



European Schools

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Curriculum - Second Language - Langue Deux - Zweite Sprache

APPROVED BY THE JOINT TEACHING COMMITTEE

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Curriculum

SECOND LANGUAGE LANGUE DEUX ZWEITE SPRACHE

INTRODUCTION

On the basis of the existing three different syllabuses for Language II¹ in English, French and German a Joint Working group “Language II” started to develop a combined curriculum taking into consideration recent developments in the European Union and in the Council of Europe.

The Common Curriculum is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages* “ (published by the Council of Europe 2001) and the *European Framework for Key Competences for Lifelong Learning* (published by the European Commission 2006).

This curriculum replaces the curriculum sections of the original document:
92-D-296-en (Guidelines for second language teaching in the primary sections)

It takes account of the following documents:

- 2012-01-D-36-en-5 (Working Group “Languages”: final proposal – Proposal A)
- 2011-09-D-47-en-3 (New structure for all syllabuses in the system of the European schools)
- 2011-01-D-61-en-3 (Assessment policy in the European schools)

The Curriculum is based on expert advice based mainly on the in-depth work in the fourteen European schools. It reflects a common, harmonised basis in the field of modern languages for the European Schools in its objectives, contents and methods. These are already used by many national systems.

The Curriculum focuses on the competences to be attained by the end of primary education. Language learning is seen as a continuous step-by-step learning process taking into consideration the individuality of each student. Teachers must take account of the individual pupil’s starting point on the language continuum and must differentiate accordingly.

The Curriculum includes general objectives, didactic principles, teaching and learning objectives, contents and assessment. It presents the linguistic items students will be expected to learn, and describes the competences they will develop in order to communicate effectively. Together with the need for formative, diagnostic and summative assessment of pupils’ language II learning, there is also place for pupils’ self-assessment and the development of pupil portfolios.

The Curriculum is accompanied by an individual syllabus for each of the three vehicular languages – French, English and German - focusing on the aspects of each language and providing practical support for content-area based planning and examples of good practice.

The Curriculum for all L II languages will come into force in September 2013

¹ The study of an L II, ab initio, is compulsory for all primary students from Year 1 to Year 5. Students may choose one of the three vehicular languages of the European Schools, English, French or German, as L II, but the language chosen must be different from that studied as L I.
The learning objectives up to the end of Year 5 are based on five years (two and a half periods per week) of continuous study of the language.)

1. GENERAL OBJECTIVES OF THE EUROPEAN SCHOOLS

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together.

Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behavior, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives 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 pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils 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 fulfillment 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' syllabuses seek to develop all of these key competences in the pupils.

Objectives for L II Languages

Among the general objectives defined by the European Schools are the following that are specific to teaching and learning languages:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to develop high standards in the mother tongue and in foreign languages;

- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.
c/f (www.eurasc.org)

In particular, the primary cycle of the European Schools has the following objectives:

- teaching pupils' acquisition of literacy skills
- providing formal, subject based education
- encouraging students' personal development in a wider social and cultural context.

The Language II Curriculum makes 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.

Language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

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

The first three levels of achievement are relevant for L II education at primary level:

- A 1 Breakthrough
- A 2 Waystage
- B 1 Threshold

Students with no command of the second language when entering schooling in Primary Class 1 should reach level A2 by the end of primary education. Students with an advanced level of language competence could reach level B1, at least in some of the competence areas.

2. DIDACTIC PRINCIPLES

Language learning is part of a holistic process involving all the senses. Pupils should be enabled to use language in context through project-based enquiry.

Planning for teaching and learning in Language II must take into account the prior skills, knowledge and requirements of the learners. Teachers must also be cognisant of research and development in terms of language acquisition, as outlined in the "*Common European Framework of Reference for Languages: learning, teaching and assessment*". The Joint Language II Curriculum is based on a dynamic concept of continuous competence building.

The L II curriculum is based on a dynamic model of teaching and learning. The teacher should create a motivational, stimulating learning background through an activity-based and thought-provoking learning environment, including the modelling and scaffolding of new learning and careful monitoring of the progress each pupil is making. The learner must be an active participant, aware of his/her learning processes and adopt an active role in this process.

