



An Roinn Oideachais
agus Scileanna

Junior Cycle Modern Foreign Languages

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Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

The study of modern foreign languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society. Being able to communicate in the mother tongue and in foreign languages are also among the eight key competences for lifelong learning identified by the European Union and European Council in 2006¹.

Language learning develops students' general language awareness. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages. This has a positive effect on their first language skills and on future language learning.

In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity. As learning is a social activity as well as a personal one and as communication is central to language, learning languages offers students ample opportunities to work with others to develop their language skills and achieve appropriate goals.

A fundamental feature of languages is that they give students access to new worlds and different ways of thinking. The resulting development of socio-cultural knowledge and intercultural awareness also enhances students' cognitive development. By reflecting on other cultures and making comparisons they develop a deeper understanding of their own while appreciating diversity.

Language learning also broadens students' horizons and enables them to develop a lifelong learning skill for education, leisure and work, and to develop a positive attitude towards other languages and cultures. Modern technologies play a key role in making language learning and language use increasingly more accessible and enjoyable for learners, by facilitating access to information and communication with people at a global level.

The society we live in has become multilingual. Ireland needs to increase its language capacity and to foster plurilingualism (a person's ability to communicate in more than one language). While English is an international language, knowledge of other languages gives us cultural and competitive advantages.

¹ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

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Junior Cycle Modern Foreign Languages

Rationale

Many studies attest to the benefits of bilingualism and plurilingualism. Students who have been exposed to language learning from an early age perform better than those who have not; not only in verbal skills, but also in mathematics. They display enhanced abilities in areas such as problem-solving, multi-tasking, creativity and pattern recognition².

Please note that this specification has been developed as a framework to be used for teaching junior cycle French, German, Italian and Spanish as modern foreign languages.

The language exponents provide a detailed example of how a teacher will use the specification to plan for teaching and learning.

² See García, Ofelia (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA and Oxford, United Kingdom: Wiley-Blackwell. pp. 93-108.

Aim

The Specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)³ and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.

More specifically it encourages all students to

- actively engage in language activities and tasks, developing the capacity to understand written and spoken language
- communicate effectively and confidently in the target language in familiar contexts through a range of media
- develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
- enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
- be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- appreciate their own and other cultures
- develop skills that they can apply to other areas of study and to their lives.

³ Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. The full text is available on the Council of Europe website: https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.

Overview: Links

Tables 1 and 2 on the following pages show how junior cycle modern foreign languages are linked to central features of learning and teaching in junior cycle.

Table 1: Links between junior cycle modern foreign languages and the statements of learning

STATEMENTS OF LEARNING

The statement	Examples of relevant learning
SOL 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability.	Students will develop their communicative language competence by actively engaging in language activities and tasks in the integrated language skills of listening, reading, spoken production, spoken interaction and writing.
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.	Students will reflect on the values, beliefs and traditions of another culture. By doing this, they will gain deeper insights into their own culture and develop a positive attitude towards as well as respect and curiosity for diversity. They will also develop an awareness and appreciation of the multilingual and multicultural society in which they live.
SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships.	Students will learn how the target language works; they will explore, describe and explain patterns such as word order, word endings, sentence construction, and the verb system. By comparing the target language with other languages they know, students will look at the relationships between languages and will gain deeper insights into how their own language works.
SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students will use digital technologies to access information related to the target language and culture, to engage with a range of formats (written, audio, video) and to communicate with speakers of the target language using appropriate tools in a responsible and ethical manner.

KEY SKILLS

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify some of the elements that are related to learning activities in modern foreign languages. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

The junior cycle curriculum focuses on eight key skills:

- being creative
- being literate
- being numerate
- communicating
- managing information and thinking
- managing myself
- staying well
- working with others.

Figure 1: Key skills of junior cycle



Table 2: Links between junior cycle modern foreign languages and key skills

Key skill	Key skill element	Student learning activity
Being literate	Developing my spoken language	Students will engage in meaningful communicative activities and tasks across all strands. They will learn to communicate effectively and confidently in the target language in familiar contexts.
Managing myself	Being able to reflect on my own learning	In all strands, students will monitor, reflect on and evaluate their progress by considering feedback from others and from self-assessment.
Staying well	Being positive about learning	In all strands, students will develop a positive attitude towards language learning as they engage with diversity and reflect on their successes.
Managing information and thinking	Using digital technology to access, manage and share content	In all strands, students will use a range of digital technologies to research and manage content as well as to communicate.
Being numerate	Seeing patterns, trends and relationships	In all strands, participation in language activities will offer students many opportunities to reinforce concepts such as number recognition, sequencing, date, time, value, measurement, and percentage. They will also notice linguistic and cultural patterns and trends as they develop their language and intercultural awareness.
Being creative	Exploring options and alternatives	In all strands, students will have opportunities to explore options and make choices as they engage in communicative activities and become increasingly more autonomous learners.
Working with others	Learning with others	In all strands, students will engage in pair and group work, as well as in peer-assessment
Communicating	Using language	In all strands, students will become familiar with the language of routine classroom interactions. The target language will be the principal medium of teaching and learning.

Overview: Course

The Specification for Junior Cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled student engagement, and is organised around three integrated strands: **Communicative competence**, **Language awareness** and **Socio-cultural knowledge and intercultural awareness**.

These strands are each further broken down into elements and the learning outcomes associated with each element are also specified.

