

	Junior Cycle Framework	Short Courses Specifications	CEFR/ELP
	Principles	↓	
1	Engagement & Participation The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.		<ul style="list-style-type: none"> • The ELP promotes engagement and participation by putting students at the centre of their language learning. The ELP supports students in becoming ‘autonomous learners’, responsible for their own learning through personal goal setting and self-assessment. • The ELP is defined as being ‘the property of the learner’. • The CEFR communicative or ‘can-do’ definition of language is core to the ELP. This perspective on language and language learning ‘encourages participation and generates engagement and enthusiasm’ by focusing on active competence, on all the things I can already do as opposed to what I cannot do. • The ELP ‘connects with life outside the school’. Its three components are inclusive of all learning, within and outside school. The Language Passport requires students to reflect on their early and on-going language learning and intercultural experiences. The Dossier is designed to include evidence of language and language learning far and wide, whether within the curriculum (including cross-curricular material), from the local environment or from further afield. Besides, the Language Biography can promote learning opportunities outside the classroom through specific can-do descriptors, interesting challenges and reflective spaces.
2	Learning to Learn High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education, and of working life.		<ul style="list-style-type: none"> • Learning to learn and the development of learner autonomy is one of the six key principles of the CEFR. It is also the basis for the ELP. • The ELP is neither a course book nor a student book; it is a portfolio or ‘companion to learning’. Students are supported in ‘developing greater independence in learning’. They are responsible for directing and documenting their own learning. • Reflection about language learning is promoted through the use of the can-do statements, levels of confidence and distinction being made between progress in each language skill. Reflection about language learning strategies is also included in the Language Biography. • Higher-order thinking skills are promoted in the areas of ‘language awareness’ and ‘intercultural awareness’ (Language Biography and Dossier). • The learning skills developed with the ELP can transfer to other subject areas as well as ‘meeting the challenges of life beyond school, of further education, and of working life’.
3	Continuity & Development	<ul style="list-style-type: none"> • Lifelong language learning is one of the six key principles of the CEFR. It is also promoted through all three 	

	<p>Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.</p>		<p>components in the ELP.</p> <ul style="list-style-type: none"> • The ELP is designed to help students ‘build on their learning to date, recognize their progress (through can-do statements and self assessment) and (set goals for) their future learning’. Besides charting their progress in language skills development, students also, through reflection on language learning skills/strategies prepare for the learning of other languages. • Students can look forward to continue documenting their progress and ‘future learning’ in the ELP models used in further education and working life. • Students can also be motivated by the fact that they are familiarised with ‘can-do statements’ which have become, like the ELP, a new form of currency for language proficiency throughout Europe.
<p>4</p>	<p>Creativity & Innovation Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.</p>		<ul style="list-style-type: none"> • The ELP is designed to accompany and showcase students’ learning. It provides ‘opportunities for students to be creative and innovative’ both in form and contents. • The key ELP component in this context is the Dossier in which students display evidence of learning in all language skills. They can include their own texts, visuals, sound files or multimedia productions. Content-wise, they can combine modern language with other curriculum areas such as visual arts, music, drama, Geography, construction, sports, ICT, ... • The e-Dossier part of an e-ELP can be particularly suitable as a creative and innovative tool to document language proficiency, language awareness and intercultural learning.
<p>5</p>	<p>Inclusive Education The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.</p>		<ul style="list-style-type: none"> • The ELP is ‘inclusive of all students’ is so far as it is learner-centred tool for learning and for documenting learning and proficiency. • It ‘contributes to equality of opportunity, participation and outcomes for all’ by supporting differentiated learning and teaching in a number of ways: <ul style="list-style-type: none"> - Once familiar with the can-do statements, confidence levels and language skills, students can chart progression in language learning at their own pace. The can-do statements allow them to focus on their achievements at a given point in time and to decide on new learning goals (Language Biography) - The CEFR’s concept of ‘partial competence’ is particularly affirming for language learners, including those with special learning needs. Partial competence is defined as the recognition that it is natural for learners to develop different language skills at different rates (receptive/productive/oral/written) and that different levels of competence in different skills are valuable in themselves. (Language Biography and Self Assessment Charts section of the Language Passport) - The ELP incorporates prior learning and embraces all levels of pluri-lingualism. (Language Passport mainly but also Dossier) - Differentiation is also possible through choosing to introduce one ELP component first rather than another and by varying the emphasis given to each component or part of. In particular, the introductory pages of the Language Passport, the Dossier or intercultural sections in the Language Biography may be the best entry-point for students with specific learning needs.