The curriculum takes as a key principle that the first language provides the foundation for second language acquisition, that learning in L I and L II share common features and that it is vital to make salient links between both for pupils. Second Language teaching should, where possible, maximize existing or recent learning contexts in the first language class. Language development should be seen as holistic in nature so that development in one aspect supports learning in another.

With young learners in the early stages, the receptive skills of listening and reading are usually more advanced than the productive skills of speaking and writing, with each of the key skills potentially progressing at different rates. Listening and speaking precede reading and writing. Oracy is therefore a prerequisite for other strands of language development. An initial silent period is a common feature of second language acquisition. This is a period of active absorption of new sounds and structures, and should be recognised as a normal stage of progression. Second language learners in the early stages understand more than they can express.

Learning to know and love a new language is not achieved through the acquisition of language skills alone. The teacher should ensure that the language learning is linked to and achieved through an appreciation of the culture and the literature of the target language. Language skills can be an additional tool for building empathy, willingness, sensibility and developing independent thinking. These can be achieved through differentiated, networked, cross curricular approaches and provide opportunities to experience new things, together with the needs and abilities to express. The individuality of the learner has to be considered in the teaching process.

3. LEARNING OBJECTIVES

Language learning is a very complex, holistic process and pupils will achieve a variety of competences. This curriculum provides a framework of learning objectives taking into consideration the communicative, linguistic, cultural and dynamic aspects of language learning. They are guidelines for teachers and pupils to be consulted in their learning continuum.

Learning objectives are divided into four parts:

1. Learning objectives in language activities involving 'listening and understanding', 'spoken interaction' and 'spoken production', 'reading for understanding' and writing
2. Learning objectives to develop linguistic competences
3. Learning objectives to develop dynamic competences: including communicative, intercultural, social and strategic competences.
4. Learning objectives in cultural and literary domains

3.1. Learning objectives in language activities

The language learner/user's communicative language competence is activated in the performance of the various **language activities**, involving

- listening and understanding
- spoken interaction and spoken production
- reading for understanding
- writing

The Common European Framework of Reference for Languages (CEFR), created by the Council of Europe and overwhelmingly adopted, became a agreed tool at both European and international levels. It provides definitions spread over a scale of six levels. This

reference tool, now not only used in all the European countries but also being taken into consideration on a world-wide basis, is becoming an essential tool for planning, structuring and evaluating language education. The CEFRL provides a framework to meet the needs of the individual learner and is a very useful tool for monitoring the learning process, planning and structuring teaching by differentiation according to the various levels of achievement in the language class.

Language education at the European Schools has been harmonized by defining expected levels of achievement at certain stages of schooling. With regard to Language II, the Level A2 is the minimum attainment expected at the end of primary school, with many pupils expected to exceed this level. In terms of planning, taking into account the heterogeneity of pupils in classes ranging from beginners to L2 native speakers, this curriculum provides lists of objectives according to levels **A1**, **A2** and **B1** to meet all the needs of the individual pupils in a ES class. The pupils may not be at the same level in all the competences at the same time. The CEFRL is a reference framework through which the real needs of the individual learners can be met by setting differentiated tasks to ensure their language proficiency develops as it should. The pathways to language proficiency in the second language are so defined below in a Learning Continuum, which lies at the heart of the planning and assessment process. This continuum defines language 2 oracy and literacy in terms of pupils' skills in

- listening and understanding
- spoken interaction and spoken production
- reading for understanding
- writing

The tables listed in this curriculum describe the general definitions of the objectives to be achieved at primary level. They are adapted versions of the CEFRL being adjusted to the specific situations of the primary school pupils in the European schools. On the basis of these competence grids the syllabuses in English, French and German will provide content-based implementations and practical teaching examples.

	A1	A2	B1
LISTENING and UNDERSTANDING	<p>Can follow speech which is very slow and carefully articulated, with long pauses for the pupils to assimilate meaning.</p> <ul style="list-style-type: none"> • Pupils can understand a few familiar words and phrases, (e.g. descriptions, instructions). • Pupils can understand very basic phrases 	<p>Pupils can understand phrases and high frequency words relating to basic personal and everyday matters.</p> <p>Pupils can understand the main points in short, clear, simple messages and announcements.</p> <ul style="list-style-type: none"> • Pupils can understand a larger vocabulary in familiar situations. • Pupils are moving from understanding 	<p>Pupils can understand straightforward factual information and identify general messages and specific details, provided speech is clearly articulated.</p> <p>Pupils can understand the main points of clear standard speech on familiar matters regularly encountered in everyday life including short narratives.</p> <ul style="list-style-type: none"> • Pupils can understand unfamiliar and technical language. • Pupils can understand the gist of a

