singing, mooncake making, a traditional Chinese tea ceremony, fan making and an introduction to Ba-duan-jin or Chinese physical games. They also watched a film and had a trip to a local company to see the relevance of language learning. On the last day the work they had produced was showcased in an exhibition and there was a performance with songs, presentations and a tea ceremony, and parents, guests and senior management from DKIT attended.

"I didn't have a favourite activity because everything was perfect."

"My favourite activity was the preparation of tea. I also loved the calligraphy and kite making."

Chinese in South-East Technological University (SETU), Waterford

In Waterford, students learnt about Chinese language, Chinese blow painting and water painting, Chinese tea ceremonies, Chinese calligraphy, Chinese martial arts, Chinese papermaking, Chinese knot making, Chinese lantern making and Chinese operas and music. They also had a Chinese food cooking demonstration and an outing to Dublin that included a trip to Chester Beatty Library and an opportunity to try authentic Chinese food. They finished up on the last day with a closing ceremony. They posted regular videos of their activities on the SETU Language Culture Society Instagram account.

"It is a very fun experience, for children. It gives a brief idea of the culture and people there. Gives more information about the past people lived it, their activities, culture and language."

"My favourite cultural activity was writing the Chinese characters."

Italian at University of Galway

In Galway, students learnt Italian language, created masks for the Venetian carnival, had a VR experience, created their own Botticelli work of art, made pizza, learned how to subtitle and dub cartoons, played Italian sports and games, had music sessions, watched a classic film, put on a final show and created a video of their two week summer camp experience.

*"I loved this camp!
It was really fun all the people
were lovely, I made some lovely friends,
the teachers were great at explaining
everything and now I'm
considering learning Italian
in university."*

*"My favourite activity
was the games such as Pantalone
and the one where we had to do the
things they told us to do in Italian
while music was playing and
rubamazzeto!!!"*

*"I loved Taiko
drumming, I can't play
any other instruments well
at all but apparently, I'm
good at percussion!"*

Japanese at University College Dublin (UCD)

In Dublin, students learned about Japanese language and culture. They did a wide range of activities including manga, anime, drama, taiko drumming, calligraphy, haiku poetry, festivals and local prefectures in Japan, Japanese fair games and crafts, dance and kimono culture. They had a Japanese school sports day and a trip to the Japanese ambassador's residence where they experienced a tea ceremony. They had final presentations and a performance with awards on the last day of the camp.

*"I think my favourite
cultural activity might have
been when the 3 ladies came in to
teach us Japanese dance and
I was given the opportunity to
wear a beautiful Japanese
Yukata."*

Impact:

- The camps provided strong visibility for lesser-taught languages within universities, supporting pathways into language study at third level.
- Many students reported increased motivation to continue the language at Leaving Certificate or beyond.
- Camps received an average rating of 4.6 out of 5.
- When asked about future study, 46% of students said they planned to continue the language, and 48% said "maybe."

➤ Next Steps:

- Continue to promote and support summer camps in 2026.
- Encourage additional universities to host camps, particularly in heritage and lesser-taught languages.
- Support institutions that previously received funding to maintain summer camp provision, independently where possible.



Chinese Summer Camp
Dundalk Institute of Technology



Chinese Summer Camp
Dundalk Institute of Technology



Chinese Summer Camp
South-East Technological University (SETU); Waterford



Japanese Summer Camp
UCD



Italian Summer Camp
University of Galway





60,000 Pupils



1,344 Schools



11 Languages



Overview:

The Say Yes to Languages module continued into its fifth year in 2025, offering primary pupils and teachers a structured introduction to additional languages and cultures alongside English and Irish. Now in Phase Two, the focus is on preparing schools and teachers for the introduction of modern foreign languages within the Primary Language Curriculum.

The ten-hour module is delivered during school hours to fifth and sixth classes, either by the class teacher or by visiting tutors working in collaboration with school staff. Schools select a language based on foreign language teaching capacity, school context, and pupil demographics. Say Yes to Languages is delivered across two academic terms.

Main Aims:

- Raise awareness of the importance of modern foreign languages in developing transversal skills.
- Prepare schools for the implementation of the redeveloped Primary Language Curriculum.
- Encourage the uptake of foreign languages at post-primary level.
- Support the implementation of Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026.
- Contribute to improved literacy in English and Irish.

Activity:

This year 1,344 primary schools registered to take part, with 20% participating for the first time. Schools selected a language based on teaching capacity, school context, and pupil demographics. PPLI managed grant payments, resource distribution, tutor training, promotional activity and day-to-day queries, as well as facilitating feedback collection through surveys and school visits. PPLI also delivered training sessions for new and experienced tutors, class teachers, school leaders and Irish Sign Language tutors. Over 1,025 attended across eleven online workshops. ISL tutor sessions were designed and delivered in collaboration with the Centre for Deaf Studies at Trinity College Dublin.

Languages chosen by schools ranged widely. French and Spanish were the most selected, followed by uptake in German, Italian, ISL, Japanese, Mandarin Chinese, Portuguese, Polish, Romanian and Ukrainian. Some schools opted for more than one language.

Feedback:

Feedback from school management, teachers, and tutors was collected via surveys and school visits to offer support, gather data, and help inform planning. The format of a school visit typically includes class observation, discussion with pupils, hosting teachers and tutors (if relevant), and representatives of school management. In 2025, four school visits were carried out.

Some of the most recurring comments are outlined below:

- Teachers consider participation in Say Yes to Languages as being instrumental in facilitating cross-curricular links .
- Pupils show enthusiasm for languages.
- Teachers and tutors find that participation in Say Yes to Languages enhances inclusion within schools.
- Teachers note that some of the children who do not usually engage in school activities participate with enthusiasm to Say Yes to Languages.

The choice of language from the participating schools is illustrated here:*

Number of schools by language	
Languages Chosen	No. of Schools
French	630
German	105
Irish Sign Language (ISL)	76
Italian	25
Japanese	10
Mandarin Chinese	7
Polish	2
Portuguese	6
Romanian	1
Spanish	513
Ukrainian	3
Total	1344*

**Some schools chose more than one language.*

Publications and Presentations

- In 2025, a series of articles were published in the InTouch magazine, reflecting the first-hand experiences of pupils, teachers, tutors and schools involved in Say Yes to Languages
- A series of regular entries regarding Say Yes to Languages appeared in the Bluestar newsletter
- A paper on the impact of Say Yes to Languages was presented at IRAAL conference

Impact:

- 1,025 teachers, tutors and school managers attended training.
- More than 60,000 children participated in the module across the year.
- Pupils show improved literacy across English and Irish, as well as increased language awareness among pupils participating in the module.
- Both host teachers and external tutors benefit from collaboration, enhancing professional learning and practice.

Quotes
From Visiting
Tutors

"The pupils are still singing and dancing alphabet song months after the module finished. pupils/Teachers looking forward for the Spanish classes and feeling really sad at the end of the 10 weeks"

"I love when the pupils noticed similarities between different languages. And hearing them say "they don't know any language", and yet they were all able to contribute to a multilingual cities activity."

"Watching the pupils become animated and excited when you arrived each week. I genuinely got as much from lessons as the pupils. Their enthusiasm and fun was infectious."

Quotes From
Hosting Class
Teachers

"A fabulous programme which provided pupils with an insight into a new language and the country's traditions. Pupils thoroughly enjoyed the hands-on activities and the dance sessions where they could listen to popular music styles and artists of that country"

"It is a wonderful opportunity for the children to get a taste of a foreign language at primary school level especially when that language is one that they may have as a subject at secondary level"

"Loved hearing children singing (in French) at break times. Children pointing out words, road signs that are French but used in English. Studying French helped with English spelling. Faux amis lesson was a good laugh. French lesson actually helped children with some language challenges. They were able to pick out and see similarities in words quicker than classmates as they are used to concentrating on words for meaning e.g j'habite led to a whole class discussion on habitats, habitation etc etc...."

Quotes From
Pupils

"It will help me in secondary school and if I ever go to Germany, I will know what to say"

"One of our pupils has a deaf sister and it really engaged the whole class knowing this and listening to how the pupil communicates with her at home"

"I like learning languages because I like learning about different cultures"

"Learning German helps me write to my German penpal"

Quotes From
Principals

"The children love learning this new language as a lot of them go to Spain or know famous football teams in Spain they are immediately attracted to the language. They pick things up so quickly and it definitely gives them a great foundation to foster a love for learning different languages"

"The programme brought energy and excitement into our school. It showed pupils that languages are not just academic subjects, but real-life skills that connect them to the wider world."

"The entire school embraced this initiative, through buddy systems, for example, and whole school learning days, so that the children directly involved could share their new learning experiences with all of the children across all year groups. Our ethos centres around inclusivity and wellbeing, this programme is the perfect opportunity to promote the associated values, and build children's confidence and self-esteem"





fenit.ns · Follow

fenit.ns 44 w
5/6th class received their certificates of participation in the #sayyestolanguages program for primary schools. Thanks to our tutor Noelia, for her knowledge, patience and kindness to the children
#fenitns #stbrendansfenit

8 27 May 2025

Log in to like or comment.



nenaghcn 61 w
Along with snow and stormy weather January has been a very busy month for third class. We have been busy with lots of activities including yoga with Siobhán, ukulele with Peter, our weekly buddy system with junior infants and this week we had our first French lesson with Birgit in the #SayYesToLanguages program.
@tipperaryetb



Modern foreign languages in the Primary Curriculum: Practical supports

In September, Minister for Education and Youth Helen McEntee officially launched the redeveloped *Primary Curriculum* specifications for all primary and special schools in Ireland, marking a significant milestone in Irish education.

The language specification is one of five specifications and is underpinned by a plurilingual approach to language teaching. This approach values each child's unique linguistic repertoire as a precious resource and draws on their lived experiences of languages in the home, at school and within the wider community. A key development of the specification is the introduction of modern foreign languages (MFL) learning outcomes from 3rd to 6th class, focusing on language and cultural awareness (stage 3) and basic competence in an additional language (stage 4). The specification promotes the development of transversal skills across English, Irish, and additional languages, preparing pupils with the essential communicative and intercultural skills needed to thrive in a diverse, globalised world.

Languages Connect is supporting this integration of modern foreign languages in the *Primary Curriculum*, working alongside other key stakeholders including the NCCA, OIDE and the NCSE. This collaboration looks to ensure alignment with curriculum development, inclusive education, and teacher professional learning.

How Languages Connect supports teachers and schools

Languages Connect provides several quality-assured and fully funded supports. These offerings focus on guiding and empowering teachers and schools along the journey toward becoming MFL-ready. They currently include:

- Language upskilling opportunities;
- Say Yes to Languages modules;
- Tailored classroom resources & supports.

1. Foreign language upskilling opportunities for primary teachers

Languages Connect facilitates a fully funded Foreign Language Upskilling Scheme, enabling registered primary teachers to enhance proficiency in a foreign language of their choice. Over 400 teachers have already enrolled in upskilling courses this school year – with more courses due to start in the second term.



Above: Teachers attending an upskilling course in Vichy, France.
Left: St John's Arklow SNS pupils with their teacher and Say Yes to Languages Italian tutor.

Key features

- Enhances teachers' language proficiency and cultural awareness
- Aligns content and methodology with the *Primary Curriculum Framework* and the language specification
- Delivered in partnership with education support centres, higher education institutions, embassies, cultural institutes and other approved providers
- Flexible delivery: online, blended, and in-person

2. Say Yes to Languages: Celebrating five years of success

Say Yes to Languages is a fully funded, 10-week sampler module introducing pupils to an additional language alongside English and Irish in a fun, engaging way. Now in its fifth year, *Say Yes to Languages* has reached over 255,000 pupils in 2,200 schools nationwide – with many schools taking part more than once since the module began. This year alone, over 1,350 schools are participating.

Say Yes to Languages supports schools by:

- Engaging schools with MFL in advance of enactment of the language specification
- Raising awareness of the benefits of MFL education to build transversal skills
- Preparing teachers via training, support and resources

3. Resources and practical supports

Languages Connect provides a wide range of teacher-friendly, quality-assured resources to support both *Say Yes to Languages* delivery and the wider implementation of plurilingual education in primary schools.

Resources

- Curriculum-aligned and classroom-tested;
- Demonstrate effective practice to enhance teacher confidence;
- Foster teacher agency.

Visit languagesconnect.ie/primary for more information or email primary@ppli.ie or primaryupskilling@ppli.ie

Languages Connect, funded by the Department of Education and Youth, supports foreign language education in Ireland at primary and post-primary levels. Through the *Languages Connect Strategy*, Languages Connect works to enhance, expand, and diversify language learning opportunities and highlight the value of plurilingualism and multilingualism in Irish society. Its team of education and foreign language specialists delivers impactful projects, conducts research, develops resources and collaborates closely with teachers, schools and education partners.



INTOUCH 46 SAMHAIN/NOLLAIG 2025

Supporting literacy across the curriculum through integrated language learning

Languages Connect is delighted to bring you the fourth in a series of articles that provide insights and practical resources from schools that are embracing the integration of modern foreign language education in the curriculum. In this edition, Isabel Moore provides insights from her classroom.

Making it work

From 2022/23, I taught in Scoil Mhuire, Ballymore Eustace, where I had the opportunity to deliver *Say Yes to Languages* to fourth to sixth class. The structure of the programme worked seamlessly. While I taught Spanish to one class, their teacher would take my class for another subject, ensuring no time was lost. This collaborative approach created a real buzz among staff and pupils alike.

Awareness of interrelations

One of the most exciting aspects of the experience was seeing the transfer of skills. During a literacy lesson focused on etymology, we were exploring common Latin and Greek root words in English – words like 'scribe/script' meaning 'to write'. One pupil suddenly made a connection



and said, 'Miss Moore! Escribir in Spanish means 'to write'!

Foreign language upskilling

I completed a Spanish upskilling course through Kildare Education Support Centre in May 2024. It was a fantastic opportunity, not just to refresh my Spanish, but to develop my teaching skills. It was brilliant to practice with other like-minded teachers.

A new adventure

Since then, I've moved to a new teaching role in Kerry and the school is also involved in the programme, with French as the chosen language. Even as an observer, it's clear to see the enthusiasm it generates.

Delivering *Say Yes to Languages* didn't just add a subject to our timetable, it sparked a whole-school love of languages!



Activity: Multilingual root word detective

What you will need

- Display chart or whiteboard.
- A short list of root words to start.
- Space to add pupil discoveries.

Where will we find the vocabulary?

Start with a root word from an English literacy lesson. From there, pupils investigate how the same root appears in Spanish and Irish. As more words arise naturally during lessons, the chart grows.

Example

Root	English	Spanish	Irish
scrib	describe	escribir	scriobh
form	form	formar	foirm
cent	century	ciento	/

How can we assess what has been learnt?

- Have pupils explain a connection

they've made across two or more languages.

- Ask them to find a root word and apply it in three or more languages.
- Create mini challenges, where pupils find words with a common root during reading.

More activities can be found at www.languagesconnect.ie, under the Resources section: MFL Teacher/Tutor Notes (pg 11-12), *Language and Languages in the Primary School* (pg 34-39) and *Language Adventures* (pg 11-13).

ISABEL MOORE. For more information about *Say Yes to Languages*, email primary@ppli.ie or visit www.languagesconnect.ie.



INTOUCH 46 M Fómhair/D Fómhair 2025



Making foreign language learning fun and inclusive

A teacher's perspective

Languages Connect is delighted to bring you the second in a new series of articles that provide practical resources and supports, from schools and teachers who are embracing the integration of modern foreign language education into the curriculum. Providing a voice to teachers, the series showcases real-life

classroom practices that have worked. In this edition, Caroline Walters from St John's Girls' and Infant Boys' School in Limerick City provides insights from her classroom, as well as a ready-made class activity for you to try.