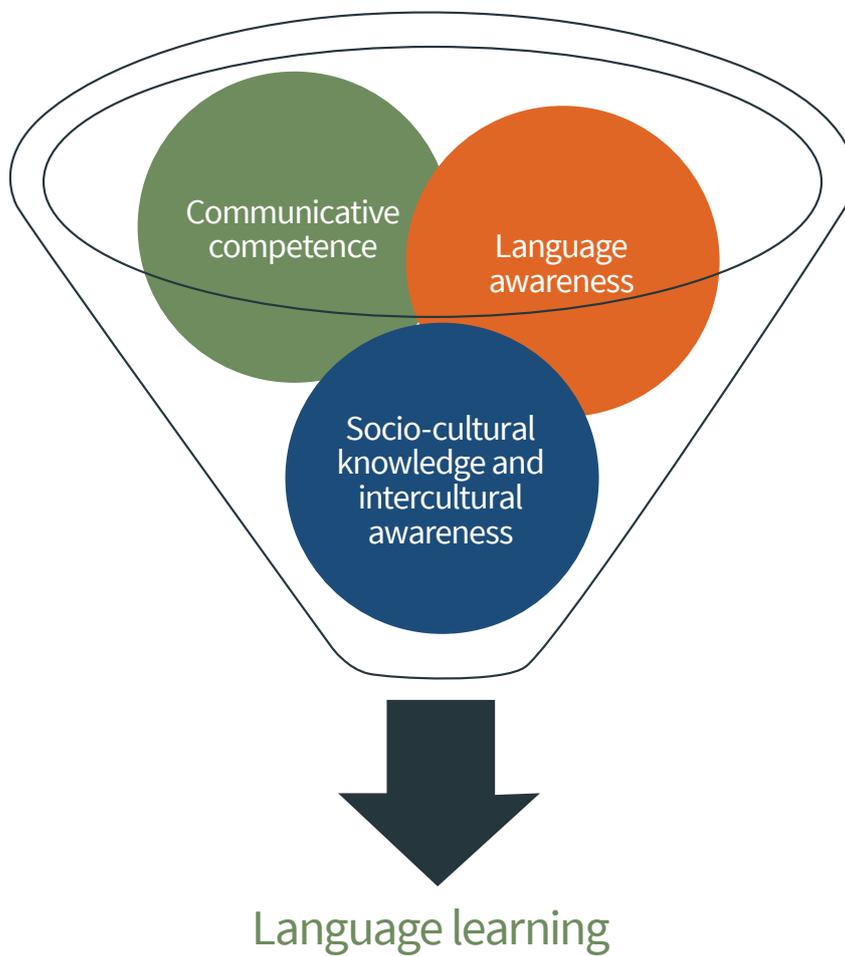
Students' language learning is actively supported when their **Communicative competence**, **Language awareness** and **Socio-cultural knowledge and intercultural awareness** are developed in an integrated way.

The strand Communicative competence is concerned with developing students' ability to communicate meaningfully in the target language. This strand incorporates five elements, representing the five language skills of listening, reading, spoken production, spoken interaction and writing. The strand Language awareness enhances the students' general awareness about languages, and incorporates the three elements of reflecting on how the target language works, comparing the target language with other languages students know, and reflecting on their own language-learning strategies. The third strand, Socio-cultural knowledge and intercultural awareness, gives students access to new cultural dimensions and encourages them to reflect on their own culture. The three elements of this strand develop students' knowledge of the countries and cultures related to the target languages, and enable them to make comparisons with their own country and culture.

Integrated teaching and learning

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. Students' engagement and learning are optimised by a fully integrated experience of Communicative competence, Language awareness, Socio-cultural knowledge and intercultural awareness. Likewise, grammar, syntax and pronunciation have been embedded so these aspects of language learning are taught in a communicative context. Figure 2 below illustrates the inter-relatedness of the three strands.

Figure 2: The inter-relatedness of the three strands



Progression

Primary curriculum

The Primary Language Curriculum (2015) is an integrated curriculum, with the same curriculum structure and components for Irish and English. It recognises that developing skills in one language will help children to develop skills in another language. It seeks to develop not only communicative competence in English and Irish, but also a lifelong interest in and love of language learning for personal enjoyment and enrichment. It aims to nurture in children an awareness of language and an appreciation of the content and structure of language. While the main focus is on meaningful communication, and children are taught through the target language, there is also provision for explicit teaching of form, including certain features of grammar. The curriculum aims to help children become motivated, autonomous learners of language. All these features of the Primary Language Curriculum sit well with the rationale and aims of the Specification for Junior Cycle Modern Foreign Languages and build a good foundation for students' learning of additional languages in junior cycle and beyond. Similarly, students whose mother tongue is other than English or Irish will have skills on which to build an awareness of language and its structure that they will be able to apply when they undertake a MFL in junior cycle.

Senior cycle

As students progress from junior cycle to senior cycle, they are afforded many opportunities to build on their previous language-learning experiences. For many, these opportunities begin in Transition Year, where students may further explore the language and associated cultures which they have studied in junior cycle and/or experience learning a new language. Students who choose to study a modern foreign language for Leaving Certificate will benefit from the continuity and close alignment between the three junior cycle strands and the Leaving Certificate behavioural objectives of Basic communicative proficiency, Language awareness and Cultural awareness. Building on the learning outcomes of junior cycle MFL, the Leaving Certificate syllabuses aim to further develop learner autonomy and to help students develop strategies for effective language learning. In addition, the learning of a modern foreign language is integral to both the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA).

Expectations for Students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- in line with expectations
- above expectations
- exceptional.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised. Examples of student work annotated by teachers will be developed over time. The examples of student work linked to learning outcomes will also offer commentary and insights that support differentiation.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied modern foreign languages in junior cycle. Across all of the strands, students should be given every opportunity to use a range of media to display and present what they have learned.

Junior cycle modern foreign languages are offered at a common level. The learning outcomes set out in the following tables have therefore been developed as unconstrained outcomes to apply to all students. They lend themselves to differentiated teaching, learning and assessment.

The learning outcomes are broadly aligned to the A band of the CEFR (A1-A2) and as set out here they represent outcomes for students at the end of their three years of study. The learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed', but will continue to support the students' learning of modern foreign languages up to the end of junior cycle.