	concerning themselves and their families and immediate environment.	shorter to longer spoken passages in authentic situations.	range of authentic passages and comprehend attitudes and emotions and draw inferences.
SPOKEN INTERACTION	<p>Pupils can interact in a simple manner.</p> <ul style="list-style-type: none"> • Pupils can ask and answer simple questions. • Pupils can initiate and respond to simple statements on familiar topics and everyday life. • Pupils can express preferences. 	<p>Pupils can communicate in simple and routine tasks requiring a simple and direct exchange of information. Pupils can handle very short social exchanges.</p> <ul style="list-style-type: none"> • Pupils can ask and respond to questions. • Pupils can seek and impart information. • Pupils can express preferences and give reasons. 	<p>Pupils can handle everyday situations independently. Pupils can express and debate their ideas on abstract and cultural topics using more formal language.</p> <ul style="list-style-type: none"> • Pupils can enter unprepared into and follow through with conversation. • Pupils can exchange, check and confirm pertinent information with confidence. • Pupils can express emotions and imagination and engage with others' ideas. • Pupils are prepared to handle interview situations.. • Pupils can deal with challenging situations
SPOKEN PRODUCTION	<p>Pupils can use simple phrases and sentences</p> <ul style="list-style-type: none"> • to describe and explain about familiar people and places. • to produce lists. 	<p>Pupils can give a prepared talk of increasing length</p> <ul style="list-style-type: none"> • to give a simple presentation on familiar topics with increasing fluency. • to recount the main points of a story. 	<p>Pupils can give an elaborated talk of increasing length in formal and informal situations showing the ability</p> <ul style="list-style-type: none"> • to present, to narrate, to explain and to summarise. • to express creative ideas, dreams, hopes

	Pupils can recite simple poems, sing songs and perform set drama pieces.	Pupils can recite poems, sing songs and perform set drama pieces with increasing complexity.	and ambitions Pupils can narrate and recite poems, sing songs and perform drama pieces with increasing complexity.
READING for UNDERSTANDING	<p>Pupils can understand familiar names, words and very simple sentences.</p> <ul style="list-style-type: none"> • Pupils can recognize and read out familiar words in simple texts. • The pupils can understand familiar written phrases. (e.g. labels and instructions). • Pupils can understand simple passages (e.g. postcards, e-mails) 	<p>Pupils can independently understand and read short, simple texts.</p> <p>Pupils can find information in longer texts.</p> <ul style="list-style-type: none"> • Pupils can choose from a range of texts. • Pupils can understand the gist and the key points in a longer text. • Pupils can use dictionaries and internet reference 	<p>Pupils can read and understand a wide range of texts in a variety of formats.</p> <p>Pupils can identify and extract information.</p> <ul style="list-style-type: none"> • Pupils can understand longer passages. • Pupils can recognise within in texts people's attitudes, emotions, points of view, etc. • Pupils can find information on a specific topic in a range of texts. • Pupils can identify the key messages in elaborated authentic texts.
WRITING	<p>Pupils can write simple words, phrases and, with support, short sentences.</p> <ul style="list-style-type: none"> • Pupils can correctly copy short 	<p>Pupils can independently write short, simple texts using different sources of reference.</p> <p>Pupils can write a series of simple phrases and compound sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <ul style="list-style-type: none"> • Pupils can write a variety of texts following a 	<p>Pupils can write a range of texts in a variety of genres.</p> <ul style="list-style-type: none"> • Pupils can communicate ideas

	<p>sentences.</p> <ul style="list-style-type: none"> • Pupils can fill in forms. • Pupils can make attempts at emergent writing. • Pupils can write two or three coherent sentences with support. 	<p>model.</p> <ul style="list-style-type: none"> • Pupils can write and re-draft a range of texts with the help of dictionaries, flashcards, etc. • Pupils are engaged in unaided writing of texts. 	<p>accurately and in an appropriate style to match purpose and reader.</p> <ul style="list-style-type: none"> • They can choose the appropriate form of writing for a particular task, organising and re-drafting content and ideas to produce a coherently and largely accurate piece of writing.
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3.2. Learning objectives to develop linguistic competences

The linguistic competences presented in the *Common European Framework of Languages*, have been written to cover a wide range of languages. Consequently, they are not operational support to define specific linguistic learning for a language. The following from the CEFRL adapted table gives an overview of the linguistic competences to be achieved at primary level.

