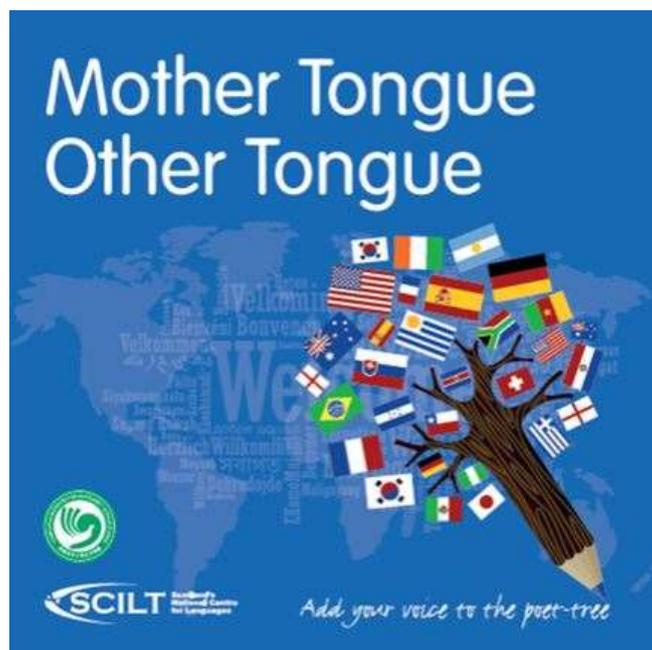




THÈSE DE DOCTORAT EN LINGUISTIQUE
École Doctorale Montaigne Humanités (ED 480)

**Approche inclusive des langues en situation
minoritaire : le cas de l’Ecosse**

– Corpus –



Présentée et soutenue publiquement le 13 décembre 2018 par

Malika PEDLEY

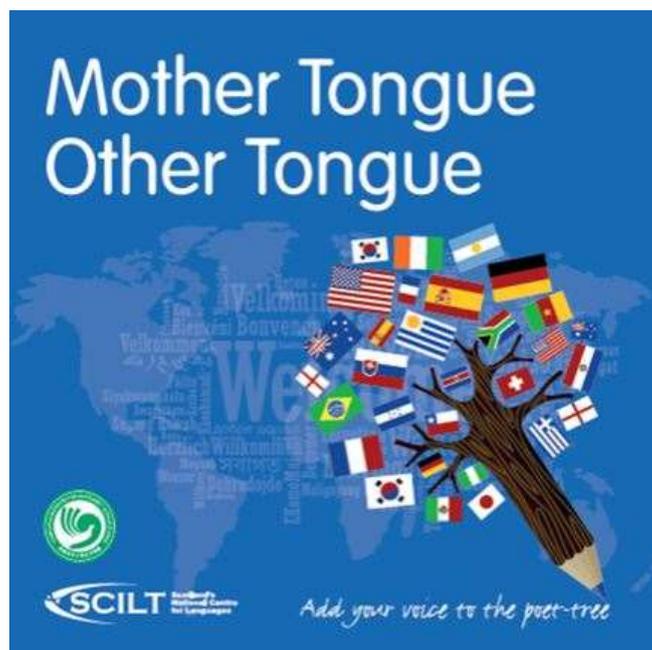
Sous la direction d’Alain VIAUT



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L'image en couverture est celle de l'affiche du concours *Mother Tongue Other Tongue*, édition 2015-2016, diffusée sous l'autorisation des auteurs, SCILT, *Scotland's National Centre for Languages* (Annexe 5 – Volume de la thèse).

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Transcription des entretiens

Tous les entretiens ont été menés dans des écoles primaires de la ville de Glasgow en décembre 2015 ou avril 2016. Les enregistrements et leur retranscription ont pu être réalisés grâce à l'accord des parents de chaque enfant rencontré (Annexe 1 – Volume de la thèse).

Code entretien	Spécificités	Intervieweuses	Elèves présents	Langues représentées
Ecole1 Dec2015 P4	Enregistrement de la séance de travail du groupe P4	M., K.	LE, TO, ME, MA, AN, JO, LA, JU, DO, KA, ZA	mandarin, swahili, zoulou, polonais, français, albanais, arabe
Ecole1 Dec2015 LU-SI	Deux camarades du groupe P6-P7	M., K.	LU, SI	edo, zoulou
Ecole1 Dec2015 ZA-MA1	Deux sœurs (P4 et P6-P7)	M., K.	ZA, MA1	arabe
Ecole1 Dec2015 JA-NI-SA-DE	Quatre camarades du groupe P6-P7	M., K.	JA, NI, SA, DE	shona, mandarin, cantonais, portugais brésilien, yorouba
Ecole2 Dec2015 P3-P4	P3 P4 Groupe entier, enregistré en deux fois. Pas d'entretiens en plus petits groupes	M., K.	KO, KR, SI1, KA1, MA2, KE, AN, HE, JA1,	polonais, tchèque, ourdou
Ecole2 Dec2015 P6-P7	P6-P7 Elèves sélectionnés par l'enseignante pour une séance de travail enregistrée	M., K.	BL, KA2, MA3, MI	polonais
Ecole3 Dec2015 P5-P6	P5-P6 Seuls les élèves restés pour l'enregistrement (première partie de séance non enregistrée)	M., K.	MY, KE1, SY, OL, SA, AI, AM	tagalog, malayalam, allemand, polonais, arabe, swahili
Ecole4 Avr2016 P7-1	P7 – groupe 1 Elèves sélectionnés par la directrice	M., A.	MI1, SO, AO, LI1, KI, AI1	gaélique, arabe, français
Ecole4 Avr2016 P7-2	P7 – groupe 2 Elèves sélectionnés par la directrice	M., A.	MI2, AI2, HA, OR, RI	gaélique, espagnol

- K. *ME what did you think about it all? did you enjoy the competition?*
ME Yes, I learned more about my language because at home we never/ I never really/ (they) never really spoke to me in their language
K. *Oh did you not? So what language would you use at home?*
ME Hm hmh I could get told off in my language I could get they would tell me to finish something in my language or go and get them something in my language so they won't really speak English at home that much but speak my language. I can understand but I can't really speak
K. *And what about now what language are you using in hindsight (?)?*
ME We only use Swahili. Because quiswahili is quite hard and not many people in my family/ they don't really speak quiswahili so yeah
K. *because your dad it was really interesting because he speaks lots of languages doesn't he?*
ME Yes my dad speaks quiswahili and Swahili but most of my family was brought up in the city so you wouldn't really speak quiswahili because you'd only find that in the village
M. *how did you find writing your poem then, was it difficult?*
ME It was hard to find, but I found it and I found one that I liked and that I could relate to so I liked it because I could relate to and I could understand the way she felt
(...)
ME if in my language which I don't think they would (?) I would like to try and make them feel the same way about my poem
K. *oh*
ME and try and relate the same way as I did
K. *so did you hear that? Mercy would like the children to be able to relate to her poem the way she did, because they're not going to be able to understand the bit in Swahili but that's why you did the bit in English so that they can understand.*
- AN I liked the poem because it's nice to have something with your language like a poem and song.
- K. *How would that make you feel sharing your poem in a different language in front of (?) the school? TO*
TO shy
K. *You think you'd be shy but you still got your hand in the air because you want to do it*
TO Yeah
K. *So you're gonna try and overcome it and build your confidence?*
TO Yeah build my confidence to the top up to the top
- MA to teach them a different like they could learn new words
K. *ah so you'd want to teach the rest of the school I think that's important/*
MA yeah
ME if in my language which I don't think they would (?) I would like to try and make them feel the same way about my poem
K. *oh*
ME and try and relate the same way as I did
K. *so did you hear that? Mercy would like the children to be able to relate to her poem the way she did, because they're not going to be able to understand the bit in Swahili but that's why you did the bit in English so that they can understand.*

- LA If I showed my poem to the whole school I would be confident and I would want others who are like people who just know scot/English for those and Spanish that Mrs ? has, I want them to know different languages like French and all that stuff
- K. *so you want all the other children to experience all these different languages because you've been able to experience a lot of languages working on this that's very interesting I didn't know this*

LU I chose this poem because I liked it because how it reminds me of my little brother how he was born/ and my mum and it made me really emotional and when I hear this song I feel very like/ I cry tears of joy I feel like I feel very happy because it's the only brother I have

(...)

M. *Is that a song that your mum sings to him?*

LU Yes

M. *She still sings it then And did she use to sing it to you?*

LU Yes and my grandma used to sing it to my mum and she used to say Lucy the name Lucy to my mum

(K. asks LU to sing the song)

K. *So lovely you did that poem last year as well didn't you?*

LU Yes

K. *So why did you pick it again?*

LU Because I just love the song and... I don't/

K. *That's a good reason that's a really good reason because if there was one poem that I loved I would use it every year as well (bruit microphone)*

LU That's really all the song that I know because my mum and my dad doesn't really know that much poems because there're not enough anyway (?) and last year/ no two years ago I went to Edo-Benin state to see my family so it's been like 14 years that my mum and my dad haven't seen their family so that song was kind of forgotten

K. *And that is what happens when you get older if you don't use one of your languages you tend to forget it then*

M. *And do you get (...) to speak Edo?*

LU Yeah sometimes yes because once it was language club I was teaching them to say stuff like I was playing (?) Simon Says and we were doing UP-Down up is /pabe/ and down is /tudta/

M. *Hmm*

K. That was really good because everyone else remembered it and I couldn't remember and I was sitting down and standing up at the wrong time because I was finding it hard but everyone in the club you did it all really well and picked it up really quickly

M. *And so you said your mums are friends/ best friends*

LU+SI Yes

M. *And did you tell me that they speak the same language?*

LU+SI No

M. *Oh so they speak English together*

LU+SI Yes

LU There's this girl in the other class her name is J*

M. *Yeah*

LU Yeah and her language is kind of similar to my language

M. *Ok alright and the three of you are friends*

LU+SI Yeah

SI I chose this poem because it's a love poem and ... hm I was reading it and it's about two couples that have been together for so long and everybody that they live close to knows they've been together for hm long and they love each other and hm (*bruit dans le couloir*) it makes me think of my mum and dad ... just how long they've been together and it just means that when two couples are together sometimes they have fallouts and they get back together and I think that it's a good poem because it shows that two people who have never met each other can have this connexion so much

M. *And your parents are in Scotland with you?*

SI No my dad's in England my mum is here

M. *And is that a poem that you knew before or did you find it?*

SI No I was with my mum researching poems and we came across that one and she was like oh you can do that one

M. *And you said it's in Afrikans*

- SI Yeah
- M. *And you said that Afrikans is quite similar to English ?*
- SI Hm it's quite similar to/ there's 11 languages that in South Africa they speak there's Afrikans Sindebele Zulu and there's many other and they've got the same similarities of the pronunciation of words and hm some of the words are the same but they'll have different meanings to it ... (bruit dans le couloir)
- M. *And so do you get to speak Afrikans a lot?*
- SI Yeah all the time when I get home it changes to Afrikans but it feels English because I've had/ I've been with my mum for so long that I've got used to the language
- M. *And does your dad speak Afrikans?*
- SI Yeah the whole family does
- M. *Did you say you grew up with Afrikans you were born in South Africa?*
- SI Yeah
- M. *And so how does it feel to use this language in Scottish school?*
- SI It feels great because nobody else knows what language I speak if I don't I tell them (laughter)
- M. *So was that like a discovery for other people ?*
- SI Yeah
- K. *Do you think people are surprised when they find out you can speak another language?*
- SI Yeah because I don't usually tell them I speak a different language/
- K. *they find out/*
- SI MY friends but/
- K. *Just your friends*
- SI They wouldn't actually take it as I do speak it because I never speak it in school so they would be quite surprised ...
- M. *And how about you Lucy? How did it feel to talk about and to speak in Edo at school?*
- LU It feels ... just normal it doesn't really... like/ speaking Polish like/ it doesn't feel like/ I don't know speaking Polish in school like if you are like Polish is ... it just feels normal to me because nobody really knows and... the language and like know how Edo is and like/ people is like/ doesn't even know because if they hear Edo they'd be quite surprised that because they never heard Edo ...
- M. *And what did you think of the general experience of hearing all these different languages through the poems?*
- SI I thought it was good because I got to experience everybody else's language and the fact that I can still use my language even though I'm not at home with my family I can still use it
- K. *I wish I could do that (laughter from the girls) I really do (laughter) I wish I had another language because I moved to Ireland and in Ireland they all are taught Irish and I could have been taught Irish but the school said no you're now in Ireland so you don't have to learn it so I didn't bother so all my friends spoke this other language that I couldn't hm and some of my family can speak it as well so I wish that maybe I had and maybe I would have loved languages even more so it's taken me a long time before I've actually liked languages Would you like to learn any other languages?*
- LU Yeah
- K. *Yeah? What languages do you think would you like to learn?*
- LU I'd like to learn French
- (laughter)
- K. *What about you SI?*
- SI Hm... I don't know
- K. *You're not sure*
- LU I can imagine since/ how it'd be like/ when I was small how it'd be like living in France and see how it's/ because I've seen TV how France is like/ proper because like hm place/ like people going on holiday
- M. *So you'd like to learn languages to travel to the countries*
- SI I think that I would like to learn ... languages in hh South America because like some people think that South American people speak English but they don't really they speak different languages so I'd like to go there and speak some of their languages
- K. *That sounds really interesting*
- M. *Do you learn Spanish hm/*

LU+SI Yeah

M. *Yeah and how are you finding that?*

SI I think that's easy because/

LU I find it kind of/ because I don't really answer much I just sit down and just listen I don't really answer as she answers

K. *You answer it all the time?*

LU Ahhm

SI I do think it's good hm learning Spanish in school like fluent Spanish because I remember we went on holiday to ?? with my family and I was the only person that could answer/ understand what the people were asking us and they were like if you hadn't learn Spanish then where would we be now

K. *There you go so it was really helpful Do you think languages are important then?*

LU+SI Yeah

LU I think it's better than having one language

K. *Yeah*

M. *Yeah?*

SI Because it brings people closer

K. *It really does that's lovely*

M. *Do you think this experience brought you closer? With the other children who participated in the competition as well?*

SI Yeah (...) on Mondays it brings us all together it's the only chance we have to/ we have to communicate

K. *So maybe then after Christmas I'm thinking some children from each class from Primary 4 to Primary 7 might come together and we can prepare the wee assembly because both of you did it last year as well*

LU Yes

K. *Would you like to d/ and you did a different poem didn't you? (to SI)*

SI Yeah

LU yeah

K. *Yeah I loved your poem from last year*

LU I think the poem/ I think it was about the boy going to school late (laughter)

(...)

K. *I loved it it was beauty/ I loved hearing you speak it because I never got to hear you speak your own language*

SI I found it was great because it was actually my first time spelling in my own language and I remember I was at home and my mum was in the bedroom and I was just thinking of using syllables and spelling it and I was like mum is that right and she was like how did you know how to spell that I was like I just used syllables

LU That's the same with my language because nobody knows how to write it in my house (...) so I just thought why don't just use English letters to spell the word

K. *I think it's a good idea*

M. *hm*

K. *you're mixing up two languages it's like you're making up a new language that you can understand*

(...)

M. *So how did you find writing the poem?*

LU I just like done like /om/ I do like m o because it's how I think but it might not be the same like in the real Edo so I just did hm how my mum and I think

K. *That it would be written*

LU Hmm

SI I think doing the writing process was actually fun because some of my friends were in the ICT room when we were writing it and they came up to my computer and they were like how do you know how to write your own language and was like it's actually different from what I know and I was like yeah

M. *hmm*

SI it's different spellings

M. *The writing process in Afrikans you mean?*

SI Yeah

LU People were like woوو that is amazing how can you do that and I was like it's just languages it's just it's just

- M. *Who said that?*
- LU It's like /people like/ sometimes we were doing stuff and then people from other classes would come in to say that's really good that how do you do that
- M. *So you're looking forward to presenting your poems to the rest of the school?*
- LU+SI Yeah
- K. *Not as nervous as you were last year?*
- LU+SI No
- K. *No I'm glad Because both of you are quite unique because no one else in the school speaks your language ... you're the only ones ... no one else speaks them*
- SI I think that once you've/if once you do something that you've ever done before then you overcome your fear about it
- (LU giggles)
- K. Yeah
- M. *So what did you think of the experience last year of hm presenting your poems to the rest of the school? Did you enj/ Were you nervous did you enjoy it?*
- LU At first I was nervous and then I was like okay I can do this yeah and I just got on with it and ...
- SI That's the same with Lucy I was thinking about it too much I was like oh what are they gonna say and I was like dyou know want I'm just gonna tell everybody what language I speak and they were like waow that's amazing you can speak more than one language
- LU And first when we were on the stage and nobody was there at the audience we felt okay and then when people came we were like euh we felt like and then after when everyone started coming in and they were sitting down we felt like okay let's just get on with this
- M. *And you enjoyed it?*
- LU+SI Yes
- K. *And I think everyone else enjoyed it as well because the whole school was asking about it afterwards they were really really excited*
- SI we looked at ?? experience about learning different languages
- K. *Yeah because they don't get many chances it's an important job that you have to do then it's to share those languages*
- LU I don't think about/ I don't think about winning but I think about taking part that counts
- K. *Hmm*
- LU like just having fun
- K. *That's very true because you know this year there's over 800 entries that they have to go through*
- LU+SI wooo (impressed)
- K. *there were a lot less last year but there's over 800 entries they're expecting*
- SI Because it's the whole of Scotland
- K. *Yeah the whole of Scotland ... but as long as you've had fun taking part*
- M. *What was your first feeling when Mrs B* told you about the competition?*
- LU I was cheered?? I was very very happy because I wanted to do it
- M. *Yeah straight away you were happy about it?*
- LU Yeah
- SI I was really happy because I thought I would never ever be able to speak my language in school ever again and that I might forget it and then after Miss Barrett told me I was so happy because at least I know I can share my own language with far more (?) other peoples in the group and we were all excited to learn what other languages everybody speaks
- K. *Waow do you remember then last year when I first told you about it when you'd never ever heard about it was it the same feelings? Or was it slightly different?*
- SI Slightly different
- LU Different
- K. *Can you explain those feelings from last year then when you'd never heard this competition before I know it was a long long long time ago now*
- LU I was like oh I don't know any poems in my language I was actually quite like/ I didn't know any poems in my language and then and I got towards like the weeks I felt like okay ... I'm just gonna ask my mum and dad for a poem

- M. *And what did they think about it?*
 LU They said yeah I can do it and they gave me a poem/ that poem
 SI I remember on that day after Miss Barrett told me I went home and I told my mum and she was like you do rea(lise?)/ hm this is the first time you've ever done this and I was like but I've never heard of the competition I had this ide/I had mixed feelings I was happy because I could share my language and I was upset because I couldn't actually find a poem and then it got to the weeks later it just popped into my head that poem and I just started writing it down
- M. *Hm... is it something quite unusual at school to /to get this opportunity*
 SI Yeah because we've never done this before until Miss B* came
 M. *to talk about your language yeah*
 LU I think actually it saved my life
 (general cheer)
- LU It did because see if there were no languages well maybe / no languages poem they wouldn't actually exist like right now we wouldn't be here I'd be in my class just working right now
- K. *And you'd be missing out on this experience*
 LU Hmm
 K. *Those languages do give you/ open up lots of experiences for you*
 SI And I felt that way on the European Day of languages nobody else knew what other languages celebrities spoke and actually it made me realise that if Miss Barrett wasn't here no one would have actually mentioned about this competition
- K. *Oooh*
 SI And the fact that no one in the school apart from a couple of people would get a chance to speak their own language in school and they'd forget their own culture and the language that they speak at home
- K. *Waow I'm gonna try and not cry*
 M. *So you think Mother Tongue Other Tongue has ... had an impact on*
 SI Changed everybody
 M. On your language?
 K. So do you think I should do it again next year even though you're not here?
 LU+SI Yeah
 K. *Now you know you might be able to do it in secondary school as well if you find a teacher that would do it with you I'm not sure who's doing it this year in St Andrews I'm not sure if they're doing it this year but that could be your project that you could take forward if you wanted and you could even organise it for the rest of the school but it has to come from you and you need to find a teacher to chase to help you with it*
- (...)
- M. *one thing that you would do to ... improve the competition would be to share more the languages and maybe teach the languages so... does that mean sharing the languages that are spoken in the group or?*
 SI Yeah and like other people who like want more information about your background and where you come from and what languages you speak and they would want to know how you say some stuff and I think sharing that a bit of your language with other people will actually have a change because they never know they might go to these countries that you're from and they might end up speaking the language
- M. *And have you been able to speak to your friends who only speak English so to other friends who don't have another language like you have you been able to speak about Mother Tongue Other Tongue?*
 SI Yeah
 M. What do they think of it?
 LU uh not really (laughter)
 SI They think that it's actually/ hm people in class every time Miss Barrett comes like the first time Miss Barrett came they were like where are you going I told them it's this project about people who speak more than one language and then they were like oh that's cool and I was like why don't you guys join in and they were like oh because I don't speak another language but I was like you do realise we learn Spanish in school you could find a Spanish poem but they're like no I don't wanna do it and they were

like well that's great because we've never heard you speaking your language so to get
a chance to listen to you saying a poem that's really great

- K. *And then you decided to write it in Arabic (to ZA)*
ZA I did
(Kirsten asks if they can remember it in Arabic and Zara recites it)
K. Waow I'm impressed
(...)
M. *And so you changed the animal each time ... Aah did you mix English and Arabic*
ZA+MA1 Yeah
M. *Ok*
ZA I mixed it she wrote it just the Arabic I mixed it because I don't know how to write
M. *Ah so you wrote in Arabic*
ZA Yeah
M. *You can write in Arabic*
K. *Yeah/ so it's also written in Arabic as well but it's not working on my phone because what was really interesting I think it was an English poem to start with then you said it all in Arabic and then you wrote it using English sounds which is this bit the*
M. *Ahm*
K. *Using all your own sounds and then you wrote it all in Arabic it took a long time but then Arabic is not working on my phone and that's your bit that you wrote together*
(then ZA reads the English commentary bit of the poem)
K. *Did you enjoy doing the competition*
ZA+MA1 Yeah
K. *MA1 would did you think of it?*
MA1 It was fun to do it like/ we do in class English and then we do the poem here in Arabic and different sounds as well
(...)
K. *What was your favourite thing about the whole competition?*
ZA I liked it because hm it's good to share poems like hm like if you go to a country maybe you don't know how to speak somebody like if you don't know a place like where it is then you can write hm the song like songs are made like words like you're talking so maybe you can like tell them hm what's that and speak iiiin ... the language that they speak
K. *Fantastic that's really interesting I didn't even think of that because songs all they are is words that you produce all the time*
ZA Because songs are made hm talking
K. *Ahm*
ZA and there are some like ... I think I know that because I think Mrs?? told me it/ she told me that hm ... stories were like made ... songs or
K. *Or that songs had been made up from stories okay would you like to do it again next year then?*
ZA Yes
K. *What would you do differently?*
ZA Well ... I'm not sure
K. *You're not sure so what about you MA1 then?*
MA1 I like it when we've done it last year hm but I think this year is hm like more good than last year because last year we did like we stand up all and so people have to tell the poem and the winners were Joy and ...
K. *O*?*
MA1 *O* they won last year and then last year like/ wasn't really/ I didn't like it very well but I think this year it's fun*
K. *Do you think you'd like to do an assembly again then?*
(...)
K. *Do you get to use Arabic a lot in school?*
MA1 Ahm ... a little bit ... with you
ZA Or sometimes we speak
K. *with me*
ZA English and when we go home sometimes we speak hm Arabic and sometimes in the home we speak Arabic and mix it up with English I do that all the time

M. *And do you speak English and Arabic together?*
 ZA Yeah we speak English and then sometimes she changes it to Arabic and I??
 K. *And can you understand it?*
 MA1 Yes
 ZA A little bit not really
 K. *Which one's easier?*
 MA1 Well
 ZA English
 K. *Do you think English is easier?*
 MA1 Arabic
 K. *Do you think Arabic is easier?*
 ZA ???
 MA1 She couldn't even write in Arabic
 ZA I can't because I was in a school ...
 MA1 Ahm
 ZA because we had/
 MA1 this is funny because I started Arabic in school when I was 5 and then finished when I was 5 and then I came here at sort of 6 and then that means I can keep on going classes ...

(...)

M. *So you decided to write and then to translate into Arabic and then you decided to write in English signs why did you decide to do that?*
 MA1 coz hm the letter was as in hm/ so people who doesn't understand like Arabic so they can understand it in English but they can know when we wrote in English kind of Arabic they can read it

M. *Ahm*
 MA1 As Arabic
 M. *Ahm was it an easy thing to do?*
 MA1 Yeah
 M. *For you because / so you just spelled it how it sounds in English?*
 MA1 Yeah
 M. *Okay and you know how to write in Arabic?*
 MA1 But sometimes I get stuck ...
 M. *And how about you Zara?*
 K. *It's okay though*
 ZA Her name is made in Arabic (to MA about my name)
 MA1 She told me (I show them how I write my name and ZA's name in Arabic – MA approves and tells me to put "a dot up")

(...)

ZA Have you been to Iraq?

(...)

K. *Why do you think we should share the poems with the rest of the school?*
 ZA I know ... we share poems because you can know different languages ... because/
 K. *Will the rest of the school understand your poem?*
 ZA Not all of them but some peoples might
 K. *Who will understand it?*
 ZA Well like somebody might be new to the school and they might say ooh I know this one so they might sing it back in their head because that's what I did last year ??
 K. *Is that what you did when MA was up sharing it?*
 ZA Ahm
 K. *And how do you think that would made a new person feel then if they got to hear something in Arabic*
 ZA They'll feel happy I think
 K. *Yeah? And what do you/*
 MA1 Excited
 K. *Yeah? Do you think it's important to share it?*
 ZA Not always
 MA1 coz it's kind/ like you can share a poem with everyone and everyone like listens to the poem and not laugh because last year er not laughing and they were very kind

- K. *They were because you were quite nervous and everyone was nervous because we'd never done anything like that before and you hadn't been to the school before and so you weren't sure what people would do maybe laugh because it was something different because people sometimes laugh when they can't/*
- ZA My mum didn't choose that one she didn't choose that one my mum
- K. *But that's okay but you've worked with your mum last year that's good that's what you were supposed to do that was one of the choices*
- M. *Did your mum help you this time?*
- MA1 Hm yeah
- ZA Nooo
- MA1 But she doesn't know/ she doesn't know she doesn't know the poem yet
- M. *Ah it's a surprise*
- MA1 But last year she did this year no
- M. *Okay*
- MA1 Because she doesn't know hm the poem
- M. *Hmm*
- MA1 She can read Arabic but she couldn't write like me
- ZA I think if you changed like/ everyone in like/ in the whole school and hm their mums and dads would like to come and hear it
- K. *Oh we could do that and invite some parents*
- ZA But it's up to you because I'm not the teacher
(my laughter)
- K. *I know well it's up to you because it's your ideas that are important would you like the parents to come?*
- MA1 Hm ... well what everyone thinks ??
- K. *Yeah what do you think would be good about inviting the parents?*
- ZA They can hear/ Mariam : well parents/ ?? parents because they could hear different languages as well
- K. *Yeah do you think that's important for them? ... Yeah? What do you think Zara?*
- ZA Not really coz they might like/ say ooh I know this one they might know some language but they might not because they might not want to go different countries and that
- K. *And do you think maybe that might want to go to a different country then?*
- ZA Well it is important because I just forgotten (?) there's somebody in here speaks hm maybe Polish or something like that or ... can't remember **French?** Aha hm like and somebody else speaks hm English they'll say what were you saying they'll say things like in French but they still don't know what they're saying that's unfortunate (important?) too
- M. *And did you enjoy hearing other languages that you didn't know?*
- ZA+MA1 Yes
- MA1 We do a song once with Miss B* and then she teaches some words and stuff like that and then we get like sometime homework and then we have to learn them and then everytime we learn a new language we use it outside for talking with people so we don't forget it and so remember it
- M. *Hmm*
- ZA It's not homework it's poems
- K. *Well this is for Primary 6 and 7 coming to our language club*
(...)
- M. *How did you feel about using Arabic in the school?*
- MA1 It's fun when you use it but when you like/ use English you feel it's a little bit hard when you start like/ the first day when I started English if you don't know everyone what everyone's saying and then when you start Arabic you think Arabic is easier than English and then you turn your mind and say English is easier than Arabic and you don't get it
- K. *How about you ZA?*
- ZA Well it's a bit hard because when you write Arabic hm ... when you write it it's so hard because/ I copy her what she's writing but I always get wrong and wrong I try to join the letters but I can't because it's so hard when I do like this like what she's drawn (written) over there (pointing at her name I'd written down) it's harder than the English bit the Arabic because it's so hard to join the letters

- K. *Why do you think it's harder?*
- ZA Because when you say / well I know how to write I join the letters I know / I don't know what I'm writing and I say/ my dad reads it and he says you don't know what you're writing is that true I say that is true (laughter)
- K. *Because I think it might be because you've been in school here in Scotland for a very long time and they taught you how to write but you didn't go to school in Iraq and learn how to write all the letters*
- ZA Well I was but hm (...) well some teachers don't have any car because like/ their / the school was like somebody like done something to the school and there was no more school to have and then we were going to be here and then hm somebody / the teacher told me hm that you can be in school but I said how he said you can now be in school but my dad said you can't because we're going in another country

- JA I like doing the poems and talking about our languages and what did we do
K. *What languages do you speak again?*
JA I speak Shona
(...)
M. *Can you tell me a bit about the poem you wrote?*
JA I wrote a poem about my totem My totem is an animal (?) that you represent as your dad's side like hm like Destiny has a totem because your dad has to be African or something my dad's an ?? but mine is an elant (?) it's a different kind of antle? But in Shona you say Chirah
M. *Ahm*
JA And I've written about hm that
M. *Is that something you created or...?*
JA My dad helped me with it (...) because I don't know the words but I try to learn it because some of the words are quite hard for me to say... because I can't remember what it says on the paper
M. *So the poem is quite related to your own story?*
JA Yeah
M. *Because it's about your totem*
JA Yeah
M. *Yeah? and what about the language you used, shona?*
JA Hm I speak a little bit of shona but my mum and my sisters talk in shona a lot because sometimes if my sister speaks to me in Shona I can understand it
M. *Ahm*
JA Because my mum teaches me a bit of shona because I was born in England and everybody speaks shona and me and my little sister are the only British people in our family so my mum tries to teach me how to speak Shona a bit
K. *Would you like to learn some more shona?*
JA Yeah ... because I know a little bit of shona from just learning ...
M. *Hm does the rest of your family live in Britain?*
JA Hm some of my family live in Africa, Birmingham, or Scotland because Sindy is my cousin and her mum/(...) because her mum and my mum hm are friends and we/they speak in a similar (same?) language and Lucy's mum is friends of them as well so I've known them/ Lucy and Sindy for a long time so because they can/ they speak my mum's language as well ... and ...
M. *And so has this competition helped you reconnect with your language do you think?*
JA Yeah because my cousin used to go to school (?) close to his house and he's forgotten how to speak Shona now because his people speak English but he didn't know what that means so they helped him speak English but now he's forgotten Shona
K. *That's a shame that's a waste it's always a shame when you forget your language*
JA Because he was from Africa and now he's forgotten, he knows it/ he's forgotten how to say but he can understand a bit of it
M. *And so your family helped you/ did you say your dad and your mum ? helped you with the poem? What do you think they thought of the competition?*
JA Pardon?
M. *Did they think the... Did they enjoy taking part in this competition?*
JA Yeah
M. *Do you think yeah?*
JA Yeah because my dad lives in Birmingham and my mum lives here
M. *OK*
JA So I usually speak to my dad on the phone to help me
- SA I wrote a poem about my mum hm love and friendship
M. *Ahm?*
SA And my mum is living in Portugal and she's trying to get a good work but she's still working in her job she is like in the kitchen trying to cook and wash dishes and other stuff she works in a restaurant and

M. *Where about's in Portugal?*
SA Hm... Lisbon
M. *Ahm*
SA It's sometimes difficult for me to speak English when I am in school and sometimes difficult I forget the words and ...
M. *And you live here with your Dad?*
SA Yes and my sister
M. *Ok*
SA My sister is 15 years old and she is studying in St Andrews trying to speak English to/ trying to hm learn some English and study in the school
M. *So the poem you wrote is hm... is something you created?*
SA Yeah
M. *And you did it by yourself or did you need any help?*
SA I did it by myself
M. *How did you find that was it difficult or?*
SA No I just used my brain and I thought something about like my mum and love and friendship and that's what I got
M. *Hm did you tell me you were born in Portugal?*
SA Yes
M. *So how old were you when you arrived in Scotland?*
SA Hhh nine
(K. asks SA to read her poem which she says "sounds beautiful" – Sandra reads the poem)
SA Hm there's a bit of English
K. *That's okay you don't need to read the English bit because you've told us what it's all about it I thought it was BEAUtiful and you did that all by yourself do you get to use Portuguese a lot?*
SA Yes I speak Portuguese in my house and my dad speaks English because he's been here like 2 or 3 years/ no 4 years in Scotland and he's working in Glasgow hm in a ... I don't know it's just a basement or something
(...)
K. *And did you tell your dad that you were doing a poem in Portuguese?*
SA Yes
K. *What did he think about that?*
SA He thought I was really creative so hm he said to me that's a good idea
K. *And what did you think do you think it's a good idea?*
SA I thought it was lovely
M. *Are you used to writing in Portuguese do you like writing in Portuguese?*
SA Yes
M. *Ok So how did you find the experience altogether did you enjoy it?*
SA Yeah ... hm... I thought I told my mum too she said that if she/ maybe it could be like in her birthday/ I've done that like 4 days or 5 before my mum's birthday I think
K. *That would be a lovely present I think she'd love that*
M. *And how did you feel about using Portuguese in a school setting?*
SA I think it was really creative

M. *How did it feel using your language in a school setting?*
JA I didn't really talk that much at school hm Shona because Sindy used to help me because I didn't know English at all so she helped me speak English so I didn't really speak that much Shona at school
M. *So was it weird to speak Shona at school with your poem?*
JA Yeah
(...)
M. *Did you think so too? What language did you use again?*
DE Yoruba and I didn't want to speak it because... I think because I was just scared... and ... hm... my friend speaks Yoruba ... and... she helps me
M. *Your friend at school?*
DE Yes
M. *What poem did you choose?*
DE I chose a love poem in Yoruba

M. *Is it something you knew or did you create it yourself?*
DE Hm I looked up in the Internet
M. *Ok*
DE But then my dad told me it in English because it didn't have the English part
M. *Hmm*
DE And then I wrote the English part with it
M. *Ok so you did one part in Yoruba and the other part in English the translation?*
DE Ahm
M. *So your dad helped you a little bit as well*
DE Yeah he helped me a little bit because my mum couldn't/ she can't write in Yoruba because she wasn't learning that in school but she could read it but and she was busy doing something
M. *Do both your parents speak in Yoruba?*
DE Yes and they were born in Africa
M. *And you were born here?... Where were you born?*
DE I was born in London and my little brother was born here.