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

The learning outcomes describe clearly what students will be expected to achieve and should be able to do in the target language. They refer to specific domains of language use (public, personal and educational), which are appropriate to the students' age and experience.

Strand 1: Communicative competence

Communicative competence enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing.

Learning outcomes

Elements	Students should be able to
Listening	1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly 1.2 recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items 1.4 source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies
Reading	1.5 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places 1.6 understand the general sense of a text on familiar topics 1.7 identify specific information in a range of texts dealing with familiar topics 1.8 source and use authentic texts to explore topics of relevance through a range of media
Spoken production ⁴	1.9 pronounce words accurately enough to be understood, with appropriate intonation 1.10 convey simple descriptions, presentations or announcements on familiar topics
Spoken interaction	1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language 1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations 1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events 1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary 1.16 communicate orally with others using digital technologies such as social media

⁴ The CEFR distinguishes between the oral skills of spoken production and spoken interaction.

Learning outcomes

Elements	Students should be able to
Writing	<p>1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy</p> <p>1.18 write a series of phrases and sentences linked with simple connectors such as but, and, or, as</p> <p>1.19 create texts⁵ about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities</p> <p>1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts</p> <p>1.21 fill out forms relevant to their age group and experience</p> <p>1.22 produce and edit texts and interact with others in writing using appropriate digital technologies</p>

Strand 2: Language awareness

Language awareness enhances the students' general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and/or their mother tongue) and they reflect on their own language-learning strategies.

Learning outcomes

Elements	Students should be able to
Reflecting on how the target language works	<p>2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions</p> <p>2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama</p> <p>2.3 recognise how gender and social conventions influence target language usage</p>
Comparing the target language with other languages they know	<p>2.4 identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know</p> <p>2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate</p>
Reflecting on how they learn languages	<p>2.6 identify, share and explain their preferred language-learning strategies</p> <p>2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement</p>

⁵ 'Text' refers to all products of language use, including oral, written and digital text.

Strand 3: Socio-cultural knowledge and intercultural awareness

Socio-cultural knowledge and intercultural awareness gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own.

Learning outcomes

Elements	Students should be able to
Learning about relevant facts, people, places and history about the country/countries related to the target language	3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food
	3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people
	3.3 reflect on what they have learned about the country/countries associated with the target language
Learning about traditions, customs and behaviours	3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions
	3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving
	3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability
Comparing their culture with that of the country/countries related to the target language	3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits
	3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media
	3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together
	3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons

Assessment and reporting

Assessment in junior cycle modern foreign languages

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum, or to identify specific areas of difficulty (or strength) for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in junior cycle MFL will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle. To support this, teachers and schools will have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching and assessment support material, including:

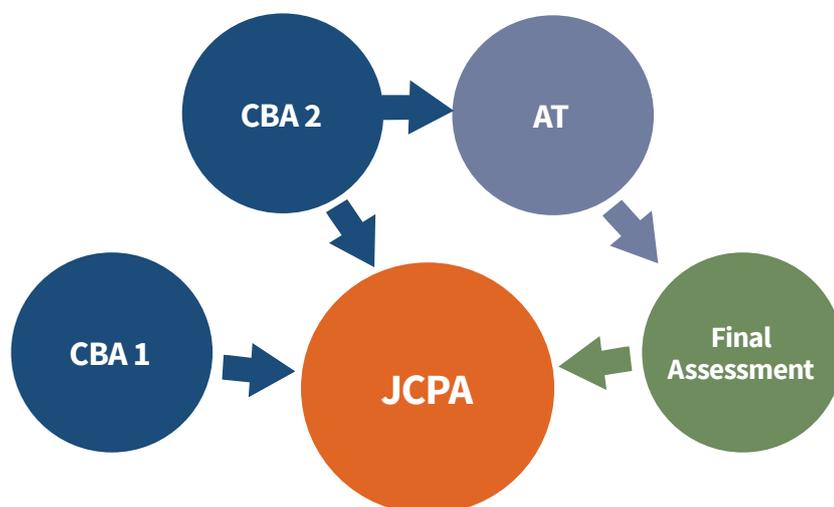
- formative assessment
- planning for and designing assessment
- assessment activities for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting
- thinking about assessment: ideas, research and reflections
- glossary of assessment terms.

The contents of the Assessment Toolkit will include a range of assessment supports, advice and guidelines which will enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

Assessment for the JCPA

The assessment of junior cycle modern foreign languages for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments (Oral communication and The student language portfolio), an Assessment Task linked to the Student Language Portfolio and a final examination. The Assessment Task and the final examination will be assessed by the State Examinations Commission.

Figure 3: The assessment components reported on as part of the JCPA



Rationale for the Classroom-Based Assessments in MFL

Over the three years of junior cycle, students will have many opportunities to enjoy and learn the target language across the strands. They will engage in language activities and tasks such as

- communicating in the target language
- listening, reading, speaking and writing for a range of meaningful purposes
- gaining insights into the target language culture/s
- learning how the target language works.

Through these activities they will develop knowledge, understanding and skills in language, culture and literacy, thereby achieving the learning outcomes across the strands.

Junior cycle MFL will have two Classroom-Based Assessments. Classroom-Based Assessments will relate to the students' work during second and third year of junior-cycle education. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

Classroom-Based Assessment 1: Oral communication

The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and oral interaction. However, other skills may be developed, e.g. reading, writing, listening, or basic research. In completing the oral communication activity, students may use any one of the following formats: interview, role-play, presentation (accompanied by a question-and-answer session), or conversation in response to stimulus material.

For this oral communication, the student will focus on an aspect of the target language country/ countries) or culture; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest.

