

Junior Certificate School Programme



Language Learning Journal



An Roinn Oideachais
Department of Education



Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí



Junior
Certificate
School
Programme

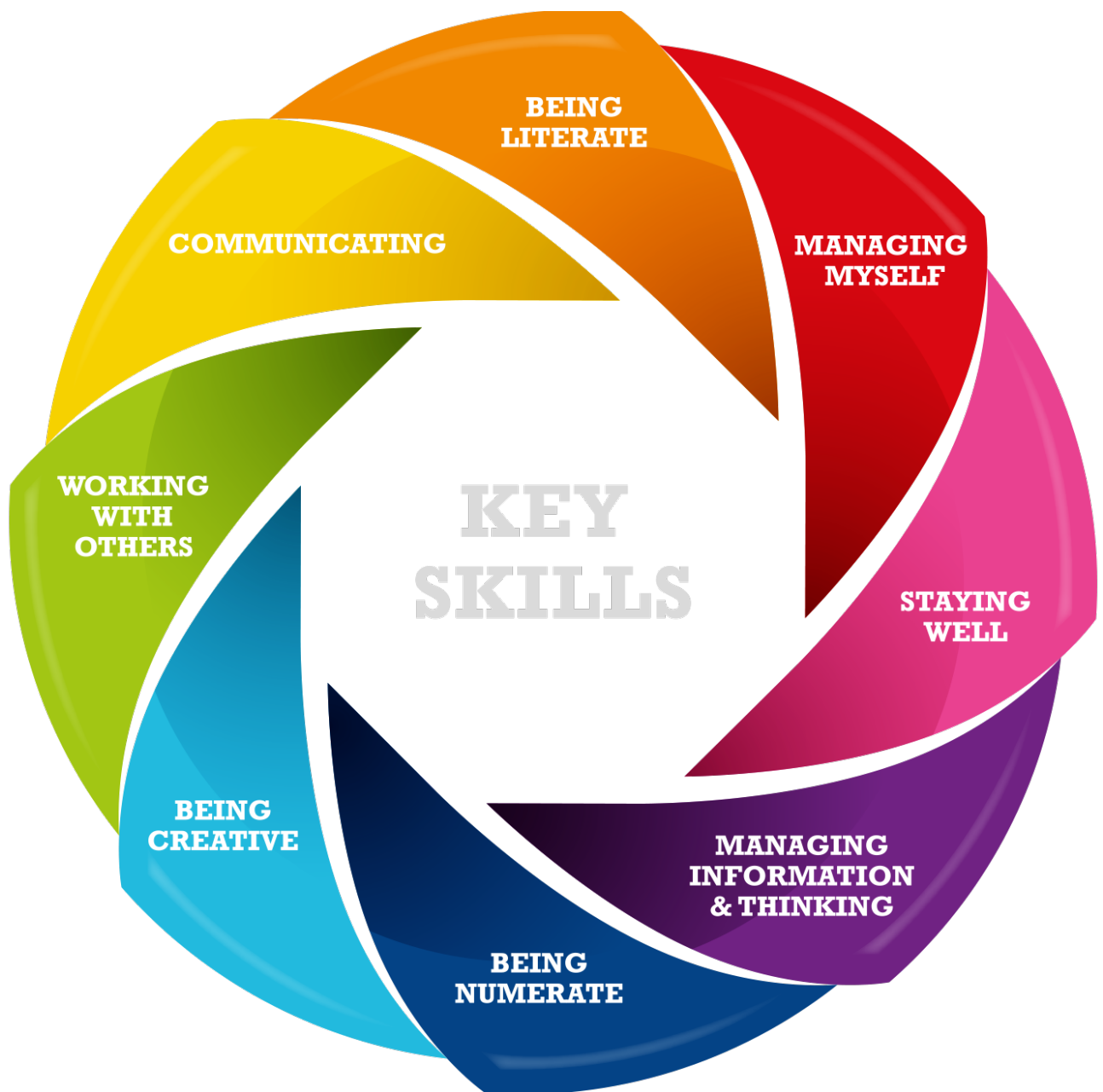
**PDST JCSP
Language Learning
Journal**

Introduction

Write down three reasons why it might be useful to learn a foreign language.

