



An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

FÓN, Phase 3: Focus on Assessment

Outline, progress and evaluation

June 2010

Contents

1. Introduction.....	5
1.1 Project partnership.....	6
2. FÓN, Phase 3.....	7
2.1 Background.....	7
2.2 FÓN and assessment.....	7
2.3 FÓN in use.....	10
2.4 Participants.....	11
3. Evaluation methodology.....	13
3.1 Stage One.....	13
3.2 Stage Two.....	14
3.3 Stage Three.....	14
4. Working with the FÓN schools.....	16
4.1 Initial contact with School Y.....	17
4.2 Training and communication.....	17
4.3 Engagement with FÓN?.....	19
4.4 Gathering evidence.....	19
4.5 Step One: Initial contact with School X.....	20
4.6 Step Two: Training and communication.....	22
4.7 Step Three: Engagement with FÓN.....	22
4.8 Step Four: Gathering evidence.....	23
5. Oral assessment using FÓN.....	25
5.1 Students' self-assessment.....	26
5.2 Marking task sheets.....	26
5.3 Marking scheme: Voice response.....	27
5.4 Marking scheme: Picture sequence.....	28
5.5 Marking scheme: Role-play.....	28
5.6 Voice chat.....	30
5.7 FÓN oral assessment results.....	30
6. Evaluation findings.....	29
6.1 Response rates.....	29
6.2 Stage One.....	30
6.2.1 Students' perspectives.....	30
6.2.2 Teachers' perspectives.....	32
6.3 Stage Two.....	34
6.3.1 Students' perspectives.....	34
6.3.2 Teachers' perspectives.....	45
6.4 Evidence.....	47
6.4.1 System usage.....	47
6.4.2 Evidence from student task sheets: FÓN oral assessment results.....	49
6.4.3 Evidence from student case studies.....	52
6.4.3.1 Case study A: Student Eibhlín.....	52
6.4.3.2 Case study B: Student Cian.....	53
6.4.3.3 Case study C: Student Síle.....	54
6.4.3.4 Case study D: Student Sinéad.....	55
6.4.3.5 Case study E: Student Tomás.....	56
6.4.3.6 Case study F: Student Michéal.....	56
6.3.7 Conclusions from case studies.....	57
7. Conclusions and recommendations.....	59
Appendix 1: Student pre-project reflection.....	63
Appendix 2: Student post-project reflection.....	64

Appendix 3: Teacher post-project reflection	67
Appendix 4: Student task-sheets (school-specific)	69
Appendix 5: Teacher resource to monitor student work on task-sheets (school-specific).....	75
Appendix 6: Selection of Sessions for assessment: Guidelines for students	79

1. Introduction

The first phase of work examining the integration of mobile phones for oral Irish practice and assessment took place in 2007 through the MALL project – Mobile-Assisted Language Learning. One school with its 70 second year students and three Irish teachers participated. Mobile phones were used by students to receive vocabulary text messages and to leave recorded responses to teacher prompts and questions. Teachers could access student recordings, listen back to them and provide feedback for students. Through this phase of work, teachers and students positively evaluated the use of mobile phones for learning and assessment; they reported that the MALL system improved student motivation for Irish, improved student competence through providing a means for students to practise their Irish and provided opportunities for more autonomous student learning.

The second phase of work took place during the School Year 2008/9 and was called FÓN – Foghlaim Ón Nuatheicneolaíocht / *Learning through new technology*. Mobile phones were again integrated into the teaching, learning and assessment of Irish, this time in six cross-border schools. The project cohort ran to 400 students and their 15 Irish teachers. The use of mobile phones was extended to allow student to student conversations, which were also recorded for later teacher access. Positive findings again emerged, particularly from those classes which used the FÓN system to its full potential.

Student competence in Irish improved, students were more motivated to practise and learn Irish, and they had opportunities for more autonomous learning. The use of mobile phones also brought Irish out of the classroom for students, so that the language became more than a school subject, a living language. The opportunity to chat with other students participating in the project, from other schools and regions, facilitated meaningful communication for students. Students also indicated that the FÓN system allowed them to assess their own level of Irish, over time and in comparison to other students' levels.

Teachers also reported improvements in student competence, motivation and autonomy. They too indicated that the FÓN system had enabled Irish to be brought out

of the classroom and into the community. The students' recordings held in the FÓN system allowed teachers to monitor student progress, pick out any recurring errors across student recordings and provided options for summative school assessment.

An extension to the project was designed to investigate whether the FÓN system could facilitate a more formal assessment of oral competence in Gaeilge, somewhat aligned to the optional oral examination in current Junior Certificate examination. Work in FÓN, Phase 3 focused on this.

1.1 Project partnership

FÓN, Phase 3 was funded by Foras na Gaeilge and the National Centre for Technology in Education (NCTE). Vodafone agreed to be project partners for this phase of work and provided phone rental and call charges free of charge for the duration. Learnosity who were responsible for software development also provided their service at a greatly reduced price for this phase of work.

2. FÓN, Phase 3

2.1 Background

FÓN, Phase 3 examined the use of the FÓN technologies to provide some options for the format of the components of the oral Irish examination. This work followed from the Minister's announcement in 2007 that the proportion of marks to be allocated to oral Irish assessment at Junior Certificate and Leaving Certificate level would be increased to 40% in both cases. The announcement also made reference to an increased use of ICT.

2.2 FÓN and assessment

The Junior Certificate oral Irish examination comprises:

1. Greetings/welcome [*Beannú*]
2. Role play [*Rólghlacadh*] (one of eight)
3. Picture sequence [*Sráith Pictiúir*] (one of five)
4. Conversation/interview [*Agallamh*]

The FÓN system provided opportunities to investigate alternative ways to examine the four components of the Irish oral examination. These components did not need to replicate the current format of a summative oral examination, but gave scope to explore options such as continuous assessment and e-portfolios. Students were also provided with the opportunity to identify their best recordings/product to go forward as evidence of learning. While this phase of work focused on examining ways that FÓN could be used to facilitate oral assessment in third year, the system could similarly be considered for spreading out oral assessment across the three years of Junior Cycle or across the second and third years of Junior Cycle.

At the end of FÓN phase 2, the functionality of the FÓN system allowed:

- A. students to select one of 10 curriculum-based themes to practise questions and answers from. Their responses to these questions are recorded.
- B. students to chat with another student around a teacher-designated theme/role-play. The conversation is recorded.

- C. teachers to create custom question and answer sessions for students to complete (as in A above). These custom sessions can be made up from questions in the system's pool of resources or recorded by the teacher to cater for their own class.
- D. teachers to create a custom chat prompt for students to chat around (as in B above).
- E. teachers to access their students' recordings and students to access their own recordings.

When we consider what artefacts are gathered and stored as students have used the FÓN system previously, and the capacity teachers have to tailor the FÓN system, we can match the features of FÓN to potential approaches to assessment.

Table 2.2.1: Potential approaches to assessment via the FÓN system

Recorded artefacts	<ul style="list-style-type: none"> ▪ Student answers to questions posed ▪ Student conversations around specific topics ▪ Record of student learning over time (e-portfolio)
System tailoring by the teacher	<ul style="list-style-type: none"> ▪ Teacher-designed question and answer sessions ▪ Teacher-designed chat stimulus
Potential for assessment	Artefact / evidence of learning
	Students select their best recordings from their bank / e-portfolio of recordings
	Teachers design an end of year questions and answer session for students to complete
	Teachers design a series of question and answer sessions for students to complete. The average mark is taken as the score or students select their best attempt.
	Teachers design an end of year conversation to take place between students
	Teachers design a series of chat sessions for students to complete. The average mark is taken as the score, or students select their best attempt.

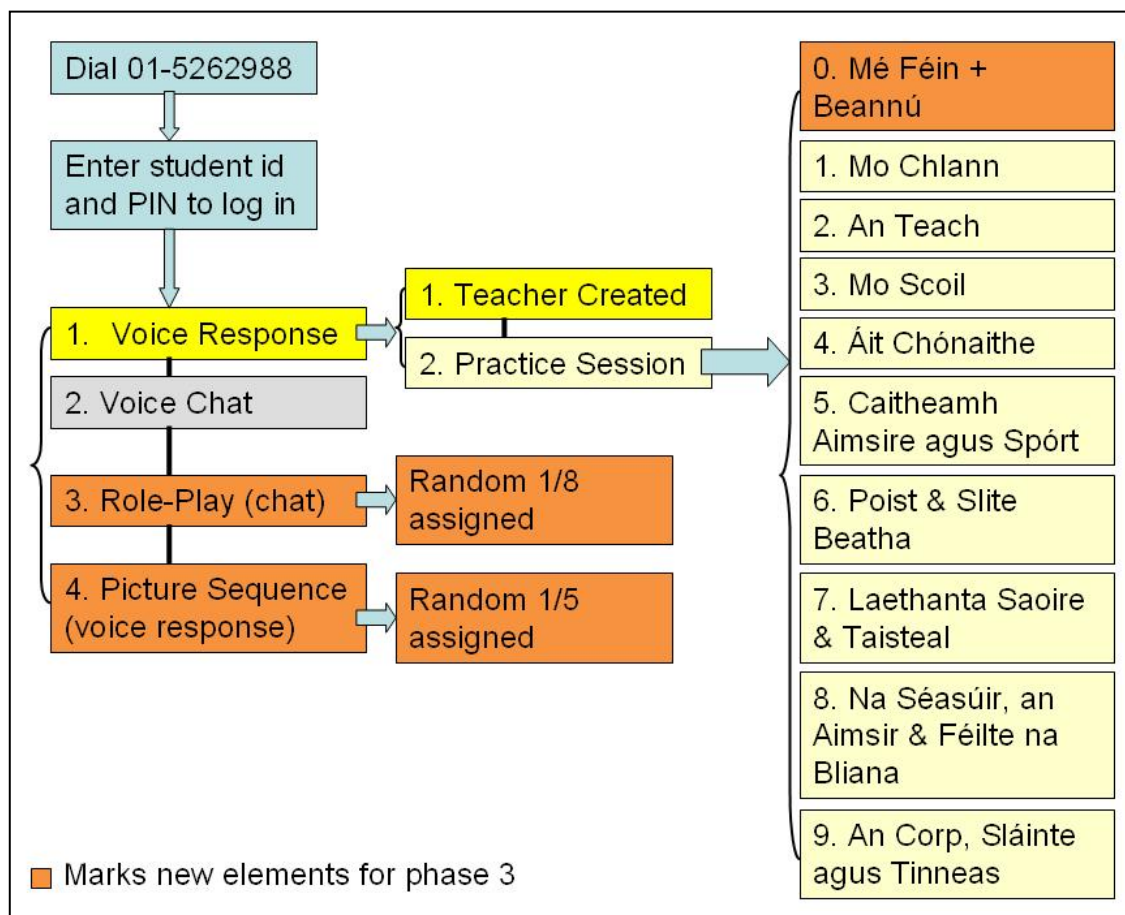
Two options presented themselves for using FÓN for oral assessment: (1) to use the system as was and add relevant questions for the oral examination or (2) to adjust the format of the FÓN system to accommodate new sections which matched the oral assessment. Both options were integrated to maximise the exploration of FÓN for assessment at this stage. Details are outlined in Table 2.2.2 and Figure 2.2.1 below.

