



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

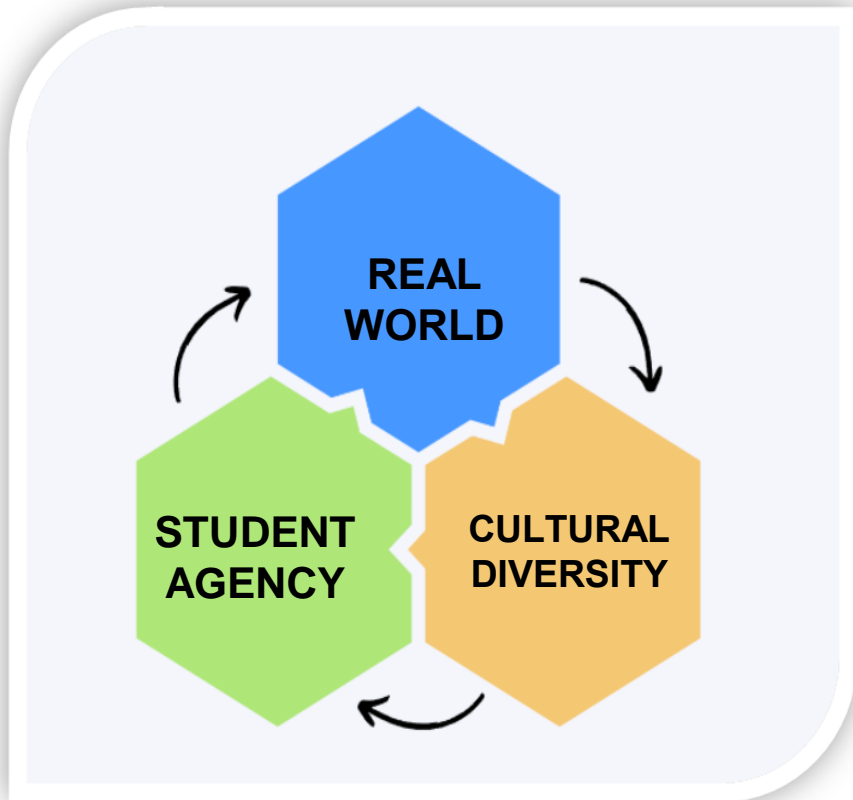
## Nuatheangacha lasachta 2024 – 2025

Ag cur ar chumas daltaí rochtain a fháil ar  
thascanna fíorshaoil agus ar mhodhanna éagsúla  
smaointeoireachta.





# An Fócas Inniu ná...



... eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



11:00 – 11:20



13:00 – 14:00

**09:30 – 11:00**

Daltaí a mhealladh sa spriotheanga trí eispéiris foghlama san fhíorshaol

**11:20 – 13:00**

Gníomhaireacht mac léinn a chothú trí eispéiris foghlama san fhíorshaol

**14:00 – 15:30**

Scannán a Úsáid chun Spriotheanga agus Cultúr a Shaibhriú sa Seomra Ranga  
MFL



# Eolas Tábhachtach



Cuirtear fáilte romhat do cheamara a fhágáil ar siúl ar feadh na ceardlainne ach go háirithe sna seomraí scartha

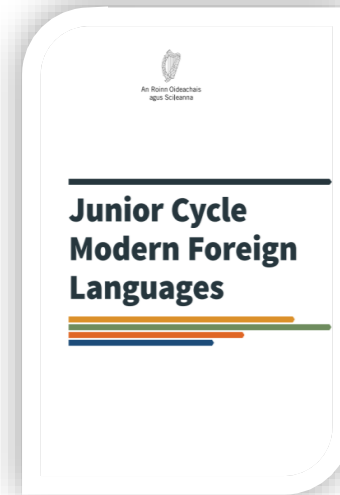
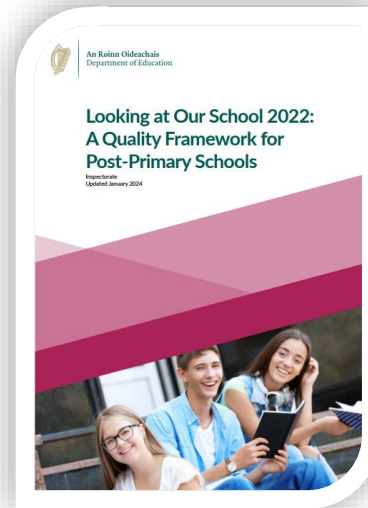
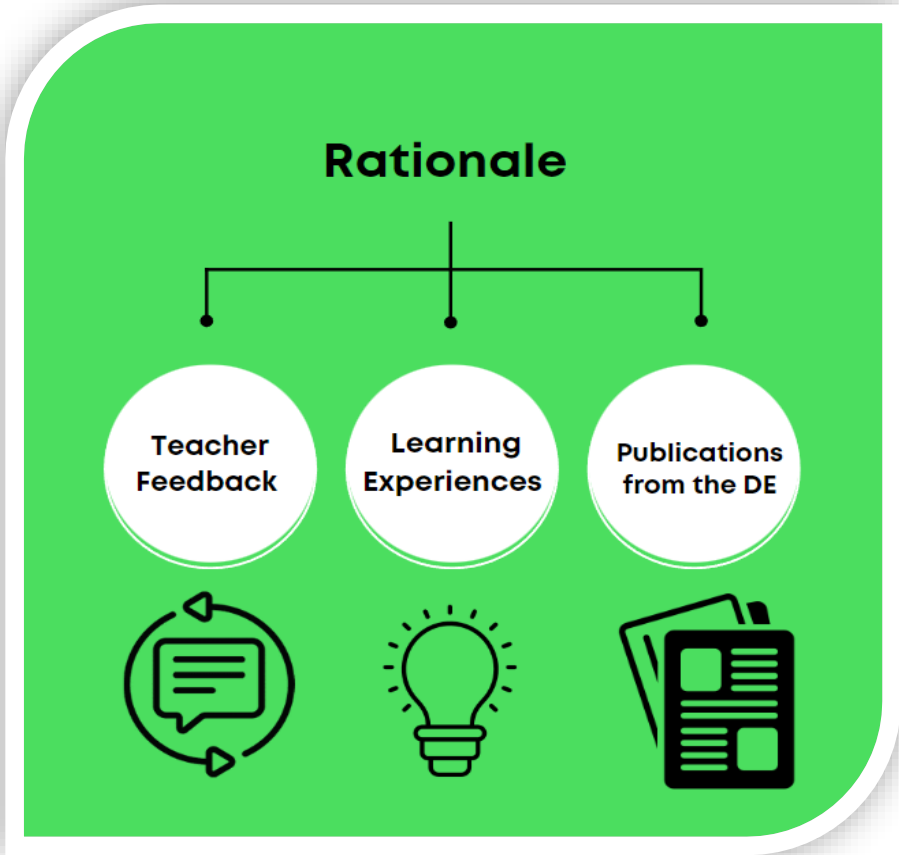


Le do thoil, ná cuir do mhicreafón ar siúl ach is féidir é a dí-bhalbhú aon uair



Má theipeann ar d'idirlíon, aimsigh an nasc i do ríomhphost agus beidh tú in ann teacht ar ais

Níl an lá seo á thaifeadadh.



# Machnamh a dhéanamh ar fhoghlaim roimhe seo

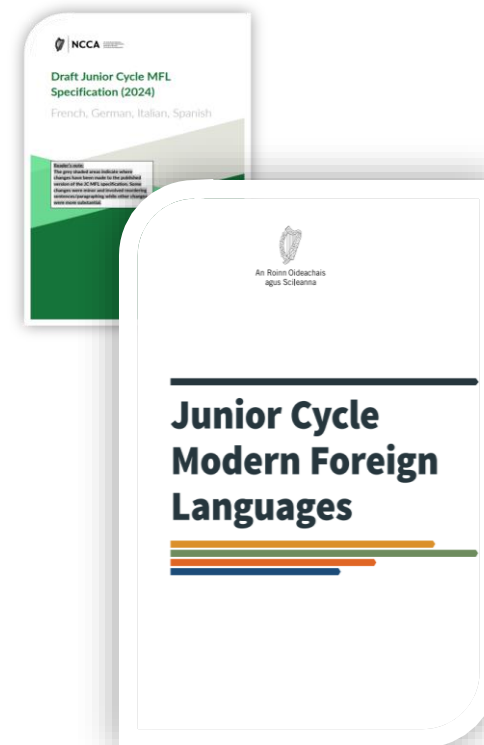


## Tacaíochtaí MFL roimhe seo



## Nuashonruithe Sonraíochta MFL

- Sonraíocht nuashonraithe dréachta do MFL na Sraithe Sóisearaí (2024)
- Tar éis comhairliúcháin phoiblí, cuirfidh CNCM na páirtithe leasmhara go léir ar an eolas nuair a bheidh an dréachtsonraíocht críochnaithe
- Faoi láthair, leanann muid orainn ag obair le Sonraíocht MFL na Sraithe Sóisearaí (2016).
- Liosta seoltaí MFL Oide: <https://tinyurl.com/oidemailinglists>





# Príomhdhátaí do CBAanna 2024/25

NCCA: Socruithe athbhreithnithe chun Measúnuithe Rangbhunaithe a chur i gcrích do scoláirí sa Dara agus sa Tríú Bliain

Second Year Students	Third Year Students
<b>CBA 1: Oral Communication</b>	<b>CBA 2: Student Language Portfolio</b>
Ní mór do mhic léinn é a chomhlánú	Neamhspleáchas na scoileanna
<b>Dates:</b> <b>Monday 28<sup>th</sup> October 2024 – Friday 9<sup>th</sup> of May 2025</b>	<b>Dates:</b> <b>Thursday 13<sup>th</sup> of March 2025</b>
	<b>Assessment Task:</b>  No







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## Seisiún 1

Daltaí a mhealladh sa  
sprioctheanga trí eispéiris  
foghlama fíorshaoil



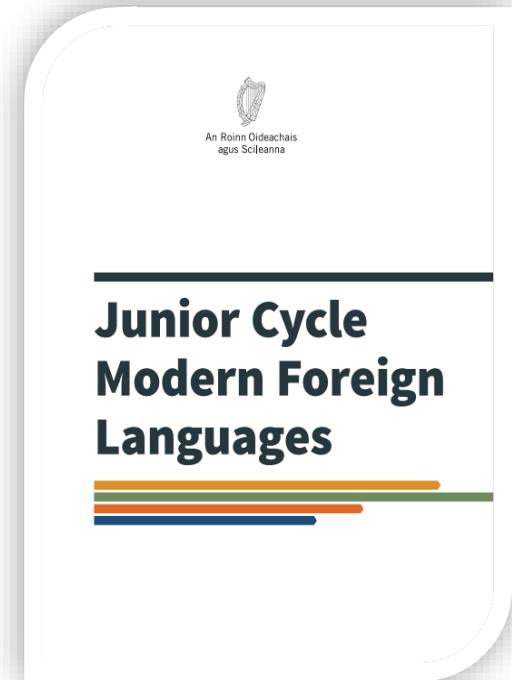


- I ngach snáithe, rachaidh an scoláire i dtraithí ar theanga ghnáth-idirghníomhaíochtaí ranga. Is í an sprioctheanga an príomh-mheán teagaisc agus foghlama.

JC MFL Specification (2016, p.10)

- Thar thréimhse trí bliana na sraithe sóisearaí, beidh go leor deiseanna ag daltaí taitneamh a bhaint as an sprioctheanga agus í a fhoghlaim ar fud na snáitheanna. Beidh siad i mbun gníomhaíochtaí agus tascanna teanga.