I work as an English as an Additional Language (EAL) teacher in St John's Girls' and Infant Boys' School in Limerick City. We are a DEIS Band 1 school with 220 pupils, of which 100 speak a language other than English at home. As an avid Modern Foreign Languages (MFL) advocate, I was delighted that our school was chosen to take part in the *Say Yes to Languages* (SYTL) language sampler module for a 4th year.

This year we have introduced Spanish to our 3rd and 4th classes, while our 5th and 6th year groups continue with French classes. The children are really enjoying the experience. We have always used teachers in our school to deliver the module and each year new teachers get involved. I am also the mother of two bilingual children, and I fully welcome the introduction of an MFL specification in the redeveloped Primary Language Curriculum.

Fun through active learning

Our key focus is fun through exploring language awareness and building communicative competence along with cultural awareness. We teach key

vocabulary through active learning methodologies, using various objects and materials, flashcards, powerpoint presentations, songs, games and videos. Being active, moving around the classroom and showing comprehension through drawing and colouring is a great way to keep the children interested and involved.

A chance for everyone to shine

These lessons are hugely important for all the pupils in the class. Some children who may find other areas of the curriculum challenging, really enjoy learning a few words in another language. The pupils also use their known words as Gaelic to add to the discussion on how words might be similar or different across languages. It also hugely benefits EAL learners, as they can add valuable contributions to the class.

Such a plurilingual approach, welcomes all languages into the classroom, from the languages of the school, the children's home languages and the languages of the wider community.

A plurilingual approach extended beyond the classroom

Our engagement has shown our school the huge benefits that the new MFL curriculum will bring to all schools and communities in Ireland. The positive feedback from the children led us to embrace more plurilingual practices, such as in our countdown to turn on our Christmas lights this year, which featured five languages and singing the *Jingle Bells* chorus in six different languages.

CAROLINE WALTERS

For more information about *Say Yes to Languages* and language upskilling opportunities for teachers, or to contribute to these articles, email primary@ppl.ie or visit www.languagesconnect.ie. We would love to hear from you! Languages Connect promotes the personal, social, professional and economic benefits of foreign language skills to principals, teachers, guidance counsellors, parents and pupils. Funded by the DE and facilitated by PPLI, this is a key objective of Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026.



INTOUCH 68 JAN/FEB 2025

Activity – Let's learn about colours and fruit

Caroline Walters shares a simple activity that most teachers can replicate in their school, which combines vocabulary around fruit and colours, in different languages, in a simple but engaging way. This is

an activity combining and reinforcing various Key Competencies throughout the lesson, such as being a communicator and using languages along with being creative, being well and being an active learner.

What will the pupils be able to do?

- Learn the names of fruits and revise colours in various languages
- Notice similarities and differences across different languages
- Use vocabulary actively through playing games

Why is this relevant?

This lesson interlinks with a lot of other subjects in the Primary Curriculum. Fun through active learning

How are we going to learn the new words?

- Using concrete materials, such as coloured plates, recap on the colours previously taught and introduce fruit names using plastic fruit
- Focus on repetition and reinforcement, rather than quantity of vocabulary
- Re-enforce the vocabulary using a PowerPoint presentation with real



What do we need?

- Different colour plastic plates; plastic fruit; matching fruit cards; sheet with fruit on it to colour, labelled with the fruit names in various languages
- Use vocabulary actively through playing games

Where will we find the vocabulary?

Ask pupils who have proficiency in other languages to teach the words to their classmates and teachers. They might need to ask their siblings or parents/guardians before being able to provide the correct words, therefore give them notice and allow them the time to prepare for this task. This empowers the children to be the experts in the class and validates the importance given to their linguistic background and identity.

fruit images and the words.

- Ask the children to colour sort the fruit naming each fruit they pick and naming the colour as well.
- Vocabulary Races is a great interactive game that gets the children up and about to race each other to remember the words.
- Walking Snap or Guess What I Have are also very interactive, where the children must find their matching fruit by walking around the classroom and asking each other questions.
- You could play a simple child-friendly song for the class to sing along. Super Simple Songs or any equivalent are sure winners: the simpler, the better.

These and more ideas are contained in the resource Vocabulary-Building Activities, available from the



Resources section of the Languages Connect website bit.ly/LanguagesConnectPrimary.

Then what?

Pupils could draw their five favourite fruits in a bowl and tell the class. You can extend the activity by comparing likes and dislikes, exploring intercultural awareness.

How can we assess what has been learnt?

- Having a sheet with some fruit on it asking them to colour 'X' fruit 'Y' colour can be a simple way to assess if the children know the vocabulary.
- Discussions about similarities and differences across languages will help assess their language awareness.
- Discussions around their likes and dislikes will also potentially highlight cultural similarities and differences.

Interested to find out more?

More activities and ideas around this topic can be found in the below resources:

- MFL Teacher/Tutor Notes (pp 20-25)
- Language and Languages in the Primary School (pp 27-28)
- Language Adventures (p 15)

All these resources and more are available on the Resources section of the Languages Connect website, accessible via the QR code.



INTOUCH 69 JAN/FEB 2025

Eagran Gaelige

Teangacha ag tacú lena chéile!

Léargas an mhúinteora

Is cúis áthais do Déanann Teangacha Nasc an tríú halt sa tsraith nua seo a fhoilsiú. Tagann na hailt seo ó scoileanna agus ó mhúinteoirí atá ag glacadh go fonnmar le comhtháthú na dtéangacha iasachta leis an gcúraim. Déanann na hailt seo cur síos ar acmhainní

praiticiúla agus tacaíochtaí agus léiríonn siad cleachtais réalaíocha agus éifeachtachta ranga. San alt seo, tugann Harriette Robinson monléargas óna seomra ranga féin, mar aon le gníomhaíocht ranga gur féidir tabhairt fúithi.

Mise agus mo Scoil

'Is mise Harriette agus is múinteoir mé i nGaeilcoil Laighnean, Baile Átha Cliath. Is Scoil bheag í ar scoil agus, táimid an-íompar le teangacha – go háirithe an Ghaeilge, dar ndóig.

'Tá suim mhór agam i dtéangacha, sa tumadóchas agus san fhoghlaim Chomhtháthaithe Ábhar agus Teanga (PCAT). Táim an-sásta go bhfuil Teangacha iasachta mar chuid de Churaidh Teanga na Bunscoile. Labhraíonn Fraincis agus tá taithí agam i mhúineadh na dháilte agus do mhic léinn. Ar an mbonn sin, tápaigh mé an deis i mhúineadh dar bpáistí i nGaeilcoil Laighnean. Toisc gurb í an Ghaeilge teanga na scoile, thug na páistí gur trí mhéad nua i nGaeilge a bheidís ag foghlaim na Fraincise. Sular cuirteadh aisean ná tacaíochtaí ar fáil mar chuid den scéim *Say Yes to Languages*, thugamar fúithi, ag baint úsáid as leabhair ghearrthóg, as amháin Fraincise ar YouTube agus as na cluichí boird Fraincise a bhí bailithe agam thar na blianta.

Féasacht teanga a chothú

'Bhain mé úsáid an gcur chuige cumarsáideach chun teanga ó bhéil na bpáistí a fhorbairt. Is gá go mbeadh na páistí ag úsáid na spriocheanga chun í a shealbhú. Chuir seín, tugadh deiseanna rialta dóibh an spriocheanga a chleachtadh agus iad i mbun tasca na agus cluichí i ngrúpaí.

'Bhí spreagadh agus fócasach na bpáistí le sonrú. Go luath, léiríodh go soléir gur tacaíocht an dara teanga, an Ghaeilge, le foghlaim an tríú teanga. Rinne na páistí naic idir na focail sa dtéanga go nádúrtha, mar shampla, briathra nó níos éist sa Ghaeilge 'écouté sa Fraincise, léigh sa Ghaeilge – lire sa Fraincise agus deirim sa Ghaeilge – je dis sa Fraincise. Thug na páistí faoi deara go raibh cosúlachtaí idir amháin focail áirithe sa dtéanga mar shampla, ouf – ubh, argent-argéad, matin-maldin, garçon-



briathar 'faire'. Thug siad go raibh cosúlachtaí idir briathra ar nós 'faire' sa Fraincise agus 'dean' sa Ghaeilge toisc go bhfuil bri éagsúil ag an mbriathar ag brath ar an comhthéacs na n-úsáidear é – 'je fais le hockey' nó 'je fais un gâteau' -direach cosúil leis an mbealach ina n-úsáidear 'dean' sa Ghaeilge, ach ní hionann don bhriathar 'to do' sa Béarla.

'Tá se soléir go mbeadh na páistí ag déanamh machnamh ar an nGaeilge le linn na gceachtanna Fraincise. Sampla eile a tháinig chun cinn ná an chosúlachta atá idir an frása 's'il vous plaît' sa Fraincise agus 'más é do thoil é' sa Ghaeilge. Is frása iad a aistriú díreach de réir bhri na bhfocal, rud nach dtarlaíonn sa Bhéarla nuair a úsáidear focal amháin 'please'... focal amháin, 'gan chiall' a dúirt na páistí. Téann an traschar an dá threo mar, ón bhfoghlaim sa Fraincise, tá gá ag na páistí i dtéangacha nua n-aonmhócal é nach bhfuil tús curtha leis seo sa Ghaeilge go fóill. Beidh deis ag na páistí a goid

gáisiú. Dhírigh mé a n-áirí ar an traschar idir modh úsáide focail (briathra), mar shampla, an foghlaím sa Fraincise a aistriú sa cheacht Gaeilge amach anseo. 'Is léir go dtreisíonn na ranganna Fraincise féasacht teanga na bpáistí. Tugadh faoi deara go mbeadh siad ag fóirú na gcosúlachtaí agus na ndifríochtaí idir an Ghaeilge agus an Fraincise ó thaobh struchtúr, gramadaí, foclóir, nathanna cainte agus inscne na n-aonmhócal de. Seallbaíonn siad an Fraincise agus neartaithe a dúiscit ar an nGaeilge'.

Chun tuilleadh eolais a fháil faoi Cuir Fáilte Roimh Teangacha agus faoi dheiseanna úsáid teanga do mhúinteoirí, nó níos tá suim agat a scríobh mar chuid den tsraith seo, seol ríomphost chuig primary@ppl.ie nó teigh chuig languagesconnect.ie. Ba bhréa linn cloisteall uait!

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



INTOUCH 69 MAR/APR 2025

Ceacht Samplach: Cé na spóirt a thaitníonn/nach dtaitníonn linn?

Roinneann Harriette Robinson gníomhaíocht shimplí bunaithe ar chaitheamh aimsire. Foghlaimíodh na páistí an teanga a bhaineann le cineálacha caitheamh aimsire sa Fraincise, ar bhealach spráilúil.

Le linn an cheachta, déantar na Príomhinníúlaíocht a nascadh agus a threisiú, ar nós a bheith i do chumarsáidí agus teanga a úsáid mar aon le bheith cruthaithe agus a bheith i do fhoghlaimíocht gníomhach.

Torthaí foghlama

- Caitheamh aimsire a ainmniú
- Tuairim na ndálaí faoin gcaitheamh aimsire a chur in iúl
- Féidir agus nathanna a úsáid le linn cluichí teanga

J'adore	Je déteste
La natation	Le cyclisme
L'athlétisme	Le basket
La gymnastique	Le ski
Le rugby	Le tennis
Le foot gaélique	Le surf

Cad a thaisníonn uain?

- Pictiúir de na cineálacha caitheamh aimsire gearrtha amach agus iad curtha i mbabla – beart do gach grúpa
- Caitheamh gearrtha amach i gcroth croi agus i gcroth X – ceann do gach grúpa
- Pictiúir de gach spóirt le lipéid Fraincise

Conas an foclóir a mhúineadh

Aithníodh na páistí roinnt de na caitheamh aimsire toisc go bhfuil cosúlachtaí idir na focail Fraincise agus na focail Ghaeilge. Trí athrá agus athrá, déan cleachtadh ar na cineálacha caitheamh aimsire, larr na páistí ligean orthu go bhfuil siad i mbun an spóirt a bhlaonn an múinteoir amach os ar. Tabhair deis do pháistí

Dúshlán breise

Beidh cumas díriúil agus taithí éagsúil ag gach páiste sa Fraincise, agus mar sin, seans go mbeidh páistí áirithe in ann an cheist – 'Est-ce que tu adores/déteste...?' a chur ar pháistí eile in ionad an mhúinteora ag deireadh an cheachta.

Conas a cluiche a imirt

- Piocann páistí pictiúir amach as an mbabla
- Deir siad an frása 'J'adore le tennis/je déteste la natation' agus cuireann siad an pictiúir ar an gcroth croi nó ar an gcroth X
- Piocann an chéad pháiste eile pictiúir agus leanann siad ar aghaidh go dtí go mbeadh gach pictiúir imithe

Conas measúnú a dhéanamh ar an bhfoghlaim

Larr ar pháiste tuairim a thabhairt faoi caitheamh aimsire áirithe, mar shampla: 'Est-ce que tu adores le basket?' 'Féasacht an páiste le 'Oui, j'adore le basket'/'Non, je déteste le basket'. Féidhíonn sé seo mar dult siar chomh maith.

An bhfuil suim agat tuilleadh eolais a fháil?

Tá tuilleadh gníomhaíochtaí agus smaoiníte le fáil faoin topaic seo sna hacmhainní thíos:

- Múinteoir NTI/Nótaí an Mhúinteora (lgh. 23 – 25)
- Teanga agus Teangacha sa Bhunscoil (lgh. 25 – 26)
- Eachtraí Teanga (lgh. 17)

Tá na hacmhainní seo agus tuilleadh le fáil sa rannóg Acmhainní ar shuíomh gréasáin Déanann Teangacha Nasc, a bhfuil teacht air tuid an cód MF.



INTOUCH 69 MAR/APR 2025

Scoil Naomh Iosaf
@scoilnaomhiosaf

Vielen Dank Maria for taking us on a journey in the German language, culture, geography and so much more over the last 10 weeks as part of the Say Yes to Languages programme. Auf Wiedersehen!



9:59 am · 4 Jun 2025 · 686 Views

Coolmeen NS
@coolmeen_ns

Our 3rd-6th class completed ten weeks of learning French with Ms. Gomes as part of the 'Say Yes to Languages' programme. We even made some tasty French crêpes!



3:15 pm · 26 May 2025 · 268 Views

@SJJohnsk

We started our "Say Yes to Languages" classes in school today. Both 5th classes are doing Spanish & 6th class will study French. The girls loved their first lessons. Thank you to Mr. O'Connor, Ms. Walters & Ms. McNamara for teaching these lessons in our school. #languagesconnect



gaelscoilriada · Follow

gaelscoilriada 53w

¡Hola!
Cuireadh tús le ranganna Spáinnis an tseachtain seo mar chuid do chlár Cuir Fáilte roimh Theangacha!!!

Our 3rd-6th class pupils started Spanish lessons this week as part of the Say Yes to Languages sampler module! 🌟🇪🇺 For the next 10 weeks, they'll have 10 hours of fun language learning during the school day. After a pupil survey and class discussion, the students chose Spanish themselves! 🇪🇺🇪🇺 We're so excited to see them learn a

20
March 25, 2025

Log in to like or comment.