NI I chose about this love poem as well about a scarrow (this girl?) living in this flower garden and it's like this scarrow (girl?) is wanting to go out of the house to go and see its friend but she can't because she's stuck in the flower ga/house so she just stays there until this person sees her out ...

M. *OK why did you choose this poem is it something you knew or?*
NI No I didn't know it like my mum knows it because when she was in China my mum's mum came over and whenever she's going to bed she always reads it to her and sometimes she sings it
M. *Hmm*
NI But when my mum left China and she went to London when I was born we went to Scotland for/for a... 9 years because I was in London for a year and when we came here my mum always sings it to me and it reminds me of my gran
M. *Hm ok and your mum speaks to you in Mandarin did you say? Mandarin or Cantonese?*
NI My mum speaks to me in Mandarin sometimes in Cantonese and I understand it I only know a little bit of Cantonese I'm in this school/ Chinese school and you get like levels and if you're in level 15 you'll be in Cantonese so I'm still on level 10 because I hardly know that much Mandarin so my mum is always trying to get me on it so I decided to try and ask my mum to make me learn Cantonese so I know how to learn it so if we're doing Mother Tongue Other Tongue next year I could do like a Cantonese poem
M. *Did you say you're learning Chinese in a school?*
NI Hh
M. *How do you find that?*
NI It's quite hard but then we get far too much homework and I don't like doing that
M. *Haha But does it help you speaking the language properly?*
NI Yeah
K. *Would you like to be able to read and write in Chinese?*
NI Yes

K. *What about you girls would you like to be able to read and write in Shona and in Yoruba?*
DE+JA Yeah
...
K. *How do you think you could do that?*
JA Hm learning
K. *And how are you going to learn?*
JA Learn from my mum and dad and Internet
K. *Yeah maybe you could get your parents to help you or you could get help from Internet do you think your parents would like to help you?*
JA Yeah
DE Not my mum but my dad will

K. *How do you feel about being able to speak more than one language?*
 NI Scared (or good?) Scary (laughter)
 K. *Scary?*
 NI Ahm
 K. *Why do you think it's scary?*
 NI Because like I feel if someone asks you what language do you speak and then say hello and then the next thing you don't know how to speak hello in that language and you forget it'll be scary because then they'll ask how do you know that language even though you don't like know how to say it you just know how to read it and understand it
 K. *That's a good point and I can see you nodding*
 (...) *Is there something positive about knowing other languages?*
 M. I think it'd be kind of easy because if you're learning too many languages somebody will ask you how do you say this and you say it in a different language it will get hard because you would be learning another language
 K. *Do you think you would mix them up?*
 JA Yeah by accident
 K. *Do you mix them up now?*
 JA Hm sometimes because if I say something in Shona I sometimes will say it in Spanish
 M. *Ha are you learning Spanish?*
 JA Yeah
 M. *How is that going?*
 JA Good Easy I'm learning foods and drinks
 (...) *and do you find learning a new language easy?*
 JA Yeah
 M. *Tricky?*
 JA A bit because then you have to memorize everything she says
 M. *How do you find learning Spanish Sandra?*
 SA It's easy for me because Spanish is a bit the same as Portuguese and Brazilian
 K. *Yes it's very very similar isn't it*

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- K. That's brilliant who do you speak Check with?
 SI1 My mum/ my family
 K. *With all your family lovely thank you very much*
 KA1 yeah I heard you one time when I was walking behind your back I heard you speaking a different language so I was like that's a weird language
 (...)

 M. *Did you recognise the language?*
 KA1 No
 K. *No?*
 KA1 But I did recognise you
 (laughter)
 KA1 funny that it was/
 K. Because SI1 told me something very interesting and that was that sometimes he can understand what you're all saying
 (others) Polish
 K. *even though you're speaking Polish*
 (others) Yes
 SI1 Aha because Polish is nearly like Check
 KA1 it's near Romanian
 SI1 it's similar
 KR Hi country neighbour!
- KA1 I know what this is called in Polish
 K. *You know it?*
 KA1 [skaraʃopeta]
 K. *Is that it?*
 HE+MA2 [skaraʃopeta]
 K. *Does anyone else know that one?*
 (others) Yeah!
- K. *What did you enjoy?*
 HE I enjoyed like thinking of the English bit
 K. *Oh you enjoyed that bit?*
 HE Yep
 K. *Can you explain why?*
 HE I don't know I just don't know why I just/
 M. What did you/ What did you write in the English bit?
 HE Hmm ... that it reminded me of like summer holiday then the beach and stuff
 K. *Right because you wrote Ogorek? (sneeze) didn't you? And you thought about all the things that reminded you a lot*
 HE Yes
 K. *Hm anyone else wants to share something?*
- K. *How could we make it better next year? What would you change? KA2*
 KA2 so you write the poem and at the bottom you could draw a picture what it's about
 K. *Oh so you'd like to do some illustrations next year about the poem?*
 KA2 Ahm
 K. *That might help ... how would that help people?*
 KA2 Hm because if it's in Polish they won't understand if you forgot to do it in English and they could pick up a picture and then they would know what it was about
 K. *Fantastic*
 (...)

 SI1 Change the poem

K. *Oh so you would do a diff/*
 SI1 *to make it better*
 K. *Oh you would make a better poem so maybe you could take a poem and you could make it better and add on to it to make another one that's a really good idea for next year*
 (...)

 HE Hm make up your own poem
 KR Oh that was my one
 K. *Oh was that your idea? Who would like to write up your own poem next year in Polish or in Check or in Urdu?*
 KA1 *oh I don't know how to write by myself*
 K. *Oh well maybe we could get someone to help*
 (others) Yeah
 K. *If I could get some to help would you like to write your own poem*
 (All) Yeah
 (...)

 K. *So Carolina what do you think about it?*
 KA1 Hm if you could write it in English I would say yes but if you have to write it in your own language I would say/ I run away (rires/confusion)
 K. *Why would you run away?*
 KA1 Because I don't know how to write in Polish (...)
 K. *And who could help you then?*
 KA1 Mum
 K. *And would you like to work with your mum?*
 KA1 Ahm
 K. *How does it make you feel that you can't write in Polish?*
 KA1 Worried
 K. *It worries you why does it worry you?*
 KA1 Because if you're in a competition and you don't know how to write something in your language you don't know/ and you don't know how to read it's really hard because then you won't understand (...)
 M. *But you can always learn to read and write in Polish?*
 KA1 Yeah I started/ my mum was reading me some Polish things and learning me to Polish but then my little/ sister came and she fired all of the kitchen
 (KA1 carries on telling this incredible story but her kitchen blowing up with all the pages written in Polish!)
 K. *So it can be quite hard for her to find all the time to do that but you can decide anytime that you want to read and write in Polish*

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K. *What did you think about writing in Polish?*
 KR Hm good
 K. *(laugher) why?*
 KR Because it was MY FIRST LANGUAGE
 K. *It was your first language and what was it you said hm/ because it was really interesting what you said about when you lived in Poland what did you think then when you lived in Poland?*
 KR That... the Polish language was the only language
 K. *It was the only language*
 KR I thought that
 K. *Oh*
 KR I didn't knew that there were/
 M. *And how come/ when did you realise that there were more languages?*
 KR When I was/ when I moved to Scotland
 M. *Because?*
 KR They were speaking in another language
 M. *Hmm... and then you s/*

KR The first time I didn't understand the language but then I met HE who was speaking Polish and then I was understanding the language a wee bit

M. *What? Polish or English?*

KR English

M. *English*

KR Coz I understand every word in Poln/ish but still don't understand every language in hm/ word in in in in Scottish (*starts playing with the microphone*)

M. *And you speak Polish at home?*

MA2 Yeah

M. *With your parents?*

MA2 Yes

K. *Do you like speaking Polish?*

MA2 Yes

K. *What is your favorite? Polish or English?*

MA2 Hm Polish

K. *Why is Polish your favorite?*

MA2 Because I AM Polish

K. *Because you are Polish! Is that/ Which one's easier?*

MA2 Polish

K. *What about reading and writing?*

MA2 Hmmmm English (laughter)

K. *Aah so you think it's easier to speak in Polish*

MA2 Yeah

K. *But it's easier to read and write in English why do you think that?*

MA2 I don't know

K. *You're not sure what about/when did you learn to read and write in English?*

MA2 Hm when I was in Primary 2

K. *Yeah in school and did you go to school to learn Polish?*

MA2 No

K. *No maybe that's why then/ have you enjoyed the competition then?*

MA2 Yeah

K. *Why do you think you've enjoyed it?*

MA2 Hm because I like writing

K. *Because you like writing and do you get a chance to write in Polish a lot?*

MA2 Sometimes

K. *Sometimes when/*

MA2 When I write a card to my mum

K. *Ooh so when you write home what about in school?*

MA2 Hm yeah sometimes

K. *Sometimes when did you write in Polish in school?*

MA2 Hmmmm when I write a card to you

K. *When you write a card to me? I'd love that*

K. *KE just said something very interesting to me that I didn't know*

M. *(Laughter) What did you say ?*

K. *KE what did you say about your Polish? Is that your first language?*

KE Second

K. *What's your first language?*

KE Scottish

K. *Scottish is your first language why do you think that ?*
(HE + KR in the distance) My first language was Polish)

KE Because my mum tells me that

K. *Because your mum tells you that / what language do you speak with your mum and dad?*

KE Polish

K. *You speak Polish with your mum and dad*

KE And a wee bit of Scottish with my brother

- K. *And a wee bit of Scottish with your brother but then Polish is your second language and English is your first one*
- M. *Which one do you find easier?*
- KE Polish
- M. *Polish? And can you/*
- K. *What's your/*
- M. *Can you read and write in Polish?*
- KE I can a wee bit write and I can a wee bit read
- K. *What about in English? Can you read and write in English? So which one's easier?*
- KE Scottish
- K. *It's easier to write in Scottish that's because you're in school here and you're learning to write it*
- KE Coz see double U has a knot inside there/ it's only like/ this is double U L
- K. *Yeah so a double U is like a line with a line through it/ the letter with / yes you can (to another pupil)*
- KE It's like a T
- K. *KR has all the blue tack*
- KE It's like a T
- K. *Yeah so the letter double U in Polish looks like a T it does it's called a [w]*
-
- K. *KAI would you like to chat to M. for a little bit because you haven't spoken to her yet KAI you're going to Polish school ain't you?*
- KA1 Ahm I'm not going to Polish school it's just the Internet and then learning a lot of things and I have a // ... Miss Barrett and I have a book called ???
- K. *And what does that mean?*
- KA1 Ahm I'm not sure and it's about a little girl who made something out of clay and he's called plastos and he's coming alive
- K. *Oh waow and so you're learning Polish on the Internet*
- KA1 Ahm
- K. *And is that hard or easy?*
- KA1 Hm easy you just look at words that your teachers doing and then you learn things
- K. *Ah and do you like learning Polish?*
- KA1 Ahm
- MA2 Miss B*
- K. *Why do you think/ (to MA2) you're going to Polish school as well ain't you?*
- MA2 Yes but I'm not looking at the Internet I'm going to the real Polish school
- KAI So you're like walking to the real school
- MA2 I'm not walking it's too far away
- K. *Oh so you have to go in the car?*
- MA2 Yeah my dad and mum and sister but she goes to the nursery (...)
- M. *What day is your school?*
- MA2 Sunda/ Saturday
- M. *Saturday?*
- MA2 Yeah
- M. *Do you go every Saturday?*
- MA2 Yeah
- KA1 Mine is Sunday AND Saturday
- M. *On the computer? ... Yeah*
- MA2 I just do it Saturday at ?? Friday
- KA1 well actually it isn't just weekends it's every single day so I have double school
- M. *Double school?*
- KA1 Yeah and when it's the weekend I don't have a weekend because I have to work on the internet
- M. *No holiday?*
- KA1 No
- MA2 I have just one weekend
- M. *Just one weekend?*
- MA2 Hmm
- M. *And do you enjoy that? ... tell me girls/*

HE no two days ... because Friday then you don't have any school at weekends
MA2 but I don't have ... weekend I have just one weekend
KA1 I have none weekend (laughter) no fair
M. *Tell me what about the competition? Do you think it helps you with your Polish?*
KA1 Aha it helps me because I normally used to talk a lot of Polish and I've known how to talk Polish but now because I talk in English for very / a lot with my friends and the teachers I kind of forget some words in Polish now
M. *Hmm did you tell me you were born in Poland?*
KA1 Pardon?
M. *You were born in Poland or Scotland?*
KA1 No I wasn't I was born in Scotland but then my mum taught me how to speak in Polish and then my mum taught me how to speak in English
M. *Okay so your mum speaks both to you does she?*
KA1 Aha
M. *So she sometimes speaks to you in Polish and sometimes in English?*
KA1 Aha so she speaks Polish at home and she speaks English when she wants to buy something or tell the teachers something that she's gonna pick me up
M. *Aha so the competition helped you remember the language?*
KA1 Aha it helps me / so one day I forgot how to say hm ... mum in Polish and I was like hm mum and my mum was like what are you saying are you not talking in Polish and I said I forgot how to say mum in Polish and then my mum said that is easy
M. *(laughter) So how do you say mum in Polish*
MA2 Mama
KA1 Hh mama or maman
M. *Maman? Like in French*

M. *And did you enjoy being able to write in Polish at school?*
KA1 Aha
MA2 Yeah
KA1 I don't actually know how to write in Polish or read in Polish my mum normally does it for me
M. *Yeah*
KA1 And on hm on the last Friday my granny came from Poland to here but hm on this Monday she went away to Poland again
M. *This Monday you're going to Poland?*
KA1 Hm no my granny went away to Poland after this Tuesday
M. *Ah*
MA2 I'm not going to Poland on holiday because we don't have anywhere to stay
M. *Ah*
KA1 And I can't go to Poland neither because my little sister doesn't have a passport and when it was 2015 the summer we couldn't go again because my dad was moaning and complaining but my little sister does not have a passport and we can't find hm ... we can't find the place where we got the passport and then we're complaining again we can't go to Poland and my dad is moaning again but we can't we can't I'm gonna be sick and then I'm gonna fall asleep and then I'm gonna be sick I can't go I've got to go to job my tummy's too big to fit in we don't have enough money we only have 300 pounds but I have to have it for food and water for us and then we can't go to Poland

K. *Did anyone liked that they got to write a poem in a different language?*
KA1 well I didn't write it my mum did but I still liked the poem
K. *You still liked the poem because you got to hear it in another language (...) Is there anyone here that would have preferred to do their poem in English? ... oh some of you (?) No would you have liked to have done your poem in English and not in Polish?*
KA1 I would like to do it in Polish and English other pupil : or half Polish half English (...)
K. *So would you like it if next year I said you're not allowed to do it in Polish, Check or Urdu? Would that be a good idea?*
(All) Nooo

- BL Basically like you can express like who you are and like your/ like work your languages and you don't have to use just like English all the time
- K. *Ahm do you ever get another chance to do that in school?*
- BL No
- K. *Not really?*
- BL Basically when people just ask me in the playground how do you talk Polish you know it's like ??/
- K. *Do people ask you in the playground how to say things? Have they always done that?*
- BL *Yeah* they always speak Polish to me like hello like we always have conversations with my friends and they're like speak in Polish and I'm like you don't know Polish you don't understand it because they use google translate it's not ??
- K. *And how does that make you feel though?*
- BL It makes me feel like happy about my language because they like tolerate me
- K. *Yeah*
- BL and they like respect me they're not like I don't like your language I'm not talking to you or something
- K. *That's really interesting thank you for sharing that BL, KA2 have you any ideas because this is/ you've just joined the school so you've not done the competition before ?? (bruit microphone)*
- KA2
- K. *Have you enjoyed it? ... Some bits?*
- KA2 Yeah ...
- K. *which bits did you enjoy?*
- KA2 ... poems
- K. *Poems oh the poems that we've shared or your own poem?*
- KA2 Hmm that we've shared
- K. *That we shared, and what did you not enjoy it about it then?*
- KA2 ... don't know
- K. *You're not sure? Have a wee think and if you think of it you can say it okay/*
- M. *Did you enjoy being able to speak in Polish and about Polish?*
- KA2 ... yeah
- M. *Yeah?*
- K. *Hm you wrote your own poem didn't you?*
- KA2 Yeah with my mum's help
- K. *Do you want to tell M. about your poem? Because she hasn't seen any of your poems yet*
(...)
- KA2 My poem was about dogs ...??/ and about the friendship
- K. *Yeah but it was about one particular dog wasn't it?*
- KA2 I can't remember it really
- K. *Was it about your dog?*
- KA2 Ahm
- K. *And who did you write your poem with?*
- KA2 My mum
- K. *And/ had you ever written in Polish before?*
- KA2 ... (nod)
- K. *Never so you're in Primary 6 and that's the first time you've had to write in Polish*
- KA2 Yeah because I was in nursery and I came here to P4 (??)
- K. *Ahm*
- KA2 So I didn't have to really write in Polish
- K. *So what did you think about writing in Polish?*
- KA2 Hard
- K. *It was hard, did you enjoy it?*
- KA2 Ahm
- M. *Would you like to do it again? Would you like to/ do you think you could write in Polish now?*

KA2 Yeah quite yeah
M. *So in the end it wasn't that difficult or was it?*
KA2 ... Quite
M. (laughter)
KA2 Quite
M. *Quite*
K. *Was it a wee bit easier because you had someone to help you?*
KA2 Ahm real easy
K. *Yeah? What about you MI? What poem did you do again?*
MI So I've done a / well it's not a poem it's actually a song but it has rhymes it's about a cucumber and I made it with Miss B*
K. *You did Ogorek didn't you?*
BL Is that the one that C* did
K. *Yes it is C* did that one last year and she won last year*
BL she had to sing that one ??
MI Actually I think that song ??
K. *You knew it before? Yeah?*
BL it sounds cool (*starts singing*)
BL Yeah it's quite an uplifting song ... hmmm
MI It was made by a ... famous Polish band song... yeah
K. *Yeah it's/*
MI But that's okay (?)
BL I don't know any Polish songs
K. *Do you not?*
BL No
K. *But you know some Polish poems*
BL Well that's because/ yeah it's because my mum likes poems in Polish and she always like reads to me and she gets those big books and I'm like I don't want to read that
K. *And why do you not want to read it?*
BL It's just/ I like English more and I don't know Polish is like boring because I was born with it and it's like/
KA2 English is quite easier/
BL it's easy it's like you've just got it in your brain whereas English I need to actually use my brain and like think ... I don't know
M. *You/ KA2 do you think English is easier?*
KA2 Hmm
M. *And you think Polish is easier (to BL)*
BL No I think/
M. *English*
BL English but / you just need to like think about English whereas Polish you don't/ you just don't
K. *So Polish is more automatic*
BL Yeah it's like/
K. *but ... with English you really need to think about it hm when you are thinking are you thinking in English or in Polish?*
BL English
K. *You think in English?*
BL Always English
K. *Always, what about you KA2?*
KA2 Sometimes both
K. *Sometimes both, MI?*
MI I'd say Polish is better for me because I feel like better I use that language like more than the English language I guess, I don't understand some words in Polish and English I think more English words I don't understand because they're hard sometimes
K. *Ahm*
MI so I/ I would just use Polish with my mum so
K. *It's a really good idea because I've spoken to you before about how it's really important to have more than one language it's a great skill that you have it's*

- something you should keep doing or would some of you prefer to only have one language?
... (someone nods)
- K. yeah why?
- BL Hm because Polish is like / I don't know I just don't like it I don't have a reason
- K. That's okay
- BL I just don't like it I like English more
- MI/KA2 because it's boring probably ??
- M. *And do you speak English with your parents*
- BL Yeah
- M. *Yeah ... and do they sometimes speak in Polish or ... just English?*
- BL My parents? Yeah Yeah they speak in Polish a lot whereas like me not/
- M. *And you reply in English?*
- BL Yeah
- M. *Yeah*
- BL And they're like (puts on a funny voice) can you say in Polish because I don't understand it and like at every parents evening they're like needing a translator although they understand it/
- KA2 I get that too a lot
- BL Yeah they're like (funny voice again) uh hello I don't I don't understand it and they're like hm they do understand it they just like/ I don't know I don't know why they always say they don't
- K. *Well it can be sometimes/*
- MI They don't want to reply in English
- K. Yes
- BL Yeah they just can't like because they don't understand their accent because it's like it's like (puts on an accent) hello/
- K. *Hhm and also when you come to parents' night the language that teacher/that a teacher would use on parents' night is very very different to the language your parents would be using say when they're talking to you or talking out in the street or with their friends it's very very different so they understand everything the teacher's saying to them but it can take them a while to work out what the response should be and that's why we get interpreters to help them so they don't need to think about it because on parents' night you only have five-ten minutes so it's really important to make good use of that time... and is your family the same KA2?*
- KA2 Hmm
- K. *So they can understand English really well but they find it a wee bit harder to speak?*
- KA2 Not/ they can understand but not really speak
- K. *Ahm... that's actually really common especially with some children as well ehm Blanka do you want to ask MA3 in Polish if she's enjoyed the competition?*
- (Exchange in Polish between the four pupils)
- MI she says it's cool
- K. *It's cool* (laughter)
- M. *What did she write her poem about?*
- K. *I don't know if she did ??*
- (Exchange in Polish between the four pupils)
- K. I don't know if we've finished it
- BL No but she knows what it's about
- M. *She?*
- BL She knows what it's about but she didn't write it yet ...
- K. *Do you want to tell us what it's about?*
- (Blanka translates – Martina answers in Polish)
- BL she remembered about a competition in her old school
- K. *Aha*
- BL and she remembered the poem
- K. *Oh waow that sounds really exciting we could do that in January when we come back (...)*
- K. *Would you like to do it again next year KA2?*
- KA2 Hmm

K. *Yeah/ if you were here and you could do it again what would you change what would you do differently?*

KA2 I'd try to put more effort

K. *You'd like to put more effort into it good okay no that's interesting to know / do you not think you've put in much effort this year?*

KA2 I was just trying to do it quite quick

K. *Trying to do it quickly (??) next year you'd do more*

MI Last / last year I didn't do anything

K. *No I remember that you didn't even enter the competition last year did you*

MI No

K. *Because you didn't have anything done*

MI No

K. *So why did that change this year?*

MI Why did it change this year hm I don't know I just sorio(??)/ I thought I would just do it because like I didn't do it and I remember like I don't feel un/I feel uncomfortable if I don't do the poem

K. *Aah*

MI And/

BL it's like betraying your own language or something?

MI Yeah

K. *Say that again?*

BL It's like betraying your own language if you just don't wanna use it /

MI so I just thought

BL you feel bad

MI I'd do it in here because it's easier and because there's ???? and yeah basically you just/ I just copy paste the poem and write about it and

K. *Hmm*

MI that's all

K. *Well it's more than you did last year isn't it?*

MI Yeah

K. *You thought about it a wee bit more and what about you BL?*

BL Well I went on google images and I searched up stuff that/ being yourself my poem is about being who you are and then I changed the words so it wouldn't be completely like/still sounds like it but I've changed a few words just so it's not fully it and then I wrote like a long English bit and we had to delete it because like/ we had to delete a little bit because it was too long

K. *Yeah you wrote almost was it six hundred words?*

BL Yeah

K. *And they're only allowed two hundred and fifty words so we got it down to about three hundred words I think that would be about it*

BL It was two hundred and seventy five

K. *Was it two hundred and seventy five when we finished (laughter in her voice)? We had to try and edit it a bit so we got same message across but changed it a little bit so what would you do differently?*

BL ... I don't think I would do anything differently

K. *You wouldn't do anything differently? That's okay/ any ideas to how we could make it better for next year for other groups of children?*

MI Hmmmm I think/

BL You (we?) could get like us in here and we could talk about how we enjoyed it and like/ because we're big ones from St Andrews

MI except for me

BL and they'll be like oh yeah/

BL That's/

MI Except for me because I don't think I will (would?) be here

K. *You won't be in St Andrews*

MI No/

K. *That's a good idea I hadn't thought of that one that we could get childr/ and that means even/ like children that are in second year now could come back as well*

BL Hm

- K. *to visit and to share their new experiences and to talk about the competition I like that idea (...)*
- M. *BL what did you write in the English bit?*
- BL *Well I wrote like who like I'm truly am and that like/ I just think everyone should be themselves because (??) like being normal is like so boring and like being different is something like you should be and like/ it's like a quote that I use in like everything that I have and like my touch/ my home screen and in my phone and everything we were born to be real not perfect and I like it (...)*
- M. *And hm so you told me a bit about how you feel about Polish and English, how do you see both languages in your life?*
- BL *Well Polish mostly is at home or like when I speak to my friends because I have like two friends that are like English and then their friends are English but then I have like real actual Polish friends and like / I used to have friends in Poland but I don't anymore I have like one*
- M. *When did you say you arrived in Scotland?*
- BL *In Scotland I have like/ a couple of English friends and then like two Polish friends and I like basically hang out with the Polish friends a lot and like with the English ones we just speak at school*
- M. *And the Polish ones you speak in Polish?*
- BL *Yeah we speak in Polish but sometimes when we're like with our other English friends we need to speak English because they don't understand and they're like ooooh .. yeah/*
- M. *Okay and when did you arrive in Scotland did you say/ where you born in Poland?*
- BL *I was like two and a half and I went straight to nursery*
- M. *Okay so you do use Polish in Glasgow*
- BL *Yeah*
- M. *How about you do you use Polish elsewhere ... than home ?*
- KA2 *A lot*
- M. *Yeah?*
- KA2 *... a lot*
- M. *With friends or?*
- KA2 *Yeah with friends a lot sometimes in English*
- K. *Which do you prefer to use? ... You can be honest it's just us ...*
- KA2 *English*
- K. *You prefer using English do you know why ?*
- KA2 *Don't know*
- K. *Not sure... that's okay*
- BL *I'd say Polish because then you go ooooooh did she say that to you and then you say it in Polish and then they can't understand it's really funny*
- M. *You can tell secrets*
- BL *Yeah*
- MI *And Polish is really good because you can talk to your friends like Polish friends in Polish and if you have a trusted friend you can just tell him secrets in Polish and the other guys don't understand ...*
- M. *Okay and hm you said about Polish songs you said you don't know any Polish songs?*
- BL *Well I know like the real like Polish pop stars are like our Justin Biebers and everything but they don't sound anything like it*
- M. *Hmm*
- K. *And do they sing in Polish?*
- BL *Yeah*
- KA2 *In English*
- K. *And some of them sing in Polish and English*
- BL *Miss but like when you see Polish people coming at you and starting singing in English like I remember I was at a camp in ... I wanted to sing an English song but the only English songs they had were from Titanic and then a girl went on it and she didn't know the words so she had to print it out like you didn't hear the songs you only heard like [éo] because it's different...*
- K. *Do you enjoy having two languages?*
- BL *Yeah I like it ...*
- M. *And so sometimes/ with some of your friends you have like a choice of using Polish or English how does that work?*

- BL Well basically we just talk English with other people but we speak Polish just by ourselves like for stuff that is private or like we can talk English anytime but we usually we just we like start with English but then we just get into Polish for no reason
- K. *Does that ever happen with your family?*
- BL Yeah we're like hello mum and then blblblb she just uses Polish
- K. *Yeah? What about you KA2 do you use both languages in your family?*
- KA2 Not really just Polish ...
- (...)
- M. *Did you enjoy writing this bit in English?*
- BL Yeah
- M. *What did you find it useful for?*
- BL Well for expressing your emotions and like feelings
- M. *Hmm (...) How would you like to spread your poems? How would you like to show your poem?*
- BL Well ... if I was into spreading my poem although I probably wouldn't I would probably keep it to myself but if I was meant to spread my poem I would probably put it on social media or put it in a book or something
- M. *Hmm but you'd rather keep it to yourself?*
- BL Yeah
- M. *Yeah?*
- BL Although like maybe one day but I don't think so/ the point is like my friends pay like 50 pounds to go to Polish school and I still talk Polish and I don't get that (???)
- KA2 Oh yeah Polish school I hate that
- K. *Do you go to Polish school?*
- BL Yeah I need to go because I keep on forgetting Polish words
- K. *How does that make you feel that you keep on forgetting Polish words?*
- KA2 Difficult because I'm trying to speak to my mum and she's like but what that mean what that mean
- K. *What would you do then if you can't think of a word in Polish? How do you communicate?/*
- BL Google translate
- K. *Google Translate? Do you like ever try and explain what the word is?*
- (...)
- M. *What was your first feeling when Mrs B* told you about Mother Tongue Other Tongue?*
- (...)
- BL was it like the second time or the first time?
- M. *Tell me about the first time and the second time*
- BL Well I was like ooooh what are we doing I was like what's the point of this like I don't get it and I was like I really don't want to do this but I don't know I like it because we got to draw and everything (laughter) but then I actually started liking it so it's good/ but first I didn't
- M. *And then what do you think made you change your mind?*
- BL Well I learned that we've just got to express ourselves and not like just do a drawing do a poem like that actually meant something
- M. *Hmm*
- BL started enjoying the poems that's what changed
- M. *Hmm .. How about you KA2?*
- KA2 I'm like
- K. *Because you had just started in the school*
- KA2 Yeah
- K. *And you'd never met me before*
- KA2 No I just like/ I met you when/ you was like (??) I was like I'm going for it and then like why are we drawing there I thought we were doing some poems I'm like/ next week we're like ooh no poems okay I'm fine with it it was like typical (?) something different
- K. *Something different*
- M. *Is it because of the form? Is it because it's poems?*
- KA2 Hmm

- M. *Or I mean if it had been tell a story for example in your language would that be different?*
- BL the story would have been very different because it would have been like it would have been way better if we could have like write a story I think but the poems/ like I used to write poems in Polish but I stopped doing it in like primary 5/ but my mum still writes poems to this day and she still writes stories
- M. *So it wasn't so much about using Polish it was more about the poems that kind of ... didn't make you feel comfortable?*
- BL Yeah
- M. *Yeah?*
- K. *Do you do much poetry in school? ... in class normally*
- BL well
- K. *Would you do more stories or more poems?*
- BL Stories ... yes stories
- K. *Yeah?*
- BL We're used to stories
- K. *So it was something a wee bit different as well, what about you MI because you've done it twice, can you remember back to the very first time I came into your class and told you about the competition ... and how you felt?*
- MI I felt like hm funny the first time I heard/ I didn't know/ I didn't know what's about and like/ I felt like hm/ but then I went twice or three times I done it and just continued on the poem but I didn't have the writing (??) because of the homework
- K. *Hmm a wee hard to fit it in, so both of you did it last year, which/ do you think this year was any better? Or was it the same?/*
- MI I think this year was better for me because
- BL yeah for me too
- MI I just done the poem
- K. *Yeah*
- BL It was better for me too
- K. *Do you know why?*
- BL Well because I just wrote like a different poem I took like/ ... I didn't take like/ I took I think the same amount of time but I put in like/ I put in the same amount of effort but it was something like different than the other poem I don't know why I think I just did something better this year
- M. *You felt happier about your poem this year?*
- BL Hmm
- MI It was a hard choice when I was doing the poem because when I saw the mother tongue other tongue book I saw the / about the cucumber song I didn't know what/ I thought I'd just do it ...
- K. *just do it again*
- BL I think it's/ I think I like it more this year because like in this poem I express my feelings and this poem is really depressing and sad it's like a little boy crying
- K. *Yeah last year's poem was very different because this year you wrote a wee bit more of it kind or yourself as opposed to finding a poem that was already there*
- BL Hmm
- M. *But this year you found a poem and you changed a few words is that right?*
- BL I went on google images and I found like different images and I took it
- KA2 Hmm I know that too
- BL Yeah and then I put them into different words
- M. *Ah okay (...) so you're used to speaking Polish with friends and you go to Polish school as well sometimes/*
- BL A a I don't
- M. *You don't? ... you do (to KA2) hm how did you feel about having Polish in the class at school? Being able to talk Polish/*
- BL I think it's nice that we're getting tolerated in that respect because I like/ I probably think that like if someone English came into our school like I remember I was/ I came from Scotland and I was in Poland for like half a year and I got special lessons with the headteacher but like the headteacher was really nice and actually cared about other kids whereas other ones like the other teachers they weren't actually that respectful/ they weren't nice (...)

