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ONL IRISH SYLLABUS - YEARS S1 - S7

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INTRODUCTION

Following the Board of Governors' approval, on 15 April 2011, of the document 2011-01-D-33-en-7 relating to the organisation of studies and courses in the European Schools, Irish ONL (Other National Language) was introduced into the European School system in September 2011. At levels S1 and S2 the ONL new provisions came into effect on 1st September 2011.

The following timetabling arrangements apply to ONL at secondary level:

Years S1 – S3 inclusive (cycle 1)	2 x 45 minute periods per week
Years S4 – S5 (cycle 2)	4 x 45 minute periods per week
Years S6 – S7 (cycle 3)	4 x 45 minute periods per week

Classes are 'protected' in that classes will be formed for any number of Category 1 or Category II students.

This ONL post-primary syllabus aims to build on the skills students have already acquired and to further develop their knowledge and linguistic competences in Irish. It aims to promote natural and communicative use of the language and is intended to prepare learners to follow third-level courses in Irish should they so wish. It seeks to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the Irish language, culture and literature.

The ONL Irish syllabus is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Language*s and the *European Framework for Key Competences for Lifelong Learning.*

The syllabus reflects in its objectives, content and methods a common, harmonised basis in the field of modern languages for the European Schools as already used by many national systems.

The syllabus focuses on the knowledge and the competences to be attained at the end of each cycle, and includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the learning outcomes which students will be expected to achieve at the end of each cycle, and describes the knowledge and skills they will develop to be able to communicate effectively.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex). The Learning Gateway can provide a forum for additional guidelines, clarification or advice.

INTRODUCTION

Suite à l'approbation, par le Conseil supérieur, le 15 avril 2011, du document 2011-01-D-33-en-7 portant sur l'organisation des études et des cours dans les Ecoles européennes, l'irlandais ONL (*Other National Language*, « autre langue nationale ») a été introduit dans le système des Ecoles européennes en septembre 2011. Pour les 1ère et 2e secondaire, les nouvelles dispositions concernant l'ONL sont entrées en vigueur le 1er septembre 2011.

Les dispositions horaires suivantes sont applicables à l'ONL à l'école secondaire :

1ère-3e (1er cycle)	2 périodes hebdomadaires de 45 minutes
4e & 5e (2e cycle)	4 périodes hebdomadaires de 45 minutes
6e & 7e (3e cycle)	4 périodes hebdomadaires de 45 minutes

Les cours sont « protégés », c'est-à-dire créés pour les élèves de Catégorie I ou II quel que soit leur nombre.

Le programme d'ONL de secondaire a vocation à s'appuyer sur les savoir-faire que les élèves ont déjà acquis et à perfectionner leur maîtrise et leurs compétences linguistiques en irlandais. Il vise à promouvoir l'usage naturel de la langue dans la communication et à préparer les apprenants à suivre des études supérieures en irlandais s'ils le souhaitent. Il entend doter les élèves de la capacité à manipuler et exploiter divers types de textes et à approfondir leur sensibilité à la langue, la culture et la littérature irlandaises.

Le programme d'irlandais ONL repose sur le *Cadre européen commun de référence pour l'enseignement et l'apprentissage les langues étrangères* et le *Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie.*

A travers ses objectifs, son contenu et ses méthodes, le programme traduit un socle commun harmonisé dans le domaine des langues modernes pour les Ecoles européennes tel qu'en exploitent déjà de nombreux systèmes nationaux.

Le programme se concentre sur les savoirs et les compétences à acquérir au terme de chaque cycle et aborde des objectifs généraux, des principes didactiques, des objectifs d'apprentissage et des contenus ainsi que l'évaluation. Il présente les acquis de l'apprentissage que les élèves sont censés maîtriser au terme de chaque cycle et décrit les savoirs et savoir-faire qu'ils acquerront pour communiquer efficacement.

La structure du programme est volontairement succincte mais fait l'objet d'un développement sous la forme d'un commentaire (annexe). Le Portail d'apprentissage pourra servir de forum pour toute orientation, précision ou conseil complémentaire.