Next Steps:

Looking ahead, the focus will be on consolidating the successes of Say Yes to Languages and expanding its reach and impact. Key priorities include:

- Continue promoting foreign language learning in primary schools and disseminating examples of good practice.
- Expand Say Yes to Languages to additional schools and build capacity among registered teachers.
- Share testimonials from participating schools to support awareness.
- Explore models that strengthen collaboration between tutors and classroom teachers.
- Facilitate the delivery of resources to participating schools and pupils.
- Promote the broader value of language learning, including its contribution to literacy and transversal skills.



310 Teachers Upskilled



41 Courses



16 Course Providers



4 Languages

Overview:

Foreign Language Upskilling for primary teachers continued throughout 2025. Activity during the year spanned the completion of the Foreign Language Upskilling Pilot from January to August and the introduction of the new national Foreign Language Upskilling Scheme for Primary Teachers from September onwards. Across both phases, work focused on expanding participation, strengthening delivery processes, and establishing the structures needed for long-term sustainability.

Main aims:

- Build linguistic competence in modern foreign languages among primary teachers ahead of curriculum enactment.
- Strengthen teacher confidence and competence in using the target language.
- Develop cultural and intercultural awareness.
- Align provision with the Primary Curriculum Framework and the redeveloped Primary School Curriculum.
- Support the transition from a pilot project to a sustainable national scheme.

Activity:

In total, 310 teachers completed 41 language upskilling courses delivered by 16 approved providers across French, Spanish, German and Italian.

January - August 2025:

Completion of Pilot and French Language Immersion Programme

Participation in the Pilot's second year increased significantly compared with 2024. Courses were delivered across CEFR levels A2.1-B1.2 in French, Spanish, German and Italian. Teachers accessed in-person, online and blended formats depending on personal and professional circumstances.

Between January and August, 339 teachers enrolled and 196 completed courses. French remained the most widely selected language, with strong ongoing demand for Spanish.

In June 2025, PPLI partnered with the French Embassy in Ireland to pilot a residential French language immersion programme in Vichy. Twenty teachers participated in an intensive programme combining language classes, cultural workshops, and school visits. Learnings from this pilot will inform planning for future immersion opportunities.

September - December 2025:

Transition to the National Scheme

From September 2025, the new Foreign Language Upskilling Scheme for Primary Teachers was introduced, marking the transition from pilot to national provision.

Key developments included:

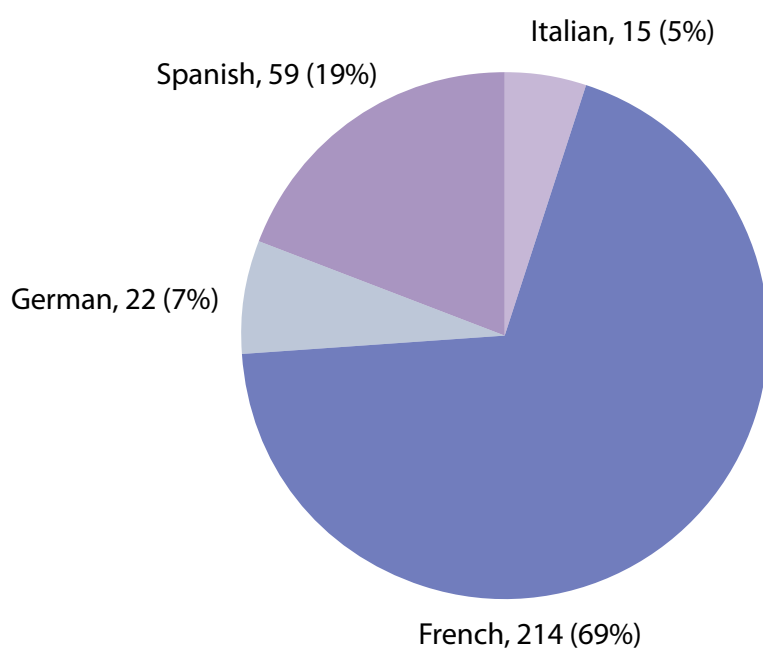
- Introduction of a grant-based funding model for consistent, transparent provider selection.
- Expansion of the network of approved course providers under new Service Level Agreements.
- Enhanced quality assurance processes, including observation, surveys and post-course review meetings.

During this phase, a further 114 teachers completed courses, bringing the total completions for 2025 to 310.

Collaboration with Providers

Foreign Language Upskilling in 2025 was delivered through collaboration with Higher Education Institutions, Cultural Institutes, language schools, and international partners. Two calls for expressions of interest expanded the approved provider network to 22, of which 16 delivered courses during the year. Courses continued to be offered in in-person, online and blended formats to maximise accessibility.

Teachers Completing Upskilling Courses by Language, 2025





Programme Development and Quality Assurance

Throughout 2025, PPLI strengthened programme development and quality assurance. Observation visits, feedback surveys and review meetings informed ongoing refinement of course specifications, provider agreements and reporting processes. Guidance documents were further developed for both course providers and language tutors.

Impact:

- 310 teachers completed upskilling courses.
- 41 courses were delivered by 16 providers across four languages.
- Pilot learnings informed the establishment of a sustainable national model.

➤ Next Steps:

- Increase teacher participation in upskilling programmes.
- Expand immersion opportunities based on the successful pilot in France.
- Continue to broaden the network of course providers.



In-person upskilling course day - University of Limerick



Goal 2 - Moving Forward

PPLI will continue to prioritise a coherent, high quality model of professional learning that supports Development Officers working across increasingly diverse teaching contexts, languages and delivery modes. As provision expands across face to face, online and blended environments, sustained investment in structured induction, mentoring and differentiated CPD will remain central to ensuring consistency, quality and teacher confidence.

Building on the positive impact of the integrated professional learning model, PPLI will further strengthen induction and onboarding pathways for newly appointed teachers, ensuring early and supported engagement with curriculum specifications, assessment practices, whole school collaboration and PPLI systems. Emphasis will continue to be placed on mentoring, school visits and classroom observation as core supports for professional growth and reflective practice.

Differentiated CPD pathways will be further developed to respond to teachers' levels of experience, language background and teaching context. This will include targeted support for teachers delivering lesser taught and more recently introduced Leaving Certificate languages, as well as advanced professional learning opportunities for experienced teachers, including those working in online and blended settings. Language specific CPD and Communities of Practice will remain key mechanisms for sustaining curriculum coherence, sharing effective practice and supporting subject development nationally.

As digital and blended provision continues to expand, PPLI will build on existing training to further support teacher capacity in online pedagogy, assessment, Universal Design for Learning and the effective integration of AI to enhance teaching and learning. Practical follow up supports, including clinics and peer exchange, will continue to be embedded to support implementation in real classroom contexts.

Supporting teacher well being, professional confidence and collaboration will remain a priority. Opportunities for peer learning, observation, teacher led contributions and whole team engagement, will continue to be strengthened to support a sustainable and connected professional community.

PPLI will also continue to support teachers in progressing Teaching Council registration, particularly in the context of internationally qualified teachers and lesser taught languages where national capacity remains limited. This work is essential to sustaining provision across multiple models and supporting the long term development of language education in Ireland.

Through ongoing review, feedback and engagement with the wider Modern Foreign Languages community, PPLI will ensure that professional learning remains responsive, evidence informed and aligned with national policy priorities, supporting high quality language teaching and learning across all contexts of provision

The Language Upskilling Scheme for primary teachers will gradually be expanded to support more teachers with developing an appropriate level of competence and confidence to prepare to enact the Primary Language Curriculum. Additional providers and opportunities will continue to be explored and leveraged. The 'Say Yes to Languages' programme will continue to prepare the ground for the introduction of foreign languages in the primary curriculum, support the raising of awareness among pupils of the range of languages used by their peers, and encourage uptake of a foreign language in post-primary. Resources will also be developed to support teachers with enactment of the curriculum.

Goal 3 centres around the Languages

Connect awareness-raising campaign, facilitated by PPLI. The campaign promotes the many cultural, social, career and personal benefits of language learning by working with different stakeholders across education and beyond.

Along with these partners, PPLI promotes language learning across a variety of channels, by organising and funding events including #ThinkLanguages, distributing printed literature, and through online promotion, targeting a wide range of audiences.

PPLI also raises awareness of the supports offered relating to languages provision to relevant stakeholders using PPLI communication channels and leveraging partner channels to do this. PPLI regularly contributes to relevant stakeholders' newsletters, including those of the INTO, Oide, NAPD, CareersPortal, Enterprise Ireland and The Digital Hub.

These contributions increase the reach of awareness in relation to the work of PPLI, ensuring that target audiences are well-informed about the supports and resources available to them.

A background image of two young women in school uniforms, smiling. The woman on the right is wearing glasses and a dark jacket with a crest. The woman on the left is also smiling. The image has an orange tint.

GOAL 3

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

 21,000 Students  240+ Schools  14 HEIs  13 Cinemas  4 Cultural Institutes

Overview:

#ThinkLanguages is an annual Transition Year (TY) celebration of languages and cultures facilitated by PPLI. Since its launch in 2018, the festival has expanded each year, with increasing participation from schools, partners, and community stakeholders. In 2025, the event continued as a week-long celebration, offering interactive workshops, inspiring talks, quizzes, and cultural activities nationwide.

Main Aims:

- Celebrate languages across schools, higher education institutions, and national partner organisations.
- Support teachers in showcasing the value of languages within and beyond the classroom.
- Engage and inspire TY students by highlighting languages in their local communities and in global contexts.
- Promote inclusion and awareness of the personal, social, cultural, and professional benefits of language learning.
- Encourage students to choose languages at Senior Cycle and continue into third-level education.
- Strengthen connections between schools and their wider communities to raise awareness of language skills.

Activity:

Now in its eighth year, #ThinkLanguages Week took place in schools, universities and other venues nationwide from 17 - 21 November 2025. Over 240 schools were involved in the flagship event, with over 21,000 TY students celebrating languages and cultures in their school and locality.

Resources and Teacher Support

Two online information sessions for teachers were held in September and two Communities of Practice in October to provide input and support in relation to project management of the festival in schools, as well as to provide an opportunity to share ideas and experiences of previous festivals.

PPLI associates shared their #ThinkLanguages experiences and guided both new and returning teachers with tips on how to successfully run the event in their schools. A total of 84 participants attended the information sessions and 59 attended the Communities of Practice. For those who could not attend these meetings, a series of #ThinkLanguages Teacher Tips videos were shared online.

A full communication programme with schools took place from August to December via the Languages Connect website, social media channels, a dedicated Facebook group, and ongoing email correspondence informing of registration deadlines, partner offerings, resource availability and competition details.

Participating schools were sent printed starter packs including a handbook and promotional posters. They also received full event kits customised for the number of participating students in the school.

Opening Ceremony

A new #ThinkLanguages Opening Ceremony video was created in 2025 featuring an inspiring combination of speakers sharing their language learning journeys and explaining how languages had furthered their careers and enhanced their lives. PPLI led the full end-to-end development of the Opening Ceremony, shaping the creative direction, including storyboarding, scripting, and securing speakers. The team oversaw all stages of production—from filming to editing—while ensuring the content aligned with #ThinkLanguages and Languages Connect messaging.

The 2025 Opening Ceremony included inspiring contributions from people across diverse fields who have benefitted from language skills in their daily lives. Presenters Seán Ó Maoilchiaráin and Laura Packenham speak with each guest about their experiences and advice for success. Gráinne Mullins, founder of the award-winning Grá chocolates, shares how her French skills helped shape her business journey. Erasmus student Shane Hurley offered insight into his life in Italy and how Italian has broadened his horizons, while student Eleanor Dunne gave her perspective on working abroad in Germany. Coach Ozzy energised students with Portuguese language-based movement, and Méabh McMahon, Chief Anchor at Euronews, reflected on how languages enabled her to travel the world and build a career in international journalism. Finally, Japanese-Irish influencer and polyglot Yuji Beleza highlighted how languages have helped him forge friendships, build connections, and bridge cultural divides.

National Quiz

The #ThinkLanguages online national quiz was facilitated again in 2025, with 1,400+ teams taking part and a high level of engagement, attracting participation from 5,600 students. The quiz, a firm favourite with students, provides students and schools the opportunity to compete against each other and against the clock in a test of languages knowledge.

The element of competition, both local and national, always adds a sense of excitement. The quiz ran twice daily during #ThinkLanguages Week, giving schools the flexibility to hold it at the most appropriate time for them.

Think Global, Act Local

In support of the overarching #ThinkLanguages theme of “Think Global, Act Local”, schools looked to their local communities for inspiration in the context of inviting speakers for their #ThinkLanguages festival. Individuals from businesses, higher education institutions and community groups where languages play a role became involved at schools nationwide. Local MEPs and ambassadors visited schools to provide further insight into the benefits of foreign languages. Some schools also worked with local businesses to produce international cookbooks and informal language learning sessions in cafes.

Student-led workshops are becoming more popular each year, inviting students to provide their peers with an insight into their own home and heritage languages and cultures. Some parents and teachers also got involved and offered insights into their heritage, cultures and languages, including playing music or baking traditional goods for students to enjoy and learn about. Other locally led workshops and activities included Irish Sign Language, Bharatanatyam dancing, Ukrainian cuisine and careers in languages, as well as language speed dating, a ‘Linguavision’ contest and sports from different countries.

#ThinkLanguages at Primary

As part of efforts to continue supporting the aims of the Say Yes to Languages Primary Module and to increase the uptake of languages in post-primary education, the opportunity for TY students to bring a piece of #ThinkLanguages to local primary school pupils was promoted. Guidelines for the preparation and development of the visits were included, and information was shared in the Community of Practice sessions, which inspired and encouraged schools to facilitate this. In 2025, a dedicated resource was also created. This resource, designed specifically for Transition Year students visiting primary schools, was developed to support strengthening of the connection between language learning at primary level and the opportunities available in post-primary, while also empowering TY students to act as positive language ambassadors. It provided a bank of simple, engaging activity ideas, including language-based games, and interactive exercises, that TY students could deliver in classrooms, helping them showcase the fun and relevance of learning new languages.

Several schools, including Presentation Secondary School Thurles, Lucan Community College, and Portlaoise College embraced the opportunity, with Transition Year students leading fun and interactive language taster sessions. Through catchy songs, engaging stories and games, primary pupils received an exciting introduction to the fun of language learning.

#ThinkLanguages Partnerships

Collaboration with partners was again a feature of the festival and a variety of activities were offered which enhanced the #ThinkLanguages Week experience. As part of the 'A Career for EU' strategy, the Department of Foreign Affairs and Trade (DFAT) sponsored the #ThinkLanguages Competition prizes for a third year. The top three finalists of the poster competition each received a voucher. The winning Champion Team and their teachers will travel to Brussels in early 2026 to visit a variety of EU institutions and meet Irish people who work there, to understand more about where languages have brought them in their careers. This prize was once again a significant incentive for students to get involved in helping to organise #ThinkLanguages festivals across the country.

#ThinkLanguages at the Cultural Institutes

In 2025, the following cultural institutes joined #ThinkLanguages Week as partners for the first time, marking a significant expansion of the programme's partnership network:

- Goethe Institut Irland
- Alliance Française Dublin
- Instituto Cervantes de Dublin
- Istituto Italiano di Cultura di Dublino

They hosted onsite events, delivered workshops, provided guest speakers, and offered online learning resources. More than 190 students attended in-person events during the week. The inclusion of cultural institutes introduces a valuable new dimension to the programme, reinforcing the importance of linguistic diversity and intercultural understanding in today's world.