- M. *So do you think a competition like this/ not the competition but the actual spreading sharing languages do you think that can help change the image Yeah pupils have of languages?*
- BL Yeah
- M. *In what way?*
- BL Well they're like like they don't know how like difficult it is to be naturally speaking two languages until they actually see it and like because when they like see us translating into English they think it's a guess it's like waow whereas when we translate into Polish or like any other languages they're like oh my goodness look what they can do we can't do all this (...)
- M. *Do you think Mother Tongue Other Tongue has changed slightly or not at all the way you relate to Polish ?*
- BL Yeah
- M. *how you feel about Polish?*
- BL Yeah it's changed
- M. *Yeah*
- BL I used to like not really be confident with Polish but like all my friends started going like ooh let's go to Polish club (...) and then this club got me into talking even more so it helped ... with Polish
- K. *Can I just ask on that because you stopped coming for a wee while*
- BL Yeah I did
- K. *which is okay because it was your choice to come but do you want to explain then why you stopped coming ... because you did a lot at home yourself which is really impressive*
- BL I don't know
- K. *Not sure*
- M. *You preferred doing it by yourself?*
- BL Yeah because I think like the group was like/ I don't know I just preferred doing it by myself
- K. *Yeah*
- M. *So for you it was quite a personal thing I think*
- K. *Yeah*
- M. *So it helped you/ would you say it helped you being more confident with speaking Polish?*
- BL Yeah
- M. *Okay that's what I thought, how about you KA2? Has it changed the way you feel about Polish or/*
- KA2 Yeah quite yeah because when I came here I didn't know real Polish or English so it was hard to write or something and mother tongue other tongue really helped me with it
- M. *Hmm specially with writing and stuff*
- KA2 Hmm and talking and writing
- M. *Hmm ... and you MI?*
- MI Hmm I think I just do it here because I don't want to do it myself but I think I would be comfortable (??) that speak Polish and .. yeah I do it because I think it's special to me
- M. *Special to you? ... to be able to speak Polish?*
- MI Hmm
- M. *Alright okay thank you very much*
- K. *I'd like to remind you that you're very talented that you can actually speak these two languages and don't forget that even though it might be a bit hard at times (...)*

- K. So you've all enjoyed the competition?
 (All) Yeah
 K. *And OL what was your favourite part of it all?*
 OL My favourite part was when doing the poems
 K. *Yeah/ and what poem did you choose?*
 OL Hm [sɒməflawɑ]
 K. *And what does that mean?*
 OL It's like a tall tale, about a girl
 K. *And was that one that you wrote yourself or one that you found?*
 OL I found
 K. *You found*
 KE1 You found it
 M. *hmm*
 K. *And how did you find it?*
 OL I found it from a book when I was little (??) I always read that
 K. *Ah so when you heard about the competition was that the first one that you thought of?*
 OL Yeah
 K. *Hm What does it remind you of?*
 OL It reminds me of people who tell tales
 K. *Hm does that happen a lot?*
 OL Hm yeah
 K. *Yeah/ I think actually there is a girl in one of my other schools and she chose the same poem and she speaks Polish as well and that was the poem that she picked Hm did you do the competition last year?*
 OL No
 K. *No did you hear about it last year?*
 OL Yeah
 K. *So last year did you want to do it? Yeah and (Aida yawns, K. asks her if she wants to go back to her class) hm how did you feel then when you found out we were gonna do the competition again this year?*
 OL Excited
 K. *Yeah*
 ...
 M. *so how did it feel/ so you use Polish*
 OL yes
 M. *and how did it feel to write in Polish?*
 OL Quite happy
 M. *Yeah? Is that a language you're used to writing in?*
 OL Yes
 M. *Who taught you to write in Polish?*
 OL My mum
 K. *Oh waow lucky you because lots of children nobody teaches them to write in another language*
 SA My mum teach me how to write my name
 K. *Did she teach you to write your name? That's because your mum is really good at writing Arabic*
 SA I know how to write my mum's sister's name in Arabic/ no forget about it (??)
 K. *oh you don't know how to write it in Arabic*
 SA No I do it's just the (??)
 K. *Ah is the keyboard in Arabic?*
 SA Yeah
 K. *Oh waow so do you use that a lot*
 SA Hhm
 K. *So does that mean that you're learning to read Arabic?*
 SA Write Arabic
 K. *You're learning to write Arabic waow*

M. *So SA maybe you can tell us about your poem because you wrote a poem with your cousins from the other school?*

SA Hm

M. *Hm did you enjoy that?*

SA Yeah

M. *Can you tell me about the poem?*

SA *It's about/ it's/ in Halloween Miss B* showed us and it was like/ knock/ who's that knocking on my door (she recites the poem)*

K. *Do you remember doing that here?*

SA Yeah

K. *Yeah because we did this poem with all the boys and girls but SA did something very special with her cousins, what did you do with your cousins?*

SA Hm I write/ wrote it in English

K. Yes

SA but made it in Arabic

K. *Yes so SA used English letters to write it in Arabic so that when she reads it she can read it in Arabic and then her cousins what did she d/*

SA She wrote it in Arabic

K. *She wrote it using Arabic letters*

M. Hmm

K. *So they used one of the ideas that we did in all the schools with all of you to make your own poem because that's how we did that with you all so if you wanted you could write your own poem in your own language (...)*

M. *And did you speak Arabic together or English with your cousins?*

SA Sometimes Arabic but a lot of the words English

M. Ahm

SA I'm good at speaking Arabic and English sometimes (*hésitante*)

M. *You speak Arabic at home with your parents?*

SA Ahm sometimes I say like words in Arabic and then I say them in English and my mum says what does that mean

K. *And does she ask you in Arabic what does that mean?*

SA Ahm

K. *Because your mum is just starting to learn English isn't she? Is she enjoying college?*

SA Ahm

K. *It's hard*

SA A wee bit

K. *Yeah are you helping her (nod) That's good (...)*

(K. asks around who knew about the competition last year)

K. *Do you remember last year we did a big assembly?*

KE1 Ahm Oh and/

K. *Miss S* did an assembly and everyone joined /*

KE1 And then SY and everyone talked about their poems and you had a festival

K. Yes

KE1 So that's gonna happen this year too

K. Yeah

KE1 Nice!

K. *So what made you want to take part last year? Why did you want to do it? ... Anyone?*

AI I wanted to do it because ... I like teaching people other languages they don't know

K. *So you wanted to share your language with others and teach them some of your language that's a lovely idea/ OL what were you gonna say?*

OL The same

K. *The same so you'd like maybe to share your language*

OL Yeah

KE1 You see when I got the letter to join in

K. Ahm

KE1 it said you will improve and you'll get to know your language better so you all get to improve your language

K. *And do you think you've improved a little in Malayalam*

KE1 Yeah

K. *And how did you manage to do that?*

KE1 ... Hm see when I got my poem I needed to read it out like one hour two times
K. *You had to read it out and do you get to read a lot in Malayalam?*
KE1 Yeah
K. *In school!*
KE1 *When I went to India hm some/ you know like Malayalam words are different than English so I can get really mixed up with which letters are which because it's too difficult to tell which one's which*
M. *Is it similar do you think?*
KE1 No because sometimes you get like this (*writes a sign in Malayalam*) and other words are like this so you get like mixed up and I don't know/ I've improved a little bit talking Malayalam but not the words
K. *Hmm*
M. *Hmm*
K. *So you're speaking a little bit more Malayalam*
KE1 Yeah
K. *that's good because that's important to keep up all your languages*
M. *Can you tell me a little bit about your experience of the poem? Did you write it with your brother or did you do your own?*
KE1 *Ahm I did it with my mum*
M. *With your mum?*
KE1 Hm we/ we/ this isn't/ this was an old fashioned poem which in India used to be a hit so my mum just found out and she just gave it to me Is that/
M. *Did your brother do the same poem or/*
KE1 No he did another one he made up
M. *Okay well we'll hear about your experience first*
K. *Yeah so what was your poem about?*
KE1 It was about two black birds they're going on a swing ... I don't remember ... I think that's all
K. *That's all but no that's good*
M. *And it helped you improve your language you said*
KE1 Yes and ... some of the words sometimes I forget some words you/ because it's different talking than English
K. *Yeah*
M. *Hm so you said your mum speaks lots of languages*
KE1 Yeah like about like four Ahm and/ five because she knows hindi
M. *Yeah Sh/ So she's lived in India?*
KE1 She went to Singapore when she was like twenty but/ twenty eight because hm/ and then [a]/ and then do you know where I was born? I'm/ I'm really like him (*pointing at MY who was born in Manchester*) because I was born in Stirling
K. *You were born in Stirling*
KE1 Hm I was born in Stirling because on the way I was coming to Glasgow hm we just went to the hospital and I got borned but I was first (*laughter*)
K. *you were the oldest ooh*
KE1 The oldest gets to do everything (*laughter*)
K. *even by three minutes, Right MY what did you want to share?*
MY Hm my mum actually moved to Singapore because my mum said it was too hard so she moved to Singapore and took my big brother hm my mum became a nurse there she got a rare coin and then she moved a year after she got the coin And she moved back here Euh she moved to Manchester to get me and then she went/ because she left my big brother with my gran so she went to Manchester to get me and then she went back to Singapore to get my big brother and went back and then left Manchester
SY That's so confusing
K. *And you wrote your poem with your mum and you wrote your own poem didn't you?*
MY Ahm
K. *Do you want to tell us about your writing the poem in Tagalog?*
MY Hmm well my poem is about my dog mm called Baxie and like what he does and his/ like when he sees us every single time we come from school when he sees us through the window and when he plays with us and yeah all those normal activities that he does with us
K. Hmm

MY So I just managed to do a poem with all of that stuff
 K. *And what language did you write it all in?*
 MY Hm Tagalog and then I wrote it at the back in English
 K. *And what was that like writing in a different language?*
 MY Hm ... I think it's very very good that I get a chance to actually do that
 K. *Yeah had you written in Tagalog before?*
 MY Hm yeah ahm I do it with my mum's texts
 K. *Oh lovely so you text your mum*
 MY Hm no/
 K. *Or d'you text for her?*
 MY *My mum/* because I text for my mum because she tells me what to write and I just do it so, yeah
 M. *So you speak Tagalog with your mum?*
 MY Hm yeah (hesitant) my mum's teaching me because yeah because you know and hm my dad also teaches me (*somebody comes in to ask for another pupil*) and my dad teaches me like/ see when he says/ sometimes when he goes that means this and like/ because I ask him sometimes and he goes like that means this and that means that and then I go like/ okay
 K. *Super, so can we just ask SA how did you find the competition because you need to go up in class now?*
 SA I found it ... good
 K. *Good you enjoyed working with your cousins?*
 SA Ahm
 K. *How did you feel writing in Arabic?*
 SA Happy
 K. *Yeah why? What made you happy about it?*
 SA Because I like so when I wrote it it helped me like know how to write in Arabic
 K. *Do you want to add anything more specific?*
 M. *Do you get a chance to speak Arabic at school or to write in Arabic?*
 SA No
 M. *So was that a good experience to do it?*
 SA Yeah
 (SA gets sent back to class)
 KE1 Miss Barrett I speak Malayalam with N* in the night time, at lunchtime, and sometimes in the morning
 M. *Not in the afternoon?*
 KE1 Well sometimes in the afternoon but in the afternoon I do my homework
 M. *Aha*
 K. *And what language do you do your homework in?*
 KE1 English
 K. *In English*
 KE1 I wish we could hm/ see in India you need to do your full homework in Malayalam and then you get the other languages for extra
 M. *Ahm*
 KE1 So I just don't want to do school there
 K. *No that'd be hard d'you think?*
 KE1 It's a nightmare even in Primary 1 you get lots of stuff
 K. *Yeah?*
 KE1 Like you're getting Hindi you're getting Tamil you're getting Malayalam English geography you're getting that in Primary 1
 K. *So do you not do so many languages here then?*
 KE1 Hm I do ... get some but ...
 K. *It's not the same?*
 KE1 Yeah
 M. *Can you tell me again which languages do you speak?*
 KE1 Malayalam
 M. *And English*
 KE1 Yeah and some/ a little bit of Spanish
 M. *But the other languages your parents speak you don't understand them?*
 (K. confisque la pièce avec laquelle KE1 joue)

- KE1 So hm I started to learn a little bit of Malayalam when I was 3 because I was starting to go to India for the first time in my life so my mum taught me a little bit of Malayam/ how to say the numbers but I keep on forgetting how to say the numbers because in Scotland you say one but in India [onen] you just don't get it and you just forget it every time when you just don't know how to say so you just say it in English that's why I like English because they're easier words
- K. *You think it's easier/ what language do you speak with your mum and dad then?*
- KE1 Malayalam and sometimes English
- K. *Which one would you use more with your mum and dad?*
- KE1 Malayalam
- K. *You'd use Malayalam*
- ...
- AI I know nearly hm my numbers in Swahili up to 10
- K. *Oh really, and what language do you use in the house then?*
- AI Swahili or English
- K. *Swahili or English, which one do you use more of?*
- AI Swahili
- K. *Swahili did you enjoy doing the competition?*
- AI Yes and hm my mum can speak hm/ my mum can understand in Hindi but I don't know why/how because she/ just complicated
- K. *So you can't understand it?*
- AI (nod)
- K. *No*
- (K. suggests AI goes back to class)*
- (...)
- KE1 There's three people that speak Malayalam, me N* and another girl S* and we're the only people from ?? from the whole school we're the only people
- M. *Okay and do you like being able to speak both languages?*
- KE1 Yeah but I like English better
- M. *Do you?*
- KE1 I like English better than Malayalam
- M. *Why?*
- KE1 but I do speak a lot of Malayalam at home but when I'm at school I do English
- M. *Hmm*
- KE1 because sometimes you know you can get mixed up with the words so I just use Malayalam/ (to K.) you know like M* and G* they can swop too so they use English instead of ... (*perturbation – quelqu'un sort de la salle*) and they ... hm M* like me and G* get our words swopped because we're in different countries so we don't know what to say
- K. *So you sometimes mix up your words?*
- KE1 Yeah like/ ...
- M. *So why do you prefer English do you know?*
- KE1 I prefer English at school (*affirmatif, peut-être a-t-il compris "where"*)
- M. *And at home?*
- KE1 At home Malayalam
- M. *Okay alright, hm so you said mother tongue other tongue this poem experience helped you learn your language? Yeah Do you think it's changed how you see Malayalam?*
- KE1 Yeah because ... when I was at home, I would / say a little of Malayalam and now I've improved in it and I just think of new Malayalam words everyday now
- M. *Really? Since the poem?*
- KE1 Yeah, because the poem made my language bigger so now I can talk now Malayalam
- K. *Oh waow you'll have to teach me some more then*
- M. *So you grew some confidence then*
- KE1 I know how to say chocolate now
- K. *Oh do you how do you say chocolate?*
- KE1 [mutaj]
- K. [mutaj]
- M. *Well that's useful isn't it?*
- K. *Yeah (laughter) so you can ask for some chocolate now at home*
- KE1 Yeah (laughter)

- M. *And hm ... but/ so you brought Malayalam in school, with the poem competition*
 KE1 Yeah but I did it... hm how I did was I first did it in Malayalam words, then I did it in English then I did the meaning like some people did, so I would know the meaning so if I got one word wrong I just get the meaning so I know which one's which
- K. *And you shared your poem with the group*
 KE1 Yeah
- K. *And how did that make you feel did you like being able or/*
 KE1 It feels hm confident to show it to everybody
- K. *And have you done that before have you spoken ... in Malayalam*
 KE1 Well
 K. *with other boys and girls?*
 KE1 Yep in/ you know in hm in/ Sundays I go to Sunday school and I speak Malayalam and I've shown a poem too but not this one a different one
- K. *A different one and what about here in school have you ever heard KE1 speak Malayalam before? (to the rest of the group)*
 KE1 Well me and my brother/ I want to keep it as a secret identity (laughter) Because everyone/
- M. *So at school you just speak English with your brother/*
 KE1 Yeah because/ always people ask me to speak in my language but I don't want to because I'm scared and afraid
- K. *What are you scared and afraid of?*
 KE1 Because people think what is it/ just/ you know/ like SY you just ask in English instead of your language it's just/ you just feel scared instead of saying your (you're??) English/
- SY I can't feel scared/
 K. *because you do not speak it/ (SY ne parle pas sa "mother tongue")*
 KE1 Do you not ever say? (laughter)
- K. *But do you still feel scared?*
 KE1 Yeah a little bit
- K. *What about with us here?*
 KE1 I'm confident here because it's people but in class I'm not
- K. *Do you think after Christmas if we did a little assembly with the Primary 4 5 6 and 7s*
 KE1 Yeah
 K. *do you think you'd like to speak Malayalam*
 KE1 Yeah
 (...)
- K. *so there you go you would like to share it in front of all the girls and boys*
 KE1 Yeah
- M. *Can you tell me again what you said about your little brother? (dans la présentation non enregistrée, il a dit avec assurance que son petit frère plus tard parlerait hindi, anglais, malayalam)*
 KE1 Hm he was born February the 1st (...) when he was born he used to talk/ like when he was like two he used to say Malayalam but then he just forgot /'s forgetting them right now he's three so he keeps on saying English words and some Malayalam words so he gets you know mixed up, that's what some people do, when they learn their language, they just get them mixed up instead of ... imagine if I said my name in Malayalam and no one understands like that
- K. *Is your name different in Malayalam?*
 KE1 Yeah
- M. *What is it?*
 KE1 **
- M. *Ah*
 K. *** ah*
 KE1 That's my short name
- K. *Yeah and who calls you that?*
 KE1 My mum my dad everybody in India
- K. *In India and what about in school then what do people call you in school?*
 KE1 KE1
- K. *KE1, how does that make you feel?*
 KE1 ... I don't want to say that to my class

K. *You don't want your class to know your Malayalam name*

KE1 Yeah

K. *Why not?*

KE1 Because I'm scared like/ ...

K. *It's okay*

M. *So what did you?*

K. *I won't tell them ... it's up to you to tell them*

M. *And what do you think about your brother in the future? ... little brother*

KE1 My brother?

K. *Yeah*

M. *little brother*

K. *your little brother what languages do you think he'll speak when he's older?*

KE1 Hindi, English, Malayalam, hm I/ when I/ I went to Dubai I heard some Arabic/ Arabic people

K. *You heard some Arabic as well?*

KE1 Because my mum's sister lives in Dubai so there's loads of Arabic people so I've heard a little bit of Arabic

K. *And when your little brother when he talks to you which/ does he choose one language or does he use both?*

KE1 Sometimes he use English sometimes he use Malayalam

K. *And can you always understand him?*

KE1 Yes because I know some, sometimes I just say what are you saying

K. *And would you say in English or in Malayalam?*

KE1 English because I don't know how to say

M. *But you're confident that he'll learn*

KE1 Yeah

M. *all the languages*

KE1 I'm all confident

M. *And at Sunday school you learn Malayalam*

KE1 Yeah

K. *Are you learning to read the bible in Malayalam?*

KE1 Yeah

K. *Yeah*

KE1 Well I'm a little not confident of the bible because hm have you/ I/ sometimes you get it in the meaning the bible and in India you get like this bible and it is in the Malayalam words and just don't understand so I wish in the future there will be like/ English Malayalam like that so I could just read it and just see it instead of getting just Malayalam words

K. *Waow so you would like it if you could read the Malayalam using English letters*

KE1 Yeah

K. *instead of all the Malayalam letters*

KE1 That's what everyone does

K. *Oh like you did with your poem?*

KE1 Yeah because everyone likes doing it that way but it's a little/ takes a little more time because Malayalam words are short of/ English words but ... I just/ I just don't get like Malayalam words so much then

K. *Have you seen Malayalam writing before?*

M. *No I don't think so*

K. *Have you seen Georgian? It's somewhat similar it's lots of curves isn't it?*

KE1 Yeah

K. *Lots and lots*

KE1 I'll show you Malayalam letters now

M. *Yes show us*

(KE1 starts writing letters on a piece of paper)

KE1 If you wanted to know my name, in Malayalam I can do it

K. *Yes please write your name in Malayalam maybe we could put that on the tree*

KE1 Yeah ...

(KE1 writes down his name)

K. *What do you think of it (to other pupils)?*

SY It's very confusing

KE1 Can you write your name in your language?
 SY You just write it normally
 (...)

 K. *I like it thank you very much for sharing that with us (...)*
 M. *KE1 how did you feel the first time Mrs B*/ or Mrs S* told you about the competition (inspiration de KE1) /*
 KE1 well when I heard about it I was getting really excited because my mum kept on shouting at me to do it (laughter)
 M. *Shouting at you?*
 KE1 Yes because/
 K. *And what language was she shouting at you in?*
 KE1 English (laughter) Because it was happening in the morning because I forgot she went to my mum and then she told in the morning she kept on saying yes yes yes and just/ my mum just signed it with me I never even knew I was going to join she just put it in my bag and later when the teacher asked for notes I found this note and just quietly gave it to the teacher and she just/ hm M* was it and G* was it and G* said WHAT why are you joining the group ...
 M. *But you were happy about it?*
 KE1 Yeah
 K. *Yeah because everytime I see you you would always be asking when are we doing the competition when are we doing the competition when are we doing/ are we going to do it today and this today is our last day of doing it altogether*
 KE1 So next week is the real competition? No what happens now
 (K. explains the next step and they talk about school assembly)
 K. *Okay KE1 I think I'll let you go back to class*
 M. *Thank you KE1*
 KE1 Can I get my 50p (laughter) Bye everybody
 (All) Bye (general)
 K. *KE1 do you remember how to say goodbye in Malayalam because I don't know that one*
 KE1 No
 K. *You're not sure see if you find out will you let me know*
 KE1 Yes
 M. *But you know how to say chocolate that's more important*
 (...)

 K. *So your dad lives in Germany does he? No so what were you doing in Germany just visiting*
 SY Just visiting
 K. *Visiting family*
 SY but it's been three years since I've been there
 K. *It's been three years because you chose to do your poem in?*
 SY German
 K. *So why did you pick German because your mum speaks other languages doesn't she as well?*
 SY Aha but I don't know other languages because I just did the one I was growing up with first
 K. *Okay so that was the first one that you grew up with/ was a bit of German and can you remember a little bit of German?*
 SY No
 K. *Not really/ Did you enjoy writing a poem then in German?*
 SY Ahm
 M. *Would you like to/ so you're/ basically you're saying that you can't speak German anymore but you used to be able to, and would you like to be able to speak German again?*
 SY Yes
 K. *How could you do that?*
 (SY talks about her family's plan to go to Germany when she's 16)
 M. *Do you think at school you could learn German?*
 SY No
 K. *Why not?*
 SY I don't know I've just got that feeling

K. *I think if you wanted to learn a language you could (...) Don't you think school could be a good place to learn languages?*

SY (...) Well I think high school yes but not primary school (...)

K. *Do you get to use your Polish a lot in school?*

OL Well I talk Polish with my friend

SY Like P*

OL Yes and *

K. *And is that in class or in the playground?*

OL In the playground

K. *What about in school then do you ever get to use your Polish?*

OL Sometimes like people ask me how to say things

K. *And is that/ other people who are asking you are they Polish or are they/ hm do they speak another language or are they wanting to/*

OL They're Scottish

K. *So are they wanting to learn from you then?*

OL Yes

K. *So how does that make you feel?*

OL Happy

M. *How did you feel about the competition did you enjoy writing the poem?*

OL Yes

M. *You use Polish at home did you say?*

OL Yes

M. *Okay and do you think mother tongue other tongue competition has changed the way you see your own language?*

OL Yeah

M. *Yeah? How?*

OL Like coz I used to not really know how to speak but then like I learned more and I got used to it

M. *With mother tongue other tongue?*

OL Yeah

M. *Okay*

K. *Really interesting*

M. *So how about you because you said last year you did the competition in German*

SY Yeah

M. *and this year you didn't/ did you?*

SY Yeah

M. *do it this year as well (nod) Ah so what's your poem about?*

SY Well it's like about family and everything what's important

M. *Is it a poem that you've picked or that you've created?*

SY Created

M. *Oh so you do have some German then*

SY Well we used Google Translate so

M. *Okay*

K. *So you wrote your poem in English first didn't you?*

SY Yes

K. *And then you used Google Translate into German*

SY Ahm (...)

M. *So MY do you get to use Tagalog with someone else than your mother?*

MY Hm ... yeah

M. *Yeah?*

MY Hm my mum's friends and big brother sometimes

M. *Ahm your big brother?*

MY Ahm

M. *Ahm (K. mentions a pupil from another school who participates in MTOT and knows MY)*

K. *Is there anyone in school that you speak Tagalog with?*

MY Hm no because O* doesn't know how to speak Tagalog, R* doesn't know how to speak Tagalog either so it's only really me

M. *Are they from the Philippines as well?*
 MY *Hm yeah Owen's my little brother*
 M. *Okay*
 K. *And so your little brother can't speak any*
 MY *No he doesn't really speak it*
 M. *What did you think of the experience of mother tongue other tongue?*
 MY *Hm I think it was hm ... a very nice experience to actually have/ like learn a bit of my language, learn about my language and you know all that other stuff*
 M. *Hm*
 MY *That's/*
 M. *Is is something that you normally do or was that a good time to focus on your language?*
 MY *I don't really normally do it no because my mum and dad's really busy (...)*
 M. *And would you do mother tongue other tongue again next year?*
 MY *Yeah*
 K. *Would you do it the same?*
 MY *Hm yeah I think*
 K. *So you would write a poem again?*
 MY *Yeah*
 K. *And you'd make up a poem in Tagalog again? (nod) That'd be really cool and that'd be nice time to spend with your mum wouldn't it?*
 ...
 M. *And has mother tongue other tongue changed the way you see Tagalog?*
 MY *Hm*
 M. *Again to speak it at school or ...*
 K. *You're allowed to say no*
 MY *Well kind of/ you know/ like I used to see it as just a language that I didn't really know but now I really see it as a/ my language and some/other people's language and yeah*
 M. *So you liked it*
 ...
 K. *That's lovely and would you like/ are you going to try and share your poem with the school*
 MY *Hm*
 K. *Maybe a little bit*
 MY *Yeah I think I'd just/ yeah*
 K. *How would that make you feel?*
 MY *I think that would give me more confidence and/*
 K. *You think that would build your confidence a little*
 MY *on that other stuff I'm doing*
 K. *Ahm*
 MY *and daily/ daily stuff in my life and all the various stuff that comes up/*
 K. *Yeah hm and do you think you'd be a little bit nervous?*
 MY *Hm not really*
 K. *Well*
 ...
 MY *and yeah, I wouldn't really be that nervous because I've been/ done plays in front of parents and/*
 K. *And did you do that in Tagalog?*
 MY *No it was Annie the play*
 K. *Oh and you did that, so did you think it would/ your feelings might change because of the different language?*
 MY *Hm yeah*
 K. *In what way?*
 MY *In/ like ... I can't explain*
 K. *That's okay you've been here a very very long time now that's been really really interesting*
 M. *Thank you very much*
 (MY gets back to his class)
 K. *So what was your favourite part of the competition?*

OL Writing the poem
K. *Writing the poem and hm you wrote it in Polish do you write in Polish a lot at home then?*
OL Yeah
K. *What about in school?*
OL Not really
K. *Not really, would you like to write more in Polish in school?*
OL Yes
K. *How d'you think we could do that?*
OL Like/ like sometimes like for example for Mondays we like get an hour and we'll go maybe to the conference room and we will write something in our own language
K. *Oh so you think maybe sometimes it should be in school that we give you a chance to write/ what about the competition then did that help you write in your language?*
OL Yeah
K. *So maybe we could do things more like this*
OL Yeah
...
M. *And you said earlier that you'd quite like to learn other languages at school*
OL Yes
M. *Hm would you include Polish for example at school or would you have other/*
OL Yeah
M. *Yeah ... Why do you think?*
OL Because then like if other people/ if we only have like three languages that would be like easier for them but they might want to learn something else
M. *So what other three languages?*
OL Hm like just for example French Spanish and Arabian and like a person would like to know how to speak Polish so
...
K. *So it's about giving people lots of choices to learn different languages*
OL Yeah
K. *That's a lovely idea because sometimes you don't have a choice you have to learn Spanish don't you?*
OL Yeah
K. *So if you had a choice is there any other language you would choose to learn?*
OL Hm French (laughter)
K. *Are you saying that because M.'s here?*
OL No
K. *No? Why would you like to learn that language?*
OL Because we might go to Paris
K. *Ah d'you think it be useful to know that language then*
OL Yeah ...
K. *And hm so you'd quite like to have Polish at school and you think it'd be nice if other pupils who don't speak Polish could learn the language?*
OL Yes
K. *You came to language club didn't you?*
OL Yes
(...)
K. *That's a good idea that's interesting that you'd like to learn Polish in school*
M. *Yeah*
K. *I'd like that too*
M. *And do you think mother tongue other tongue has had a/ changed the way you see Polish?*
OL Yeah
M. *Yeah? How?*
OL Like coz I didn't use to know a bit of Polish and like Miss B* and Miss S* learned/ taught me a bit ...
M. *Okay and how do you feel about talking about your poem and maybe reading your poem to other pupils?*
OL Joy
M. *Joyful okay*

- K. *Will you be a little bit nervous?*
OL Yeah
K. *What would you be nervous about?*
OL Like/ coz if like people would like stare at me
K. *and d'you think they'd be staring at you because they/ why do you think people would be staring at you?*
OL Like coz they're like paying attention like
K. *Ahm and watching you during the assembly*
OL Hm ...
M. *And have you talked to any of your friends or people who don't speak Polish about mother tongue other tongue?*
OL No
M. *No, why not?*
OL Because I think they might not be interested in that
M. *Why do you think they're not interested?*
OL Because they don't really speak other languages
K. *Do you think we could change that?*
OL Yeah
K. *How could we change that?*
OL Like we could invite them to the language club and they would like learn some other languages
K. *That's a very good idea fantastic (...)*

- M. *Maybe you can tell me a bit about your poem*
(*They all wrote their own poem, while they were working on poetry in class. They're used to switching from English to Gaelic and vice versa in writing and talking.*)
And how did you find that? Are you used to writing poems in Gaelic?
- AO It's hard/
SO Most of the time/
MI1 Hmm it's harder than our own/
AO English because all the words are different/
MI1 because when we were obviously well we were brought up to like speak English and then as soon as we reached I think nursery/
LI1 we started learning Gaelic/
MI1 Aha so it's/I think it's / it's easier/
SO No that's not the opposite for me
MI1 It's like the big words it's like the big words like we're always going through big dictionaries yeah /
SO I find it easier actually speaking Gaelic than I do English it's like if I'm going to say something I need to think about it because I usually say it in Gaelic/
AO Whenever we have to do English we always do Gaelic and then when we have to do Gaelic we always end up doing English
A. *Can I just ask SO was that because/ most of you did you speak English at home until you came to nursery in school here?*
AI1 I spoke Gaelic because my granny ... she speaks Gaelic because she's from Lewis (...) so when I was younger I used to speak to her in Gaelic and then until I started nursery (??)
A. *Yeah so you started speaking English when you went to nursery*
AI1 Yeah
LI1 When I was little I started talking Arabic I started talking Arabic because I'm hm Moroccan and hm my granny and my auntie and my mum started when I was born and when I grew older I started learning in Arabic so that was the first language that I learned
M. And where were you born?
LI1 I was born here but my parents
A. But at home you would speak Arabic
LI1 Yeah
A. *And when you came to nursery here you started speaking Gaelic and English?*
LI1 Yeah
AO Hm I never started speaking English until I was like 4 or 5 because my mum was born in Bara (?) and my dad was born in Ireland so like my first language was Gaelic and then it was Gaelic [gejllk] and then when I came to (...) nursery then I started learning English ... I lost my Irish
A. But now you find English easier ... was that what?
AO Yeah it's so much easier I think it's because everyone's like around you like outside school speaks it and like you always have to speak it like my dad can't understand what we're saying so I always have to speak English to him and then mum's like Gaelic and he's like I can't understand
M. *But you would find it easier to write in English as well?*
AO Yeah it would be because like the big words are kind of like/ would be like ... you would expect them to be kind of easy but they're not they're like really hard ... like really hard
MI1 If I said like each word that's big you would think that because we know Gaelic/ is like our language as well and is/ well because we've learned it since we were young we know most words that are like common to us/ when it comes to big words you would think that we would be able to like/ know what they were (*laughter in voice*) and be able to find out like straight away or off someone else in our class but when it actually comes to it (*laughter in voice*) nobody actually knows it / like we'd have to search/even teachers sometimes forget some of the words

- A. *Like complicated words?*
 MI1 Yeah
 A. *Words you don't use very often?*
 MI1 Yeah I know this is/ this isn't a big word but omelette (*laughter*) I don't think /
 AO Some of the like really easy words
 MI1 Aha
 AO like they're really hard as well
 MI1 There are some words that are not in Gaelic at all
 LI1 They're just in English
 MI1 and they're probably like the easiest words
 LI1 Yeah
 MI1 to like get, like maybe your mum or your dad said it when you were younger and and you picked up on it, but when it comes to Gaelic that word doesn't even exist in this language (*laughter*)
- M. *So is omelette an example?*
 MI1 Hmm I'm not exactly sure omelette is a word in Gaelic
- M. *So do you tend to/ when you don't know the word in Gaelic you just try with an English word?*
 (All) Yeah (*laughter*)
 AO You try and make it sound like it
 MI1 Usually usually add [err] or [en] (*laughter*) to the word like crisp, crispen exactly like if I/ I think that's what the/ what actually people who made that word had done like they thought crisp what's that in Gaelic hm crisp, crispen (*laughter*)
 AO yeah and like plane
 MI1 If we don't know a word/ we don't do it with every names because we know it's only certain names that can be changed (...)
- SO I want to teach Gaelic, so I'm going to the same high school
 MI1 I find Gaelic hard sometimes although most people think I'm quite good at it because usually I always finish my work
 SO That's true
 MI1 And I always got most of it right (*laughter*) so people are like oh you're so good at everything Mellie and I'm like yeah but I don't want to go to secondary because I find it hard
- M. *Do you?*
 MI1 Yeah but I'm going to first year and I'll see how that is but hm I might be leaving I don't know I want to stay here and continue with Gaelic but at the same time I don't want to continue if I can't do it /
 AO I won't lose my language I don't think because my mum still makes me like/ not make me but I still I do still want to do it it's just like, it's going to be so much easier because like I live closer (...)
- MI1 We keep forgetting because most of the time it's just English and Gaelic we're in between two languages (...)
 MI1 People say that because we know two languages it should be like easier to learn another language
 AO It's nooot!
 MI1 when it's actually the exact same if we didn't even know how to speak English like no language at all it would still be the same
 AO It's actually more complicated because it's like totally different (??) Yeah she speaks
 AI1 MI2 speaks three languages and is learning another one so it's quite easy for her to adapt
 MI1 But it's not easy for us
- MI1 I'd be saying that to my brother and then he'd get annoyed because like he knows Gaelic but he doesn't like it I don't why he just doesn't ... feel it's great for him because he's like/
 AO older now
 MI1 He's/