EINLEITUNG

Im Anschluss an die Genehmigung des Dokuments 2011-01-D-33-de-7 über die Unterrichts- und Fächerorganisation an den Europäischen Schulen durch den Obersten Rat am 15. April 2011 ist der Lehrplan Irisch ONL (*Other National Language*, 'Andere Landessprache') im September 2011 im System der Europäischen Schulen eingeführt worden. In den Klassen S1 und S2 sind die neuen ONL-Vorkehrungen zum 1. September 2011 in Kraft getreten.

Folgende Stundenplanvorgaben sind im Sekundarbereich für ONL zu beachten:

Klassen S1 – S3 einschl. (Stufe 1)	2 Unterrichtsperioden von 45 Minuten pro Woche
Klassen S4 – S5 (Stufe 2)	4 Unterrichtsperioden von 45 Minuten pro Woche
Klassen S6 – S7 (Stufe 3)	4 Unterrichtsperioden von 45 Minuten pro Woche

Die Klassen sind insofern 'geschützt' als dass sie für gleich welche Anzahl Schüler der Kategorie 1 oder Kategorie II gegründet werden.

Dieser Lehrplan für ONL im Sekundarbereich beruht auf den bereits erworbenen Fertigkeiten der Schüler und bezweckt den weiteren Ausbau ihres Wissens und ihrer Kompetenzen in Irisch. Ferner steht die Förderung der natürlichen und kommunikativen Sprachverwendung sowie die Vorbereitung der Lernenden auf eine Fortsetzung ihrer Erziehung im tertiären Bildungsbereichs auf Irisch, insofern dies gewünscht ist, im Mittelpunkt. Die Schüler sollen lernen, mit unterschiedlichen Textformen umgehen und sie einsetzen zu können, und ein besseres Verständnis der irischen Sprache, Kultur und Literatur erwerben.

Der Lehrplan Irisch ONL stützt sich weitgehend auf das *Gemeinsame Europäische Rahmenwerk für den Unterrichts- und Lernprozess für Fremdsprachen* und das *Europäische Rahmenwerk für Schlüsselkompetenzen für lebenslanges Lernen.*

Der Lehrplan spiegelt in seinen Zielsetzungen, in seinem Inhalt und in seinen Methoden eine gemeinsame, harmonisierte Grundlage für die modernen Sprachen an den Europäischen Schulen wieder, wie dies bereits in zahlreichen nationalen Bildungssystemen angewandt wird.

Der Lehrplan zielt auf das Wissen und die Kompetenzen ab, die zum Ende einer jeden Stufe erreicht werden müssen, und enthält allgemeine Zielsetzungen, didaktische Grundsätze, Lernziele**,** Lerninhalte sowie Beurteilungsmethoden. Er definiert die Lernergebnisse, die von den Schülern zum Abschluss einer jeden Stufe erwartet werden, und beschreibt das Wissen und die Fertigkeiten, die sie sich aneignen müssen, um effizient kommunizieren zu können.

Die konzise Struktur ist beabsichtigt und wird durch einen Kommentar (Anhang) weiter ausgeführt. Das Learning Gateway kann als Forum für zusätzliche Leitlinien, Klärungsbedarf oder Ratschläge dienen.

1. **GENERAL OBJECTIVES**

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a *European Framework for Key Competences for Lifelong Learning*. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression.

The European Schools' curriculum seeks to develop all of these key competences in the students. The language syllabuses make a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the students' cultural awareness and expression.

The ONL Irish syllabus seeks to provide opportunities for students to experience Irish culture through literature, music, folklore etc., and, in addition, to develop their self-esteem and confidence by enabling them to understand their identity and their European cultural heritage.

