



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

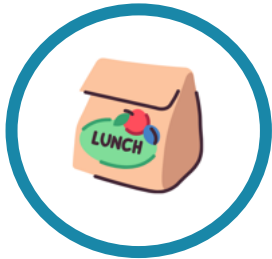
Modern Foreign Languages

2023 – 2024

Day of Professional Learning



11:00 – 11:20



13:00 – 14:00

09:15 – 11:00

Exploring student autonomy, motivation and engagement

11:20 – 13:00

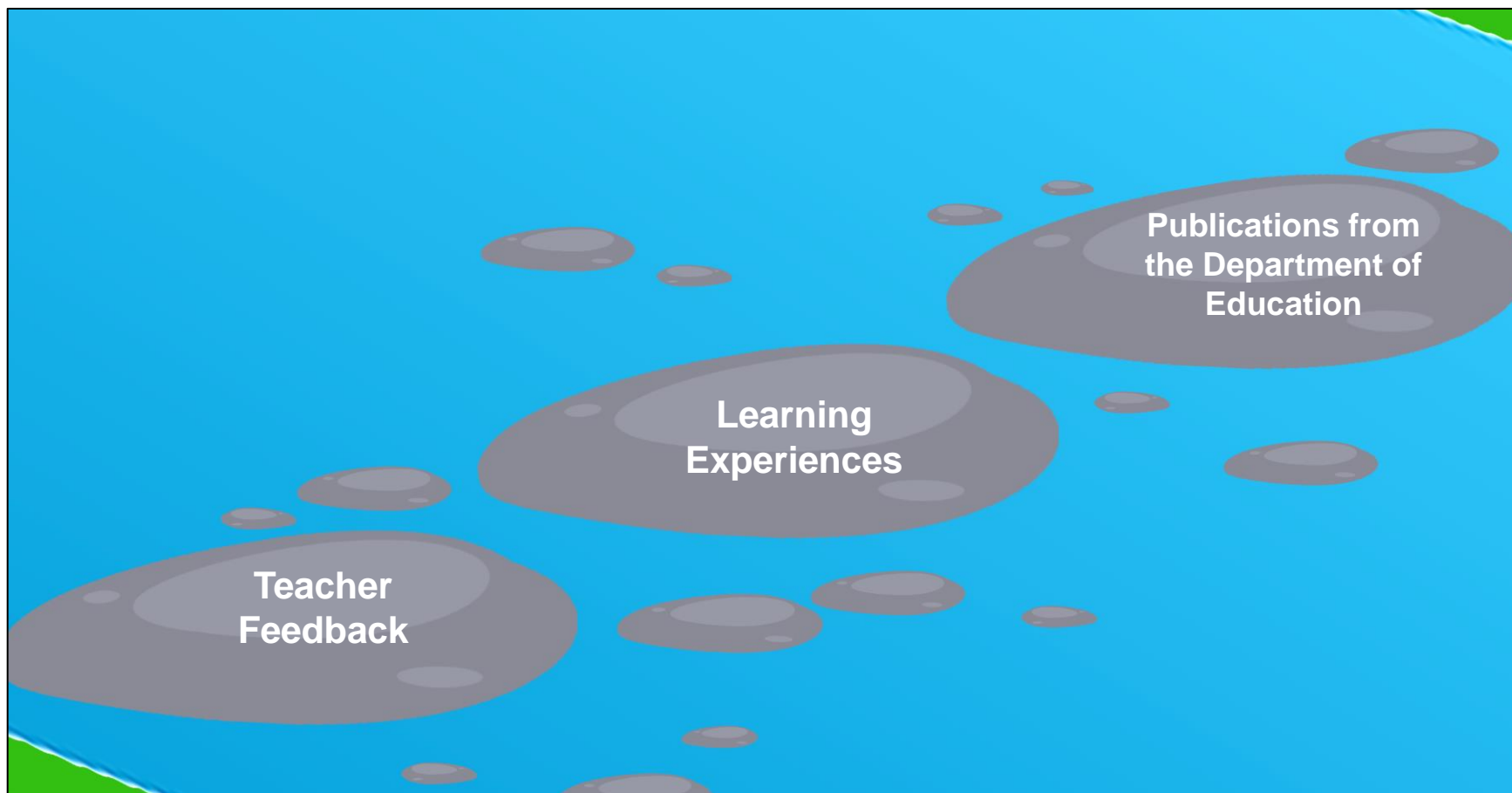
Considering role-play, feedback and effective learning experiences to support communicative competence

14:00 – 15:45

Supporting meaningful communication in the MFL classroom

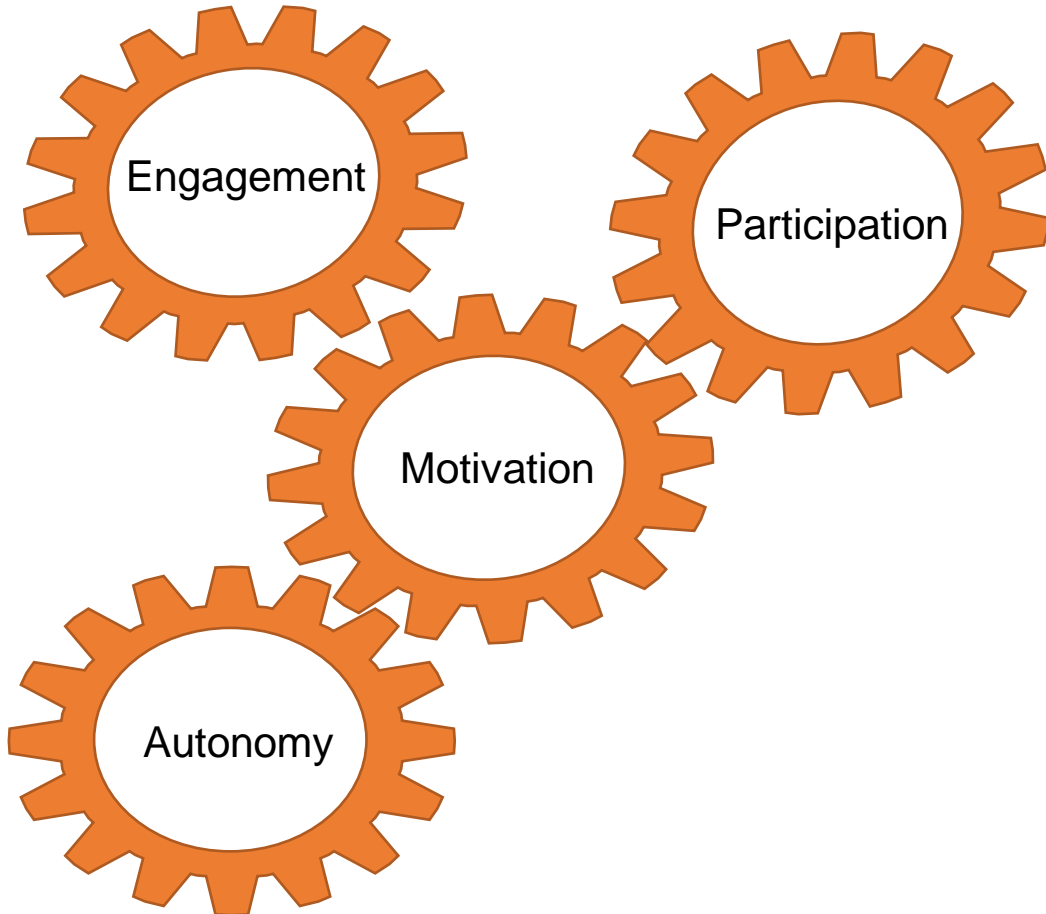


Rationale for the Day





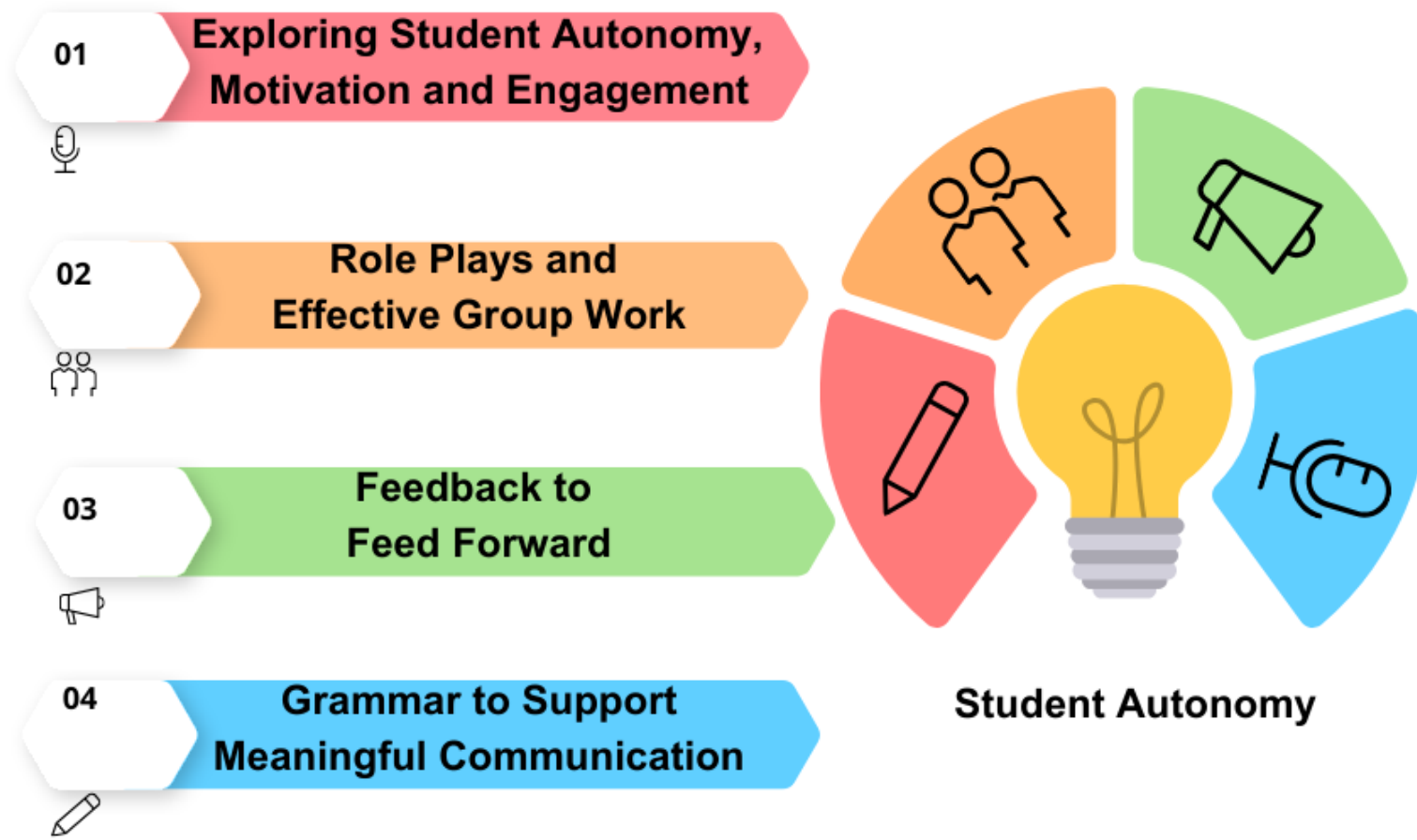
Our Focus Today is to...