Students may work individually, in pairs or in groups. However, where students have collaborated to complete the activity, the teacher should ensure that each student makes a meaningful individual contribution.

Evidence of learning

In completing the first Classroom-Based Assessment, students demonstrate their level of fluency, accuracy and range of vocabulary, in line with their age and stage of language learning. Their spoken production and interaction will demonstrate their level of comprehension and engagement.

Classroom-Based Assessment 2: The student language portfolio

Over the three years of junior cycle, each student develops a language portfolio. The student language portfolio focuses on the process of language learning and places the learner at the centre of teaching, assessment and learning. It provides the MFL student with an opportunity to set personal learning goals across the five skills in strand one, to engage with and reflect on their language learning as outlined in strand two and to develop and document their socio-cultural awareness, thereby supporting the learning outcomes in strand three. Using the student language portfolio supports formative assessment in the MFL classroom and facilitates students in showcasing their language-learning achievements.

The student language portfolio will include a broad range of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals. It is recognised that in this context the student's created texts⁶ may be presented in different formats—handwritten, digital, multi-modal, and so on. Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and reflect on their learning. They need to develop confidence in interaction and an awareness of the process of language acquisition.

The second Classroom-Based Assessment offers students a chance to celebrate their achievements as language learners in a variety of media by choosing three pieces from those compiled over time and presenting them for assessment.

Evidence of learning

In completing the second Classroom-Based Assessment, each student selects three texts for assessment from their portfolio. The three pieces the student selects will reflect the integrated development of the three strands, with one of the pieces selected to be in an oral format. The pieces should also reflect a variety of presentation modes.

Features of quality

Features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work. Features of quality will be provided in the assessment guidelines for junior cycle MFL.

All students will complete both CBAs.

CBA	Completion of the assessment	SLAR⁷ meeting
Oral communication	Towards the end of second year	One review meeting
The student language portfolio	End of first term in third year	One review meeting

⁶ 'Text' refers to all products of language use including oral, written and digital text.

⁷ Subject Learning and Assessment Review.

Assessing the Classroom-Based Assessments

More detailed material on assessment for reporting in junior cycle MFL, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in separate assessment guidelines. These will include, for example, the suggested length and formats for the oral communication CBA, and guidelines for using and presenting the student language portfolio for the second CBA. It will also provide features of quality for both CBAs and support in using 'on-balance' judgement in relation to the features of quality. The NCCA's Assessment Toolkit will also include substantial resource material for use and reference in ongoing classroom assessment of junior cycle MFL, as well as providing a detailed account of the Subject Learning and Assessment Review process.

The Assessment Task

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for modern foreign languages. It is allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is specified by the NCCA and related to the learning outcomes on which the second Classroom-Based Assessment is based. The Assessment Task is devised from some or all of the following elements:

- A short stimulus in written, audio, audio-visual or multi-modal format to prepare for the written task.
- A written task that tests the students in
 - their ability to outline and/or discuss their experience of compiling a portfolio of language learning
 - their understanding and evaluation of that experience
 - their capacity to reflect on the skills they have developed
 - their understanding of a cultural aspect of the target language country about which there will be evidence of learning in the student's portfolio.

As the key purpose of the Assessment Task is to encourage student reflection on the process of language learning, the questions and answers will be in the language of schooling⁸.

⁸ The language of schooling is the principal language of teaching and learning in the school.

Inclusive assessment practices

This specification facilitates inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations e.g. the support provided by a special needs assistant or the support of assistive technologies should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

The final assessment

There will be one examination paper at a common level, set by the State Examinations Commission (SEC). Students will sit this written examination paper of up to two hours duration at the end of the third year. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material, which will include an aural stimulus. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes. The aural component will be allocated 35% of the marks used to determine the grade awarded by the State Examinations Commission.

Appendix A:

Development of modern foreign language exponents

This document illustrates how teachers might develop exponents⁹ in each of the modern foreign languages.

Explicit links to learning outcomes in the MFL specification are included. These and the competences below are both informed by the CEFR. Such links support teachers in their planning and also provide assistance in devising 'can do' statements for students that can be included in their portfolios.

The learning outcomes, in their entirety, are usually developed over the course of junior cycle. Therefore, the learning outcomes chosen here represent a sample of ones that could be developed not only during the study of this theme, but would be incrementally achieved over the three years of junior cycle across a number of themes. In addition, the relevant aspects of learning outcomes related to the sample exponents below are in bold.

No significance should attach to the choice of themes or learning activities used here. Any theme and any relevant activity could have been chosen for illustrative purposes.

⁹ An exponent is a language item used for a situational purpose.

Sample theme: On holiday

Activities or tasks:

Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL...

Strand: Communicative competence

Element: Listening

Learning outcomes* (From the Specification for Junior Cycle MFL)

1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items

Competences (Informed by the CEFR)

Students can understand (and give) simple directions and instructions

Students can name places and landmarks in a town

Students can use the present simple

Sample exponents:

English	German	Italian	Spanish	French
Express	Sich ausdrücken	Espresso	Rápido, exprés	Rapide/express
Flight number X	Die Flugnummer X	Volo numero X	Vuelo número	Vol numéro X
The weather in (TL country) will be wet and windy today	Das Wetter ist heute nass und windig in Deutschland	Il tempo in Italia sarà umido e ventoso oggi	Hoy en (nombre del país o ciudad) lloverá y hará viento	Il fera du vent et il pleuvra aujourd'hui en / au /aux (pays)
I live in Ireland	Ich wohne in Irland	Abito in Irlanda	Vivo en Irlanda	J'habite en Irlande

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Reading**Learning outcomes*** (From the Specification for Junior Cycle MFL)

- 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**
- 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**

Competences (Informed by the CEFR)

Students can understand (and give) simple directions and instructions

Students can name places and landmarks in a town

Students can use the present simple

Sample exponents:

