

Introductory text for JCSP Statements Supporting The Junior Cycle Modern Foreign Languages

The statements below were developed with input from a number of practicing Modern Foreign Languages teachers in JCSP schools. They are offered as **one possible model** that teachers may use to approach the teaching, learning and assessment of the learning outcomes in the Curriculum Specification for Junior Cycle Modern Foreign Languages. They will be adjusted over time based on feedback from teachers in JCSP schools.

The Modern Foreign Languages specification may be accessed in full at www.curriculumonline.ie

In addition, professional supports for teaching Junior Cycle Modern Foreign Language may be accessed through the Modern Foreign Languages section of the Junior Cycle for Teachers (JCT) website, at https://www.jct.ie/modern_foreign_languages/modern_foreign_languages

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Modern Foreign Languages statements. They do not cover all of the learning outcomes which are expected to be taught in the new Junior Cycle course. It is envisaged that students would be given opportunities to experience rich learning through engaging with all of the learning outcomes in all of their classes.

Teachers are encouraged to engage with these statements as a possible approach to creating Modern Foreign Languages statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

June, 2021

Area of Experience: Modern Foreign Language

MFL

Student:

Class:

At Junior Cycle Level I can:

MFLJC1 I can learn and use a language by myself

MFLJC2 I can use a language to communicate to others

**MFLJC3 I can improve how I learn and use the language in
several different ways**

I can learn and use a language by myself

MFL

Statement Code No. MFLJC1

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
This has been demonstrated by my ability to:								
1.	Give basic personal information: name, age, address, family					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Express likes and dislikes in areas such as hobbies, interests, school subjects, food, weather					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Understand and follow basic classroom instructions and ask simple questions					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Read and find specific information in timetables, menus, signs, notices, posters and websites					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Understand specific information in a piece of music or a video					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Identify and label specified drawings or diagrams such as rooms in a house or school, buildings in a town, items in a classroom					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Read a short piece of text such as emails, letters, blogs, postcards...					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Write a short piece of text such as emails, letters, blogs, postcards...					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Fill out basic forms relevant to my age and experience					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Recognise some famous landmarks, geographical features, festivals, famous people and describe them.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning ...

What I did well...

What I did to improve...

I really enjoyed....

because...

I can use a language to communicate with others

MFL

Statement Code No. MFLJC2

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
This has been demonstrated by my ability to:								
1.	Introduce yourself, say 'hello', 'goodbye' and reply					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	State how I feel and ask how someone else is feeling					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Ask for basic personal information from someone else, such as name, age, address, family					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Ask someone about their likes and dislikes					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Understand and use the language in a variety of common social situations such as shopping, exchanging information, eating together					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Take part in pair and group work asking for help or repetition when I need it					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Use digital technology to communicate orally and in writing.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning ...

What I did well...

What I did to improve...

I really enjoyed.... because...

I can improve how I learn and use the language in several different ways

MFL

Statement Code No. MFLJC3

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
This has been demonstrated by my ability to:								
1.	Look for patterns between the language I am learning and my first language					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Choose examples of words in the language I am learning that are commonly used in my first language and say what they mean					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Describe similarities and differences between the target language country and Ireland in areas such as greetings, prices, dates, age, seasons, school, sport, going out, eating habits					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Use a range of resources such as a dictionary, digital technology, my peers					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Use digital technology to research, check that the information is correct and present my research to my class					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Listen/watch a real-life example of the language being used to understand the main message and improve my pronunciation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Create and use a Student Language Portfolio to monitor my language learning journey and to set goals to improve					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Use feedback to improve my language learning					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning ...

What I did well...

What I did to improve...

I really enjoyed....

because...