- explore ways to support student autonomy as language learners (through active learning and communication)
- support student participation and engagement in language learning.



Key Aspects of our Day





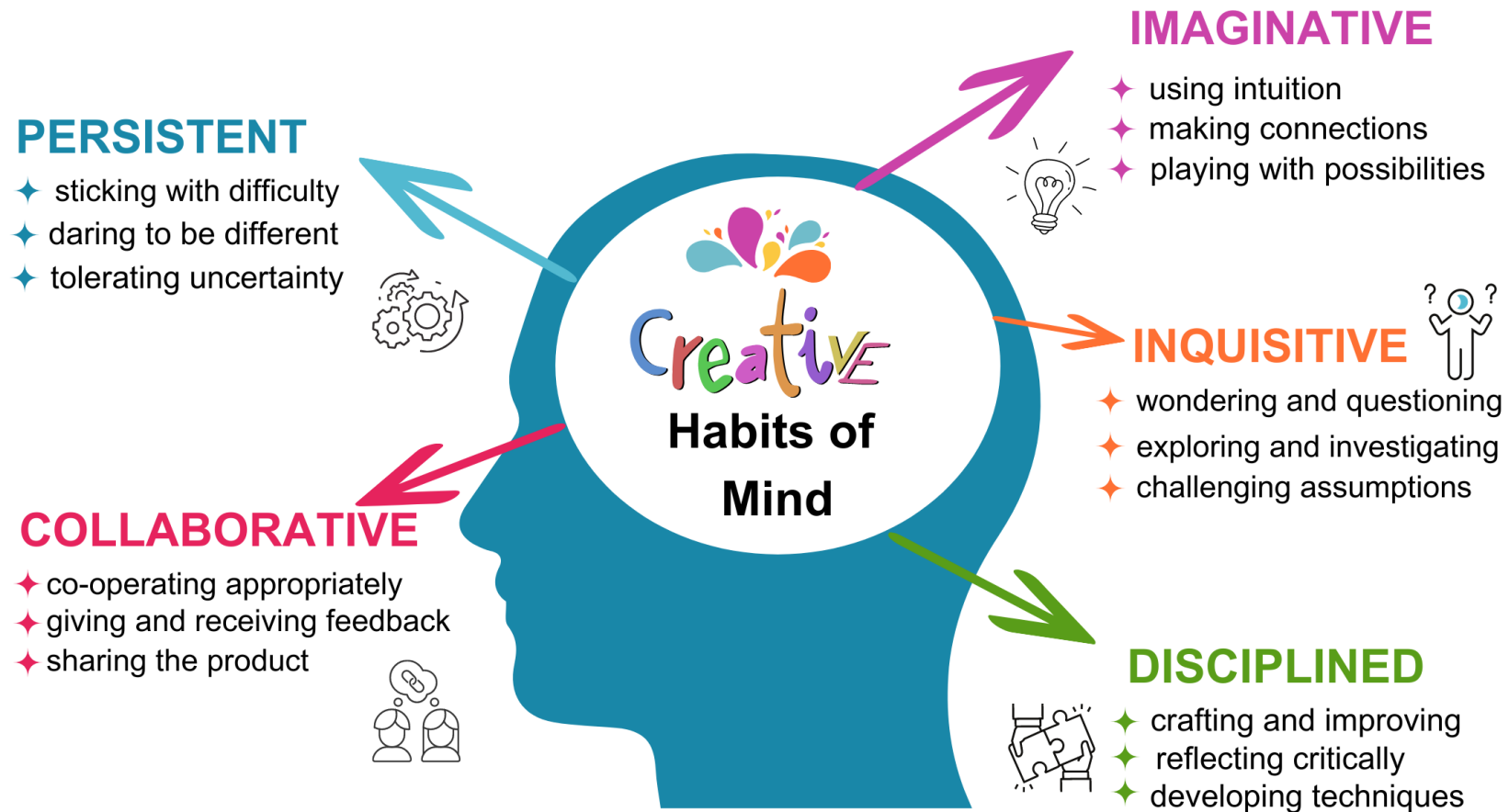
Aims of the Specification

- to **actively engage** in language **activities and tasks**, developing the **capacity** to understand written and spoken language
- be reflective and **autonomous** in their language learning, and become actively involved in **monitoring** and **assessing** their progress

(Junior Cycle MFL Specification, p.6)



Creativity and Inspiring Autonomy



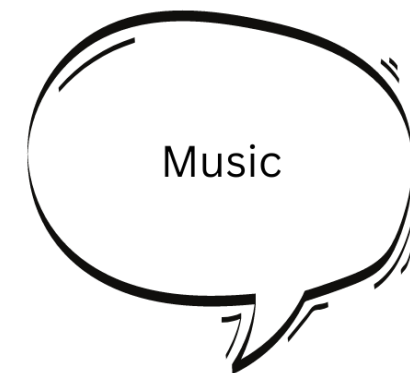
Adapted from: Lucas and Spencer (2017): *Teaching Creative Thinking. Developing learners who generate ideas and can think critically. Pedagogy for a Changing World.*, Carmarthen, Crown House



Activity 1 - Developing Communication Autonomy

Bonjour! Buenos Días! Buongiorno! Guten Tag!

Discuss **one** approach that works well for you in encouraging your students to communicate and share their interests.





Engaging Students - One Teacher's Approach



Click to play

MFL Teacher, Limerick



Language Learner Autonomy



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Professor and Little Fellow Emeritus Trinity College Dublin

Click to play

As you watch, consider what strikes you.



Defining 'Autonomy'

*'Language learner autonomy denotes a teaching/learning dynamic in which learners **plan, implement, monitor and evaluate** their own learning.'*



(Little, D. 2022, *Language learner autonomy: Rethinking language teaching*. *Lang. Teach.* 55, p.64)

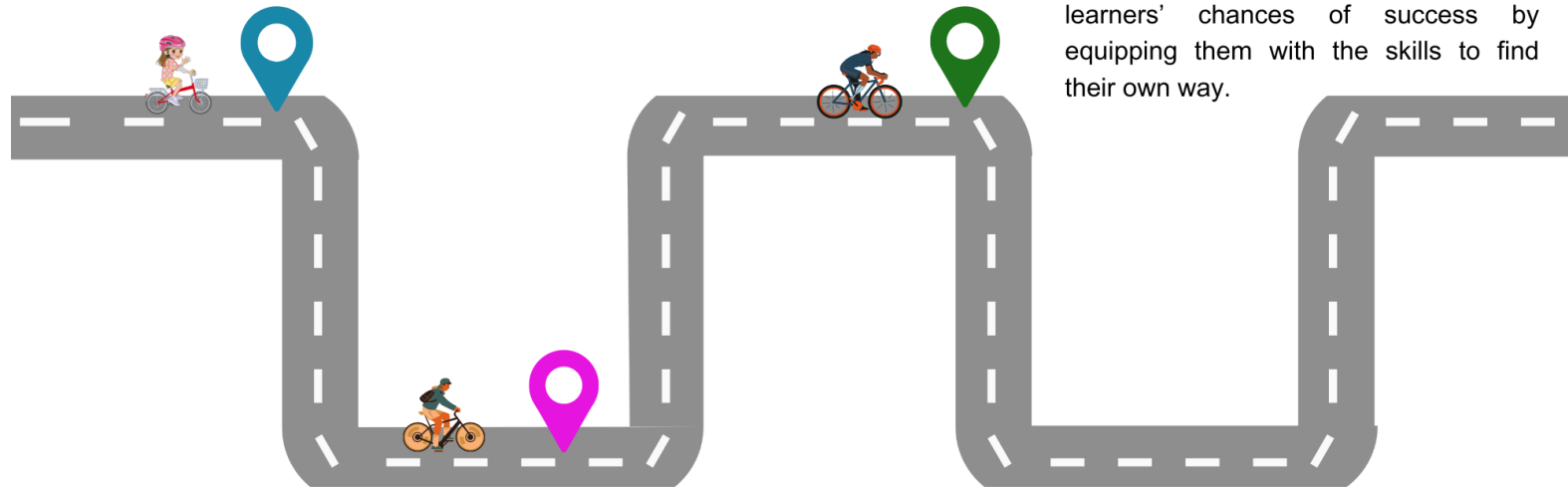
Consider anything that strikes you.