AO friends /
 MI1 yeah he's older now and all his friends don't speak Gaelic to their teachers anymore
 A. *Hmm*
 MI1 So he doesn't really speak it and he can't really remember any of it and when I say stuff like that to him he's like what
 M. *Did you say he went to Gaelic school*
 MI1 Yeah
 SO He still goes
 MI1 He still goes he's still here he's got six days left (...) he's 18
 A. *So the High school people don't like to speak to their teachers in Gaelic?*
 MI1 Nooo
 AO They find it uncool
 MI1 The first years this year are probably the worst behaved first years
 AO Yeah
 SO Let's not talk about them
 MI1 I know
 AO Yeah yeah
 MI1 Like the P7s last year when we were in P6
 AO Oh they were so bad
 MI1 They/ they/ they were stupid and they weren't even funny they thought they were funny
 AO irresponsible
 MI1 but they weren't they're not responsible I know we probably shouldn't be saying this about our own school and the peoples here but I don't think it's the school's fault that we have such animals in our first year
 Groupe [laughter]

A. *So at home do you talk to your mum in Gaelic? what would you normally do?*
 AO Speak in English (laughter in voice) Hmm like people think in Gaelic and I don't do that I can't do that I just can't get my head around it I'm just like English English
 A. so you think in English
 AO yeah all the time (...)
 A. *Put your hands up if you think in English*
 KI I think in both
 AO I can't think in Gaelic
 ?? Yeah both (...)
 A. *What about dreams?*
 SO Gaelic always Gaelic (...) Usually I have a dream and if I'm talking to my mum in it it will be in English or if I'm talking to someone it will be in English because/ but if I'm ever dreaming about school it will be in Gaelic if I'm ever like ... thinking it's in Gaelic if I'm ever talking in my sleep it's always Gaelic so it's just/ it's a bit of a mix because/ but I'd say mainly in Gaelic
 MI1 Most of the people around me speak English because I'm at dancing 24/7 (...)
 M. *What about you Lina?*
 LI1 Hm my parents do speak/no they don't speak Gaelic but they speak French and they speak Arabic my mum speaks Spanish my dad speaks a wee bit of Spanish and my sister speaks French and Arabic my brother speaks Gaelic and Arabic and
 SO And English
 LI1 Yeah yeah and English and hmm it's the same with Sophie and Mellie whenever I'm just about to say something to my dad I'm just like dad can you help with maths and obrach-dachaigh and then he says what did you say and I'm like oh sorry I was speaking Gaelic right now
 M. *And do you speak English at home?*
 LI1 Yeah I speak hm sometimes when my mum's speaking to me she says something in French and I just have to think what did she say again and I have to like think of the answer to what she says to me in French and it's kind of so confusing because whenever I try to think about something in French I think in Gaelic (...)
 A. *Say if you were having breakfast all sat around the table what language would you speak?*

- L11 I think we would speak Arabic
- A. *Hmm*
- L11 Because every summer I go to Morocco with my family and like there's lots of French and Arabic there
- A. *So is that important do you think?*
- L11 Yeah
- A. *That you've/ because/ that your mum and dad have kept teaching you Arabic and French*
- L11 yeah
- A. *so that you could talk with your cousins and your family and stuff*
- L11 Yeah
- A. *Hmhm*
- M. *And do they speak together/what language do they speak together?*
- L11 Hm I think they speak Arabic or English or French
- M. *hmm*
- L11 just so me and my brother don't understand what they're saying
- M. *Because you understand*
- L11 yeah
- M. *French and*
- L11 yeah
- M. *Arabic less than English?*
- (AO leaves the room)
- A. *would you have liked to do your poem in French or Arabic?*
- L11 Yeah I would've liked to
- A. *maybe would you have preferred to do that or?*
- L11 Yeah
- A. *or would you/*
- L11 I would have found it more easier
- A. *Would you?*
- L11 Yeah ... because when I write in French it's just like oh I just read it through and then I correct it in my head and like that word's wrong and then when I like correct it all and then write it all and I give it to my mum or my dad to correct it or my sister and then she says/ and my mum says oh well done you got the writing because sometimes I go up to my mum to do French with her with S1s and I kind of find that quite hard and easy at the same time
- M. *Hmm*
- L11 and I'm just learning more things
- M. *Hm why do you think you find it easy and hard at the same time?*
- L11 Because some of the words that I know that/ were/ my mum was kind of teaching/ hm like what sports do you like to do and what things you prefer to do and what you do not like to do like la netball (in French) and football and basketball and all sports ...
- M. *so there's words you know and other words you didn't know/ maybe it's a different way of learning as well*
- L11 And there's two ways of saying things in French it's kind of confusing because [oke] is hockey but it's also hick-up (laughter)
- M. *With your brother and sister what language do you speak?*
- L11 Well my sister she goes to an English school but she learns French there and she learns English there hm so she kind/ she kind of loses her French because she can't/ she's usually on her phone talking to her friends in English and whenever my mum talks to her in French she's like what and I answer it and she's like well done you know you beat your sister (laughter)
- M. *Ok*
- L11 Hm my brother he's in this school this year he's in P6 and hm he speaks Gaelic like me and he speaks a bit of Arabic and English but he's learning French right now
- M. *And what languages do you speak together?*
- L11 Oh I speak English
- M. *With you brother*
- L11 Yeah I speak English hm French sometimes but he doesn't understand it hm Arabic and Gaelic
- M. *So you can speak any of the languages with your brother?*

L11 Yeah
M. *Ok*

M. *So KI do you get to speak Gaelic elsewhere?*
KI Hmm not really My sister doesn't speak it at the house ... she would probably kill me if I speak it out to her
A. *Did she come here as well?*
KI Yeah she's in high school
A. *Alright ok*
...
KI My mum doesn't understand it but she's constantly trying to get me to teach her, but we can't really because she's from England Manchester, and so she can't pick up the words properly because she doesn't have the scots to do it

(They can't remember what they did for MTOT)

M. *Was it because it was part of an exercise?*

(They get confused and talk about another exercise to do with the BBC All that month was about poems)

(...)

MI1 We were doing that and that was like feel the music and it was different songs that we had to like explain how they felt and then when it came to poems we had to explain what we felt when we read the poem so we had that on the same type of/
SO we had to write a poem and then we had to write how Gaelic was with us (...) and how we feel speaking it
(All) yeceeeah
SO I remember/ I remember my one on that
?? oh yeah
SO I remember that I don't remember the poem but I remember that So what did you write in I wrote the English bit? In English that I like I really enjoy speaking Gaelic because I feel it's close to my heart like you speak it so much that it almost becomes like a part of you so like I'm proud to speak like it's not just something that I pick up and do because I have to I enjoy doing it and it's/ d'you know like it's fun to learn new words and/
AO so many opportunities as well we get like double the amount than in other schools *(then starts talking about how much the school does for music)*

(The girls talk about music and dance competitions at school and with other schools)

SO I remember doing it and then I remember because they found it so cool that we spoke Gaelic and we did ceilidh dancing I remember thinking like it's so different but it's not it's like you speak it everyday you go home you speak English you know you don't really like they don't ask how was school like speaking Gaelic it was just how was school so it's quite/... sometimes when people always ask you like what's it like how different is it it's quite hard to explain it because it's not diff/ we've been brought up/ it's just like/ yeah it's not different at all/ if you're like French for example and you haven't spoken any English and then you come and move here and you speak English like/ in France they'd be like oh is it any different but it's not it's just like as it comes when you're learning French it's only different for us because/ French is different/ French is only different because we can't actually speak it if we had/ if we were fluent in the language then we would think it's normal but we're not we're fluent in Gaelic that's why we find it more/
AO I think French and Gaelic are like the opposite you know how you go [R] and then that one's [RR] (laughter) it's like so different
MI1 What I love about Gaelic is that when we speak Gaelic we can speak for hours
AO yeah
MI1 Like there's this like/ I don't know what it is but what I love about Gaelic is that when you speak too much Gaelic your mouth starts to water (laughter) and I love/ I don't know why but I love that type of feeling and my mouth/ and I'm like (...)

M. *Did you know that MTOT involved lots of different languages?*

(All) Yeah

SO Like Polish and stuff
 MI1 MI2 actually read one of the poems
 AO yeah it was like Spanish and we were like/ she was like blablalab/
 MI1 she was like it's about a girl (...)
 M. *What do you think about this? (...) They're handed over last year anthology*
 LI1 I think it's quite good because you can learn (?) how to read it but you don't really
 know how to / (noise) when we wrote the poem was it like we wrote it in Gaelic and
 then we wrote out our feelings/ (noise)
 M. *feelings in English yeah / (...)*
 ?? what does it mean? What's this language? The picture helps /
 LI1 oh that's in Arabic!
 MI1 Read it out
 LI1 I don't want to /
 AO it's like Chinese it looks like a box
 (*Coming across Scots*)
 AO let's not read that/ I like that though /
 (*they read the poem Ah'm a fierce fighter and laugh*)
 AO My dad always say I give it loudy / it sounds like Aldi / I think it's do your best /
 SO It's basically a play on words
 (*They understand the poem /*)
 M. *You didn't tell me you could speak scots*
 SO I don't really speak it to anyone I just know some scots I've some books in scots / got
 a book /
 AO oh yeah I remember you bringing it / (...) the teacher was trying to speak it out
 (laughter) (...) like this is really Glaswegian

(They're used to poetry and creative writing at school since P2)

- A. *Did you like doing it in Gaelic? would it've been easier in English?*
HA Easier in English
A. *would it've been easier in Spanish? Did you like doing it in Gaelic?*
HA English
AI2 I liked
HA because we're f/ Gaelic is obviously (?) than English
AI2 I liked I liked/ I would have preferred to do it in English because it's easier than Gaelic/
HA vocabulary
AI2 but (...)
HA vocabulary is bigger in English there we go
AI2 And it's also easy to like hm/ you know when you sort of/ you know that sort of poetic thing where you like sort of make it sound all fancy you can't really like/ well you can do it in Gaelic but you need to think a lot harder
M. *Hmm*
AI2 it doesn't come as natural (...)
MI2 And Gaelic is reeeally hard to rhyme
M. *To rhyme?*
MI2 Yeah it's reeeally hard to rhyme
AI2 I didn't rhyme in mine
MI2 No I didn't either (*overtalk*)
AI2 My friend Owen he spent like/ ages and ages on his poem that's because it all rhymed and I read it and obviously it wasn't the best poem but I was in complete awe of actually how he managed to get it because I couldn't think of one word

(Then they try rhymes in Gaelic)

- M. *Did you write directly in Gaelic or did you first write in English?*
HA We had to/
AI2 No I wrote it directly in Gaelic
HA Directly in Gaelic
AI2 like coz I remember/ I remember writing the poem/ do you remember that? Yeah And coz I don't know where/ like certain things (?) hit me coz my gran had just been a car crash and like/ almost died and I was thinking about when my grandad died hm and then I started to write about that because everyone was writing about really sad things/
HA Except for me I was like summer happiness wow go yeah and everyone on her table was like (*sobbing*) sad and me and Rae whenever we went over and I was like it's so sad but I just can't cry (*laughter*)
AI2 And then so we started writing right and I got really into it and I thought I was gonna cry myself and then the teacher came over and then she sort of read the first sort of section and she just went... that's deep (*laughter*)
M. *About the poem on Gaelic?*
AI2 Yeah and then I showed it to my friends and they were like crying and everyone was like/ and there were like tissues everywhere and we got other tables to read it and I was like woo and then we actually showed it to all the other teachers in the school as well so (...)
M. *So could you tell us a bit about your poem?*
AI2 I was really small when my grandad died so I don't really remember it but my gran tells me about it because she's a good storyteller (...) his face was like emotionless / I used some fancy words in Gaelic to describe that bit but I can't/
M. we've got the poem here maybe you can tell us/
AI2 Right hm is it that one? Hm bláths (?), that's warmth in Gaelic, a face that was once full of warmth
M. *So your poem is about this experience? It's about your grandma's/*
AI2 I wasn't there so it's about my grandma's experience it's totally the point of view of my gran (...) when he died she was holding his hand ... and in my poem I wrote something that he said he actually didn't because you know he was in a coma/ but

- that's called poetic licence (laughter) Yes but my gran said she/ coz she's read it and she said it was really good because my gran speaks Irish so
- A. *That's what I was going to ask you yeah so she speaks [gejlik] rather than [galik]*
- AI2 [gwelge]
- A. *Aye*
- AI2 *Yeah and then/*
- M. *She speaks English with you?*
- AI2 *Yeah and sometimes [gwelge] as well hm but right and then she said that there's one bit you forgot to put and then I was like what's that and she said after my grandad died hm my mum's twin brother said oh now I can come and live with you and then they all burst out laughing even though their dad had just died*
- M. *So how did you feel about writing this poem in Gaelic?*
- AI2 *Hm at first I thought it'd be hard but writing is my favourite subject especially creative writing and like Rihanna keeps saying I should be a writer and I'm like no*
- A. *Well you've had your first work published so*
- AI2 *Yeah and hm yeah I find it easy to write the bit in English/ like this sort of you know*
- A. *Yeah the commentary*
- AI2 *Aha*
- MI2 *Did it get published?*
- AI2 *Hhm*
- A. *I'm gonna send some copies to the school (...)*
- AI2 *What was I saying?*
- M. *Yeah you said you preferred (?)*
- HA *you preferred the English bit*
- AI2 *Yeah but at the same time I was kind of proud because when like whenever the teachers say we'll write in English I always feel happy and in Gaelic I always feel that I can't express myself that much but I actually felt like/ I was really proud because I felt that like in that poem I actually portrayed quite a lot of emotions*
- M. *Hmm*
- AI2 *Well for like people who speak Gaelic anyway (...)*
- M. *So you read the poem in front of an audience how did that feel? To an audience that wasn't Gaelic speaking?*
- AI2 *Hm I actually felt so much more confident because I felt that they would judge me if they knew what I was saying (laughter) no because other than that little woman/ that woman and my dad and my grand ... well yeah my dad and my gran and my brother and my mum yeah they were like my family because they wouldn't judge me but/ hm or my brother would because he's like 9 but hm yeah my little brother actually came up to me at the end and he was like oh well that was alright (laughter)*
- A. *oh well that's as much a compliment you can get from a nine year old*
- AI2 *No but I kind of like reading in Gaelic/ I don't think a lot of people had heard Gaelic before so I think it's kind of a new experience for them and/ even though they didn't know what I was saying they could kinda ... at the same time*
- MI2 *Yeah like with the tone of the voice*
- AI2 *Yes (...) and like with the expression I think they could kind of tell what it was about (...)*
- M. *And what did you think about taking part in this competition which involved loads and loads of languages*
- AI2 *I think it was a really really good experience because you see like when I was hearing the other poems some of them I ... like ... yeah actually/ no I was about to say some of them I could understand that's a lie, I could understand some of it in French because we're doing French in school I could understand some of the little girl next to me hm but ... like it was really interesting because I'd never heard Danish been spoken before and I think it's like/ my mum was saying it's a very beautiful language and that girl who was doing it in sign language my mum was like (...) she was like completely inspired you know and you know she copied the link on her/your website and then on Facebook she wrote this like passage on how inspiring she was*
- A. *Oh I'll tell her then because I know the teacher that came with K* (...)*
- AI2 *Yeah like my mum was completely outstated she thought she was incredible and so did I like you know*
- M. *So would you be up for learning other languages?*

AI2 We're doing French in school and we're doing Spanish in high school
A. *How do you find it, do you find French easy?*
AI2 My dad's a French professor (laughter)
MI2 Did you say we're doing Spanish in high school?
AI2 Yeah
MI2 But do we get to choose between that and another language? (...)
A. *I think you need to do both*
MI2 But what am I gonna do?
AI2 You can drop Spanish because you'll find it easy
MI2 Ooh and then I can do other stuff and go ahead in front of everyone else
M. *You wouldn't like to be in a Spanish class?*
MI2 Because then I wouldn't learn anything would I? (??) That would be time wasted (...)
M. *So you'd like to learn another language?*
MI2 Yes I would like to learn lots and lots and lots and lots and lots and lots you get the idea of languages (laughter)
M. *And how do you find Gaelic? Because at home you speak Spanish right?*
MI2 Yeah
M. *And so how do you find learning Gaelic extra?*
MI2 Hmm I don't know
M. Is it easy?
AI2 You're good you're good at it
A. *Have you been doing it since nursery of primary one?*
MI2 Hm nursery
A. *Nursery ... Do you speak/ what about at home do you speak any other languages? (to OR/ RI?)*
RI Well in our household / well the only other Gaelic speaker is my sister she's in high school and she's at advanced Gaelic language and she's been very successful with it although all not that great with grammar when it comes to Gaelic so yeah
OR My sister's just left this high school so yeah it was quite helpful like when I was in Primary one and stuff she could help me with homework yeah
RI But your parents ... do they speak/
OR no they just speak English
MI2 A boy in my class speaks Gaelic at home though
M. *Yeah?*
A. *Does your dad speak English (to AI2)?*
AI2 My dad is Irish
A. *Oh of course /*
AI2 All my family's Irish apart from my grandad who died he was German hm my mum's half German and/ but she also teaches French hm but my dad's mum her dad was French it's like basically most of my family's Irish but we've got connexions to France and Germany
A. *Right*
AI2 so my mum speaks German and she speaks French and she speaks Irish and she speaks Gaelic and she speaks English
A. *So you were nodding then when Mirayah said she was willing to learn lots of languages you were nodding as well do you feel the same?*
AI2 Hm hm I think it's useful my mum wants me to study in Germany ... because it's cheaper (laughter) I'd like to Germany as well because lots of/ either Germany or Holland because in Holland lots of classes are in English
A. *Do you speak German at home with your mum?*
AI2 Sometimes yeah but I'm not too good (laughter)
HA The Deutschland 83 story
AI2 Yeah I can understand Deutschland 83 which I'm proud of
HA Yeah I think best TV show
AI2 Yeah so I think/ she wants me to learn Deutsch/ German (laughter) but there's a German college in Glasgow (...) No I think it's really useful because I think everyone will agree we actually find it easier learning French because we already know a language you know
A. *Yeah do you agree?*
RI Yeah it's like easier but I'm still not like great at it

AI2 But you tend to like/ because you're already bilingual like my mum said that's what it was like for her learning French because she already spoke German Irish kind of thing she said it was just easier to ... coz you see French the word *église* obviously means church you all know that in Gaelic it's *eaglais* some of like/ because Brittany and everything lots of the words there are connected

MI2 Yeah it helps you to understand

AI2 Yeah

MI2 And/ and if you know other languages it kind of helps you to pronounce

M. *Hmm*

MI2 as well

M. *Do you think so? Can you make links between Spanish and Gaelic sometimes?*

MI2 Hmm ... well with Spanish and French a lot, with English and French a bit less and like the pronunciation of English and French is so different

M. *Hmm*

MI2 but it's a bit/ the French is much more similar to Spanish

M. *Hmm*

AI2 You see my mum she's got loads of friends in France and Germany hm a French boy was staying with us over the easter holidays and he actually found it easier to/ when I spoke Gaelic than English Really? He found it easier to/ coz obviously my mum was speaking in French to him and so was my dad but hm, he was there to learn English hm so hm but no but he said that he understood more things that I said when I spoke in Gaelic even though he never heard Gaelic before

HA The only people who speak other languages in my family don't even/ aren't even fluent and it's my step dad who speaks a bit of Greek and a bit of German and that's it because he hm he was a builder in Germany for a bit because he hm he dropped out of school at 4 to hm travel and do jobs but he only ended up selling/ he started by building/ no he started in Greece where he was a bar tender and then he went to Germany and he was helping out in buildings and then he got into selling jewellery and he started that in America he started selling on the streets of New York city and then he came back here and kept on with that and ... that's really it now

AI2 Is that Graham?

HA Yeah that is Graham

M. *And at home, is there any Gaelic at home?*

HA Just me

M. *Just you*

HA I'm a lonely child

M. *And how about you and languages at home? (to MI2)*

MI2 We just speak Spanish all the time and we're not allowed to speak English because hm well yeah she wants us to keep Spanish up and our granny leaves with us and she doesn't know an awful lot of English

M. *Hmm*

MI2 She can say stuff like hello goodbye thank you and stuff like that but she really doesn't know a lot so when we have to speak in English she hasn't got a clue what we're saying

M. *Hm so it's just Spanish at home?*

MI2 Yeah just Spanish unless there's visitors

M. *And do you have brothers and sisters?*

MI2 I have a little brother called Elliot and he's in primary one

M. *In this school as well?*

MI2 Yeah

M. *And what language do you speak with him?*

MI2 Hmm well at home Spanish hm at school and when I'm not at home English sometimes in school I speak Gaelic but he doesn't understand a lot yet

M. *Hmm*

M. *this competition involves loads and loads of languages*

(All) Yeah

M. *not just Gaelic*

AI2 I know

M. *but lots of other languages what did you think about that? And what do you think about that when you look at this book with poems in lots of languages? (they flick through the anthology)*

...

AI2 Portuguese

...

MI2 Portuguese oh I really want to learn Portuguese when I'm 30 I want to know at least 7 languages

AI2 The question you asked/ so I think it's really cool that there's like/ coz like I said when I was like hearing all/ I didn't know/ like I heard lots of languages but I'm not used to hearing them so it was really cool to hear like/ especially the younger children

M. *Hmm*

AI2 it's like look at that little girl speaking French and it's really cute there were lots of them and they're adorable and it's really impressive that like especially like the little ones that they can speak two languages you know/ I was about to say I couldn't do that but yeah actually I could but you know hm yeah it's kinda like hm it's impressive but it's also like really cool to see all this like diversity in this like one country you know it's like how many languages in this one really small island you know well on the scheme of things it's really small

HA Yeah I

AI2 And it's just really/ really impressive you know to see how like diverse we are in culture

M. *Hmm*

AI2 Oh I worded that really well (laughter)

HA I / I was trying to fit this in

M. *Yeah*

HA probably seems a bit off topic now but I want to be a mechanical engineer for Nasa so whatever university I go to I'd get moved to MIT (...)

M. *MI2 what did you think of MTOT what did you think of the fact that there's lots of languages? And you speak different languages*

MI2 Well I like it and it's really interesting and I like seeing them written down and hearing them being spoken and it just sounds so different all of them

AI2 Yeah I want to point this out it's really you see like when I was like skipping through the anthology we got from this year right I saw the poems written down for me like when I read Gaelic or English I'm like yeah that makes sense and then you see like in say/ there's one speaking Danish

HA Yeah

AI2 one speaking like I don't know I've forgotten already what the language was but loads of different languages and you see when you look at them written down they just all look so different you know it's like actually the one thing I really loved / one thing I really loved about hm (laughter in voice) this is gonna sound really stupid hm one thing that I really liked about (?) for example is you know I guess languages like Polish and everything you know you get loads of consonants next to each other

M. *Yeah*

AI2 you're just like how do you say that

M. *But isn't it the case in Gaelic?*

AI2 No

M. *Don't you have sometimes loads of consonants or is it just the -ch you have next/*

AI2 Got -Ch but that makes the sound [r]

M. *[r]*

HA Yeah and/

AI2 Also like all the little lines in every/ they're really cool

M. *Yeah?*

HA Yeah (laughter) (...)

AI2 But it's like the beauty of language you know so different

HA I / I like/

MI2 And it sounds really nice as well

M. *Hmm*

HA I like

M. *the different sounds of languages*
MI2 Yeah
AI2 Yeah I love hearing all the languages being spoken/
MI2 Yeah some of them sound like they're being sung
M. *Yeah?*
MI2 Hm/
AI2 And some of them they sound like completely gibberish to us but I was just/ I was thinking as well/ well Gaelic and English to them probably sound really weird you know
M. *Yeah you were saying that you/ earlier you said that you enjoyed hm*
AI2 Not knowing
M. *telling your poem to an audience that didn't/*
AI2 didn't speak Gaelic
M. *Yeah*
AI2 what I'm saying
M. *So they probably felt the same*
AI2 But at the same time when I was like you could sort of tell that the poem fast pace maybe it's something cheerful you know you can get so much from like tone and
M. *Hm*
AI2 like Speed
AI2 Speed
AI2 and sort of expression
M. *Hmm*
AI2 Body language
HA Body language (...)

M. *I just saw you flicking through the book and you saw Scots/*
HA There was a lot of Scots
M. *Yeah so that was from last year this year there were some entries but there were no winners, would you be able to understand the poem?*
HA Well
AI2 Oh I'm so bad right coz you see we did Scots and every/
M. *You did scots did you?*
AI2 Last/ this year
HA For a little tiny bit
AI2 You see I'm usually quite good with languages but scots I just can't get my head round it and these people like Paddy and Sophie/
HA Oh Paddy/
AI2 Paddy there's like/ right this boy in our class called Paddy and a girl called Sophie and you see Scots they just like look at it and they're like yeah I know what that means and I'm looking at them like what/
HA So like glikket means that but this
AI2 Actually I think the teacher kind of expected us to know and I/ (noise) my mum used to treat scots as you know ... /
HA Slang/
AI2 no not slang she used to think it was so cool and she had all these fridge magnets and she'd go wow this is so incredible we're so rich in culture here and then she realised almost nobody speaks scots nowadays

M. *Do you never hear scots?*
HA Aye (I?) well it's/
MI2 some people in our school speak it
AI2 Like P*
HA P*speaks a lot of scots he/ hm /
AI2 he speaks in scots all the time and I don't know what he's saying
HA Yeah
AI2 half the time
HA Half the time I'm like/ he's like di you think I should do this and (??) bunch of scots and I'm like / I'm like hhm
AI2 (laugh) Yeah (...) you see as well like my family nobody's from Scotland right when I'm with my friends sometimes I pick up a tiny bit of Scottish accent but you see when

I go to Ireland right I've got a really strong Irish accent yeah and same in Germany I don't sound German but I begin to lose my Scottish accent because I'm with people who obviously don't have a Scottish accent but I always feel/ I always feel like I'm intruding someone else's language when I speak Scots because it's kinda like ... it's kinda like I don't/ I don't feel / I feel like I'm like you know

MI2

it's like another language

AI2

like an American tourist trying to speak Scots because when I speak it I don't have a Scottish accent (...) so I TRY to do a Scottish accent right and then I sound like I'm someone from a soap opera

HA

IT's like you're insulting them by like putting it on but like wherever I go according to the friends I make there hm ... I coz you know how you always say that like I don't feel like I have an accent but of course you actually do but wherever I go I've never lost my Scottish accent

AI2

Oh really? I'm the complete opposite

HA

my friends're always like oh you're Scottish you sound so like a typical Scottish person and I'm like no I don't

AI2

And the thing is like seriously compared to my friends I've got like the least Scottish accent in like almost the entire school apart from the people who are English hm but then I go over to my cousins

Productions bilingues

Les 96 productions bilingues ici présentées forment le second corpus d'analyse de cette thèse. Leur reproduction a été rendue possible grâce à l'autorisation du SCILT, *Scotland's National Centre for Languages* (Annexe 5 - Volume de la thèse). Pour chaque production, il s'agit de la version authentique telle qu'elle a été soumise au concours, ou bien, lorsqu'il y a lieu, de la version provenant de l'anthologie des lauréats (produite par le SCILT). Par souci d'édition, nous nous sommes permis quelques épurations de style.

Les productions bilingues retenues proviennent de 20 établissements scolaires. Les quatre premières écoles recensées dans le tableau qui suit sont celles où nous avons également mené des entretiens oraux semi-directifs. Chaque production présentée dans ce corpus est identifiée par un code : l'identifiant de l'auteur (première lettre du prénom suivi d'une astérisque), code de l'école et niveau scolaire ; lorsqu'il s'agit d'un auteur ayant participé à un entretien, son code d'identification est alors repris (identifiant personnel + identifiant du groupe d'entretien). Pour faciliter la consultation, nous présentons ici les 96 productions bilingues par ordre alphabétique.

Pour chacun des vingt établissements, le tableau suivant précise le niveau primaire et secondaire ainsi que l'autorité locale dans lesquels il s'inscrit.

Ecole1	Primaire	Glasgow
Ecole2	Primaire	Glasgow
Ecole3	Primaire	Glasgow
Ecole4	Primaire	Glasgow
Ecole5	Primaire	West Lothian
Ecole6	Primaire	Dumfries and Galloway
Ecole7	Primaire	Glasgow
Ecole8	Primaire	Renfrewshire
Ecole9	Primaire	Edinburgh
Ecole10	Secondaire	Fife
Ecole11	Secondaire	Aberdeenshire
Ecole12	Secondaire	Edinburgh
Ecole13	Primaire	Aberdeenshire
Ecole14	Primaire	Edinburgh
Ecole15	Primaire	Renfrewshire
Ecole16	Primaire	Renfrewshire
Ecole17	Primaire	Renfrewshire
Ecole18	Primaire + Secondaire	Dunbartonshire
Ecole19	Secondaire	West Lothian
Ecole20	Secondaire	Glasgow



I wrote my poem in Gàidhlig because I go to a Gàidhlig school! I used my imagination to think about a little girl the age of ten saying goodbye to her Dad and the Dad is just about to go to war. When he is gone she is heartbroken. She is waiting for him to come back.

I think it is a very sad poem about world war two. I chose this subject because it is my topic in class. This is quite an important poem to me because as I was writing this poem I thought that this could have been a girl's feeling's during world war two.

जल की रानी :

Ashika Kannan P6L

मछली जल की रानी है,
जीवन उसका पानी है।
हाथ लगाओ, दर जाएगी,
बाहर निकालो, मार जाएगी।

Translation:

Water Queen :

Ashika Kannan P6L

The fish is the queen of the ocean,
Water is her life.
If you touch her she will get scared,
If you take her out of the water she will die.

Why I chose this poem

I learned this poem when
I was studying in India.

The reason I chose this poem was because
Hindi is a difficult language to learn.
So I thought, if I wrote a rhyme it might be
easy, so almost everyone can understand it.

A* Ecole11 S1

De vrei sa stii ce inseamna roman (If you want to know about Romania)

Dan Spataru

Unde-si culca cerul fruntea lang-un brad
batran
Stand la foc aprins, de blanda luna,
Sub luciri de stele, vei gasi acel roman
Versul mioritei, sa ti-l spuna.
Prin povestea vorbei peste timp te va purta
Pe taram de vis in tara mea.
SI oricine-ai fi, si de-oriunde ai veni,
Plaiul nostru il vei indragi.

Refren:

De vrei sa stii ce inseamna roman,
Intreaba muntii si codrul strabun.
Asculta doina ciocarliei cantata de cu zori
Si vino pe la noi de sarbatori.
De vrei sa stii ce inseamna roman
Bea apa rece din limpede izvor.
Priveste cerul noptii stand culcat in brat de
vant
SI-ai sa-ntelegi ce inseamna roman.

E romanul harnic, nu se teme cand e greu,
Dar si sa petreaca stie bine.
Are-n brati carpatii si-n piept o inima de leu
Si ii curge Dunarea prin vine.
Canta ca o pasare cand e mai fericit,
Si iubeste-atunci cand e iubit.
Pentru el copiii sunt tot ce poate fi mai
sfant,
Ca si pacea-ntregului Pamant.

Refren:

De vrei sa stii ce inseamna roman,
Intreaba muntii si codrul strabun.
Asculta doina ciocarliei cantata de cu zori
Si vino pe la noi de sarbatori.
De vrei sa stii ce inseamna roman
Bea apa rece din limpede izvor.
Priveste cerul noptii stand culcat in brat de
vant
SI-ai sa-ntelegi ce inseamna roman.

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Ca si pacea-ntregului Pamant.

Refren:

De vrei sa stii ce inseamna roman,
Intreaba muntii si codrul strabun.
Asculta doina ciocarliei cantata de cu zori
Si vino pe la noi de sarbatori.
De vrei sa stii ce inseamna roman
Bea apa rece din limpede izvor.
Priveste cerul noptii stand culcat in brat de
vant
SI-ai sa-ntelegi ce inseamna roman.
SI-ai sa-ntelegi ce inseamna roman.
SI-ai sa-ntelegi ce inseamna roman.

The National Day of Romania is celebrated on 1st December. On that day people gather in a big square in Bucharest. There is plenty food set up on long rows of tables and people can help themselves to it. There is never enough though. This song is always sang on that day. There is usually a huge army display: soldiers marching, army cars and tanks, horses and three army airplanes 'painting' Romanian flag in the sky with our national colours, blue, yellow and red. I particularly like the horses, sometimes I was able to come really close to them, it was very exciting. I am from Bucharest and I was going there every year to celebrate the day. You don't have to go to school or work, so we were taking a bus there in the morning and then visiting friends afterwards. The song is about my country, how beautiful it is and worth visiting.

Fülemüle



Fülemüle

Fülemüle, fülemüle, gyönyörű madár,
szólal, szólal szólal már.