JC MFL Specification (2016, p.20)





**Bonjour! ¡Buenos Días! Buongiorno! Guten Tag!**


Roinn straitéis a nascann foghlaim teanga go héifeachtach le heispéiris fíorshaoil i do sheomra ranga MFL



Úsáid na  
Sprioctheanga sa  
Seomra Ranga



Deiseanna chun  
idirghníomhú le  
chéile



Eispéiris  
foghlama  
ilmhódacha

# Inniúlacht Chumarsáideach a Fhorbairt le Fócas Fíor-Dhomhanda

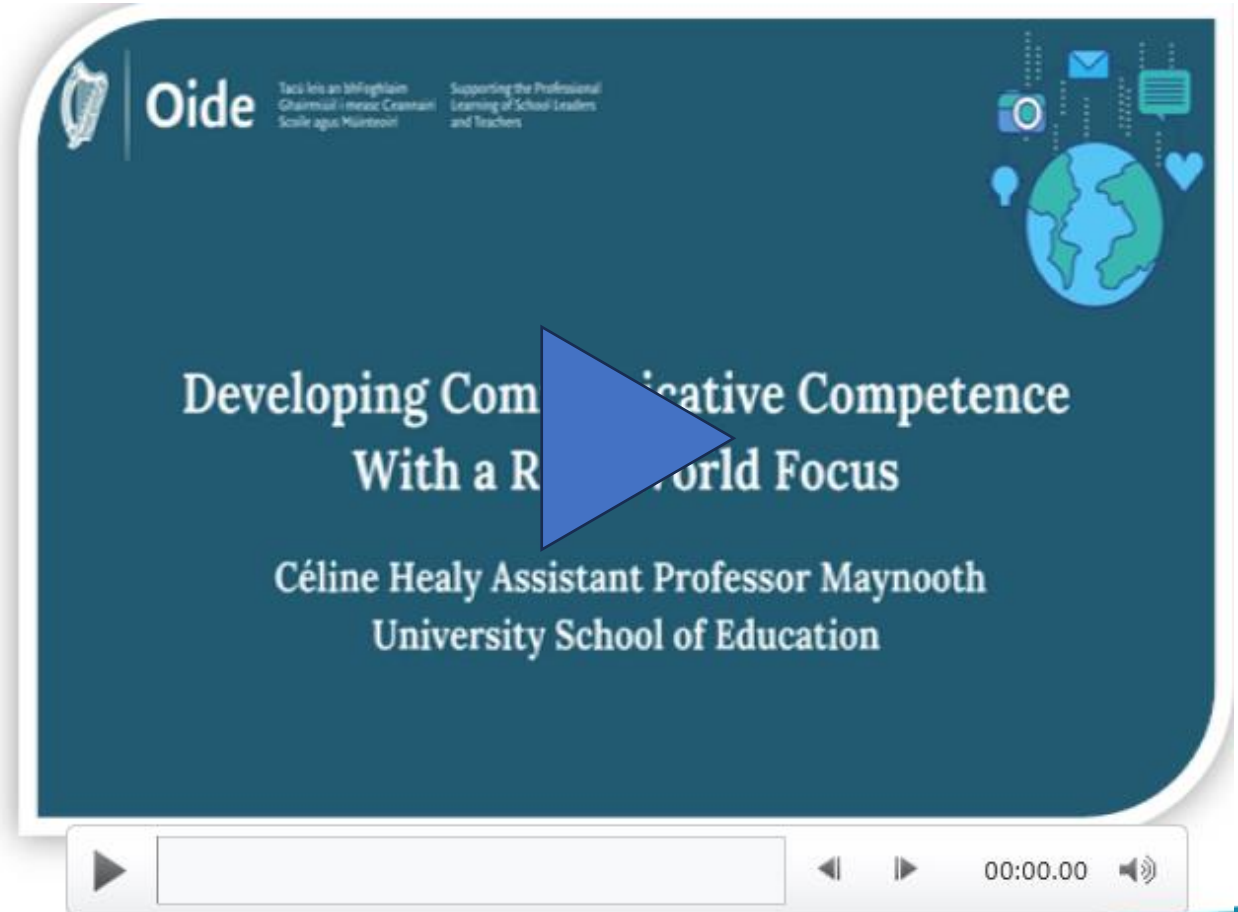


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**De réir mar a éisteannt tú, smaoinigh ar:**

- Cén chaoi a dtarraingíonn an cur chuige seo ar eispéiris fhíorshaoil na bhfoghlaimeoirí?
- Conas a d'fhéadfadh na smaointe atá leagtha amach anseo a bheith i bhfeidhm ar do chomhthéacs féin?





# Forbairt mar Fhoghlaimeoirí Teanga agus Mar Úsáideoirí Teanga

Breathnaítear ar fhoghlaim teanga mar ghléas cumarsáide seachas mar ábhar staidéir.

Cuireann sé ar chumas na bhfoghlaimeoirí:

- gníomhú i gcásanna fíorshaoil
- iad féin a chur in iúl
- cineálacha éagsúla tascanna a chur i gcrích



Adapted from: CEFR for Languages: Learning, Teaching, Assessment. Companion Volume (2020, p.29)

# An Seomra Ranga Teanga a Nascadh le hEispéiris an

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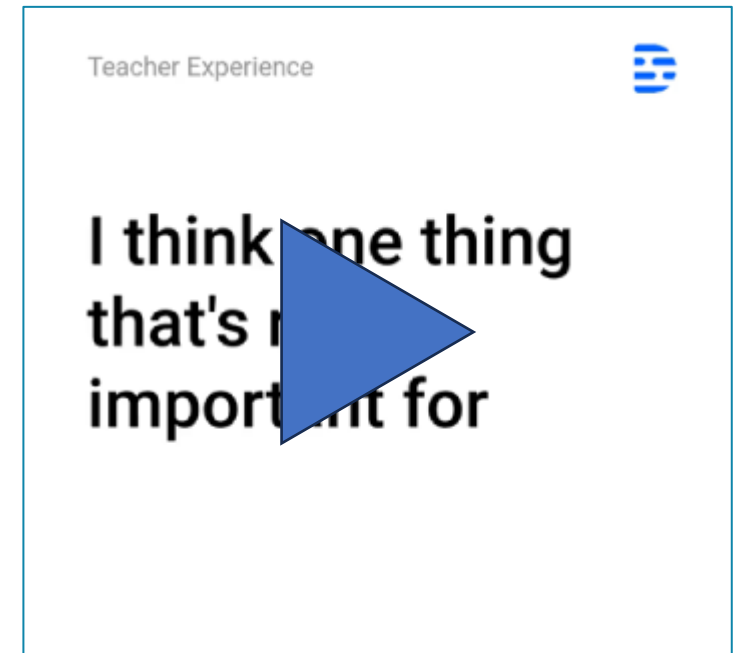


Oide

## Fhíorshaoil – Cur Chuige an Mhúinteora

- Cothromaíocht níos fearr a bhaint amach... chuirfeadh sé feabhas ar fhoghlaim an scoláire, mar ba chóir go mbeadh níos mó deiseanna ann do dhaltaí tabhairt faoin sprioctheanga lena múinteoir agus lena chéile.
- Teastaíonn deiseanna labhartha sa sprioctheanga ó fhoghlaimoirí i ngach ceacht, agus ba chóir deiseanna rialta a thabhairt dóibh chun an sprioctheanga nuafhaighte a chleachtadh i gcomhthéacsanna éagsúla.

Modern Foreign Languages: A Report on the Quality of Practice in Post-Primary Schools (2020 p.21)





# Do Chuid Smaointe a Roinnt

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Tar éis féachaint ar an bhfíseán seo ón Ollamh Cúnta Céline Healy agus éisteacht le hionchur an mhúinteora, cad a sheas amach duit mar mhúinteoir teanga?

Conas a d'fhéadfadh sé seo a bheith i bhfeidhm ar do chomhthéacs?

**Stop agus  
scríobh!**



- Tá tascanna barántúla leagtha síos i gcomhthéacs an tsaoil laethúil.
- D'fhéadfadh sé a bheith éagsúil ó thaobh nádúir de ach bíonn siad bríoch agus cruthaitheach i gcónaí.
- Tá sprioc shoiléir ann le toradh cruthaitheach nó táirge.
- Is minic a bhíonn gné den taighde nó den phleanáil ag teastáil.
- Raon ó thascanna simplí go níos casta.



Adapted from: Action-Oriented Handbook., Hunter, D., Cousineau, D., Collins, G., and Hook, G. (2019, p.13).



# Tascanna Foghlama Fíor-Dhomhanda a d'fhéadfadh a bheith ann



Oide



Rólghlacadh agus ionsamhlúcháin



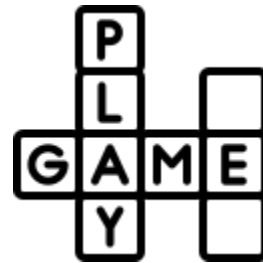
Ábhair bharántúla a úsáid



Obair ghrúpa agus gníomhaíochtaí beirte



Nochtadh cultúrtha



Cluichí teanga



Gnáthaimh laethúla agus teanga an tseomra ranga

# Tasc Foghlama Fíor-Domhain a d'fhéadfadh a bheith ann - Ábhair bharántúla a úsáid



### Ábhair bharántúla a ionchorprú, mar shampla:

Cabhraíonn amhráin ón spriocchultúr le foghraíocht, stór focal agus gramadach. Is féidir le mic léinn anailís a dhéanamh ar chansons na Fraince, ar amhráin tíre na Gearmáine, ar cheoldráma Iodálach, nó ar flamenco na Spáinne, agus a dtábhacht chultúrtha a phlé nó lyricí a chruthú.



Taispeáin gearrthóga ó scannáin, seónna teilifíse, nó fógraí sa sprioctheanga agus pléigh an comhthéacs cultúrtha. Is féidir leis an scoláire greann, noirm shóisialta, nó dinimic teaghlaigh a fhiosrú agus iad a chur i gcomparáid lena gcultúr féin.



# Tasc Foghlama Fíor-Domhain a d'fhéadfadh a bheith ann - Nochtadh Cultúrtha



Oide

Nuair a bhíonn stór focal bia á mhúineadh, tabhair isteach miasa traidisiúnta ó chultúir sprioctheanga. Is féidir le daltaí comhábhair, modhanna cócaireachta agus nósanna a fhoghlaim, a threisítear trí bhiachláir a chruthú nó trí chur síos a dhéanamh ar bhéilí sa sprioctheanga.

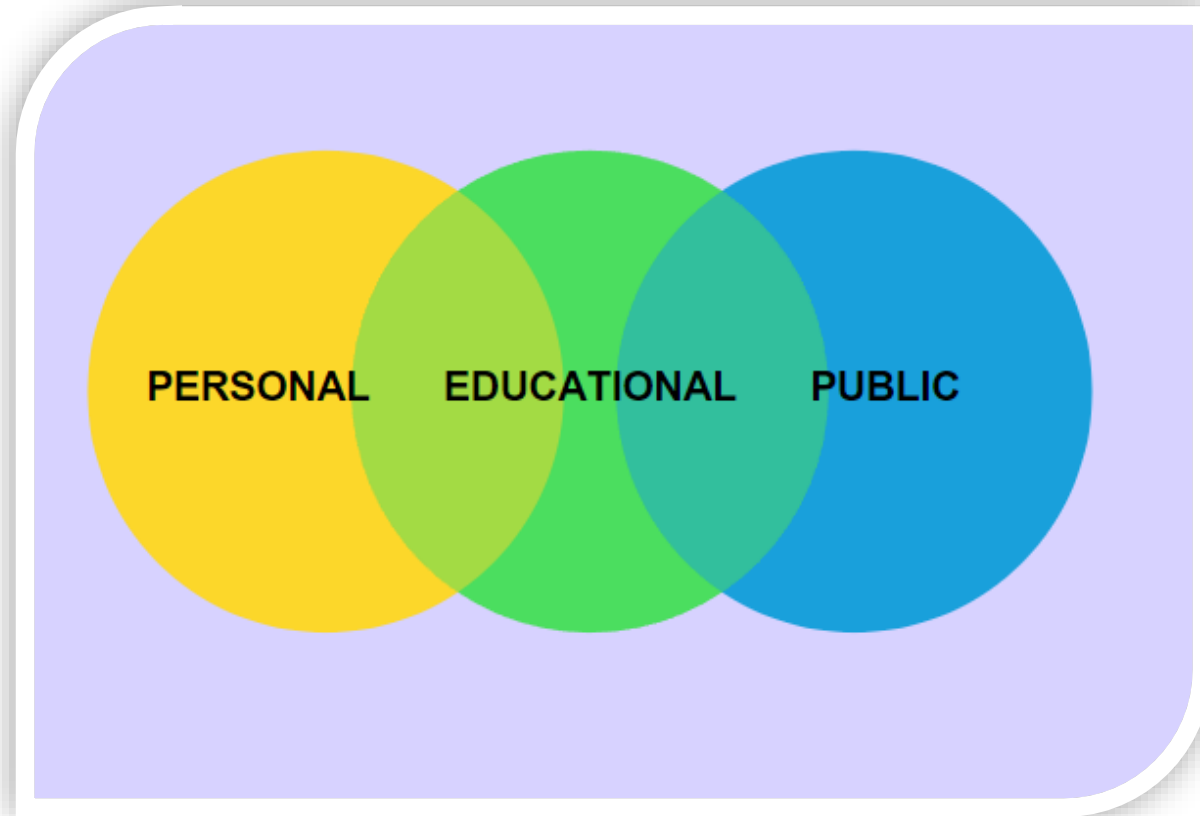


Ceachtanna a dhearadh maidir le féilte cultúrtha cosúil le La Fête de la Musique, Weihnachtsmarkt, Carnival, nó Día de los Muertos. Is féidir le daltaí stair na féile, stór focal ábhartha, a fhoghlaim agus páirt a ghlacadh i ngníomhaíochtaí gaolmhara.