English	German	Italian	Spanish	French
Airport, train/bus station	Der Flughafen, Der Bahnhof, ZOB	Aeroporto, stazione ferroviaria/ degli autobus (autostazione)	Aeropuerto, tren, estación de autobuses	Aéroport, gare/gare routière
Passengers	Die Passagiere, Die Fahrgäste	Passeggeri	Pasajeros	Les passagers / les voyageurs
Luggage	Das Gepäck	Bagagli	Equipaje	Bagages
Town/city centre	Die Stadt/ Das Stadtzentrum	Città/centro	Pueblo, ciudad La plaza mayor	Le centre-ville
The main square	Der Marktplatz	La piazza principale	A la derecha, a la izquierda	La place principale
On the left /right	links/rechts	a sinistra/a destra	a la izquierda/ a la derecha	à gauche /à droite
Turn left/right/ around	gehen Sie(nach) links/rechts	Giri/Gira a sinistra/a destra/ intorno	Gira a la izquierda, a la derecha, da media vuelta	Tourne / Tournez à droite / à gauche

Element: Spoken production**Learning outcomes*** (From the Specification for Junior Cycle MFL)

- 1.9 **Pronounce words accurately enough to be understood with appropriate intonation**

Competences (Informed by the CEFR)

Students can pronounce words and simple statements accurately

Students can use appropriate intonation for questioning

Sample exponents:

English	German	Italian	Spanish	French
Challenging words will be provided in each language here, e.g. aeroporto in Italian	Flughafen, Parkhaus, Fahrkarten, Ausgang/Ausfahrt	Aeroporto, parcheggio, biglietto, uscita	Aereopuerto	Aéroport
Do I write my name here?	Soll ich hier unterschreiben?	Scrivo il mio nome qui?	¿Escribo mi nombre aquí?	Est-ce que je mets mon nom ici?

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Spoken interaction**Learning outcomes*** (From the Specification for Junior Cycle MFL)

- 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**
- 1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**
- 1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events**

Competences (Informed by the CEFR)

Students can greet people accurately, using the appropriate forms

Students can provide personal information

Students can pose questions

Students can ask someone to repeat

Students can ask someone to speak slowly

Students can use gesture to keep communication going

Students can understand and use numbers

Students can understand and interpret prices

Sample exponents:

English	German	Italian	Spanish	French
Grammar related to formal/informal greeting (You singular/You plural)	Du/Sie	Tu/Lei	Tú/Usted	Tu/Vous
Good morning/afternoon/evening	guten Morgen, guten Abend	Buongiorno/ Buonasera	Buenos días/Buenas tardes/Buenas noches	Bonjour/Bonsoir
I would like a bowl of soup please	Ich möchte eine Suppe, bitte	Vorrei una zuppa, per favore	Una sopa, por favor	Je prendrais une soupe s'il vous plaît
My name is...	Mein Name ist...	Mi chiamo	Me llamo...	Je m'appelle...
I am from...	Ich bin... (+ Nationalität)	Sono (+ nazionalità)	Soy de...	Je viens de
I am X years old	Ich bin X Jahre alt	Ho X anni	Tengo X años	J'ai X ans
I live in...	Ich wohne in...	Abito a	Vivo en	J'habite à ...
Where is the nearest beach?	Wie komme ich am besten zum nächsten Strand?	Dov'è la spiaggia più vicina?	¿Dónde está la playa más cercana?	Où est la plage la plus proche?
Where is the restaurant?	Wo ist das Restaurant?	Dov'è il ristorante?	¿Dónde está el restaurante?	Où se trouve le restaurant?
Is there public transport?	Gibt es hier öffentlichen Nahverkehr?	Ci sono mezzi pubblici?	¿Hay transporte público?	Y a-t-il des transports publics?
Are there museums?	Gibt es hier ein Museum?	Ci sono musei?	¿Hay museos?	Est-ce qu'il y a des musées?
Where is the nearest hospital?	Wie komme ich am besten zum nächsten Krankenhaus?	Dov'è l'ospedale più vicino?	¿Dónde está el hospital más cercano?	Où est l'hôpital le plus proche?
Do you have rooms for X date?	Haben Sie von X bis Y ein Zimmer frei?	Avete camere libere per il (+ data)?	¿Tienen habitaciones para el (fecha)?	Avez-vous des chambres (libres) pour X (date)
How much does the room cost?	Was kostet ein Zimmer für eine Nacht?	Quanto costa/viene la camera?	¿Cuánto cuesta la habitación?	La chambre coûte combien?
Are there any cheaper ones?	Gibt es ein günstigeres Zimmer?	Avete camere più economiche/che costano meno?	¿Tienen habitaciones más baratas?	Avez-vous des chambres moins chères?
First we go/do... then we will...	als Erstes gehen wir/machen wir... dann machen wir...	Prima andiamo/facciamo... poi ... (+ futuro)	Primero iremos a... / luego iremos a...	Pour commencer nous allons/faisons... puis nous...

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Writing**Learning outcomes*** (From the Specification for Junior Cycle MFL)1.17 **Write words and create short sentences using various media on everyday topics with accuracy**1.21 **Fill out forms relevant to their age group and experience****Competences** (Informed by the CEFR)

Students can use an online booking site in the target language or make a booking via the phone

Sample exponents:

English	German	Italian	Spanish	French
Departing from...	Abfahrt von	In partenza da	Salida desde	Au départ de...
Destination	Reiseziel	Destinazione	Destino	Destination
Arriving	ankommen/ Ankunft	In arrivo	Llegada	À l'arrivée...
Name	Name/ Vorname/ Nachname	Nome	Nombre	Nom (Prénom)
Address	Adresse/Anschrift	Indirizzo	Dirección	Adresse
Number of nights	Anzahl der Übernachtungen	Numero di notti	Número de noches	Nombre de nuits
Insurance	Versicherung	Assicurazione	Seguro	Assurance
Select/choose	wählen/aussuchen	Seleziona/scegli	Seleccionar/escoger	Sélectionner/choisir
Date of birth	Geburtsdatum	Data di nascita	Fecha de nacimiento	Date de naissance
Male/female	geschlecht - männlich/weiblich	Sesso maschile/ femminile	Hombre/mujer	Sexe: masculin/ féminin
Last year I went with my family on holiday to...	letztes Jahr bin ich mit meiner Familie in Urlaub nach... gefahren	L'anno scorso sono andato/a con la mia famiglia in vacanza a...	El año pasado fui de vacaciones con mi familia a...	L'année dernière je suis allé(e) en vacances en/ à... avec ma famille
The hotel was huge	Das Hotel war groß	L'hotel era enorme/ grandissimo	El hotel era enorme	L'hôtel était énorme
The food is delicious	Das Essen ist lecker	Il cibo è squisito	La comida es buenísima	La nourriture est délicieuse

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Strand: Language awareness

Element: Reflecting on how they learn language

Learning outcomes* (From the Specification for Junior Cycle MFL)

2.6 Identify, share and explain some language learning strategies

Competences (Informed by the CEFR)

Students can identify strategies to help them learn¹⁰

Sample exponents:

I like using

When I learn new words I....

I practise by....

I learned how to...

Strand: Socio-cultural knowledge and intercultural awareness

Element: Learning about relevant facts

Learning outcomes* (From the Specification for Junior Cycle MFL)

3.1 Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks

Competences (Informed by the CEFR)

Students know the names of cities and major landmarks in the target language country/countries

Sample exponents:

English	German	Italian	Spanish	French
X is in Southern Europe	X liegt im Süden von Europa	X è nel Sud dell'Europa	X está al sur de Europa	X est au sud de l'Europe
There are Y number of people living in X	X Menschen wohnen in.../Die Einwohnerzahl von X ist...	X ha Y abitanti	La población de X es de Y de personas	X a une population de Y personnes
The capital city of X is Z	die Hauptstadt von X ist Z	La capitale d'Italia è Roma	La capital de X es Z	La capitale de X est Z
X is famous for...	X ist für... berühmt/bekannt	Roma è famosa per...	X es famosa por...	X est (bien) connu(e) pour...

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

¹⁰ It is unlikely that students will use phrases in the target language to reflect on their learning.

Sample theme: Going on a school exchange¹¹

Activities or tasks:

Sample activities or tasks: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country..

Strand: Communicative competence

Element: Listening

Learning outcomes (From the Specification for Junior Cycle MFL)

- 1.2 **Recognise frequently used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions
- 1.3 **Identify specific information in texts related to familiar topics** such as **announcements, conversations,** simple news items

Competences (Informed by the CEFR)

Students can understand the main point in announcements

Students can understand (and give) simple instructions

Sample exponents:

English	German	Italian	Spanish	French
We will collect you at the station	Wir holen Sie/dich am Bahnhof/ZOB ab.	Veniamo a prenderti alla stazione	Te recogeremos en la estación	Nous viendrons te/ vous chercher à la gare
Set the table please	Decken Sie bitte den Tisch/Kannst du bitte den Tisch decken?	Vuoi apparecchiare la tavola, per favore?	Pon la mesa, por favor	Mets / Mettez la table s'il te / s'il vous plait
Sit down	Setzen Sie sich/Setz dich//Nehmen Sie bitte Platz/Nimm bitte Platz	Siediti	Siéntate	Assieds-toi/Asseyez-vous
Open the door	Machen Sie bitte die Tür auf/ Mach bitte die Tür auf//Öffnen Sie bitte die Tür/Öffne bitte die Tür	Apri la porta	Abre la puerta	Ouvre(z) la porte
Mobile phones are not allowed	Handys Verboten!	È vietato l'uso del telefonino	Los móviles están prohibidos	Les portables sont interdits
We will meet at 8am outside the school	Wir treffen uns um 8 Uhr vor der Schule.	Ci vediamo fuori della scuola alle 8 di mattina	Quedamos en la puerta del colegio a las ocho de la mañana	On se retrouve / se retrouvera devant l'école à huit heures
The school will be closed	Die Schule wird geschlossen sein	La scuola sarà chiusa	El colegio estará cerrado	L'école sera fermée

¹¹ In this sample theme, the CEFR competences are mainly at A2 level.

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Reading**Learning outcomes*** (From the Specification for Junior Cycle MFL)1.7 **Identify specific information** in a range of texts **dealing with familiar topics**1.8 **Source and use authentic texts to explore topics of relevance through a range of media****Competences** (Informed by the CEFR)

Students can search for and find specific information in everyday material

Students can understand regulations when expressed in simple language

Students can isolate the information required from a brochure or website

Sample exponents:

English	German	Italian	Spanish	French
Host family	Die Gastfamilie	La famiglia ospitante	La familia de acogida	La famille d'accueil
Profile	Das Profil	Il Profilo	El perfil	Le profil
Deposit	Die Anzahlung/Das Pfand	La cauzione	El depósito	Les arrhes
Rules	Regeln	Le regole	Las reglas	Le règlement scolaire
Pocket money	Das Taschengeld	Il denaro per le piccole spese/La paghetta	La semanada, paga para gastos	L'argent de poche
Daily, weekly, monthly	täglich, wöchentlich, monatlich	Giornaliero, settimanale, mensile	A diario, semanalmente, mensualmente	Quotidien(ne) hebdomadaire mensuel(le)
Emergency contact number	Die Notrufnummer ist/Im Notfall melden Sie sich bei....	Il numero di emergenza	Un número de contacto en caso de emergencia	Le numéro d'urgence
If you need assistance	Wenn Sie Hilfe brauchen...	Se hai bisogno di assistenza	Si necesitas asistencia	Si vous avez besoin d'aide
Travel documents	Die Reisepapiere/ Die Reisedokumente	I documenti di viaggio	Los documentos de viaje	Les documents de voyage
Internet search	Die Internetsuche	La ricerca su Internet	Búsqueda por internet	Une recherche internet
It is forbidden to...	...ist verboten!	È vietato...	Está prohibido	Il est interdit de...
Email address	E-Mail-Adresse	L' Indirizzo e-mail	Una dirección de correo electrónico	L'adresse e-mail
Timetable	Der Fahrplan (travel timetable)	L'orario	El horario	L'horaire

