Junior Cycle

SHORT COURSE

in MFL Language & Culture

JCSC **MFL**

Language & Culture

Learning Journal

Post-Primary **Languages** Initiative

Junior Cycle Short Course in MFL Language & Culture

Introduction

This (Target Language) learning journal is part of the Junior Cycle Short Course in (the target language). It is a resource for students:

- to reflect on and record their learning
- to gather and present evidence of their learning

The journal is made up of four sections which reflect the four strands of the course:

- Oral Communicative Competence: communicating as a listener and speaker
- Written Communicative Competence: communicating as a reader and a writer
- Reflecting on (Target Language) culture and how I relate to it: Students learn to appreciate and respect cultural difference both within (Target Language) culture and other cultures (intercultural awareness)
- Reflecting on how (Target Language) works and how I learn: Students learn to reflect on the language they know, on how (Target Language) works and what strategies help them in their language learning (language awareness)

Each entry in the journal:

- corresponds to a specific course learning outcome
- mirrors one of the can-do descriptors found in the self-assessment checklists

As a student in this course, you should complete the journal according to your progression through the different parts of the course. After receiving guidance on the use of the journal from your teacher you will be able to complete the different entries by yourself or collaboratively. Reflecting on and recording your learning in the journal helps you carry out self-assessment and will help you complete the corresponding can-do descriptors found in this course Self-assessment Checklists document.

This is your own personal learning journal for (Target Language). As you progress through the course the journal will reflect your learning as well as your own preferences regarding this new language and culture. These are documented through the links provided to samples of your work as well as through your descriptions, comments and reflections. Together with the self-assessment checklists, the learning journal can help you identify and document your greatest strengths as well as the areas which you still need to improve. The Learning Journal will be submitted as part of you assessment at the end of the course.

Note:

This document presents the content and general format of the Learning Journal. It does not however reflect the final formatting of the document in that the final version developed by schools should allow multiple entry dates for each learning outcome, allowing progression to be recorded over time, if applicable, or different entries for a particular date. The final Learning Journal will therefore not be limited to one page per section (sub-strand). This learning journal is intended as a guideline and can be adapted as an e-Portfolio by schools.

STRAND 1:   ORAL COMMUNICATIVE COMPETENCE

Communicating in (Target Language)

1.   Listening

1.1   I am developing my listening skills in (Target Language) through listening to my teacher, peers or other (Target Language) speakers or by listening to audio or video recordings or programmes.
These are my comments and reflections on what I enjoy and what I am good at when I listen to people speaking (Target Language), also what I find more challenging and what helps me to improve my listening skills.

Date

1.2   I have developed my listening skills in (Target Language) Here are some links to audio or video files or some listening activities I have been involved in.

Date	Link, if available, or activity	My comments

1.3 I have received feedback about my listening skills in (Target Language) from peers, teacher(s) or other people. I can recognise opportunities for improvement and set goals for further learning. These are examples of the feedback I received and some of the goals I am setting for myself.

Date	Link, if available. Context and feedback	My comments
| |		
| |		
| |		
| |		
| |		

2. READING

2.1 I am developing my reading skills in (Target Language) through reading words and exploring different simple everyday texts I come across, including on SMS, social media and websites. These are my comments and reflections on what I enjoy and what I am good at when I read in (Target Language), also what I find more challenging and what helps me to improve my reading skills.

Date	
| |	
| |	
| |	
| |	
| |	

2.2 I have developed my reading skills in (Target Language). Here are some links to files or some activities I have been involved in in (Target Language), my comments about them and about how I know my reading skills are improving.

Date	Link, if available. Context and feedback	My comments

2.3 I have received feedback about my reading skills in (Target Language) from peers, teacher(s) or other people. I can recognise opportunities for improvement and set goals for further learning. These are examples of the feedback I received and some of the goals I am setting for myself.

Date	Link, if available. Context and feedback	My comments

3. SPOKEN INTERACTION

3.1 I am developing my spoken interaction skills in (Target Language) through responding to people's questions and asking them questions and through taking part in very simple conversations in person or online. These are my comments and reflections on what I enjoy and what I am good at when I interact with people orally in (Target Language), also what I find more challenging and what helps me to improve my (Target Language) spoken interaction skills.