Each L II syllabus will present a succinct program of **linguistic competences** and recommendations in this regard.

Levels of Achievement	GENERAL LINGUISTIC RANGE	VOCABULARY RANGE & CONTROL	GRAMMATICAL CONTROL	PHONOLOGICAL CONTROL	ORTHOGRAPHIC CONTROL	DISCOURSE COMPETENCE: FLEXIBILITY	DISCOURSE COMPETENCE: COHERENCE & COHESION
A1	<i>Pupils have a very basic range of simple expressions about personal details and needs of a concrete type.</i>	<i>Pupils have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>	<i>Pupils show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>	<i>Pupils can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. They can spell their addresses, nationalities and other personal details.</i>		<i>They can link words or groups of words with very basic linear connectors like 'and' or 'then'.</i>

<p>A2</p>	<p><i>Pupils can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. They can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.</i></p> <p><i>They have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i></p> <p><i>They have a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words.</i></p>	<p><i>Pupils have a sufficient vocabulary for the expression of basic communicative needs. They have a sufficient vocabulary for coping with simple survival needs.</i></p> <p><i>They have a sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i></p> <p><i>They can control a narrow repertoire dealing with concrete everyday needs.</i></p>	<p><i>Pupils use some simple structures correctly, but still systematically makes basic mistakes – for example tend to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what they are trying to say.</i></p>	<p><i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i></p>	<p><i>Pupils can copy short sentences on everyday subjects – e.g. directions how to get somewhere. write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.</i></p>	<p><i>Pupils can expand learned phrases through simple recombinations of their elements.</i></p> <p><i>They can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</i></p> <p><i>They can ask for attention.</i></p> <p><i>They can use simple techniques to start, maintain, or end a short conversation. They can initiate, maintain and close simple, face-to-face conversation.</i></p> <p><i>They can tell a story or describe something in a simple list of points.</i></p>	<p><i>Pupils can link sentences with simple connectors like ‘and’, ‘but’ and ‘because’.</i></p>
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<p>B1</p>	<p><i>Pupils have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, school, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i></p> <p><i>They have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i></p>	<p><i>Pupils have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, school, travel, and current events.</i></p> <p><i>They show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i></p>	<p><i>Pupils use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</i></p> <p><i>They communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what they are trying to express.</i></p>	<p><i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i></p>	<p><i>Pupils can produce continuous writing which is generally intelligible throughout.</i></p> <p><i>Spelling, punctuation and layout are accurate enough to be followed most of the time.</i></p>	<p><i>Pupils can exploit a wide range of simple language flexibly to express much of what they want..</i></p> <p><i>They can adapt their expression to deal with less routine, even difficult, situations.</i></p> <p><i>They can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</i></p> <p><i>They can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</i></p>	<p><i>Pupils can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i></p>
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3.3. Learning objectives to develop dynamic competences

In view of the growing linguistic-cultural heterogeneous nature of the pupils at the European schools with their different educational-linguistic conditions and learning experiences as well as their divergent intercultural biographies it is crucial to promote every learner towards their individual strengths, to consider the existing multilingual potential in teaching and learning processes and to set up the support for deliberate and reflective language learning.

For the development of the language curriculum the Common European Framework of Reference for Languages: learning, teaching and assessment is the basis for the cooperation in multilingual and multicultural Europe, particularly in the field of the modern languages. Learning a second language is seen as part of a dynamic process of personality building. Pupils acquire general **Dynamic Competences** that are not necessarily language-specific.

In the present L2 curriculum these comprehensive competences are grouped into four competence areas and are categorized as:

- (1) Communicative competence
- (2) Intercultural competence
- (3) Social competence
- (4) Strategic competence.

Ad (1)

Communicative competence comprises the following four areas in detail:

- General communication skills
- Language acquisition
- Socio-linguistic skills
- Media competence focusing on ICT in particular

Ad (2)

Intercultural competence involves an understanding of other cultures, other religions and incorporates behavior patterns.