#ThinkLanguages at the Movies

As part of the continued partnership with the Irish Film Institute, a selection of foreign language films was shown at the IFI in Dublin and its cinema network nationwide during #ThinkLanguages Week, providing students with the opportunity to experience languages at the movies. In addition to in-cinema screenings, schools had the opportunity to avail of the streaming platform IFI@Schools which offers schools the opportunity to screen films directly in the classroom. Over 1,800 students watched one of the foreign language films in the cinema during #ThinkLanguages Week, and approximately 1,600 more accessed films in the classroom.



#ThinkLanguages on Campus

A successful element to this year's celebrations was the continued involvement of higher education institutions (HEIs) across the country. The activity within the HEIs proved to be a highlight for many, with a diverse range of activities that TY students could engage in taking place on campus. More than 1,760 students visited a university campus, with many more gaining insights into third-level life through talks from student language ambassadors, who visited more than 30 individual schools.

Dublin City University

began the celebrations during #ThinkLanguages Week with a week-long series of taster sessions in Spanish, Japanese, German, French and Chinese. It hosted workshops for 180 students across the entire week of #ThinkLanguages, with student ambassadors, sharing their first-hand experience of what it is like to live and study in Spain, Japan, Germany, France and China.

Dundalk Institute of Technology

welcomed a number of students who availed of campus tours, information sessions with lecturers and current students and presentations related to Erasmus opportunities as well as interactive cultural workshops to practice French and Spanish and to try a new language like Chinese.

Maynooth University

hosted 215 students on campus. Students had the opportunity to tour the campus, engage with language taster sessions and other interactive cultural activities, and meet student ambassadors.

Mary Immaculate College

hosted 96 students for the first time during #ThinkLanguages Week. They held a variety of workshops, cultural showcases, language games and taster sessions in various modern foreign languages.

South-East

Technological University

put on a show for over 135 students with cultural workshops, activities and games from around the world.

Shannon College of Hotel Management

hosted an online event during #ThinkLanguages Week for the first time. Student language ambassadors were on hand to promote language awareness and the benefits of having a language at third level.

Munster Technological University

sent student language ambassadors to a school during #ThinkLanguages Week. The Ambassadors chatted to students about their language learning journey, their amazing Erasmus experiences, and their plans for after graduation. Students got the opportunity to discuss what it is like to study a language at college and ask the ambassadors questions about their studies.

Trinity College Dublin

sent student language ambassadors to visit schools during #ThinkLanguages Week to speak about the positive aspects and opportunities afforded by choosing to study a language at third level.

Technological

University of the Shannon

sent student language ambassadors to visit schools during #ThinkLanguages Week to speak about the positive aspects and opportunities afforded by choosing to study a language at third level.

University of Galway

provided several workshops for 120 students in Spanish, German, Italian and French, before talks from postgraduate students, as well as exploring the benefits of choosing a university path with a language.

University College Dublin

hosted over 550 students during #ThinkLanguages Week, with offerings including presentations and a campus tour. There were language workshops in French, Spanish and Italian and taster language classes in Arabic, Chinese, Italian, Russian and Portuguese. Students also had an opportunity to speak to 10 student language ambassadors.

University College Cork

hosted over 180 students throughout the week. Workshops available included 8 languages: Chinese, Japanese, Korean, French, German, Italian, Portuguese, Spanish. Students had the opportunity to engage in interactive language lectures, and language taster sessions. Students also were given a tour of the campus. Student language ambassadors also visited a school during the week.

Technological University Dublin

welcomed 120 students on campus during #ThinkLanguages Week, where they were given a tour of campus and took part in workshops and taster classes in a variety of languages. Student language ambassadors were sent out to nineteen different schools.

University of Limerick

hosted over 165 students and gave them an insight into what it is like studying languages on UL campus. This included a variety of language awareness-raising and language-learning workshops, such as calligraphy, script writing, music and dance, multilingual and multicultural escape room, and language and culture trivia quiz. They also sent student language ambassadors to visit ten schools throughout the rest of #ThinkLanguages Week.



#ThinkLanguages Competition Winners 2025

In collaboration with the Department of Foreign Affairs and Trade and the Career for EU Strategy, an important element of the #ThinkLanguages event is the National #Thinklanguages Champion Team Vlog Competition and, a new addition for this year, the #ThinkLanguages Individual Poster Competition.

Champion Team Vlog Competition

The Champion Team Vlog Competition, which celebrates the promotion of language learning in schools and the wider community, invited teams of six Transition Year students to document their school's #ThinkLanguages Week journey through a creative three-minute vlog. The finalist teams were chosen to present to a panel of judges at the National Final at the Department of Education and Youth. The #ThinkLanguages 2025 Champion Team finalists were **Ennistymon Community School, Our Lady's Bower Athlone** and **St. Mark's Community School Tallaght**.

The three teams presented on what they had learned from their experience. All entries showcased a commendable amount of work completed on the event management of their festivals, and final presentations, which impressed the judging panel. Attendees of the event commented on the students' top quality presentation skills, their creativity, and their obvious passion for languages.

At the National Final, the winning team were awarded a trip to Brussels, giving them the opportunity to see how language skills can open doors to international careers including those representing Irish interests across the EU institutions, bodies and agencies. Chief Inspector Yvonne Keating of the Department of Education and Youth presented the Champion Team of the Year 2025, Ennistymon Community School, with their trophy and prize.



All finalists pictured here with Karen Ruddock, Director PPLI and Yvonne Keating, Department of Education and Youth and Meabh McMahon Euronews



Finalist - St. Mark's Community School, Tallaght



Finalist - Our Lady's Bower Athlone



Winner - Ennistymon Community School



Champion
Team Winners 2025
Ennistymon
Community
School



Individual Poster Competition

The Individual Poster Competition focused on the theme of “Think Global Work Opportunities”. The top three finalists in the Individual Poster Competition were invited to the Department of Education and Youth in January 2026 for the National Final, where they had the opportunity to showcase their work. Students from Loreto Cavan, Our Lady of Lourdes Wexford, and Coláiste Íosagáin made it to the top three, with Jewell Belleno from Our Lady of Lourdes taking first place on the day.

A lively interview took place at the National Final, with Méabh McMahon, a successful multilingual journalist and presenter with Euronews who took part in the 2025 #ThinkLanguages Week Opening Ceremony. The discussion explored Méabh’s love of languages and the transformative opportunities she experienced from her studies in Spain to her career in Brussels, highlighting the personal and professional growth that comes from cultural immersion and embracing foreign language learning.

Méabh shared her challenges and successes in acquiring new languages, emphasising the importance of fostering linguistic skills and global understanding. Attendees were inspired by Méabh to embark on their own language-learning adventures. The students and teachers greatly appreciated and enjoyed the opportunity to learn more about where language learning can take them.



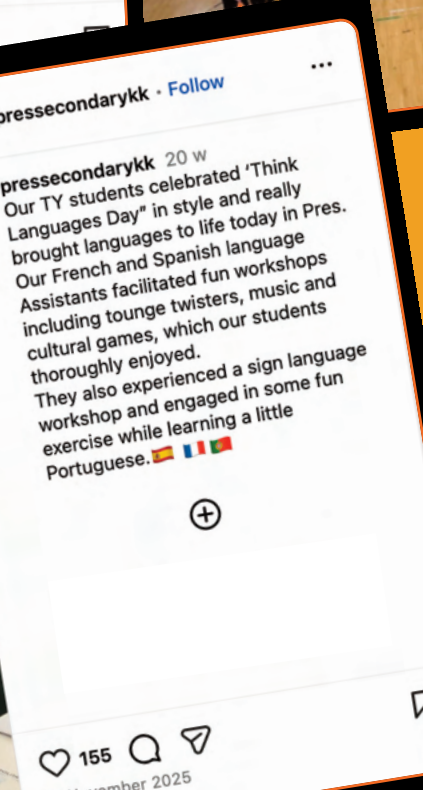




Social media and press coverage

Much use was made of social channels across the week, with students, schools and partners engaging in the online conversation and sharing an array of images and videos. Live updates on their activity helped bring languages to the fore for the week. Creative Instagram stories and TikTok videos showcased the students' passion for languages. Some Champion Team Members took on the role of reporters, with articles appearing in local press in the build-up to and after the events. Champion Teams were also invited to participate in interviews on local radio during the week itself, creating a great buzz in the school and wider community, and promoting the benefits of languages far and wide. Partners, including the IFI, shared coverage on their media platforms, including newsletters, social media, and websites, helping to highlight #ThinkLanguages, and languages in general, during the week.

The National Final in January, which was attended by representatives from the Department of Education and Youth, the Department of Foreign Affairs and Trade and other stakeholder organisations, also provided an opportunity for social and press coverage. PPLI led a streamlined, region-focused media strategy for the #ThinkLanguages National Final by co-ordinating relevant messaging to the national press release and issuing tailored pitches to regional outlets in the home counties of each finalist, identified internally as the strongest route to coverage, while also supporting wider national distribution to ensure consistent messaging and maximise overall visibility. The release was picked up by print, online and broadcast press, including the Westmeath Independent, Wexford Weekly, the Clare Herald, the Independent & Career News.



Chanel College
@Chanel_Dublin

As part of **#ThinkLanguages** week all TYs gathered for a national interactive quiz. Fantastic participation, particularly proud of our 3 teams who came an amazing 3rd, 4th and 9th overall, across nearly 100 teams from all over the country!

@LanguagesCon
#chanelcollegemfl

9:34 am · 18 Nov 2025 · 85 Views

thinklanguagesolb25 · Follow

Nenagh College
@NenaghCollege

We are delighted to announce this years Think Languages 2025 Champion Team. Thank you to Sebastian Siwek who helped to select our 2025 Champion Team along with their teacher Ms. Naughton and TY year head Ms. O' Keeffe

#thinklanguages @tipperaryetb

Think Languages 2025 Champion Team

10:00 am · 28 Oct 2025 · 296 Views



thinklanguagesolb25 20 w
TL 2025 🌟 #thinklanguages
@languagesireland @languagesconnect
@olbathlone

glenarthinklanguages and glenartcollege

glenarthinklanguages Edited · 20 w
What better way to kick off Think Languages Week here at Glenart College than a brilliant morning spent learning Salsa with the amazing Aimie and Sean from @lovedancingie. 🌶️ We had an absolute ball, thank you for coming in to teach us!

+ No comments yet.

Start the conversation.

👍 144 💬 🚩

17 November 2025

WHERE COULD MFL TAKE YOU?

Think Boosting Life Skills #ThinkLanguages

Think Greater Life Experiences #ThinkLanguages

Think Wider Circle of Friends #ThinkLanguages

theabbeyschool_tipperar · Follow

theabbeyschool_tipperar Edited · 20 w
Think Languages Day 2025.

Our **#Thinklanguages** Champion Team Tomás O'Connor, Odhran Diggins, Rory Maguire, Christian Flanagan, Charlie Brazil and Luke Webster along with Ms. Kay O' Dwyer and Ms. Irene Ryan are organising a Celebration of Languages for Transition Year on Thursday 20th of November. The day will include an opening ceremony and a quiz where

👍 42 💬 🚩

17 November 2025

St Mark's showcase creativity and commitment to languages

Tallaght school reach final of the Think Languages Champion Team of the Year

THE national final of the #ThinkLanguages Champion Team of the Year competition took place at The Clock Tower in the Department of Education and Youth, marking a vibrant celebration of language learning.

Three finalists' teams made up of transition year students from across Ireland, including a team from our St Mark's Community School Tallaght, showcased their creativity and commitment to languages, with Ennistymon Community School, Clare crowned winners on the day.

St Mark's Community School's exceptional teamwork and innovative approach to promoting language learning during their #ThinkLanguages Week celebrations secured their place in the final, standing out among entries from schools across Ireland.

This year's finalist teams also included students from Our Lady's Bower, Athlone. Each school submitted a vlog-style entry reflecting the competition's themes of enhancing life skills, creating global opportunities, and fostering broader personal connections.

The competition underscores the essential role that foreign language skills play in both personal growth and professional success.

This focus is at the heart of #ThinkLanguages Week, which serves as the foundation for the #ThinkLanguages Champion Team

Commenting on the significance of the #ThinkLanguages final, Minister for Education and Youth Hildegarde Naughton noted:

"#ThinkLanguages highlights the vital role languages play in creating inclusive, connected, and opportunity rich futures for young people. I commend all the students, teachers, and partners

involved in the initiative.

Language learning fosters understanding, empathy, and global citizenship—qualities clearly demonstrated by finalists.

"Congratulations to them all, especially the winning team from Ennistymon Community School, and may they continue to champion languages in their studies and future careers."

#ThinkLanguages Week 2025, facilitated by the Languages Connect Strategy (PPLI) under the Strategy for Foreign Languages in Education, took place last November.

The eighth annual #ThinkLanguages involved over 21,500 Transition Year students from more than 240 schools celebrating language learning through workshops, cultural events, music, dance, film and talks.

The annual event highlights how language learning enhances life skills, fosters inclusivity, boosts employability, and opens doors to global opportunities.

Karen Ruddock, Director of PPLI who led the event, commented, "The #ThinkLanguages Champion Team Final showcases huge creativity, teamwork, and passion for languages among students across Ireland. These young people are not only embracing multilingualism but also demonstrating skills that will open doors to global opportunities. At PPLI, we believe that it is important to showcase activities that celebrate language learning and empower students to experience a wider world.

The final also featured Meabh McMahon, Euronews journalist, broadcaster and multilingualist, as a guest speaker, inspiring students with insights into the global impact of multilingualism.



Ennistymon Community School has just completed a vibrant and ambitious ThinkLanguages Week.

It was packed with cultural workshops, primary-school outreach, local business partnerships, university engagement, and the launch of two new Erasmus+ projects.



TOP MARKS: Students from St Mark's Community School were crowned runners-up of the #ThinkLanguages Champion Team Final 2025 following an exciting nationwide competition celebrating language learning, teamwork, and cultural creativity among senior cycle students



ccstudiosmedia · Follow

Friday: The final day of our Language Week activities and Think Languages events was a resounding success! 🎉

A packed day of Think Languages activities, plus a fun photo booth in the MFL Corridor

Huge well done to all involved! @cco_mfl 🙌

No comments yet.

Start the conversation.

102 ❤️ 21 November 2025

Log in to like or comment.



Our students represented us so well & really enjoyed college that has great links to our school.



JANUARY 31, 2026 BY WEXFORD WEEKLY

New Ross student announced as overall winner of Think Languages competition



The creativity and global awareness of Transition Year students were front and centre yesterday at The Clock Tower in the Department of Education and Youth, where the national finals of the #ThinkLanguages Poster Competition and the #ThinkLanguages Champion Team of the Year were celebrated...

The #ThinkLanguages Individual Poster Competition, held for the first time this year, invited students nationwide to design posters inspired by the theme 'Think Global Opportunities', which highlights one of the key benefits of having foreign language skills and one of the themes of the national #ThinkLanguages Week Celebration which took place in November.



inver.college · Follow

inver.college 25 w
#ThinkLanguagesWeek is providing students with lots of opportunity to sample many languages. Japanese and Sign Language were among the languages on offer in classrooms today. Our students are promoting languages throughout our school and their #ThinkLanguages t-shirts and signage are providing a splash of colour to the

UCD Centre for English and Global Languages
@UCDLanguages

Another very successful @langconnect_ie #ThinkLanguages 2025 at the UCD Language centre last week! We held language taster classes in Arabic, Chinese, Portuguese and Italian, a scenic campus tour in Spanish as well as fun Spanish workshops for TY secondary school students.