Can you think of three challenges that you might encounter when learning a language? Write these down.

You will already recognise some French words that we use in English. Some examples are *café*, *gâteau* and *magnificent*. Can you think of any other words? Write these down.



When you are learning French, you will have an opportunity to develop all of the key skills of Junior Cycle listed above. Some ways that you might develop these skills are:

(Adapted from Junior Cycle MFL Specification, NCCA)

Communicating

- Interacting with others by speaking French
- Making presentations in French
- Using written language to communicate in French

Being Literate

- Developing your French oral language skills.

- Expressing your ideas clearly in French.
 - Reading texts in French and understanding these.
-

Being Numerate

- Seeing patterns and trends with verb patterns and other grammar points.
 - Using digital technology to support your French learning.
 - Investigating and researching to complete French learning tasks.
-

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Being Creative

- Using your imagination to complete French language tasks.
 - Using creative ways to support your French language learning, such as songs or drawing.
 - Implementing your ideas to complete French language tasks.
-

Staying Well

- Being positive about your French learning.
 - Reflecting on ways to progress your French learning.
 - Staying safe when using the internet to support your French learning.
-

Managing Information and Thinking

- Thinking creatively and critically when completing French tasks
 - Reflecting on my French learning and considering how I can improve my learning
 - Being curious with my language learning
-

Managing Myself

- Knowing your strengths with language learning.
 - Setting goals to progress your French learning.
 - Taking ownership for your French language learning.
-

Working with others

- Collaborating with others on areas to support your language learning.
- Recognising that your classmates can help you with your language learning.
- Respecting others and differences when working with others.

Reflecting on my learning

Statement	Disagree	Sometimes	Agree
I believe that I can learn a lot.			
I learn a lot in class.			
My teacher believes that I can learn a lot.			
I find it hard when students look at my French work.			
My classmates help me learn French.			
When I work hard I get smarter.			
My teacher helps me learn.			
I enjoy helping other students learn French.			

Adapted from: Embedding Formative Assessment, Dylan Wiliam, Siobhán Leahy

Oral Presentation Rubric

Developing oral skills are extremely important when learning a new language. Remember, the more frequently you actively develop your speaking skills, the quicker you will improve them. The rubric below may help you to reflect on your oral communication skills. This sample rubric is designed to support possible oral presentations that you may be giving.

	Clarity	Pronunciation and intonation	Fluency	Range of language used and information given
0-5	My classmates/ teacher don't understand me.	I pronounce silent letters (such as -ent at the end of a verb conjugation) and I don't make enough effort to engage with the French accent.	I keep pausing. There are long blanks and I struggle to finish my sentences.	I only give one piece of information and I use basic vocabulary.
5-10	I speak quite quickly and I can be difficult to understand at times.	I make a number of pronunciation mistakes, but people can still understand me.	I have a few gaps and a few unnatural pauses.	I give two pieces of information and I use a variety of vocabulary.

10-15	The teacher/ audience understands me almost all the time.	I make few pronunciation mistakes and my intonation was accurate most of the time.	I speak fairly smoothly overall.	I give three pieces of different Information. I use lots of different vocabulary.
15-20	The teacher/ audience understands me all the time.	My vowel sounds are nice and open. I do not pronounce silent letters. I pronounce the liaison. My intonation is accurate.	I have a smooth delivery. I hardly pause without prompts.	I provide more than three different pieces of varied Information. I use a wide variety of vocabulary and try to include new phrases in my speaking.

Take some time to consider the areas where you have strengths in and the areas you would like to improve on from the rubric above.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve in these areas:

Oral Interaction Rubric

When learning a language, you will have opportunities to interact with other people, such as a peer or a group. This is a very exciting way to showcase your language skills, such as pronunciation and vocabulary knowledge! Look at the sample rubric below and reflect on your oral interaction skills.