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFR).*

Cycle	Attainment level
1st cycle S1, S2 + S3	A2
2nd cycle S4 + S5	B1
3rd cycle S6 + S7	B2

For the learning and teaching of foreign languages in the system of the European Schools reference will be made to the following CEFR benchmarks:

L2	C1
L3	B1+
L4	A2+
ONL	B2

2. **DIDACTIC PRINCIPLES**

The following didactic principles are intended to guide the teaching and learning of ONL Irish:

- ➢ Communicative language competence is an overarching learning goal.
- ➢ The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.
- ➢ Teaching should take account of students' progression through the various stages of language acquisition. Students' mistakes should be used constructively to develop learning.
- ➢ The target language should be used as much as possible.
- ➢ Students should be encouraged to draw on their existing language skills and learning strategies.
- ➢ A variety of teaching methods and approaches should be used.
- ➢ The use of differentiated teaching methodologies should be used in order to meet the diverse needs of all students.
- ➢ Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.
- ➢ Students will achieve fluency, accuracy and independence by making use of a range of learning resources including ICT (information and communication technologies).
- ➢ A good command of the language in context presupposes a progressively constructed understanding of the language as a system.
- ➢ Priority should be given to functionality when teaching grammar, morphology and vocabulary.
- ➢ Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

The above list is not exhaustive and not in order of importance.

3. **LEARNING OBJECTIVES:**

Learning objectives for the 1st cycle (S1-S3)

By the end of the first cycle, the student should be able to:

1. understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements

2. read and understand short, simple written texts about familiar topics and everyday material written in Irish, e.g. signs in the Irish classroom, websites in Irish etc.

3. take part in conversations about familiar topics and activities

4. describe his/her personal world (family, hobbies, town, school etc.) with some reference to the past and future

5. write short, simple notes, messages, emails and/letters about everyday matters

6. demonstrate basic knowledge and understanding of the culture of Ireland and Irish-speaking communities

7. relate his/her acquired cultural knowledge to that of Ireland and Irish-speaking communities

8. identify and apply a range of strategies for learning languages

9. apply a range of basic study skills and tools to the learning of the target language.

Learning objectives for the 2nd cycle (S4-S5)

By the end of the second cycle, the student should be able to:

1. understand spoken standard speech relating to personal experience and some topics of wider interest, and understand the main points of TV or radio programmes when delivery is clear and slow

2. read and understand texts consisting of everyday language and be able to pick out specific information from short literary and non-literary texts

3. take part in conversations and exchange information about everyday life and topics of general interest

4. orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story or the plot of a book or film

5. write simple, coherent texts on topics concerning everyday matters, experiences and opinions

6. demonstrate some knowledge and understanding of Irish culture including society, history, current affairs, literature and its context

7. know and use basic intercultural codes to interact appropriately with speakers of Irish

8. choose effective strategies to organise his/her individual language learning

9. search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills.

Learning objectives for the 3rd cycle (S6-S7)

By the end of the third cycle, the student should be able to:

1. understand standard speech related to topics of general interest and current affairs such as news items, suitable clips from radio and television programmes, internet podcasts and short films

2. read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts, including prose and poetry

3. interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity

4. present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, and give reasons and explanations for opinions and plans

5. write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest

6. demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs, literature and its context, and the arts in general

7. utilise a range of intercultural codes to respond to cultural stereotyping

8. take increasing responsibility for his/her own language learning

9. critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

4. **CONTENTS**:

Cycle 1 (S1-S3)
By the end of cycle 1 the student should have acquired
➢ some knowledge of pronunciation, intonation and spelling rules
➢ a knowledge of everyday vocabulary and idiomatic phrases
➢ a knowledge of word patterns and simple grammatical structures
➢ a knowledge of how to use dictionaries and other resources including ICT
➢ awareness of the culture of target language country/communities
➢ some knowledge of basic language learning strategies including an awareness of their own progress.

Cycle 2 (S4-S5)
Building on the knowledge and skills already gained in cycle 1 the students should, by the end of cycle 2, have acquired
➢ a good knowledge of pronunciation and intonation, and consolidated spelling rules
➢ an extended range of vocabulary and idiomatic phrases
➢ an extended range of word patterns and grammatical structures
➢ knowledge of how to carry out project work, using a range of resources including ICT
➢ some knowledge of the history and culture of target language country/communities with some exposure to literary texts
➢ a range of language learning strategies and tools to evaluate their own learning.

Cycle 3 (S6-S7)
Building on the knowledge and skills already gained in cycle 2, the student should, by the end of cycle 3, have acquired
➢ basic mastery of dialects and a knowledge of different registers of language for diverse purposes
➢ a wide range of vocabulary including that related to abstract concepts
➢ a range of complex grammatical structures
➢ strategies for independent research using a range of resources including ICT
➢ insight into the culture of target language country/communities including the study of literary texts*
➢ independent learning strategies and an ability to evaluate his/her own learning.