Maynooth University School of Modern Languages, Literatures and Cultures
18 November 2025 ·

Day 1 of #ThinkLanguages 2025 is officially in the books!

Yesterday afternoon, we wrapped up an incredible start to the celebration.

Students from schools across Ireland joined us on campus to experience what it's like to be a language learner.

The day was filled with inspiring talks and interactive, language-packed workshops for TY students — all in the spirit of celebrating languages and cultures together!

We're so excited for Day 2 today! #LanguagesMatter #ThinkLanguages #SMLLC

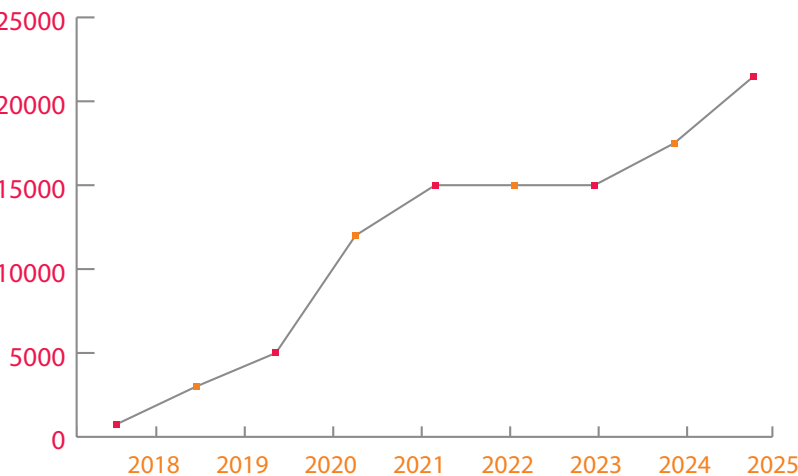


#ThinkLanguages 2025



#ThinkLanguages Student Participation

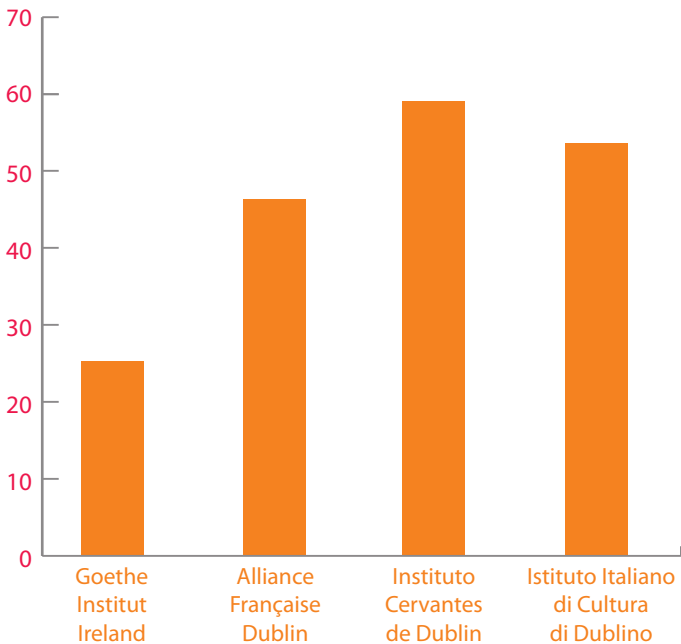
21,000 students took part in 240+ schools



Year	Number of Participating Students
2018	750
2019	3,000
2020	5,000
2021	12,000
2022	15,000
2023	15,000
2024	17,500
2025	21,000

#ThinkLanguages at the Cultural Institutes

190 students visited a cultural institute for the first time



Cultural Institutes	
Goethe Institut Ireland	26
Alliance Française Dublin	48
Instituto Cervantes de Dublin	60
Istituto Italiano di Cultura di Dublino	56

#ThinkLanguages at the Movies

3452 students watched a foreign language film

Cinema (13 cinemas)	1,862
IFI @ Schools	1,590

Impact:

- 21,000 Transition Year students nationwide celebrated the benefits of language skills together.
- More than 1,760 schools visited a university campus and were involved in #ThinkLanguages activities on campus.
- Over 3,400 students visited a cinema or watched a streamed foreign language film provided by the IFI.
- Increased awareness of language-related career pathways within the European Union through #ThinkLanguages Week competitions, supporting the Department of Foreign Affairs and Trade strategy *A Career for the EU*.
- 99% of students surveyed said they would recommend the event to others.
- 81% of students surveyed realised classmates had language skills they had no prior knowledge of, as a result of #ThinkLanguages.
- 75% of students surveyed said the event changed their opinion on the value of languages.



Next Steps:

- Plan #ThinkLanguages Week for the ninth year from 16-20 November 2026, incorporating feedback and suggestions from participating teachers.
- Continue to build on partnerships to grow the reach of #ThinkLanguages into the wider community and expand the range of activities available to students during #ThinkLanguages Week.
- Continue to leverage #ThinkLanguages to support the aims of Say Yes to Languages and increase uptake of languages in post-primary.
- Cultivate and increase cross-department collaboration, in support of relevant strategies, such as current partnerships with the Department of Foreign Affairs.



13 HEIs Supported

Overview:

In June 2025, PPLI issued the sixth annual call for funding applications to support Languages Connect awareness-raising activities at third level. These grants support HEIs with the promotion of their language programmes and encourage post-primary students to consider language study at university. Thirteen HEIs applied and were awarded a maximum of €10,000 each in funding.

Main Aims:

- Strengthen connections between HEIs and schools to support language learning and cultural awareness.
- Promote language courses offered at third level, including major, minor, and elective options.
- Raise awareness of career pathways and study-abroad opportunities available through languages.

Activity:

HEI coordinators attended the annual HEI meeting in May to share practice and discuss upcoming initiatives. Throughout 2025, funded HEIs undertook a wide range of awareness-raising activities. These included contributions to #ThinkLanguages Week and participation in the annual Japan Quiz, hosted across the University of Limerick, Dublin City University, and University College Cork. Additional activities during the year are summarised below.

Dublin City University (DCU)

- **March-April:** Hosted three on-campus events for 130 students from Lusk Community College, Loreto College Crumlin, and Damasa College. Activities included workshops, student ambassador talks, and guided campus tours.
- **December:** Staff and student ambassadors visited St Aidan's, Coláiste Choilm Swords, and the Institute of Education to speak about language programmes and related career options.

Mary Immaculate College (MIC)

- **September:** Celebrated European Day of Languages with a college-wide event featuring games and multilingual interactions in both staff and student spaces.
- **October:** Promoted language study during two Open Days, with ambassadors engaging prospective students and families through demonstrations and informal conversations.

Maynooth University

- **January:** Delivered an on-campus Language Day promoting Chinese to post-primary students from Confey College Leixlip and Kishoge Community College.
- **January:** Hosted an online information session for teachers and guidance counsellors.
- **April & June:** Student ambassadors promoted language courses at university Open Days.

Munster Technological University (MTU)

- **February:** Student ambassadors visited Coláiste an Spioraid Naoimh, Bishopstown.
- **March:** Hosted a “Talk Languages” culture exchange event with strong attendance from students across multiple programmes.
- **April:** Student ambassadors visited Scoil Mhuire, Ballingearry.
- **November:** Student ambassadors supported activities during the MTU Open Day.

Shannon College of Hotel Management

- **June:** Produced a two-minute promotional video featuring interviews, classroom footage, and Year 2 placement experiences, to be shared on the college’s website and social media.

South-East Technological University (SETU)

- **March:** Held a “Try Languages” event where students sampled three languages, explored internationalisation opportunities, and completed a themed treasure hunt.
- **November:** Hosted a guidance counsellor event with 75 attendees.

Technological University Dublin (TU Dublin)

- **January:** Hosted two on-campus events attended by students from several Dublin schools, featuring workshops, games, campus tours.
- **November:** Official launch of the “YouTuber for a Day” competition.
- **December:** Delivered an online information session for guidance counsellors.

Technological University of the Shannon (TUS)

- **December:** Student ambassadors visited their former school, Mungret Community College, to speak about language study at third level and facilitate a poster competition.
- Throughout the year, student ambassadors created videos documenting their Erasmus experiences.

University College Dublin (UCD)

- **April:** Hosted the second annual School of Education language competition awards ceremony. Representatives from PPLI, embassies, and the NCCA participated.
- **March-April:** Held events to support first-year undergraduates studying languages, featuring talks from lecturers and final-year students.
- **April:** Hosted a guidance counsellor event with presentations from UCD’s Schools of Languages, Cultures and Linguistics, Irish Institute for Chinese Studies, and UCD Careers Network.

University of Galway

- **January-April:** Delivered a number of Italian language and culture workshops, both on campus and in local schools across Galway and Clare.

University of Limerick (UL)

UL delivered a comprehensive programme of events, including:

- **January:** Open Day sessions led by language ambassadors and School of Modern Languages and Applied Linguistics staff.
- **February:** Spring Semester language exchange and “A Day in the Life of a Language Student Teacher” event for PME students.
- **March:**
 - Participation in UL Global Spring Festival with multilingual literature readings.
 - Hosted the All-Ireland Japan Quiz Night 2025, welcoming 23 visiting students.
 - *Die Nacht so groß wie wir* performed by first-year German students.
- **April:** Delivered seven online language taster sessions as part of Limerick Lifelong Learning Festival.
- **September:** UL Languages Week activities included a Japan Trivia Quiz and campus-wide language engagement supported by ambassadors.
- **October:** Japanese language and culture presentation for TY students provided for three local schools.
- **October:** Student ambassadors supported the two-day university Open Day.
- **November:** Hosted 10 Japanese high school students as part of the World Terakoya Programme and facilitated an intercultural exchange event.
- **November:** Delivered a Japanese food culture tutorial open to multiple student groups.
- **Ongoing:** Hosted 10 TY students for work experience during Semester 1.

GELS Symposium

PPLI contributed to the Gender Equality in Language Studies symposium at Maynooth University, presenting national data on language learning at second level to support cross-sectoral discussions on participation, equality, and curriculum provision.

Impact:

- HEI lecturers and student ambassadors supported language learning by engaging students at both primary and post-primary levels.
- Campus visits offered students first-hand insight into university life, Erasmus opportunities, and language-related degree pathways.
- Peer-to-peer conversations with student ambassadors supported students with viewing language learning as accessible and achievable.

> Next Steps:

- Host the annual HEI meeting in May 2026 to continue sharing best practice.
- Provide ongoing support and guidance to HEI staff delivering funded projects, including competitions, guidance counsellor events, retention initiatives, and outreach activities.
- Continue evaluating the impact and value of HEI funding on the promotion of languages nationally.

Teacher and student feedback from HEI events and student ambassador visits

Thank you so much for introducing me to the student ambassador. She did a lovely presentation today. The students thought she was lovely and spoke so well. She was so engaging. I really appreciate her coming out to speak to us as was so lovely for the students to see someone so motivated so close to their own age.

Teacher

I just want to compliment both student ambassadors. They were BRILLIANT. They went above and beyond themselves to make the talk so exciting and relative. There was a real buzz in the school yesterday. Lots of students thinking now they want to study a language as part of their degree course. They made learning a language so exciting and cool and gave their own personal stories/tips etc which meant they were very relatable for our students.

Teacher

I cannot put into words how wonderful the student ambassadors were with our students. It was an amazing presentation and interaction. You may have some of these students in a few years doing that course!

Teacher

The language games were so much fun. After this event, I'm seriously thinking about studying languages at TU Dublin. I would love to study in a campus like Grangegorman and the teacher were really nice and friendly.

Student







35,000 Attendees



3 Student Events



Overview:

In 2025, PPLI exhibited at three other large-scale student events: Higher Options, Career Options Cork, and the Goethe-Institut Career Roadshow. At each event, the PPLI exhibition stand provided a dedicated space for students, teachers, and guidance counsellors to engage with team members specialising in foreign language education. Staff used personal and professional experience to highlight the benefits of language study and the broad range of supports available through PPLI and Languages Connect.

Main Aims:

- Raise awareness of the personal, social, and career benefits of language skills and foster enthusiasm for language learning.
- Highlight PPLI supports, such as Leaving Certificate Language classes and the Languages Connect filter on CareersPortal.ie.
- Gather insights from students, teachers, and guidance counsellors regarding perceptions of language learning and areas where additional support may be needed.

Activity:

During autumn 2025, PPLI exhibited at Higher Options at the RDS, Dublin, and Career Options Cork in Douglas, Co. Cork. PPLI also took part in the Goethe-Institut Career Roadshow, hosted by St Kilian's German School, Dublin. Across all events, PPLI operated under the Languages Connect brand, engaging in in-depth

conversations with students, teachers, and parents. Queueing was common at the stand, reflecting growing demand for guidance on language pathways.

PPLI team members and Associates shared lived experiences from their own studies and early careers to illustrate the real-world benefits of language skills. Collaborating partners—including the Department of Foreign Affairs and Trade, the EU Commission Representation in Ireland, and the Directorate-General for Interpretation—also supported shared messaging by carrying and promoting Languages Connect materials.



Higher Options attracted more than 30,000 attendees, including students, teachers, parents, and guidance counsellors. Career Options Cork drew almost 5,000 students from 55 schools in Munster, providing a strong regional platform for engagement.

At the Goethe-Institut Career Roadshow, approximately 150 students learning German met industry representatives and heard about careers that require German language skills. PPLI contributed by advising students on educational pathways, study-abroad opportunities, and the personal value of sustained language learning.

Impact:

- Increased awareness of PPLI and Languages Connect supports among more than 35,000 attendees across Higher Options and Career Options Cork.
- Strengthened understanding of the benefits of language skills for future education and career pathways.
- Enhanced collaboration with relevant exhibitors and partners, reinforcing PPLI's role as the national authority on foreign language education.
- Ongoing exhibiting at major student events has positioned PPLI/Languages Connect as the “go-to” source for language-related information, demonstrated by rising engagement levels at the stand.

> Next Steps:

- Maintain a PPLI/Languages Connect presence at key student events in 2026.
- Broaden the geographical reach of awareness-raising activities by exhibiting in all provinces where feasible.
- Deepen collaboration with partners such as the Department of Foreign Affairs and Trade, who support shared messaging and promote Languages Connect literature at their own stands.

Overview:

PPLI works closely with embassies and cultural institutes to identify needs in language education, explore relevant resources and mobility opportunities for teachers and students, and develop synergies that promote and support foreign language learning nationally.

Main Aims:

- Explore opportunities for collaboration in areas such as language upskilling, mobility, the Foreign Language Assistant (FLA) and English Language Assistant (ELA) schemes, #ThinkLanguages, and Culture Night.
- Increase awareness of the importance of foreign language learning.
- Identify regions with interest or demand for heritage-language supports.
- Explore collaboration opportunities for providing language-upskilling supports aimed at primary teachers.
- Provide support to citizens participating in the FLA programme.
- Participate in international events focused on language education.
- Disseminate PPLI supports and resources across embassy and cultural institute networks.

Activity:

Language Teaching and Learning Support and Resources:

- PPLI supported embassies and cultural institutes with induction programmes for FLAs and visiting staff, including sessions at the national induction for FLAs hosted by the Department of Education and Youth and induction support for staff at the UCC Confucius Institute.
- The Embassy of Japan supported PPLI's application to the Japan Foundation to continue the secondment of a dedicated Japanese Language Advisor, who remained in place through 2025.
- PPLI enhanced the Embassy of Japan's outreach by highlighting where Japanese is taught across Ireland and improving communication channels with schools.
- PPLI provided advice to the Korean Embassy on resource development for integrating Korean culture into Irish schools.