	Responding to questions	Asking others questions	Communicating	Fluency
1-5	I don't understand the questions that my peers ask me. I therefore struggle to answer these questions.	I don't ask my peers any other questions.	My peers don't understand me. I don't speak very clearly and I make lots of pronunciation errors.	I keep pausing. I find it difficult to create sentences and remember important vocabulary and phrases.
5-10	I successfully respond to one question. I don't understand the other questions asked and I don't ask for clarification, or request that they repeat the question.	I ask my peers one other question.	My body language isn't very confident; I slouch or I fidget. My peers understand more than half of my interaction but I struggle with intonation and pronunciation.	I have a few gaps and a few unnatural pauses. Most of my sentences make sense.
10-15	I successfully respond to two or more questions asked.	I ask my peer two or more questions.	My peers understand the majority of my conversation. I use gestures and positive body language to support my speaking. My pronunciation and intonation is correct most of the time.	I speak fairly smoothly overall. My speech flows well.
15-20	I successfully respond to two or more questions asked. When I respond, I show a genuine interest in the question and give relevant information in my answer.	I show a genuine interest in my peer's conversation and I ask two or more questions.	My peers understand all of my conversation and I use positive body language throughout it. My pronunciation is excellent and I do not pronounce silent letters. My intonation is accurate.	I speak very smoothly and at a good pace. I do not pause without prompts.

Take some time to consider the areas where you would like to improve on from the rubric.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve:

Group Work Skills Rubric

Having good group-work skills is very important when learning a language. Reflect on the rubric below and identify your strengths, and areas for improvement. When you have completed this, complete the table below.

	Listening	Communicating	Cooperation	Showing Respect
0-5	I don't listen attentively to my peers.	I don't express my ideas well. I may not speak clearly or I may speak over other people.	I don't work very well with the group. I may not do my share of the work.	I may unfairly criticise someone in my group.
5-10	I have to be prompted once or twice to listen attentively to my peers.	I explain my ideas relatively well, although I should provide more information or be more persuasive.	I work fairly well with the group. I may have to be reminded to do my share of the work.	I value some ideas of my peers, although I may be unfairly critical of my peers once or twice.
10-15	I listen attentively to my peers, although I have to be prompted to keep listening once.	I make a number of contributions to the group. I speak clearly and I articulate my reasoning for my ideas well.	I have a reasonable idea of my role within the group and I ensure that I complete this role and do my fair share of the work.	I value the ideas of my peers. When required, I ensure that I criticise ideas, not people.
15-20	I listen attentively to my peers and use what I hear to work with others to improve and enhance our project.	I make numerous contributions to the group. I articulate these clearly and actively seek feedback from the group on these ideas, and I act on the feedback.	I have a clear idea of my role in the group and I ensure that I complete this role and do my fair share of the work. I also offer to help other people in the group.	I value and respect the ideas of my peers. I provide fair, clear and balanced feedback on these ideas and I devise and offer solutions to any criticisms.

Take some time to consider the areas where you would like to improve on from the rubric.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve:

Reading Tasks

Statement	Agree	Disagree	Sometimes
Before I begin reading, I read the title. I consider if I have any understanding of the theme and I make predictions about what will happen in the text.			
I read the text. When I encounter new vocabulary, I try to make sense of it by considering if it is similar to another English or French word. For example, if I struggle to understand the word 'malheureux', I might consider that 'mal' means 'bad' and use this to help me understand the word. I also reread the sentence or phrase to guess the meaning of the word. If I still struggle to understand the vocabulary, I will use a dictionary or ask a peer for support.			
I make a note of new vocabulary words or phrases that I would like to learn. I add these to my dictionary at the back of this section.			
At the end of each section in the text, I consider making a short summary of the section in my own words. This can help me make sense of the text.			
If I am answering questions about the reading comprehension, I read them carefully. I underline key terms in the question..			
I remember that if the question is asked in French, I am expected to answer in French. Similarly, if the question is asked in English, I am expected to answer in English.			
I am careful to give only the information required by the question in my answer. I carefully reread my answer to ensure that it answers the question asked			

Take some time to consider the areas that you are skilled in and areas where you would like to improve on from the rubric.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve:

Writing Skills

Completing writing tasks in French is a wonderful way to use your knowledge of grammar, use new vocabulary and use new vocabulary and phrases. Reflect on the table below and tick whether you agree, disagree or sometimes complete the statement.