Autonomy Across the Continuum of Learning

Primary (Languages)

Children become more autonomous and motivated language learners through opportunities for enjoyable interaction with others.



Senior Cycle (Languages)

Many of the Performance Targets in the Language Awareness section of the syllabus are also aimed at promoting learner autonomy and enhancing learners' chances of success by equipping them with the skills to find their own way.

Junior Cycle (Languages)

Be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress.

Consider how student autonomy is fostered across the continuum of learning.



Autonomy in Language Learning



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Motivate students to become autonomous learners

Dr Liam Printer



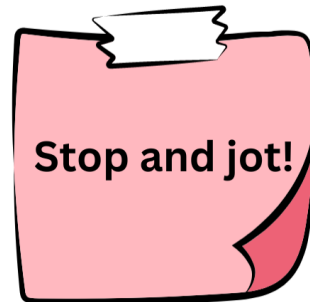
Click to play
As you watch, consider what strikes you?



Activity 2 - Sharing Your Thoughts

- Having watched that video and the previous video from Professor David Little, what stood out to you as a language teacher?

How might this apply to your context?



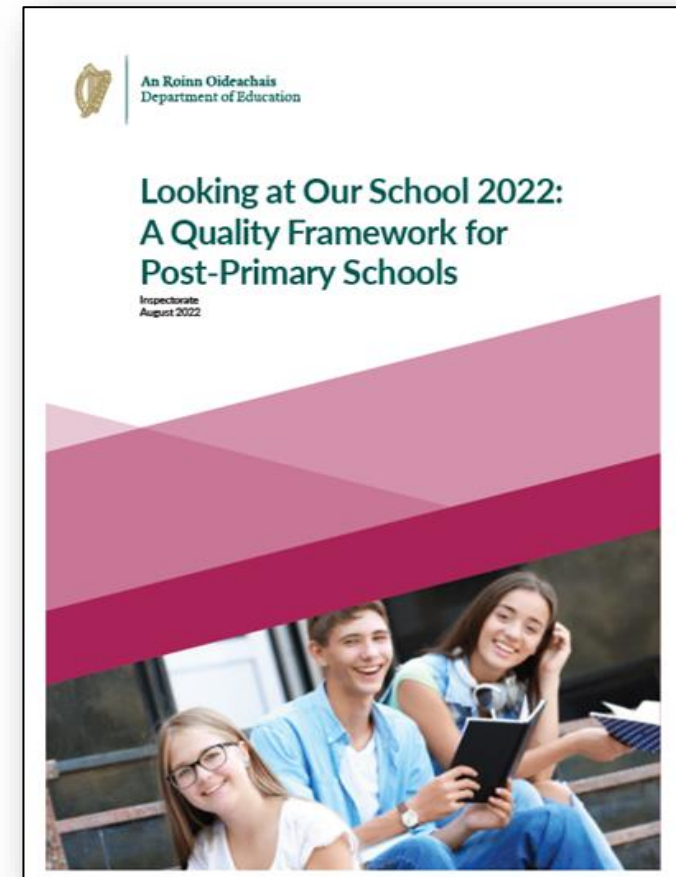


Looking at Our School 2022

Statements of highly effective practice
Learning and teaching

Domain 2: Learner experiences

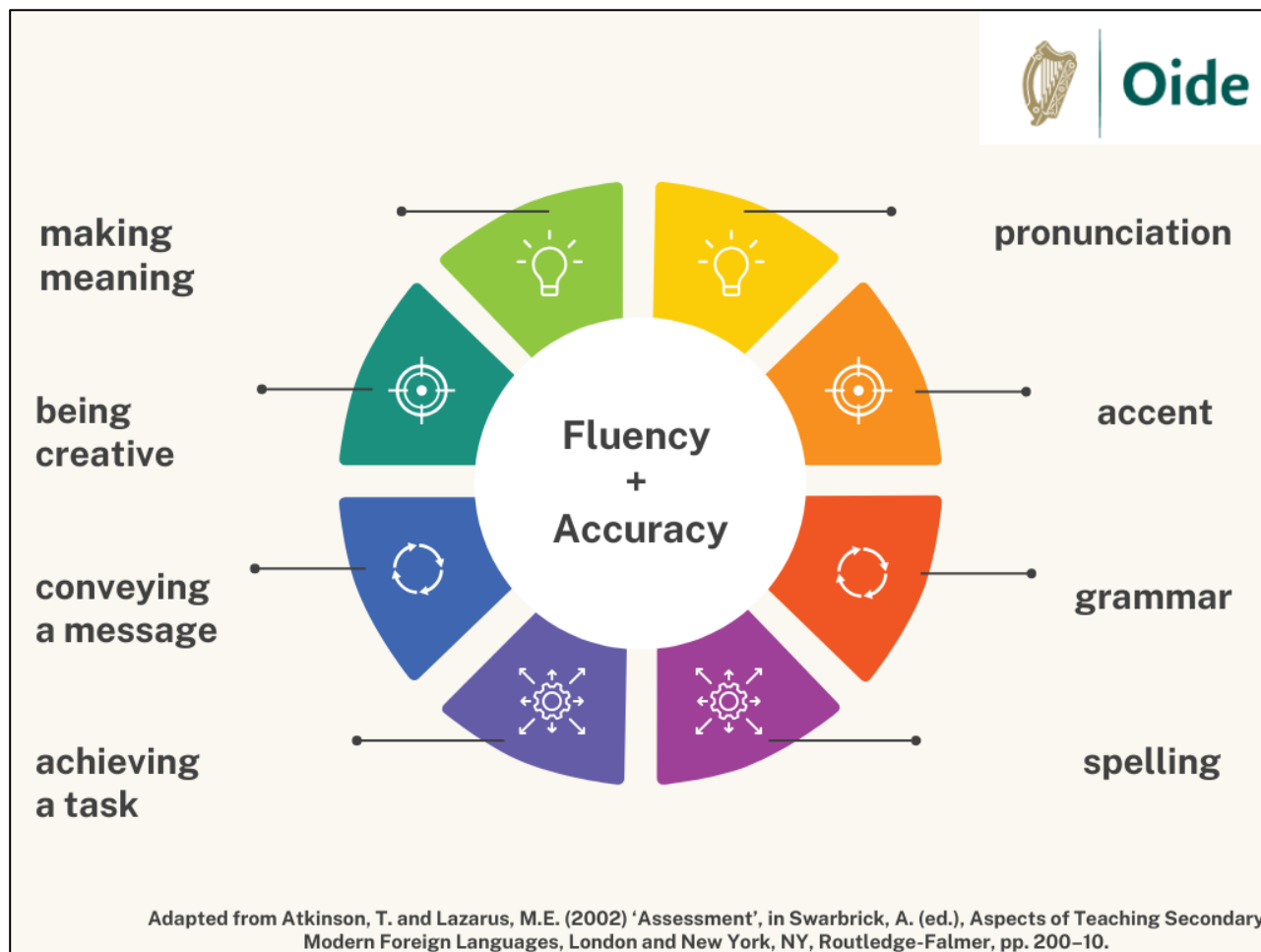
Students are able to learn both
independently and collaboratively in a very
purposeful, creative and productive manner



Looking at Our School 2022: A Quality Framework for Post-Primary School, p.28



Using Role-Plays to Support Autonomy



'Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners...'

Feng, Liu & Yun, Ding. (2009). *Role-play in English Language Teaching*. *Asian Social Science*. 5. p.140)



Types of Role-Plays - Authentic

1

AUTHENTIC: My life in Ireland

- task-based on student's life right now
- real-world context e.g. going to the market; ordering food in school canteen; doing chores



Adapted from: Ladousse, Gillian P. 1987. *Role Play: Resources Books for the Teacher*. New York: Oxford University Press.



Types of Role-Plays – Potentially Authentic

2

AUTHENTIC: My life in the target culture

- hypothetical task set in the future
- still relevant to student's life
- situated in the target culture e.g. staying with a host family; ordering in a bakery when on holidays; giving an exchange student a tour of your school



Adapted from: Ladousse, Gillian P. 1987. *Role Play: Resources Books for the Teacher*.
New York: Oxford University Press.



Types of Role-Plays - Fantasy

3

FANTASY

- not based in the real-world
- can be unconventional, highly imaginative and creative
- e.g. an astronaut and an alien golfing on the moon; two zombies on a beach picnic; superheroes shopping for capes



Adapted from: Ladousse, Gillian P. 1987. *Role Play: Resources Books for the Teacher*. New York: Oxford University Press.



Activity 3 - Exploring Role-Play Strategies to Support Autonomy



<https://tinyurl.com/Genialy2324>



Step 1: Consider the range of strategies on the Genially.

Step 2: What strategy interested you the most?

Step 3: How could this be applied to your classroom context to support autonomy?

Discuss with your group.



