International School of London Qatar

MAGAZINE



AI generated picture (Canva)

THE WORLD OF LANGUAGES

1st Edition
February 2026


DEAR WORLD is a project created by
KK Fogarty in 2009. It began when he took portraits of
New Orleans residents after Hurricane Katerina and their
"love notes" to their city. It has become an organization
that builds cultures of authenticity, inclusivity, and
purpose. Inspired by Fogarty, we asked the 2022 Grade 5
students and their community to share a message with
the world from their perspective. These are some of
their messages to you.
I am grateful
STAY POSITIVE
NOT NEGATIVE
There's ALWAYS a way.
PEACE
FIRE EQUIPMENT DO NOT BLOCK
INTEGR
KINDNESS

Mission

Empowering learners to lead through compassion, collaboration, creativity and critical thinking.

Vision

Imagining and designing a better world together.

Core values



BELONGING

We value diversity, inclusivity, and individual perspective, promoting acceptance and appreciation.



INTEGRITY

We try our best to be honest and to do what is right.



GRIT

We foster passion, perseverance and a growth mindset to overcome challenges and meet our goals.



KINDNESS

We promote empathy, compassion, and respect to foster a caring community.

Definition of Learning

Learning at ISL Qatar is a joyful, dynamic process of discovery, inspiring innovation and transformation, whereby learners connect and engage purposefully with the world.

International School of London Qatar

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Editorial Note



Language, a simple word, yet an essential pillar of humanity. Through language, we communicate, connect, and shape the way we see one another. It is language that builds and strengthens communities. Above all, it is the essence of learning, the foundation through which every country, culture, and individual finds recognition.

Our school embraces this philosophy at its core. It brings together all languages, intertwining them to create a vibrant, unified dynamic. From this harmonious meeting of languages, this magazine was born. It reflects not only the projects carried out in our classrooms but also the profound connections our students form with the wider world through the study of languages whether foreign or their own mother tongue.

While our students learn to master various languages through diverse approaches, what they truly gain is a deeper understanding of cultures, transforming that knowledge into an invaluable source of enrichment. Moreover, reconnecting with one's mother tongue, even from afar, becomes a joyful journey, a reminder that home can always be rediscovered through language.

There is nothing more inspiring than witnessing languages overlap and converge, creating a magical space enriched by cultural diversity. What we present here is a labor of love, a collection shaped by dedicated students for whom learning is a pathway to growth and open-mindedness.

This magazine also tells the story of teachers who, with passion and heartfelt commitment, cultivate an environment where education flourishes. It is a story that begins here, and one that has no end.

Farah El Mokadam
Subject-leader
MYP-DP French Teacher



A DIGITAL BOOK PROJECT IN GRADE 4/5

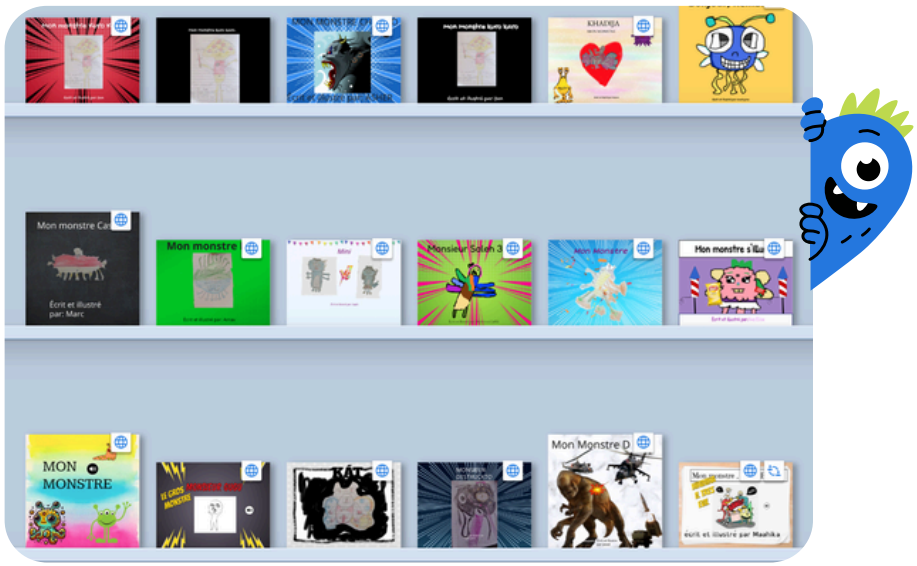
By: Sihame Salmi

As part of the " Who We Are" unit, grounded in the central idea "Our daily habits and routines influence our physical well-being and overall health," Grade 4/5 students engaged in an ambitious project combining imagination, language learning, reflection on health, and thoughtful use of digital tools.

BOOK CREATOR



The project began with students inventing a monster and writing a detailed description in French to develop precise vocabulary and consolidate key language structures. They then designed their monster's "healthy journey," exploring eating habits and physical activity, and explaining how changes in diet and lifestyle improved its health. This process helped them expand vocabulary related to food, the body, and routines, while using grammar and conjugation in a meaningful, functional way.