Statement	Agree	Disagree	Sometimes
I ensure that I clearly understand the task.			
I independently make efforts to engage with new vocabulary, such as using my knowledge of the rest of the sentence/ phrase to infer the meaning of the word, using a dictionary or asking a peer.			
Before I start writing, I brainstorm ideas, useful vocabulary and phrases, research information if required and organise my ideas..			
I engage with my peers to brainstorm ideas.I revisit the task to make sure that my ideas are relevant.			
I understand that I may need to use vocabulary that I am unfamiliar with. I know how to source this vocabulary, such as using a dictionary or asking a peer.			
When I am writing I remember to use paragraphs and I make an effort to write neatly.			
When I am finished writing, I review my draft. I pay attention to the organisation of my ideas and I check that they are relevant to the task. I make notes of areas to improve and areas where I might include additional information or exclude irrelevant information.			
I then review my draft and pay attention to my spelling, grammar, punctuation and vocabulary. I pay attention to areas such as verb endings, verb tenses and adjective and article agreement.			
I consider asking a peer to review my work and offer feedback.			
When I have completed this, I rewrite my draft to incorporate the feedback and changes.			

Take some time to consider the areas that you are skilled in and areas where you would like to improve on from the rubric. Complete the table below.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve:

Aural (Listening) Skills

Here are some statements that may help you to reflect on your listening skills. Reflect on the table below and tick whether you agree, disagree or sometimes complete the statement.

Statement	Agree	Disagree	Sometimes
Before I commence a listening task, I try to predict what may be discussed. For example, if I know that the listening task is about a French person speaking about their family, I may predict that they will discuss their parents and whether or not they have brothers or sisters.			
When I have made my prediction, I try to listen for key words or phrases. Like the example above, I might try to listen out for phrases such as “mes parents,” “ma soeur” or “mon frère.”			
When I have finished listening to the task, I consider writing down two of three key points summarising what I have just heard.			
If I have questions to complete based on the listening task, I read them carefully before I begin listening. These can help to give me clues about the listening task and can also help me in making predictions about the content.			
When I am listening to the task, I listen to the background of the passage and not just the punchline. This can help me pick up valuable information which can help me understand the rest of the passage.			
I reflect on my answers. For example if the question is about the date of an event, I know that a possible answer should include a number.			

Take some time to consider the areas that you are skilled in and areas where you would like to improve on from the rubric.

The area(s) I am skilled in:	The area(s) I would like to improve on:	Ways that I can improve:

Extra Challenges

If you finish a task early, here are some ideas of additional activities to complete to support your French learning. Remember, you should try to devise other activities that you can complete in these situations.

Vocabulary	Use the look/ see/ cover/ write/ check strategy to learn four challenging words or phrases from this unit.	Write new sentences using four challenging words or phrases from this unit.	Identify five words or phrases from the unit texts and look up their translation in a dictionary.
Reading	Pick a French article and read this quietly. Write down four new words from it.	Pick a French flyer and read this quietly. Write down four new words from it.	Pick a French magazine and read this quietly. Write down four new words from it.
Grammar	Spot five adjectives in the unit and state if they are masculine, feminine or plural or use these adjectives to form sentences about my family.	Brainstorm as many different articles as you can and use these in a sentence.	Select three sentences from your homework in this learning unit and rewrite them in the negative.
General Knowledge	Name at least five French countries where French is spoken.	Name a French speaking celebrity and write at least three facts about them in French.	Name a French celebration or tradition and find out at least three facts about this,
Peer Learning	Help a friend who is finding part of today's lesson challenging. You are allowed to give clues, not answers!	Prepare three lessons on today's lesson and ask another student who is finished.	Write down three statements in relation to today's lesson; two true, one false. Ask another student to spot the false statement.

Speaking	Write three questions to ask another student about a subject. Ask the student these questions and ask them to ask you similar questions.	Write down at least three questions to ask another student, using at least four different verbs. Ask the student these questions and ask them to ask you similar questions.	Prepare a short weather forecast and include two false statements. Present this to another student and ask them to spot the false statements.
Listening	Listen to French music online and make a note of at least four pieces of new vocabulary that you hear. Look up the meaning of the vocabulary in the dictionary.	Listen to a listening piece and write suggestions of possible words or phrases that could come next.	Listen to a short listening piece and write down as many words as you can remember. Listen to the text again and then try to rewrite the listening text.