Oide

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Supporting the Professional
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BREAK

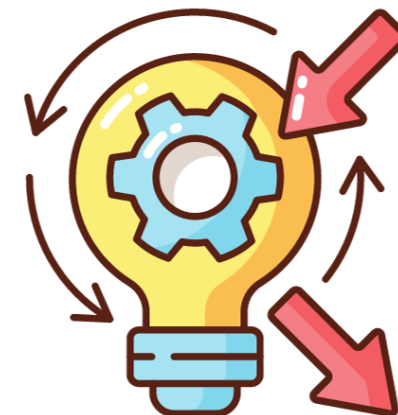
11.00 – 11.20





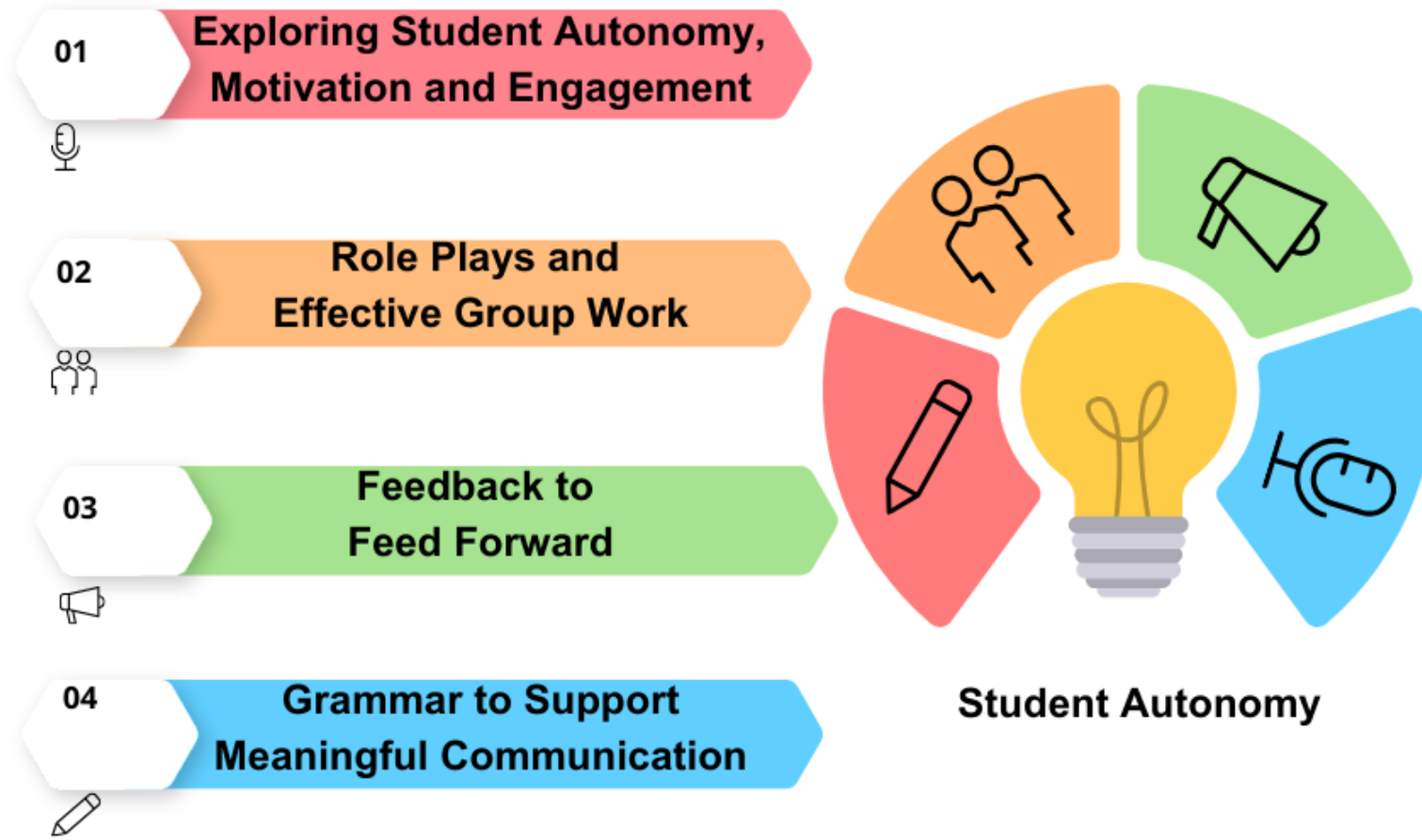
Before Break, We Looked at...

- developing student autonomy
- the link between student motivation and autonomy
- using role-plays as a possible collaborative scaffold to language learning.



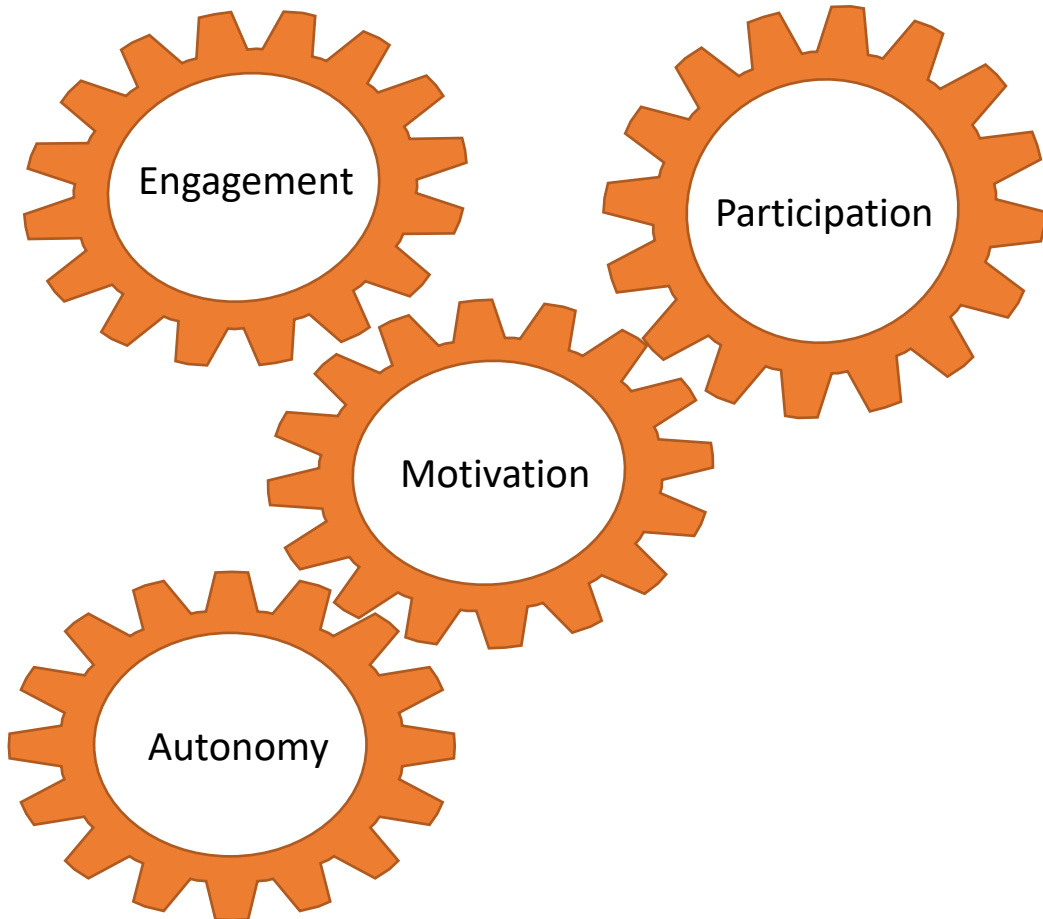


Key Aspects of our Day





Our Focus Today is to...



- explore ways to support student autonomy as language learners (through active learning and communication)
- support student participation and engagement in language learning.



Prioritising Participation



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Professor David Little
Fellow Emeritus
Trinity College Dublin

Click to play

As you watch, consider what strikes you.

Possible Junior Cycle Learning Outcomes in Focus (Level 3)



Strand 1

1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations

1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities



Strand 2

2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions

2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama

2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement



Strand 3

3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions

3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together



Possible Links to Level 2 Learning Outcomes



Communication and Literacy

1.2 Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone



1.18 Write/type at least five sentences so that they convey meaning or information, e.g. arrange a meeting with a friend, give directions



Short link – <http://bit.ly/L2LPMFL>

Linking Junior Cycle Modern Foreign Languages with Level 2 Learning Programmes

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Specifications for Junior Cycle Modern Foreign Languages: Suggested Links 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 option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time</p> <p>1.2 Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone</p> <p>1.3 Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone</p>
	Reading to obtain basic information	<p>1.12 Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, names of family members</p> <p>1.14 Interpret different forms of writing and text, including social signs and symbols, e.g. common formats of bills, menus, timetables, road and other signs, simple food preparation instructions (boil an egg, make a sandwich), make a cup of tea), short piece of personally relevant writing</p> <p>1.15 Find key information from different forms of writing, e.g. locate factual information in formats, times and dates of appointments, menus, timetables, newspapers</p>
	Using a range of writing forms to express opinions	<p>1.17 Write/type notes and messages needed for simple tasks, e.g. address an envelope</p> <p>1.18 Write/type at least five sentences so that they convey meaning or information, e.g. arrange a meeting with a friend, give directions</p>
	Using expressive arts to communicate	<p>1.21 Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill a simple form, complete a diary entry</p> <p>1.22 Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents</p>
	Using suitable technologies for a range of purposes	<p>1.29 Use technology to communicate in an activity with others</p> <p>1.36 Find information for a project on the web</p>
	Managing money	<p>2.1 Recognise frequently used Euro notes and coins</p>
	Developing an awareness of number	<p>2.8 Recognise numbers up to 100 in N, e.g. knowing how many zeros for tens, hundreds</p>
	Developing good relationships	<p>4.2 Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults</p>
	Living in a Community	<p>4.14 List ways of spending leisure time</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 three 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.



Activity 4: Padlet 1 – Supporting Students to Create Role-Plays

Explore the Padlet in your chosen language and consider the following:

- 3 ideas I liked that would support language learners
- 2 areas that might be adapted further to suit all learners in my context
- 1 thing I might do next as a result.

Consider individually and then discuss with your group / at your table.



Scan the Relevant QR Code

French



<https://tinyurl.com/French2324F>

German



<https://tinyurl.com/German2324G>

Spanish



<https://tinyurl.com/Spanish2324S>

Italian



<https://tinyurl.com/Italian2324I>



Linking Role-Plays with the Student Language Portfolio

'The student language portfolio will include a **broad range** of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals.