Competitions:

- PPLI continued its long-running collaboration with the Consejería de Educación de la Embajada de España en Dublín, La Junta de Castilla y León, and the Spanish Tourist Office in Dublin to deliver the annual Spanish video competition for fifth-year students and their teachers.

In 2025, six students and three teachers were awarded upskilling language courses in Castilla y León. The competition strengthens linguistic and cultural competence by encouraging students to engage creatively with Spanish language and culture.

Events and Celebrations:

In 2025, PPLI attended and contributed to a wide range of embassy and cultural-institute events, strengthening diplomatic, cultural, and educational links. Activities included:

- Attendance at celebrations hosted by the Portuguese, French, Brazilian, Italian, Korean, Japanese, and Swiss embassies.
- Participation in events including World Portuguese Language Day, Bastille Day, Brazil's Independence Day, the Korean Embassy's stakeholder event, and the Japanese Emperor's birthday celebration.
- Engagement with Alliance Française events, further reinforcing cultural and linguistic partnerships.
- Participation in the Irish Association of French-Language Teachers (AIPLF) Prize Ceremonies at the Swiss Ambassador's residence, supporting long-standing connections with language-education networks.

Collaboration and Meetings:

PPLI hosted individual meetings throughout 2025 with representatives from numerous embassies and cultural institutes to explore new opportunities and build on existing cooperation.

Key engagements included:

- Meetings with representatives from German, Italian, and Swiss embassies to support collaborative work.
- A meeting with a delegation from the Centre for Language Education and Cooperation (CLEC) in China and representatives from Ireland's Confucius Institutes to discuss opportunities to further develop Chinese language education.
- September 2025: A meeting with the German Embassy to discuss ongoing collaboration, including German support for the FLA scheme.
- October 2025: A meeting with the Ambassador of Switzerland exploring shared priorities in language education.
- November 2025: A meeting with the Italian Ambassador, Director of the Italian Cultural Institute, Comites President, and Association Teachers of Italian/Associazione Insegnanti di Italiano Co-Chair to discuss strengthening Italian language provision and upskilling opportunities for teachers.
- Ongoing collaboration with the Embassy of Japan, including support for the Japanese Exchange Teaching Programme (JET). PPLI also delivered a presentation at the pre-departure orientation for outgoing JET Programme participants.
- Continued partnerships with cultural institutes to provide foreign-language upskilling opportunities for primary teachers through funded service level agreements.

Awareness Raising:

- PPLI collaborated with many of the embassies and cultural institutes on awareness-raising efforts, such as Culture Night, to increase awareness of the languages of these embassies, and of the supports provided by PPLI for these languages.
- In 2025, four cultural institutes joined #ThinkLanguages Week as partners for the first time, expanding the programme's partnership network. They hosted onsite events, offered workshops, delivered guest talks, and provided online learning resources, with more than 190 students attending in-person events.

Meeting with new Executive Director of Alliance Française, Pierre-Emmanuel Jacob



German Embassy visit



Brazil Independence Day Event



Chinese CLEC Visit



Korean Embassy



Swiss Embassy

Impact:

- Expanded the reach of language promotion through new partnerships, including first-time participation of cultural institutes in #ThinkLanguages Week.
- Strengthened mobility and upskilling opportunities through embassy-supported competitions and language courses abroad.
- Increased primary-teacher language capacity through sustained upskilling initiatives delivered with cultural institutes.
- Supported the improvement of the quality, induction, and sustainability of the FLA, ELA and JET programmes through close collaboration with embassies.
- Raised awareness of linguistic diversity, heritage languages, and lesser-taught languages through joint awareness-raising initiatives.
- Deepened strategic links between education, culture, and diplomacy, positioning PPLI as a trusted partner in advancing multilingualism.

> Next Steps:

- Continue meeting regularly with embassy and cultural institute representatives to review progress and identify further collaboration opportunities.
- Explore mechanisms for increasing provision and access to recently introduced curricular languages.
- Leverage opportunities to build language capacity in schools by encouraging increased uptake in the English Language Assistant scheme.
- Continue to explore how to better support and leverage the FLA scheme for language education in Ireland, particularly in the context of the introduction of Modern Foreign Languages in the Primary Language Curriculum.

 18 Languages  294 Participants

Overview:

PPLI and the European Commission Representation in Ireland jointly hosted a Culture Night event at Europe House to celebrate both Culture Night and the European Day of Languages. The event offered language taster classes in 18 different languages, providing a unique opportunity for the public to explore linguistic diversity and experience languages in an engaging, informal setting.

Main Aims:

- Make a wide variety of language taster classes available through a large-scale public event.
- Promote the importance and visibility of foreign languages through national cultural platforms.
- Celebrate the 30th anniversary of Austria, Finland, and Sweden joining the EU by offering German, Finnish, and Swedish.
- Combine Culture Night and European Day of Languages activities to maximise visibility and participation.

Activity:

Two events were held in 2025:

Culture Night - Europe House, Dublin (19 September)

Participants were invited to attend in person, either by preregistering or dropping in. Ten languages were offered as part of the programme: Arabic, Chinese, Croatian, German, Japanese, Irish Sign Language (ISL), Polish, Portuguese, Spanish, and Swedish. The event formed part of a European Cultural Trail coordinated with the EU National Institutes for Culture. Visitors could collect a stamp for their “passport” when attending language taster sessions.

European Day of Languages - Online Event (26 September)

A second set of online classes expanded the offering with eight additional languages: Danish, French, Finnish, Greek, Irish, Italian, Maltese, and Ukrainian.

Across both evenings, 294 participants took part in taster classes, representing strong public interest and diverse linguistic engagement.

Impact:

- Languages received strong visibility through Culture Night, a major national event attracting widespread public audiences.
- Almost 300 people participated in taster classes across both evenings.
- 100% of survey respondents indicated they would recommend the event to a friend.
- 83% of Culture Night participants said they felt inspired to continue learning the language they sampled.

> Next Steps:

- Continue hosting Culture Night and European Day of Languages events in 2026.
- Explore new opportunities to further increase visibility for languages during Culture Night.
- Consider expanding the range of languages offered..



"ISL class was a little frightening at first but being thrown into it was the best for helping me learn."

"Brilliant class, very entertaining."

"David was amazing, we thoroughly enjoyed this event! Arigato!"

"Very valuable opportunity to enjoy learning a different language and culture."

"Portuguese class was very insightful."

"This was an amazing event, I look forward to more like this!"



19 Forums and Events

Overview:

PPLI participated in a broad range of conferences and stakeholder events in 2025. These engagements provided opportunities to share PPLI projects, highlight good practice in language education, deepen partnerships, and encourage new collaborations across the sector.

Main Aims:

- Disseminate information about the work of PPLI in relation to supporting implementation of key actions in the Languages Connect Strategy.
- Provide teachers, principals, and stakeholders with insights into the importance of foreign languages from primary level through post-primary, third-level, and beyond.
- Facilitate discussions on language learning and curriculum developments.
- Share PPLI-developed resources and supports.
- Strengthen and expand partnerships with stakeholders.





Activity:

Throughout 2025, PPLI presented or exhibited at the following events

- AIPLF Congress (Irish Association of French-Language Teachers)
- ATI Conference (Italian Teacher Professional Network)
- ATS Conference (Spanish Teacher Professional Network)
- Experience Japan
- GDI Conference (German Teacher Professional Network)
- Institute of Guidance Counsellors Conference
- INTO Education Conference
- INTO Consultative Conference on Education
- IPPN Conference (Irish Primary Principals Network)
- JLTi Conference (Japanese Language Teachers of Ireland)
- Mother Tongues Festival
- NCCA Consultative Conference
- Primary Education Forum (New Primary Curriculum Framework Roadmap)
- *Why Languages Matter* event in Laois Education Centre, including a workshop on *Teachers as Plurilingual Role Models: Recognising and Reclaiming Language Agency*

Impact:

- PPLI's involvement enabled wider dissemination of resources and supports to language stakeholders nationally.
- Attendance at events helped identify new opportunities for collaboration and further dissemination.

> Next Steps:

- Continue active participation in relevant forums to raise awareness, support foreign language education, and identify opportunities aligned with Languages Connect actions.
- Continue dissemination of supports and resources to teachers and stakeholders.
- Build on partnerships to deliver messages that are meaningful and relevant to school communities.

Much of PPLI's work is grounded in research. Research supports monitoring, evaluation, and strategic development. Staff are encouraged to present nationally and internationally to share findings and strengthen academic and professional networks.

Senior Cycle Redevelopment Conference for School Leaders

In February 2025, PPLI took part in the Senior Cycle Redevelopment Conference for School Leaders in Dublin. This event brought together school leaders and Senior Cycle stakeholders to engage with ongoing developments in Senior Cycle education. PPLI engaged directly with attendees on the role of modern foreign languages within Senior Cycle, contributing to sector-wide discussions and strengthening links with school leadership and Department of Education and Youth representatives.

Departament d'Educació de Catalunya (Barcelona)

In May 2025, Kenia Puig was invited to present Irish approaches to promoting linguistic diversity at post-primary level. She delivered a presentation outlining PPLI's work within the Languages Connect strategy and facilitated a workshop for Catalan school leaders on using the ILAOS self-evaluation toolkit for whole-school language development.

World CLIL 2025

In June 2025, Laura Quigley presented on *Navigating CLIL Implementation and Transforming MFL Teacher Practice in Ireland: Insights from a National Pilot at World CLIL 2025*, held at Maynooth University. Wanlin Li, PPLI Development Officer, presented *Enhancing Learning for Students with Dyslexia: A Story with Mandarin and CLIL* on behalf of PPLI's research team.

API Education Forum (Association for Plurilingualism and Interculturality Education Forum)

In September 2025, Kenia Puig delivered an invited presentation contributing to cross-European dialogue on plurilingual, intercultural, and CEFR-informed education.

Ireland Arabic Education Institute - Qatar Foundation International (UCD)

Kenia Puig was invited by Qatar Foundation International to present at the inaugural Ireland Arabic Education Institute on 28-29 October 2025. She spoke on national language-education reforms and supports for developing Arabic as a modern foreign language.

IRAAL Annual Conference 2025

On 21 November 2025, Karen Ruddock presented *The Impact of PPLI on Language Education in Ireland: Learning from the past, looking into the future*. Salvo Cacciato, partnered with Jane O'Toole of Scoil Chrónáin, also presented PPLI research on the Say Yes to Languages programme: *Say Yes to Languages: Paving the Way for the Introduction of MFL to the Primary School Curriculum*.

250 Years of Modern Foreign Languages at Third Level

On 28 November 2025, Karen Ruddock chaired the panel Multilingualism and Modern Languages in Irish Schools, with Francesca La Morgia as a panellist. The event was held across UL and MIC.

Publications in 2025

- Karjagdi Çolak, M., Puig I Planella, K., & Vrettou, A. (2025). *Reconstructing professional identity through collaboration in pluralistic approaches*. *European Journal of Teacher Education*.
- La Morgia, Francesca (2025). *La famiglia multilingue. Genitori e figli nella trasmissione linguistica intergenerazionale*. Milano: Meltemi.
- La Morgia, Francesca (2025). *Translanguaging and Bilingual First Language Acquisition*. Reference Module in Social Sciences, Elsevier.

Impact:

- Continued active participation strengthened collaboration with academic partners and broadened dissemination of research findings.
- Presentations supported national and international dialogue on multilingualism and language education.



Next Steps:

- Continue collaborating with academic partners and presenting relevant research at national and international events to promote innovation in language education.



20 Languages



133 Participants



Overview:

MS Readathon encourages children to read as many books as possible throughout November while raising funds for Multiple Sclerosis Ireland (MS Ireland). PPLI has collaborated with MS Ireland for six years by sponsoring a prize in a special foreign language category, supporting both language learning and literacy.

Main Aims:

- Encourage children to read in a language other than English or Irish.
- Promote the importance of reading in a heritage language to parents.
- Increase awareness of both MS Readathon and the Say Yes to Languages primary module through cross-promotion.

Activity:

Languages Connect promoted MS Readathon through its communication channels and encouraged young people to read and review books in a foreign language. The competition allowed children to submit reviews of any number of books in the language of their choice.

Children embraced the opportunity, submitting reviews across 20 languages, including: Arabic, Bosnian, Bulgarian, Croatian, Dutch, French, German, Hungarian, Italian, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Turkish, and Ukrainian. Parents were encouraged to support reading at home in their family's heritage language.

The winners of the Languages Connect category read books in Portuguese and Spanish.

Promotion of the competition took place across the Languages Connect and MS Ireland websites and social media channels. Languages Connect merchandise was also included in MS Readathon registration packs, helping to raise awareness of language learning and strengthening links with the Say Yes to Languages module for primary pupils.

Impact:

- The collaboration encouraged a much wider group of children nationwide to read in foreign languages and increased awareness of the value of linguistic skills among pupils and parents.
- The initiative supported children in maintaining or reconnecting with their heritage languages.

Next Steps:

- Continue collaborating with MS Readathon in 2026 and maximise opportunities to promote languages to the thousands of participants involved in this well-established national initiative.
- Continue cross-promoting the MS Readathon competition among schools and pupils involved in the Say Yes to Languages module.





421 Conference Attendees



2,000 Guidance Counsellors Reached

Overview:

PPLI provides guidance counsellors with clear, up-to-date resources to support conversations with students and parents about modern foreign languages (MFL), subject choice, and pathways into further study and careers. Through extensive collaboration with national stakeholders, PPLI works to ensure schools have the information required to guide students effectively at key transition points.

Main Aims:

- Increase awareness among guidance counsellors of the personal and professional benefits of learning a foreign language.
- Provide relevant information to support discussions on MFL subject options and school-based provision.
- Work with stakeholders to disseminate information and supports to counsellors, students, parents, and school communities.

Activity:

Throughout 2025, PPLI continued to promote Languages Connect guidance resources across digital and in-person platforms.

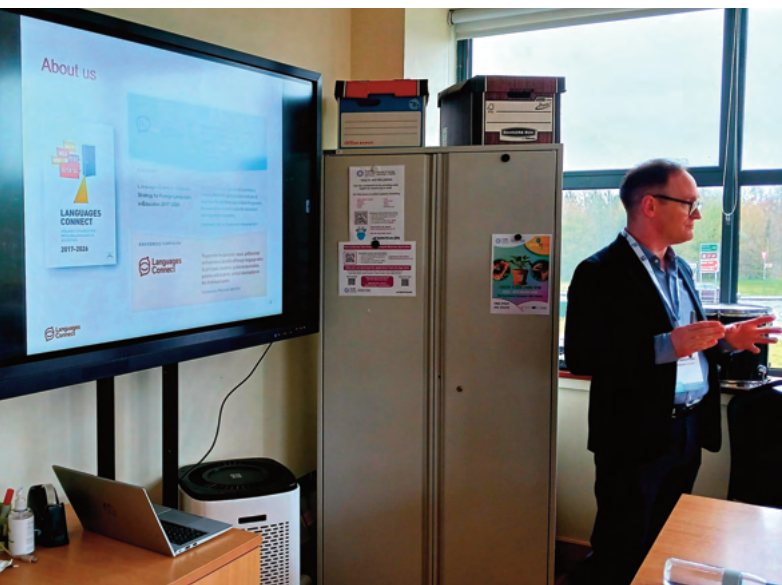
In March 2025, PPLI exhibited at the Institute of Guidance Counsellors (IGC) Annual Conference in Mullingar, which had over 400 attendees. PPLI Associates with expertise in guidance counselling supported the stand and delivered a workshop titled: *Empowering Futures: Language Learning for Careers, Wellbeing, and Heritage Identity*. The workshop highlighted how language learning supports employability, intercultural skills, wellbeing, and heritage identity. Attendance at the conference was also an opportunity to distribute the updated resource titled “Studying Foreign Languages for the Leaving Certificate and Beyond”.