Table 2.2.2: Mapping the JC oral exam to the FÓN system

Oral examination component	Format of FÓN component	Student-select evidence
Greetings/ welcome	<p>A new set of questions was added to the ‘Mé Féin’ section of the FÓN system content which contain introductory/greetings questions. These could be practised by students in the same way they would have practised other topics previously.</p> <p>As before, new questions could also be placed in a tailored teacher session.</p>	Students identify their 3 best sessions for assessment.
Role play (x8)	<p>The themes of the 8 role plays and 5 picture sequences match the topics within the FÓN system which can be used for student practice.</p> <p>A new option was created where students could access role plays - 8 new chat conversation stimuli which match the 8 role plays were put in place. Students are paired to chat and then randomly assigned a part in the role-play. The student to student chat session mimiced the role-play.</p>	<p>Students were asked to access the role plays on the FÓN system 6 or more times.</p> <p>Afterwards they were asked to identify their best 2 recordings for examination.</p>
Picture sequence (x5)	<p>The question and answer format was used here to allow students to record their account of each of the 5 picture sequences.</p> <p>A new choice to access picture sequences specifically was created. 5 new questions were devised to replicate the examiner asking the student to describe each of the 5 picture sequences. These were randomly assigned when the student selected the picture sequence option.</p>	<p>Students were asked to access the role plays on the FÓN system 6 or more times.</p> <p>Afterwards they were be asked to identify their best 2 recordings for examination.</p>
Conversation / interview	<p>A. Students used the questions and answer topics to practise</p> <p>B. Students chat with other students around teacher-decided topics</p> <p>C. Students access and respond to teacher-tailored sessions.</p>	<p>A. Students identify their 2 best questions and answer sessions for assessment.</p> <p>B. Students identify their 1 best conversation for assessment.</p>

Teacher and student input on how the specifics of assessment using FÓN might be organised led to the following system design (Figure 2.2.1).

Figure 2.2.1: New system components for FÓN, phase 3



2.3 FÓN in use

Students and teachers were provided with set task sheets which they were asked to use for the duration of their participation in this phase of work. In the case of students, these task sheets were designed to provide a focused set of tasks to complete each week and also a space for students to record their best efforts as evidence of learning from their attempts at these tasks (as outlined in table 2.2.2). For teachers, the task sheets were designed to serve as a reminder of the weekly task assigned to students and left space for teachers to fill in any comments or observations they had about the process.

2.4 Participants

Four third year classes and their Irish teachers at School Y and one third year class and Irish teacher at School X agreed to participate in this phase of work. The students in School Y represent four of the six classes of students from School Y who participated in the last phase of work and have experience with working with the FÓN system. The students and teacher participating from School X were new to FÓN. 102 third year students and their four Irish teachers participated from School Y and 15 third year students and their one Irish teacher participated from School X.

School Y has participated in the optional oral Irish examinations at Junior Certificate since the first group of students in the new school progressed through to third year in 2007. A local arrangement is in place whereby personnel from outside the school conduct the examination. Traditionally at School Y, students studying ordinary Irish have not taken the optional oral examination. Teachers feel that these students are at a disadvantage given that the same oral examination is set for all levels of student.

The third phase of the FÓN project ran alongside existing school processes and procedures for oral examinations at School Y. The period of work overlapped with Christmas holidays, mid-term break and mock examinations.

School X has not participated in the optional oral Irish Junior Certificate examination to date. One class studying Ordinary Level Irish and their teacher participated in this phase of work. This cohort started their active phase of work on the project on 12 March 2010 and ran over seven weeks to the end of April and finished after School Y's active phase.

3. Evaluation methodology

This phase of the project drew on three stages of data collection as outlined below:

Table 3: Three-stage data-gathering process

<p>Stage One:</p> <p>Pre-project data-gathering</p> <ul style="list-style-type: none"> ▪ Interview teachers and students <u>who have an existing knowledge of FÓN</u> about its potential use(s) for oral assessment (see Appendix 1) <p>Stage Two:</p> <p>Post-project data-gathering</p> <ul style="list-style-type: none"> ▪ gathering evidence (written and oral) from students on their experiences of their oral assessment (where relevant), the use of FÓN in this phase of work and overall impressions of using FÓN for oral assessment (see Appendix 2). ▪ Interview teachers about their impressions of using FÓN during this phase of work and overall impressions of using FÓN for oral assessment (see Appendix 3). <p>Stage Three:</p> <p>Examining the evidence</p> <ul style="list-style-type: none"> ▪ Examine system usage during schools' active phase of work ▪ Compare all students' achievement through the student <i>task sheets</i> with their usual achievement ▪ Complete a case study of 3 students per class – examine these students' task sheets, chat with student and the relevant teacher regarding students' achievement via the task sheet in comparison to usual and how FÓN mediated the process of recording and tracking achievement.

3.1 Stage One

All teachers who participated in FÓN, phase 2 took part in a feedback session on their experiences of FÓN and avenues for the way forward during the final FÓN meeting of phase 2 in November 2009. The initial meeting of phase 3 with teachers at School Y on 16 December 2009 facilitated a fact-gathering session on their ideas for the use of FÓN for oral assessment.

Students at School Y were consulted on how they saw FÓN being used to facilitate oral assessment. They had a good knowledge of FÓN and its functionality from their participation in FÓN Phase 2, and were asked to apply this to the description supplied of the oral examination.

These combined meetings formed the pre-project data-gathering stage of work.

3.2 Stage Two

All students and teachers at School Y were interviewed about their local experiences of oral assessment and overall impressions of using FÓN for oral assessment.

The teacher and students at School X were interviewed about their experiences of using FÓN and its potential for assessment.

Findings from the data gathered are presented in Section 6.

3.3 Stage Three

The FÓN system keeps track of all student access to the system, the times and dates of this access and the recordings carried out through the process. It also records any teacher feedback entered into the system on student recordings. This data was compiled to give a sense of overall system usage, which components of the system were used most and least, and trends in time/date usage across classes.

All students who returned their completed task sheets were provided with an overall mark of their achievement. This information was compared to the students' usual levels of achievement.

Teachers were asked to identify two students per class who represent a spread of student ability in that class. A case study of these two students per class was conducted to gain a full picture) of each students' ability, level of engagement with FÓN

and their and their teachers' overall sense of how assessment through FÓN captured their level of ability in Irish.

4. Working with the FÓN schools

Similar to the evaluation of the project, there were four main steps in phase three but the steps varied between the two participating schools. School Y has been involved in the project from the beginning, whereas it was the first experience of FÓN for School X. The description of the process is presented below:

Table 4: Description of process: School Y

Step One

Initial contact with School Y

- Discussions with the Principal and Irish teachers about the scope of phase 3 participation

Step Two

Training and communication

- Teacher in-service training
- Further training and support for teachers onsite followed by regular communication

Step Three

Engagement with FÓN

- Discussions with teachers
- Students using the system

Step Four

Gathering of evidence

- Discussions with students
- Collection of student task sheets
- Marking of student task sheets
- Feedback to students

Note: The assessment of student task sheets and the feedback to the students are described in Section 5.

4.1 Initial contact with School Y

As explained in Section 3.1 the initial contact with the teachers of School Y on 16th December, 2009 was a brainstorming session, during which the NCCA team listened to the teachers' ideas on the possibilities of using FÓN in the assessment of oral competence. It transpired at this meeting that while the teachers were open to the idea of FÓN phase 3, uncertainty existed with regard to the Junior Certificate oral examination itself. The SEC had recently issued a circular to schools outlining the changes to the Junior Certificate examination arrangements. This included the changed weightings to the oral, aural and written examinations and would be examined for the first time in June 2010. This played on the minds of the teachers and the uncertainty around the changed arrangements caused some apprehension. School Y is one of twelve schools nationwide which facilitate the Junior Certificate oral exam, but only Higher Level students are examined. Ordinary Level students' oral competence is not assessed as the Irish Department believe that they would be at a disadvantage taking the same examination as their Higher Level counterparts.