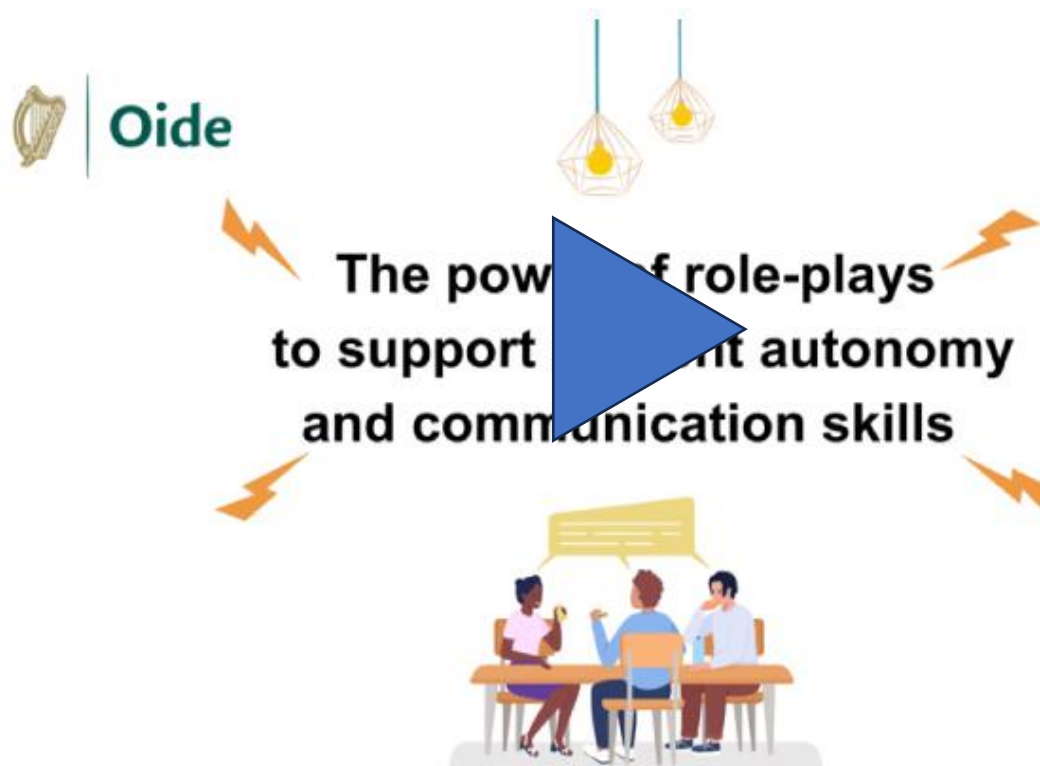
It is recognised that in this context the **student's created texts** may be presented in **different formats** - handwritten, digital, multi-modal, and so on'.



(Junior Cycle MFL Specification, p.21)



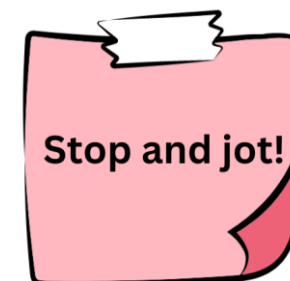
The Power of Role-Plays





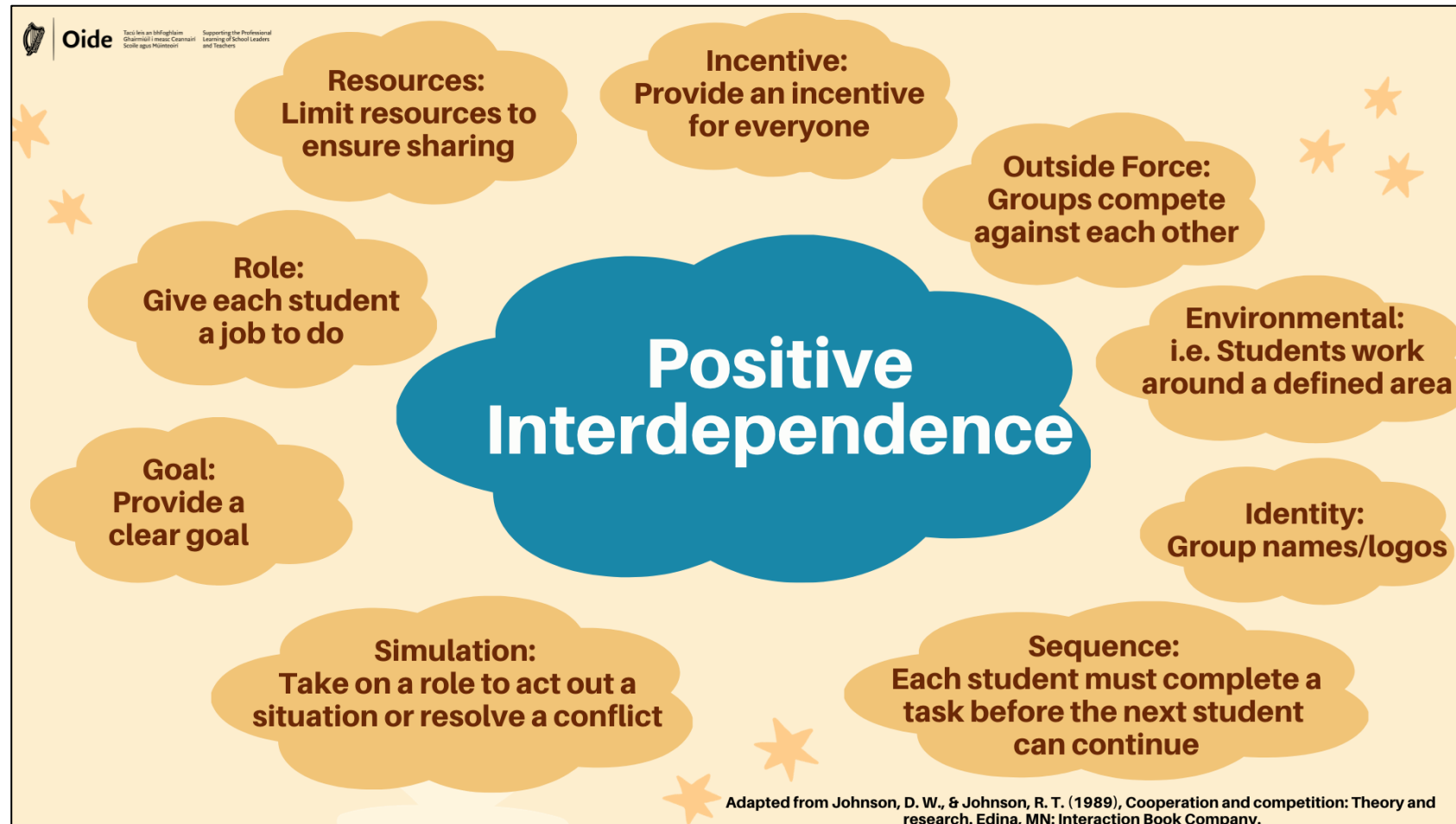
Designing Effective Role-Plays

What considerations are important when designing effective role-plays for students of Modern Foreign Languages?



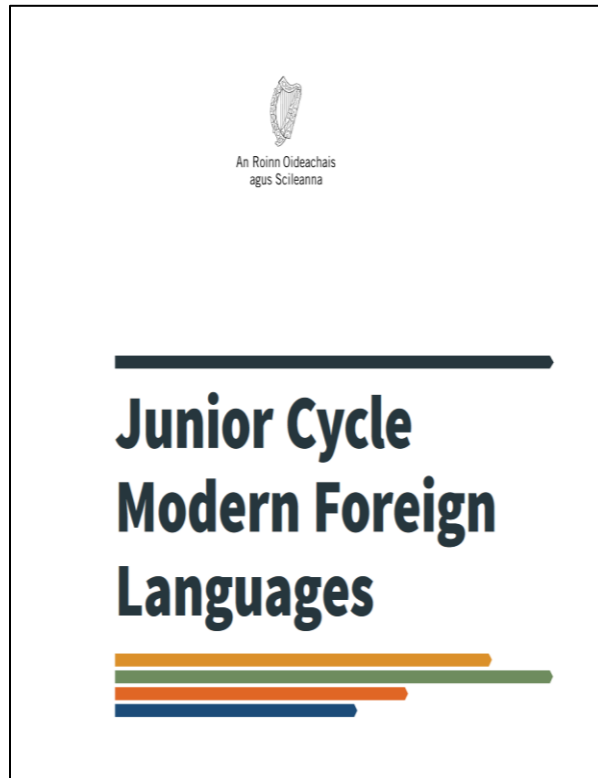


Elements of Collaborative Student Learning





The Power of Focused Feedback



'Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem'.

(Junior Cycle MFL Specification, p.18)



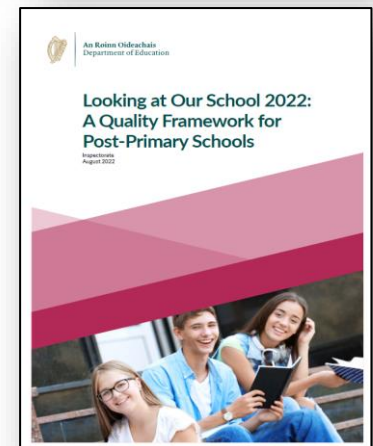
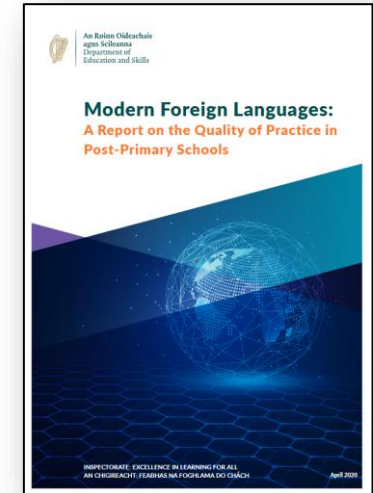
Varied Feedback

- Greater student use of a wider range of formative assessment strategies, to include student **self-assessment**, **peer-assessment** and **student portfolio work**, are suggested in order to enhance outcomes for learners.