# Fearainn Úsáide Teanga



'Déantar cur síos soiléir sna torthaí foghlama ar an méid a bheifí ag súil leis ón scoláire agus ba cheart go mbeadh sé in ann a dhéanamh sa sprioctheanga. Tagraíonn siad do réimsí sonracha úsáide teanga (poiblí, pearsanta agus oideachais), atá oiriúnach d'aois agus d'eispéireas an scoláire.'

Junior Cycle MFL Specification (2016, p. 14)



# Úsáid na sprioctheanga a éascú le linn tascanna

## Ina n-aonar, déan iniúchadh ar na ceithre stáisiún ar straitéisí le húsáid le linn tascanna chun tacú le húsáid na sprioctheanga

### TARGET LANGUAGE SUPPORTING INTERACTION

**How can I encourage my students to interact and speak more in the target language?**

- Building atmosphere**  
Build an atmosphere where learners want to say things. Being asked to say something should feel like an opportunity to give their ideas rather than having a spotlight shined on them.
- Creating reasons to speak**  
Frame topics as questions, puzzles or problems rather than plain statements. Consider use of participation grades.
- Picture cues**  
Use picture cues to help inspire reactions, reflections and ideas in the target language.
- Digital tools**  
Allow learners to access tools like Google, Wikipedia etc. perhaps for homework before a discussion starts.
- Brainstorming**  
Brainstorming useful vocabulary beforehand can be useful or allow learners to look up words for themselves.
- Scaffolding**  
Support learners through conversational techniques such as echoing key words to ensure everyone must listen to the speaker.
- Turn taking**  
Ensure a range of learners have a chance to speak, not just the more able or confident. Information gaps help create a reason to communicate.
- Error tolerance**  
If the aim is to get students interacting, don't take detours by focusing too much on errors. Learners will simply become more nervous to speak.
- Allow thinking time**  
Don't expect immediate responses. Build in a space after a question before asking a learner to respond.
- Model good listening**  
Learners speak when they feel really listened to. We need to support learners to listen to one another. Importantly, as teachers we also need to talk less ourselves.
- Avoid losing-face moments**  
Whether an answer is right or wrong, we can positively acknowledge the act of giving. E.g. with thanks. Feedback on the message not the learner.

Adapted from Scrivener, J., 2012. Classroom Management Techniques (Cambridge Handbooks for Language Teachers) 1st Edition, Cambridge, Cambridge University Press.

### TARGET LANGUAGE SUPPORTING LISTENING

**How can I encourage my students to actively listen to each other during speaking pair/group work?**

- Walking away**  
When a learner speaks quietly, we might move towards them to hear. It might be more beneficial to move away to encourage them to speak louder which the whole class can hear.
- Avoiding echo**  
In many classroom exchanges, all interaction goes through the teacher. Learners rarely listen to peer responses and switch off. Reduce echo to the absolute minimum.
- Gesture only**  
In a whole class discussion, when a learner says something respond only with nods and gestures or simply thank them.
- Discussions**  
Ask learners if they agree or disagree with another. Ignore their reaction and continue. In a simple version of the target language.
- Prioritise TL**  
If learners answer only in L1 so as not to engage in TL, ignore their reaction and continue. In a simple version of the target language.
- Playing with errors**  
Draw learners in by making teacher mistakes when speaking or writing.
- Interruptions**  
Learners often want to interrupt and translate in L1. Say 'farver' to correct/insert in TL and then give an appropriately rephrased version of what you were saying in TL.
- Patience**  
Encourage learners to be patient with their own TL progress, supporting reflection as part of their student language portfolio.
- Timed segments**  
Learners often just dismiss the whole TL process as silly. Try a timed TL segment with limited targets. Congratulate them afterwards and build on it.
- Class contracts**  
If learners talk over one another in either L1 or TL, point out the bad behaviour and discuss as part of overall class contract.
- Stay in TL**  
Keep simplifying, backing up your oral explanations with numbered instructions in TL using key word cognates or even sketches.

Adapted from Scrivener, J., 2012. Classroom Management Techniques (Cambridge Handbooks for Language Teachers) 1st Edition, Cambridge, Cambridge University Press.

### GROUPWORK SUPPORTING TARGET LANGUAGE

**How can I create engaging and varied grouping to ensure students actively participate and interact in the target language?**

- Student choice**  
Instead of learners working with the partner closest to them, learners might choose who to work with. Alternatively, pairs and groups could be random, requiring TL question in addition to main activity.
- Matching**  
If you prefer non-random groups, use a matching task but don't distribute items randomly. Give sets to learners you want to work together.
- Trios**  
Rather than pairs, consider trios with assigned roles, e.g. only one learner can look at the text who reads about to others. This can also support peer feedback.
- Variables**  
Change one variable of an activity, e.g. complete within a time limit, do the activity standing rather than seated, only one learner can make notes etc.
- Restrictions**  
After someone has spoken, the learner on the right round a circle must speak next. Each group has 2 balls, only students holding a ball may speak/throw the ball but must contribute.
- Silent activity**  
Complete activity without speaking but still in TL. Communicate using writing on paper/with technology.
- Spies**  
While working in groups, whisper to one student they are now a 'spy' who goes to another group to listen to what they have said etc. They then report back to their main group.
- Pirates**  
This can work the same as Spies but learners can go to multiple groups of their own choice and 'steal' anything useful or interesting.
- Gallery Walk**  
Learners display their work, e.g. poster on a wall around the classroom. Learners are invited to browse the different displays and discuss them.
- Carousels**  
At the end of an activity, learners display and explain their work at a table. Two stay and two move to other groups etc. This continues and is useful for building challenge.
- Pyramids**  
Learners share individual on an activity, then move to pairs to agree a response. Pairs then reassemble. At the end, whole class discuss together. This builds confidence in all learners from hearing vocabulary.

Adapted from Scrivener, J., 2012. Classroom Management Techniques (Cambridge Handbooks for Language Teachers) 1st Edition, Cambridge, Cambridge University Press.

### TARGET LANGUAGE SUPPORTING INCLUSION

**How can I effectively use target language to support inclusion and ensure all students feel valued and engaged?**

- Spontaneous speech**  
Use everyday classroom events as opportunities for spontaneous speech in the target language, helping students to think and respond naturally.
- Reflective practice**  
Encourage students to reflect on their learning and share their thoughts. This can help them take ownership of their learning process and feel more included.
- Peer support**  
Encourage peer learning and collaboration. Pairing students with different strengths can foster a supportive learning environment.
- Accessible resources**  
Provide materials in various formats (e.g. printed, digital) and to accommodate different needs. Ensure that any digital resources are compatible with assistive technologies.
- Inclusive language**  
Use inclusive language that respects all students' identities. Avoid assumptions about students' backgrounds or experiences.
- Cultural celebrations**  
Celebrate cultural events from the target language countries. This can include food, music, and traditions, making the learning experience more engaging and inclusive.
- Flexible grouping**  
Change groupings regularly to ensure that all students have the opportunity to work with different peers and learn from each other.
- Student voice**  
Allow students to have a say in the topics and activities covered in class. Regularly seek feedback from students about what is working well and what could be improved in their learning experience.
- Self-expression**  
Allow students to express their thoughts and ideas in the target language, even if it's not perfect. This builds confidence and encourages participation.
- Scaffolded learning**  
Break down complex tasks into smaller, manageable steps. Provide clear instructions and use visual aids to support understanding.
- You speak, they speak**  
Encourage students to use the target language in everyday classroom interactions. This helps them see the language as a real means of communication.

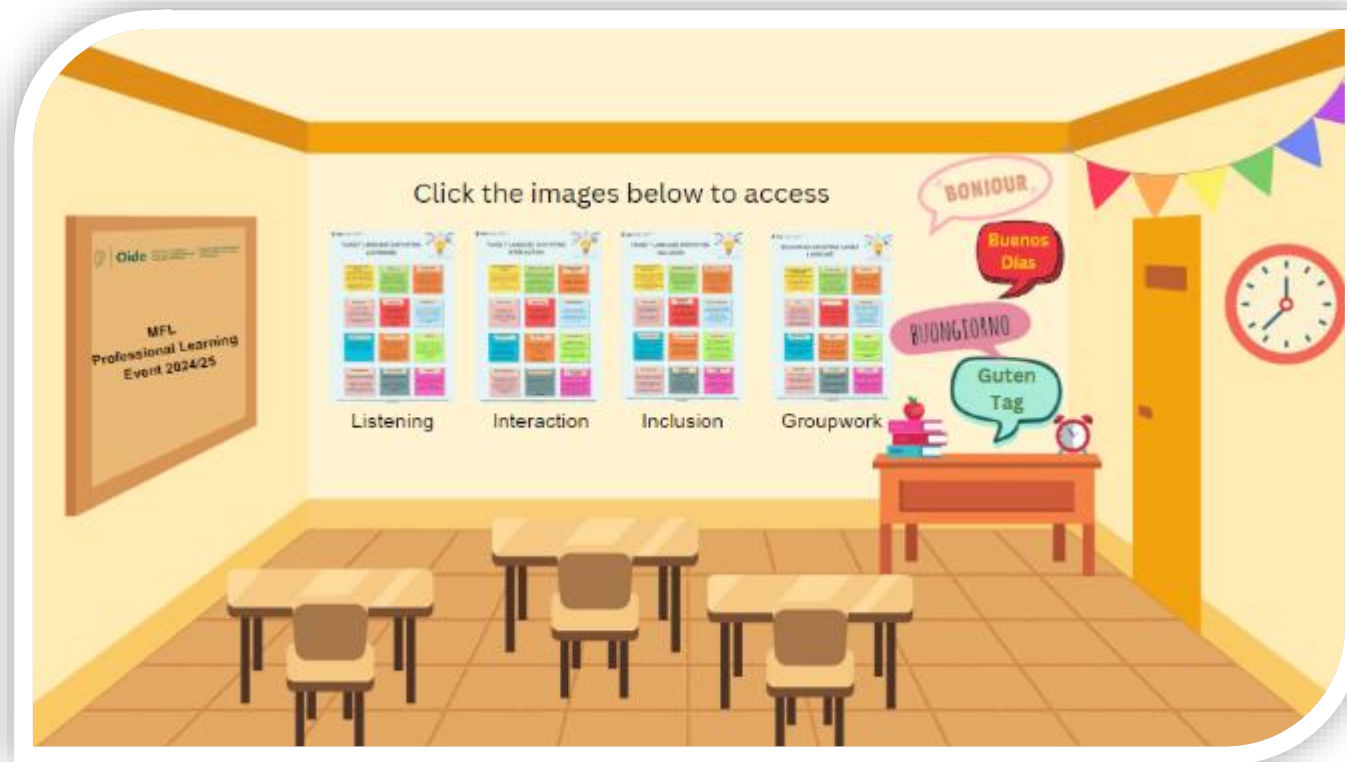
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# Úsáid na spriotheanga a éascú le linn tascanna