4.2 Training and communication

The NCCA team's response to this teacher uncertainty and apprehension was to arrange onsite in-service training in teaching and learning methodologies for Irish, and onsite further training in the FÓN system. The in-service training included possibilities as to how the various *new* components of the oral examination could be incorporated into every day Teaching and Learning in the classroom. The components of the Junior Certificate oral exam are outlined in Section 2 of this report and have been discussed previously.

The FÓN system was in turn modified to incorporate the new components to the Junior Certificate examination, namely the addition of the role-plays and picture sequences. As teachers were already familiar with the FÓN system, retraining focused mainly on the usage of the additional components to the system with some familiarisation of the system itself. This retraining was provided onsite for teachers in December 2009, and again in January 2010. This was followed up by regular electronic and phone communication with the NCCA team.

4.3 Engagement with FÓN?

In discussions with teachers, concern was expressed about the extra pressure of changed examination arrangements and the time of year in question. Teachers were concerned about the pressure that students were under at that particular stage of the year, leading up to mock examinations as well as impending practical and oral examinations. In order to alleviate this issue, a time frame of fourteen weeks was agreed with NCCA staff and the participating teachers in School Y. Teachers were provided with a *Teacher Task Sheet* (Appendix 5) and a corresponding *Student Task Sheet* (Appendix 4) was also provided. The first objective of the *Task Sheet* was to guide students and teachers in their usage of FÓN, with one week allotted to each component of the system. Secondly, students were asked to identify five of their best sessions in the case of the voice response component and two of their best sessions in all other components. The idea was that this would encourage students in their assessment of themselves on a continuous basis, and promote autonomous learning.

4.4 Gathering evidence

On completion of the allotted fourteen week period, the NCCA team visited School Y to collect the task sheets and to chat to both students and teachers about their participation in this phase of FÓN. The NCCA visit happened the week after the Junior Certificate oral examination. All teachers were delighted with how the students had performed in this examination and cited FÓN participation as a major factor in the high grades achieved. Normal practice for the twelve schools that opt for the Junior Certificate oral is that teachers assess their own students. A local arrangement exists in some schools however, where personnel from outside the school conduct the examination. This is the practice in School Y. The school is responsible for forwarding these marks to the State Examinations Commission. Teachers are therefore aware of the marks that students achieve, whether they themselves examine their students or whether another is employed to do so.

Teachers had distributed the task sheets on completion of the fourteen week period as opposed to at the beginning as suggested by the NCCA team. Time of year pressure and exam pressure were cited as reasons for this. However, when the teachers were interviewed by the NCCA team, they felt without exception that the task sheets were a

great idea to focus the students on the task at hand, to help them assess themselves on a continuous basis over time and to encourage students to become more directed in their own learning.

The NCCA team met with the participating students on completion of the project. Task sheets were submitted by 30 students, out of a possible 117. This amounts to 26% of participants. Students cited reasons such as forgetting their sheets that particular day and losing them, as reasons for not submitting them. While this number is disappointing, it is not that surprising given the low emphasis placed on the task sheets by the teachers. The scale of system usage during this phase is not reflected in the number of task sheets submitted.

Students who submitted task sheets reported however, that they gave them a chance to decide which session was their best. It also allowed them to record another session if they felt that their performance in any session could have been better. They said that they liked the idea that they could listen back on their sessions and *pick out the best ones*.

Students also expressed delight in their performance in the oral component of the Junior Certificate examination and cited FÓN as *brilliant for practicing speaking Irish* and said that it *helped them to do really well in their Junior Cert oral exam*. They mentioned that FÓN was a much fairer system of assessment than everything they *have studied in three years... depending on one day*.

The NCCA team marked the student sessions as identified by the students themselves. This is discussed in detail in *Section 5: FÓN and Assessment*.

4.5 Step One: Initial contact with School X

Initial contact was made with School X in March 2010. This contact arose from the preference of School Y to involve only Higher Level Junior Certificate students in this phase of the FÓN project. In the interest of equity and balance, the NCCA team felt that it was also necessary to explore the possibilities of FÓN in the oral assessment of Ordinary Level students. The NCCA team was aware that Junior Certificate students in

this school did not sit the optional Junior Certificate oral examination in Irish. Nonetheless the teacher was very positive about participating in FÓN while she would have much preferred to try the project with Second Year or even Transition Year students, as there would be no pressure of examinations and she herself would have more time to devote to FÓN during class. The teacher was also concerned about the school's mobile phone policy as there was a blanket ban on mobile phones in the school. The NCCA team explained that this ban was also in place in previously participating schools. The teacher was reassured that this had not caused any problems or disruption before and we did not envisage otherwise in this phase of the project.

Table 4.5.1 Description of process: School X

Step One

Initial contact with School X

- Discussions with the Principal and Irish teacher about FÓN participation

Step Two

Training and communication

- Teacher induction and onsite training
- Student onsite training
- Regular communication and further training

Step Three

Engagement with FÓN?

- Discussions with teacher
- Student usage of the system

Step Four

Gathering of Evidence

- Discussions with students
- Collection of student task sheets
- Marking of student task sheets
- Feedback to students

4.6 Step Two: Training and communication

The NCCA team visited the participating teacher for an initial training on 12 March, 2010, and again on the 15th March, 2010. An introduction to the FÓN system and its various components was given in advance of the NCCA team's visit to the participating class. While it was a very busy time in the School Year, the teacher was very positive and enthusiastic about the possibilities of FÓN and her use of the system in class. The teacher was supplied with copies of all the FÓN documentation for dispersal among the students and subsequent signing. These included the *FÓN Information Leaflet* for students and parents, a *mobile phone contract form*, *FÓN consent form for students*, *FÓN consent form for participating teachers* and a modified *Student Task Sheet*. The team visited the class and gave an induction into FÓN and explained what was expected during the project. Training was provided for the students, queries were answered and explanations were given to any further questions students posed.

Further training was provided for the teacher a week later, in the sending of SMS text messaging and on the management of the online interface. This was followed by phone communication with the teacher twice a week. The purpose of this was to check in with the teacher about how the system was working for her and whether she had any issues with any of the various components

4.7 Step Three: Engagement with FÓN

A time frame of seven weeks was agreed with school X and the mobile phone provider, Vodafone, agreed to extend the period of provision to the end of April in order to facilitate this. More contact and communication was necessary between the participants in School X and the NCCA FÓN project team, and further training and clarification of the components was requested. This was to be expected as the system was totally new to the participants in School X whereas the participants in School Y had also participated in MALL and FÓN phase 2.

4.8 Step Four: Gathering evidence

The NCCA team visited School X at the end of the seven week period to evaluate the project, collect the task sheets and to chat with both the teacher and the students about their participation. 7 students had filled in the task sheets out of a possible number of 17. This amounts to 41% of participants. Exam pressure, time of year, and the particular class grouping were all cited by the teacher as reasons for this. The teacher also said that due to the time of year in question and the fact that this cohort of students were preparing for their Junior Certificate examinations, she had very little time to devote to the project. However, when interviewed about the students' motivation and enthusiasm for learning Irish, the teacher reported a huge improvement in student behaviour in class, motivation for learning Irish, submitting Irish homework and general enthusiasm for Irish.

This is discussed in much greater detail in the section on evaluation and these gains have also been reported on at length in *Foghlaim Ón Nuatheicneolaíocht (FÓN) Project: Project outline development and evaluations* NCCA, (2009).

5. Oral assessment using FÓN

Students' communicative competence and progression over time were assessed during this active phase of FÓN. Section 2 maps the Junior Certificate optional oral examination to the FÓN system and Table 5.1 below describes how the various components of the Junior Certificate optional oral examination are matched with the components of the FÓN system. Every student who submitted a task sheet was marked and a further 6 students have been identified as case studies. The progression of these 6 students over time has also been assessed.

Table 5.1 Junior Certificate optional oral component matched with the FÓN system

Junior Certificate optional oral component	Corresponding FÓN system component
Greeting/Blessing	<ul style="list-style-type: none"> ▪ voice response ▪ students respond to a question posed randomly
Picture Sequence	<ul style="list-style-type: none"> ▪ voice response ▪ students are randomly given the title of one of five picture sequences ▪ students record a description on the system of what they see in the picture
Role Play	<ul style="list-style-type: none"> ▪ voice chat ▪ students are paired together, one student adopts the role of the examiner and the other adopts the role of the student ▪ the role-play is recorded on the FÓN system
General Conversation/ Interview	<ul style="list-style-type: none"> ▪ voice chat ▪ prompt given ▪ students interact with each other naturally

5.1 Students' self-assessment

The online interface of the FÓN system allows students to listen to sessions that they have previously recorded. For example, student Eibhlín in School Y first accessed the system on the 11th November 2008. She continued to access the system after the active period of phase two finished. The final time she accessed the system was on the 10th March, 2010 at 8.45am. Eibhlín can listen back to all 162 voice response sessions she recorded between the period November 2008 and March 2010 and track her own progress. She can hear how she has improved during that period of time. Eibhlín, like the other students was asked to do exactly that and track her own progress. She was then asked to pick out five of her best voice response sessions out of a total 81 sessions she recorded during this active phase 3. These sessions were then recorded by her, on the task sheet. The NCCA team then listened to and marked the sessions as identified by her.

The same is true for the greeting, role-play and picture sequence components. Eibhlín and the other students were asked to identify their two best sessions of these components. These were then marked by the NCCA team.