September

My language learning goals:

1.	<p>My goal is</p> <p>.....</p> <p>.....</p> <p>I will achieve this by</p> <p>.....</p> <p>.....</p>
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Peer Observation Sheet

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Peer's comments:
My reflections after reading my peer's comments and/or talking through the observation:
What I will do next:

Some methods that I used to learn vocabulary this month included:

1.

2.

3.

Which method was the most effective? Why?

Which method was least effective? Why?

What was the most interesting piece of vocabulary or phrase that you learned this month? Why did you find this word or phrase interesting?

Reflecting On My Learning

After each lesson, please complete one of the questions below. Remember to include the date of the lesson when answering a question.

What were the main ideas that you learned today or that we discussed in class today?

What questions do you have about a topic we covered in class today (such as a grammar point?)

Describe a mistake or a misconception that you or a classmate had in class today. What did you learn from this mistake or misconception?

How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?

Describe in detail how someone else in the class approached a challenging task. How is their approach similar or different to the way you approached the task?

Which new vocabulary or phrases were introduced today? What do you believe each word or phase means? Give an example or picture of each word.

What was a point of French language discussion in class today? What did you learn from the discussion?

How is learning a foreign language similar or different to learning your first language?

Adapted from Visible Learning Feedback by John Hattie and Shirley Clarke

October

My language learning goals:

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What questions do you have about a topic we covered in class today (such as a grammar point?)

Describe a mistake or a misconception that you or a classmate had in class today. What did you learn from this mistake or misconception?

How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?

Describe in detail how someone else in the class approached a challenging task. How is their approach similar or different to the way you approached the task?

Which new vocabulary or phrases were introduced today? What do you believe each word or phase means? Give an example or picture of each word.

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How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?
Describe in detail how someone else in the class approached a challenging task. How is their approach similar or different to the way you approached the task?

Which new vocabulary or phrases were introduced today? What do you believe each word or phrase means? Give an example or picture of each word.

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How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?
Describe in detail how someone else in the class approached a challenging task. How is their approach similar or different to the way you approached the task?

Which new vocabulary or phrases were introduced today? What do you believe each word or phase means? Give an example or picture of each word.

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Reflecting On My Learning

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How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?
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Some methods that I used to learn vocabulary this month included:

1.

2.

3.

Which method was the most effective? Why?

Which method was least effective? Why?

What was the most interesting piece of vocabulary or phrase that you learned this month? Why did you find this word or phrase interesting?

Reflecting On My Learning

After each lesson, please complete one of the questions below. Remember to include the date of the lesson when answering a question.

What were the main ideas that you learned today or that we discussed in class today?

What questions do you have about a topic we covered in class today (such as a grammar point?)

Describe a mistake or a misconception that you or a classmate had in class today. What did you learn from this mistake or misconception?

How did you or your group approach today's tasks? Was your approach successful? What did you learn from your approach?

Describe in detail how someone else in the class approached a challenging task. How is their approach similar or different to the way you approached the task?

Which new vocabulary or phrases were introduced today? What do you believe each word or phrase means? Give an example or picture of each word.

What was a point of French language discussion in class today? What did you learn from the discussion?

How is learning a foreign language similar or different to learning your first language?

Adapted from Visible Learning Feedback by John Hattie and Shirley Clarke

April

My language learning goals:

<p>1.</p>	<p>My goal is</p> <p>.....</p> <p>.....</p> <p>I will achieve this by</p> <p>.....</p> <p>.....</p>
<p>2.</p>	<p>My goal is</p> <p>.....</p> <p>.....</p> <p>I will achieve this by</p> <p>.....</p> <p>.....</p>
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Area of language learning	Key areas covered:	What worked well? What can I improve? How can I improve it?
Reading		
Writing		
Listening		
Speaking (Spoken Production)		
Speaking (Spoken Interaction)		

Peer Observation Sheet

Date of observation activity:
Peer's name:
Technique to be observed:
What I want my peer to comment on:
Peer's comments:
My reflections after reading my peer's comments and/or talking through the observation:
What I will do next:

Adapted from: Embedding Formative Assessment, Dylan Wiliam, Siobhán Leahy

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May

My language learning goals:

1.	<p>My goal is</p> <p>.....</p> <p>.....</p> <p>I will achieve this by</p> <p>.....</p> <p>.....</p>
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