6	<p>Choice and Flexibility The school's junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.</p>		<ul style="list-style-type: none"> • The CEFR and ELP are not prescriptive regarding teaching methodologies; they are open to 'a wide range of learning experiences' and to a flexible (programme offering) choice to meet the needs of students'. • The ELP provides a tool for flexible learner-centred teaching in the language classroom. It is suitable for differentiated learning and teaching (see above) • The CEFR and the ELP value and promote pluri-lingualism. The ELP supports 'choice and flexibility' in documenting the different languages which make up students' pluri-lingual identity.
7	<p>Quality All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence</p>		<ul style="list-style-type: none"> • As the CEFR and the ELP are used as benchmarks by education systems throughout Europe, they can make a valuable contribution to 'high-quality education (...and) high expectations for learners and the pursuit of excellence'. • The ELP supports students in becoming self-directed autonomous learners. It promotes the active learning methodologies of goal setting and self assessment as well as 'observation and reflection' and thinking skills in general. These skills are developed in relation to language learning as well as cross-curricular and intercultural learning and support the development of language proficiency.
		LINKS	
	<p>Statements of Learning (Oct. 2012) The student:</p>		
8	<p>Statement 2 listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability</p>		<ul style="list-style-type: none"> • The CEFR and the ELP support the development of modern language proficiency 'at a level (...) that is appropriate to (the student's) ability' in listening, speaking, reading and writing by providing a benchmark framework of reference for proficiency in modern languages. • The CEFR and the ELP have established the principle of 'can-do' proficiency descriptors in each language skill. They have also established levels based on those can-do descriptors within each language skill. • The ELP guides and documents the development of language proficiency based on personal goals and self-assessment.
9	<p>Statement 3 creates, appreciates and critically interprets a wide range of texts</p>		<ul style="list-style-type: none"> • The CEFR provides a review of a 'wide range of texts' and related tasks (CEFR Ch.2) which can support the Modern Language Curriculum regarding written communication skills. • The ELP can support students 'creating, appreciating and critically interpreting a wide range of texts' by providing the corresponding can-do statements (Language Biography) and Dossier guidelines in relation to written pieces of evidence.
10	<p>Statement 5</p>		<ul style="list-style-type: none"> • The ELP is a companion to learning. Different ELP components can contribute to the development of 'an

	has an awareness of personal values (and an understanding of the process of moral decision making)	<p>awareness of personal values’:</p> <ul style="list-style-type: none"> - When using the Language Passport students address their own identity in a multilingual and multicultural environment (local, national and international). - The Language Biography can focus students’ attention on intercultural learning as well as language learning. It can address knowledge of facts as well as attitudes and values and guide students towards observing and reflecting on their own values in the mirror of those of ‘the others’ and the culture(s) associated with the target language.
11	Statement 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	<ul style="list-style-type: none"> • As for statement 5 above, the ELP offers the opportunity for students to observe and reflect on ‘diverse values, beliefs and traditions (which) have contributed to the communities and culture in which (they) live’ with the added intercultural dimension of learning about oneself through discovering others. The intercultural sections of the Language Biography can include material which distinguishes between ‘knowing about’, ‘appreciating’ and ‘respecting’ features of the home and target cultures.
12	Statement 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change Note: not feasible for complete beginners.	<ul style="list-style-type: none"> • As for statements 5 and 6 above, the ELP provides a support for language learning in context. This can include ‘local, national and international heritage’ discovered and discussed through the medium of the target language. If this context is considered relevant, which will depend partly on language proficiency level and course focus, the ELP can incorporate cross-curricular content/CLIL (Content and Language Integrated Learning) combining Modern Language and History knowledge, skills and attitudes in both the Language Biography and in guidelines for the Dossier. Whether this include the use of the target language or not, the ELP can thus document understanding of ‘the importance of the relationship between past and current events and the forces that drive change’ with a particular interest in heritage and events in the country or countries associated with the target language as well as in Ireland.
13	Statement 16 describes, illustrates, interprets, predicts and explains patterns and relationships	<ul style="list-style-type: none"> • The ELP promotes the development of language learning strategies/skills and intercultural awareness/skills as well as the development of language proficiency. In those two areas the ELP can guide students through the process of ‘describing, illustrating, interpreting, predicting and explaining patterns and relationships’ about the target language and culture(s) as well as their home language(s) and culture(s). Depending on the level of target level proficiency, the ELP will contain evidence of this reflexion in the mother tongue or in the target language.
	Skills: Literacy and Numeracy	
14		<ul style="list-style-type: none"> • The definition of language in the CEFR is ‘what I can do with the language’; the receptive and productive uses of the modern language, both in written and oral form are described extensively. As language is viewed as ‘language in action’, this includes tasks which can combine the use of literacy as well as numeracy skills.