(DES Inspectorate, 2020, p.25)

- Teachers share and **co-create success criteria with students** so that they can assess their own learning through **self-assessment** and peer assessment and identify areas for improvement and strategies to achieve improvement.

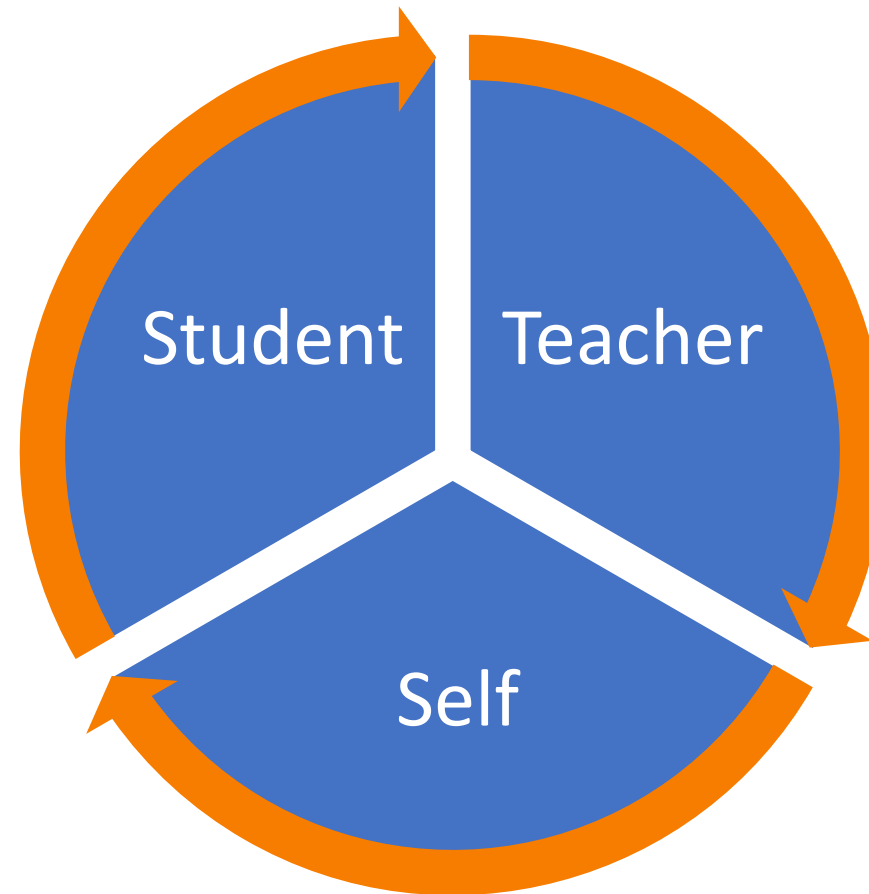
(LAOS, 2022, p.31)



Feedback to Support Communicative Competence



Share **one approach** that works well for you in supporting your students to monitor and evaluate their own learning.



Feedback and Self-Reflection



Oide



The power of role-plays
to support student autonomy
and communication skills

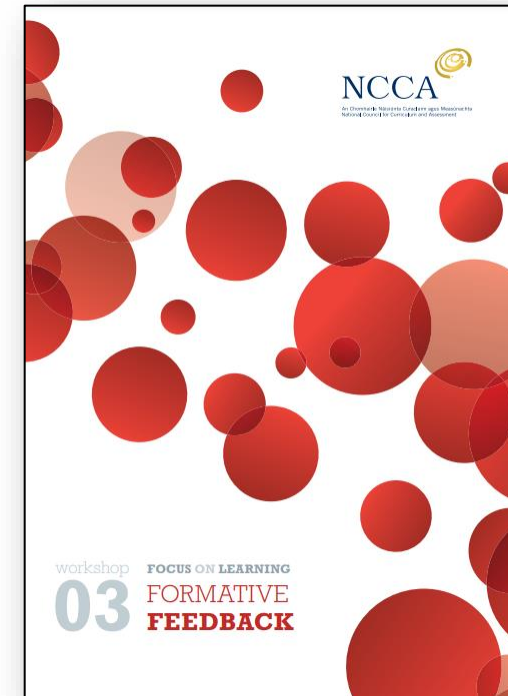


Click to play



Considerations for Effective Feedback

- Focuses on the quality of student work
- Relates to agreed success criteria
- Identifies success and achievement
- Indicates suggestions for improvement
- Allows time for improvement to take place
- Prompts student thinking



(NCCA, 2018 pp.1-32)

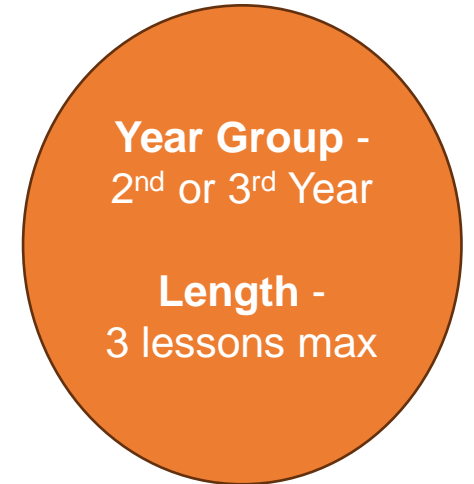
Activity 5 – Padlet 2 - Designing a Learning Experience



Using the **Learning Outcomes from earlier**, in subject groups, choose **one** of the stimulus pieces from the four options below:

1. French Option
2. Spanish Option
3. German Option
4. Italian Option

- Use your chosen stimulus piece to create a learning experience.
- Your stimulus piece can encompass any aspect of the lesson and you can include any other stimulus piece of your choice
- Consider the role of feedback to support this experience
- Upload your completed learning experience to the relevant section on Padlet



<https://tinyurl.com/Padlet23242>





Oide

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Supporting the Professional
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LUNCH

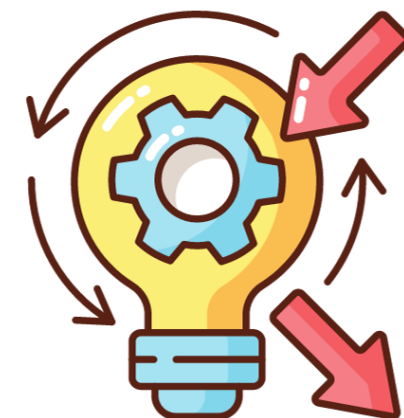
13.00 – 14.00





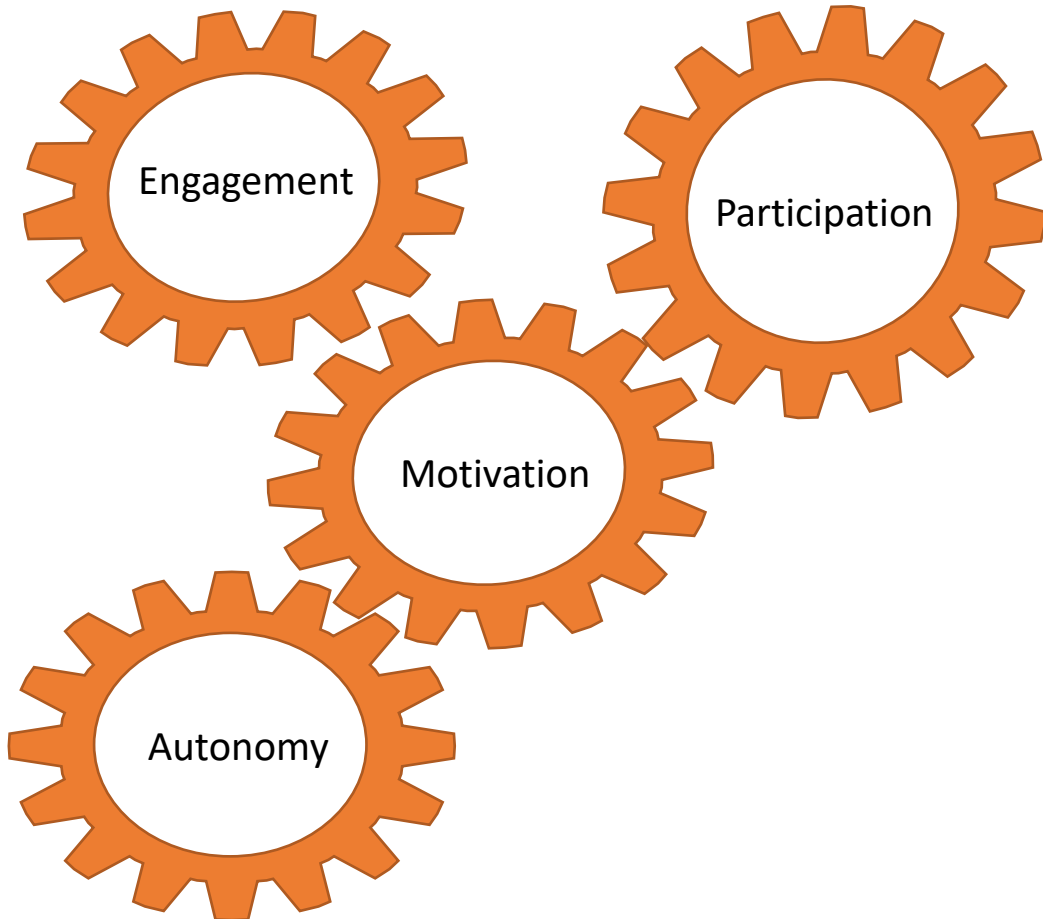
Before Lunch, We Looked at...

- developing student autonomy and communicative competence through role plays
- planning for learning experiences
- effective feedback to support student learning and autonomy





Our Focus Today is to...



- explore ways to support student autonomy as language learners (through active learning and communication)
- support student participation and engagement in language learning.