Dittyen a fészek, zörren az ág,
moccan a kezdet a hajnali láng.

Jegyzefa - jegyzefa - jegyzefa lánc,
sima rit szélén kettős rünc.

Denevér bak - egér, északi szél,
kondul az óra, megszöktél,

Három mérföld és egy fél
fosszu hajamba mért téptel?



Fülemüle, fülemüle, gyönyörű madár,
hallgat, hallgat, hallgat már.

Weöres Sándor

Original poem © Sándor Weöres d.u.

My name is András Poszmik and I am from Hungary. I am 9 years old and I now live in Erskine in Scotland. I have chosen the poem *Fülemüle* (which means Nightingale in Hungarian). It was written by the famous Hungarian poet, Sándor Weöres (1913-1989).

The poem uses beautiful language to describe the bird and its journey. I can say this poem by heart and I like the way it sounds in my own language.

Bahar Geldi

Hurry up, put your shoes on
Spring has come
Come on! Let's pick flowers
Spring has come
The flowers are starting to bloom
The sleeping animals awaken. Hurry up!
Let's go exploring
Spring has come
The first blossoms are starting to bloom
Let's decorate everywhere with flowers
Let's fall onto the fresh grass
Spring has come



Çabuk ol, ayakkabılarını giy
Bahar geldi
Hadî gell! Çiçek toplayalım
Bahar geldi
Çiçeklar açmaya başlayınca
Hadî gell! Gezelim
Bahar geldi
İlk baharlar açtı
Her yeri çiçeklerle süsleyelim
Taze çimenlere düşelim
Bahar geldi



Sámhchair

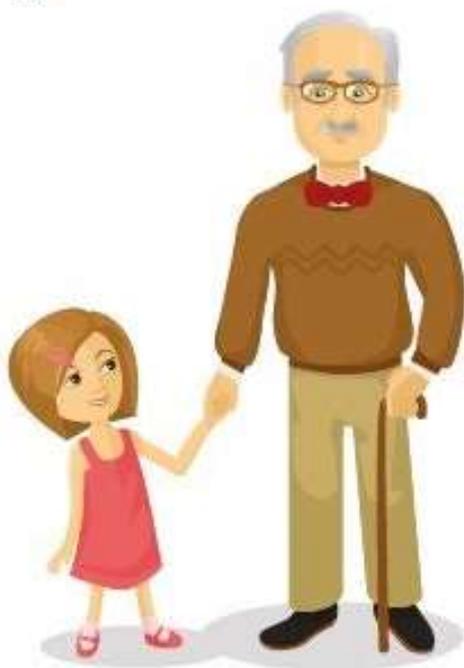
WINNER
P7-S1

Bha mo chasan air chrith,
Ach choisich mi a-steach,
Mo chridhe a' dol cho luath ri dealanaich,
Is mi cho faisg ri bhith a' ranaich.

Bha thu na laighe an sin,
Gun faireachdainn air d'aodann,
Aodann a bha an comhnaidh cho toilichte,
cho lan beatha,
A-nis sàmhach, gun tlàths.

Chaidh mi a-nuall thugad, is ghabh mi do lámh,
Bha cho fuar ris an sneachd,
Carson? Carson a tha thu gam fhagail?
Cha robh freagairt ann dìreach sàmhchair.

Dhún thu do shuilean,
Ann an guth beag, thuir thu, "Chan eil mi
gad fhágail,
Bi mi an comhnaidh còmhla riut."
An uairsin chaidh a h-uile riud sòcair, is thu
aig fòis.



I wrote this poem about the day my granddad died. I don't really remember him that well but everyone who knew him spoke of him as an intelligent, thoughtful man. He was known for always standing up for people who were less fortunate than himself. My gran said he was such an incredible man and I just wish I could've known him.

Though it sounds like the poem is told from my point of view, it is actually told from my gran's point of view. I remember my gran telling me about the day my granddad died. My gran is always so calm, so it came to me as a shock when she told me that on that day she wanted to break down and cry. When the doctor told her that they would be shutting off the life support, my gran told me that she felt like her life was slowly being destroyed. She didn't know how she would be able to carry on.

My favourite line from the poem is 'A- nis sàmhach, gun tlàths'. My granddad loved the outdoors. He was a quiet person but when he was outside he became a different person. He felt alive. This line is about how my gran reacted when she saw my granddad in hospital. She cried when she saw her husband, who was so full of warmth and personality, now lifeless and on the brink of death. I really tried to put my gran's feelings across in this particular part.

Every member of my family got a chance to say goodbye to my granddad. My gran went up last. She went up to my granddad and asked him, "Why are you leaving me?"

My gran wasn't expecting an answer, but she got one. My granddad looked up at her, then he said, barely audible, "I'm not."

Then he died.

Ślimak

Ślimak, ślimak pokaż rogi
Dam ci sera na pierogi
Jak nie sera to kapusty
Od kapusty będziesz tusty

This poem is about a slug. It's showing it's horns. And it will have some cheese pierogi.

And if it doesn't want it you can give it cabbage and then it gets fat.



We like it because when we were in nursery we sang it all the time. We are both from Poland and we are in the same class in Scotland. We didn't know each other in Poland.

We chose it because we like it the most.

AN: It reminds me of when it's asleep and it wakes and it's horns come out.



KA: I liked doing this because we were talking about different things, like different poems.

Inside pierogi there is cheese, sometimes. What is pierogi in English?

Minions are small.

Minions are small and yellow.

Minions are small, yellow, and silly.

Minions are small, yellow, silly and playful.

Minions are small, yellow, silly, playful and loyal.

Despicable.

Minions sont de petite taille.

Minions sont petites et jaunes.

Minions sont petites, jaunes , et stupide.

Minions sont petites, jaunes , idiot et ludique.

Minions sont petites, jaunes , idiot, ludique et loyal.

Méprisable

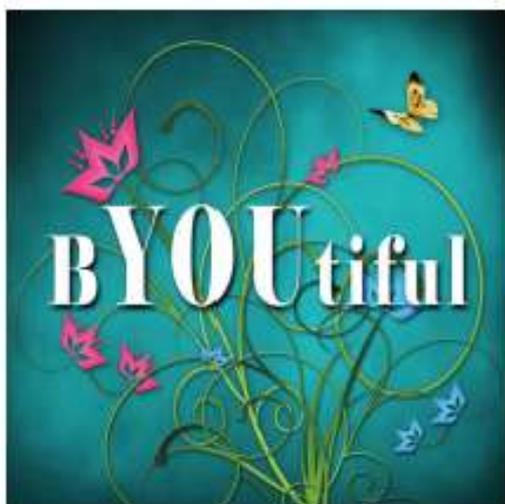


I wrote my poem about Minions because the movie 'Minions' is my favourite movie. It is a funny and silly movie and it makes me happy. I wish I had a minion. I would play with it and teach it how to speak English and French, like me. My poem is an adjective poem. I learnt to write this kind of poem in school when I worked with Mrs Stevenson and other children.

When I read my poem it makes me think about my brother, Jordan, because he is funny, silly and playful. He is good at telling jokes and when I go to bed and try to sleep, he jumps up and scares me! We both roll about laughing!

Bycie Soba

HIGHLY
COMMEDED



Życie jest o bycie sobą .
Jako kims ktorym, tylko ty możesz być.
Ktoś ktorego tylko ty możesz zrozumieć.
Ktoś , kto jest iny od wszystkich.
Ktoś , który nie kopiuje innych, żeby pasować .
Ktoś, kto jest bardzo wyjątkowy .
Ktoś, kogo nie obchodzi co mówią inni o nim .
Ktoś, kto jest pewny siebie.
Ktoś, kto przyjmuje się za to kim są .
Ponieważ jesteś , kim jesteś .
Bądź oryginalna bądź kreatywny .
Bądź sobą, życie jest zbyt krótkie , aby być
falszywym .
Urodziliśmy się żeby być prawdziwi nie doskonali .

I put this poem together myself and I got a little help from the internet taking out bits and pieces of quotes and poems but mostly I wrote it myself.

Now at first I just thought to myself I'll enter the competition and just copy a poem from the internet but one night I was thinking and something came into my mind. I thought, how will I succeed at life if I don't try? I wanted a poem that truly expressed what I what I was feeling. I wake up to this poem every morning and I always take motivation from it, I have it on my wall. This poem means a lot to me as I have struggled to be myself in the past. I feel like I've been surrounded by people that I haven't fit in with. This poem gives me hope, happiness and joy. I'm actually thinking of making this my graduation speech.

Last time I entered the competition I didn't win. However this year I have grown stronger. Before I wanted other people's attention but now I have my own attention and belief in myself. I will reach to my success without any help and I will try my hardest. The one thing I know I am truly good at is being who I am. All I need to do is just follow my dreams.

Thank you for reading this long story it was longer however the library is closing now. Just remember we were born to be real not perfect.

D* Ecole2 P4

Stary niedźwiedź mocno śpi,
stary niedźwiedź mocno śpi.
My go nie zbudzimy, bo się go boimy,
jak się zbudzi, to nas zje.
My go nie zbudzimy, bo się go boimy,
jak się zbudzi, to nas zje.

Stary niedźwiedź mocno śpi,
stary niedźwiedź mocno śpi.
My go nie zbudzimy, na palcach chodzimy,
jak się zbudzi, to nas zje.
My go nie zbudzimy, na palcach chodzimy,
jak się zbudzi, to nas zje.

Stary niedźwiedź mocno śpi,
stary niedźwiedź mocno śpi.
My go nie zbudzimy, bo się go boimy,
jak się zbudzi, to nas zje.
My go nie zbudzimy, na palcach chodzimy,
jak się zbudzi, to nas zje.
Jak się zbudzi, to nas zje.
My go nie zbudzimy, bo się go boimy,
jak się zbudzi, to nas zje.
My go nie zbudzimy, na palcach chodzimy,
jak się zbudzi, to nas zje.
Jak się zbudzi, to nas zje.
Jak się zbudzi, to nas zje.
Jak się zbudzi, to nas zje

It's a circle game. I remember playing it. The bear is sleeping and if you wake it up it will catch you. If it catches you you need to sleep. I was excited when I played the game. This is in Polish. In English people won't know how to say it.

I played it a long time ago. I used to play it with Aureilka and her wee brother. They now live in a different country. People in my class want me to stay in Glasgow. I want to stay in Glasgow. Mum, Dad and sister might go to Poland with me – that makes me sad. I will never see my friends again.

ሓብቶኝ
 ቅል አደኝ
 ቅል አቦኝ
 ቅል ሓትኝ
 ቅል ሓወቦኝ
 ቅል አሞኝ
 ቅል አኮኝ
 ቅል ሓውኝ
 ቅል ሓብቶኝ
 ቅል አያኝ
 ቅል ሳንዳኝ
 ቅል መን እያ እዚአ በጃኝ፤
 ቅል ገዛውቶኝ
 ቅል ዓድኝ
 ሓብቶኝ
 ዋላ አደ ዓባይካ ዋላ አደኝ
 ዋላ ሕጽድቶኝ ዋላ ሰበይቶኝ
 ዋላ ቅልካ መዓረኝ
 ነሱን ቆመኛኝ ሳላ ባህልኝ።
 እሞ መሰለን'ዶ ትሕልወለን ኢኝ፤

YOUR SISTER
 Daughter sister
 Your own sweet daughter
 Your mother's Daughter
 Her sister's and brother's
 Daughter
 Your father's daughter
 His brother's and sister's
 Daughter
 Your brother's and sister's
 Daughter
 Your older brother's Daughter
 Your older sister's Daughter
 Whoever that may be Daughter
 of this town
 Daughter of your neighbor
 Daughter and sister of our
 nation
 Your sister
 Your daughter
 Your grandmother and mother
 Your fiancée and your wife
 Every daughter
 Part of you
 Your own sweet daughter
 Sister to sister to sister
 Respect their rights

By Reesom Haile

I found this poem online when I was searching for a good poem to use in the competition. My dad knew it from Eritrea, where he was born. He taught it to my Mum and then he taught it to me. We looked at it on the internet.

When I hear the poem it makes me think about my Grandma, who lives all the way at the other side of the world. I can hear her voice reading to me. My friend and cousin, Sophie, lives with my Grandma and so I think about her too.

It makes me also think about my family, especially my sisters, Dalia and Divora.

Divoria and I sometimes play pranks on Mum and my little sister! I think about my sisters playing with me. They can be bossy sometimes but I love them just the way they are!



Rev Skrev



Det var en gang en liten rev,
Som satt og skrev.
Han var så glad og blid,
Når han gjorde det.
Han skrev til mor,
Han skrev til mormor.
Han skrev til far
Han skrev til farfar.
Når han var ut av papir,
Han var ikke blid.

I decided to write my poem about a fox because I was inspired by the famous Norwegian children's rhyme, *Mikkel Rev*. It reminds me of being a young boy in Norway. My poem, *Rev Skrev*, is about a little fox who loves to write. He writes letters for all his family. When he runs out of paper he isn't happy.

I like the sounds and the rhythm of this poem. I tried to make it rhyme too. I enjoyed writing a poem in Norwegian

LOVE POEM IN YORUBA

Otalenigba Eye ni be nigbo ♥

Sugban iwo ololufe mi lo lori won

Oun fo bi eye ♥ ♥

Sugban labalaba ko le eye onitemi

In English

Thousands of birds in the bush but you my lover is the head ♥

of them you fly like a beautiful bird. ♥

But the butterfly can not meet you my lover. ♥



This is a love poem it's about love.

I picked it because it is special. It is special because it is in Yoruba. Yoruba is a language. My mum and dad speak it to me and I understand it. I liked finding it because my mum and dad helped me. I was on the computer looking for a poem. I couldn't think of any. I was asking my mum if she could help me, but she forgot. It reminds me of when my mum and dad got married. They got married before I was born however when I heard it, it made me think of them.

Idzie rak

Idzie rak,
Nieborak.
Jak ugryzie,
Będzie znak.

A crayfish comes
Poor fellow
When it stings you
There will be a mark!



shutterstock - 64741261



My mum tickles me when she does this to me. I think of when this happens to me. Sometimes I do it to my brother on his belly.



ŚLIMAK

ŚLIMAK, ŚLIMAK POKAŻ ROGI

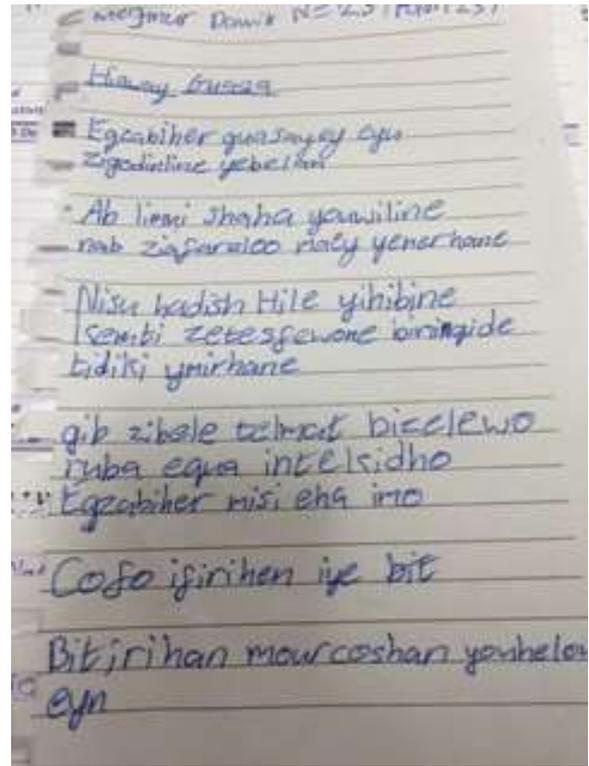
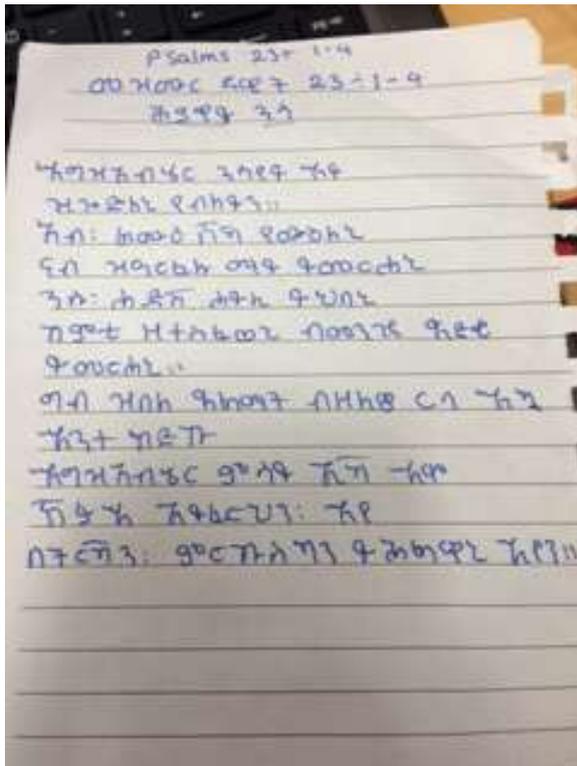
DAM CI SERA NA PIEROGI

JAK NIE SERA TO KAPUSTY

OD KAPUSTY BĘDZIESZ TŁUSTY

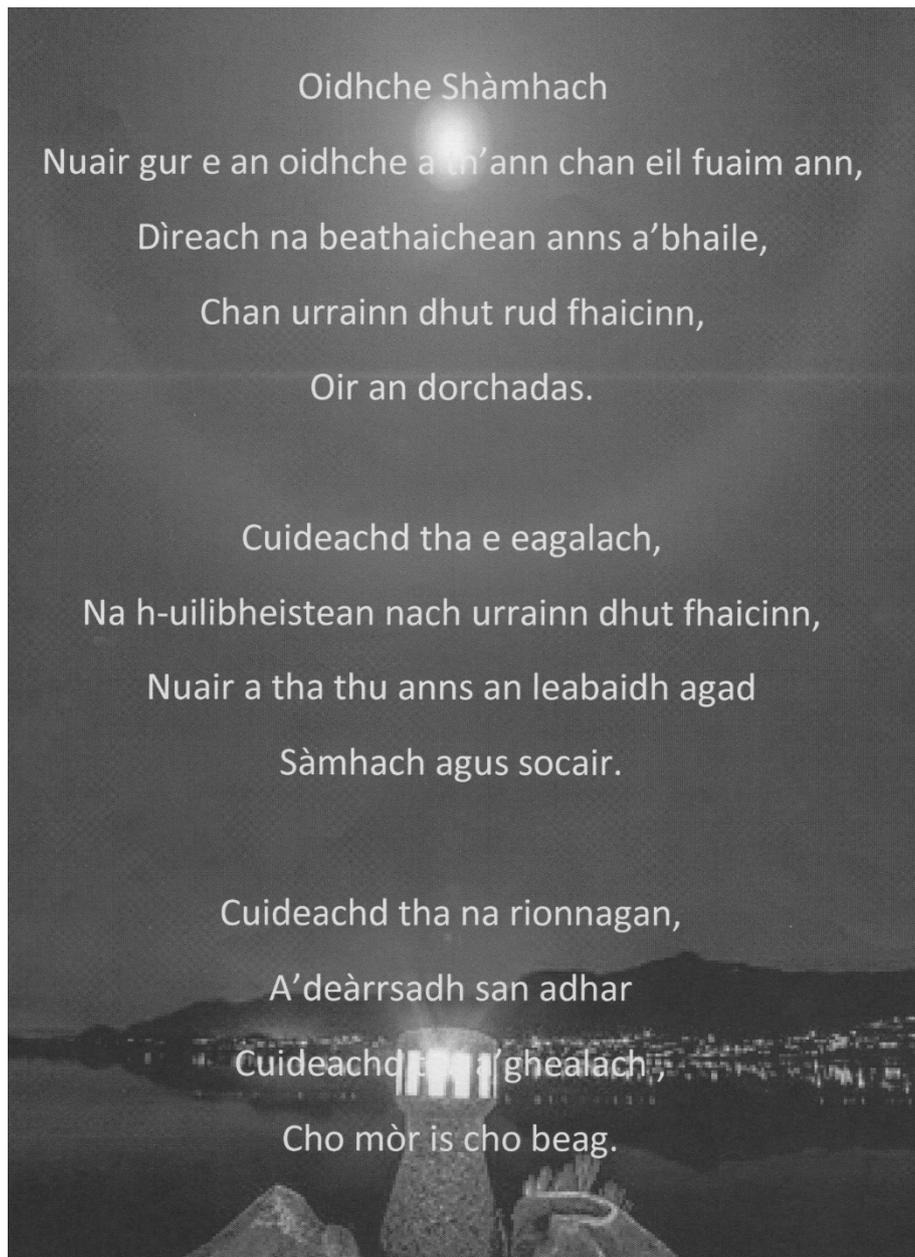
My poem is about a slug who is asking for some cheese on his pierogi. Pierogi is a nice type of Polish food which can have cheese, meat, strawberry or blueberries inside it, it is very tasty. My mum or dad makes them for dinner sometimes. In the poem if the slug eats too much pierogi then the slug gets very fat. When I first saw this poem I was excited because when I was 5 my mum before I went to bed would read the poem to me. I had a book of poems.

E* Ecole3 P6



I told my Mum I needed a poem for the mother tongue, other tongue competition in school and we looked in the Bible (we have two, one in English and one in Eritrean). I picked Psalm 23 because it's quite important. It's about God dying and helping us, so we can live on this earth. My favourite part is when Jesus dies because I have a strong feeling in my heart. Eritreans really believe in God and it's important to us. When I read the Psalm it makes me feel happy, loved and respected.

I liked taking part in the MTOT competition. It was fun to do the tasks and made me want to learn more about my mother tongue. It was fun to work with children who speak different languages. I liked making multilingual Christmas cards – I liked hearing the different languages.



29.10.15 Oidhche Shàmhach

I chose to write about Quiet Night because I just think that when it's dark and quiet it is kind of a sanctuary. I am really bad at getting to sleep so when it is late at night and I cannot sleep I sit in the dark and enjoy the silence. I also dream of the stars and the moon shining in the night sky as I see the deep shade of blue in the night sky. It can also be scary though don't get me wrong, you can't see the monsters while you sleep soundly in bed.

Respekt / Respect



Respektiere andere und werde respektiert
Es ist respektlos auf möbel zu malen
Sage gute Dinge und sei respektvoll
Prahlerei und mobbing ist respektlos und verletzend
Es ist respektlos müll auf den schulhof zu schmeißen
Kümmere dich um andere
Trage verantwortlich und gehe respektvoll mit anderen um

R - respect others and you will be respected
E - it is not respectful to write on furniture
S - say good things and be respectful
P - 'showing off' and bullying is respect less and hurts others
E - it is not respectful to leave rubbish at the playground and not clean it up
C - care for others
T - be responsible and respectful

If everyone would be respectful and responsible there would be less trouble around the world and the topic is really important! Spread the word.



Cogadh

'S e rud uabhasach a th'ann an Cogadh,
Sabaid mòr eagalach.
Milleanan de beatha air a chail
Carson a tha e freagarrach?

Bidh cogaidhean ann feagh an saoghal.
Thairis air rudan beag neo gorach.
An uair sin bidh daoine a-dol gu bas,
Ciamar a tha e freagarrach?

Saidhdearan 's 'civilians',
Uile air a muirt.
Nach eil tròcair sam bidh ann?
Coimhead air na Clachan-chuimhne
An ath turas a tha thu a'dol air cuairt.

I was inspired to write this poem because it was coming up to Remembrance Day. I decided to write it explain the horrors of war and the effects it can have, not only on soldiers, but other innocent people. It can divide whole countries, breaking previous relationships. The death tolls are huge, and some of the time nothing changes afterwards.

My favourite line is the one asking about how war is reasonable or forgivable. It is an honest question that as far as I know has never been answered.

ANG AKING TANGING YAMAN



Ang aking tanging yaman,
Ay ang aking pamilya,
Na nagmamahalan,
Sa tuwina.

Ang aking tanging yaman,
Ay ang aking mga kaibigan,
Na laging nandyan,
Sa kalungkutan at kasiyahan.

TRANSLATION:

MY ONLY TREASURE

My only treasure is my family,
Who loves each other for always.

My only treasure are my friends,
Who are always there in laughter and in tears.



My poem is about love. My mum wrote the poem for me. The language is Tagalog. The language is from the Philippines.

It is hard to say it in Tagalog because the words are harder and longer.

I try to learn this so I can understand my mum and dad better. Sometimes I get confused when they speak. It is longer than I thought.

My mum wrote it real quick. We looked poems up on the internet, but those ones were not good. I asked my mum to write a love poem. I love this poem because it is all about love and makes me think of my family.

F* Ecole3 P5

Football is extraordinary.

Football is extraordinary and emotional.

Football is extraordinary, emotional and fascinating.

Football is extraordinary, emotional, fascinating and respectful.

Football is extraordinary, emotional, fascinating, respectful and active.

Skilful.

Jalkapallo on poikkeuksellista.

Jalkapallo on satunnaisia ja emotionaalinen .

Jalkapallo on ylimääräinen , emotionaalinen ja kiehtovaa .

Jalkapallo on ylimääräinen , emotionaalinen , kiehtova ja kunnioittava .

Jalkapallo on ylimääräinen , emotionaalinen , kiehtova , kunnioittava ja aktiivinen .



Taitavaksi.

I chose to write a poem about football because it is favourite sport. I used an adjective poem. My favourite part about my poem is football is emotional because it really is, especially when you lose or win, like a world cup. When I'm older I would like to be a famous footballer. I play for my school team at the moment. I am the left back.

I loved coming to Mother Tongue, Other Tongue project. It helped me learn my language a little bit more. Four months ago, I visited family in Finland and they taught me words and I used them in the competition. I would like to take part in the competition again!

Kind

**WINNER
P1-P3**



To see the poem performed in BSL, visit the SCILT website: <http://bit.ly/1LgWwhS>

In our family we are very interested in BSL because my mum uses BSL regularly at work and I am very interested in learning it.

Deaf people all over the UK may use BSL to communicate and we think it would be good if more children learned BSL at school so that when they meet deaf people they will be able to have conversations with them.

In my acrostic poem the 'I' stands for including one another. If more people knew BSL then more deaf people would feel included in their society.

*Wesoło jesienią w ogródku na grządce,
Tu ruda marchewka tam strączek,
Tu dynia jak słońce, tam główka sałaty,
A w kącie ogórek wąsaty.*

*Ogórek, ogórek, ogórek,
Zielony ma garniturek,
I czapkę i sandały,
Zielony, zielony jest cały.*

*Czasami jesienią na grządkę w ogrodzie,
Deszczowa pogoda przychodzi*

This is about a cucumber. It is about what the cucumber has on it. It tells you what it looks like and then describes it. It has lots of descriptions and detail like what colour it is and what it is wearing. It is wearing a hat and shoes.

I'm not sure why I picked it, I think it is because I knew it since I was a young kid and I sang it every day. It reminds me of summer and holidays and when I was a little kid. And it reminds me of the weekend and when I spend a lot of time with my mum. However I am allergic to them.

It is in Polish. I would like it more if it was in a different language so I could learn more. I would like to learn Japanese.



پھلی

پھلی جہل کی رانی ہے
جیون اس کا پانی ہے
بانہہ لگاؤ تو ڈر جائے گی
پانی سے لگا لومر جائے گی

This song is in Urdu. It is about a fish. It makes me feel happy. In one part they are counting.

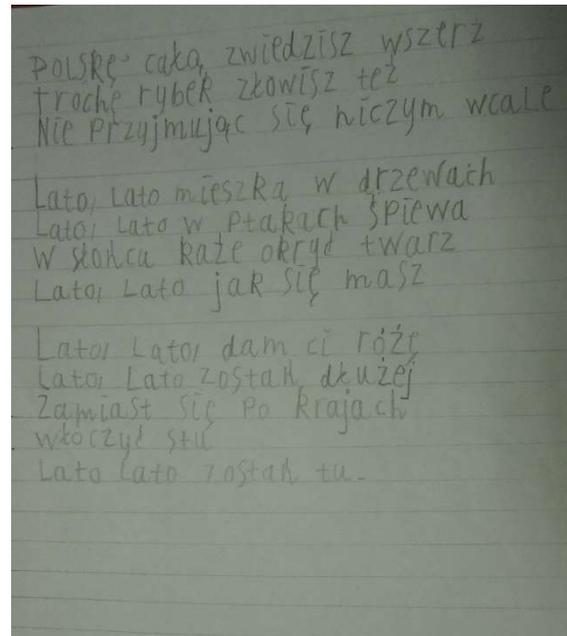
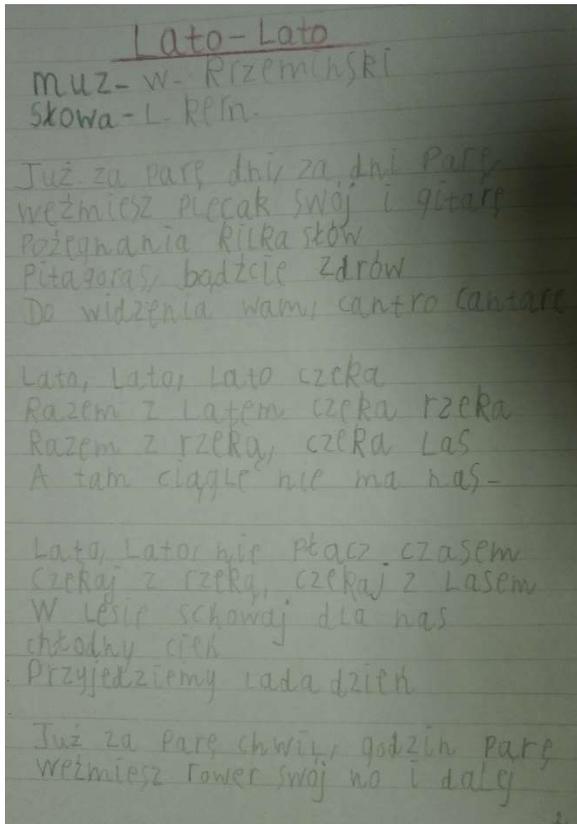
Sometimes I feel like fish do not have families and hearing this song made me feel like people care about them.

Sometimes when I hear the song I get emotional. It is high and happy then low and sad.

I didn't like finding a song in Urdu. It reminded me of my family in Pakistan. It reminds me of bad feelings in Pakistan.

Sometimes I would ask, "when is the competition." when I saw Mrs Barrett. Then the feelings would no longer be there. I don't need to worry about them and they passed away from me.

I* Ecole13 P4



I know this song really well.

Each time when I sing this song, it reminds me of my country. It reminds me of the place where the days are hot in the summer, of the time when my friends and I sit by the sea playing the guitar and singing songs.

It is about the place where we have a barbecue and we swim in the sea.

In my opinion, the best paragraph of this song is " Lato, lato zostań dłużej, zamiast się po krajach włóczyć stę, lato , lato zostań tu", because it tells us that we all need summer to last more than only 92 days.

There is something special about the heading because it tells us what the song will be about.

I know that the music to the song was written by W.Krzeminski and the words were written by L.J.Kern, who was born on the 29th December in 1921 in Lodz and died on the 29th October in 2010 in Krakow. This information is useful because we know who wrote the music.

Summer is the subject of this song. The whole refrain of the song is about the summer. The author of the song wrote about the summer time, what we do at that time, where we go to. I think everybody should understand this text.

I* Ecole14 P6

English

There once was a Mrs Allan,
Who made all badness a ban.
Integrity and
Dignity are planned.
And said "that is all we can."

There once was a school in the news,
That had seven important values.
Kindness is one,
And lies weigh a ton.
And they said "what wonderful views!"

There once was a teacher, Mr Anderson,
Who's resilience would always carry him on.
Respect and equality,
We need to drink tea.
And said "This is the one."

Language translated to: Scots

Thaur ance wis a Mrs Allan,
Fa gart aw ill a ban.
Integrity an'
Dignity are planned.
An quo "That is aw we can."

Thaur ance wis a schuil in th' bark,
'at hid seisven important values.
Kyndness is a body,
An' lees weigh a ton.
An' they quo "whit wunnersome views!"

Thaur ance wis a dominie, Mr Anderson,
Who's resilience wood aye cairy heem oan.
Mense an' equality,
We need tae bevvie tea.
An' quo "This is th' one."

El Rap del Colegio

Vamos al colegio todas las mañanas
excepto los festivos y fines de semana.

Aprendemos en la escuela a multiplicar y dividir
inglés, tecnología y arte para ti.

En el patio jugamos fútbol, baloncesto
y muchas otras cosas además de todo esto.

Otra vez a clase que aburrimiento
aun que luego, cuenta para tu conocimiento.

Llega la comida comemos hasta explotrar
y mientras comemos hablamos sin parar.

Para saber, lo que tú has aprendido,
un último examen te espera a ti amigo.

Y lo mejor del cole lo cuento en el final
grandes profesores que a ti te ayudarán
y los grandes amigos que allí encontrarás.

This rap is about the school. Is the place where you go every day and you learn things like: maths, technology, art, english... Then, the break, Bhu! the break is one of the best things in the school is where you can play, chat, read... but, we always do this with friends, what could we do without friends? Then, to class again. We think it is super boring but, you know, one day you will realize that you need all the things that you are learning at school.

The lunch: the lunch is great too, you are eating while you are chatting with your friends. Then, you go to class again but know we have a test, but, well, you know, it's just for know that you had learned the stuff. And I had keep the best for the end, the great teachers that help you to improve and of course the friends that you would never ever, forget.