The project gave real purpose to grammar and conjugation. The present tense, action verbs, descriptive structures, and connectors were no longer studied separately but became practical tools for telling the monster's story, explaining its challenges, and describing its new habits. Language learning was fully integrated into the task, helping students build clear and meaningful narration.

All work was compiled into a digital book on Book Creator, where students combined text, images, audio, and personalized layer ATL communication and thinking out. This format encouraged creativity, autonomy, and intentional use of technology, allowing each student to shape a unique narrative.

The project strongly reflected inquiry-based learning. Students explored the Key Concept of Responsibility, strengthened skills, and applied their linguistic and conceptual understanding in a real context.

The final digital books show strong engagement, progress in French, and an understanding of well-being.



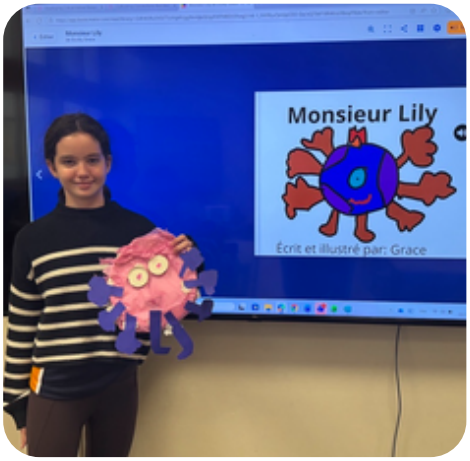
Bringing Monsters to Life Through Design Thinking

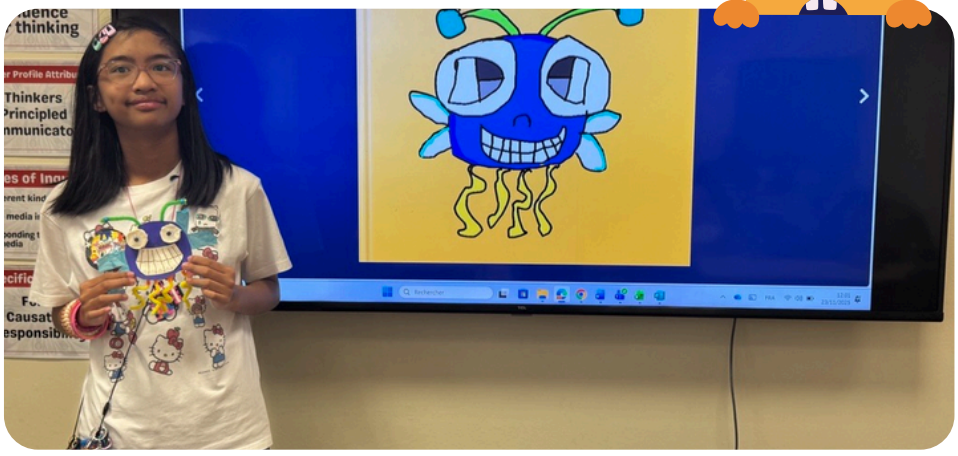
By: Sihame Salmi

To finish the project, students were given the opportunity to extend their learning beyond the digital space by working with our Learning Technology Integrator, Hugo. Through a 45-minute Design Thinking Challenge, they were invited to bring their monster to life by creating a physical prototype using a variety of materials. This phase allowed students to transfer what they had imagined and described in French into a concrete form, reinforcing the connection between language, creativity, and action.

This hands-on workshop encouraged students to move from imagination to tangible creations. As they designed and built their prototypes, students were required to make decisions, solve problems, test ideas, and adapt their designs within a limited time frame.

Throughout the process, they naturally used French to explain their choices, describe their monster's features, and collaborate with peers, giving further meaning to the language learned during the project. The activity fostered creativity, collaboration, and critical thinking, while reinforcing the idea that learning is an iterative process rooted in experimentation and reflection.