Ina n-aonar, déan iniúchadh ar na ceithre stáisiún ar straitéisí le húsáid le linn tascanna chun tacú le húsáid na spriotheanga

<https://tinyurl.com/station-activity>

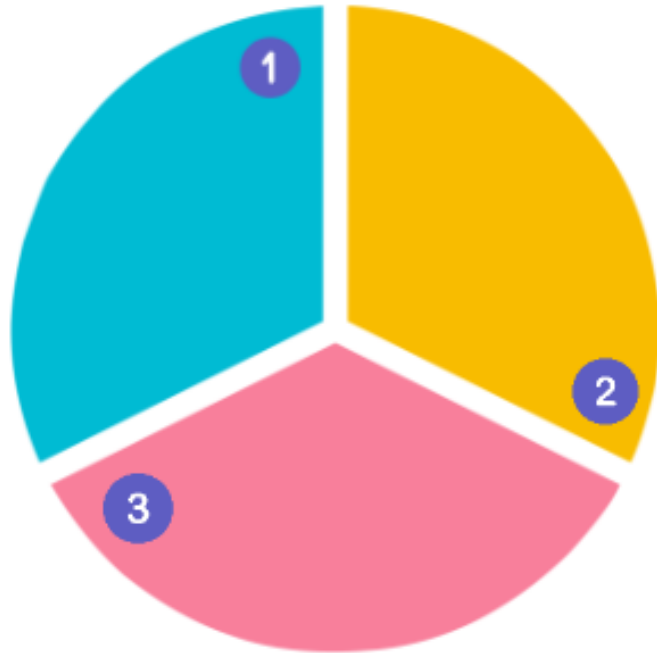




## Comhoibriú: Comhlánaigh an ghníomhaíocht trí-pie le do bhunghrúpa

Gníomhaíocht Tri-Pie:

1. Cé na straitéisí a d'oibreodh go maith i do chomhthéacs?
2. Cé na straitéisí a d'fhéadfadh a bheith dúshlánach?
3. Cad iad na straitéisí atá i do sheomra ranga cheana féin?





## Smaoinigh ar...

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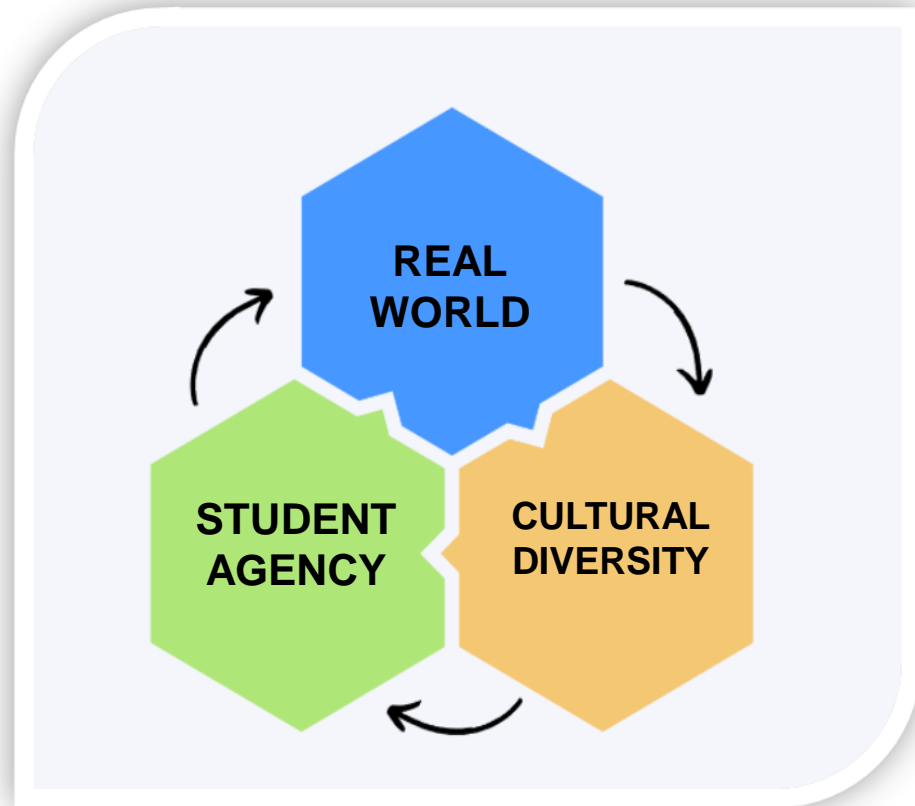
- **Conas a thacaímid le húsáid na sprioctheanga inár gcomhthéacs féin?**
- **Tabhair breac-chuntas ar do chuspóirí do roinn na Nuatheangacha lasachta.**







## An Fócas Inniu ná...



...eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



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## Sos Tae

11:00 – 11:20





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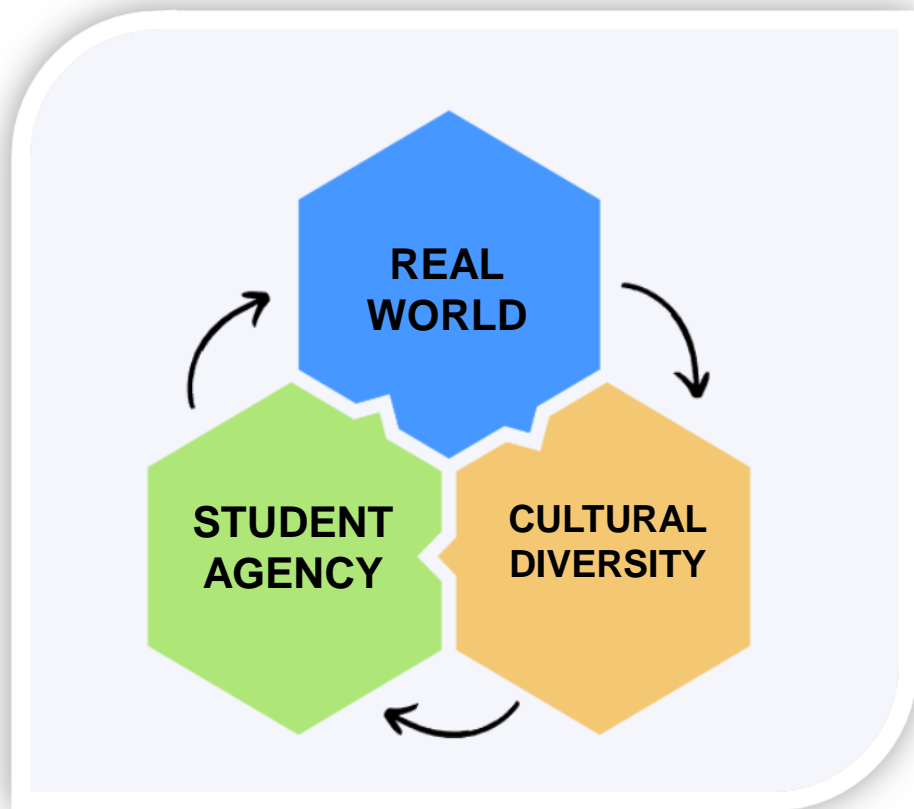
## Seisiún 2

Gníomhaireacht na mac  
léinn a chothú trí eispéiris  
foghlama san fhíorshaol





## Ár Rún Foghlama Inniu...



...eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



### Strand 1

1.8: Úsáid téacsanna barántúla chun ábhair atá ábhartha a iniúchadh trí réimse meán éagsúil

1.10: Cum cur síos simplí, cur i láthair nó fógraí ar ábhair atá eolach



### Strand 2

2.4: Aithin cosúlachtaí agus difríochtaí idir fuaimniú, intonáisiún agus rithim na sprioctheanga agus na dteangacha eile atá ar eolas acu

2.7: Déanaigí monatóireacht agus measúnú ar bhur bhfoghlaim féin, ag baint úsáide as an aiseolas a fhaigheann sibh chun machnamh a dhéanamh ar cad is gá a fheabhsú agus chun spriocanna feabhsúcháin a leagan amach.



### Strand 3

3.4: Aithin agus mínigh gnéithe áirithe de thír nó de thíortha na sprioctheanga i réimsí cosúil le saol an lae laethúil, caidrimh idirphearsanta, nósanna agus iompar, agus gnáthchleachtais shóisialta.

3.9: Bíodh meas agat ar an tionchar a bhíonn ag difríochtaí cultúrtha ar chaidrimh shóisialta, mar shampla i mbeannachtaí agus i nósanna iteacháin le chéile.

# Naisc Fhéideartha le Torthaí Foghlama Leibhéal 2



1.2 Cuir ceisteanna chun eolas a fháil, m.sh. chun dátaí/praghsanna a sheiceáil (faoin gcéad agus ar an bhfón), agus béile a chur in áirithe ar an bhfón

1.3 Lean sraith treoracha cainte faoi mhaoirseacht, m.sh. dul go seomra an mhúinteora, an siopa áitiúil, nó an oifig poist, agus do ghuthán póca a chur ar choinneáil.

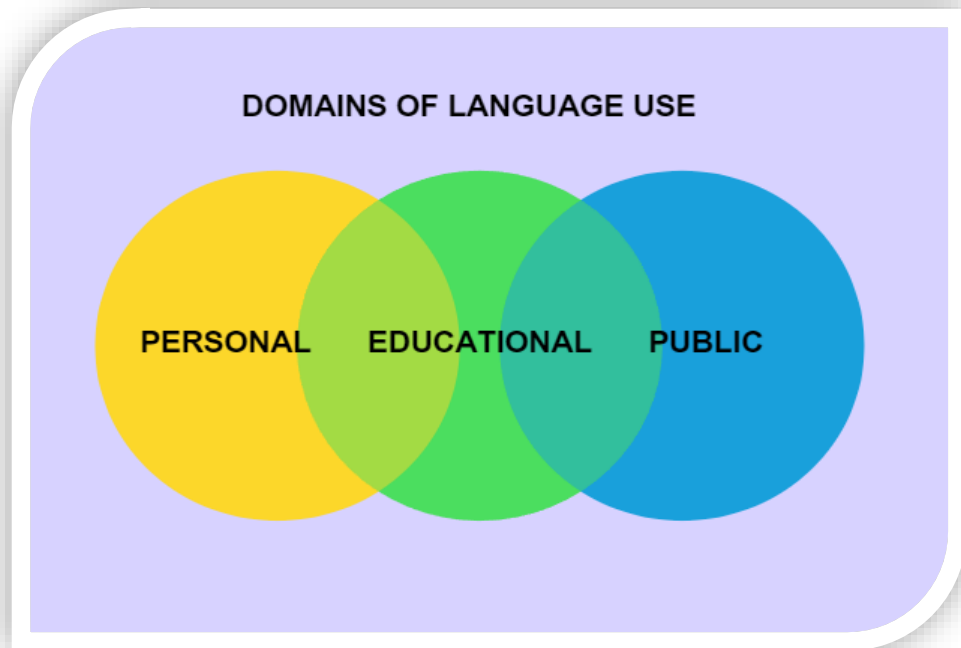
1.22 Glac páirt i léiriú nó i gcur i láthair, m.sh. léiriú ar phíosa gearr drámaíochta do chomhaltaí na ranga, nó léiriú damhsa nó ceoil do thuismitheoirí