In May 2025, PPLI attended the department’s Lifelong Guidance event, strengthening cross-sectoral understanding and relationships with key guidance stakeholders.

In November 2025, PPLI facilitated its first national Whole-School Guidance for MFL Teachers Community of Practice. The session supported teachers with understanding how language learning is situated within whole-school guidance structures and supported them in promoting MFL uptake.

Collaboration with the Institute of Guidance Counsellors (IGC)

Throughout 2025, PPLI continued its collaboration with the IGC, through regular updates to IGC members and meetings to discuss and strengthen collaboration.



Collaboration with CareersPortal.ie

PPLI's partnership with CareersPortal.ie remained central to guidance communications in 2025. Activities included:

- Monthly inclusion of Languages Connect articles in CareersPortal newsletters.
- A Languages Connect tile appearing across all 33 career sectors on the website.
- Regular social media updates promoting language-related content.
- Continuous updates to the Languages Connect Course Finder, ensuring all major, minor, and elective third-level language courses were listed.

Impact:

- Improved awareness among guidance counsellors of the role of languages in subject choice, further study, and career pathways.
- Strong engagement with language-related content on CareersPortal.ie, including:
 - 290,000 visitors to language-sector pages
 - 25,000 visitors to language-career videos
 - 25,000 visitors to language subject-choice pages

Positive feedback from participants in guidance-focused activities included:

"Many useful resources and the meeting room was a great opportunity to share other experiences. Thank you!"

"Really well presented and so informative."

"Super examples shared. Looking forward to exploring them all. Has come at perfect time for my Sprachenlernen module with TYs 😊"

"Great as always to have the opportunity to talk to colleagues around the country to share ideas and experiences 😊"

➤ Next Steps:

- Expand the role of PPLI Associates for Guidance to further strengthen engagement with guidance counsellors.
- Increase collaboration with stakeholders such as the IGC, CareersPortal, and other professional services to broaden dissemination of language-related guidance.
- Represent PPLI at the 2026 IGC Annual Conference in Dublin.
- Develop a new resource to help guidance counsellors support student applications for PPLI Leaving Certificate Language classes.



3 Communities of Practice



1 Additional Resource

Overview:

The Say Yes to Languages Open Night Toolkit provides a suite of resources to support teachers preparing open nights in their schools. The toolkit offers engaging taster activities designed to encourage Junior Cycle uptake of modern foreign languages (MFLs).

Main Aims:

- Support teachers to prepare engaging activities and presentations for open nights.
- Provide resources that help promote MFL uptake among prospective first-year students.

Activity:

To raise awareness and support teachers using the toolkit, PPLI delivered three *Promoting MFL Uptake in Your School* Communities of Practice in September 2025, including one through Irish in collaboration with COGG (An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta). These sessions focused on how teachers could maximise the toolkit with incoming first-year students.

A new *Open Night Toolkit Additional Resource* was developed and published in 2025. Available in English and Irish, it offers further ideas to encourage interest in MFLs and includes information on requesting additional whole-school support from PPLI. A total of 109 teachers registered for the September sessions.

Impact:

- Increased awareness among stakeholders of the range of supports available and how they can be used to encourage language uptake.



Next Steps:

- Provide a series of online sessions in September 2026 to support MFL uptake at entry to post-primary school and at transition points from Junior to Senior Cycle.
- Undertake a periodic review of the toolkit and additional resource to ensure both remain relevant, engaging, and responsive to school needs.



Feedback:

"Very informative as usual and always take away one new thing to try out."

"Will use some ideas at Open Day that I wouldn't have thought of before!"



8 Online Information Sessions

Overview:

In order to strengthen communication with students, parents and guardians in relation to Leaving Certificate language pathways, PPLI delivered a programme of online information sessions in 2025. These sessions focused on both more recently introduced and lesser-taught curricular languages, as well as the Leaving Certificate Ukrainian non-curricular examination, which was introduced for the first time in June 2025.

These sessions aimed to familiarise attendees with relevant curriculum documents and state examination information.

Main Aims:

- Raise awareness among parents and students of key supports and information available from PPLI and other agencies.
- Support parents of current and potential students of the more recently introduced and lesser-taught curricular languages.
- Inform and engage stakeholders on key developments in the new specifications.

Activity:

In 2025, PPLI delivered five online information sessions for parents and students interested in the more recently introduced and lesser-taught Leaving Certificate curricular languages, including Lithuanian, Mandarin Chinese, Polish, Portuguese and Russian. A total of 358 attendees participated. The sessions covered curriculum specifications, supporting documentation, state examination requirements and effective study practices at school and at home. Promotion was carried out through local community networks, social media channels and relevant embassies.

PPLI also delivered targeted Leaving Certificate examination preparation support for students of Russian for the second consecutive year. An online session delivered through Russian attracted 82 registrations from fifth and sixth-year students.

In parallel, PPLI supported students preparing for the Leaving Certificate Ukrainian non-curricular examination through three dedicated online information sessions delivered in January, October and November 2025. A total of 500 participants registered across these sessions. To complement the sessions, PPLI developed and translated a dedicated information sheet, providing clear guidance for students on how to prepare for the examination.

Across all sessions, PPLI used the opportunity to highlight its Leaving Certificate classes, which support students studying languages outside the school system and foster a sense of community among learners.

Impact:

- Provided timely and accessible guidance for parents and guardians of Senior Cycle students, while also supporting younger students considering future subject choices.
- Increased awareness and understanding of Leaving Certificate language pathways, including the introduction of the Ukrainian non-curricular examination.
- Improved stakeholder understanding of curriculum and examination requirements for more recently introduced and lesser-taught languages.
- Strengthened collaboration between PPLI, embassies and target-language communities.

Next Steps:

- Continue to deliver a programme of regular online information sessions in 2026.
- Introduce a dedicated information session for Japanese in response to identified demand.
- Launch a new information session for Arabic, reflecting curriculum changes.
- Host an annual online awareness-raising session focused on the Leaving Certificate Ukrainian examination.



5 Sessions

Overview:

Let's Talk Languages - Consultation Sessions support school teams as they review, enhance and expand foreign language provision. The sessions help schools ensure that their language offering reflects local needs and opportunities.

Main Aims:

- Provide senior management teams with the supports they need to enhance language provision.
- Increase awareness among senior management of the importance of language learning for all students.
- Encourage the uptake, expansion and diversification of foreign language options suitable for each school's context.

Activity:

Following a review of earlier advisory sessions, the newly rebranded *Let's Talk Languages - Consultation Sessions* continued to support school teams in examining their overall MFL provision, with a particular focus on schools new to working with PPLI. During these visits, PPLI Development Officers also received professional support through lesson observations and constructive dialogue.

Impact:

- Participants reported that the sessions were supportive of MFL provision in their schools.
- Schools felt more confident in reviewing, supporting and diversifying their MFL curriculum.

Next Steps:

- Continue to deliver these sessions to support schools implementing the Languages Connect strategy.
- Provide ongoing support for PPLI Development Officers as part of this work.

Goal 3 - Moving Forward

Building on the strong participation, positive feedback and awareness raising initiatives in foreign languages education in 2025, PPLI will consolidate and expand its role as the national lead in promoting the value, visibility and relevance of foreign languages.

#ThinkLanguages Week will remain the flagship national awareness-raising initiative, providing a visible, inclusive and student centred platform for celebrating languages and cultures. Future iterations will continue to evolve in response to feedback from teachers and students, while retaining the core elements that have proven most effective: student leadership, strong community engagement, creative competition, and meaningful partnerships with higher education institutions, cultural institutes, embassies and national agencies. Emphasis will be placed on further strengthening links between post-primary schools, primary schools and higher education institutes to support sustained language uptake at key transition points.

Partnership development will continue to be a central strategic priority. PPLI will deepen collaboration with higher education institutions to ensure that awareness raising activities are closely aligned with progression pathways, Erasmus opportunities and labour market needs. The HEI funding model will continue to support innovative outreach, peer to peer engagement through student ambassadors, and targeted initiatives for teachers and guidance counsellors. Ongoing evaluation will inform how this investment delivers national impact and supports regional access.

Collaboration with embassies and cultural institutes will be further leveraged to support linguistic diversity, heritage languages and lesser-taught languages, while also strengthening mobility, upskilling and assistantship pathways. These partnerships will continue to enrich national initiatives such as #ThinkLanguages, Culture Night and teacher upskilling programmes, and will play a key role in supporting the sustainable development of curricular languages, particularly those with emerging capacity challenges.

PPLI will continue to prioritise targeted engagement with students, parents and guidance counsellors through student events, career focused resources and dedicated information sessions. The strong engagement between Languages Connect and CareersPortal.ie highlights the importance of providing clear, accessible and up to date guidance on language learning pathways.

Public awareness-raising initiatives, including leveraging #ThinkLanguages and Say Yes To Languages to reach parents and communities, Culture Night, and MS Readathon, will remain important mechanisms for reaching audiences beyond the school setting. These initiatives support broader societal understanding of multilingualism, inclusion and cultural diversity, reinforcing the place of languages within Ireland's social, cultural and economic landscape.

The background of the page is a dense, orange-tinted collage of various educational scenes. It includes images of students in classrooms, people at conferences, and groups of people interacting. The collage is composed of many small, overlapping rectangular images, creating a textured, mosaic-like effect.

Research informed practice will continue to underpin Goal 3 activity. Through ongoing participation in national and international conferences and the dissemination of research findings, PPLI will contribute to evidence based dialogue on multilingualism, curriculum development and language policy, ensuring that awareness raising initiatives remain aligned with educational research and international best practice.

Through sustained collaboration, strategic communication and evidence based planning, PPLI will continue to strengthen awareness of languages, support informed subject choice, and build coherent pathways from early language exposure through to further study, mobility and employment.



Goal 4 calls on employers to get involved with schools and collaborate with HEIs to consider languages needs. PPLI has engaged with partners such as Enterprise Ireland, the Department of Foreign Affairs and Trade and CareersPortal.ie to bring language skills to the agenda, to encourage employer engagement with students, and to raise awareness of the value of language skills in careers.

A man with glasses and a beard is pointing at a screen during a presentation. The screen displays a web browser with multiple tabs, including 'New Collect...', and a search bar. The background is a solid magenta color.

GOAL 4

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

 Visitors to CareersPortal.ie profile: 295K

Overview:

Throughout the year, PPLI worked with employers, enterprise bodies and the trade sector to strengthen students' understanding of the real-world value of language skills. These partnerships highlighted how languages support employability, enterprise growth and international engagement across a wide range of professional contexts.

Main Aims:

- Increase student awareness of the relevance of language skills to business, enterprise and diverse career pathways, with employers playing an active role in this messaging.
- Provide students with opportunities to see how languages are used in workplace and business settings.
- Engage with industry stakeholders to explore attitudes to language skills, identify emerging workforce needs and encourage the expansion of language-related work experience opportunities.=
- Recognise and validate language learning through enterprise-focused competitions and events to support student motivation and confidence.

Activity:

Collaboration with the Department of Foreign Affairs and Trade (DFAT)

In 2025, PPLI continued its collaboration with the Department of Foreign Affairs and Trade (DFAT) to support *Languages Connect: Ireland's Strategy for Foreign Languages in Education* and the *A Career for EU* strategy.

At events for post-primary students, PPLI and the DFAT highlighted career opportunities within the European Union and the central role of language skills in EU work. Where PPLI was not directly represented, DFAT colleagues shared Languages Connect materials to reinforce key messages around languages and career development, and PPLI distributed DFAT resources at selected events.

The DFAT also supported #ThinkLanguages Week, sponsoring the Champion Team Competition prize - a trip to Brussels - providing students with direct insights into EU career pathways.

PPLI developed targeted content focusing on language-related careers within the EU and across sectors including media, enterprise and trade. Journalist Méabh McMahon, who specialises in European affairs, contributed to a dedicated video and attended the #ThinkLanguages Champion Team Final, offering firsthand insights into how language skills support varied professional roles.

Media Engagement

To broaden public awareness of the importance of developing Ireland's domestic language capacity, PPLI collaborated with Minister of State for European Affairs and Defence Thomas Byrne on a national media article. *Why learning EU languages matters for Ireland's place in Europe* appeared in a special Irish Independent supplement.

The piece, developed jointly to ensure clear and consistent messaging, focused on the strategic value of foreign language skills for Ireland's role in Europe. It was published in print and online, including on businessnews.ie, and shared across A Career for EU and Languages Connect channels. Partner organisations such as the Centre for Entrepreneurship, Technology Ireland and the Department of Further and Higher Education, Research, Innovation and Science also amplified the article. The print edition was distributed at the NAPD conference and the OECD Local Economic and Development Forum.

Career and employment highlights with CareersPortal.ie

In 2025, PPLI continued its partnership with CareersPortal.ie, maintaining a dedicated languages section within the site's careers content. This section links language learning to enterprise and economic sectors including the Department of Enterprise, Trade and Employment, Enterprise Ireland and IDA Ireland, reinforcing the role of languages in Ireland's long-term competitiveness.

AN INDEPENDENT SUPPLEMENT FROM MEDIAPLANET WHO TAKE SOLE RESPONSIBILITY FOR ITS CONTENT

AN INDEPENDENT SUPPLEMENT FROM MEDIAPLANET WHO TAKE SOLE RESPONSIBILITY FOR ITS CONTENT

Why learning EU languages matters for Ireland's place in Europe

Irish citizens have shaped the EU for over 50 years. More Irish candidates with strong language skills are needed to maintain and strengthen our influence in the EU.

The work of the EU is wide-ranging, so it recruits people with a variety of interests, skill sets and backgrounds. Amplifying Irish voices in Europe Irish representation is vital across EU bodies like the European Commission, the European Parliament, the Court of Justice and over 50 specialised agencies dealing with issues such as human rights, cybersecurity and public health. EU officials represent 450 million citizens, bringing essential knowledge of their home countries, which helps shape inclusive, well-informed policies.

Language skills for rewarding careers To ensure the continued representation at EU level, the next generation of Irish graduates are encouraged to apply for permanent roles within the EU. The opportunities are vast — in law, diplomacy, the environment, digital policy or economic reform. However, to gain access, expertise in EU languages is essential. Fluency in one EU language, along with proficiency in at least one other, is required for EU recruitment competitions. Without a second EU language, many well-qualified Irish candidates miss out on roles where they could thrive.

Pathways into EU leadership A key opportunity approaches: the ADS Generalist Administration competition, one of the main routes into the EU civil service. It is open to graduates from all disciplines but requires knowledge of two EU languages: one fluent, the other at B2 (upper-intermediate) level. It's a competitive process, but the reward is a meaningful, rewarding career. Ireland has already produced leaders at the highest levels of the EU: but to continue that legacy, the next generation needs to step up. As students plan their future, they are encouraged to consider the EU. With language skills, curiosity and ambition, they can play a real role in Europe's future — an opportunity to make a meaningful difference not just in Ireland, but across Europe. Support is available. The Irish Government is committed to helping candidates succeed, with resources, training and expert advice.

Visit businessnews.ie to learn more about a career in Europe and the opportunities to gain the benefits of learning foreign languages.