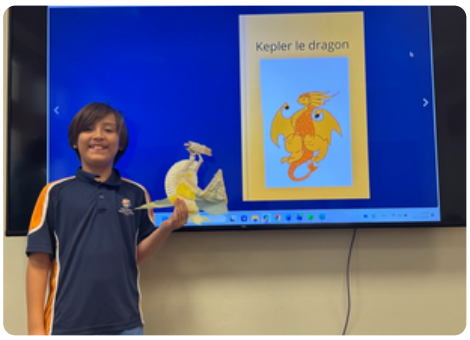


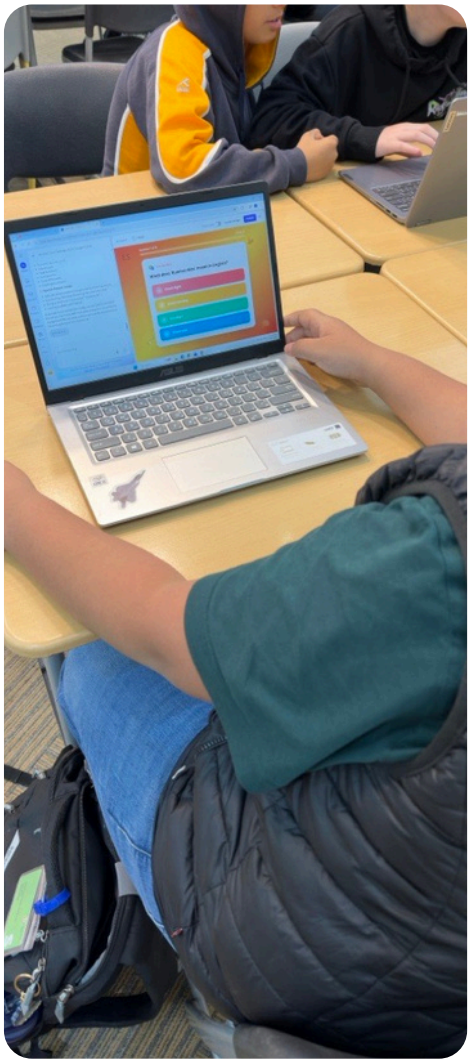
> I loved creating my monster and using French to tell its story!

This final stage enriched the overall learning experience, showing students that their ideas can evolve across formats and disciplines, and that language, creativity, problem-solving, and reflection are essential components of authentic learning.

This workshop strengthened cross-disciplinary connections between language, design, and technology. It aligned strongly with IB principles by promoting student agency, action, and key ATL skills such as communication, thinking, self-management, and collaboration.

By transforming a fictional character into a tangible prototype, students deepened their engagement and consolidated both their linguistic skills and conceptual understanding in a meaningful and memorable way.





Creating Games to Learn Spanish

By: Irene Duenas

As part of our Spanish lessons, students took on the role of game designers and created their own original games to help others learn Spanish. Using the vocabulary and structures we had studied in class, they designed board games, card games, or digital games aimed at reviewing key content in a fun and meaningful way. This activity encouraged creativity, collaboration, and critical thinking, while also reinforcing language skills, as students had to carefully select and use Spanish accurately so that others could learn from their game. By teaching through play, students deepened their own understanding of the language and made learning Spanish engaging and interactive.



What happens when students design games to learn Spanish? Motivation, creativity, and real learning







Through this activity, students also developed important communication and problem-solving skills. They had to explain the rules of their games clearly, test them with classmates, and make improvements based on feedback. Playing each other's games allowed students to revise Spanish in an enjoyable and low-stress environment, increasing confidence and participation. The activity showed students that languages are not only learned through textbooks, but also through creativity, interaction, and meaningful use in real contexts.



French Emergent Middle School

By: Nora Abied

As part of our French Emergent Middle School classes, students went on a fun and creative learning journey!

They explored new French vocabulary while also learning how to describe places and move around a city in French.

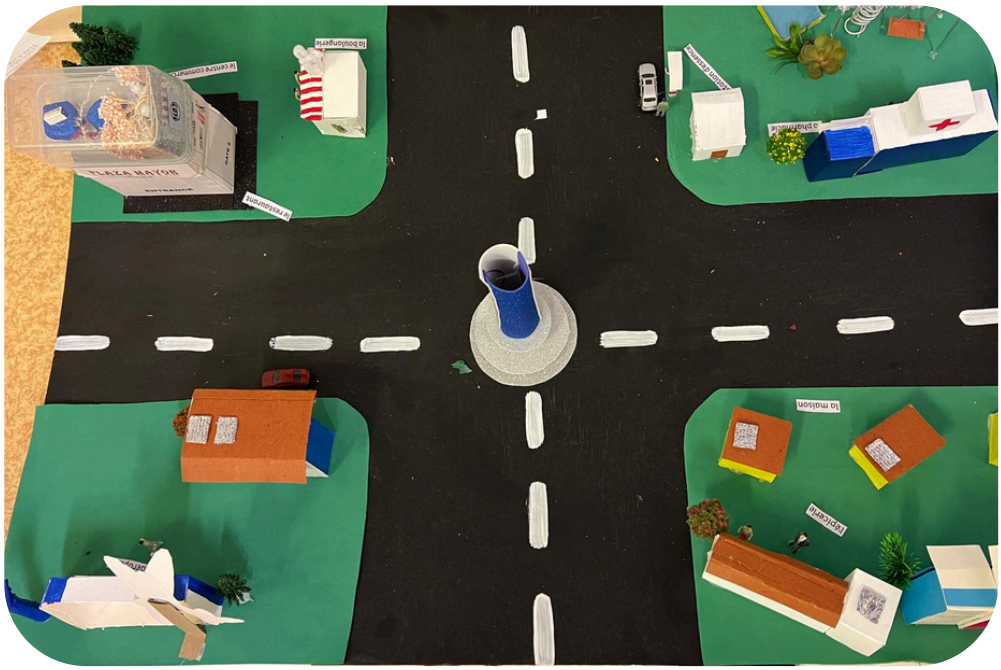
Using their imagination, students designed and built their own city models, carefully choosing and applying the vocabulary studied in class.