*   Students will study two prescribed texts, one in each of years S6 and S7. Details of these can be found on the Learning Gateway.

5. __ASSESSMENT__:

1stcycle (S1- S3)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

2nd cycle (S4 - S5)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle there will be an examination in listening, reading, spoken interaction, spoken production and writing.

3rd cycle (S6- S7)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios. Assessment should include listening, reading, spoken interaction, spoken production and writing.

B) Summative assessment

At the end of the third cycle, in the final Baccalaureate examination, students will take either a centralised written or an oral examination. The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

Where a student opts to take the written paper in the final Baccalaureate examination, his/her oral and listening skills must be formally assessed during the final year, and form part of the C mark for the subject.

In the same way, where a student opts to take the oral examination in the final Baccalaureate examination, his/her written production skills must be formally assessed during the final year and form part of the C mark for the subject.

Written examination:
The written paper will consist of three main sections:
Section 1: an unseen text for reading comprehension, followed by questions on the text.

Section 2: a written production exercise of approximately 250 words on a topic loosely based on the theme of the text.
Section 3: a written exercise on the prescribed literature which may involve both or one of the texts.

Oral examination:

Students will be allowed 20 minutes to prepare an unseen text. At the beginning of the oral examination the student is given the opportunity to set out his/her ideas on the theme and content of the text. The examination will gradually take the form of a dialogue between the student and the examiners.The student's insight into one or both of the prescribed literary texts will form part of this oral examination.

Assessment criteria

The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

The examination will assess the students' ability to present a theme in the target language, to draw out the main points, analyse its contents and to express a point of view. The student should make reference as appropriate, to relevant aspects of the target culture, literature, history and society, and show proficiency in morphology, syntax, vocabulary and idiom.

6. ANNEX :

Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in italics.

a) Didactic principles

The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.

In the first cycle the main focus will be on listening, reading and spoken interaction, while spoken production and writing shall have less weighting.
The second cycle is an intermediate cycle where spoken production will play an increasing role and dialogue shall have less weighting. The same will apply to the skill of writing which will be a main learning objective.
In the third cycle the focus will be on writing and spoken production, while maintaining the skills of listening, reading and spoken interaction.

Students should be encouraged to draw on their existing language skills and learning strategies.

Learners can benefit from the knowledge and experience of learning other languages in their learning of Irish. Recourse to existing language skills can be of great benefit to students' learning strategies ("tertiary language effect") and making use of them should be encouraged. Students will identify significant aspects of the Irish language from their knowledge of English and other modern languages. The identification of differences and the similarities are important for proper acquisition of the language,

e.g. word at the beginning of the sentence in the language, different morphological system, the concept of gender etc. Reflective use of language, comparative observations and awareness of general language-learning skills can greatly improve language awareness and acquisition, and enables students to reflect on their own efforts to learn the language.

A variety of teaching methods and approaches should be used.

It is very important to employ a variety of teaching methodologies. For example, the use of active-learning tasks change learning from being a predominantly passive activity to allowing for the sharing of ideas and opinions, the development of critical-thinking skills and enhanced personalisation of the lesson content. As active-learning methodologies encourage independent and collaborative learning, students gain more from the learning experience. Some examples of these strategies include: brainstorming exercises, pair and group work, role-play exercises using cue cards, worksheet activities, quizzes, portfolios, project work, student presentations and debates.

The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students.

ONL class groups may include students with a broad range of ability and experience of the language, and this has implications for lesson planning. The introduction of differentiated teaching methodologies can provide a framework to cater for differing student needs. Learning objectives or goals can be worked upon at different levels. Differentiation can be introduced through a variety of teaching strategies, for example, by adapting teaching materials into various levels of difficulty for use within the one class or by setting differing levels of student tasks around a particular topic.

Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.

Learning styles include various approaches or ways of learning which help the individual student to learn best. Students' learning styles and strengths (visual, auditory etc.) are linked to different intelligences (linguistic, logical, musical, etc.).Teachers should adapt their teaching methodologies to suit the needs and the different learning styles of their students. The more aware teachers are of these, the more effective the learning outcomes will be.