Linking Junior Cycle Modern Foreign Languages with Level 2 Learning Programmes

Elements of the Priority Learning Outcomes	Level 2 Learning Outcomes	Specification for Junior Cycle Modern Foreign Languages (Suggested Link to Learning Outcomes)		
Communicating and Literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	<p>1.1 Listen to obtain information relating to more than one topic, e.g. listen to school-related announcements, using a speaking timetable to get a book arrival and departure time</p> <p>1.2 Ask questions to obtain information, e.g. to check consequences (face to face and by telephone), book a room over the telephone</p> <p>1.3 Follow a series of spoken instructions unless supervised, e.g. go to teacher's store, local shop, or post office, top up a mobile telephone</p>	<p>1.2 identify specific information in texts related to familiar topics such as announcements, conversations, single news items</p> <p>1.12 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations</p> <p>1.2 recognise frequently used words and phrases related to areas of immediate relevance and experience, including the language of media, discussion, interaction</p>	
	Reading to obtain basic information	<p>1.12 Read familiar texts that are thematically and personally relevant, e.g. read a list of items relating to a personal interest/hobby, names of family members</p> <p>1.14 Recognise different forms of writing and text, including word and signs and symbols, e.g. common forms of bills, menus, timetables, leaflets and other signs, simple food preparation instructions (such as egg, make a sandwich, make a cup of tea), short pieces of personally relevant writing</p> <p>1.15 Find key information from different forms of writing, e.g. locate factual information in timetables, times and dates of appointments, notices, brochures, newspapers</p>	<p>1.2 identify specific information in a range of texts dealing with familiar topics</p> <p>1.8 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places</p>	
	Using a range of writing forms to express opinions	<p>1.17 Write/sign notes and messages needed for simple tasks, e.g. address an envelope</p> <p>1.18 Write/sign at least five sentences in that they convey meaning or information, e.g. arrange a meeting with a friend, give directions</p>	<p>1.17 write words and create short sentences using various media (emails, letters, blogs, postcards, ...) on everyday topics with accuracy</p> <p>1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, books, sport, celebrities</p>	
	Using expressive arts to communicate	<p>1.21 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents</p>	<p>1.21 fit out items relevant to their age group and experience</p>	
	Using suitable technologies for a range of purposes	<p>1.20 Use technology to communicate in an activity with others</p> <p>1.20 Find information for a project on the web</p>	<p>1.18 communicate orally with others using digital technologies such as social media</p> <p>1.8 collect, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability</p>	
	Numeracy	Managing money	<p>1.1 Recognise frequently used Euro coins and notes</p>	<p>1.18 understand and use numbers an appropriate in everyday situations such as shopping, exchanging numbers, organising events</p>
		Developing an awareness of number	<p>1.2 Recognise numbers up to 100 in 71, e.g. knowing how many coins he has, how many</p>	<p>1.18 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as price, age, dates, seasons</p>
	Living in a Community	Developing good relationships	<p>1.2 Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults</p>	<p>1.2 recognise how positive and social conventions influence target language usage</p> <p>1.4 appreciate how cultural differences influence social relations, such as in greetings and acting together</p>
		Using local facilities	<p>1.14 List ways of spending leisure time</p>	<p>1.18 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, books, sport, celebrities</p>

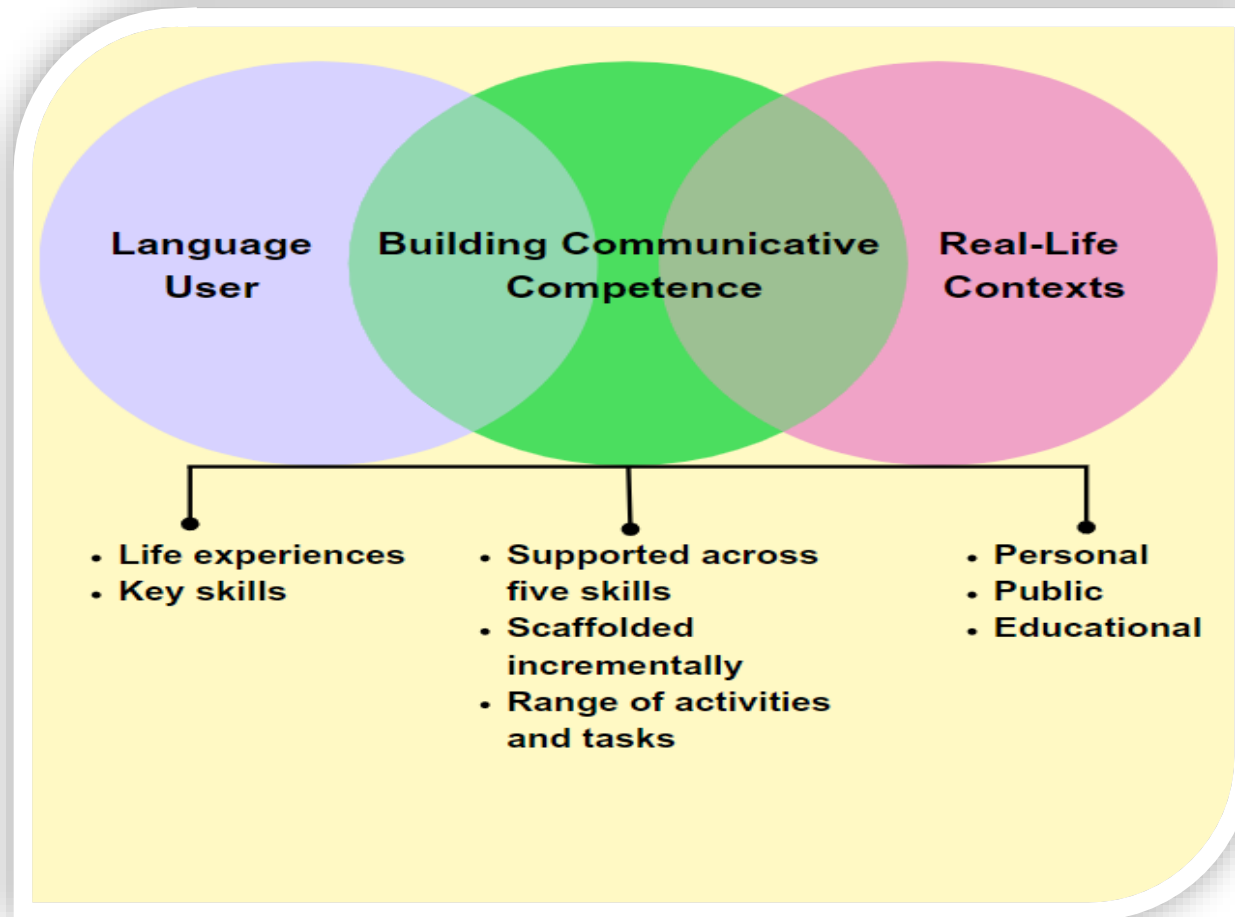
\* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students. Furthermore, whilst these PLU areas have been identified here, teachers may also consider Learning Outcomes in the PLU 'Personal Care' and 'Preparing for work' if appropriate to their students' learning in Junior Cycle Modern Foreign Languages.

Short link – <http://bit.ly/L2LPMFL>



- Déanann torthaí foghlama cur síos soiléir ar an méid a bheifí ag súil leis ón scoláire agus ba cheart dó a bheith in ann é a dhéanamh sa sprioctheanga.
- Tagraíonn siad do réimsí sonracha úsáide teanga (poiblí, pearsanta agus oideachais) atá oiriúnach d'aois agus d'eispéireas an scoláire.

Junior Cycle Modern Foreign Language Specification, (2016), p.14



'Cuireann inniúlacht chumarsáide ar chumas an scoláire cumarsáid a dhéanamh sa sprioctheanga chun críocha fiúntacha. Glacann an scoláire páirt i ngníomhaíochtaí agus tascanna teanga a bhaineann le scileanna comhtháite teanga, ar nós na héisteachta, na léitheoireachta, an léirithe labhartha, na hidirghníomhaíochta labhartha, agus na scríbhneoireachta.'

Adapted from Junior Cycle MFL Specification (2016)

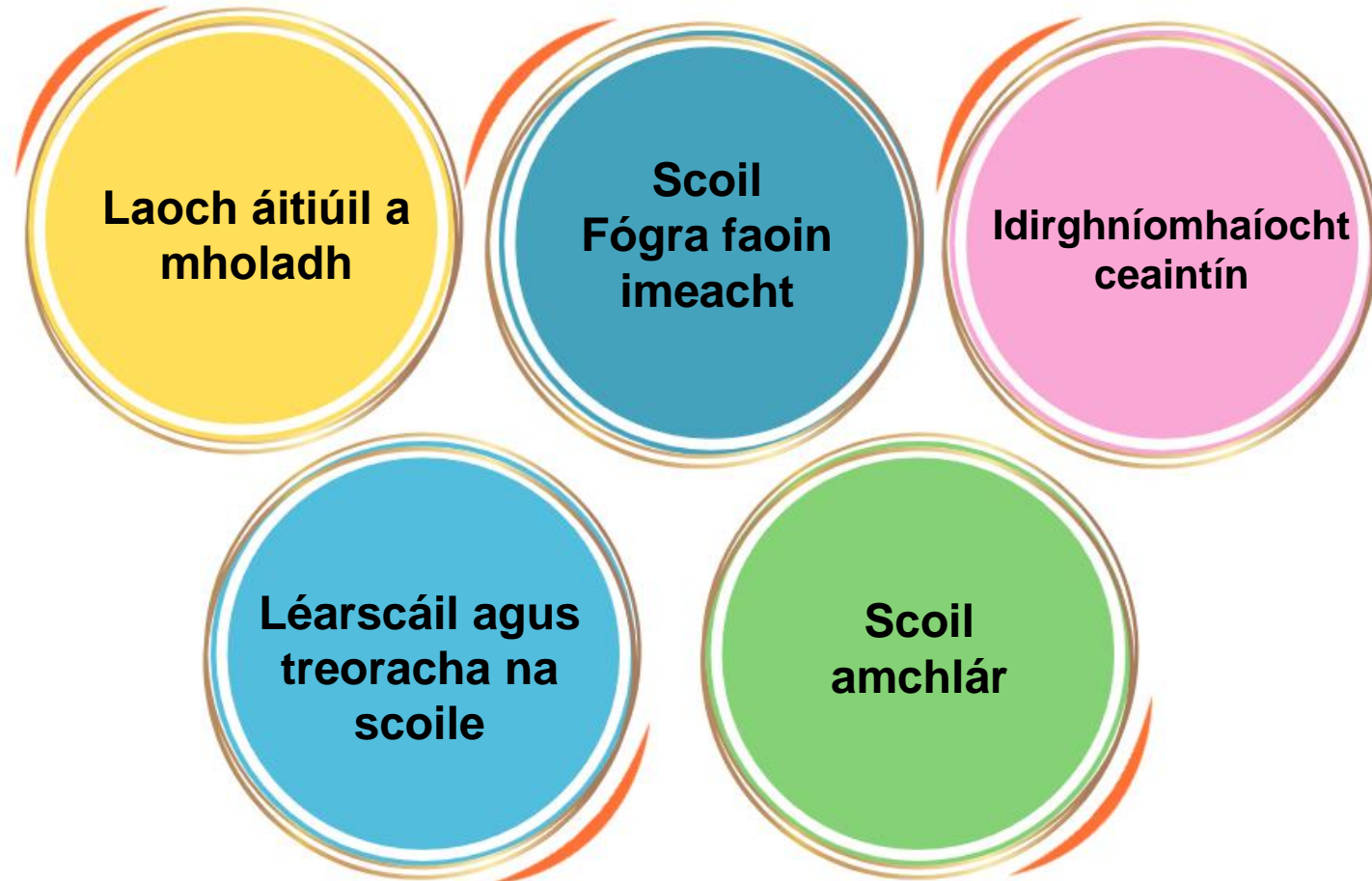




- Tá na tascanna barántúla agus leagtha amach i gcomhthéacs an tsaoil laethúil.
- D'fhéadfadh siad a bheith difriúil i nádúr ach bíonn siad i gcónaí bríomhaireachta agus cruthaitheach.
- Tá sprioc shoiléir ann le toradh nó táirge cruthaitheach.
- Éilíonn siad go minic gné taighde nó pleanála.
- Raon ó thascanna simplí go tascanna níos casta.