The project then came to life as they proudly presented their cities in French, guiding their classmates through streets, buildings and landmarks.

This hands-on project made language learning lively and meaningful, while strengthening students' confidence, creativity and oral communication skills in French.





The students' creations were all unique and equally creative, showcasing a wide range of ideas and designs.

They truly enjoyed this activity and showed great enthusiasm throughout the project, making the learning experience both engaging and memorable.



Comics in French Capable

Grades 7-8

By: Farah El Mokadam



Rayyan Mezzi
Bokang Mogale
Liam Landy



Matias Foccacio Espinoza
Jeancarlo urrunaga bello

When Language Comes to Life: Our Students Create Their Own Comics

Our French Capable students have once again demonstrated their enthusiasm and dedication to language learning.

To deepen their skills in an immersive and creative way, they designed their own comic strips on the theme "Media and Communication." This project offered students a unique opportunity to put their writing abilities into practice while honing essential elements such as grammar, conjugation, and sentence structure.

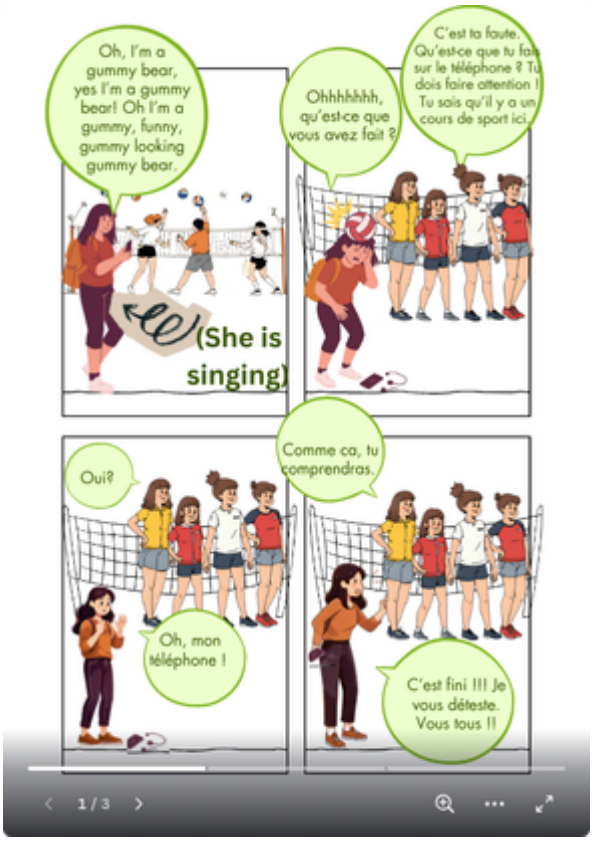
Highly motivated, the students poured energy and imagination into bringing their characters and stories to life. Their comics became a space where creativity met linguistic mastery.

Beyond producing beautiful work, this project empowered students to take a more active role in their learning journey, strengthening both their understanding and confident use of the French language. It was a special moment of growth, pride, and celebration for both students and teacher–a true highlight of the language-learning experience.

Comics with a Message: Reflecting on Phone and Social Media Addiction.

The stories featured in these comics were entirely chosen by our students. Many of them decided to address one of today's major issues: addiction to mobile phones and, more specifically, to social media. While some students opted for an epic, imaginative comic, others created narratives inspired by real-life situations–stories that reflect the everyday experiences of many teenagers.

This project encouraged students to engage in meaningful self-reflection and to think critically about their own use of social media: using it in moderation, choosing the right platforms, and understanding its impact. This learning experience beautifully connected language development, essential life skills, and students' personal lifestyles.

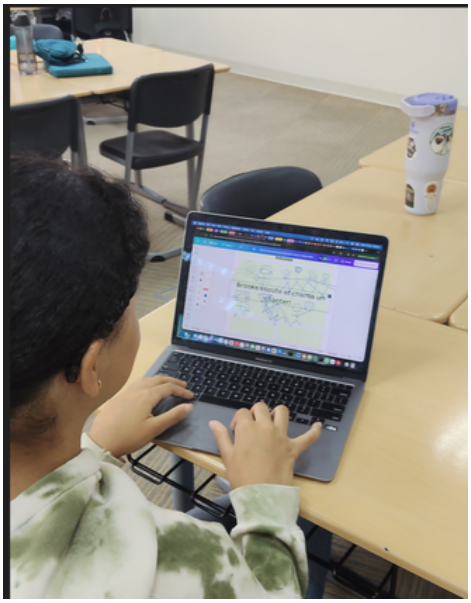


Liesel Toler
Madeleine Lolita Jones
Jannat Mimouni



Fedor Sokolov
Emmanuel Laroche
Mulisya Makau

To deepen their learning, and from the students' perspective, projects are a key way to increase engagement in language acquisition. Pronunciation, often a challenging aspect of learning a new language, was a focus during this activity. To address this, students shared their comics in class, with each group reading their stories aloud. This exercise not only provided valuable oral practice but also helped students overcome fear or shyness, boosting their confidence in speaking and expressing themselves in French.

