



**Directorate for Quality and Standards in Education  
Curriculum Management Department**

## **Foreign Language Learning in the Primary**

### **Framework for Modern Foreign Languages**

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## **Introduction**

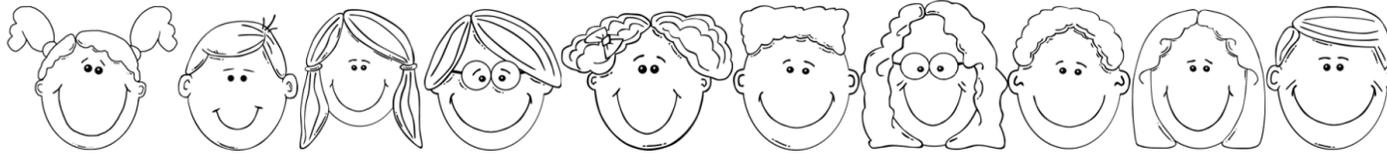
This framework introduces modern foreign language learning in the last two years of primary education.

The objectives of the Foreign Language Learning Programme in the Primary are to:

- introduce foreign language learning;
- gain knowledge about the language and its cultural context;
- promote speaking and listening in a communicative environment;
- enhance learners' personal development through collaborative learning;
- strengthen skills and competences related to language learning;
- make connections between the different languages learnt and those that the learner is familiar with;
- help learners in the process of becoming global citizens.

## Guidelines

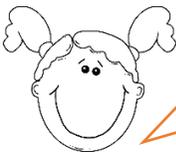
1. The sessions are built around 7 themes. The teacher may work flexibly with the outcomes proposed throughout the programme. The last session highlights language acquired in previous sessions.
2. In order to achieve the outcomes teachers are encouraged to:
  - a. actively involve and support learners in the process of language learning;
  - b. gain basic communication skills through simple interaction in the target language;
  - c. focus on listening and speaking skills;
  - d. limit the use of reading and writing skills to simple tasks such as labelling, matching, reading single words or phrases;
  - e. enable learners to use language which is relevant to the learners' everyday needs.
3. Cultural notions about the country/countries where the language is spoken and their traditions are not specified. The teacher will decide which cultural themes to address and how to incorporate them into the programme.
4. The *Points to note* section in the programme is meant to provide teachers with non-prescriptive teaching and learning examples.
5. The self-evaluation sheets are meant to help the learners raise awareness of the competences they have acquired in various languages. The empty bubbles provide space for learners to note down other outcomes they have reached. These may include reading and writing skills.



## WE ALL SMILE IN THE SAME LANGUAGE

	Theme	Outcomes*		Points to note
1	Hello	I can greet someone. I can say my name. I can ask for somebody's name.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	This lesson is used to get to know the learners in class and to introduce them to the target language through social interaction.
2	I come from ...	I can say my nationality/where I come from. I can say where I live. I can locate my country and the target language country on a map.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	The main aim is not to list all nationalities. Diverse nationalities within the classroom reality need to be explored.
3	Today is ...	I can say the days of the week. I can say the months of the year.	<input type="checkbox"/> <input type="checkbox"/>	Students should be encouraged to say short phrases e.g. Today is Monday.
4	How old are you?	I can say my age. I can ask someone for his/her age. I can say the numbers from 1 to 10.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	It is at the discretion of the teacher to decide whether to include the full date of birth and any other numbers deemed necessary.
5	My family	I can identify family members. I can name my pet.	<input type="checkbox"/> <input type="checkbox"/>	The teacher should be sensitive to modern societal realities.
6	My school	I can talk about things in class. I can say the colours. I can talk about my favourite colour.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7	Food and drink	I can talk about favourite food and drinks. I can order something to eat/drink.	<input type="checkbox"/> <input type="checkbox"/>	The teacher may also use language and resources related to traditional food and drink.
8	What have I learnt?	I can ...	<input type="checkbox"/> <input type="checkbox"/>	The teacher helps learners to use language learned in previous lessons through tasks and activities.

\* While most outcomes focus on the speaking skill, basic phrases are also introduced through listening tasks.



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



Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Language: \_\_\_\_\_

I can order something to eat/drink.

I can say my favourite food/drink.

I can say my favourite colour.

I can identify family

I can say the colours.

I can name objects in the classroom.

I can name my pet/some animals.

I can ask someone for his/her age.

I can say the numbers from 1 to 10.

I can find the foreign language country on a map.

I can listen and understand basic phrases

I can say the months of the year.

I can say my age.

I can say the days of the week.

I can find my country on a map.

I can say where I live.

I can say my nationality/where I come from.

I can say my name.

I can ask for somebody's name.

I can greet someone.

(Empty bubble)

(Empty bubble)

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