Adapted from: Action-Oriented Handbook., Hunter, D., Cousineau, D., Collins, G., and Hook, G. (2019, p.13).

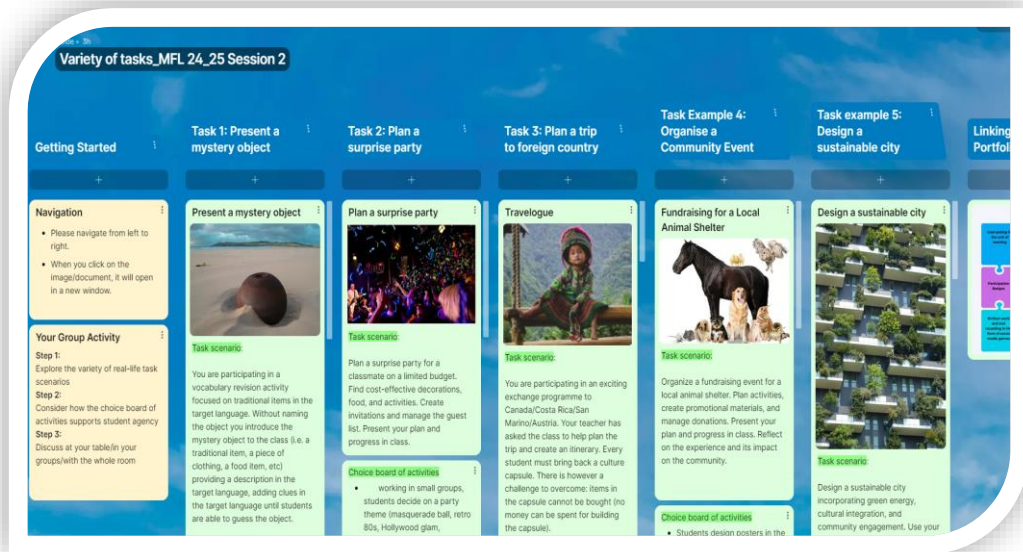


**Cén cineál tacaíochta a bheidh ag teastáil ó fhoghlaimoirí?**

# Gníomhaireacht na Mac Léinn Trí Thascanna Fíor-Dhomhanda



Oide



<https://tinyurl.com/varietytasks>

## Céim 1:

Déan iniúchadh ar éagsúlacht na gcásanna tasc fíor-domhan.

## Céim 2:

Smaoinigh ar an gcaoi a dtacaíonn an bord rogha gníomhaíochtaí le gníomhaireacht na mac léinn.

## Céim 3:

Pléigh ag do bhord/i do ghrúpaí/leis an seomra ar fad.



## Punann Teanga na nDaltaí



### Tascanna a Nascadh le Punann Teangacha na nDaltaí

- Eispéiris bharántúla bunaithe ar inniúlacht chumarsáideach ón bhfíorshaol
- Spreag na scoláirí le hiontrálacha punainne a chruthú bunaithe ar thascanna cumarsáide
- Cuir san áireamh machnamh a dhéanann na scoláirí ar a dtaitheí foghlama teanga
- Féinmheasúnú agus socrú spriocanna

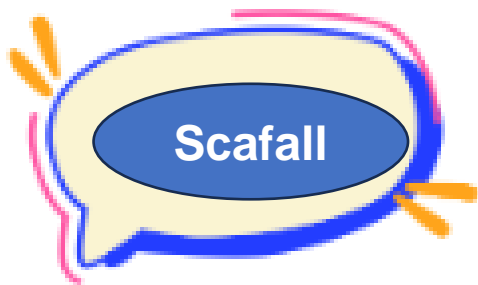


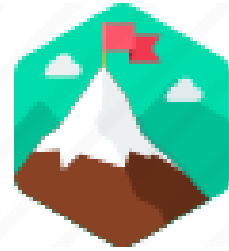
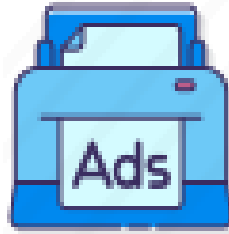


# Tascanna Éifeachtacha a Dhearadh

**Cad iad na cúinsí atá tábhachtach agus punann éifeachtach á dhearadh**

**cúraimí do mhic léinn na Nuatheangacha lasachta?**





- De réir mar a éisteann tú, smaoinigh ar an gcaoi a leagann na múinteoirí seo amach conas is féidir le tascanna cultúrtha punainne an seomra ranga MFL a shaibhriú.
- Conas a d'fhéadfadh na smaointe atá leagtha amach anseo a bheith i bhfeidhm ar do chomhthéacs féin?



Roinnt Eispéiris Múinteoirí

# Tascanna Punainne Fíor-Dhomhanda a d'fhéadfadh a bheith ann



Oide



Dialanna Pearsanta sa Sprioctheanga



Scríbhneoireacht Phearsanta



Tionscadail Malartaithe Cultúrtha



Machnamh Ilmheán



Logaí Taistil



Taiscéalaíocht Oidhreachta Teaghlaigh

# Tascanna Punainne Fíor-Dhomhanda a d'fhéadfadh a bheith ann - Dialanna Pearsanta sa Sprioctheanga



Oide

Iontrálacha Dialainne Laethúla/Seachtainiúla: D'fhéadfaí daltaí a spreagadh chun dialann a choinneáil sa sprioctheanga, ag déanamh doiciméada ar a gcuid gníomhaíochtaí, smaointe agus mothúcháin laethúla.

Cabhraíonn an ghníomhaíocht seo leis an scoláire an teanga a chur i bhfeidhm i gcásanna fíorshaoil, rud a fheabhsaíonn a gcumas iad féin a chur in iúl go nádúrtha agus go pearsanta.



**Sampla:** D'fhéadfadh dalta scríobh faoina lá ar scoil, gníomhaíochtaí deireadh seachtaine, nó a gcuid smaointe ar ócáid reatha.

D'fhéadfadh an múinteoir leideanna a chur ar fáil a bhaineann le stór focal nó pointí gramadaí ar leith atá á gclúdach sa rang (m.sh., "Scríobh faoi na rudaí a rinne tú an deireadh seachtaine seo caite ag baint úsáide as an aimsir chaite").





# Tascanna Punainne Fíor-Dhomhanda a d'fhéadfadh a bheith ann - Machnamh Ilmheán



Oide

**Insamhaltaí Meán Sóisialta:** Insamhlú idirghníomhaíochtaí meán sóisialta sa sprioctheanga. D'fhéadfadh daltaí postálacha nó tuairimí gearra a scríobh amhail is dá mbeidís ag postáil ar ardáin ar nós Twitter nó Instagram, ag baint úsáide as haischlibeanna agus tagairtí cultúrtha ábhartha.



**Sampla:** D'fhéadfadh mic léinn "postáil" faoi fhreastal ar ócáid áitiúil i réigiún ina labhraítear Fraincis agus freagra a thabhairt ar "thuairimí" óna bpiaraí.





## Roinn MFL - Eispéiris agus Punanna Fíor-Dhomhanda

### Céim 1:

I do ghrúpaí, déan iniúchadh ar smaointe chun eispéiris fhíorshaoil an scoláire a chomhtháthú ina bPunann Teanga do Mhic Léinn sa tSraith Shóisearach.

### Céim 2:

Is féidir leat do chuid smaointe féin a úsáid nó smaoinreamh ar na samplaí ar an acmhainn.

### Céim 3:

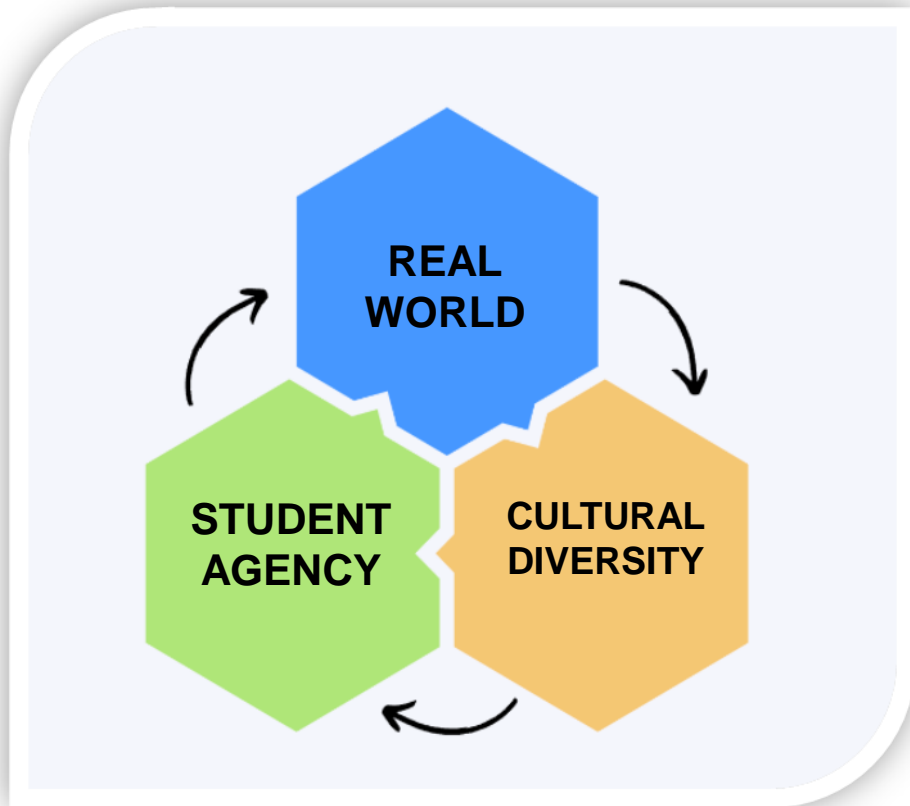
Uaslódáil d'eispéireas foghlama faoin gcolún ábhartha den acmhainn.



<https://tinyurl.com/planningtasks>



# Ár Rún Foghlama Inniu...



... eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## LÓN

13:00 – 14:00





# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

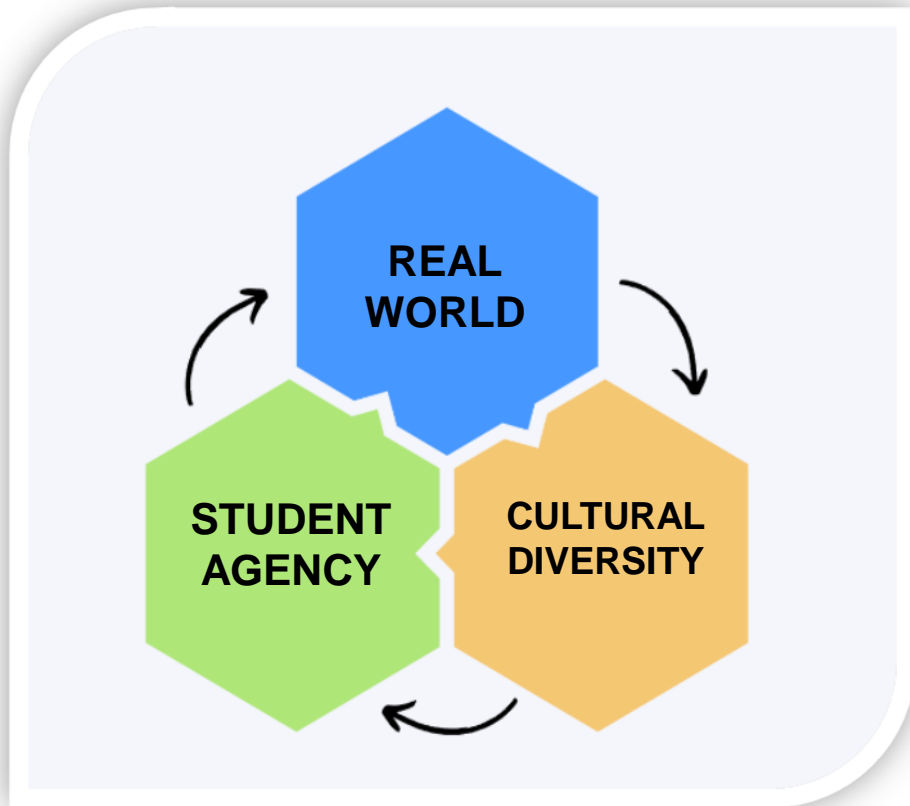
## Seisiún 3

Scannáin a úsáid chun  
an sprioctheanga agus  
an cultúr a shaibhriú sa  
seomra ranga MFL