5.2 Marking task sheets

Marking each student took approximately one hour. Much of this time was spent listening to sessions not identified by the students for assessment. While it had been suggested at the outset that one session from each component be corrected, the NCCA team decided to mark more than that. This came from a curiosity to delve deeper into the component sessions as identified by the student, to see whether the sessions as identified by the students themselves, were in fact the sessions which were awarded most marks. Interestingly, in 38% of cases, the *best sessions* identified by students themselves, were not the sessions which were awarded highest marks. The NCCA team discussed this with the project teachers and the conclusion arrived at was that more guidance was required by students in identifying their *best sessions*. Arising from the experience of marking the task sheets and sessions, the NCCA drew up some guidelines for students to offer help in identifying their best sessions, and these guidelines are included in Appendix 6.

5.3 Marking scheme: Voice response

The voice response component is based on a list of ten topics taken from the Junior Certificate syllabus. These topics have been outlined in Section 1. The distribution of marks originally proposed for this component is outlined in Table 5.3.1 below:

Table 5.3.1 Distribution of marks: Voice Response

Communicative Competency (30m)
24-30m excellent fluency, lengthy answers, excellent sentence structure, excellent use of vocabulary
18-24m very good fluency, long answers, good sentence structure, very good use of vocabulary
12-18m good fluency, good understanding, good vocabulary
6-12m very simple answers given, fair expression presented
0-6m speech lacking, poor vocabulary, poor sentence structure, very little spoken

It became clear after the scheme was applied in two cases that the scheme required modification as it did not reflect the number of questions contained within each session. Each voice response session contains ten questions that students answer. Students did exceptionally well in the lower order questions, such as *Cad is ainm do do dheartháir? /What is your brother's name?* but not quite so well in other, higher order questions such as *Cad é do thuairim ar éide scoile? /What is your opinion of a school uniform?* The NCCA team felt that in the interest of fairness and equity, each question should be marked separately as opposed to giving a blanket mark out of thirty for this component as a whole. Table 5.3.2 below reflects the revised marking scheme for the voice response component. All students were then marked using this scheme.

Table 5.3.2: Revised Voice Response marking scheme

Questions	Allotted marks	Assessment Criteria
1 x 10	3 marks per question	2-3 very good to excellent understanding of the question, very good to excellent fluency, very good to excellent vocabulary and sentence structure
		1-2 good understanding of the question, good vocabulary good sentence structure,
		0-1 poor understanding of the question, faltering answer, poor vocabulary, poor fluency

This marking scheme was fairer and worked much better than the previous one as it allowed for the marking of each question as opposed to a blanket mark for the component.

5.4 Marking scheme: Picture sequence

This component is based on five picture sequences that students practice prior to the oral examination. Each sequence has a title. The title of one picture sequence is heard randomly on the FÓN System. The student has a hard copy of the five picture sequences in his/her hand. He/she will then have one minute to review the picture sequence allotted to him/her by the FÓN system. They describe what they see in the series of pictures and this is subsequently recorded on the FÓN system. Table 5.4.1 below outlines the distribution of marks originally proposed for the Picture Sequence component of the FÓN oral assessment

Table 5.4.1: Distribution of marks, Picture Sequence

Communicative competency (30 marks)
24-30: excellent fluency of speech, substantial answers, excellent sentence structure, excellent use of vocabulary
18-24: very good fluency, long answers, very good sentence structure, very good use of vocabulary
12-18 : good fluency, reasonable answers, good sentence structure, good use of vocabulary
6-12: very simple answers presented, reasonable sentence structure, reasonable use of vocabulary
0-6: speech lacking, very little spoken, poor understanding of sentence structure

On listening to the student recordings, it was not always clear when students were moving from one picture to another. Hence it was agreed to give a blanket mark for the series of pictures as opposed to a mark per picture.

5.5 Marking scheme: Role-play

This component is based on the following topics taken from the Junior Certificate Irish Syllabus:

- School
- Pastimes
- Holidays

- Food and Drink

Two posters for each topic are available from the State Examinations Commission website www.examinations.ie and these were issued to schools in November 2009. Each of the role-plays has been practiced by the students in class. Students were paired together on the system and they then heard the title of one of eight role-play scenarios randomly. Students were allotted alternate roles randomly by the system. One student adopts the role of the young person who is looking for information, while the other student adopts the role of the information giver. Students recorded at least five sessions for this section and they name their two best sessions. Table 5.5.1 below outlines the distribution of marks for the Role-Play component of the FÓN oral assessment:

Table 5.5.1: Distribution of Marks, Role-Play

Communicative Competency (40 marks)	
32-40:	excellent fluency of speech, substantial answers given to questions asked, excellent sentence structure, excellent use of vocabulary, excellent questions posed
24-32:	very good fluency, long answers given to questions asked, very good sentence structure, very good use of vocabulary, very good understanding of questioning
16-24:	good fluency, reasonable answers, good sentence structure, good use of vocabulary, good questioning
8-16:	very simple answers given, fair expression presented, fair sentence structure, fair understanding of questioning
0-8:	speech lacking, very little spoken, poor understanding of sentence structure, poor questioning, poor answers to questions asked

The distribution of marks in this component was based on interaction between the two students, answers given to questions asked by one student and an ability to pose questions.

5.6 Voice chat

This final component of the FÓN system involves students being paired together, assigned a random topic to discuss. This component is expected to be interactive with students both asking and answering questions of each other. Students were given the opportunity to record at least five voice chat sessions. They were offered the opportunity to identify their two best sessions and record them on their task sheet. No student, submitted this component for assessment. In discussions with them it appeared that scheduling two students for the same time slot proved difficult.

5.7 FÓN oral assessment results

The FÓN oral assessment results are presented in Section 6.4.2.

6. Evaluation findings

Section 3 outlined the three-stage data gathering process which was employed to evaluate this phase of work. Details of and findings from these three stages are outlined below.

6.1 Response rates

Response rates for stages one and two of the evaluation were relatively high and are outlined in Table 6.1.1 below.

Table 6.1.1: Response rates

Teacher	STAGE ONE		STAGE TWO	
	Teacher pre-project	Student pre-project	Teacher semi-structured interview	Student reflection session
Class A	8 of the 12 teachers who participated in Phase 2 took part in this session.	99/126*	Yes	15/17
Class B				26/31
Class C			Yes	19/24
Class D			Yes	25/30
Class F	3 of the 4 teachers who participated in Phase 3 were present.	0/15	Yes	15/15
Response Rates	3/4 75%	99/141 70%	4/4 100%	100/117 85%

** Note: All students in School Y who had participated in Phase 2 of the project contributed to the Phase 3 pre-project questionnaire.*

Three of the four teachers involved in this phase of work participated in the pre-project reflection session. The fourth teacher participating in this phase of work was new to the project for Phase 3. All students from School Y who participated in FÓN, Phase 2, completed pre-project questionnaires. Their existing knowledge of FÓN was drawn upon to compile possible assessment solutions using FÓN.

All teachers who participated in this phase of work took part in a semi-structured interview (N=4). The small number of teachers involved (4 teachers) should be borne in mind when reading the findings reported below. Teacher data has been reported using counts, rather than percentages. An 85% response rate was achieved for the student reflection session (N=100).

As mentioned in Section 2.4, students participating from School Y were all studying higher-level Irish. Those participating from School X were all studying ordinary-level Irish. The post-project reflection sessions differed for the cohorts of students from each school to reflect their prior experience with FÓN and their participation or non-participation in an Irish oral exam for Junior Certificate.

Table 6.1.2: Breakdown of responding project students studying ordinary and Higher Level Irish

	Count	Valid %
Ordinary	15	15
Higher	85	85
Total	100	100

n=100, missing=0

6.2 Stage One

Stage one of the evaluation process informed the setup and changes to the FÓN system for work in Phase three.

6.2.1 Students' perspectives

Students were asked to apply their knowledge of the FÓN system to come up with potential solutions for the optional Irish oral Junior Certificate examination. As students did not have too much knowledge of the make-up of the optional Irish oral examination at that stage, the four components of the examination were outlined for them.

Students commented that using the FÓN system for assessment where marks were attributed to their use of FÓN (partially or wholly) would reduce the pressure of an

actual oral examination. They suggested that using the FÓN system for assessment would be *more casual* than a face to face oral examination, and that they would be less likely to *go blank* than when faced by an examiner. Some students felt they would still like a face to face oral examination to form part of their oral grade.

Students discussed the balance between continuous and terminal assessment. In general students felt that some form of terminal assessment would make the examination fairer and ensure cheating was not possible for all stages. Other students outlined that they would not like their work on FÓN or a FÓN-based examination to contribute (partially or wholly) to form their Junior Certificate oral assessment mark – they would prefer an *actual exam*. They did comment that FÓN was a good tool for oral practice.

Students made suggestions on how the existing functionality of FÓN could be mapped to mimic the format of the oral examination. Their suggestions mirrored those outlined in Section 2.2.