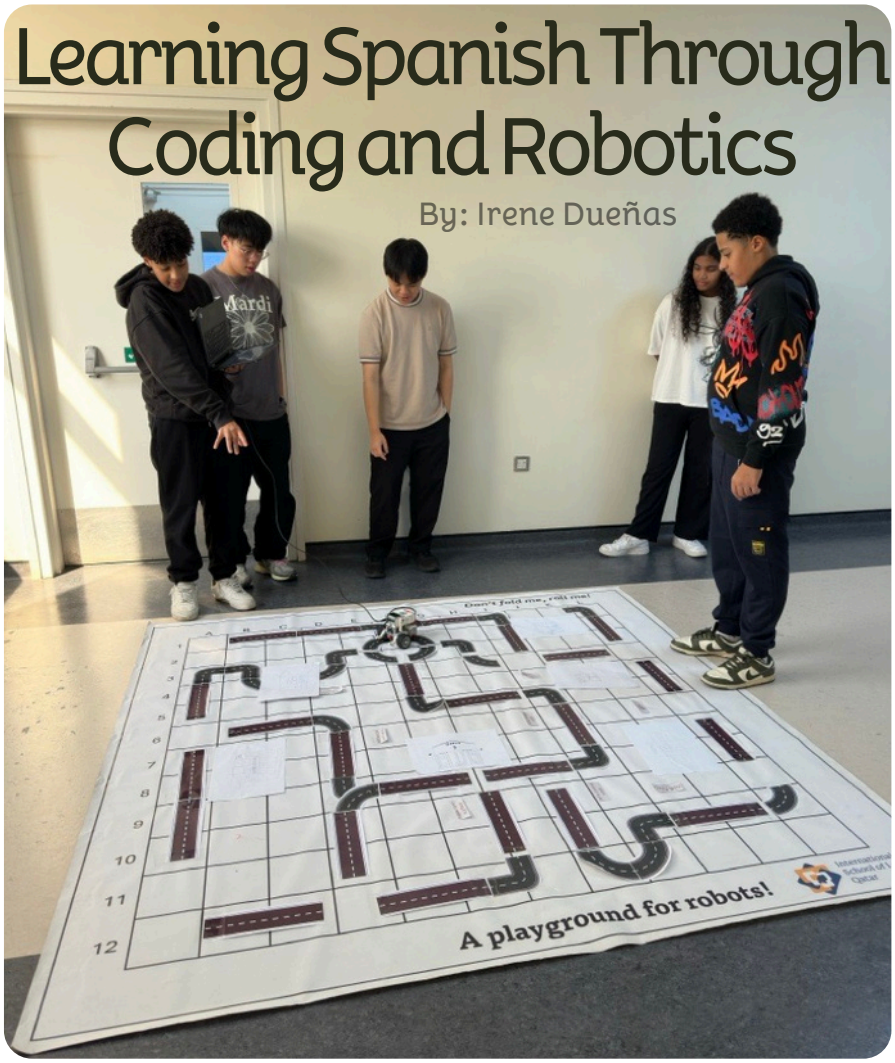






Learning Spanish Through Coding and Robotics

By: Irene Dueñas



As part of the unit The World Around Us, students combined language learning with technology by coding robots to move around a city map. Using Spanish directions and vocabulary related to places in the city, students programmed the robots to travel from one location to another, giving clear instructions such as where to turn, how far to move, and which place to reach. This hands-on activity helped students practise real-life language use in a meaningful context, while also developing logical thinking, problem-solving skills, and collaboration. By giving instructions in Spanish, students reinforced their understanding of directions and city vocabulary in an engaging and memorable way.

Students learned Spanish by giving real directions to a robot on a city map



Students worked collaboratively in small groups, planning routes, testing their code, and adjusting their instructions when the robot did not reach the correct destination. This process encouraged perseverance, teamwork, and problem-solving, while reinforcing the importance of precise language. By seeing immediate results, students were able to self-correct and improve their use of Spanish in a meaningful, real-world context.



This hands-on activity showed students that language learning goes beyond the classroom and can be applied across subjects. By integrating robotics and coding into Spanish lessons, students developed confidence, creativity, and a deeper understanding of how languages are used to give instructions and communicate clearly.

Creative Writing Comes to Life in French Home Language Grades 6, 7 & 8

By: Nora Abied

As part of their French Home Language programme, learners in Grades 6, 7 and 8 embarked on an exciting Creative Writing journey that brought imagination, language and storytelling together.

During this activity, students were challenged to imagine, create and write their own literary works: a fairy tale (conte) or a realistic short story (nouvelle réaliste).

Drawing on the skills acquired during their first unit of work, our young authors skillfully incorporated figures of style, connectors, past tenses, and the structural elements specific to each genre.





From magical worlds filled with wonder to realistic stories inspired by everyday life, each piece reflected creativity, originality and a growing mastery of the French language.