# Ár Rún Foghlama Inniu...



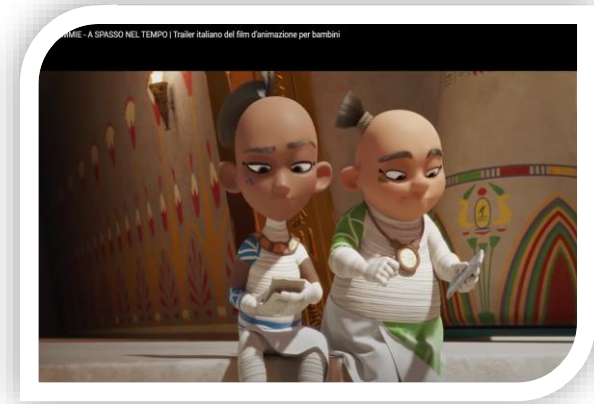
... eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



# Saol Nua á Iniúchadh Trí Scannáin

'Ag baint úsáide as scannáin... cuireann sé bealach iontach ar fáil don fhoghlaim ghníomhach, chomh maith le hidirghníomhú agus rannpháirtíocht a spreagadh'

Chan, D. and Herrero, C., Using film to teach languages, Manchester, UK Film (2010, p.11)





Oide Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Appreciating film through the target language

Three decorative icons at the bottom: a green flower, a pink starburst, and a yellow sun.

- Smaoinigh ar scannán nó téacs amhairc amháin a dhírigh ar chultúr na sprioctheanga.
- Cén tionchar a bhí ag an téacs sin ar do chuid scoláirí?





- Éistfimid anois le dhá pháirtí fuaime, agus tugaimid cuireadh duit machnamh a dhéanamh ar:
- Cad iad na deiseanna agus na dúshláin a bhaineann le scannáin a iniúchadh i do sheomra ranga MFL?



Student Testimony



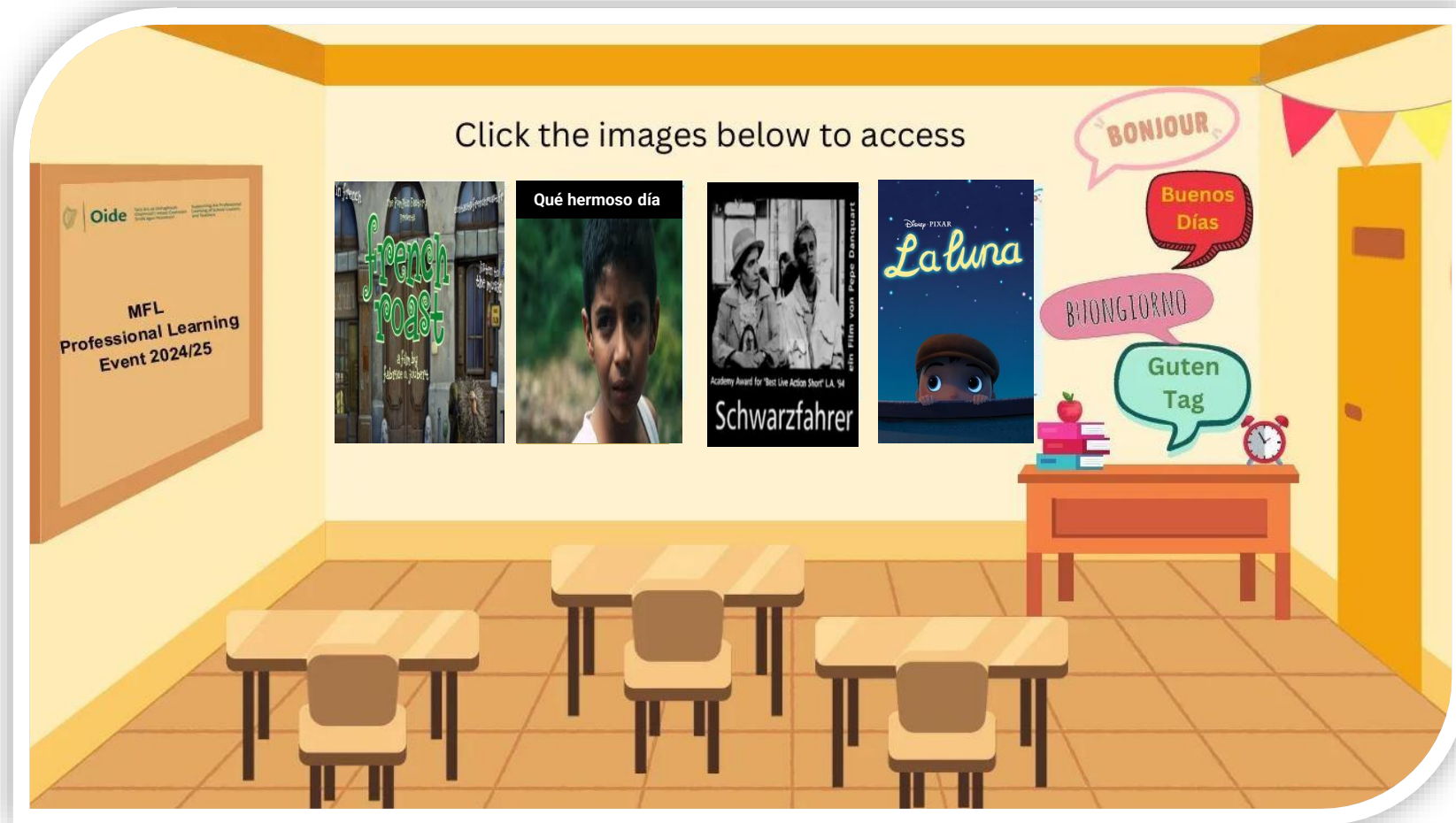
Teacher Testimony



# Spríoctheanga agus 'Gearrscannán'

Féach ar an ngearrscannán a bhaineann le do spríoctheanga

<https://tinyurl.com/4tvx8p9y>





Qué hermoso día

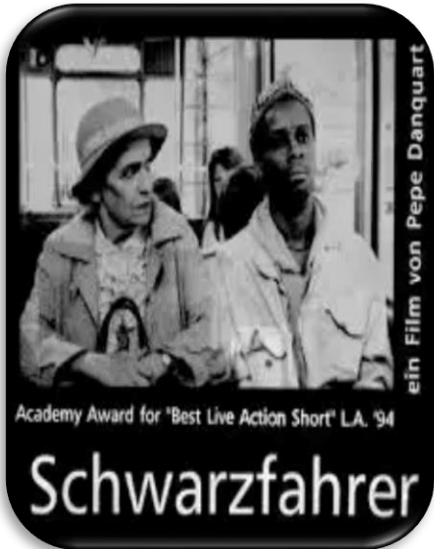


**Ar an gcéad dul síos...** Féach ar an ngearrscannán a bhaineann le spríoctheanga

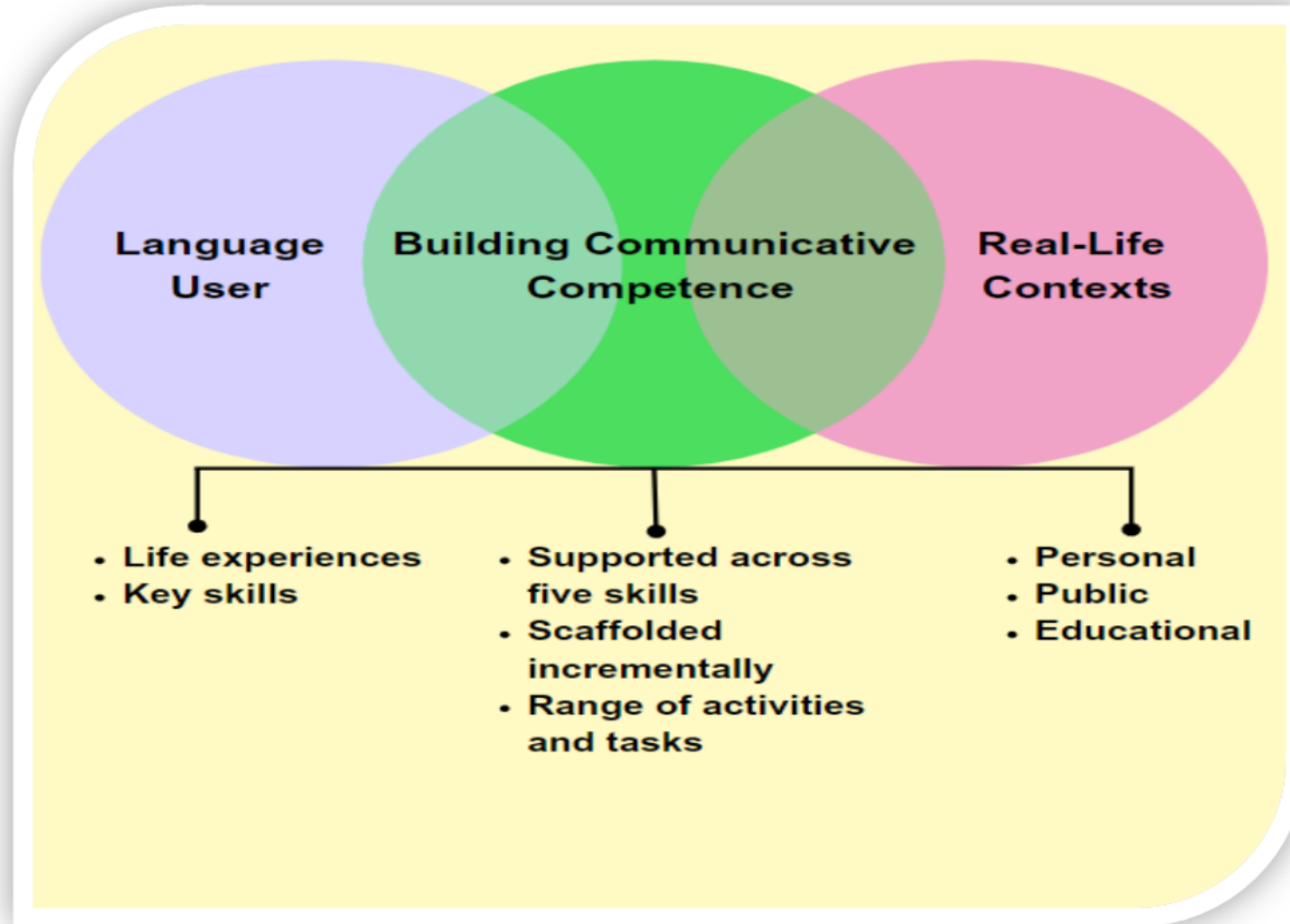
**Ar Aghaidh... *Plé Grúpa***

**Smaoinigh ar:**

- Conas is féidir an scannán seo a úsáid chun daltaí a mhealladh i spriocúsáid teanga, agus cad iad na gníomhaíochtaí a d'fhéadfaí a dhearadh timpeall air chun tacú le foghlaim teanga?
- Ar thug aon duine faoi deara iompar cultúrtha ar leith a d'fhéadfadh a bheith mar phointí plé sa rang?



**Ar deireadh...** Cruthaigh gníomhaíocht amháin do do dhaltaí ag baint úsáide as gearrscannán mar spreagadh, roinn leis an seomra.