Table 6.2.1.1: Student suggestions for the use of FÓN for oral assessment

Junior Certificate Oral Examination	FÓN System
Beannú	<ul style="list-style-type: none"> ▪ Set beannú questions as a new voice response topic
Rólghlacadh	<ul style="list-style-type: none"> ▪ Set up a chat where you chat with another student/teacher/examiner about one of the role plays ▪ Access your role play online and then call a student/teacher/examiner to talk about it ▪ Create a role-play section – press 3 in the phone interface for role play
Sráith Pictiúir	<ul style="list-style-type: none"> ▪ Send a picture by SMS, then dial up to describe it like in voice response ▪ Access a picture online, then dial up to describe it like in voice response ▪ Create a picture sequence section – press 4 in the phone interface for picture sequence
Agallamh	<ul style="list-style-type: none"> ▪ Choose any 5 topics and your efforts are examined ▪ Do all topics twice and pick your best for assessment ▪ Do 100 tests a year as your oral examination ▪ Add questions which are frequently asked in the Irish oral Junior Certificate

Some of the student suggestions were taken on board and amendments were made to the FÓN system as the work started into Phase three. As the basic model mobile phones used in previous phases of work were to be re-employed in this phase of work, it was not possible to integrate an SMS image (of MMS – multimedia message) of one of the picture sequence images, as suggested above.

6.2.2 Teachers' perspectives

Session one

Teachers who participated in Phase 2 of the project were gathered together to discuss their impressions of FÓN and how it might be used for assessment. These teachers were made up of teachers from Northern Ireland and the Republic of Ireland, where different examination procedures for oral assessment are in place.

A new oral Irish examination format was put in place in Northern Ireland for the 2010 exam year. This new process allows students to record themselves on an MP3 player at multiple intervals during the year. They then select their best efforts to go forward for examination. Students' own teachers mark their efforts, but a sample of recordings are forwarded for moderation. In this instance, the artefact being examined is an audio file, which is the same format of the artefacts gathered through FÓN.

Northern Irish teachers' impressions of this new assessment format were positive. They felt that students often shied away from choosing a language as a GSCE subject due to the oral assessment associated with it. Teachers felt that the reduced pressure of the new format would draw more students into choosing to study Irish.

Teachers from the Republic of Ireland who had experience of the oral examination taking place in their school(s) were less favourable towards a FÓN-based oral examination. They felt that part of the oral assessment mark could be gathered through the use of FÓN, but that some face to face element was essential.

Teachers in schools where the oral Irish Junior Certificate examination was not in place were more open to the possibilities FÓN presented to facilitate some form of oral assessment.

Session two

The second session with teachers took place at the start of the scoping process for FÓN, Phase 3 in School Y. All teachers in the Irish department were involved, two of whom did not have a third year class and would therefore not be participating in the project. Teachers from Northern Ireland were not involved in this discussion.

At this session, it was agreed what changes would be made to the FÓN system for this phase of work and what teachers would be asked to do. The general idea of a student task sheet was discussed and agreed upon. Teachers were informed that student recordings associated with a task sheet would be marked by NCCA staff.

6.3 Stage Two

Stage two of the evaluation involved gathering teacher and student feedback after the active work on the project had been completed (and students in School Y had completed their optional oral Irish Junior Certificate examination).

6.3.1 Students' perspectives

Students from one of the project schools participate in the oral exam, students in the other school do not. Questions A1-6 of the post-project reflection questions related to the oral examination and were not posed to those students who were attending the school which does not participate in the oral examination. There were 85 respondents (N=85) for questions A1-6. There were 100 respondents in total for questions B1-7 (N=100). Some questions marked C, were posed to students in the school which does not participate in the optional oral Irish Junior Certificate examination.

The majority of data gathered was through open-ended questions. Results below are therefore presented as a valid% of the total number of answers, rather than the number of students who provided that answer. Totals generally exceed 'n' as students provided one or more detail in each answer. Total valid percentages may be slightly greater or less than 100% due to rounding.

A1. What did you do to prepare for your oral exam?

QA1.	Count	Valid%
FÓN	61 (of which 15 made reference to particular elements of FÓN)	44%
Self-directed study/revision and speaking alone	49	36%
Practise speaking to friends/family/in class	28	20%
TOTAL (number of answers)	138	100%

n=84, missing=1

It is clear that for the students who took the oral examination, FÓN was the main focus of their preparation.

A2. How did you feel your oral exam went for you?

QA2.		Count	Valid%
Positive	Good/well	69	65
	The examiner was nice/friendly	17	16
	Not as bad as I thought it would go / it was easier than I thought	9	8
	Ok	5	5
Negative	It was hard	2	2
	I was disappointed / it went badly	2	2
	I felt I could have done better	1	1
	I would have liked more time to flesh out my answers/ the examiner cut me off	1	1
	TOTAL (number of answers)	106	100

n=85, missing=5

The majority of students were positive about their experience of an oral examination and how they had achieved in it. 8% of answers referred to the surprise of the exam not being as bad as anticipated. Some students referred to the examiner who was present at their exam—how he/she was nice/friendly, or how he/she had cut them off.

A3. What emotions did you feel around the exam?

QA3.		Count	Valid%
Before Exam	Nervous	71	43
	Worried	5	3
	Confident	6	4
	Stressed	3	2
After Exam	Relieved	35	21
	Delighted/great	24	15
	Ok/ happy	19	12
	Anxious	1	1
	TOTAL (number of answers)	164	101

n=83, missing=3

The majority (48%) of emotions students attributed to the pre-exam time were negative—nervous, worried, stressed. Examinations generally draw these emotions from examinees. Previous phases of work on FÓN have shown that students are more at ease and confident speaking Irish having had experience using the FÓN system. It was noted that students felt *less pressure* practising via their mobile phone than face to face with their teacher. The scope of this phase of work and evaluation data cannot

ascertain the extent to which FÓN did or did not ease these students' emotions in comparison to their non-FÓN-using counterparts.

A4. What went well for you during your oral exam?

A5. Was there anything that you weren't too happy with after your oral exam?

QA4, QA5		Count	Valid%
A4. Well	Agallamh / Conversation	35	30
	Sráith Pictiúir / Picture sequences	26	22
	Overall it went well	24	20
	Rólghlacadh / Role play	23	19
	Beannú / Welcome	10	8
TOTAL (number of answers)		118	99
A5. Not so well	I was happy with it / it was ok	29	29
	Sráith Pictiúir – time to think of what to say, got a difficult one	22	22
	Didn't have enough time to expand my answer	14	14
	Lacking certain area of knowledge (<i>didn't understand some questions, mixed up tenses, used some French/English</i>)	13	13
	Agallamh / Conversation	12	12
	Rólghlacadh / Role play	6	6
	The examiner's accent was hard to understand / spoke too fast	4	4
TOTAL (number of answers)		100	100

QA4: n=85, missing=0; QA5: n=81, missing=4

Students referred to particular elements of the oral exam as having been a success or less of a success for them. 14% of answers about what did not go too well for students referred to the shortage of time students felt they experienced in their exam.

QA6. Do you think oral exams are a good idea?

QA6.		Count	Valid%
Yes	You can get a better overall grade	33	29
	Irish is a language so speaking is important	22	19
	Less pressure for the rest of the exam	16	14
	You learn more Irish when you're preparing for the oral	13	12
	Yes	11	10
	You don't need to worry about your spelling / how well you can write / easier than writing	10	9
	It helps you to know where you are at/how good you are in Irish	3	3
	It gives you confidence	3	3
No	No	1	1
	Feel pressured	1	1
	TOTAL (number of answers)	113	101

n=84, missing=1

Students thought oral examinations were a good idea. They recognised the potential that the 40% of marks available can greatly contribute to their overall grade in Irish. Students also noted the importance of their oral skills being examined in a language subject. 9% of responses referred to a reduced focus being placed on the written element of the exam, which reduces their concern about spelling and syntax.

QB1. What did you use FÓN for?

QB1.		Count	Valid%
	To practise at home / revise / learn Irish / improve my Irish	77	44
	At home / homework	22	13
	At school	16	9
FÓN sys.	Voice response / questions and answers	33	19
	Sráith pictiúir / picture sequence	14	8
	Rólghlacadh / role play	7	4
	To assess my level of Irish	6	3
	TOTAL (number of answers)	175	100

n=100, missing=0

Responses for this question were varied—some referring to where FÓN was used, others to what it was used for and others still to the particular elements of the FÓN system which they used most often. When responses which referred to practise at home and at home/homework are combined, more than half of the responses indicate that FÓN was used as a home-based activity. Apart from the responses which indicate the FÓN was used at school (9%), all other responses could be attributed to independent and out-of-school learning and use. The locus of control in this phase has again shifted to home-based and autonomous use, to a greater extent than previous phases.

QB2. How did your teacher ask you to use FÓN? Were you given any instructions?

QB2.		Count	Valid%
Location of use	We were asked to use it at home / complete the task sheets	79	49
	We used it in school	9	6
Instructions given	Our teacher refreshed our memories on how to use it	12	8
	We were given instructions	20	13
	The new elements were explained to us / it was all new to us so the teacher explained how to use it	15	9
	I knew how to use it	3	2
No instructions given	Our teacher told us to use it whenever we wanted	5	3
Instructions provided by	Teacher	12	8
	Classmate	3	2
	NCCA	2	1
	TOTAL (<i>number of answers</i>)	160	101

n=100, missing=0

Only 6% of responses indicated that teachers integrated FÓN into the classroom for this phase of work. This is in marked contrast to earlier phases of the project where

FÓN was a tool for classroom use. The majority of the work (53%) was divided between students' self-directed learning outside of school and the project task sheets. This is confirmed through the usage statistics (see Section 6.4.1) which show broad student usage outside of school hours.

QB3. Did you find FÓN useful to prepare for your oral exam?