Students were then encouraged to take their work one step further by editing, illustrating and designing their own books, transforming their stories into finished literary creations.

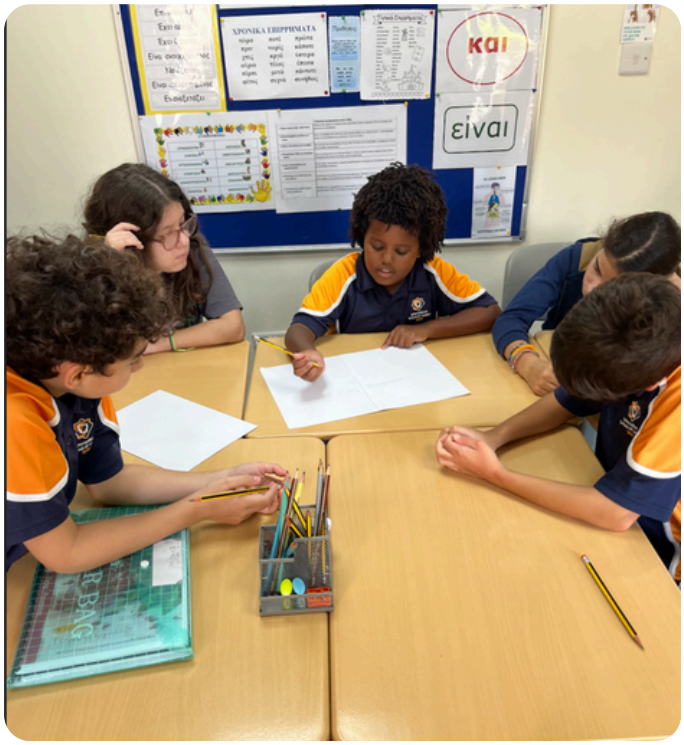
This enriching experience not only strengthened their writing skills but also nurtured confidence, imagination and a genuine love for storytelling.

Interactive Writing Story with SCRATCH

Greek Home Language - PYP

By: Yota





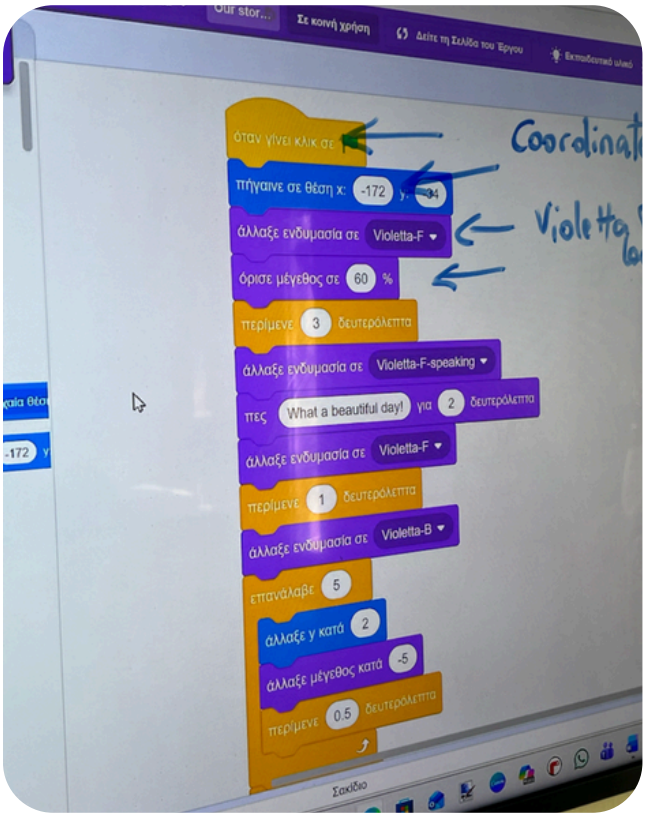
Since last year, every Thursday, the Grade 4/5 Greek Home Language students come together and immerse themselves in Philanagnosia - The Love of Reading!

They have come to love these sessions as they allow them to practice several skills, from listening attentively to the story or practicing shared reading, to holding a discussion sharing their perspectives and presenting their understanding.

The students, wanting to share their stories with the wider school community, decided to create a product at the end of each school year as the fruit of their beloved Thursday sessions. Each product will serve as a reminder of their love of reading and writing stories.

Continuing the successful course of this initiative from last year, where the students created their own chapter book on Canva and shared a printed version in Research Hub, this year's G4/5 Greek HML students aim to create an interactive product in digital and physical form.

By the end of the school year, they will have created a story, using the application.