Adapted from Junior Cycle MFL Specification (2016)



# Taithí Real-World: Féile Scannán Scoile

**Tasc Scéil:** Bíonn daltaí na Sraithe Sóisearaí páirteach i bhféile scannán idirnáisiúnta bhliantúil ina bpobal scoile.

- Comhoibríonn na mic léinn chun an fhéile a chur chun cinn, ag úsáid an sprioctheanga agus an chultúir.
- Téann an scoláire i mbun tascanna teanga-bhunaithe chun an t-imeacht a chur chun cinn.



INTERNATIONAL  
FILM FESTIVAL  
ROTTERDAM



Cork  
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Modern Foreign Language Expanded

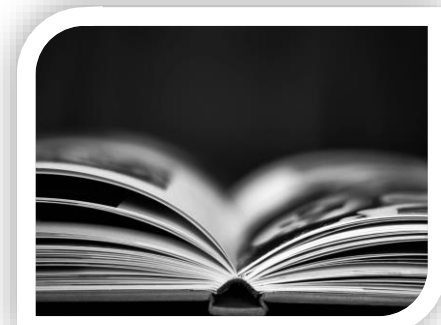




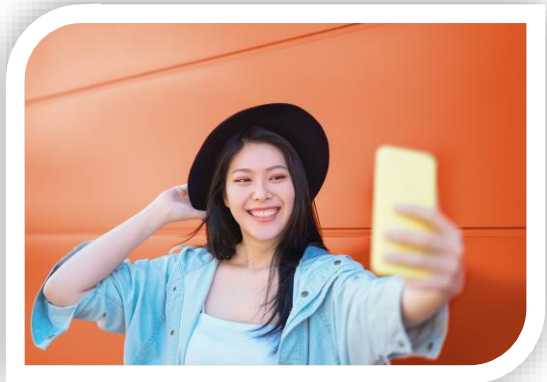
Póstaeir scannáin ilteangacha a chruthú (sa sprioctheanga)



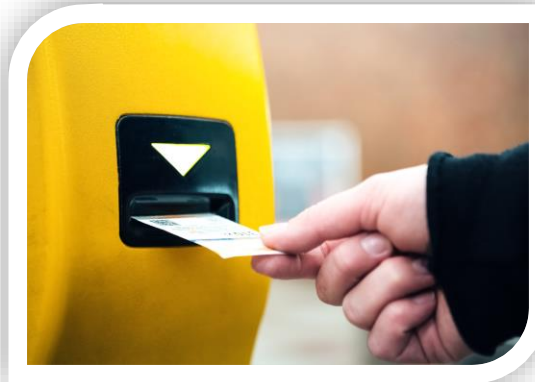
Fógra raidió a scríobh agus a thaifeadadh sa sprioctheanga



Cruthaigh Clár Féile sa Sprioctheanga



An fhéile a chur chun cinn ar na meáin shóisialta (sa sprioctheanga)



Ticéid agus cuirí a dhearadh agus a dháileadh sa sprioctheanga



Ullmhaigh treoir féile le fíricí spráíúla faoin spriocchultúr



# An Fíorshaol a Mheas Trí Scannán

‘What people are looking for is a message that they belong. Every time you see yourself, it’s a message that you matter, that you’re part of the national story.’



Ina n-aonar, tóg nóiméad  
chun machnamh a  
dhéanamh ar an gcaoi ar  
chuireann scannáin le do  
mheas agus a spreagann  
siad do spéis sa  
sprioctheanga agus sa  
chultúr



Riz Ahmed

# Éagsúlacht chultúrtha a chur chun cinn trí scannáin

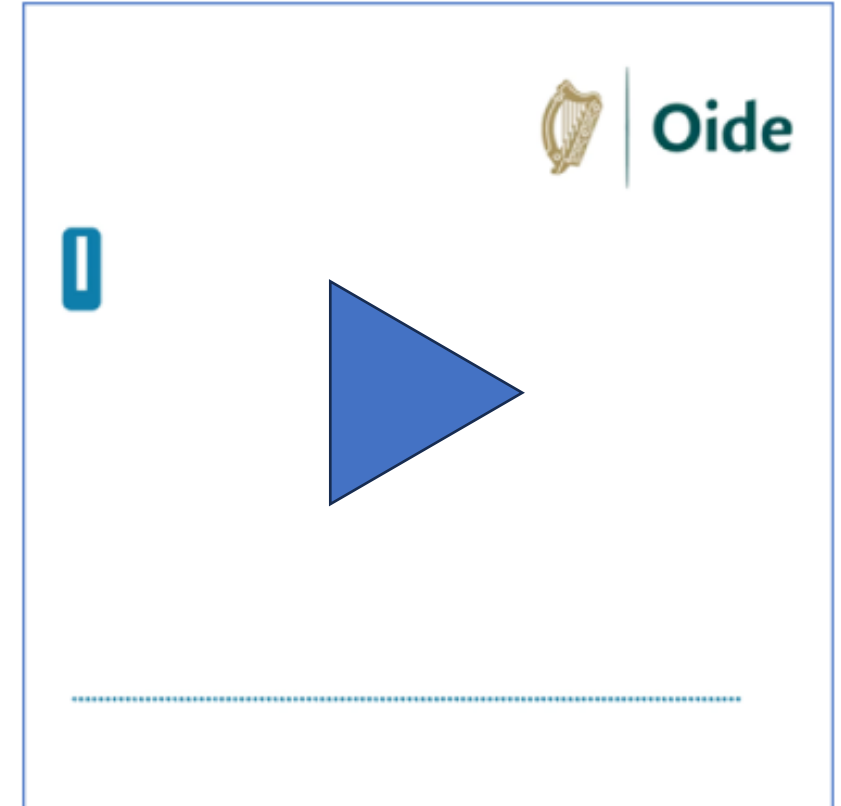


Oide



Alicia McGivern  
Head of Education, IFI

Stop agus  
scríobh!



**Agus tú ag éisteacht, smaoinigh ar cad a bhuaileann tú**



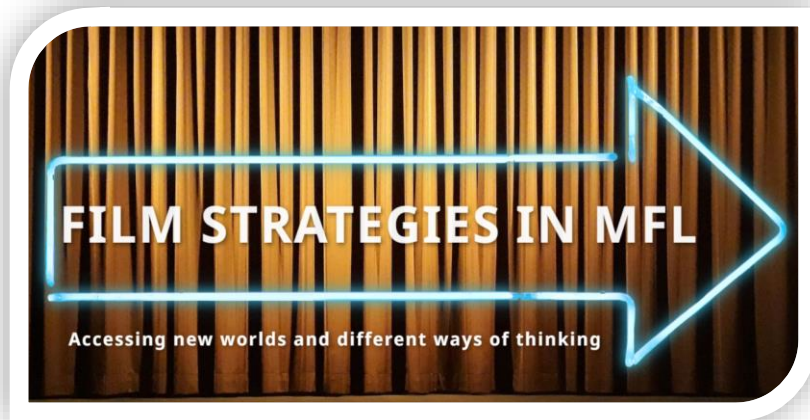
- Cad iad na buntáistí a bhaineann le foghlaimeoirí agus iad ag iniúchadh scannáin sa seomra ranga MFL chun tacú lena rochtain ar shaol nua agus ar bhealaí smaointeoireachta éagsúla?



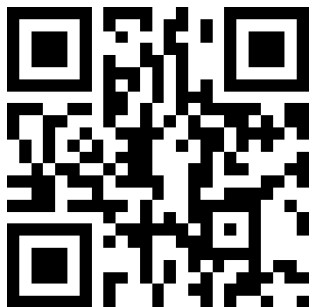
# Iniúchadh a Dhéanamh ar an gCur Chuige i Leith Scannán sa MFL



Oide



<https://tinyurl.com/film2425>



**Céim 1:** Smaoinigh ar an raon straitéisí ar an Genially.

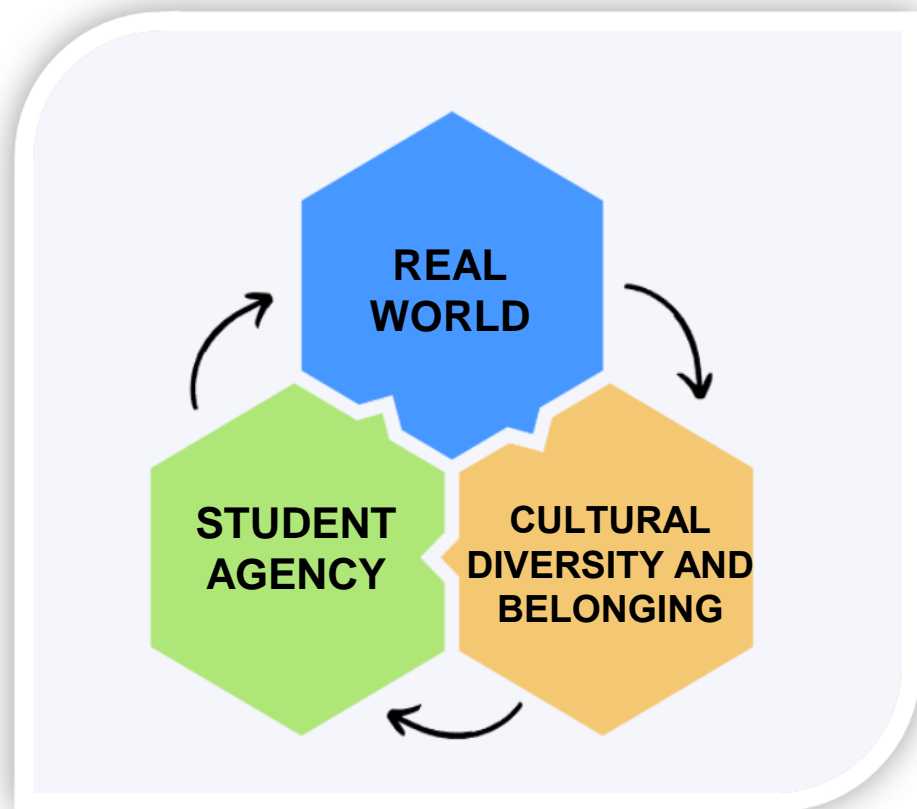
**Céim 2:** Cén straitéis is mó a bhfuil suim agat ann?

**Céim 3:** Conas a d'fhéadfaí é seo a chur i bhfeidhm ar chomhthéacs do sheomra ranga chun éagsúlacht chultúrtha a thuiscint?

Pléigh le do ghrúpa.



## Ár Rún Foghlama Inniu...



... eispéiris foghlama san fhíorshaol a fhorbairt a thuilleadh tríd an sprioctheanga, agus gníomhaireacht agus muintearas na mac léinn á chothú, agus aird á tabhairt ar éagsúlacht chultúrtha ag an am céanna.



## Na Chéad Chéimeanna Eile

---

Ag smaoineamh ar na heispéiris foghlama fíor-dhomhanda sa lá atá inniu ann:

- Cén tionchar atá aige seo ar na gníomhaíochtaí atá ar siúl i do sheomra ranga?
- Ag bogadh ar aghaidh, cad é do thosaíocht?

Stop agus scríobh!



<https://tinyurl.com/mflfilm3>



## Padlet na nAcmhainní

---

Scan an cód QR nó lean an nasc seo:

<https://tinyurl.com/MFL2425>





# Aiseolas

---

- Is mór againn d'aiseolas ar an lá agus ar do riachtanais tacaíochta amach anseo. Lean an nasc thíos agus comhlánaigh an fhoirm aiseolais.



- Logáil

isteach: <https://registration.oide.ie/feedback>.



*'It was then that I first felt a deep **curiosity** about **language** and understood it as a tool that encompasses both a single moment and eternity.'*

Banana Yoshimoto

*'Ba ansin a mhothaigh mé fiosracht dhomhain faoin teanga ar dtús agus thuig mé í mar uirlis a chuimsíonn nóiméad amháin agus síoraíocht.'*

Banana Yoshimoto



# Tacaíochtaí Breise



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Míle buíochas!

Danke | Gracias | Grazie | Merci



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