		<p>Learning, teaching and assessment are all addressed in the CEFR .</p> <ul style="list-style-type: none"> • The development of language awareness alongside the development of language competence is central to the ELP. This focus encompasses students' identity as 'pluri -lingual' learners. It therefore contributes to strengthen their pluri-lingual literacy skills (Language Passport). 'Language awareness' in its various dimensions of 'a world of languages', 'how language works', 'enjoying and playing with language' as well as 'language learning strategies' can all be included in different sections of the Language Biography
	Other skills	
15	Managing myself <ul style="list-style-type: none"> - Knowing myself - Making considered decisions - Setting and achieving personal goals - Being able to reflect on my own learning - Using digital technology to manage myself and my learning 	<ul style="list-style-type: none"> • The ELP promotes the development of self-awareness in students both as language learners and as intercultural beings. The learning process involves documenting progress in 'knowing myself' and 'making considered decisions' in those two areas. • The CEFR stresses the importance for language learners to 'learn how to learn' in order to become better language learners. The ELP is instrumental in supporting self-directed language learning through 'setting and achieving personal goals' and 'being able to reflect on (their) own learning, assessing themselves, recording their progress and reflecting on language learning strategies. The ELP can also have a very significant intercultural component and help learners 'understand themselves better' through reflecting on the target language speakers and culture.
16	Communicating <ul style="list-style-type: none"> - Listening and expressing myself - Performing and presenting - Discussing and debating - Using language - Using number - Using digital technology to communicate 	<ul style="list-style-type: none"> • The CEFR defines language primarily by its communicative function, this includes 'listening and expressing myself', 'performing and presenting' and 'discussing and debating'. • The ELP is designed to support the development of skills in a 'can-do' perspective which reinforces confidence in language learners. It encourages the use of a variety of media, including digital technology both for communicating and for documenting competence. It is a prime tool for the development of plurilingual literacy. • Besides, the Language Biography can include can-do statements which combine 'using language' with 'using numbers'.
17	Managing information and thinking <ul style="list-style-type: none"> - Being curious - Gathering, recording, organising and evaluating information and data - Thinking creatively and critically - Reflecting on and evaluating my learning 	<ul style="list-style-type: none"> • 'Managing information and thinking' are core to the ELP rationale. The ELP provides a recognised framework for 'gathering, recording, organising and evaluating information and data' as well as for students 'reflecting on and evaluating (their) learning'. It documents objectives and progress in language learning around a clearly recognised language 'currency', the can-do descriptor. • The ELP can also set tasks or challenges which encourage students to 'be curious' in both 'language awareness' areas ('how the language works' , language learning strategies, etc...) and in intercultural awareness areas. • The ELP provides scaffolding for thinking about language and language learning and about culture and

		intercultural learning. In both areas it facilitates ‘thinking creatively and critically’ and higher order reasoning and thinking skills.
18	Being creative <ul style="list-style-type: none"> - Imagining - Exploring options and alternatives - Implementing ideas and taking action - Learning creatively - Stimulating creativity using digital technology 	<ul style="list-style-type: none"> • The ELP can play a central role in the modern language classroom by encouraging students to ‘explore options and alternatives’ -both regarding language and culture-, by challenging students to ‘implement ideas and take actions’ and to ‘imagine’ and ‘learn creatively’. • The ELP can encourage students to consider that communication in any language can be very effective with less words and more creativity – visual, dramatic, etc... • The ELP or e-ELP can become an inspiring repository of the creative language learning.
	Staying well <ul style="list-style-type: none"> - Being healthy, physical and active - Being social - Being safe - Being spiritual - Being confident - Being positive about learning - Being responsible, safe and ethical in using digital technology 	<ul style="list-style-type: none"> • The CEFR and the ELP promote a communicative or ‘can-do’ approach to language learning and describing one’s proficiency which supports students to ‘be confident’ and ‘be positive about learning’. • The ELP adopts a learner-centred approach open to differentiated learning and teaching which also reinforces confidence and positive attitudes to learning in an inclusive way.
	Working with others <ul style="list-style-type: none"> - Developing good relationships and dealing with conflict - Cooperating - Respecting difference - Contributing to making the world a better place - Learning with others - Working with others through digital technology 	<ul style="list-style-type: none"> • The CEFR and the ELP are not prescriptive regarding teaching methodologies other than identifying the key role played by ‘tasks’ in language learning. Besides its relevance to a task-based teaching approach, the ‘learning to learn’ and reflective nature of the ELP complements active learning methodologies which involve, in particular, ‘cooperating’, ‘learning with others’ and ‘working with others through digital technology’. • Intercultural learning sections in the Language Biography are well suited to challenging attitudes and values as well as developing knowledge. They can promote ‘respecting difference’ and ‘contributing to making the world a better place’ through greater understanding of self and others ‘