QB3.		Count	Valid%
Yes	You can use it to practise your speaking / the repetition helps you to learn / you get used to the types of questions you could be asked	40	41
	Yes	25	26
	Your Irish improves / you learn Irish / you become more fluent in Irish	10	10
	You can learn from your mistakes / hear your answer played back and correct it	4	4
	It's easy to use	2	2
	You don't have to think after a while, the Irish comes automatically	2	2
	You become more confident	1	1
No	No	14	14
	TOTAL (number of answers)	98	100

n=84, missing=1

86% of responses indicated that students found FÓN useful to prepare for their oral examination. The reasons attributed to its benefits reflect those reported in the last phase of work—competence and fluency improve, there are opportunities for self-assessment and it's easy to use. Other students referred to how they could not practise their Irish speaking with their family at home as there are no Irish speakers there and that FÓN is more interesting and different to more traditional tools for learning, such as books.

Negative responses referred to how students were already busy in third year preparing for exams in 11/12 subjects and how FÓN equated with more work for them to do. Other negative responses noted how students found it hard to assess their performance on FÓN as they had not received any feedback from their teacher(s).

QC5a. Do you think FÓN was useful to help you prepare for your Irish Junior Certificate exam?

QM5b: Please give a reason for your answer.

QC5a.	Count	Valid%
Yes	12	80
No	3	20
TOTAL	15	100

n=15, missing=0

QC5b.		Count	Valid%
Yes	It helps your comprehension skills	6	38
	It improves your vocabulary	4	25
	It helps to improve your Irish speaking	2	13
	It's easy and fun	1	6
No	We don't have to speak Irish for our exam here	3	19
	TOTAL (number of answers)	16	101

n=15, missing=0

This question was posed to students who do not participate in the oral Irish Junior Certificate examination. 80% of students indicated that they felt FÓN would help them to prepare for other aspects of the Junior Certificate examination (which was also reflected in findings from the previous phase of work).

QB5. There were two new elements to the FÓN system this time – Sráith Pictiúir and Rólghlacadh. Were you aware these were available? If yes, how useful did you find them?

QB5.		Count	Valid%
Yes	They helped me prepare for my oral exam / they were useful	29	24
	They were good	27	23
	They were useful to practise with	12	10
	You were able to talk to other people	9	8
	I enjoyed using them	2	2
	Yes	2	2
No	No	16	13
	I found them hard to use / confusing	12	10
	You couldn't hear yourself played back	4	3
	I preferred only having the elements in the old system	4	3
	It was hard to match up with someone / the times didn't suit	2	2
	TOTAL (number of answers)	119	100

n=82, missing=3

69% of student responses indicated that students had realised that the FÓN system had been extended to include two new components for use—role plays and picture sequences. 67% of these responses pointed to students' perception of benefits being associated with the new components.

Only 43% of responses indicated that students had received direct instructions in the new features of the FÓN system or what they were required to do using the task sheets (see question B2 above). This may explain responses indicating that students had difficulty using the new features or preferring the way the FÓN system was set up for the last phase of work.

QC6. Which of these elements of the FÓN system did you use?

QC6.	Count	Valid%
Voice response (questions and answers)	14	52
Voice chat with other students	12	44
Role play	1	4
Picture sequences	0	0
TOTAL (number of answers)	27	100

n=15, missing=0

Students who had not previously participated in FÓN were asked about which elements of the system they had used. The most commonly used component was the voice response element with 52% of responses. The next most commonly used element were voice chat with 44% of responses. Role play was rarely used and picture sequences were not used at all.

QB6/QC4. How often did you use the FÓN system?

QB6/QC4.	Count	Valid%
Daily	27	27
Weekly	41	41
Monthly	14	14
Rarely	13	13
Never	4	4
TOTAL	99	99

n=99, missing=1

The majority of students (68%) indicated that they had used the FÓN system *weekly* or *daily*. This fits with the level of usage that would be required to follow the directions on the task sheets supplied.

QB7. Are you familiar with the task sheet?
 If yes, how did you feel about choosing your own recordings for assessment? Was it difficult or easy?
 If no, (*task sheet and concept described for those students who had not worked on the task sheet*) do you think it would be a good idea to assess in this way?

QB7.		Count	Valid%
Yes	It was/would be easy to choose recordings	29	26
	It would be a good idea	24	21
	It would reduce stress for the exam	9	8
	It would be better than it is now	4	4
	You could fix your mistakes	1	1
	SUBTOTAL (<i>number of answers</i>)	67	60
No	It would be hard to choose the recordings	28	25
	It's difficult to pick the correct recording – how would I know which was a good one?	12	11
	There were/would be a lot of recordings to choose from / sift through	3	3
	I couldn't log in online to listen back to my recordings	2	2
	SUBTOTAL (<i>number of answers</i>)	45	40
	TOTAL (<i>number of answers</i>)	112	100

n=78, missing=7

Only 60% of students were familiar with the task sheets, with the remaining 40% unfamiliar. This indicates a reduced level of teacher engagement in the FÓN project, which was probably indicative of school pressures at the time of phase 3.

The majority of students indicated that the concept of continuous assessment behind the task sheet was useful and desirable. Students who felt that it wasn't desirable referred to the difficulty of judging and selecting a good recording. These comments echo those outlined in question B3, where students indicated a lack of feedback on their recordings. They also referred to the need to sift through a large number of recordings to source their best efforts. This would reinforce that the task sheets were not being used fully – as students were requested to note down sessions they thought were good examples of their work straight after they had completed them. Some responses suggested that the teacher could assist the students in selecting good samples as evidence of learning.

QC8. Did you follow the task sheet your teacher gave out?

QC6.	Count	Valid%
Yes	2	13
No	5	33
I don't know what the task sheet is	8	53
TOTAL (number of answers)	15	99

n=15, missing=0

Of those students who indicated that they had followed the task sheet, a small number reported that they found it difficult to choose his/her best recordings.

Of those students who had not used the task sheet (86%, n=13), 12 of them felt it would be a good idea to use a similar tool for spreading the load of Junior Certificate assessment. They cited this as a good idea as their oral work would be marked, it would be an alternative/different way to do it, they would be able to monitor how well they were doing over time and they would learn more.

QC8. Do you think it would be a good idea to give some Junior Certificate Irish exam marks for your work on FÓN?

QC7a.	Count	Valid%
Yes	14	93
No	1	7
TOTAL (number of answers)	15	100

n=15, missing=0

Students who do not participate in the oral Irish Junior Certificate examination were asked whether they felt that the FÓN system could make up some part of the remaining elements of their Junior Certificate examination. 93% of students felt that it could and 7% felt that it would not be a good idea. Reasons given are outlined in the table below. 63% of responses indicated that students acknowledge the importance of learning oral skills for languages. 13% (n=1) point to FÓN being different and better than more traditional tools.

QC7b/c.		Count	Valid%
Yes	Learning spoken Irish / words is/are important too	5	63
	It would be better than it is now / the traditional way	1	13
	You have fun while you work	1	13
No	We should only have one exam at the end	1	13
	TOTAL (<i>number of answers</i>)	8	102

n=15, missing=0

When asked *how* FÓN could be used to earn marks for the Irish Junior Certificate exam, students suggested using the voice response (questions and answers) component (n=7), the chat component (n=2) and setting particular topics for assessment (n=1).

6.3.2 Teachers' perspectives

Merits of FÓN

All teachers indicated that their students had benefited from their participation in the project. Some teachers also indicated FÓN's particular benefit in helping to prepare students for oral assessment. One teacher said, *students who did the most tests [FÓN sessions] did a lot better in their oral exam...especially the rólghlacadh*. Another teacher focused on the fact that FÓN makes students speak and listen. She said, *it's oral-based, they're hearing questions, they become familiar with questions and they become familiar with their own voice, they hear their mistakes*.

They praised the addition of the role play and picture sequence components as helpful for oral examination preparation. One teacher said, *in terms of practice, it's great, because there's no other way to give them that type of homework*. They referred to the facility FÓN offers students to practise these elements where they wouldn't usually have access to an Irish speaker at home. They also mentioned that student preparation for oral assessment through FÓN had transferable benefits to the aural and written elements of the Irish Junior Certificate examination.

Using FÓN

Those teachers who had previously participated in the project felt that because both they and the students were familiar with the FÓN system including the online interface,

it was not necessary to spend a lot of class time showing students how it worked. Neither was it necessary for them as teachers to spend time familiarising themselves with the various features of FÓN. For the teacher who was new to FÓN, she felt that more training would be required on the additional features the FÓN system could offer.

However, some of the teachers gave few instructions to their students on what was required of them for this phase of work. As students already knew how to access the FÓN system content, there was a sense of transferring ownership of responsibility over to students. One particular class indicated through the post-project reflection that their teacher had let them use their mobile phones in whatever way they saw fit and hadn't explained the direction of the work around the task sheets.

Teachers referred to how students had mislaid task sheets, or how the teachers themselves had only passed them on to students in the final weeks of the project. One teacher referred to the perceived difficulty of using the task sheet. She said, *I was more than a bit daunted by the task sheet, but when we did it, it was fine.*

Time of year

All teachers were very busy during the active phase of work in schools (January-April 2010). School-based commitments such as music, drama, sports and graduation ceremony, as well as illness reduced the amount of time that teachers could invest in this phase of work. Teachers suggested that a different time of year (perhaps nearer September) would be a better time of year to work with exam-year students and their teachers. They would have more time available to them and be able to invest this in FÓN.