Mutopo wangu

Shona version

Maita Shava
Mhofu yomukono Ziwewera
Hekani Mutekedza
Vakatatekedzana pajanga
Vakapiwa vakadzi minjika
Yava nijanja
Hekani Mutekedzana,vari uHera Mukonde
Zvaitwa Mhukahwru

English version

Thank you Shava
The great Eland the runaway
Thank you very much The-one-who-came
heavy-loads
Those who challenged each other at Junga
Those who were given families the country of
the Ninja people
Thank you my dear Mutekedza, in uHera
Mukonds
Its has been done Great Animal, Those with
tails that are intimate with body

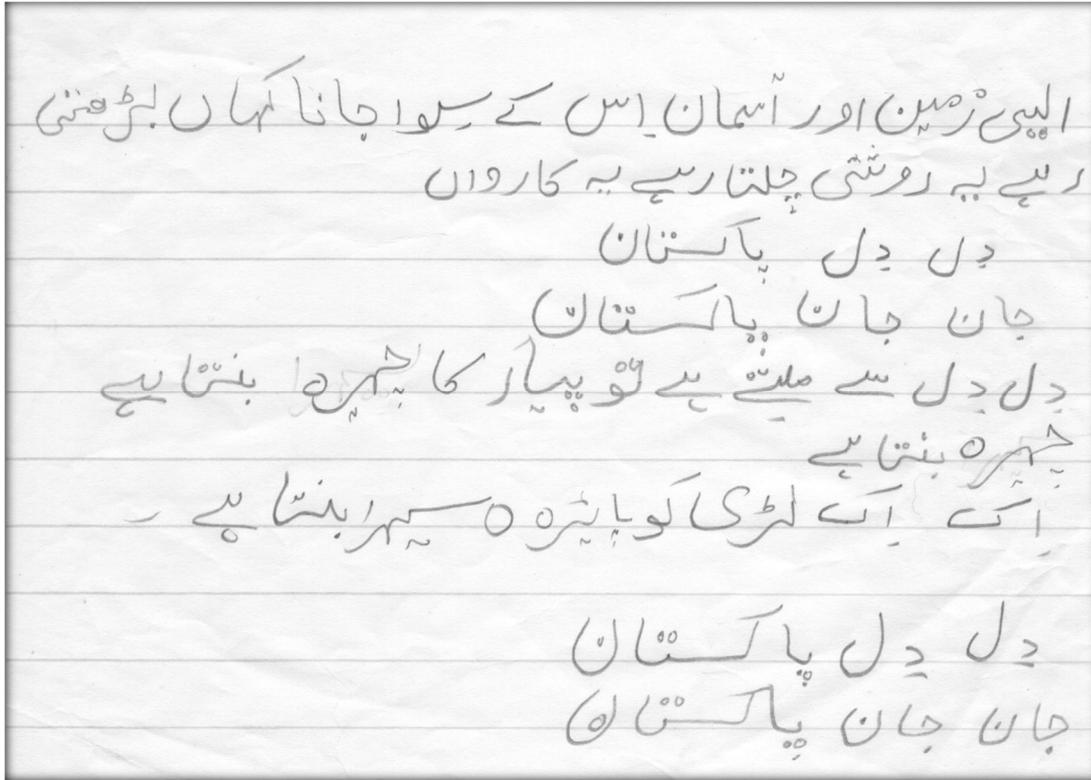
This is about my totem my totem is a Eland but they call me
chihera



Mutopo wangu I mhofu
Ndinonzi Chinera
Mutupo wangu wangu unotzoshu
Nokuti mhofu imhuka yakana
Seni Rudzi nvangu ndewe chihera
Zvichiereva mhofu

My Totem
My totem is Eland
And they call me chihera
My totem is precious
Because Eland is a beautiful elegant animal like
me
My tribe is chihera meaning Eland

This poem is about my totem. Totems are about my culture. My dad is from Zimbabwe, he is an antelope. My totem is the same as my dads. My totem is what I represent. I am an antelope but a different kind of antelope. If I do something good my tribe says thank you eland. Eland is a type of girl antelope. My gran in Shona is called ambuya, she is a zebra. I couldn't pick which poem to use, they are both important to me.



My poem is about Pakistan. Pakistan is a really poor country. My two brothers live there. I was born there.

My favourite part is when I sing about Allah. I feel confident when I sing it.

It feels good singing in Urdu. I can only understand it. I speak Urdu with my family.

JO Ecole1 Dec2015 P5

Frere Jacques Frere Jacques

Dormez-vous Dormez-vous

Sonnez les Matines Sonnez les Matines

Ding Dang Dong Ding Dang Dong

Frere Jacques Frere Jacques

Dormez- vous Dormez-vous

Sonnes les Matines

Ding Dang Dong Ding Dang Dong

Frere Jacques Dormez-vous Dormez-vous

Sonnes les Matines Ding Dang Dong.

It is about someone who is singing to a kid to go to sleep. It is a lullaby. I picked it because it is very sweet and very gentle. My mum sang it to me when I was 5 years old. It makes me think of someone singing a sweet little lullaby for their kid.

In my funny family, it makes me cry sometimes, because it is so funny. My mum is so funny when my mum sings it she would sing it in a funny way. She makes some bits squeaky, loud and small too by changing her voice.

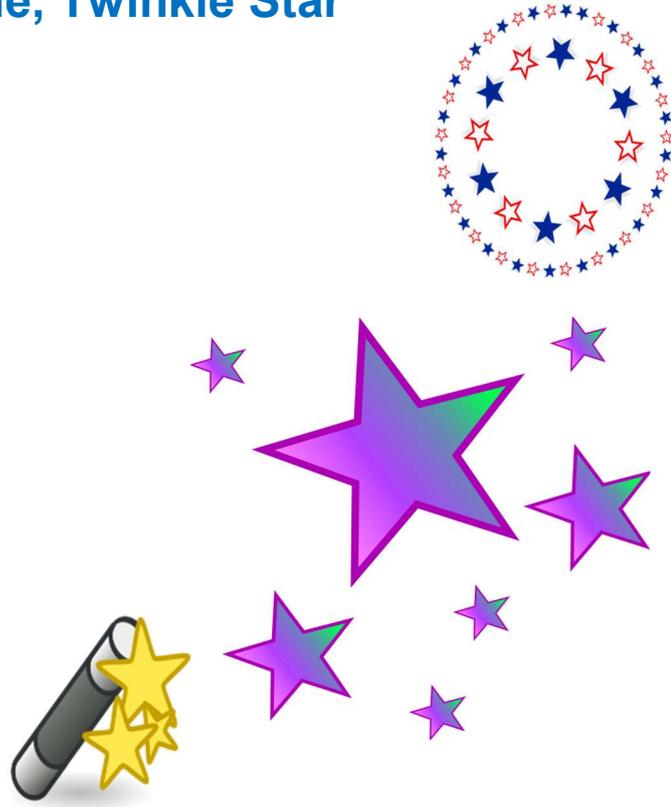
Mrugaj, mrugaj gwiazdko ma Twinkle, Twinkle Star

(Polish)

Mrugaj, mrugaj gwiazdko ma
Cudna jest uroda twa
Leć wysoko w niebo leć
Jak diamencik jasno świeć.

(English)

Twinkle, twinkle star
Rare is thy beauty
Fly high in the sky, fly,
As a diamond shine bright.



This poem is about a little girl singing twinkl twinkl little star how I wonder are up above in the sky twinkle twinkle little star. I think she saw a star blinking at her.

I picked this poem because when Mrs B* put it on I just recognised it. When I was little my mum, brother and sister used to sing it to me. I feel happy hearing it again. They sing it to my wee nieces now. I sing it to my niece. I think it sounds nicer in Polish. It sounds different to English.



**Z dalekiego wschodu
piaskami pustyni,
jadą trzej królowie
bardzo już znużeni.**

**Od miasta do miasta
w słonecznej spiekocie,
rozpytują wszędzie
o królewskie Dziecię.**

**Nikt jednak im wskazać
nie potrafi drogi:
w pałacach Go nie ma,
bo to król ubogi.**

**Zawierzyli przeto
gwieździe nad Betlejem,
ona im stajenkę
wskazała promieniem.**

Emilia Berndsen

I chose this poem because when I was looking for one I thought of Christmas. I then thought of my name and since my name is K* - that's also one of the king's names, and that's the first reason why I chose it.

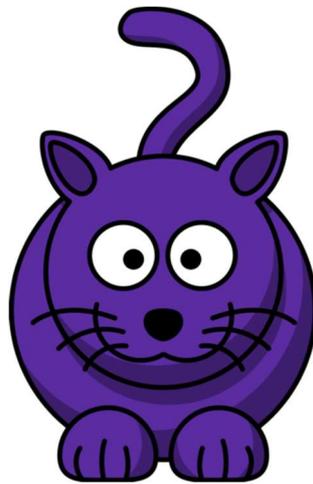
The other reason why I chose this poem is because it was getting close to Christmas. This year it will be even happier for me because I will get to spend some time with my grandpa who I haven't seen for about 6-7 years. I love Christmas because it is a happy day in the year and because it is Jesus' birthday. Christmas is not all about presents you also spend time with your family. That is a special time.

Sometimes I find reading Polish a little tricky however I keep trying and don't give up. I moved here when I was 2 and a half. It was hard to choose a poem as I didn't know which one would be best.

K* Ecole3 P5

Wlazł kotek na płotek i mruga,
i mruga,
ładna to piosenka niedługa,
niedługa.

Nie długa, nie krótka, lecz w sam raz,
lecz w sam raz.
Zaspiewaj koteczku jeszcze raz,
jeszcze raz



I know this poem from my Grandpa. He lives in Poland. He sometimes changes the words to make it funny and a little bit rude! It's about a cat. It is on a fence and is singing. I sometimes play it on my keyboard for people, so they know that I can do it. They like the way it sounds in Polish.

I enjoyed the mother tongue, other tongue competition because I only get to really speak Polish in the playground but I could show people how good I was at writing in Polish when I was working with other people. I would like to join in the competition next year.

My Poem/ Song

Kaczka Diwaczka

by Jan Brzechwa

My Commentary

When I lived in Poland my mum used to read me lots of poems and stories from one of my favourite books.

The poem makes me think about living at home in Poland and being tucked up in bed with my little sister whilst my Granny read me poems.

The poem is about a silly duck that goes to a shop to buy lots of different things but then someone tries to buy her to cook her for their dinner!

After she has been cooked she suddenly becomes a rabbit and then other ducks said “what will happen to this silly duck?”

I choose this poem because it’s funny and I like it.

I love things that are funny and make me smile 😊

K* Ecole7 P5

My poem is called Biedroneczka mała. When I was little, my mum would tell me this poem. Now I am an Auntie I tell this poem to Igor, my nephew. He is only one year old and falls asleep when I sing to him.

When I hear my poem it makes me happy and smile because it is a little bit funny. If I found a ladybird, I would remember this poem and know how to help her!



Biedroneczka mała

Finger Play

(Polish)

Biedroneczka mała
Robaczki spotkała

1. Z tym się przywitała
2. Tego pogłaskała
3. Temu pomachała
4. Tego zabrać chciała
5. Tego pożegnała

I do nieba poleciała.

A Little Ladybird

Finger Play

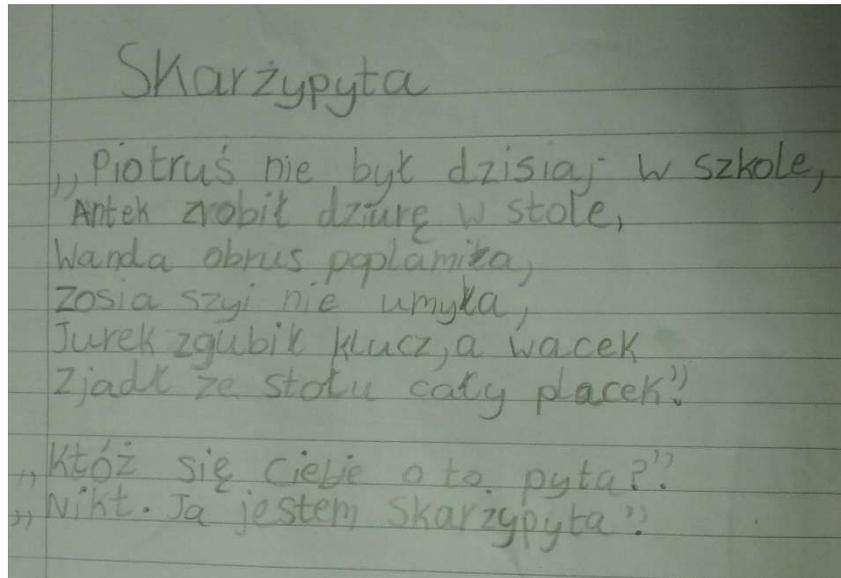
(English)

A little ladybird,
Met a few little worms:

1. She greeted this one
2. Stroked this one
3. Waved to this one
4. Wanted to grab this one
5. Said goodbye to this one...

And flew to the sky.





“Skarżypyta”

This poem is about a girl who tells on everyone. The girl is unkind because she tells on her sister and brothers.

The girl is rude to other people because she thinks she is the best. The girl is very bossy. She acts as if she was a princess.

I think I would never behave the way the girl behaved because it would upset other people. I chose this poem because I wanted to say that it is not good to be unkind.

Who Am I?

To see the poem performed in BSL,
visit the SCILT website: <http://bit.ly/1LgWwhS>

**WINNER
S2-S3**



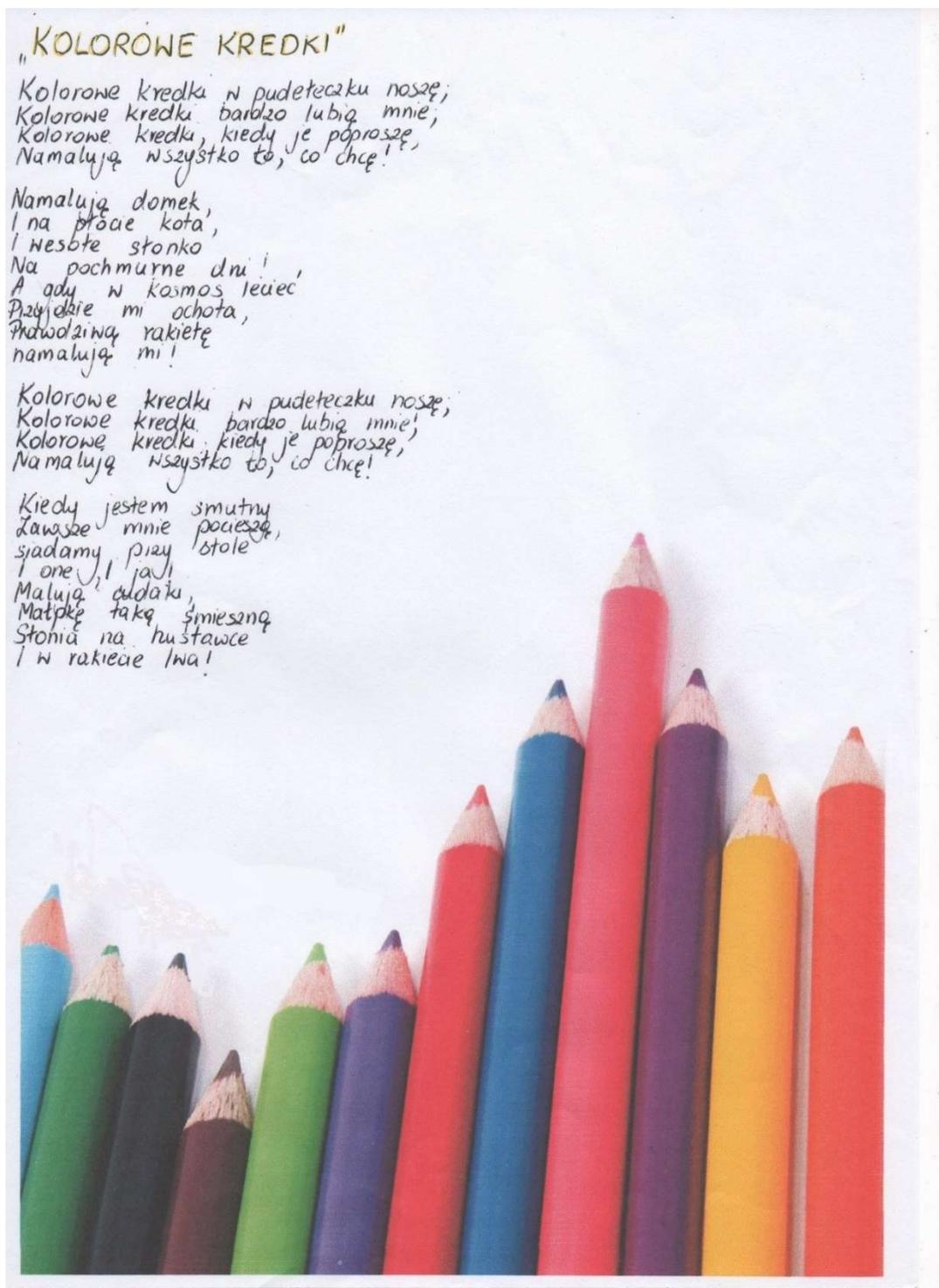
Congo girl
Born far away
Left my home, left my family
Sad, sad day
Mother cried
Father too
Me, just looked
Too young to know

My grandpa was a hero
Fought the Great War of Africa
Died defending his home and country
What for?
What for?
Don't know his name
Don't know his place or what his life was
like in Africa
Don't know his face
How sad?
How sad?

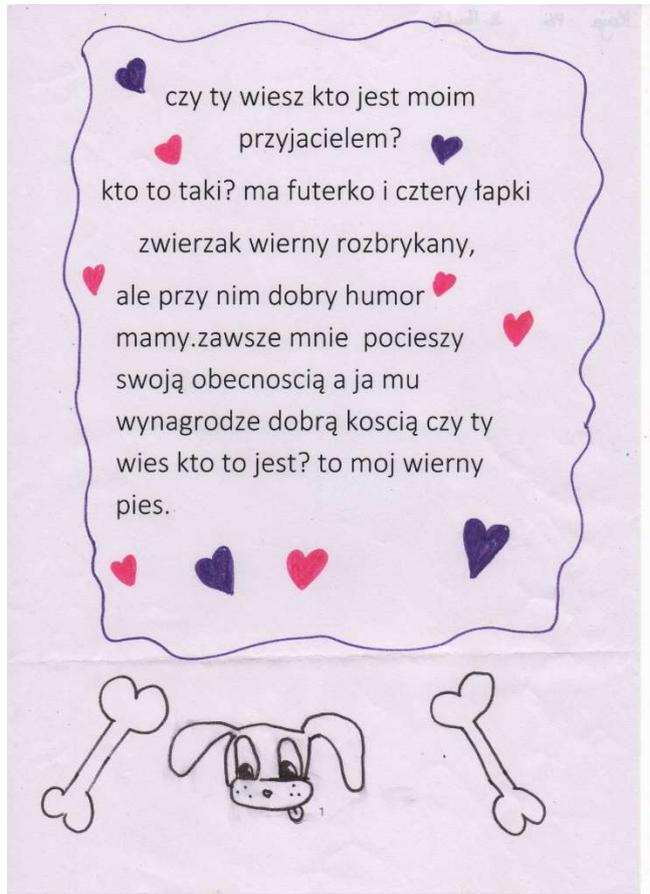
Travelled to a cold country
Learned a new language
My language
The language of hands, face and body
The language of British Signs
Mother tongue was French
Father tongue now English
My 'tongue' is Sign
And now I know who I am!
Who I am!

Before, just gesture, alone
Misunderstood
Don't know who my family really are
With my new 'tongue'
I am part of a silent world 'speaks' clearly
Expressively
Creatively
I am Keren Mingole
I am a strong woman
I am a strong deaf woman

With my language
And my family and friends around me
I have my identity
I know who I am
I am Keren Mingole
I am Keren Mingole



This poem is about some crayons that can draw anything for you that you want. My favourite part is when they draw. They draw a house - dom, the sky, the sun - słonko. I like it because the crayons are like rainbows. I like rainbows because they are colourful. I picked this poem because my mum told me lots of different Polish poems. I picked this one because it is my favourite. I use my imagination and think that the crayons are magical and alive. The poem reminds me of a magical forest that has a rainbow. When I see a rainbow I think of this poem.



This poem is about dogs. It is about that he is my best friend. He does lots of good stuff for me, so I give him a tasty bone. My dog always makes me happy when I am sad, he gives me a lot of happiness. I wrote this poem with my mum. My mum when she was young loved to write poems, that is why she wanted to help me. First we went onto the internet to find some inspiration. There were a lot of Polish poems about friendship and dogs with pictures. I wanted to write about friendship. Then my dog started to make faces and distracted me from homework so I thought I would do a poem about dogs and friendship because I really love all the animals. My dog is ginger, he is really nutty sometimes and he loves stealing sweets from me.

Kaczka-dziwaczka

Jan Brzechwa

Nad rzeczką opodal krzaczka
Mieszkała kaczka-dziwaczka,
Lecz zamiast trzymać się rzeczki
Robiła piesze wycieczki
Raz poszła więc do fryzjera:
„Poproszę o kilo sera!”
Tuż obok był apteka:
„Poproszę mleka pięć deka”.
Z apteki poszła do praczki
kupować pocztowe znaczki.
Gryzły się kaczki okropnie:
„A niech tę kaczkę gęś kopnie!”
Znosiła jaja na twardo
I miała czubek z kokardą,
A przy tym, na przekór kaczkom,
Czesła się wykałaczką.

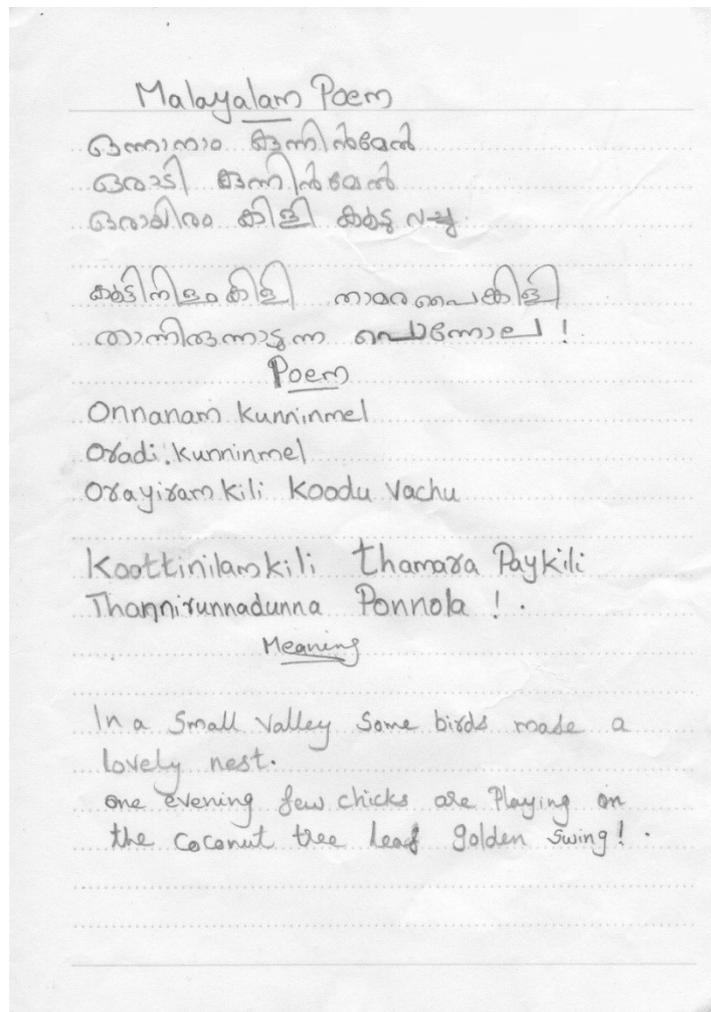
Kupiła raz maczku paczkę,
By pisać list drobnym maczkiem.
Zjadając tasiemkę starą
Mówiła, że to makaron,
A gdy połknęła dwa złote,
Mówiła, że odda potem.
Martwiły się inne kaczki:
„Co będzie z takiej dziwaczki?”
Aż wreszcie znalazł się kupiec:
„Na obiad można ją upiec!”
Pan kucharz kaczkę starannie
Piekł, jak należy, w brytfannie,
Lecz zdębiał obiad podając,
Bo z kaczki zrobił się zając,
W dodatku cały w buraczkach.
Taka to była dziwaczka!

Kaczka Dziwaczka" for the song. It is in a movie.

It is about a duck. My favourite part is when she goes to hairdressers but doesn't get her hair cut. She asks for a sandwich. In another song in the movie a man gets scissors and he draws a pig and he sings about it. I picked this one because it is funnier.

I like it because it's funny. My mum sings it. Sometimes she sings it when I go to sleep. I sing it too. I feel good when I hear it, I have good dreams.

It was easier in Polish because I don't know some words in Scottish.



This poem is about birds making a beautiful nest. One evening the chicks get out and swing on the nest. There is a gold coconut leaf and they are swinging on it. My favourite part is when the birds are on the golden coconut leaf swinging. I like it because they are swinging.

I like this poem because it is about birds. My favourite bird is a blackbird because it is quick and it always screams. I like the sounds in Malayalam.

My mum knew lots of old poems in Malayalam. She remembered it in her brain and she shared it with me. She shared a few and I picked one. I picked the best one. The one with birds.

Malayalam is different than English. If I do Malayalam letters they are different. If there were other children in my school I would talk to them in Malayalam. There is one, he is my brother. I talk to brother at lunchtime in Malayalam. Sometimes I forget some English words. When that happens I use the word in Malayalam.

So the poem is about a guy who thinks he has lost his glasses but he had them on his head. He was trying to find them. He went to a mirror and saw he had them on his head.

I really like this poem because it's funny. My mum looked it up on the internet for me. I do like to hear it.

Okulary, Julian Tuwin

**Biega, krzyczy pan Hilary:
"Gdzie są moje okulary?"**

**Szuka w spodniach i w surducie,
W prawym bucie, w lewym bucie.**

**Wszystko w szafach poprzewracał,
Maca szlafrok, palto maca.**

**"Skandal! – krzyczy – nie do wiary!
Ktoś mi ukradł okulary!"**

**Pod kanapą, na kanapie,
Wszędzie szuka, parska, sapie!**

**Szuka w piecu i w kominie,
W mysiej dziurze i w pianinie.**

**Już podłogę chce odrywać,
Już policję zaczął wzywać.**

**Nagle zerknął do lusterka...
Nie chce wierzyć... Znowu zerka.**

**Znalazł! Są! Okazało się,
Że je ma na własnym nosie.**

KR used his knowledge of English to write the words to "Twinkle Twinkle Little Star" in Polish.*

mrugay mrugay gwyastko ma
ja dla cebje prozbe mam tak na
nebye pyenknie slniz
jak dyamencik pjenknie slniz
mrugaj mrugay gwyastko ma
ja dla cebje prozbe mam

I was going to do "Sto lat" but everyone knows that song. We sing it for everyone's birthday.

So I picked "Twinkle Twinkle little star - Polish version. I like this song very much. I like it because it is good - the words make it good because they are rhyming. It rhymes in Polish ... I didn't know it rhymed in English. I really didn't know.

I like to listen to Polish songs. I speak Polish with my friends and Mrs B*. And my parents too.

I feel good when I speak Polish because it is my own language.

This Christmas

Esta Navidad
 En esta navidad
 Yo recibiré a mi familia escocesa,
 Y cenaremos en una gran mesa.
 Nadie más come ajíaco,
 Y los regalos yo los empaco.
 Los árbolitos lucen bonitos,
 Papá Noel llega con regalitos.



This Christmas I will see my scottish family,
 And I will have dinner at a big table.
 No one else has Ajiaco,
 And all the presents I wrap up.
 All of the trees light up pretty,
 And Santa comes with all his presents.



I am in a show for my spanish class on Saturday, and
 I had to make a piece for our class rap, so I used this
 for my Spanish poem for the competition.

I like christmas because it is a fun time of year.

沁园春·雪

WINNER
SENIOR
PHASE



北国风光，千里冰封，万里雪飘。望长城内外，惟余莽莽；大河上下，顿失滔滔。山舞银蛇，原驰蜡象，欲与天公试比高。须晴日，看红装素裹，分外妖娆。

江山如此多娇，引无数英雄竞折腰。惜秦皇汉武，略输文采；唐宗宋祖，稍逊风骚。一代天骄，成吉思汗，只识弯弓射大雕。俱往矣，数风流人物，还看今朝。

Original poem © ZeDong Mao 1936

This poem is written by ZeDong Mao. He was China's First Chairman from 1949 to 1976.

This poem is about China. The first verse is a description of the northern part of the country in winter in February 1936, when this poem was written. The hundred yards of land is covered with ice and snow. The poem says about magnificent Great Wall and the Yellow River with its swift current. The author describes the mountains as dancing silver snakes, and highlands as charging elephants. On a fine day, everything looks beautiful: trees, flowers, clouds and grass. The land is rich in beauty and also full of heroes. The second verse tells us about kings and queens of China from the past and also about the importance of focusing on what is now.

I needed to learn this poem by heart in school. I really like it, because when I recite it, it flows nicely and has a good rhythm to it. I like the first verse better, because it tells about the beauty of the country and the author uses a lot of interesting metaphors to describe it.

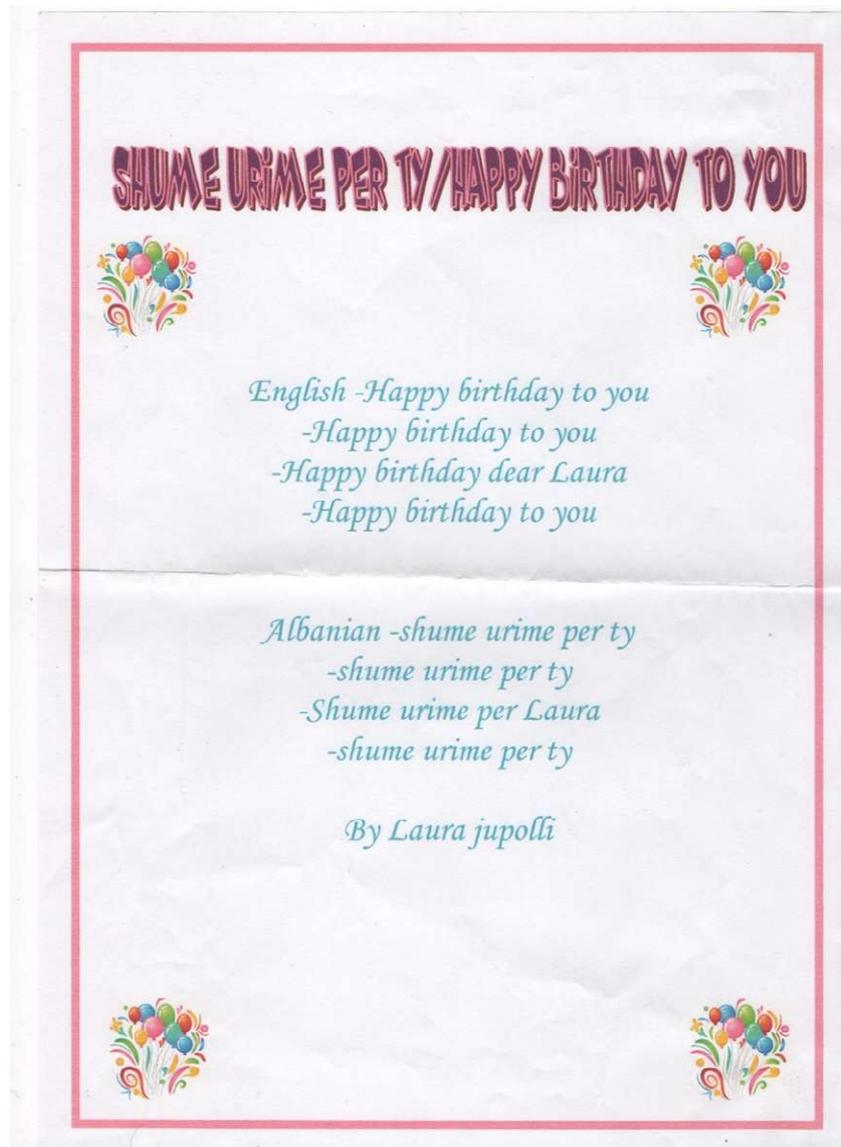
Paris

Paris, ville lumière, ville de l'amour
Ville qui nous fait tous rêver.
Ses habitants profitent de la vie
Grâce à une multitude de petites choses :
Boire une tasse de café en lisant le journal
Manger un croissant à la terrasse du bar voisin
Marcher librement dans les rues
Partager une bouteille de vin avec des amis
L'odeur du pain chaud le matin
Les pâtisseries, la bonne cuisine des restaurants
La mode, les nombreux magasins
Ainsi que les monuments, les musées, les places
La Tour Eiffel bien sûr, l'Arc de Triomphe
Tout cela contribue au bonheur des parisiens.
Mais leur quotidien a été renversé
Cette nuit du vendredi, oui ce vendredi de malheur
Les plus superstitieux attendaient le pire
Pourtant personne n'aurait pu prédire cette horreur.
Toutes ces victimes, ces innocents
Qui ne faisaient que profiter de la vie
En allant à un concert, en regardant un match de foot
En buvant un verre de vin entre amis.
Tous ces innocents ont vu leur vie disparaître en un instant.
Ce vendredi noir, le monde entier s'en souviendra
En mémoire de ces personnes comme vous et moi
Qui vivaient l'instant présent.

Ce soir là, la ville lumière s'est éteinte
Mais le monde entier s'est allumée pour elle.

This poem talks about the recent attacks in Paris. I choose to approach this subject because it is very important to me. I'm lucky to say that everyone I know in Paris is fine and has not been injured but my brother, my friends, someone of my family could have been victims of the attacks. So in this poem, I pay tribute to the innocent victims. I also write about how Paris stays a beautiful city even after these horrible and unpredictable events.

I think everyone needs to remember what happened and do not forget all the the innocent who lost their lives this night.