'A Fully Integrated Experience'

'While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation.

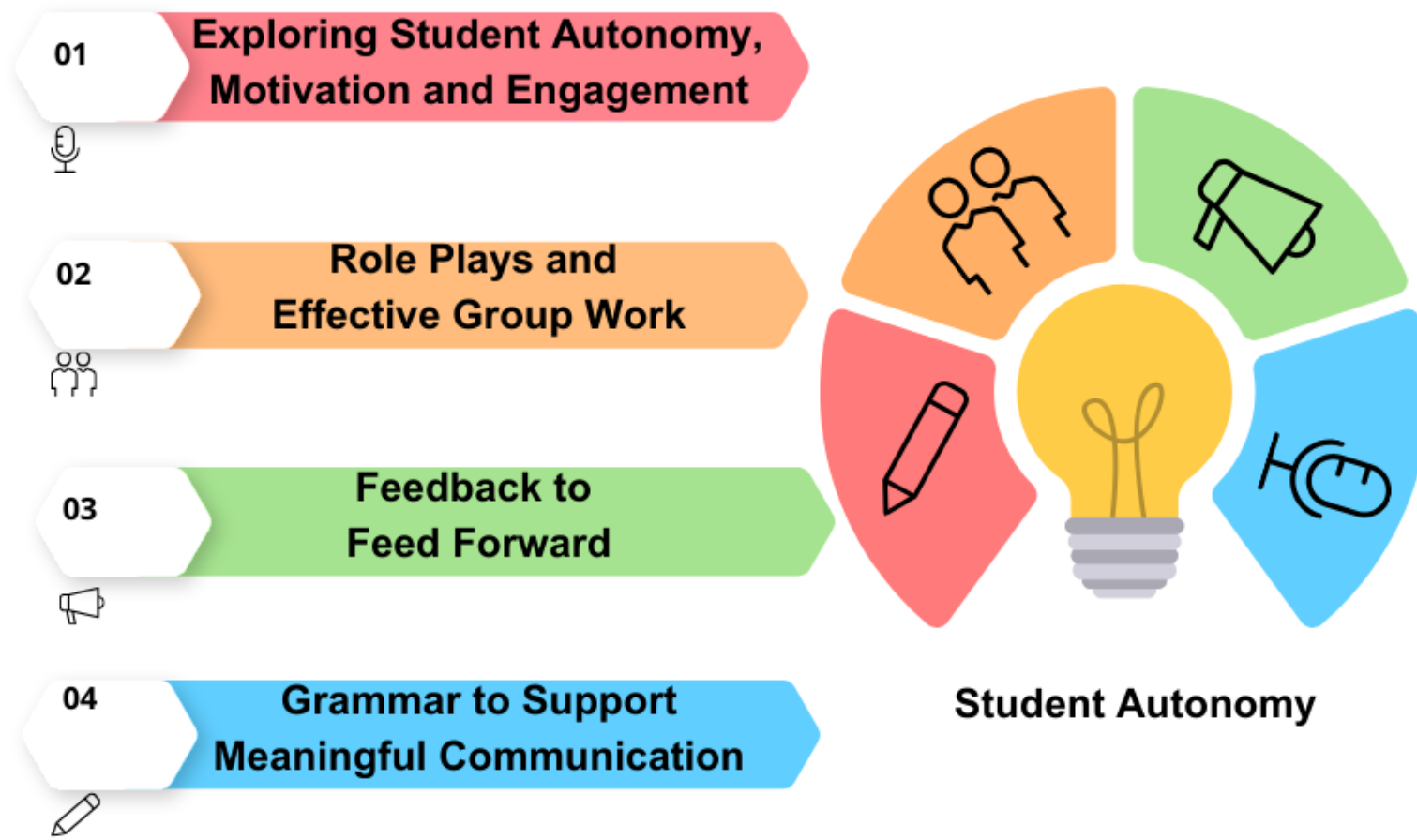
Students' **engagement** and **learning** are optimised by a **fully integrated experience** of communicative competence, language awareness, socio-cultural knowledge and intercultural awareness.

Likewise, grammar, syntax and pronunciation have been **embedded** so these aspects of language learning are taught in a communicative context.'

(MFL Junior Cycle Specification p.11)



Key Aspects of our Day





Considering Your Language Journey



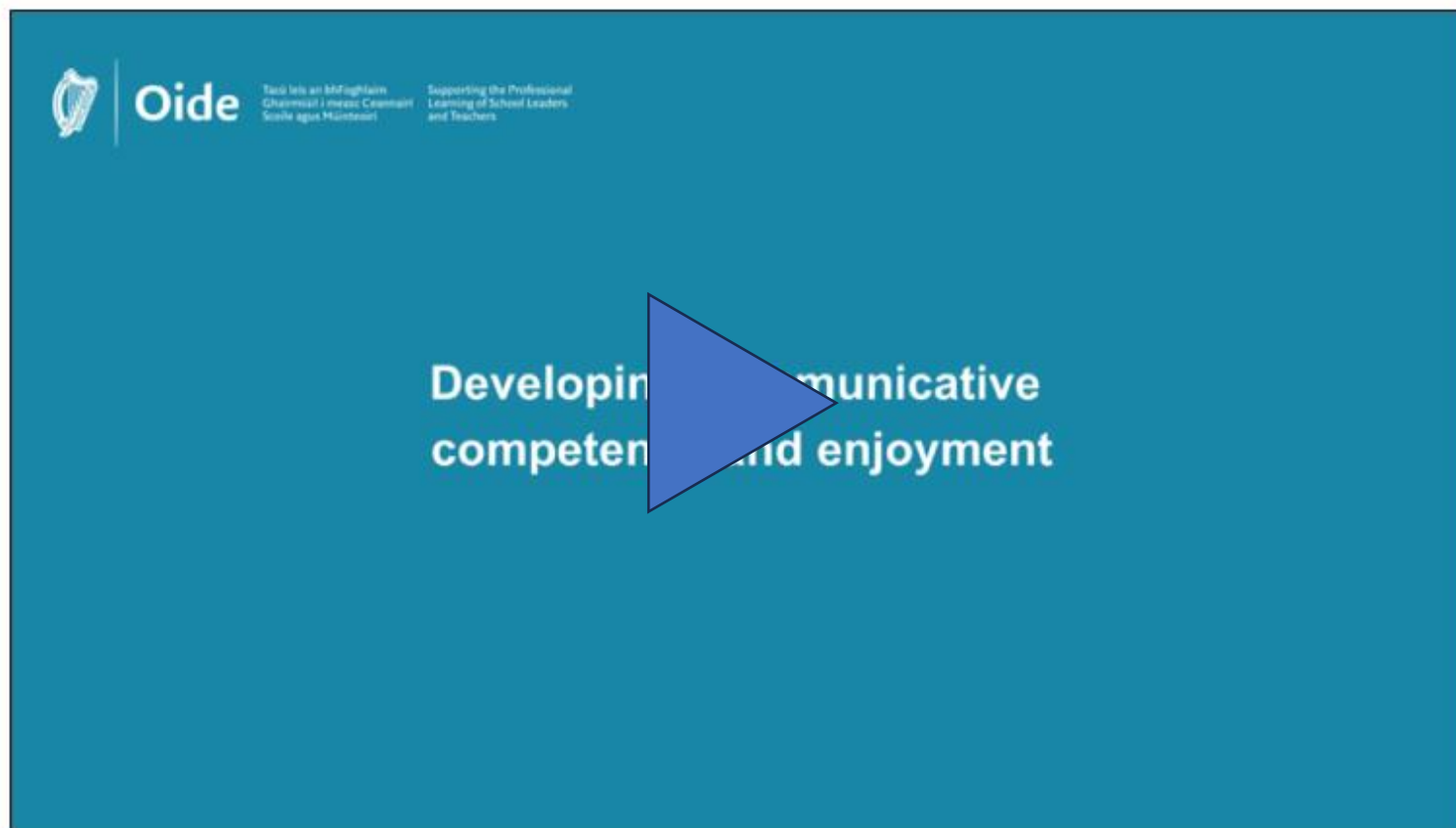
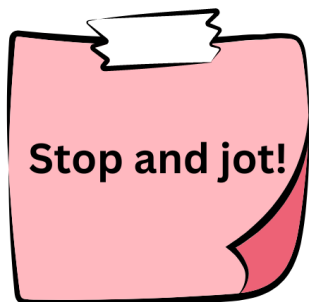
Individually, take a moment to consider how your fluency developed as a language learner.



Click to play



Creating Opportunities for Developing Fluency




Click to play

As you watch, consider what strikes you.

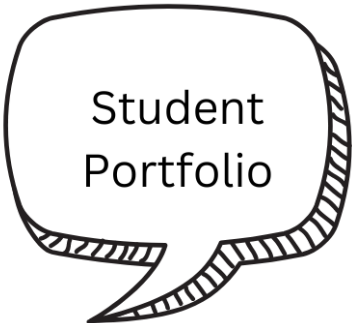


Activity 6 – Developing Fluency and Accuracy

Share **one approach** that works for you in scaffolding students' fluency in the Modern Foreign Languages classroom?



Vocabulary
Posters



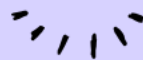
Student
Portfolio



Creating a Supportive MFL Classroom

Harnessing the Student Language Portfolio to support reflection

- Self-assessment and reflection skills are promoted
- Grammar has a clear purpose - it supports communication
- Potential to enrich intercultural awareness and the classroom community



The Language Portfolio to Support Meaningful Communication



Oide



Click to play

Can you identify any aspects that might support developing language confidence?