FÓN for continuous assessment

Teachers felt that there was much more potential in the FÓN system for continuous assessment. References were made to students' self-directed learning through this mode of work, and through FÓN more generally. Other references were made to how FÓN can potentially better facilitate oral assessment for students who are not usually good *at doing exams* and reduce the pressure students feel around them. One teacher said, *they nearly lost their lives around the oral exam but listen to them on the FÓN system and they're nearly singing.* The same teacher went on to say,

I'd love to use it for continuous assessment, because I'll tell you why...in or gang most of the students are banded at Higher Level and there's a banded class that just happen to be weaker than the others. We have students in there that have continuously done the FÓN project. If they were doing continuous assessment, they would get an 'A' for it and you can even see that their development is so good...but when it comes to exams, they just fall down...they don't excel. They just don't have that little ingredient that they would use to show what they have learned. I know that that's a skill that they need to learn...but with continuous assessment, they're relaxed, they're at home, they're enjoying it and I just think that they are missing out. Continuous assessment for them would make it a lot easier to learn and help them to like it more.

Other teachers echoed the merits of continuous assessment. Another teacher said, *if they really tried hard and it didn't go well for them...they'd have another chance.*

Challenges

One challenge associated with FÓN, which was mentioned by one teacher was that FÓN might not suit more visual learners. Another challenge referenced by teachers was the sheer volume of recordings that students generate and how it would not be feasible to mark all of them. This challenge was also reflected in the MALL project and FÓN, Phase 2. Other teachers suggested building in marking time for FÓN recordings.

FÓN for oral assessment

When asked whether FÓN could form some element of oral Irish Junior certificate assessment, all teachers felt that it should but they also felt that some percentage of the oral grade should come from a face to face meeting with an examiner/teacher.

6.4 Evidence

6.4.1 System usage

In total, **2,553 calls** were made to the FÓN system during this phase of the project which totalled **183 hours of call time**. If these figures are divided across the 117 students who participated in the project, each student made an average of 22 calls to the system and clocked up 1.6 hours of talk time in Irish.

Interestingly, 15 of the top 20 student users of the system all come from the same two classes and have the same teacher. A breakdown of the top five students is provided in Table 6.4.1.1 below.

Table 6.4.1.1: Breakdown of top five student users of the FÓN system

	Class	Time of calls		Voice response	Picture sequence	Voice chat	Role play	Total # sessions
		Earliest	Latest					
1	Class A	7.25am	12.42am	142	30	4	27	203
2	Class A	11.46am	11.22pm	81	12	11	10	114
3	Class B	8.15am	11.20pm	76	5	7	6	94
4	Class B	4.11pm	10.45pm	65	11	4	5	85
5	Class A	3.43pm	11.40pm	37	1	27	2	67

Table 6.4.1.2 outlines the usage of the system according to class (two classes had the same teacher). Of note, is that there was one class which used the system very little: class D. This class focused on the voice response elements of the system and did not use the voice-chat element at all. On closer investigation, responses from this teacher's class to the post-project reflection session revealed that this teacher had not given any specific instructions on how students should use FÓN for this phase of work. Some students indicated that the teacher had said that they should *just use it themselves*. During this teacher's post-project interview, she mentioned that she had been under time pressures in school and had not had a chance to do as much as she would have liked to do with FÓN.

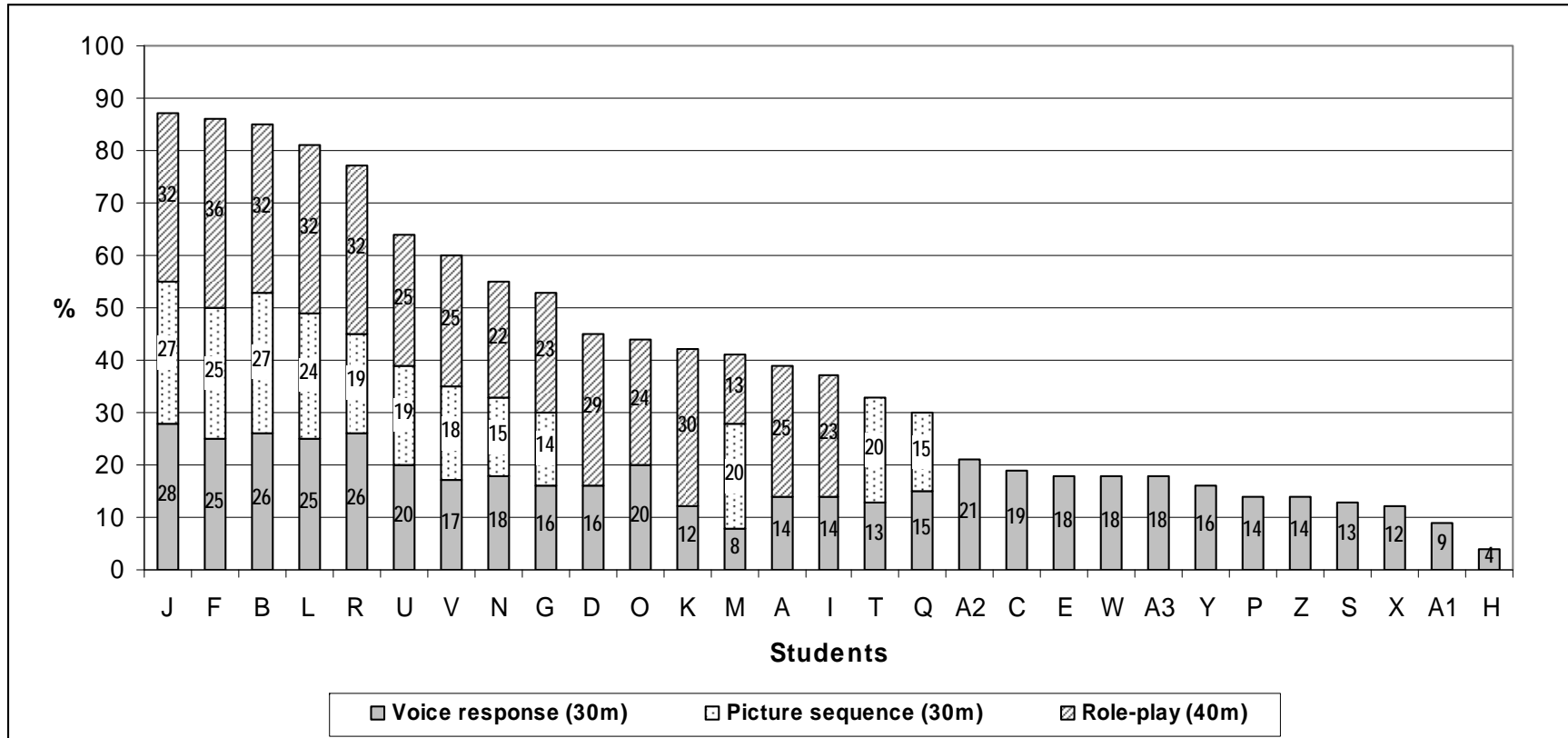
Table 6.4.1.2: Breakdown of system use per teacher/class

Class	# Students in class	Voice-response	Picture sequence	Voice-chat	Role play	Total # sessions	Average # sessions per student
Class A	17	582	70	132	69	853	50
Class B	31	470	67	80	51	668	22
Class C	24	420	10	20	162	612	26
Class D	30	69	11	0	0	80	3
Class F	15	154	6	110	28	298	20

6.4.2 Evidence from student task sheets: FÓN oral assessment results

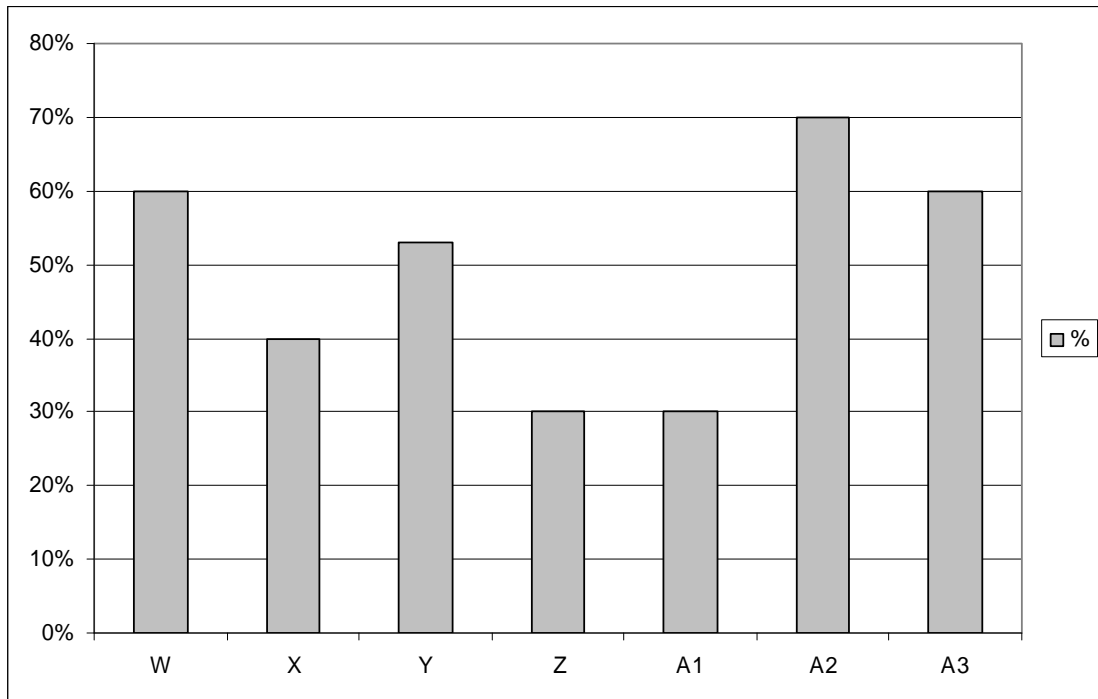
As stated previously all students in School Y attempted the voice response, picture sequence, and role-play components whereas no student attempted the voice chat component. The students in School X attempted the voice response component only. The total amount of marks assigned to the FÓN oral examination is 100. Graph 6.4.2.1 below outlines the FÓN oral assessment results.