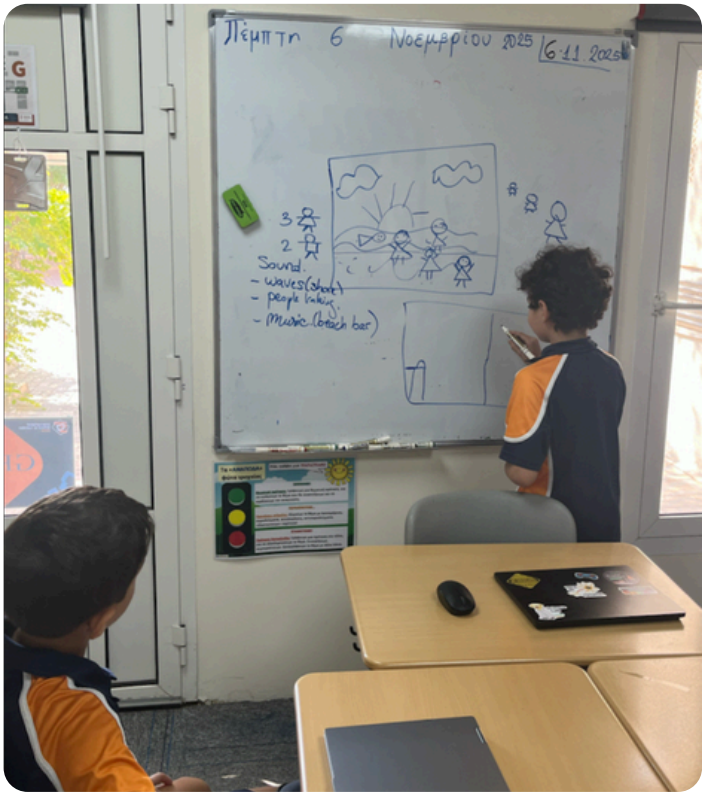
With the valuable guidance of Mr. Stephane Cloatre, our Learning Technology Integrator coach, they started exploring the world of coding by creatively applying different rules of the programming language to develop their story.

After being introduced to different features of the application, they collaborated and recorded their first ideas for their story. They created a story board with different scenes and selected background music and special effects.

Switching the language in the app's settings, they started typing their dialogues in Greek.







This experience allowed them to practice language through different media and integrate technology in their learning.

Stay tuned for the final product in June!



German Home Language Project: Preschool to Grade 8 Exploring History

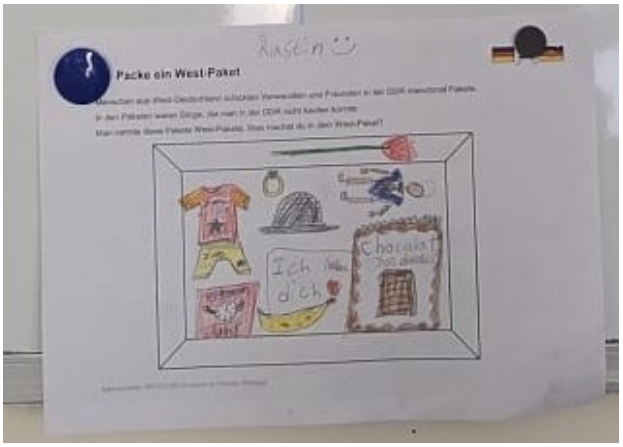
By: Christine Sabbah



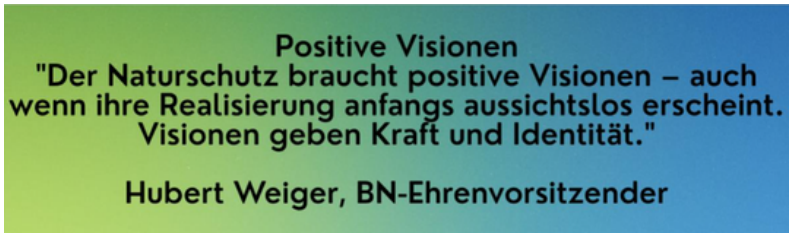
Students explored the period when Germany was divided into East and West through age-appropriate activities. Using videos, photographs, novels, and everyday objects, they learned about life on both sides of the border.



Younger students engaged creatively by discussing care parcels sent from West to East Germany, while older students reflected on the courage, fear, and hope involved in attempts to escape to the West.



Middle school students extended their learning by reflecting on the unexpected positive impact of the Iron Curtain on nature and explored how young people can engage in projects within this unique ecological corridor, emphasizing dialogue and shared responsibility for the future.





German Home Language Project: Preschool to Grade 8 Exploring History

By: Christine Sabbah

A highlight of the project was the celebration of German Reunification Day with the Cultural Attaché, Kerstin Vaessen, of the German Embassy.

Students proudly presented their learning, asked thoughtful questions, and experienced the relevance of using their home language in an authentic context.

Throughout the project, enthusiasm was evident as the German language classroom was transformed with posters, drawings, and photographs.

The project showed that even complex historical topics can be explored creatively at any age and that learning history together helps build bridges for the future.