This song is about birthdays. Birthdays celebrate their age to grow up and we eat cake and make a party and have balloons & decorations. Everybody is happy & it's something special about you.

i picked happy birthday because it was easy to do. It was easy because it didn't take long. I sing this song when it is anyones birthday and we go to their birthday. When people sing in albanian i feel more like i'm in albanian. I was born in scotland but i go there for holiday. I would like to learn to write in Albania.

Baby please don't cry

Ome Mo Mo Oh

Ome Mo Mo Ya

Apaene Gorgo Rorteya Ya!

Om mO mO a Keckavea

Om mO mO a Keckavea

Garava an keckave

Om mO mO

When my wee brother was born he used to always cry. My mum would sing this song and he would smile and sometimes he would laugh. This poem reminds me of those emotions that I would feel. This song also reminds me of when I was a baby, I used to cry a lot, for my mum a lot of times. My mum told me that her Grandma used to sing it to her when she was small living in Benin, Edo State.

When I first saw my little brother I had tears of joy. I was just so happy because he is my only brother and I love him so much. When I feel low he makes me happy with his laughing. He is 5 months old. I now sing this song to him to help him sleep.

Sama raka modou

(Wolof)

Sama raka modou , sama raka modou
Yéwougham, Yéwougham
Gnoundé yayou diné, gnoundé yayou diné
Ding dong dong, ding dong dong.

Little Boy Modou

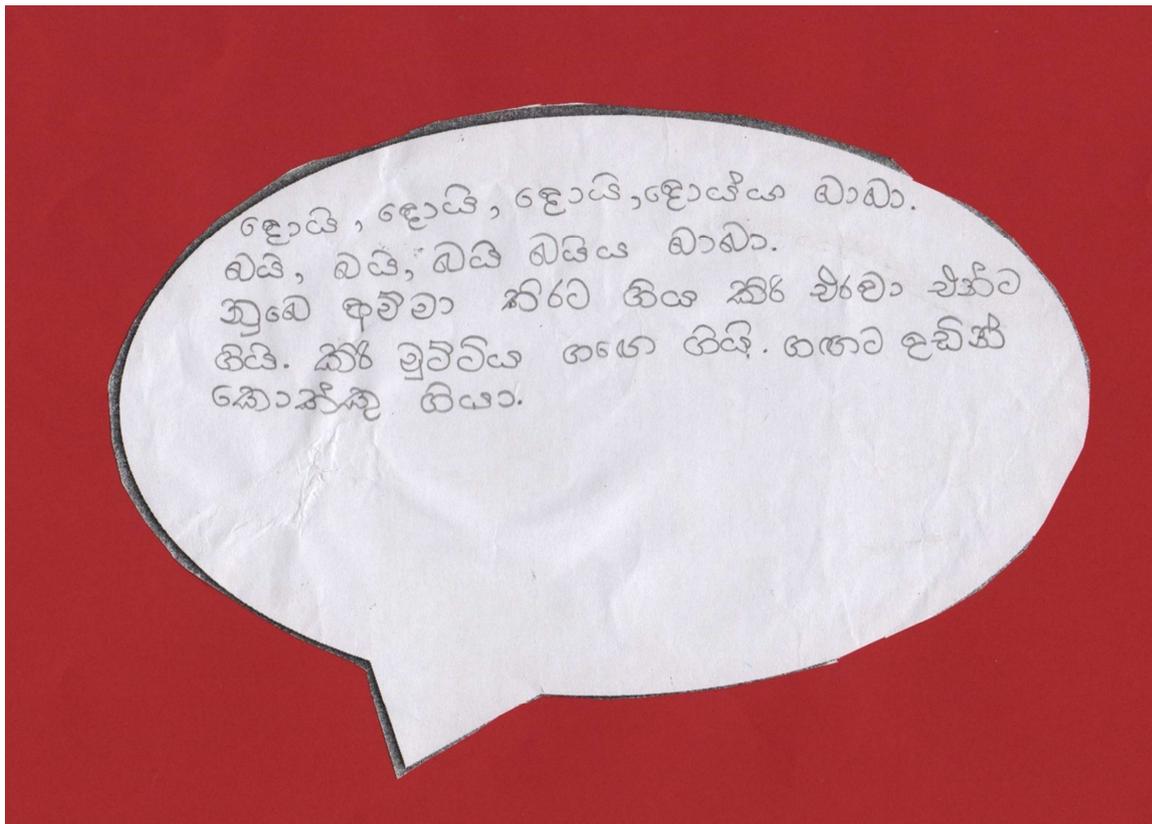
(English)

Little boy* modou, little boy modou
Morning bells are ringing, morning bells are ringing,
Ding dong ding, ding dong ding.
Little boy* modou, little boy modou
Are you sleeping, are you sleeping,

This song is about a boy. The boy is sleeping.

This was hard because we looked everywhere to find it.

It is in Wolof. I speak Wolof with my mum. I used to live in Gambia.



It's about a baby, a mum singing to a baby. It's a song that you sing to make a baby sleep. It's called, "Sleep, Sleep, Sleep"

The song is beautiful because there is a baby. When I was a baby my mother sang it to me. When I hear it now it makes me fell sleepy.

It is in the language of Sri-Lanka. I feel excited when I use my language. I use it at home, some people in this country speak Sinhala.



My Poem/ Song

“ Todos Os Patinhos ” or “ All the Ducklings ”

by Carochinha

My Commentary

This poem or song is a very popular in Portugal. Parents and grandparents usually sing it to their children they lie in bed. When I was younger I used to watch the video in the evening and the show usually ended at around 8:30pm when my favourite part came on- the song. The video and music was very funny and the ducklings would sing. When the song played I knew that it was time for me to go to bed, but didn't like that very much! I had to put my toys away and like the lullaby says, put my pyjamas on and brush my teeth. My Mum or Dad then would tuck me in and give me a good night kiss. I am older now so I do not hear this song very often, but when I do hear it I still like to sing along. Everyone knows this song so I can sing it together with my family, it is funny because not everyone sings well and sometimes people sing the lyrics wrong and we have to start from the beginning again! The song reminds me of Portugal, the cartoons I used to watch and my early memories of being sent to bed. I like it a lot!

M* Ecole7 P5

My poem is about a little ladybird who meets a few little worms. It is poem for kids because it helps you to count to five. I chose this poem to read to my little sister, who is two years old. When I read it to her in Polish, I count my finger as I say the poem and show her my wiggly worm fingers! She runs away from my fingers!

When I say it in Polish I like the way it sounds. It is silly and it makes me thinking about a poem I know in English called 'Ladybird Ladybird'. You can listen to Bierneczka mała [here](#)



Biedroneczka mała **Finger Play** **(Polish)**

Biedroneczka mała
Robaczki spotkała

1. Z tym się przywitała
2. Tego pogłaskała
3. Temu pomachała
4. Tego zabrać chciała
5. Tego pożegnała

I do nieba poleciała.

A Little Ladybird **Finger Play** **(English)**

A little ladybird,
Met a few little worms:

1. She greeted this one
2. Stroked this one
3. Waved to this one
4. Wanted to grab this one
5. Said goodbye to this one...

And flew to the sky.

Suavemente la nieve cae.
Delicadamente el viento entra.
Claramente el frío viene.
Cada día, cada noche.
Nuevamente el agua se enfría.
Vagamente las rosas se van.
Descuidadamente el otoño no está.
Cada mañana, cada tarde.

In Spain we never get snow so I decide to focus this poem on British Winters. A perfect Christmas I never had. Why I chose this extremely cold season in the first place is because I do enjoy a happy and merry winter. The wind whispering in my ear, the snow gently touching my hair and the marvellous Christmas puddings that taste wonderful, a Winter I never had. In Spain the traditions are completely different, we eat grapes at the start of the New Year while here you have to kiss under the mistletoes. It is a little miracle since I have never seen snow before and it is something that I keep very, very close to my heart. I marvel every time I see winter coming. For me it is something very special and I also wrote about it because winter is coming soon and with that the amazing opportunity to see my beloved family again which I am really really close to. I also like to describe things using interesting vocabulary or as my teacher call it 'WOW words'. I find it very easy to do and I am especially fond of the words I put in my poem because they mean a lot to me since I use them all the time in my pieces of writing. It comes very fluently to me and since this is probably my best skill in English I would like to put it to good use. But overall it was mostly because of my fellow companions and teachers that inspired me to do this poem that I thank deeply.

This poem is about winter rolling in and Autumn leaving us. It describes what happens and how it happens. It is sort like the space that separates winter from Autumn.

SØREN KIRKEGAARD

Gift dig, du vil fortryde det
 Gift dig ikke, du vil ogsaa fortryde det,
 Gift dig, eller gift dig ikke,
 Du vil fortryde begge dele,
 Enten du gifter dig,
 Eller du ikke gifter dig,
 Du fortryde begge dele



Enten - Eller.

Et Livs-Fragment

af

Søren Kierkegaard.

Andet Bind

Udgivet af Forlaget

1843

Kjøbenhavn 1843

Forlag af Forlaget

Kjøbenhavn 1843

I like this poem because it is quite funny and it also talks about morality and how we humans should live.

This poem is from a book called 'either or' published by the Danish philosopher Søren Kierkegaard in 1843. It seeks the question how should we live by our living stages of life. This poem is about someone who just wants to have pleasure and fun in life without worrying about what is right or wrong for other people. Now they are in despair as they can find no meaning in life and so this poem book is called 'either or' this poem could be called 'neither or' because the person being wrote about neither wants to marry nor not marry.



The song I have chosen is called "*Be in contact with us, Lord*".
This is my favourite song.
I was born in Poland in July in 2004 and the same year our family moved to Scotland. I learnt to read and write in Polish at Polish Saturday School.
The school was run by a Polish priest and my mum.
I liked that school because I met other Polish children there. We had a lot of fun playing together.
I also learnt a lot of important things about Poland. I really enjoyed going to this school. Unfortunately, the school was closed down a few years ago.
The school was very important to me. When I think of that school, it reminds me of a song I learnt there.
The song is about being a Christian. Most of my life, I have been writing in English so being able to write in Polish is a big challenge for me. I think if I had not gone to the Polish school, I would not have been able to write in my mother tongue.
Polish is a very difficult language as it has different letters from English letters. This often confuses me. I am very proud of being able to write in Polish.

A line drawing of a group of children holding hands in a circle. In the background, there is a simple drawing of a church with a cross on top.

Bulldog & the Taksik



English:

The bulldog is sitting beside the bone
Tied to the pole
Here comes a small dachshund
With wrinkles on its forehead

'Listen bulldog, bulldog' he said
Let me finish your bone (grows)

Growls the bulldog at the dachshund
'I will not give you anything' said the bulldog
The bulldog runs for the dachshund
But the dachshund escapes from it

They are running around the post
The bulldog like a lion growling
The chain around the pole was shaking
The pole was shaking

Now it is impossible to get the bone off it
Now the dachshund with the bone in its mouth
Said 'I need to go to a date with my lady.
Bye! It's five to eight I'm very late!
And the bulldog stays tied to the pole

My name is Milmante and I am from Lithuania. I speak Russian with my family and learned to read and write in Russian at school. I have been in Scotland for six years and although I am happy here I miss my family. I like to see them on holiday. I am still learning Russian. I decided to write about my bulldog, Lady, for my poem because she is very important in my life and she is such a funny and sweet dog to play with. In my poem Lady meets another dog who tries to steal her bone. Lady chases the other dog and gets it back, then she growls at it. Sometimes she is not a lady! I have made my poem rhyme in Russian and I like the way it sounds in my own language.



*I hear that you've been naughty,
So listen, here's the scoop...
I'm running short on coal this year,
So you get "Snowman Poop"
Love, Santa*

Słyszałem, że byłeś niegrzeczny ,
Więc słuchaj , tu jest miarka ...
Używam mało węgla w tym roku,
Więc masz kupa bałwana



I know this poem from Miss Reynolds, my teacher. It was from the school fayre. We put it with marshmallows in a bag. It makes me angry to think about snowman poop.

I like poems and sometimes like working with children who speak a different language.

আতা গাছে তোতা পাখি

**Rhyme
(Bengali)**

আতা গাছে তোতা পাখি
ডালিম গাছে মৌ।
এত ডাকি তবুও কেন
কওনা কথা বৌ?

**The Parrot is on the Custard-
Apple Tree
Rhyme
(English)**

The parrot is on the custard-apple tree
While on the pomegranate tree is the bee.
Calling the bride for so long
But why don't you speak out thee?



My poem is a rhyme about a parrot sitting in a custard apple tree. This rhyme is very popular among the children in Bangladesh. Custard apple is a fruit from India and is one of my Mum's favourite fruits. My Mum use to tell me this rhyme when I was younger at bedtime and when we visit my Grandma in Bangladesh, she tells me it then too.

My favourite part of the poem is when the parrot is shouting out to the bride. When I heard the poem it makes me think about the parrot sitting in the tree. I wonder if the parrot is singing something to the bride.

Ciao come stai ti volio bene all right sono io sull
aereo cni l qwaderni sullcoperto io vado a scuola
sono alioria jus tai sono ai qwaderni



This poem is about flight. A jet 2 flight. He goes and gets his tablet and listens
to music. He goes to Scotland. - scwoola.

I invented it with my brother.

My brother helped me with the ideas.

I felt excellent writing this poem. My brother invented to say this Christmas.
Our birthday is the 20th December.

This poem is in Italian, for Christmas I will get transformers and this Christmas
I am getting a phone and I am going to London.

M2* and my Nigeria name is ***



Nants ingonyama
bagithi baggith sithi
uhm ingonyama
Nants ingonyama
bagithi bagith baba sith
uhmm
ingonyama Nants
inonyama baggith!
Bagithi aga seoedo topa anhg.



I like this song because it is a very good in Zulu. I liked doing this competition because I got to use my Zulu. It would be good to do more because we don't get to use Zulu in school. I speak Zulu only in the house. Maybe we could invite other people in to teach us other languages?

Nishalau

I had forgotten

Uko kwetu Makonde

Here, our Makonde lands

Kuja bondeni kulima samba

I go to the lowlands to work a *chamba* [field]

Kina dada wote tulime samba

You, sister, let's work a *chamba*

Samba landise tupate mali

A *chamba* of bananas, to make some money

Filomena, dada Filomena

Filomena, sister Filomena

Filomena nakupenda

Filomena, sister, I love you⁸⁹

I like this poem because I feel like she wants to help her family, to get some food.

I think that she has a baby sister or brother.

I think that her mum or dad is ill and she needs to help them.

I picked this poem because of the meaning in it. I think she was trying to help her family – she wasn't getting a job to buy other things.

This poem is in Swahili, I'm going to practise reading it because I want to try and relate to the poem and feel the way she did.



Ogórek

Tu ruda marchewka tam straczek,
Tu dynia jak słońce, tam główka salaty,
A w kacie ogórek wasaty.

Ogórek, ogórek, ogórek,
Zielony ma garniturek,
I czapkę i sandały,
Zielony, zielony jest cały.

Czasami jesienią na grządce w ogrodzie,
Deszczowa pogoda przychodzi,
Parasol ma w ręku, konewka ma z chmur,
I deszczem podlewa ogorki.

This song is about a cucumber. It was made by a Polish band called Fasolki or in English peas :D

I am reminded of being in my Great Grandmother's garden. She had millions of cucumbers. My mum would play the song.

I liked this song when I was younger I was dancing every day when I listened to it.

I thought that I will pick this song because it's funny and you feel happy after it. I feel happy after it because it's enthusiastic.

Believe me or not it used to be one of the traditional songs in Polish :D.

Tòrr àitichean nach robh mi ann

Tòrr àitichean nach robh mi ann,
Mar Astrailia cho blàth.
Tir far am faic mi crogail mòr,
Tha mi a' smaointinn gun chòrd iad rium.

Tòrr àitichean nach robh mi ann,
Mar an Ruis cho fuar a-nis.
Tir far am faic mi Madadh-allaidh,
Madadh-allaidh am beathach as fhearr leam.

Tòrr àitichean nach robh mi ann,
Mar Ameireaga cho mòr.
Tir far am faic mi tòrr nathairean grod,
's tòrr beathaichean puiseannach.

Tòrr àitichean nach robh mi ann,
Mar Seallainn Nuadh cho fad air falbh.
Tòrr àitichean nach robh mi ann,
Fhathast an saoghal agamri fhaicinn.

I got my inspiration for this poem from the world map in my bedroom I was going to sleep and couldn't think of something to write about in my poem. I looked up and thought most of the places up there I've never been. I like learning about the world and different animals.

My favourite line is 'Madadh-allaidh am beathach as fhearr leam.' because I love wolves and like thinking about them. I really enjoyed writing this poem and hope you enjoy reading it.

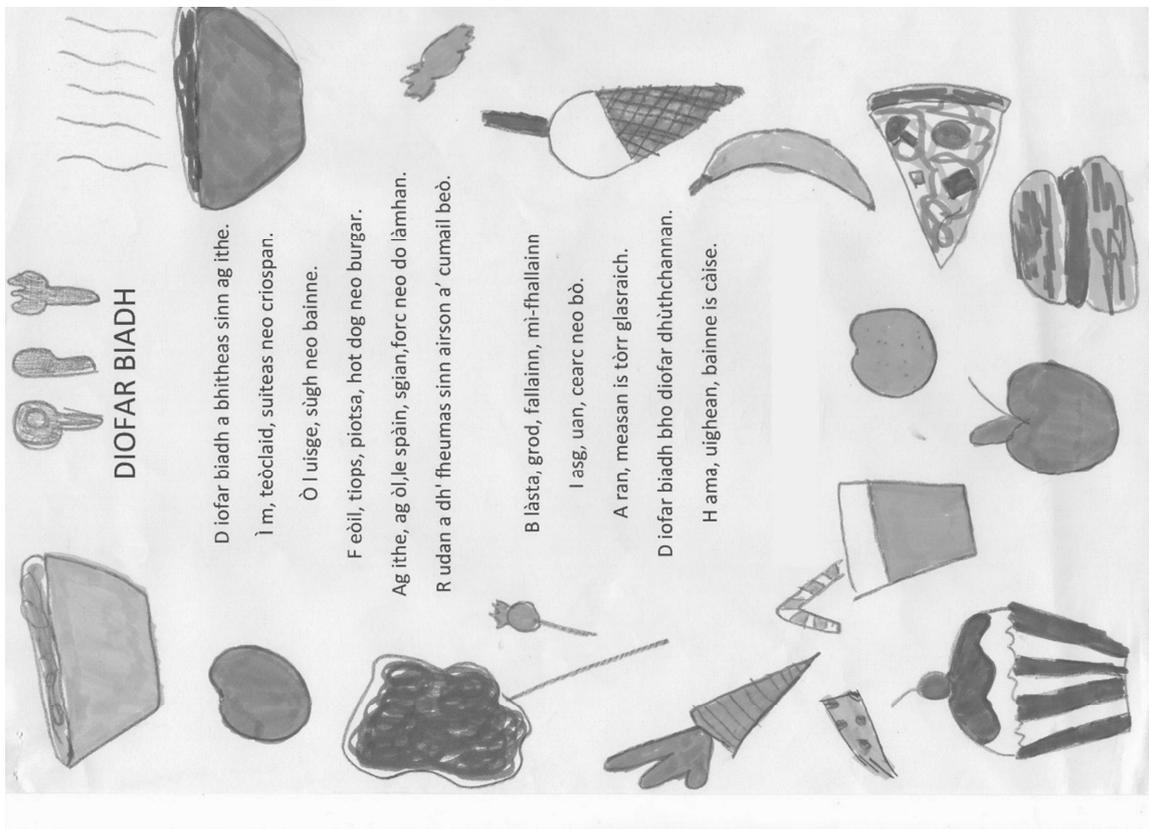
I just wrote this poem about food because I knew there would be lots to write about. There were so many different types of food, I didn't know where to start!

I am from Chile and my first language is Spanish, but as I go to a Gaelic school, I had to write my poem in Gaelic.

Sometimes I feel a bit disappointed that I couldn't write my poem in Spanish, after all, since everyone in my class was going to do one, there would be plenty of Gaelic ones. But I do like Gaelic so I didn't do too much complaining but I decided there must be some tiny link to Chile and Spanish in my poem. I decided it wouldn't be about Chile or Spanish and I wouldn't make the link too obvious. A bit like a mysterious hidden secret. I pondered on what my poem should be about and what my link should be. There are lots of lovely things about Chile, but I decided to do it about food because there would be lots to write about apart from the link.

My line 'diofar biadh bho diofar dhùthchannan' which means 'different food from different countries,' is the one thing that indicated Chilean food, which isn't even direct. There is lots of yummy Chilean food but I did not mention one. But I was a bit pleased with myself because though I had not done my poem in Spanish I had managed to fit a little link in.

I hope you liked my rather small poem.



MY Ecole3 Dec2015 P5-P6

Si Baxie ang aking kaibigan

Ako ay asong maliksi
Ang pangalan ay baxie
Sa aking pag pasok sa eskawela
Sya ay lagging kasama
sag mag hapong paghihintay
sa bintana sya naka bantay
at sa aking pag babalik
sya ay nanabik
sa muling pagkakita
nanunumbalik ang single
ng aking kaibigan na alarm kong di ako
iwan

This poem is about my dog, Baxie and how he reacts to when we leave the house and when we come back.

He is really quick at running, because he always looks out the window in the living room. Sometimes when he hears a voice he also runs to the front door to greet us, and then he wags his tail. My mum bakes and my mum is teaching me make breads like – “pandasal”, she also cooks. If my dog is very good, he might get some of the dish, even the bone.

I wrote this poem with my mum, she was a very big help with translating it to Tagalog. Tagalog is like squeezing Portuguese and Spanish together. I think it is very simple to learn, however my mum and dad are very busy. I know the words, but I can't speak it.

I do a lot with my mum, like just now we are making a carpet. My mum plaits t-shirts, then we have to spiral it around. Then we are going to put it in my room. I also decorate with my mum for parties. My mum isn't very well just now, but she still likes to help me. I love her.

Malayalam Poem.

റോസ പുതവേ റോസ പുതവേ
 എൻ്റെ സുന്ദരി പുതവേ
 നിന്നെ കാണാൻ എന്തു ചന്തം
 എൻ്റെ പൂന്മാര പുതവേ.
 ഞാൻ വന്നു നിന്നെ കാണാൻ
 നീ കൂടെ വരൂരോ ?

Poem

Rosa Poove Rosa Poove
 Ente Sundari Poove
 Ninne kaanan Enthu Chantham
 Ente Punnara Poove
 Njan Vannu ninne kaanan
 Nee koode varumo ?

Meaning .

Rose flower Rose flower
 You are my beautiful flower .
 You look so wonderful
 You are my cutest flower
 I came to see you always
 Can you come with me ?

N* Ecole3 P6

My song is called Iba príbeh by Levo. You can listen to it here - <https://www.youtube.com/watch?v=clz9vR-95gU>

The first time I heard this song was when my sister, Lea, played it on the piano. I love the start the best because it has a nice tune to it. I asked Lea what it was called and looked it up on the computer. It is about a boy and a girl who love each other but then the girl has to go somewhere. Levo sings that he found a note saying sorry from the girl and he is sad to have lost his girlfriend.

When I hear the song, it makes me feel lots of things; sometimes happy and sometimes sad. I really like the piano in the background and like listening to Lea play it, however, sometimes I feel really sad because it makes me miss Slovakia. I miss the weather the most. I never got to experience the snow – it gets really deep! In the summer it gets really hot. Once it was 42 degrees! We have a pool and when we visit me love playing in it with my Godmother's daughter.

I enjoyed taking part in the competition because we speak Slovak in the house and I don't really get the chance to speak to much Slovak in school. I can speak to some of my friends in Polish but there are not many Slovak children. I liked using Slovak in school!



N* Ecole7 P4

My poem is about a balloon that pops. It is a circle game to play with friends. You stand in a circle and make a small circle. You make the circle get bigger and bigger until the balloon pops and you fall down. I think this poem is for children that go to school. You can play it in the playground. It is good fun to do it with friends. It makes me happy.

When I visit Poland I play outside on my trampoline with my friends Mia and Sara. Next time I go to Poland I am going to teach them 'A little Balloon' circle game.



Balonik Circle Game (Polish)

Baloniku nasz malutki,
Rośnij, rośnij
Okraglutki.
Balon rośnie,
Że aż strach,
Przebrał miarę
No i ... TRACHI!

A Little Balloon Circle Game (English)

Our little balloon
Is growing, growing
More round.
The balloon is growing
That was going
Much too far
And... POPI!

Le petit chat noir

HIGHLY
COMMEDED



Le petit chat noir est tout seul.
Le petit chat noir regarde les oiseaux.
Et puis les avions.

Ses yeux vert.
Ses beaux yeux regarde le ciel.
Peut-être qu'il veut voler.
Comme les oiseaux.
Comme les avions.
Ou même les papillons.

Peut-être qu'un jour.
Ce petit chat noir.
Volera comme un oiseau
Peut-être qu'un jour.
Ce petit chat noir
Volera comme un beau papillon.
Peut-être qu'un jour.

The theme of my poem is the life long dream of my cat. After writing my poem I chose the title and decided to make it something memorable 'le petit chat noir.'

I chose to write about my cat because he is always sitting on the windowsill, looking outside at the birds. I feel that he would fly with the birds if he could...or maybe eat them!

In paragraph 3 I find the repetition of the word 'peut-être' is the most powerful part of the poem. It shows that his dream might come true one day.

By leaving the ending open, I wanted to show that we should not give up on our dreams. Who knows what tomorrow can bring.

I enjoyed writing in French as it is my second language. I like poetry and will definitely do it again.

Wlazł Kotek Na Płotek I Mruga

Wlazł kotek na płotek i mruga,
i mruga,
ładna to piosenka niedługa,
niedługa.

Nie długa, nie krótka, lecz w sam raz,
lecz w sam raz.
Zaspiewaj koteczku jeszcze raz,
jeszcze raz.

A Kitten Sits on a Fence

A kitten sits on the fence and he blinks,
And he blinks.
It's a very pretty song, and it's not long,
It's not long.

Not long and not short, but just right,
But just right.
Come on, little kitten, sing again,
Sing again.

My poem is called 'Wlazł Kotek Na Płotek I Mruga'. My mum heard this poem when she was little from her mum and now she tells it to me and my siblings. It is about a little kitten sitting on a fence and singing a pretty song.

When I hear my poem it makes me think about my kitten called Kropka. She lives in Poland with my two Aunties, my Uncle and my Babcia. I really miss her but I visit her on the holidays. I wish I go to Poland and visit her more.

My favourite part of the poem is when it says 'Not long and not short, but just right' because it reminds me of my cat, sitting meowing in Poland on my knee, and think she's perfect.



NI Ecole1 Dec2015 P6

The Blossoms of Luoyang

My lover is like the tree peony of Luoyang,

I, unworthy, like the common willows of Wu Chang.

Both places love the spring wind.

When shall we hold each others hands again?

Incessant the buzzing of insects beyond the orchard curtain

The moon flings slanting shadows from the pepper tree across the courtyard.

Pity the girl of the flowery house, who is not equal to the blossoms of Luoyang.

洛陽開花

我的愛人像洛陽的牡丹，

我不配，像烏昌共同的柳樹。

兩地戀春風。

我們什麼時候再次按住對方的手？

不斷昆蟲的嗡嗡超越果園帷幕

該MOOM甩斜斜的影子從穿過院子辣椒樹。

可憐的花家的女孩，誰不等於洛陽花開

Un motan cât un pisei

Un motan cât un pisei
Tam tam taram, tam, tam
Stă pe-o ladă de gunoi
Tam tam taram, tam, tam
Și tot caută în el
Tam tam taram, tam, tam
Să găsească-un soricel.

Pam, pam, pam
A plecat motanul,
A plecat golanul
Are burta plină,
Și nu mai vrea să vină.

A trecut de-atunci un an
Pam, pam, taram, tam, tam
S-a năsurat bietul motan
Pam, pam, taram, tam, tam
De atunci caută-n gunoi
Pam, pam, taram, tam, tam
Hrană pentru opt pisei.

Pam pam pam
S-a năsurat motanul,
S-a năsurat golanul,
Are burta plină,
Și nu mai vrea să vină.

A Tomcat as Small as a Kitten

A tomcat as small as a kitten,
Pam, pam, taram, tam, tam,
Sits on a garbage can,
Pam, pam, taram, tam, tam,
And he keeps searching inside,
Pam, pam, taram, tam, tam,
To try and find a small mouse.

Pam, pam, pam,
The tomcat has left,
The naughty tomcat has left,
He now has a full stomach
And he doesn't want to come back.

A year has past since then,
Pam, pam, taram, tam, tam,
The tomcat got married,
Pam, pam, taram, tam, tam,
Since then he keeps searching in the
trash,
Pam, pam, taram, tam, tam,
Food for eight small kittens.

Pam, pam, pam,
The tomcat got married,
The naughty tomcat got married,
He now has a full stomach
And he doesn't want to come back.

Sonns

*'S e sonas an M faireachdainn as fheàrr anns an t-saoghal,
Tha e a' toirt aoibhneas agus saorsa dhut,
Tha e a' faireachdainn mar a bha thu a' buannachadh fairpais,*

*Bidh thu a' faireachdainn as fheàrr na bha thu riamh,
Tha fios agad gun robh thu a' dèanamh an rud ceart,
Bidh thu a' faireachdainn air mullach na gealaich,*

*Tha e a' faireachdainn cho math ri òr,
Tha thu a' faireachdainn mar rìgh,
Tha thu a' faireachdainn ma bha thu an duine as fheàrr air an t-saoghal.*

Happiness

I planned to write my poem in Gaelic because I go to a Gaelic school and Gaelic has a special place in my life. Gaelic is my favourite language because it's the original language of Scotland (where I live).

I chose happiness (sonas) because it's my favourite feeling. it makes me joyful and excited and I hope when you read my poem you'll feel happy to.

Samochwała w kącie stała
I wciąż tak opowiadała:
„Zdolna jestem niesłuchanie,
Najpiękniejsze mam ubranie,
Moja buzia tryska zdrowiem,
Jak coś powiem, to już powiem,
Jak odpowiem, to roztropnie,
W szkole mam najlepsze stopnie,
Śpiewam lepiej niż w operze,
Świetnie jeżdżę na rowerze,

Znakomicie muchy łapię,
Wiem, gdzie Wisła jest na mapie,
Jestem mądra, jestem zgrabna,
Wiotka, słodka i powabna,
A w dodatku, daję słowo,
Mam rodzinę wyjątkową:
Tato mój do pieca sięga,
Moja mama - taka tęga,
Moja siostra - taka mała,
A ja jestem - samochwała!”

This poem is about a girl that thinks that she is the prettiest in the whole school and that she is really healthy, she also says that she has a family that is the best in the whole world.

The poem is basically about a girl that shows off.

When I read the poem it sounds like a poem because it rhymes.

I picked this poem because I think it would be quite good for children to learn from it.

Nollaig

Tha an uair air a tighinn,
Daoine cho toilichte.
Sneachda a tuiteam ri mo thaobh,
Solais is tionsail air an craobh

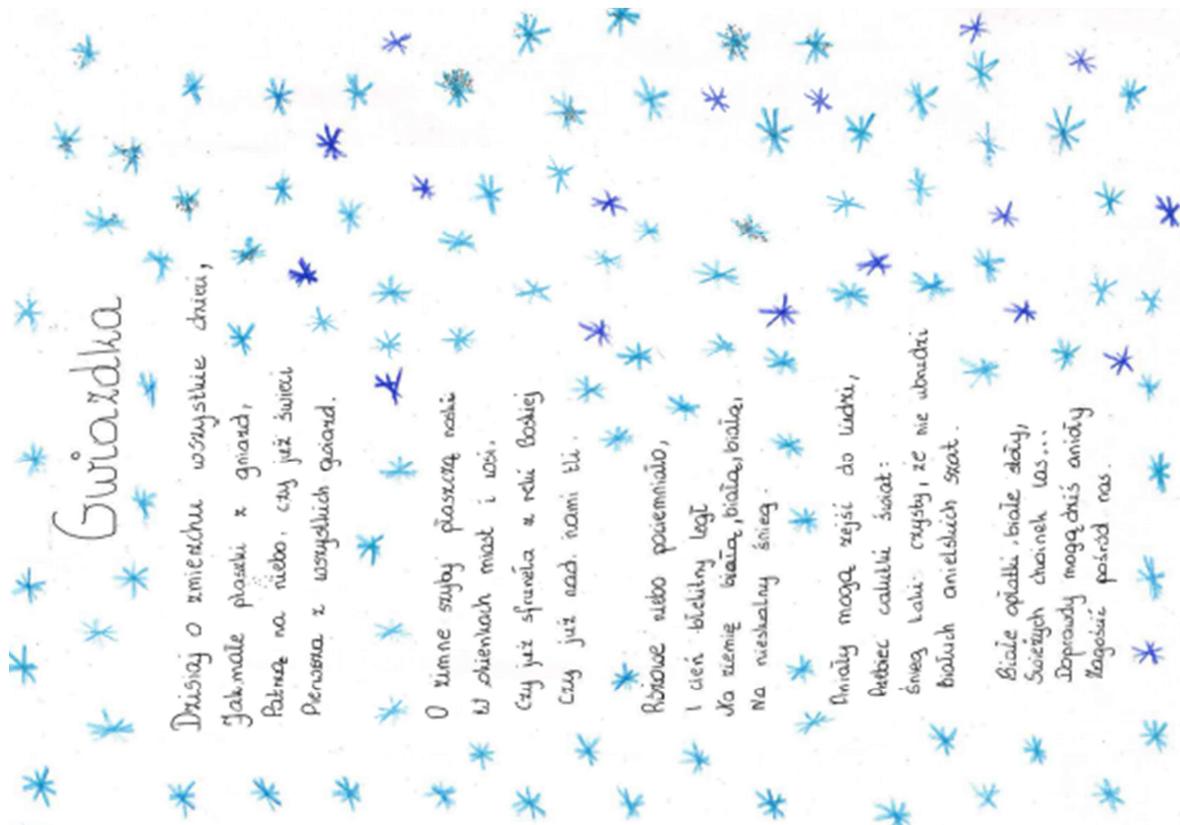
Preasantan ùr,
Geamanan, bhidios agus aodach.
Laithean saora airson clann,
A cluiche suas is sìos beann.