Exploring Grammar for Meaningful Communication



Teacher introduces an authentic resource and activity



Students explore and reflect on patterns specifically colour coded by the teacher



Together, teacher and students co-construct meaning through classroom dialogue

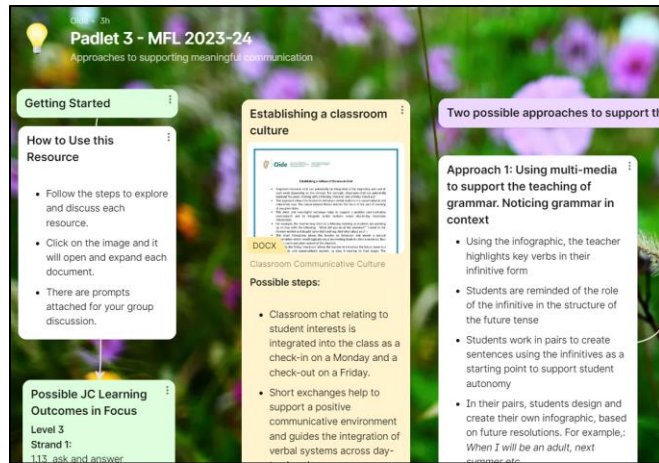


Students gradually use and apply language patterns for meaning

(Adapted from Adair-Hauck, B. and Donato, R., 2002. The PACE model: A story-based approach to meaning and form for standards-based language learning. *The French Review*, pp.265-276).



Activity 7: Padlet 3 – Supporting Meaningful Communication



Step 1: Consider two possible grammar approaches on the Padlet.

Step 2: What strategy interested you the most?

Step 3: How could this be applied to your classroom context to support autonomy?

Discuss with your group.

<https://tinyurl.com/Padlet23243>





Creating a Supportive MFL Classroom

Experiencing Language in Different Ways

- Authentic experiences based on real life
- Structured learning experiences which explore areas such as grammar
- Both approaches support communicative competence



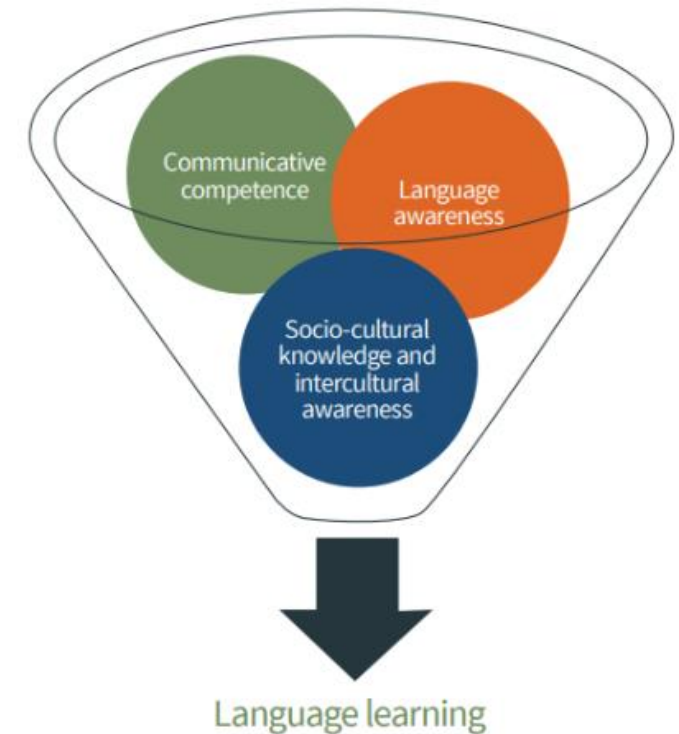


Striking a Balance

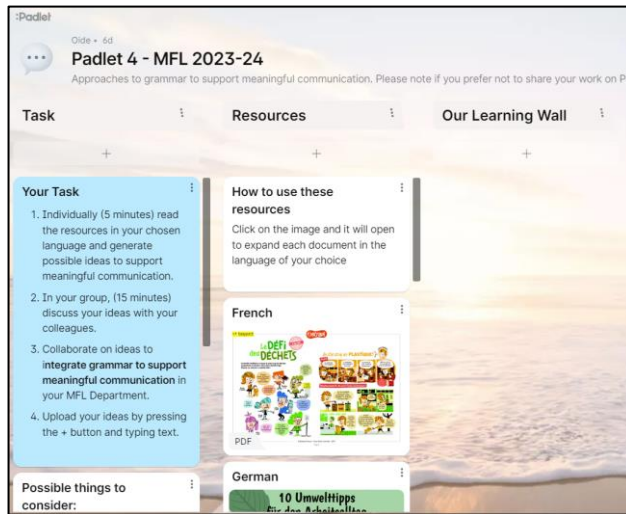
*'If learners are not understanding, then they cannot make **form-meaning connections**, and thus, they're not building a linguistic system in their heads that they can use for **communicative purposes**.'*

(Henshaw, F.G, Hawkins, M.D, 2022, *Common Ground: Second Language Acquisition Theory Goes to the Classroom*, Indianapolis, Hackett, p.67)

Figure 2: The inter-relatedness of the three strands



Activity 8: Padlet 4 – Approaches to Grammar to Support Meaningful Communication



Step 1: Explore the resource in your chosen language.

Step 2: Collaborate on ideas to integrate grammar to support meaningful communication.

Step 3: Post your ideas to the Padlet Learning Wall.

<https://tinyurl.com/Padlet23244>





Creating a Supportive MFL Classroom

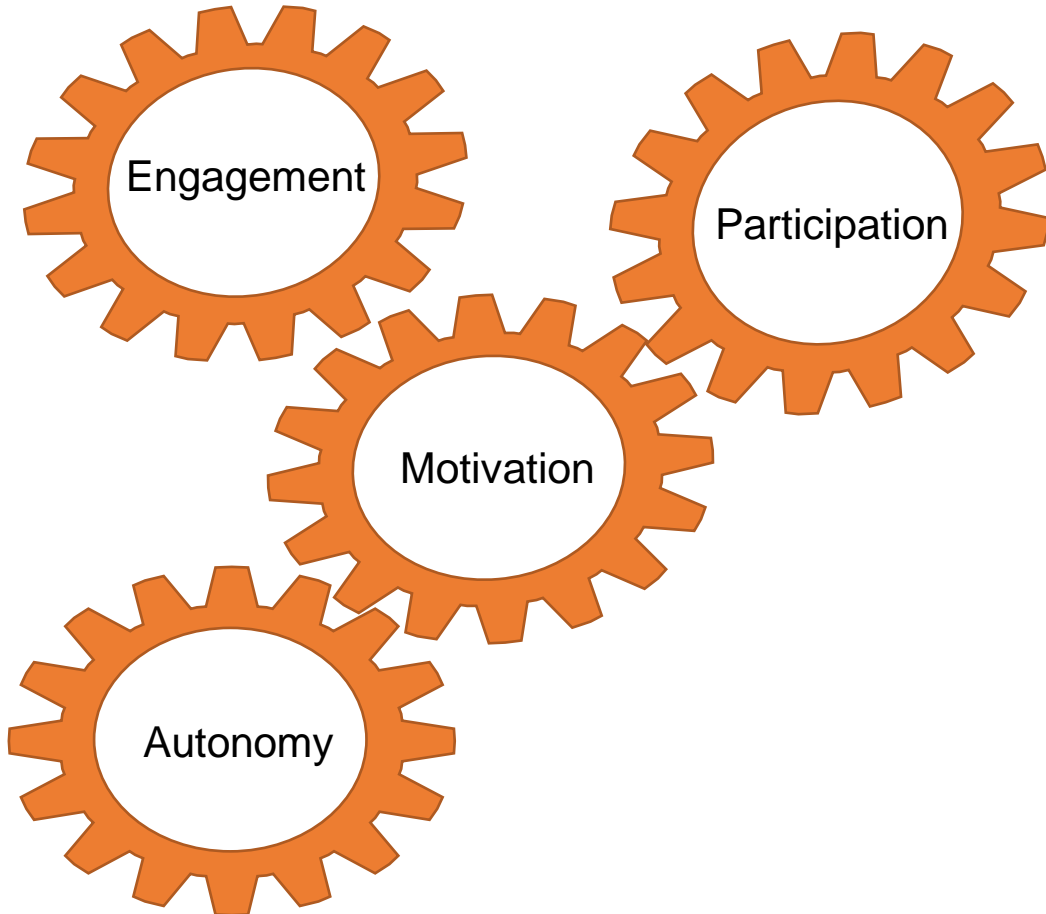
Supporting Learner Confidence

- Learning is enjoyable and offers choice to students
- Students feel comfortable to take risks - mistakes are normal
- All attempts to communicate are welcomed





'Two Sides of the Same Coin'



*'Autonomy in language **use** and autonomy in language **learning** are two sides of the same coin'.*

(Little, D., Dam.,L., & Legenhausen, L. 2017, *Language learner autonomy: Theory, practice and research*, Bristol, Multilingual Matters, p.50)



Reflecting on Our Day



Exploring student autonomy and motivation
as a tool to support autonomy



The power of role-plays and effective
feedback



Supporting meaningful communication



Padlet of Resources

Scan the QR code or follow this link

<https://tinyurl.com/ResourcesMFL>





Feedback

- We appreciate your feedback on the day and on your future support needs.

Please follow the link below and complete the feedback form

- Log onto <https://registration.oide.ie/feedback>

Steps:

1. Select a category = Cluster Workshop
2. Language = English
3. Click on Proceed to Form button
4. Identify subject = Modern Foreign Languages
5. Enter date = today
6. Enter Sitting ID = available from your facilitator
7. Select circle of choice for each session and type any suggestions that you may have in 3 boxes
8. Important – Click on Submit button. Thank You!





Additional Supports



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Visit our website www.oide.ie

Contact: info@oide.ie

An tSraith Shóisearach do Mhúinteoirí

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for teachers

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Find further resources on

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Access to today's presentation



<https://tinyurl.com/Presentation2324>



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Many Thanks!

Danke | Gracias | Grazie | Merci



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