Ad (3)

Social competence encloses the ability of value-based interaction that takes into account the needs of others.

Ad (4)

Strategic competence includes the development of a range of situational learning and behavioral strategies.

These **Dynamic Competences** are reflected in three areas of personal development of the pupils:

Knowledge means learning the know-how and acquiring the practical and technical skills for setting up an individual data bank on which the language user may later refer to.

Attitudes and mindset include a variety of value-oriented factors applicable to the individual.

Interpersonal skills include the skills of communication, cooperation and teamwork balanced by the goal-orientation skills of the individuals involved.

The dynamic competences developed by pupils in the European School context increase their chances to realize their strengths and to take personal responsibility for their own learning. Grasping the gradual development of dynamic competence prepares teachers for a resource-based view of the learners.

Dynamic Competences

	Communicative competence	Intercultural competence	Social competence	Strategic competence
Knowledge	<p><i>Pupils learn how to</i></p> <ul style="list-style-type: none"> – use language – actively take part in the communication process – present their own ideas – use language appropriately in a situation – detect different linguistic structures of languages -distinguish and treat different kinds of texts, illustrated or not, as different media supports (narrative text, functional text, literature in prosaic or poetic form) -treat non linear text forms like schemes, tables, explanations accompanying illustrations – pay attention to verbal and nonverbal signs of interlocutors – additional use of non-verbal communication – use of digital communication (email, SMS, ...) <p><i>etc.</i></p>	<p><i>Pupils</i></p> <ul style="list-style-type: none"> – constitute essentials from the culture of the partner's own country – compare their own culture with the culture of other countries - develop an emotional relationship with the newly discovered language, its idioms, intonation, rhythm - have access to literature in the language to acquire in it's original form - appreciate this immediate access to specific linguistic forms and expressions which cannot be translated and merely reflect thinking in specific patterns. 	<p><i>Pupils learn how to</i></p> <ul style="list-style-type: none"> – work in a team – distribute and take on tasks - take over responsibilities within a team – present the results of teamwork 	<p><i>Pupils learn how to</i></p> <ul style="list-style-type: none"> – apply different strategies to solve problems - ask questions if they do not understand something, - ask if they have misunderstood something - ask for repetition or slower speaking , - ask for explanations, - use paraphrases - respond to language problems (verbally and non verbally) – try learning tips on language and reflect upon them

<p>Mindset and attitudes – affective factors of personality development</p>	<p><i>Pupils</i> – strengthen and develop personal qualities such as confidence, courage, patience, curiosity and esteem – develop a positive attitude towards learning other languages – recognize the equality of all languages – esteem plurality in a global society -...</p>	<p><i>Pupils</i> – value multilingualism in an inter cultural context – tolerate cultural differences and handle them in an empathetic manner – consider differences as equal – accept and appreciate other forms of life and culture – find other forms of life and culture as personality-enriching -</p>	<p><i>Pupils</i> – support each other – considerate of the feelings of others – capture needs and desires of others – make contacts internationally and maintain them – ...</p>	<p><i>Pupils</i> – make preparations for new things – build strategies to help others – tolerate other opinions – develop their own positions and support them – develop readiness for active shaping – know and articulate their own desires – develop a personal expression – reflect individual learning</p>
<p>Interpersonal skills</p>	<p><i>Pupils</i> – understand basic areas of a foreign language – express themselves in a simple form in a foreign language – communicate address based with different people in different ways. </p>	<p><i>Pupils</i> – find their way in different cultural situations – develop sensitivity towards intercultural misunderstandings – acknowledge other points of view – challenge cultural stereotypes and prejudices -...</p>	<p><i>Pupils</i> – increasingly dominate the own emotions – accept others as equal partners – connect honestly with themselves and others – identify conflicts and handle adequately with them – keep to agreed rules – express criticism without hurting others – build on friendships</p>	<p><i>Pupils</i> – edit joint projects – work to implement projects – bring their own opinions to a group -...</p>

3.4. Learning objectives in cultural and literary domains

If they appear across the board in the CEFRL, the literary dimension, necessary for decoding of inferences in the approach of complex texts, requires special lighting.