Teaghlach còmhla fad an latha,
Dinnear mòr le biadh blasta.
A slaodadh crackers aig am bord,
Ag ithe chun am bi thu bochd.

I wrote this poem because Christmas is my favourite time of year and I have lots of memories of Christmas. My favourite line is 'sneachda a tuiteam ri mo thaobh' and that means snow falling all around me because I love playing in the snow at Christmas time building snowmen, having snowball fights and so much more. I have lots of fun memories about Christmas time such as family and friends coming round, shopping trips and amazing gifts. I always look forward to Christmas time, playing games with family and pulling crackers at the table that is why I wrote this poem.

Sto lat, sto lat,
Niech żyje, żyje nam.
Sto lat, sto lat,
Niech żyje, żyje nam,
Jeszcze raz, jeszcze raz,
Niech żyje, żyje nam,
Niech żyje nam!

This is Happy Birthday in Polish. My mum and my brother will sing it for my birthday. My birthday is in 6 days. I like it because it is easy.



HOME

I see the snowfall on the roof ties
Creating a thick white blanket.
Lights flash, red, pink, blue, green and yellow,
And the Snowman outside shivers uncontrollably.

I look outside and see Santa with his reindeer,
Ho, Ho, Ho he says with glee and pride,
He winks and I wink back.
Rudolph's nose shines brighter with every step.

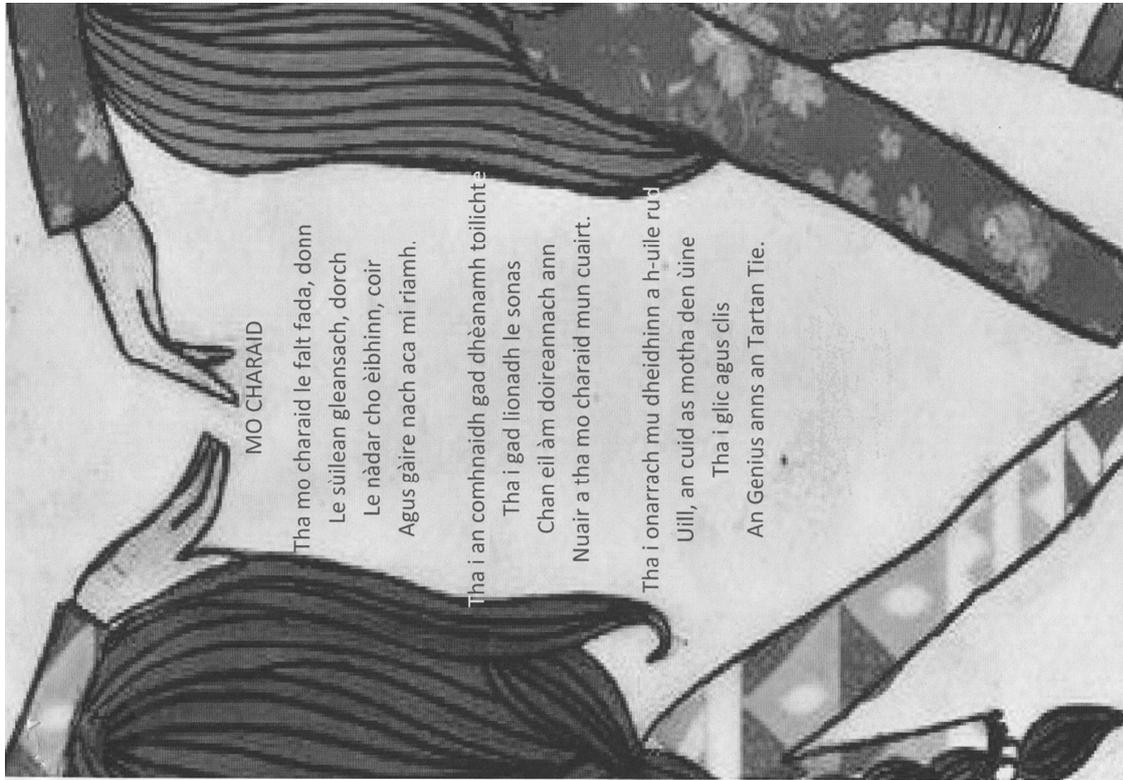
I drink my hot chocolate while watching T.V.
Everyone's happy and it fills me up with joy.
The presents are beautifully wrapped under the
Christmas tree, and the star glows on top.

DOM

Widzę jak śnieg spada delikatnie na dach
tworząc grubą białą koc.
Światła świecą czerwonym, różowym,
niebieskim, zielonym oraz różnym kolorem.
I barwan na dworze ma niekontrolowany dreszcz.

Ja patrzę na zewnątrz i widzę Mikołaja,
Ho, Ho, Ho on mówi z radością i dumą,
On mruga do mnie a ja do niego.
Rudolf nos świeci coraz jasniej przy każdym kroku.

Ja piję gorącą czekoladę podczas oglądania
telewizji.
Wszyscy są szczęśliwi i napelniają mnie
radością.
Prezenty są piękne za pakowane pod choinką
i gwiazda świeci na szczycie.



MO CHARAID

Tha mo charaid le falt fada, donn
Le sùilean gleansach, dorch
Le nàdar cho èibhinn, coir
Agus gàire nach aca mi riamh.

Tha i an comhnaidh gad dhèanamh toilicht
Tha i gad lionadh le sonas
Chan eil àm doireannach ann
Nuair a tha mo charaid mun cuairt.

Tha i onarach mu dheidhinn a h-uile ru
Uill, an cuid as motha den ùine
Tha i glic agus clis
An Genius anns an Tartan Tie.

I wrote about my friend because we are fourth cousins and always looking out for each other. I have many other friends but this friend is always there for me. We squabble sometimes but any good friends do that. Most of our school teachers say that we are like sisters because we are always making fun of each other, squabbling and sharing secrets.

In the poem I tried to put in some of my friend's character even though our characters are really alike. When I wrote this it reminded me of all the good and bad times we've had together. It reminded me of the time that on the school bus she accidentally got a boyfriend who she didn't even like! And that didn't just happen once but after they broke up, they accidentally got together again!

My favourite line is 'Uill an cuid as motha den ùine' because that it's got a lot of my friend's character in it. She read my poem said that she loved it and that it was really good. I hope that you think that too.

S* Ecole2 P4

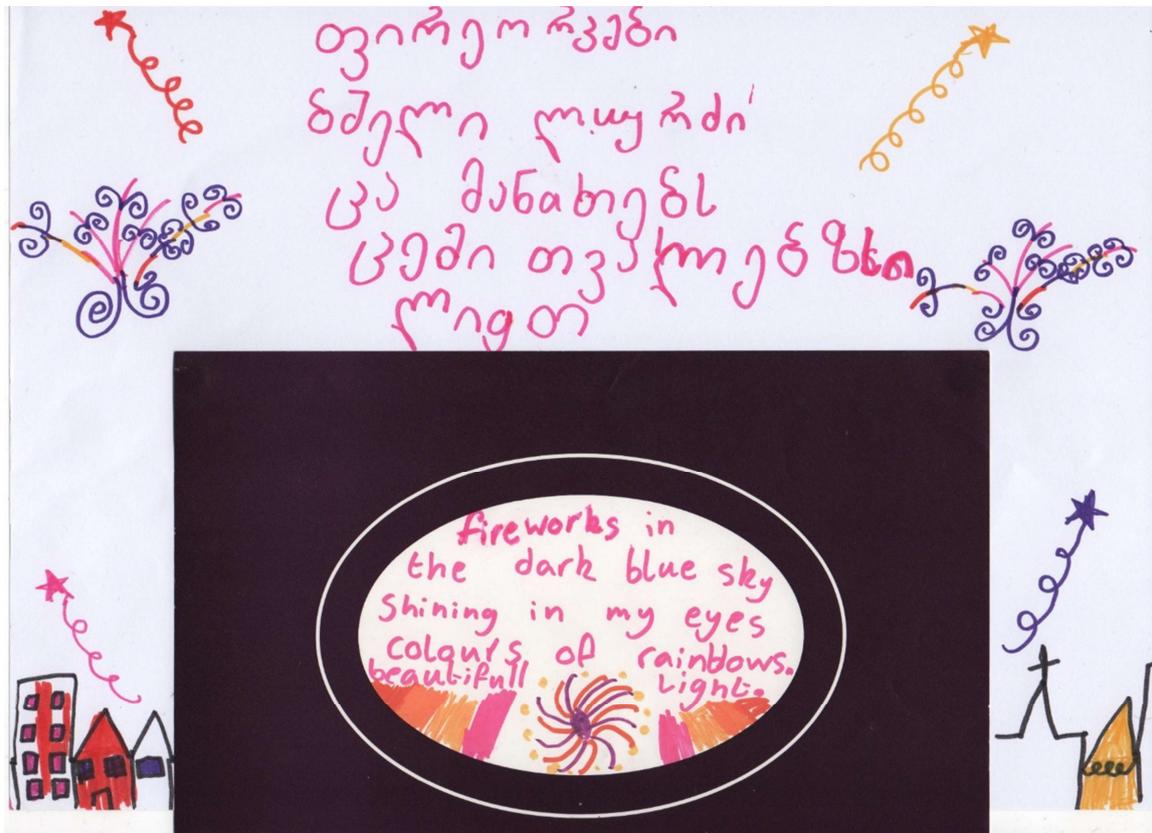
Clock	Zegar
Tick Tock	Tik Tak
The time runs past	Czas biegnie obok
Time is short	Czas jest krótki
I don't know the time	Jest coraz ciemniej
It is getting darker	Nie wiem, czas
Tick Tock	Tik Tak
Clock	Zegar

I chose to write about a clock because I like the time. I like the time because it tells me when to go to school.

„Time is short” – in winter time is shorter. It gets darker in the winter. But in summer it is brighter the day is longer.

I can write a little bit in Polish, I am going to ask my mum and my sister Patrycja to help me with my Polish.

I liked writing this poem because I like the time. I first wrote it in English then we translated it into Polish.



I choose this poem because it reminds me of me and my friend's shooting some fireworks in the dark blue sky.

All of the boys and girls in Ecole2 were working with Mrs B*. She gave us shaped paper in the middle and we had to write a poem. I made it myself and that's why I picked it. I felt my confidence getting bigger, I liked that.

It was harder to write in Georgian because I've been here for 2 years. I've forgotten how to write but I can still speak Georgian. I'm not happy that I've forgotten how to write, I'm also not sad about it. I enjoyed writing in Georgian.

S* Ecole3 P6

Kiedy wybrać znajomego ,
Jego przeznaczeniem jest się w ten sposób ,
Od czasu przyszedł w moim życiu ,
Naprawdę miałem mój udział powiedzmy,
Bo dałaś mi , że wsparcie emocjonalne w życiu ,
Dzięki tobie mam siłę dążyć ,
Kocham Cię, mój bestie ,
Dziękuję za wszystko!

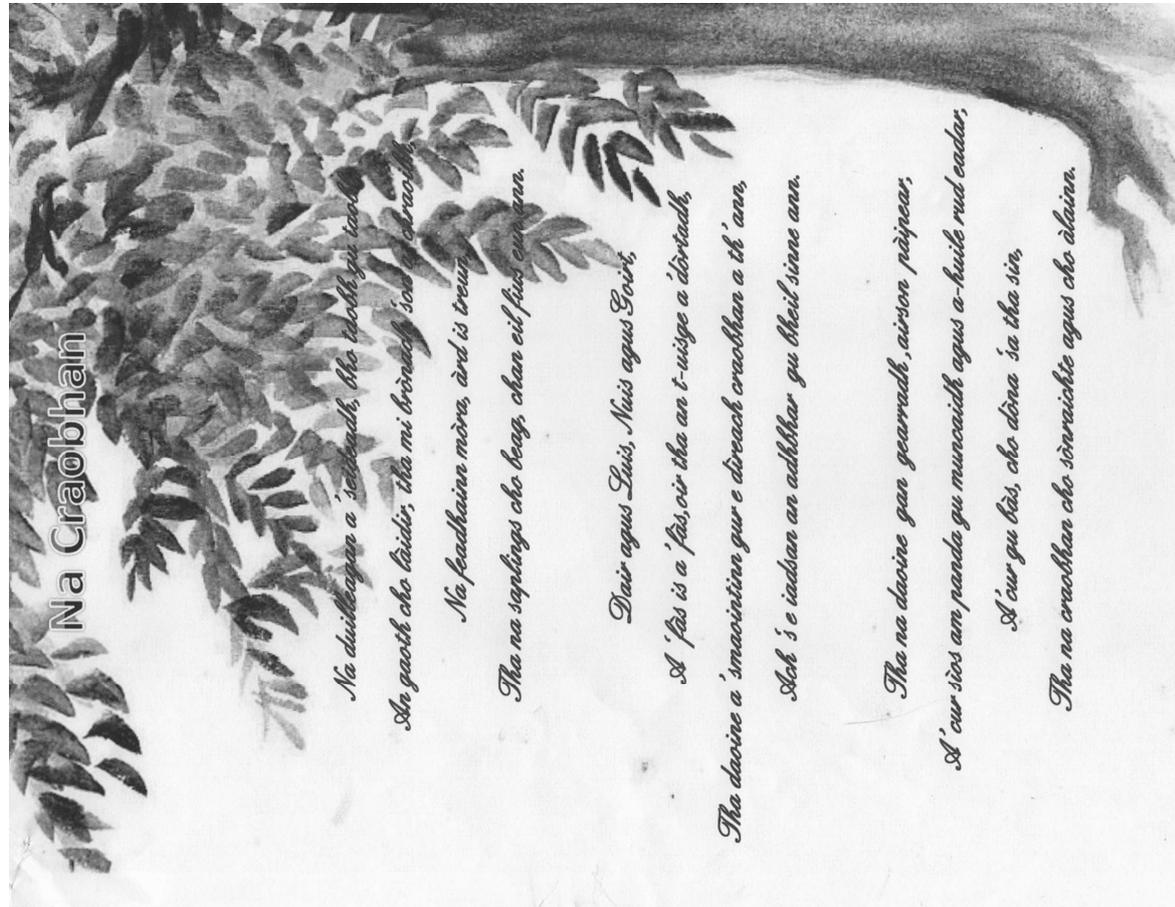
When we choose a friend,
It is destined to happen that way,
Since the time you came in my life,
I really had my share of say,
Cos you gave me that emotional support in life,
Because of you I have the strength to strive,
Love you my bestie,
Thanks for everything!

I chose this poem to use for Mother Tongue, Other Tongue competition because it is about best friends. My best friends are Noemi and Melissa. They treat me nice and make me feel like I belong. They support me when I'm sad and make me feel happy.

My favourite part of the poem is 'Because of you I have the strength to strive'. This is how I feel about my friends because they help me when things are hard, like if I get too tired or sometimes in the morning, I feel down and I don't know why.

I have enjoyed taking part in this project. I liked to work in groups and read cool poems. Sometimes they were in other languages and I couldn't understand them but it was cool to hear everyone using their mother tongue.





Na Craobhan

*Na duilleagan a 'scaobadh, bhí tuobh gu tuobh
An gaorth cho láidir, thá mi bríoch sáid a' craobh.*

Ná feadhain móra, árd is treun

The na saplings cho beag, chan eil fús eun ann.

Dair agus Luis, Nuis agus Gort,

A 'fás is a 'fás, air thá an t-uisge a 'dóradh,

The daivne a 'smaoininn gur e díreach craobhan a th' ann,

Ach 's e iad an adhlhar gu bheil sinne ann.

The na daivne gan gearradh, airson páipear,

A' cur síos am pando gu munaidh agus a-buile rud eadar,

A' cur gu bás, cho dána 's thá sí,

The na craobhan cho sórvichte agus cho álainn.

I chose to write about trees because I was in the park a few days ago. I looked up and saw the huge trees looming above me, but when I looked down I saw the measly saplings. I thought that that the huge Oak and Pine trees must have started out as little saplings but now look at them! As tall as ever!

Leaves were falling all around me that day and I wondered what it must feel like. Leaves falling off you. Another reason I wrote about trees is because I've always loved trees. My whole life. I hate the fact that they give us fresh oxygen and we just ruin it. Then we stop them giving us oxygen by chopping them down then ruin life for other animals. What a waste.

I'm proud I wrote this in Gàidhlig. I think Gàidhlig helps me write better poetry.

Une nuit étoilée

HIGHLY
COMMENDED



La nuit tombe sur la ville
Les lampadaires s'allument peu à peu

La pleine lune sert de veilleuse
Les enfants plongent dans des rêves
heureux

Les étoiles filent dans le ciel
Les lucioles voltigent en rond

L'aube se lève d'une couleur sumaturelle
Les étoiles forment des constellations

This poem is about a stary night. I decided to write about it, because it was a night time when I was writing it. I live in the countryside with no city lights, so I can see the night sky very clearly with all the stars.

I used various words to represent the night time, such as: darkness, stars and constellations, moonlight, sky, dreams. I use some descriptive language (for example adjectives like happy and unimaginable) to create the image of the darkness falling on the city. The reader can picture street lights gradually illuminating the streets, the moon shine up above, fireflies flying about, and star constellations. Then the morning comes and sun rises filling the sky with amazing, unimaginable colours.

The title 'The Stary Night' is related to the theme of my poem and it sounds good in French.

I have written this poem from a perspective of the observer, watching the sky through my bedroom window. I was then thinking about the children in other houses drifting away towards their happy dreams.

It was much easier for me to write a poem in my mother tongue, than it would be in English. I managed to find the rhymes for many of the words. It was fun doing that.

S* Ecole11 S3

นกขมิ้น เหลืองอ่อน คำนอนไหน
เจ้าบินไกล ไปลับ ไม่กลับย้อน
ปล่อยกางเขน นอนหงา อยู่เฝ้าคอน
คืนนี้นอน ไร้คู่ อยู่เนบเคียง
รุ่งสุริยา สว่างจ้า ฟ้ายามเช้า
ยินดีว่า จับขาน กังวานเสียง

เป็นเพลงเพราะ เสนาะ สำเนียง
แจ้วจำเรียง กูร้อง ก้องแนวไพร
ตะวันลอย คล้อยต่ำ ซ้ำใจหม่น
คิดถึงคน รักเรา เขาอยู่ไหน
ยามดึกคืน ก่อนคืน ฟีนห้วงใย
คำนอนไหน เจ้าขมิ้น ลืมถิ่นคอน.

by Chalana Techakon

I know this poem from my school in Thailand. My teacher in Thai read it for us. It was about three years ago.

When I read this poem I think about that teacher, who read it for us in class. She was a young teacher with short hair. She was not very nice, quite the opposite – she was scary.

This poem also makes me think about my granny. She was singing it for me sometimes at bedtime like a lullaby.

This song is about a bird, whose mate flew away one day and did not come back. The bird feels sad and lonely and sings the song in the hope that her mate will hear it and find the way back home. Sadly it is not happening and bird keeps singing alone in her nest. It is not a happy song. There is a line saying that moon goes up and down, sun sets and rises, days go by, but it does not change a sad filling in the little bird's heart.

The title of this poem is a question: "Where do you sleep tonight my friend?" It is very clear that even though the birds are apart, one of them constantly thinks about the other.

There are many other songs that my granny used to sing for me, like the about the moon. It is about two siblings, a big one and a little one. The big brother wants to get all the good things for his little sister, such as the food, the rings and the moon. It is very nice of him I think.

The other song granny used to sing me was about a black bird. It is telling a story of a bird looking after a baby that is not hers, but she loves it all the same. She would do everything for that baby.

I would say that all these three songs from my childhood are about love and the power of it.

Saudades de ti



Eu gosto de ti

I like you

Eu só quero cantar,

I just want to sing ,

Só penso em ti

I just think about you

Mas eu só quero brilhar

But I just want to shine



Sinto saudades de ti

I miss you

Do teu amor,

Of your love,

Porque tu deste-me

Because you gave me

Muito valor

A lot of value

My poem is about love. It is about me missing my mum. I wanted to do something special for her and I did! I wrote this poem for her in Portuguese.

I wanted to shine like my mum. And sing like her, because she gave me loads of love. I miss my mum, because she is in Portugal trying to get a good job and some money to get to Scotland.



We are cousins and two sisters.
We are from Iraq. We live in Glasgow, Scotland.

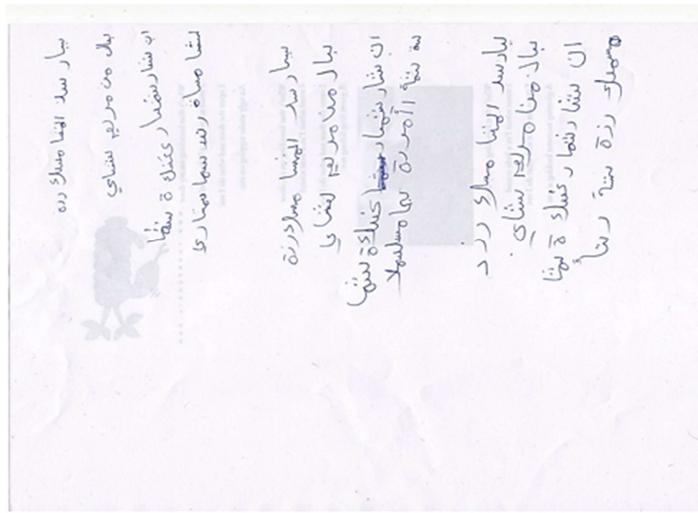
We worked together to write this poem. Mrs B* worked with everyone and we thought this was a good poem for the competition. We were learning about Halloween. We were using lots of new words that we were learning.

First of all we did the poem in English, then MA1 wrote it in Arabic and Sarah wrote with English sounds, but still in Arabic and ZA helped too. We all picked different ideas and shared the poem.

Our cousin Sarah moved to a new school. 😊

ZA: It was hard to write a poem in Arabic. The letters are very different.

MA1: I liked writing the poem, it has a lot of words in it. I liked using Arabic letters because we don't want to forget our Arabic. Sometimes we think that English is more important but Mrs B* says we should keep learning two languages



min houa wdiq al al bub
ana aif shwi wie
ana aftia al bab o shino I shof
hawa muhblu dig alua

Who's that knocking on my door
I must admit I'm a little scared
I open the door and what do I see
A crazy snake tapping on me.



min houa wdiq al al bub
ana aif shwi wie
ana aftia al bab o shino I shof
A thafthaie ader ulhs ne

Who's that knocking on my door
I must admit I'm a little scared
I open the door and what do I see
A green frog licking me.

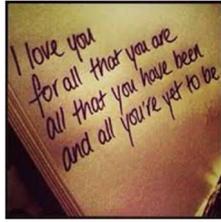


min houa wdiq al al bub
ana aif shwi wie
ana aftia al bab o shino I shof
wahash mutawahhiyat vabhiath alua

Who's that knocking on my door
I must admit I'm a little scared
I open the door and what do I see
A glowing monster looking at me.



Incwadi Yothando Yesizulu



Ngifisa sengathi ungangibhalela incwadi
Incwadi Yothando Yesizulu Esho ngemibalabala na ngamabalabala
Axoxa indaba ejulile yemizwa nemicabango
Idayimane, ngelo thando lweqiniso
Omhlophe, ngowenhliziyi engenasici
Indilinga, ngoba olwethu kalunasiphetho
Ouhlaza-sasibhakabhaka, ngoba wena ucabanga ngami
Unxantathu, ngoba amazulu aphezulu
Kanjalo nomhlaba nolwandle ngaphansi bayazi
Onsundu, ngoba kuyitsho kunothile futhi okwemvelo
Njengomhlabathi ongaphansi kwezinyawo zami
Noma ungawu shiya umbala ophuzi
Kungani kumele ungithande ngenhliziyo enesikhwele.
Ngifisa sengathi ungangibhalela incwadi
Engiyoyigaxa emqaleni
Ukuze zonke izimbali zase maqele
Ziyohawuka lapho zingibheka
Ngenxa yayo yonke lemibala egqamile
Incwadi yothando yesiZulu
Ngobuhlalu bothingo-lwenkosazana
Ubuhlalu base mazweni aqhelileyo
Minake sengiyoba nentokozo emangalisayo
Lapho ngiphendu-phendula ulimi lwakho
Kancane-kancane, futhi ngesikhulu isineke
Ukuze ugcine usukwazi kahle hle
Ukubingelela abazali bami
Ngendlela eyiyona-yona, ngolimi lwesiZulu

This poem is about a man who's in love with his girlfriend and writes a love letter to his girlfriend. He thought that his girlfriend was a precious jewel to him they were a happy couple everyone in the neighbourhood knew that they were meant for each other. He wanted their family's blessings for him to marry his wife to be.

I picked this poem because it represents people who are really in love with each other, and I hope that everyone's future they will really fall in love like the couple in the poem.

Jedna, dvě, Honza jde



Jedna, dvě, Honza jde,
nese pytel mouky,
máma se raduje,
že bude pít vdolky.

This is a baby poem. A boy goes out to get some flour for his mum to bake "vdolky."

When I was a baby my mum told me it. I don't remember my mum telling me it but she told me she used to say it to me. I picked it because it is short and it rhymes. It is in Czech. I like speaking Czech, so that other people don't know what I'm saying. Sometimes Polish people understand because Polish is like Czech.

It was exhausting finding this poem. It was a lot of work. I liked finding the poem with my mum. It was nice spending time with her looking for a poem, but it was exhausting.

**WINNER
P1-P3**

Family

Family are special,
Family are special and loving.
Family are special, loving and caring.
Family are special, loving, caring and amazing.
Family are special, loving, caring, amazing and supportive.
Fabulous!

Familie

Familien sind spezielle ,
Familien sind spezielle und liebevoll.
Familien sind spezielle , liebevoll und fürsorglich .
Familien sind spezielle , liebevoll, fürsorglich und erstaunlich.
Familien sind spezielle , loving, caring, erstaunliche und unterstützend.
Fabelhaft!



I wrote my poem about family. I chose this because family is important to me. They are always there for you when you need them. My favourite word is special. My family is special because they are different. No family can be the same. My family are really nice to be around. Whenever I'm having a hard time they are always right beside me. I'm happy to be part of their family. My inspiration is my mum because she helps me to do stuff and tells to try harder if I do something wrong. She encourages me.

I liked being a part of the mother tongue, other tongue competition because it's really fun to do. You can hang out with people you don't normally talk to. It has made me want to learn more German because I haven't spoken much since I was five years old.





We chose "chwan chen meen your gwan" because it makes us happy and it reminds us of when and where we were born.

It is about being away from home and praying to remember where you were born. It makes us happy. When the sun is out we would practise saying it, it helped us learn Chinese.

Learning Chinese is Ok, we like learning Chinese because you learn a lot about China. I love Chinese words and it helps me understand my mum when she speaks.

We were taught this in Chinese school.



A-a-a, kotki dwa

Ah-Ah-Ah, Two Little Kittens

Lullaby

A-a-a, a-a-a,
były sobie kotki dwa.
A-a-a, kotki dwa,
szarobure, szarobure obydwu.

Ach, śpij, kochanie,
jeśli gwiazdkę z nieba chcesz - dostaniesz.
Wszystkie dzieci, nawet źle,
pogrążone są we śnie,
a ty jedna tylko nie.

A-a-a, a-a-a,
były sobie kotki dwa.
A-a-a, kotki dwa,
szarobure, szarobure obydwu.

Ach, śpij, bo właśnie
księżyc ziewa i za chwilę zaśnie.
A gdy rano przyjdzie świt
księżycowi będzie wstyd,
że on zasnął, a nie ty.

This poem is about two cats. I like it when my mum tells me it. She tells it to me when I go to sleep. I think about where the two cats are. They are funny and make me laugh. It makes me happy when I hear it.

Lis by Jan Brzechwa

Rudy ojciec, rudy dziadek

Rudy ogon to moj spadek,

A ja jestem rudy lis.

Ruszaj stad, bo bede gryzl.

Ginger father, ginger grandad

Ginger tail that's my fall

And I am a ginger fox.

Off you go because I'll bite.

I like this poem because it has a great picture to go with it of the fox and the rabbit. I really like when it says I'm a ginger as it sounds funny. I like rabbits as they are cute and I think the fox is clever.

Dwa malutkie misie

Dwa malutkie misie



tańczą sobie dzisiaj.

Hopsa, hopsa,

Dana, dana.

Tańczą misie już od rana.

Dwa malutkie misie,



tańczą sobie dziś.

Two Small Teddy Bears

Two small Teddy Bears,

Dance with joy for days.



Hop, hop, hi, hi,

Don, don, di, di.

Dance with joy, but who knows
why?

Two small Teddy Bears,

Dance with joy for days.

In school we have been working together to look at poems and make some of our own. When I was looking at poems on the computer, I found this poem from Poland and I picked it because I like teddy bears. I have lots of teddy bears in the house and my favourite one is called Spioszek. She is my favourite because she has a very nice hat and clothes like a baby.

When I hear the poem I think about when I was a baby playing with my favourite teddy bear, dancing with it. This was in Poland. My favourite part of the poem is when it says 'Hop, hop, hi, hi, Don, don, di, di.' It makes me laugh and want to dance around with my teddy bear.



Rzeka

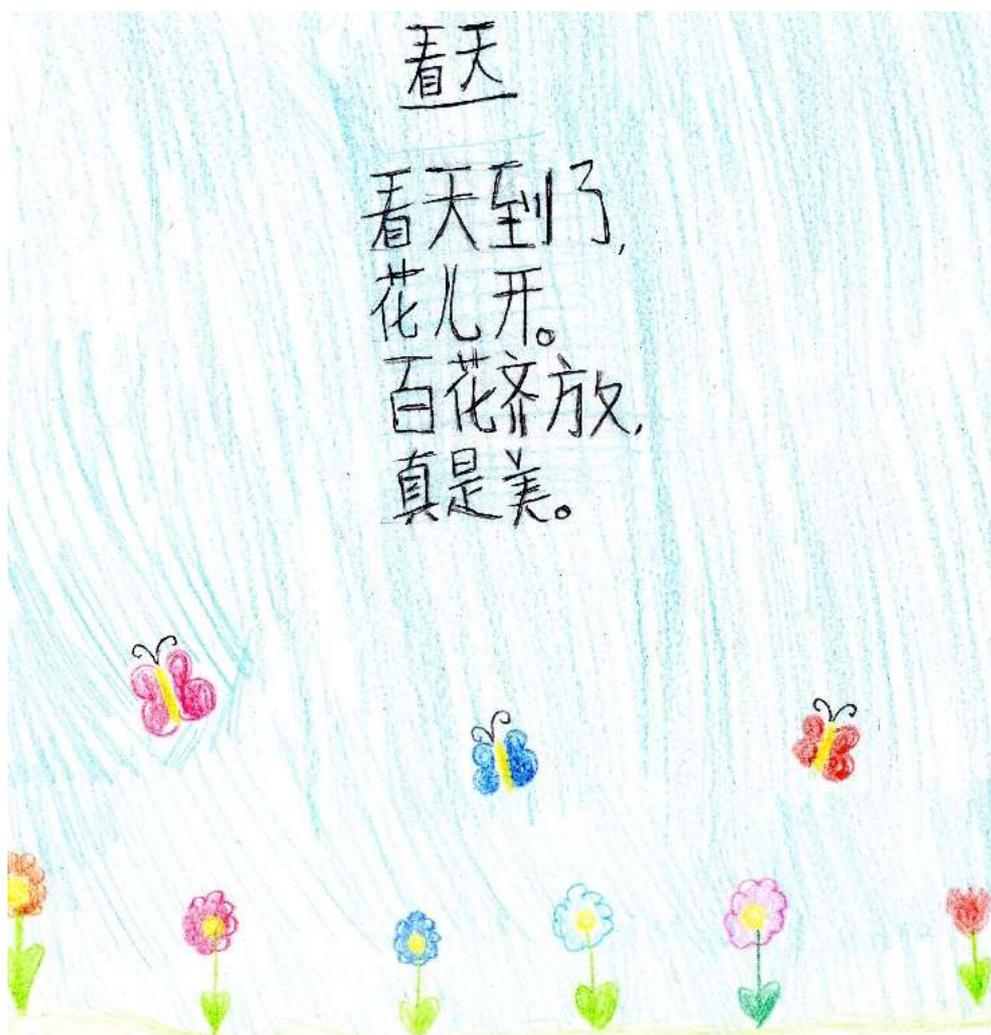
Jestem rzeką
Silna, straszna
Ciągłe zmieniająca

Jestem rzeka
Piekna, potężna
Nigdy nie zatrzymująca

This poem is about a river. I think that rivers are beautiful and nature really inspires me because it seems so magical, yet it can also be frightening and very powerful. Nature is full of wonder and beauty, it is really amazing.

In this poem, the line "*Ciągłe zmieniająca*" means "always changing". I wrote this because rivers are always moving and never stopping. I also used alliteration in my poem, which gives it a rhythm. It was hard finding words that started with the same sound, so my parents helped me with that. I liked using personification in my poem by writing in the river's voice. I think this brought the image of the river to life.

I love reading and writing in Polish, it makes me feel proud to be from my country. I go to Polish school on Saturdays, which really helps.



I chose spring because it is my favourite season because I think it is very pretty when you look out of the window and see the flowers. Mandarin is my first language and I speak it all the time with my family. Writing in Mandarin is not too hard but it can sometimes be challenging.

