



Directorate for Quality and Standards in Education

Curriculum Management Department

Foreign Language Awareness in the Primary (FLAP)

Years 3 – 4

Framework for Modern Foreign Languages

- 1. Introduction**
- 2. Guidelines**
- 3. Outcomes**
- 4. Self-evaluation sheets**

Introduction

In the 21st century, intercultural understanding, foreign language competence and proficiency are essential in a globalized society. A framework for Foreign Language Awareness in the Primary (FLAP) will enable learners in Year 3 and Year 4 to communicate in more than two languages from an early age.

The objectives of FLAP are to:

- introduce foreign language awareness and appreciation at an early age;
- nurture a love for languages;
- develop plurilingual and intercultural competences;
- foster a positive attitude and respect towards a diversity of cultures;
- help learners understand their own language backgrounds;
- acknowledge language diversity;
- enhance learners' personal development;
- strengthen lifelong learning skills;
- promote digital literacy for language learning.

Guidelines

1. The framework has two sections. Section 1 outcomes refer to Year 3 FLAP. Section 2 refers to Year 4.
2. In order to achieve the outcomes, teachers are encouraged to actively involve and support learners to
 - a. become familiar with a repertoire of sounds (songs, rhymes ...) from other languages;
 - b. express themselves through single words and phrases;
 - c. discover aspects related to languages and cultures;
 - d. work on enjoyable tasks within a collaborative environment;
 - e. fill in self-evaluation sheets to keep track of knowledge, skills and competences/attitudes*.
3. Colleges/schools may add other outcomes in accordance to their realities.
4. The *Points to note* section in the programme is meant to provide teachers with non-prescriptive teaching and learning examples.
5. FLAP activities can feature as part of the school calendar of events. These can include school assemblies focusing on intercultural aspects, story telling, drama/role play activities, cooking sessions etc. All parents are welcome to attend either as an audience or as ambassadors of their respective countries, cultures and languages.

* printed or digital version.

3. Outcomes – Section 1 – Year 3

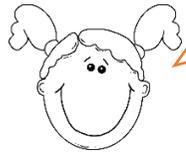
	Theme	Outcomes		Points to note
1	Saying hello in different languages	I understand how others /my classmates say hello in their language / other languages they know. I can greet someone who speaks another language other than my own.	<input type="checkbox"/> <input type="checkbox"/>	Learners are introduced to different ways of greeting /saying hello in different countries.
2	Where do I come across languages?	I can understand that people speak different languages. I can understand that different languages have different sounds.	<input type="checkbox"/> <input type="checkbox"/>	The learners can listen to words or short phrases in different languages. Songs, games, videos and interactive online activities are to be used.
3	Language map	I can name several languages and where they are spoken. I can name people who speak different languages. I have made contact with someone from a different country.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	What languages do others (in my class, school and family) speak? Where do my classmates come from? I have family/friends/neighbours from different countries.
4	Colours of a country	I can understand that different countries have different flags. I can understand that different countries have different houses.	<input type="checkbox"/> <input type="checkbox"/>	Where have we / people we know travelled to? Learners may link to other aspects related to different countries that they are familiar with.
	Other outcomes		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Outcomes – Section 2 – Year 4

	Theme	Outcomes		Points to note
5	Greetings	I can greet someone in at least two foreign languages. I know a story/rhyme/song/tongue twister from a different country.	<input type="checkbox"/> <input type="checkbox"/>	Audio-visual materials and IT are an essential tool in the language awareness classroom. The teacher may provide online resources for students' reference.
6	What can I say about different countries?	I understand that different countries use different currency. I can recognise famous landmarks in different countries. I can compare the landscape of my country with that of different countries.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Realia may be used in class to enhance the teaching and learning experience. The teacher may encourage the students to share in class pictures of landmarks. Intercultural notions can be introduced through the students' background and experiences.
7	Celebrate with me	I can understand that different people celebrate different feasts. I can compare food from different countries.	<input type="checkbox"/> <input type="checkbox"/>	Feasts, traditions and other celebrations occurring throughout the year can be presented in a fun and interactive way. The teacher may use cross-curricular activities to familiarise the learners with typical gastronomic specialities.
8	Travel	I can talk about my travels or a journey I would like to make.	<input type="checkbox"/>	Learners are encouraged to share first and second hand travel experiences. Group work and hands on activities, such as charts, brochures and postcards are examples of collaborative learning.
	Other outcomes		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Colour in the speech bubbles that show what you can do. Use the empty bubbles if you wish to add more.

1 2 3 4



I understand how others say hello in their language.

I understand how others say hello in other languages they know.

I can understand that different languages have different sounds.

I can greet someone who speaks another language other than my own.

I can understand that people speak different languages.

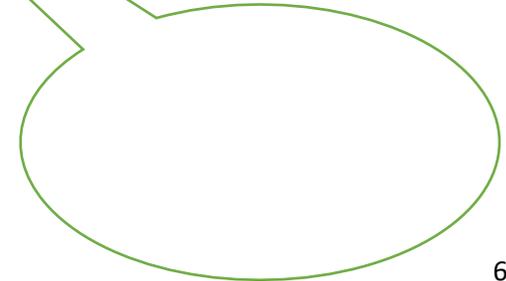
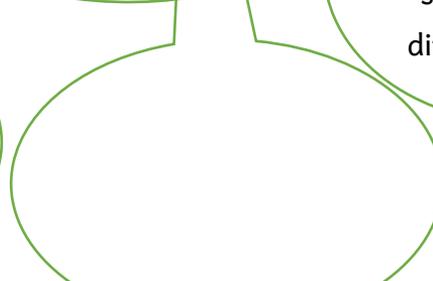
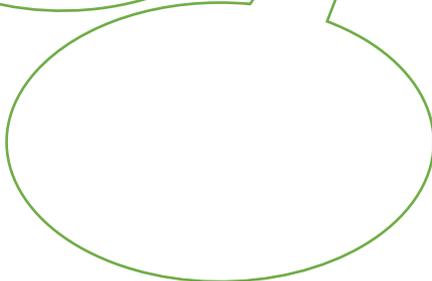
I can say where other languages are spoken.

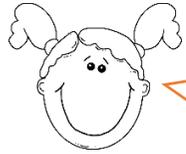
I can understand that different countries have different houses.

I can name several languages.

I have made contact with someone from a different country.

I can understand that different countries have different flags.





Colour in the speech bubbles that show what you can do. Use the empty bubbles if you wish to add more.



I can greet someone in at least two foreign languages.

I know a tongue twister from a different country.

I know a story from a different country.

I understand that different countries use different currency.

I know a rhyme from a different country.

I can recognise famous landmarks in different countries.



I can understand that different people celebrate different feasts.

I can compare the landscape of my country with that of different countries.

I know a song from a different country.

I can talk about my travels or a journey I would like to

I can compare food from different countries.