A good command of the language in context presupposes a progressively constructed understanding of the language as a system.

Language learning is based on a communicative and action-oriented approach. Therefore the context plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way. It is important to take into account at all learning stages that students need to approach the target language through progressive steps and that mistakes are used constructively to develop learning. However, correct use of language should be pursued to a reasonable degree.

Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

Sociolinguistic competence is the ability to recognise and to interpret the social meaning of linguistic varieties (registers, styles, dialects, etc.), to use language with the appropriate social meaning for the communication situation and to make an active contribution to the development of conversations.

Examples: to be aware of the differences between formal and informal situations, to recognize ways of greeting people, to know when and how to give compliments to others, to apologize, or to accept and refuse invitations, etc.

b) Learning objectives

1. cycles 1, 2 and 3: Irish culture and that of Irish-speaking communities (6)

Throughout their study of the language, students should be encouraged to develop an awareness of Irish history and the evolution of the Irish language in order to have a greater appreciation of their linguistic and cultural heritage.

2. cycles 2 + 3: intercultural codes(7)

The starting point for intercultural understanding and an awareness of intercultural codes is good knowledge of the areas which produce cultural differences: social rules, historic symbols, myths, humour, way of life, customs.

3. cycles 2 + 3: choose effective strategies to organise his/her language learning and take increasing responsibility for his/her language learning (8)

One of the aims of this syllabus is to encourage learners to take more responsibility for their own learning and to develop an understanding about how to go about learning another language. In order to encourage students to become active, autonomous and reflective learners they should develop strategies for effective language learning. For example, by sharing learning objectives with students at the beginning of each lesson and encouraging them to use a learning diary, teachers can help students to evaluate their own learning. The use of tools, such as 'can-do' statements or the European Language Portfolio, enables students to identify realistic personal learning goals.

4. cycle 3: read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts including prose and poetry (2)

Students should have the skills to be able to read, understand and analyse texts of the various literary genres as well as non-literary genres such as newspaper articles, letters to the editor, debates, etc. In this context, analysis means the ability to express and explain the main messages of the text, with the help of basic technical terms where necessary.

c) Contents

1. vocabulary and idiomatic phrases
In each cycle the vocabulary should enable the students to meet the learning objectives for the five skills (see learning objectives 1-5).

For example in the first cycle the students should *understand spoken standard speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements...*

The knowledge of day-to-day expressions and idiomatic phrases will help students to use the target language spontaneously in the first cycle.

2. word patterns and simple grammatical structures

Priority should be given to language usage and functionality when it comes to teaching grammar. The study of specific language structures should be integrated into communicative activities and situations. The necessary grammatical structures should be developed and increased steadily over the three cycles. Knowledge of relevant grammatical structures and word patterns should be developed according to the learning objectives of each cycle.

For example:

In the third cycle in order to be able to *write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest*, students need a range of complex grammatical structures.

3. Cycle 1: awarenessof the culture of the target language country/communities

The use of authentic material, such as poems, short news items, comics, magazines, fairy tales, adapted versions of short stories, etc. is encouraged. In this context the use of ICT can be of particular benefit.

Cycle 2: some knowledge of the history and culture of the target language country/communities with some exposure to literary texts

Students should have access to a range of excerpts/extracts from a variety of literary and non-literary texts and materials, such as short stories, poems and newspaper articles, etc.

Cycle 3:insight into the culture of the target language country/communities including the study of literary texts

Students should study examples from the various literary genres as well as non-literary genres. Two complete works of literature should be read in their original form.

d) **Assessment**

1. The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

Teachers should use the learning objectives as the basis for assessment of students.

2. Use of self-assessment grids in the CEFR and European Language Portfolios

Self-assessment is a useful tool to increase students' motivation and awareness of the learning processes. It helps the learner to discover his/her strengths and weaknesses and to organise his/her learning more effectively.

In the European Language Portfolios and the CEFL, self-assessment grids ("Can-do" statements) are introduced as an effective supplementary tool for the language learner.