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Spoken production**Learning outcomes*** (From the Specification for Junior Cycle MFL)1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics****Competences** (Informed by the CEFR)

Students can give a simple presentation or description using simple phrases

Sample exponents:

English	German	Italian	Spanish	French
It is a big city/ town	Es ist eine große Stadt	È una città grande / un paese grande	Es una ciudad grande/es un pueblo grande	C'est une grande ville
The weather is usually	Das Wetter ist normalerweise...	Di solito, il tempo fa ...	Normalmente hace buen tiempo, sol	Normalement, il fait beau
There are Y people in the host family	Es gibt Y in der Gastfamilie	Ci sono Y persone nella famiglia ospitante	Hay Y personas en la familia de acogida	Il y a... personnes dans la famille d'accueil
We will arrive in X on (date)	Wir kommen in X am (+Datum) an	Arriveremo a X il (data)	Llegaremos en X el día (fecha)	Nous arriverons à X le (date)
We will be there for Y days	Wir bleiben Y Tage dort	Saremo lì per Y giorni	Nos quedaremos Y días	Nous y passerons Y jours

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Spoken interaction**Learning outcomes*** (From the Specification for Junior Cycle MFL)

- 1.12 **Use simple polite forms in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately
- 1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary**

Competences (Informed by the CEFR)

Students can engage in routine social interactions and ask for repetition or clarification to aid understanding

Students can make and respond to suggestions

Students can agree and disagree with others

Students can manage simple and routine exchanges in the classroom

Sample exponents:

English	German	Italian	Spanish	French
My name is...	Ich heie... Mein Name ist...	Mi chiamo...	Me llamo...	Je m'appelle...
I come from...	Ich komme aus...	Vengo da .../ Sono di	Soy de...	Je viens de...
I am an exchange student	Ich bin Austauschschler/ Ich bin Austauschschlerin	Sono studente / studentessa di scambio	Estoy haciendo un intercambio	Je suis tudiant(e) en change scolaire
I will be here for a month	Ich verbringe einen Monat hier	Sar qui per un mese	Me quedar un mes	Je resterai/serai ici pour un mois
Can you speak a little slower?	Knnen Sie/Kannst du ein bisschen langsamer sprechen bitte?	Pu parlare un po' pi lentamente?	Puedes hablar un poco ms despacio?	Pourriez-vous parler plus lentement? Peux-tu parler plus lentement?
I'm sorry I don't understand	Es tut mir Leid, ich verstehe nicht.	Mi dispiace, ma non ho capito.	Disculpa, no entiendo	Dsol(e), je ne comprends pas.
How do you say?	Wie sagt man...?	Come si dice X in italiano?	Cmo se dice...?	Comment dit-on...?
What does X mean?	Was bedeutet X?	Cosa significa X?	Qu significa X?	Que signifie X?
Excuse me could you help me?	Entschuldigen Sie bitte, knnen Sie mir helfen?	Scusi, mi pu aiutare per favore?	Perdn, podr ayudarme por favor?	Excusez- moi, pourriez-vous m'aider?
It is your turn	Du bist dran	Tocca a te.	Te toca	C'est ton tour / votre tour /  toi /  vous maintenant
Can I ask you....?	Darf ich bitte fragen...	Posso chiederti /chiederLe?	Puedo preguntar...?	Puis-je te/ vous demander... ?
May I go first?	Darf ich zuerst... (+verb)	Posso andare prima?	Puedo pasar primero?	Est-ce que moi je peux commencer?
I agree/ disagree	Ich stimme zu/ich bin auch der Meinung Ich bin damit nicht einverstanden/Ich bin nicht der Meinung	Sono d'accordo/ Non sono d'accordo	Estoy de acuerdo/ No estoy de acuerdo	Je (ne) suis (pas) d'accord
In my opinion	Meiner Meinung nach...	Secondo me	En mi opinin	 mon avis
How will you get there?	Wie kommt man am besten dahin?	Come ci arriverai?	Cmo vas hasta all?	Comment est-ce que tu y arriveras / vous y arriverez Comment vas-tu y arriver / allez-vous y arriver?
What time is lunch at?	Um wie viel Uhr ist das Mittagessen?	A che ora  il pranzo?	A qu hora se come?	 quelle heure est le djeuner?

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Element: Writing**Learning outcomes*** (From the Specification for Junior Cycle MFL)

1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts

1.22 **Produce and edit texts and interact with others in writing using appropriate digital technologies**

Competences (Informed by the CEFR)

Students can write short simple blog entries

Students can send short simple emails and text messages to convey important information

Students can write short simple emails expressing thanks

Students can use the past and future tenses

Students can describe events in the past

Sample exponents:

English	German	Italian	Spanish	French
Blog entry	Blog-Eintrag	Il post sul blog	Una entrada de blog	Le billet d'un blog
Click here	Hier klicken	Clicca qui	Haz clic aquí	Cliquez ici
Update	Das Update (n) aktualisieren (v)	Aggiornare	Actualización	Mettre à jour (v) La mise à jour (n)
I will go	Ich werde... gehen	Andrò	Iré	Je vais aller/J'irai
I went	Ich bin... gegangen	Sono andato/a	Fui	Je suis allé(e)
See you later	bis später	Ci vediamo dopo / A presto	Hasta luego	À bientôt! à plus tard
There is a meeting after school	Es gibt nach der Schule eine Besprechung	C'è un incontro dopo scuola	Hay una reunión después del colegio	Il y a une réunion après l'école
I will be late home this evening	ich komme heute Abend etwas später nach Hause	Sarò tardi a casa stasera	Llegaré tarde a casa esta noche	Je rentrerai tard ce soir
I will get the last train	Ich fahre mit dem letzten Zug	Prenderò l'ultimo treno	Cogeré el último tren	Je prendrai le dernier train
I missed the bus	ich habe den Bus verpasst	Ho perso l'autobus	Perdí el autobús	J'ai raté le bus
Thank you	Herzlichen Dank	Grazie	Gracias	Merci Je te/vous remercie
I really enjoyed my stay	Der Austausch hat mir viel Spaß gemacht/sehr gut gefallen	Mi è piaciuto molto il mio soggiorno	Disfruté mucho de mi estancia	J'ai beaucoup aimé mon séjour.
I really improved my (TL)	Ich habe meine Deutschkenntnisse viel verbessert	Ho migliorato molto il mio italiano	Mejoré mucho mi español	J'ai beaucoup amélioré mon français
I would like to go on/I like going on this trip because...	Ich möchte/ich mache diese Reise/Fahrt gern weil...	Mi piacerebbe andare in questo viaggio perché.../Mi piace andare in questo viaggio perché...	Me gustaría hacer este viaje /Me gusta ir en este viaje...	J'aimerais/J'aime faire ce voyage parce que...

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Strand: Language awareness

Element: Comparing the target language with other languages they know

Learning outcomes* (From the Specification for Junior Cycle MFL)

2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**

Competences (Informed by the CEFR)

Students can identify similarities and differences in language structure

Sample exponents:

Nouns are either masculine or feminine or plural
In German nouns are either masculine, feminine or neutral

I noticed that...
The word for X sounds like the same word in language Y

Element: Reflecting on how they learn language

Learning outcomes* (From the Specification for Junior Cycle MFL)

2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement**

Competences (Informed by the CEFR)

Students can set and monitor individual learning goals

Sample exponents:

My goal is
At the end of the exchange I hope that I
I find this difficult because ...
I enjoyed working on this because...

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Strand: Socio-cultural knowledge and intercultural awareness

Element: Learning about relevant facts

Learning outcomes* (From the Specification for Junior Cycle MFL)3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people****Competences** (Informed by the CEFR)

Students can research and use basic facts about the country/countries of the TL

Sample exponents:

English	German	Italian	Spanish	French
¹² The population of X is...	¹² Die Einwohnerzahl von X ist...	¹² La popolazione di X è...	¹² X tiene Y habitantes	¹² La population de X est...
Y & Z are famous people from country X	Y & Z sind berühmte Menschen/ Persönlichkeiten aus X	Y e Z sono persone famose di X	Y & Z son personas famosas de X	Y & Z sont des francophones célèbres
The most popular (TL) singer/band is...	Der bekannteste Sänger Deutschlands ist.../Die bekannteste Musikgruppe ist...	Il cantante / il gruppo più popolare è...	El grupo más popular en (TL) es.../ El -La cantante más popular es...	Le chanteur/ groupe francophone le plus populaire est ...
Festival	Das Fest/Das Festival	Il festival	Festival	Un festival
To celebrate...	Feiern	Festeggiare...	Celebrar...	Célébrer/fêter

Element: Comparing their culture with that of the country/countries related to the target language

Learning outcomes* (From the Specification for Junior Cycle MFL)3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together****Competences** (Informed by the CEFR)

Students can appreciate cultural and social differences

Sample exponents:

English	German	Italian	Spanish	French
In X country people greet each other by ... ¹²	¹² In X begrüßt man sich...	¹² In Italia, la gente si saluta...	¹² En X la gente se saluda...	¹² En /au/aux (dans le pays) X, on se salue:
Kissing	mit einem Kuss	Baciandosi	Besándose	En faisant la bise
Shaking hands	indem man sich die Hand schüttelt	Stringendosi la mano	Dándose la mano	En se serrant la main
The school day in X is...	Der Schultag in X ist...	Il giorno di scuola è ...	Un día de colegio en X es...	La journée scolaire en X est...
In X country the main meal is at Y time	in X isst man das Hauptessen/die Hauptmahlzeit um... Uhr	In Italia, il pasto principale è alle ore X	En X la comida principal se come a las...	En / au /aux X, on prend le repas principal à Yh

¹² This could be in the target language and based on information from engaging with learning outcome 3.2 from the socio-cultural strand.

* Note that the words in bold indicate the aspects of the learning outcomes in focus.

Appendix B:

The CEFR Common Reference Levels – global scale

Proficient user

- C2** Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
-
- C1** Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent user

- B2** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
-
- B1** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic user

- A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
-
- A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix C:

The Common Reference Levels-self-assessment grid

Understanding

Listening

-
- A1 I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
-
- A2 I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
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- B1 I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
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- B2 I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
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- C1 I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
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- C2 I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

Reading

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- A1 I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
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- A2 I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
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- B1 I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
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- B2 I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
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- C1 I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
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- C2 I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Speaking

Spoken interaction

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- A1 I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
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- A2 I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
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- B1 I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
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- B2 I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
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- C1 I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
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- C2 I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken production

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- A1 I can use simple phrases and sentences to describe where I live and people I know.
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- A2 I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
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- B1 I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
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- B2 I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
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- C1 I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
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- C2 I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing

Writing

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- A1 I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
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- A2 I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
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- B1 I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
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- B2 I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences
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- C1 I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
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- C2 I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