Without raising an exhaustive list of media literary, L II syllabus will promote a steady and progressive introduction of literary texts and media (not translated): rhymes, poems, tales and stories, songs, texts and literary works adapted to the age of the pupils. Contextual presentation of these media will help develop cultural and humanist references and to network them with those of the learner.

3.5. Learning continuum

The Learning Continuum takes as its basis the Common European Framework of Reference for Languages (CEFR). It articulates the *steps to take towards each proficiency level* for children in each key strand of communication –listening, spoken production, spoken introduction, reading and writing. The Learning Continuum can be used for teachers to determine pupils' *starting points* in terms of their LII oracy and literacy and for defining the interim steps to take towards the next learning outcomes they each need to aim for in order to advance their competency. It is therefore a reference for teachers in both planning for learning progression and crucially for informing the formative and summative assessment processes.

4. CONTENT AREAS

The language learning programme is being carried out in six content areas. In the **Syllabuses of the three languages** examples are given how the objectives can be implemented within one content area at the three different levels.

CONTENT AREA 1:	The pupils, their families and their friends
CONTENT AREA 2:	The pupils and their school
CONTENT AREA 3:	The pupils and their free-time (spare-time activities)
CONTENT AREA 4:	The pupils and their well-being
CONTENT AREA 5:	The pupils and the world of fantasy
CONTENT AREA 6:	The pupils and the world around them

5. ASSESSMENT

The assessment should be mainly formative. It is based on classroom instruction and everyday tasks. By means of teacher observation, tests and self-assessment the pupils acquire an awareness of their level and their progress throughout the course. Assessment is an ongoing process being an integral part of the individual learning continuum reflecting the different competences at different levels described in the CEFRL. The main purpose is to show and document the pupil's progress.

The pupils are taught to become independent language learners raising the awareness of their own language development. It is highly recommended to introduce a language portfolio as a very useful tool for self-assessment. A language portfolio is the property of the learner and accompanies him throughout his/her primary school career. The pupils' developing abilities to "self-assess" need the support of the teacher, who will sensitively provide guidance and support helping the pupils to reflect on their language growth and to take decisions about reasoned choices about what to include.

Schools can develop their own format of a language portfolio following the recommendations included in the document: *"Assessment tools in Primary Cycle of the European Schools"*, (in

preparation). The Council of Europe has developed a model of a European Language Portfolio and it highly recommended to use one of the accredited versions. (See: <http://www.coe.int/portfolio>).

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

A European language portfolio consists of three parts:

It contains a **language passport** which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The document also contains a detailed **language biography** describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a **dossier** where examples of personal work can be kept to illustrate one's language competences.

Summative assessment forms are to be excluded in the first two years of primary education. In Years 3 to 5 summative assessment can be introduced but it should be kept to a minimum. Any summative testing must closely be linked to the respective competences in the curriculum.

Learning progress is being documented in the Carnet Scolaire.

A new version will be proposed in the document: *“Assessment tools in Primary Cycle of the European Schools”* (in preparation). During the transition time the existing Carnet Scolaire needs to be adjusted.)

6. SUPPORT

Respecting the diversity of children is one of the key elements of the European Schools. This means special support for children whose development, grown and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent.

School has a crucial role in timely recognition of learning difficulties. In this context, it is important to work closely with the parents to identify the strengths and weaknesses of the child, to plan measures and actions needed to be taken.

Steps of support :

- Differentiated teaching and learning within the class
- Teaching and learning in small groups simultaneously in the class
- Teaching and learning out of the class in small groups or individually

The shape held for the L II curriculum allows by the flexibility that it offers, a real consideration of the needs of the child by suggesting him(her) working on his(her) level in the same theme as the other children of the class. The optimization of the situations of learning is a control lever to reduce potential difficulties.

Whenever usual forms of support are not sufficient, additional learning support must be arranged based on an individual educational plan. If necessary a Special Educational Needs convention is prepared to enroll the child into special-needs education. The L II teacher participates in the dialogue necessary for a global follow-up of the development of the child.

The multilingual background of the children presents special challenges to their linguistic development. Some of them can suffer from communication difficulties. Easy communication is fundamental to all of human interactions. Communication difficulties can have a negative impact on the child's self-esteem. Early identification and remediation of communication problems are essential.