

LEARNING LANGUAGES

COMMUNICATION

	PROFICIENCY LEVEL (A1)		PROFICIENCY LEVEL (A2)				PROFICIENCY LEVEL (B1)	
	Can understand and use familiar expressions and very basic language aimed at the satisfaction of needs of a very concrete type. Can introduce self and others and can ask and answer questions about personal details. Can interact in a simple way in supported situations. <i>Adapted from Basic User, A1 level of the Common European Framework, Council of Europe 2001</i>		Can understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks. Can describe in simple terms of aspect of his/her background, immediate environment and matters in areas of immediate need. <i>Adapted from Basic User, A2 level of the Common European Framework, Council of Europe 2001.</i>				Can understand and interpret the main points of clear standard input on familiar matters regularly encountered. Can deal with most situations likely to arise in contexts where the language is used. Can produce connected text on topics which are familiar or of personal interest. Can express and justify ideas, aspirations and perspectives of self and others. Give and justify opinions and discuss facts, ideas and experiences. <i>Adapted from Independent user, A1 level of the Common European Framework, Council of Europe 2001.</i>	
	Levels 1 and 2 <i>In appropriate linguistic and socio-cultural contexts, learners can:</i>		Levels 3 and 4 <i>In appropriate linguistic and socio-cultural contexts, learners can:</i>		Levels 5 and 6 <i>In appropriate linguistic and socio-cultural contexts, learners can:</i>		Levels 7 and 8 <i>In appropriate linguistic and socio-cultural contexts, learners can:</i>	
Productive and Receptive Skills	Receive and produce basic information		Receive and produce information and ideas		Receive and produce information, ideas and opinions for different purposes		Receive and produce information, ideas and opinions for different purposes and effects	
	Recognise that the target language has particular features, conventions and patterns	Recognise that the target culture(s) has/have particular features, conventions and practices	Recognise and describe features, conventions and patterns of the target language	Recognise and describe features, conventions and practices of the target culture in context	Explain features, conventions and patterns of the target language	Explain features, conventions and practices of the target cultural in specified contexts	Explain and justify the use of the target language appropriate to different audiences and purposes	Interpret target cultural practices appropriate to different audiences and purposes
Self and Others	Give personal information		Express and respond to personal needs and interests		Develop and respond to personal perspectives		Explore the views of others, developing and sharing personal perspectives	
	Make meaning from particular target language features, conventions and patterns	Make meaning from particular features, conventions and practices, eg. bowing in Japan is a mark of respect	Use target language knowledge to identify and make meaning	Use cultural knowledge to respond appropriately	Select and use target language knowledge to identify and make meaning	Use cultural knowledge to respond and interact appropriately	Select and apply target language knowledge to express, extract and create meaning	Select and apply cultural knowledge to express, extract and create meaning
Interaction	Interact with others		Participate in short exchanges		Initiate and participate in interactions		Engage in extended interactions	
	Make connections with known language(s)	Make connections with known culture(s)	Compare features, patterns and conventions across languages	Make connections between language use and cultural knowledge	Compare how linguistic meaning is conveyed across languages	Reflect critically and constructively on cultural differences and similarities	Compare and contrast how linguistic meaning is conveyed across languages	Recognise the need to move beyond their own cultural perspective, to understand the naturalness of multiple perspectives
	LANGUAGE	CULTURE	LANGUAGE	CULTURE	LANGUAGE	CULTURE	LANGUAGE	CULTURE

Learning Languages has three interdependent strands. They are LANGUAGE, CULTURE and COMMUNICATION. The learning processes in each strand interweave in ways that build and strengthen the knowledge that learners need to communicate effectively. The achievement objectives in the COMMUNICATION strand are therefore paramount.