Date

3.2 I have developed my spoken interaction skills in (Target Language). Here are some links to audio or video files showing examples of the interactions I have been involved in in (Target Language), my comments about them and about how I know my spoken interaction skills are improving.

Date	Link, if available. Context and feedback	My comments

3.3   I have received feedback about my oral interaction skills in (Target Language) from peers, teacher(s) or other people. I can recognise opportunities for improvement and set goals for further learning. These are examples of the feedback I received and some of the goals I am setting for myself.

Date	Link, if available. Context and feedback	My comments

4.   SPOKEN PRODUCTION

4.1   I am developing my spoken production skills in (Target Language) through presenting simple information in (Target Language) or through reciting a text. These are my comments and reflections on what I enjoy and what I am good at when I present orally to people in (Target Language), also what I find more challenging and what helps me to improve my (Target Language) spoken production skills.

Date	

4.2 I have developed my spoken production skills in (Target Language). Here are some links to audio or video files of oral presentation activities I have been involved in in (Target Language), my comments about them and about how I know my spoken production skills are improving.

Date	Link, if available, or activity	My comments

4.3 I have received feedback about my spoken production skills in (Target Language) from peers, teacher(s) or other people. I can recognise opportunities for improvement and set goals for further learning. These are examples of the feedback I received and some of the goals I am setting for myself.

Date	Link, if available. Context and feedback	My comments

5. Writing

5.1 I am developing my writing skills in (Target Language) through practicing writing simple words and phrases, writing simple greeting cards, captions for visual or video material or engaging in very simple correspondence, including by SMS and online. These are my comments and reflections on what I enjoy and what I am good at when I write in (Target Language), also what I find more challenging and what helps me to improve my writing skills.

Date

5.2 I have developed my writing skills in (Target Language). Here are some links to files of my written production or some writing tasks or activities I have been involved in in (Target Language), my comments about them and about how I know my writing skills are improving.

Date	Link, if available, or activity	My comments

5.3 I have received feedback about my writing skills in (Target Language) from peers, teacher(s) or other people. I can recognise opportunities for improvement and set goals for further learning. These are examples of the feedback I received and some of the goals I am setting for myself.

Date	Link, if available. Context and feedback	My comments

STRAND 2: INTERCULTURAL AWARENESS

Reflecting on (Target Language) culture and how I relate to it

1. Stereotypes, perceptions and representations

1.1   I have identified stereotypes about (Target Language) speaking countries and people which I myself had when I started this course. These were my main stereotypes:

Date

1.2   And I have come across other commonly held stereotypes about (Target Language) speaking countries and people.

Date

JCSC
MFL

1.3 have investigated where my stereotypes about (Target Language) speaking countries and people and other commonly held stereotypes, come from. These are the main sources:

Date

1.4 I have reflected on a particular view held by people about (TL countries) and distinguished between what is an opinion and what is a fact. This is the particular view and related opinions and facts:

Date

1.5 I have also explored the differences between opinion and fact in relation to a commonly held view about Ireland by people in (TL countries).

Date

1.6 I have reflected on how my perceptions, representations and feelings about (Target Language) speaking countries and people have evolved during the course. These are some of the changes

Date	BEFORE….	NOW….

2. TL country/ countries and my own country: key facts and features

2.1 I have identified similarities and differences between (TL country/ies) and my own country in relation to general facts and features. These are some important ones:

Date

2.2 I have investigated links between (TL country/ies) and my own countries. These are some of those links:

Date

2.3 I have compared and contrasted similarities and differences in relation to key facts and features between (TL country/ies) and my own country in one specific area of interest. These are my observations:

Date   Areas of interest:

2.4 I have presented similarities and differences in relation to key facts and features or links between (TL country/ies) and my own country in one specific area of interest I have. These are some details about my presentation:

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

Date

Area of interest

Link where presentation can be accessed

Context

Personal comments or feedback from others about the presentation

JCSC
MFL

3. People and daily life: (target language country) and my own country

3.1 I have identified similarities and differences in relation to particular features of people and daily life between (TL country/ies) and my own country. I have also identified diversity within (TL country/ies), such as eating habits, daily routine, socialising or school life. These are the examples I find the most interesting:

Date   Similarities and differences between (TL country)) and Ireland regarding people and daily life

Date	Similarities and differences between (TL country)) and Ireland regarding people and daily life

3.2 I have compared and contrasted similarities and differences in relation to one specific feature of people and daily life between (TL country/ies) and my own country. This is what I have discovered:

Date

Date	

3.3 I have examined underlying beliefs, attitudes and values which explain a particular custom or tradition in (TL country/ies) in comparison to my own country. This is what I have learnt:

Date

3.4 Looking at a particular behaviour or attitude encountered among people in (TL country/ies) this is how I think it can be explained:

Date

4.   People from (TL country/ies) and I

4.1   These are my opportunities and personal motivation to meet (Target Language) speaking people in my community, abroad or through digital media.

Date   Opportunities and motivation:

4.2   When I meet someone/people from (TL country/ies I can explore similarities and differences in relation to one particular custom or behaviour. This is what I observed or discussed:

Date   Custom or behaviour:

4.3 I have explained a difference between my own and someone else's custom or behaviour. This is my explanation:

Date

4.4 This is one particular cultural difference in custom or behaviour from a (TY country?ies) which I would either embrace or feel uncomfortable with, and this is why:

Date | Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date | Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date | Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date

Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date

Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date

Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date

Cultural difference in custom or behaviour:

I would .... this cultural difference because:

Date

Cultural difference in custom or behaviour:

I would .... this cultural difference because:

STRAND 3:   LANGUAGE AWARENESS

Reflecting on how (Target Language) works and how I learn

1.   (Target Language) and other languages I know

1.1   Investigating writing systems

What I have discovered about the (Target Language) writing system in comparison to the writing systems in English and other languages I know. Interesting similarities and differences:

Date:

| |	
| |	
| |	
| |	
| |	

–   Investigating SMS language

What I have discovered about the (Target Language) SMS language in comparison with SMS languages used in English and other languages I know. Interesting similarities and differences:

Date:

| |	
| |	
| |	
| |	
| |	

1.2 Investigating sound systems

What I have discovered about the (Target Language) sound system in comparison with sound systems in English and other languages I know. Interesting similarities and differences:

Date:

1.3 Loanwords [and cognates]

Some (Target Language) loanwords I have discovered in English or other languages I know:

Date:

JCSC
MFL

Some loanwords from English or other languages I know I discovered in (Target Language):

Date:

1.4 Comparing and contrasting differences in language in use, such as forms of address naming conventions, variations linked to generation or gender, body language, etc.

What I have discovered about (Target Language) language in use compared to English or other languages I know. Interesting differences:

Date:

2. How (Target Language) works

2.1 / I have discovered some interesting key features of (Target Language) and can
2.2 describe them

Date: • regarding (Target Language) script, including handwriting rules and conventions

Date: • regarding the sound system in (Target Language)

Date:

• regarding word order in (Target Language)

Date:

• regarding .... in (Target Language)

2.3 I have applied language patterns to new language I have used. These are some examples:

Date:	Language pattern	Example

2.4 I have made hypotheses about features of (Target Language). These are some concrete examples:

Date:	Feature	Example

JCSC MFL

3. Enjoying and being creative in (Target Language)

3.1/ I have enjoyed (Target Language)
3.2

My favourite words and phrases in (Target Language)

Date:

What I enjoy most in (Target Language) is:

Date:

I have enjoyed the following pieces which I have heard, read or seen in (Target Language) most:

Date　　　　　　Name

Link to access piece, if available

Personal Comments

Date　　　　　　Name

Link to access piece, if available

Personal Comments

Date　　　　　　Name

Link to access piece, if available

Personal Comments

I have explored patterns and sounds in (Target Language) through songs, raps or chants and linked spellings, sounds and meaning: These are some examples:

Date   Name

Link to access piece, if available

Patterns I discovered and enjoyed

Date   Name

Link to access piece, if available

Patterns I discovered and enjoyed

Date   Name

Link to access piece, if available

Patterns I discovered and enjoyed

3.3 I have expressed myself creatively in (Target Language)

I have prepared the following texts:

Date:	Link to access my work, if available	Name of piece and personal comments

3.4 I have expressed myself creatively in (Target Language) in drama or role plays.

These are examples:

Date:	Link to access my work, if available	Name of piece and personal comments

4.   How I learn languages

4.1,
4.2   I have developed language learning strategies. These are the most successful for me:

Date: • to build up vocabulary and phrase

Date: • when I don't understand what people are saying in (Target Language)

Junior Cycle
SHORT COURSE
in MFL Language & Culture

Date: • to improve my pronunciation in (Target Language)

Date: • when I don't know how to say something

JCSC MFL

Date: • when I try to read something in (Target Language)

Date: • when I want to write something in (Target Language)

4.3   My top language learning tips:

Date:

4.4   This is how I assess my language learning:

Date

Using digital media to explore and communicate in (the target language)

DIGITAL LITERACY

1.   Accessing resources and information

1.1   I have sourced resources and information in (Target Language) and about (Target Language) which I have sourced. These are examples of my favourite resources or information:

Date:	Links	My experience/comments

1.2   I have organised resources to manage my learning in (Target Language) This is what I chose and why:

Date:	Links	My experience/comments

1.3 I have investigated new facts about the (T) language and culture by using digital tools. These are my favourite examples:

Date:	New facts and corresponding links	My experience/comments

1.4 I have evaluated the following resources on the (T) language and culture found in digital media. These are examples of my evaluations:

Date:	Resources/Links	My evaluation/comments

2. Expressing oneself

2.1 I have used the following tools to record myself speaking (Target Language). These are some of my best recordings:

Date:	Links to access my files and brief description of file contents	Recording tools and personal comments
| | |		
| | |		
| | |		
| | |		
| | |		
| | |		

2.2 I have used a (Target Language) keyboard to produce text in (Target Language). These are some details:

Date:	Links to access my files and brief description of contents	Keyboard details and personal comments
| | |		
| | |		
| | |		
| | |		
| | |		
| | |		

2.3 I have used word processing tools to produce, edit, correct and improve my writing in (Target Language). These are some of my best written productions:

Date:	Links to access my creative productions and short descriptions of the production	Digital tools and personal comments about the tool

2.4 I have used digital tools to express myself creatively in (Target Language)
These are some of my individual or group creative productions in (Target Language):

Date:	Links to access my creative productions and a brief description of the contents	Digital tools and personal comments about them

3. Communicating

3.1 have interacted orally with others in (Target Language) in a safe and responsible manner by using a range of ICT tools. These are the tools I have used, the context and details of my communication experience:

Date:	Links, Tools, Context	My experience/comments

3.2 I have interacted with others in written form in (Target Language) in a safe and responsible manner by using digital tools. These are the tools/links I have use and details of my communication experience:

Date:	Links, Tools, Context	My experience/comments

3.3 I have presented or relayed information through the use of digital technology. These are examples of my work:

Date:	Links	My experience/comments

3.4 I have used digital media to give and receive feedback from teacher, peers or correspondents. These are examples of feedback given or received:

Date:	Links to access feedback, if available	Tools, context and my personal comments

JCSC
MFL

4. Documenting learning

4.1 I have used digital tools to document and store evidence of my learning in this course. These are the tools, links to access them and my experience of using them:

Date:	Links/tools	My experience/comments

4.2 I have presented evidence to others of what I have learnt on this course using digital tools. These are my favourite examples:

Date:	Links to access the evidence presented brief description of contents	Tools, context and my personal comments

4.3 I have assessed and evaluated my learning on this course using a digital tool or tools. These are the details of this self-assessment and evaluation:

Date: Link(s) to access my self-assessment tool(s)   My experience/comments

4.4 I have planned and set learning goals by using a digital tool or tools. These are the details for my planning and goal setting:

Date: Link(s) to access my self-assessment tool(s)   My experience/comments