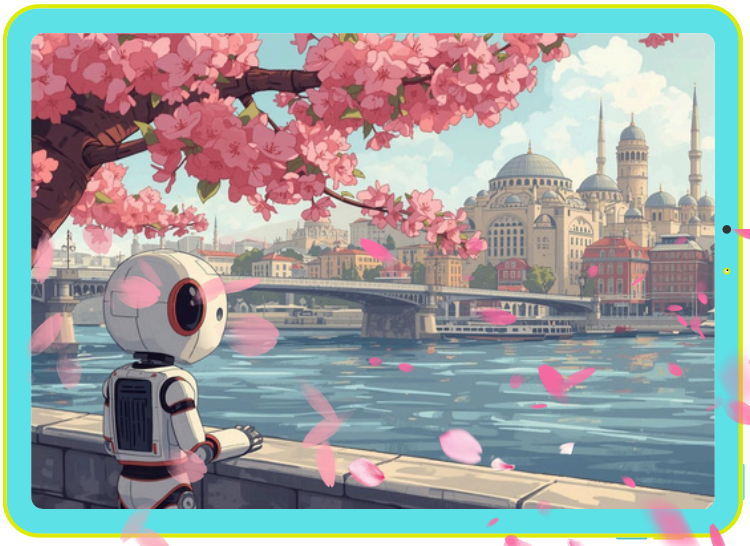
From Haiku in Turkish to Coding: A Digital Journey of Hope

Grade 9

By: Tugce Turan

Language education is often perceived as being limited to words, grammar rules, or text analysis. However, language is one of the most powerful tools for thinking, feeling, and making sense of the world. For this very reason, the Turkish Home Language course embarked this year on an interdisciplinary and digitally driven journey with Grade 9 students.

The starting point of this journey was haiku, one of the most concise yet profound forms of Japanese literature. Students approached haiku not merely as a poetic form defined by a 5-7-5 syllabic structure, but also through its historical development, philosophical background, and symbolic language. Original haiku by Japanese poets were examined through Turkish translations, allowing students to analyze both meaning and structure. Through haiku, students had the opportunity to inquire into how metaphor, symbolism, and rhythm function within a short poetic form, exploring how meaning can be constructed with very few words.



Grade 9 students adapted Haiku style in Turkish in Home Language Class

This process aligned naturally with the unit "A Hope for a Better World." Before composing their own haiku, students focused on the concepts of hope, world peace, humanism, and a shared future. The haiku they produced went beyond personal expression, becoming short yet powerful texts that carried universal messages.



Yet the learning did not stop there.

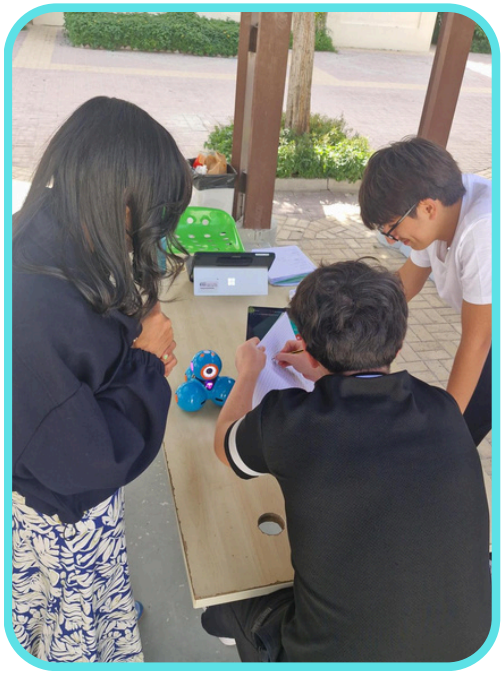




Supported by the school's digital curriculum approach and the infrastructure and facilitation that actively enable this process, students brought their haiku into the world of technology. Using Dot and Dash robots, they coded their poems, transforming the symbols, metaphors, and imagery of haiku into movement, direction, light and sound. In this way, an abstract poetic language became tangible through physical motion and digital coding.

At this stage, students engaged not only their language skills but also problem-solving, creative thinking, digital literacy, and collaboration. Students explored ways to convey the terms and concepts present in their poems through Dash. In this process, "courage" was expressed through an increasingly accelerated movement of the robot, "hope" through a sudden burst of light, and "silence" through an intentional pause. Poetry was no longer only something to be read, but something to be observed and experienced.

This project highlights the powerful role Home Language courses can play within a contemporary educational framework. Much like the essence of haiku itself–expressing much with very little–this process involves layered learning, interdisciplinary thinking, and sustained effort behind the scenes. What ultimately appears is a simple poem or a robot performing a sequence of movements; yet beneath that simplicity lies a rich and meaningful learning journey where language and technology come together.

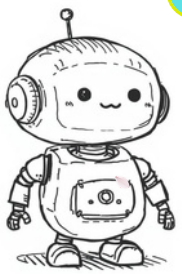


Throughout the process, our students received both technical and pedagogical support from the tech coaches





Haiku in progress...



For example, one student explored a haiku on nature and environmental pollution by using Dash's dance movements and joyful sound effects to express happiness. To convey a specific emotion, students were also able to upload a single sound recording–such as breathing sounds, a child's voice, or birdsong. Blue and green lights were intentionally chosen as symbols of a clean and healthy natural environment. A detailed example of this work can be seen in the video above.

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