Thomas Byrne T.D. Minister for European Affairs

Sponsored by Languages Connect

10 MEDIAPLANET

Entrepreneurship for life: building mindsets, not just startups

Entrepreneurship education builds adaptable, resilient mindsets — beyond startups. Discover how initiatives are reshaping lifelong learning through creativity, collaboration and digital age skills.

When most people think of entrepreneurship education, they imagine business pitches, tech startups and flashy prototypes. Yet, the real value of entrepreneurship learning goes far beyond launching a company. It's about cultivating mindsets that help people adapt, innovate and thrive in an uncertain world.

Entrepreneurial skills boost adaptability The 'European Entrepreneurship Competence Framework' (EaCEP) defines this mindset through a range of key skills: financial literacy, creativity, collaboration, perseverance, self-awareness, ethical behaviour and strategic planning. These abilities lay the foundation for resilience and opportunity-seeking in any career, not just business creation.

This approach is gaining momentum in Quebec, Canada. As highlighted in the OECD's 'Geography of Higher Education in Quebec', institutions now offer entrepreneurship activities or programmes. These institutions recognise the importance of developing transferable skills like creativity and adaptability. These are qualities that are increasingly sought after in today's fast-changing economy.

At the University of Sherbrooke, entrepreneurship education is especially popular among doctoral and post-doctoral students, many of whom will pursue careers outside academia. As digital transformation reshapes industries, particularly through technologies like artificial intelligence, the demand for entrepreneurial skills is growing rapidly.

Mindset can be more valuable than formal training Data from the upcoming 2025 OECD Digital Skills Survey shows that many small businesses acquire digital skills informally, often through internet research and peer learning. In such settings, an entrepreneurial mindset, resourceful, proactive and curious, can be more valuable than formal training. Importantly, this kind of education doesn't aim to turn everyone into a founder. It prepares people to thrive in any context. The Covid-19 pandemic illustrated how vital these skills are: industries were upended, reinvented and pivoted. Research from KPMG shows that those with entrepreneurial skills are more adaptable to change, and their wellbeing is

Entrepreneurship education is a cornerstone for individuals to ensure whether in start-ups or established businesses, change, that's an essential preparation.

Breaking the cycle and building the future for young people in Dublin

Game-changing tailored programmes and summer employment training are helping young people in Dublin build confidence, skills and pathways to education or work.

Within South City Partnership (DSCP) is a local development company responsible for delivering the Social Inclusion and Community Activation Programme (SICAP) across Dublin 6, 8 and 12. A core objective under SICAP's Lifelong Learning remit is to support young people — particularly those from disadvantaged backgrounds — to build their capacity and increase employment and education outcomes.

Bridging the gap from school to what's next One of the most critical transitions in a young person's life is the move from secondary school into further education, training or employment. While some students have a clear plan, many experience uncertainty during this time. In communities facing intergenerational unemployment and low progression rates to third level, the risk of young people falling through the cracks is particularly high.

A tailored, responsive approach To address these challenges, DSCP actively engages with local DEIS secondary schools throughout the academic year to identify service gaps and barriers to progression. In response coaching for Leaving Certificate Applied students gets in one subject and study skills workshops. All initiatives are designed to address educational disadvantage and increase progression.

Summer Employment Service: Skills for life and work In Spring 2025, senior cycle students from targeted DEIS schools were invited to register for the Summer Employment Series. This initiative aims to build young people's confidence and readiness for life after school. DSCP covers all costs for practical, employer-focused training, including barista training, customer service skills, and manual handling. These courses provide young people with tangible employment opportunities while building their confidence and life skills. Participants

businessnews.ie News, information and advice Home » Education » Why learning EU languages matters for Ireland's place in Europe SPONSORED

Why learning EU languages matters for Ireland's place in Europe



Sponsored by Languages Connect

Gairm san AE A Career for EU

How to make upskilling work for people, places and productivity

The success of green, digital and demographic transitions depends not just on technology or goals, but on people and the places they live and work.



Luke Wilson Head of Skills, Local Employment and Skills, OECD



Patricia Pashine Deputy Assistant, Regional Skills Policy, OECD

Recent OECD work shows that the places most at risk of job displacement due to automation or industrial change are often those least equipped to respond. This regional imbalance is not new, but it is becoming more urgent. In some OECD regions, over 25% of jobs are at high risk of automation, while others face a surge in demand for green and digital skills, with insufficient training provision in place. Without targeted investment, these transitions could deepen divides. However, with the right policies, they offer a historic opportunity to boost both equity and productivity.

Place-based skills strategies are essential Local labour markets vary dramatically in their structure, vulnerabilities and capacity to adapt. Yet, training policies are often designed at the national level. This mismatch weakens their impact. The OECD's Job Creation and Local Economic Development report highlights the growing need for place-sensitive upskilling and reskilling programmes. Regions facing industrial decline need tailored support to shift workers into new, sustainable industries. This means aligning training with local assets, from green manufacturing to rural health care to digital services. France's Plan d'Investissements dans les Compétences (PIC) channels EUR 15 billion into training low-skilled

youth and the long-term unemployed. Half of this supports regional programmes tailored to local labour needs, with public-private partnerships supporting green transition roles.

Early action reduces long-term costs Industrial transitions take time, but delays are costly. OECD analysis shows that when training lags labour-market needs, regions risk long-term stagnation and skills shortages. By 2042, 72% of OECD regions could face tighter labour markets due to demographic shifts, underlining the urgency of early investment in vocational education and digital access.

Canada's Future Skills Centre offers both national and regional programmes focused on digital skills. At and the green transition. Its emphasis on early action and local tailoring offers a model for others.

From recovery to resilience Delivering effective training requires coordination across governments, employers and education providers. Local skills councils, employer-led hubs and flexible funding models work best when regions have the capacity to act. Upskilling isn't a silver bullet, but it's one of the few tools that can boost productivity, reduce inequality and support the green transition — if rooted in place and embedded in wider regional strategies.

Why 'enterprise engagement' is about universities listening — not lecturing



Connections between enterprise and universities have the potential to yield benefits for all. Managed correctly, these partnerships for progress yield significant societal advantages.

Let's build what we engage

"enterprise" doesn't simply mean big and small profit-making

about supporting lifelong learning in the workplace. The relationship can grow when they realise we have research and innovation strengths in other areas. Over a longer period, our individual interactions and collaborations develop into long-term partnerships.



Professor Irene Sheridan Head of Connected Campus, Minister for Technological University

Listening carefully to customer solutions for enterprise

However, cautions Dr Goggin, when enterprise engagement is conducted by a university as an add-on, it risks becoming siloed, and the potential for interactions across campus can remain unfulfilled. To prevent this, MTU manages its enterprise relationships in a deliberate way that integrates values across all



Dr. Deirdre Goggin

Thomas Byrne T.D. Minister for European Affairs



Thomas Byrne T.D. Minister for European Affairs

Irish citizens have shaped the EU for over 50 years. More Irish candidates with strong language skills are needed to maintain and strengthen our influence in the EU.

The work of the EU is wide-ranging, so it recruits people with a variety of interests, skill sets and backgrounds.

Amplifying Irish voices in Europe

Irish representation is vital across EU bodies like the European Commission, the European Parliament, the Court of Justice and over 50 specialised agencies dealing with issues such as human rights, cybersecurity and public health. EU officials represent 450 million citizens, bringing essential knowledge of their home countries, which helps shape inclusive, well-informed policies.

Fluency in one EU language, along with proficiency in at least one other, is required for EU recruitment competitions.



Impact:

- Students demonstrated increased awareness of the importance of language skills for careers in business and enterprise, supporting stronger engagement with language learning.
- Ongoing engagement with industry stakeholders strengthened PPLI's understanding of workforce language needs, helping to align student-facing programmes and messaging.
- National media coverage extended the conversation about futureproofing Irish enterprise through language skills to influential stakeholders at national and European levels.
- The continued integration of languages content within CareersPortal.ie, linked to enterprise messaging, supported student motivation to view language skills as a long-term career asset.

➤ Next Steps:

- Sustain and further develop collaboration and innovation in this area to support students in an increasingly globalised and multilingual labour market.
- Deepen existing partnerships and identify new stakeholders who can strengthen enterprise-focused language messaging.
- Align communications with enterprise agencies to reinforce the value of language skills for client companies.
- Raise awareness within the enterprise sector of the role of languages in employment through targeted video content, school engagement and sector-focused seminars.

Goal 4 - Moving Forward

A forthcoming consultation on a follow-on Strategy for Foreign Languages in Education will be an opportunity to revisit a role for enterprise agencies in delivering messaging around the importance of foreign languages to client companies. It may be useful in this context to commission some research, in order to determine the value of language skills and language learning for employers.

A more cross-sectoral approach to development and implementation of foreign languages strategy should be adopted. The importance of language learning in the development of future skills required by the workforce, such as intercultural competence, empathy, and adaptability are so important in the context of global citizenship and need to be acknowledged in the context of higher education and enterprise. Ireland needs global citizens who are multilingual with strong intercultural competence, and who can navigate diverse cultural contexts, and this message needs to be embedded beyond school. While importing language skills from abroad has been used to plug skills shortages this does little to enhance the linguistic or intercultural skills of the wider national workforce.

Governance and Accountability

The overall Corporate Governance responsibility for PPLI remains with the Curriculum and Assessment Policy (CAP) Unit at the Department of Education and Youth. In this context a level of service and performance delivery is agreed with CAP and reviewed annually subsequent to consultation and agreement.

Governance is conducted in accordance with the Revised Code of Practice for the Governance of State Bodies (2016) within the restrictions of current PPLI status. In carrying out its functions in relation to the implementation of the relevant actions in the Languages Connect Implementation Plan, PPLI complies with the following codes of practice and guidance as appropriate: the Revised Code of Practice for the Governance of State Bodies 2016 and 2022 amendments; the Protected Disclosures (Amendment) Act 2022 which widens the scope of the Amendment Act w.e.f 1 January 2023; Public bodies obligations under Section 25 of the Disability Act and Statutory Obligations for Accessibility of Websites/Apps arising under S.I. 358 of 2020.

In accordance with the 2019 update regarding compliance with the Children's First Act 2015, PPLI have in place a service commitment to the Children's First Act of 2015 and also the Children's First National Guidelines. This includes a Child Safeguarding Statement; reporting arrangements to reflect the Act's reporting requirements; National Guidance for the Protection and Welfare of Children 2017; and reporting procedures for the reporting to Tusla of any child protection concerns brought to the attention of any staff or other personnel of PPLI.

PPLI ensures that all necessary obligations, including those for General Data Protection Regulation (EU) 2016/679 (GDPR), Freedom of Information (FOI), a structured approach to control of risks regarding IT and cyber-security, internal audit and the Public Spending Code are fully complied with.

Operational Environment

Post-Primary Languages Ireland is an exchequer funded non-commercial agency. A services agreement for the purposes of HR, payroll, financial and administrative services was in place with the Marino Institute of Education until 31 December 2025. These services are now provided to PPLI by Education and Training Boards Ireland since 1 January 2026.

Funding Arrangements/Financial Management

Funding is allocated by the Department to PPLI for the implementation of relevant actions in the strategy which support further development and diversification of foreign language teaching and learning in the Irish Education System. PPLI provide details of its funding requirements and supporting documentation to the Department.

PPLI is committed to the allocation of funding within the agreed budget and commits to compliance with all Department of Public Expenditure, NDP Delivery and Reform guidelines, Department guidelines, relevant legislation and circulars, taxation legislation, employment, prompt payment of accounts and all other legislation relevant to Bodies in receipt of Exchequer funding.

Funding is carried out in accordance with public financial procedures which provide an important overarching framework in relation to the management of funding. PPLI confirms that it complies with the guidance regarding Exchequer grant disbursement as outlined in Department of Public Expenditure and Reform's Circular 13/2014, and with other relevant financial requirements / procedures / circulars / regulations / legislation as set down from time to time. PPLI Director confirms that PPLI complies with the Code of Practice for the Governance of State Bodies financial compliance requirements set for PPLI.

PPLI provides the Department with feedback and updates on audits carried out.

Reporting and Monitoring Arrangements

The work of PPLI in relation to progressing the actions set out in the Languages Connect strategy is overseen by the Foreign Languages Advisory Group (FLAG) comprising representatives of the Department, its Agencies, PPLI, and external stakeholders, and by the FLAG Post-primary sub-group (FLAGPP). PPLI provides updates on actions in Languages Connect for which it is responsible for FLAG and its subgroups as appropriate. The committees provide advice and support where appropriate to both PPLI and the DEY; provide a forum for discussion on current policy implementation and advise the Department on future direction/priorities for foreign languages strategy; bring together key stakeholders to provide advice from a range of perspectives to support the implementation of the Strategy; and monitor 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 and Youth (DEY), currently Maria Lorigan, who also represents the Inspectorate on FLAG. The secretariat is provided by PPLI. Membership of the post-primary sub-committee includes post-primary related representatives of FLAG in addition to other relevant experts.

FLAGPP Committee Members

Inspectorate DoE, Chair	Maria Lorigan
Curriculum and Assessment Policy Unit (CAP)	Leona De Khors, Lorcán Ó hAlmhain
PPLI	Karen Ruddock
ITE, Maynooth University	Céline Healy, Ph. D.
ITE, University College Dublin	Eileen Bowman, Ph. D.
NAPD	Sarah-Jane Willis
NCCA	Elisabeth Butler
SEC	Margaret Carter
Teacher Professional Networks	Mairéad O'Driscoll
Languages Expert	Mary Kenny
Languages Expert	Ian Collen, Ph. D.

An Annual Work Plan is prepared by PPLI for CAP Unit, outlining the policy actions for which it has responsibility in any given year and how implementation will be achieved. Governance meetings are held between CAP Unit and PPLI at least three times a year at which the director of PPLI and/or her nominees provide CAP Unit with updates on all relevant matters.

In addition to an Annual Work Plan PPLI prepares this annual report detailing the implementation of PPLI policy actions in the previous year. PPLI is also committed to implementing an internal system to monitor performance and to reporting the outcome of same to the Department at its Governance Meetings.

Resource Efficiency/ Climate Action

As a result of Government Decision S180/20/10/0434C and the Climate Action and Low Carbon Development (Amendment) Act 2021 signed into law in July 2021, PPLI is committed to resource efficiency and acknowledges government policy on Resource Efficiency and Climate Action in particular e.g. Promoting the use of Environmental and Social Considerations in Public Procurement (Circular 20/2019). PPLI complies with Circular 01/2020 for Offsetting the Emissions Associated with Official Air Travel by offsetting travel emissions and following internal procedures.

PPLI Climate Action Roadmap outlines PPLI's activities regarding targets, people, buildings, and ways of working. PPLI office is located in the Digital Hub Development Agency (DHDA) campus, occupying an office in the Grainstore building (BER A3) which recorded 5.39 tonnes CO₂ emissions in 2025, a reduction from 7.64 tonnes CO₂ in 2024.

PPLI is currently based at The Digital Hub in Thomas Street, Dublin 8.

Financial Overview

2025

Core Staff Salaries	€1,375k
Development Officer Salaries	€1,361k
Additional Allocation	€360k
Project Support: (e.g. Teacher CPD, Teacher Upskilling, CLIL, Foreign Language Assistant Training, Resources, Associates, Communities of Practice)	€298k
Awareness Raising (Summer Camps, School Exchanges, #ThinkLanguages, Research, Employer engagement, Guidance, other campaigns)	€475k
Primary: (Say Yes to Languages Grants, Teacher Upskilling, Resources)	€1,467k
Operational Costs (Management, Rental, IT, Office, Printing, Postage etc.)	€526k
Total	€5,862k