Graph 6.4.2.1: FÓN oral assessment including voice chat component



Students W to A3 are all studying Ordinary Level Irish and recorded only voice response sessions. When these are graded on the voice response component only, their achievement is also much higher. This is illustrated in Graph 6.4.2.2 below:

Graph 6.4.2.2: Students taking Ordinary Level, Voice response component



These students never used the FÓN technologies before and their participation focused solely on the voice response component. When they were marked on that component only, their achievement was much higher. It is very clear from the above table that the students taking Ordinary Level achieved very well, contrary to the expectations and concerns of their teacher.

6.4.3 Evidence from student case studies

Teachers were asked to identify two students per class – a total of six students in all were identified. The students chosen represented a student of high ability and a student of lesser ability. Teachers were asked to comment on a number of areas relating to each student.

1. Teachers were asked to describe the student (*his/her character, work ethic, delivery of work/homework, general performance and competence in Irish*) so that a general picture could be sketched.
2. Teachers were asked to examine the task sheet result for each student and gauge how this aligned with the student's usual performance
3. Teachers were asked to examine the student's usage of the FÓN system and to comment on the level of student investment in FÓN
4. Teachers were asked to comment on the student's oral Irish Junior Certificate examination result and how the result aligned with the student's usual performance.

6.4.3.1 Case study A: Student Eibhlín

Description of Eibhlín:

Eibhlín was described by her teacher as having a bubbly personality with a very positive attitude to life, school and work in general. She is a *leader in class*. She works hard and always delivers her homework on time. She does however, lack in confidence in her own ability, and while she is bubbly she is also relatively shy at times and can be nervous. *Her level of Irish has improved greatly with FÓN, but her grammar and understanding of the language structure is not great.*

Eibhlín's Task Sheet Result

On examining Eibhlín's task sheet result, her teacher was delighted with her result. He felt that this result reflected the amount of time and effort that Eibhlín had invested in FÓN. He noted that FÓN was much more suited to Eibhlín than a *person to person oral examination* as she was *very nervous the day of the Junior Certificate optional oral exam and lost the plot. She forgot everything and couldn't speak.* He also felt that Eibhlín had taken the time to listen over all of her sessions when submitting the task. *She chose her best sessions very well.*

Eibhlín's usage of FÓN: Teacher Comment

When asked to comment on Eibhlín's usage of FÓN, her teacher noted that Eibhlín had recorded 150 sessions during phase 3. He noted also that Eibhlín had used the system after the active period of phase 2, using her father's mobile phone to practice and record sessions. *This cost her father a fortune in credit.*

Eibhlín's oral Irish Junior Certificate Examination result:

Eibhlín's teacher was very disappointed in Eibhlín's result in the oral Irish Junior Certificate examination. The teacher noted that she did not achieve as well as she should have, given the amount of time and effort that she had invested in improving her oral competency. Her teacher also noted that she was *very nervous on the day and this nervousness and her grammar let her down.*

6.4.3.2 Case study B: Student Cian**Description of Cian**

Cian was described by his teacher as being highly intelligent and extremely competent. He is very assertive in class, works hard and is an excellent student. His standard of Irish was described as being excellent and he always submits his homework on time.

Cian's task sheet result

On examining his task sheet result, Cian's teacher expressed some disappointment. She felt that he did much better in his Junior Certificate optional oral exam. She commented that as Cian was very self confident that it would be easy for him to keep talking in an oral examination, *whereas with FÓN it is either right or wrong.* She noted that he was *lucky on the day of the examination* but that FÓN reflects how he actually achieved over time.

Cian's usage of FÓN: Teacher comment

When asked to comment on Cian's usage of FÓN, his teacher noted that Cian had recorded 125 sessions during phase 3. He noted also that as was the case with Eibhlín, Cian had also used the system after the active period of phase 2 was completed.

Cian's oral Irish Junior Certificate Examination result

Cian achieved exceptionally well in his Junior Certificate optional oral Irish examination. His teacher reported that this was aligned with his usual performance in class tests and in school examinations. His teacher noted that he exuded confidence in his own oral competence ability, and this confidence would have helped him to achieve such a high result in the examination.

6.4.3.3 Case study C: Student Síle

Description of Síle

Síle was described by her teacher as being very quiet in class. She rarely speaks and is lacking in self-confidence. Her teacher felt however that she has average ability and works hard. She has a medical condition which resulted in her being absent from school quite often. She does not interact well with her peers and very rarely speaks in class. Irish is the only subject that this student is taking at Higher Level in her Junior Certificate examination. This student also will be beginning the Leaving Certificate Applied in September 2010.

Síle's task sheet result

On examining Síle's task sheet result, Síle's teacher expressed disappointment with it. She felt that Síle should have achieved much higher than she did. She noted that this result did not reflect Síle's usage of the system nor did it reflect her time, commitment and investment into Irish. On looking at the sessions that Síle chose for assessment, the teacher suggested that Síle had not chosen her *best sessions* at all. She suggested that perhaps Síle was unsure as to how to select her *best sessions* for assessment, and that perhaps more help could have been given to the lesser able students in identifying their *best sessions*.

Síle's usage of FÓN

On looking at Síle's usage of the FÓN system, Síle's teacher noted that while Síle was absent from school due to her medical problem, she continued to access the FÓN system and to record sessions.

Síle's oral Irish Junior Certificate Examination result

Síle's teacher was delighted with her oral Irish Junior Certificate examination result. She felt that it was even better than her usual achievement in school examinations and classroom-tests. She attributed the high grade achieved by Síle to her participation and usage of FÓN

6.4.3.4 Case study D: Student Sinéad**Description of Sinéad**

Sinéad was described by her teacher as being very quiet, shy and introverted. *A child who never speaks in class.* She is regarded by her teacher as being very pleasant and hard working. She does not interact well with her peers. Her homework is always submitted on time but her grades are generally speaking quite low.

Sinéad's task sheet result

On examining Sinéad's task sheet result, Sinéad's teacher felt that the result was very fair. She also felt however, that Sinéad lacked the confidence to pick the best sessions that she had recorded. Like Síle, she felt that Sinéad could have received more guidance in selecting her best recordings for assessment.

Sinéad's usage of FÓN

When asked to comment on Sinéad's usage of the FÓN system, Sinéad's teacher noted that *the only time she heard Sinéad's voice was on FÓN.* She commented also that Sinéad accessed the FÓN system 450 times during phase 3. Sinéad's teacher expressed disappointment that this amount of time investment into FÓN was not reflected in her task sheet result.

Sinéad's oral Irish Junior Certificate Examination result

Sinéad has achieved reasonably well in her oral Irish Junior Certificate examination. She achieved much better than her teacher believed that she would.

Note: The following two case studies did not opt for the Junior Certificate optional oral Irish examination.

6.4.3.5 Case study E: Student Tomás

Description of Tomás

Tomás was described by her teacher as being very talkative in class and occasionally disruptive. He rarely submits homework and is often absent. He has a lot of problems outside school and this is reflected in his behaviour and work ethic while in school.

Tomás's task sheet result

On examining Tomás's task sheet result, Tomás's teacher felt that the result was very good. She expressed surprise that he had achieved so well. She noted that she *rarely heard him speak Irish in class and did not expect him to do well at all.*

Tomás's usage of FÓN

When asked to comment on Tomás's usage of the FÓN system, Tomás's teacher noted that *the only time she heard Tomás speaking Irish was on FÓN.* She commented also that Tomás accessed the FÓN system 27 times during his participation in FÓN

6.4.3.6 Case study F: Student Micheál

Description of Micheál

Micheál was described by his teacher as being quite clever but disruptive and talkative in class. She felt that he was not achieving his full potential in school as his work ethic was lacking in motivation. He rarely submitted homework and if he did so it was *half done.*

Micheál's task sheet result

On examining Micheál's task sheet result, Micheál's teacher felt that the result was very good. She expressed surprise at how well he had achieved as this was not aligned with his usual performance in classroom tests. On reflection, she also felt that Micheál could have achieved even better than he did, if he had chosen different recordings for assessment. She felt that he lacked the confidence to choose the best sessions that he had recorded.

Micheál's usage of FÓN

When asked to comment on Micheál's usage of the FÓN system, his teacher noted that *the only time she heard Micheál speak Irish was on FÓN.* She commented also

that Mícheál accessed the FÓN system 18 times during his participation in the project. She noted also, how she had seen a marked improvement in his oral competency over the seven weeks participation period.

6.3.7 Conclusions from case studies

When teachers examined the task sheet result for each student, teachers were generally pleased that this result was aligned with the students' usual performance in class. One teacher however, expressed surprise at the results achieved by her. She noted that she had *never heard the students speak Irish before except on FÓN*. Mícheál and Tomás's teacher was surprised at their task sheet results as she felt that these results were not aligned with their usual performance in class. They achieved much better in FÓN than they normally would in class. Cian's teacher was somewhat disappointed with his task sheet result, as she felt that it was not aligned with his usual performance nor was it aligned with his oral Irish Junior Certificate examination result. She attributed this to his *gift of the gab* and his ability to talk in a one to one scenario.

Teachers felt that the task sheet result was a real indicator of ability. Students who were shy, reserved and rarely spoke in class, shone with the FÓN system. They were able to speak and answer questions coherently and without pressure. Students of greater ability and with the *gift of the gab* were not able to manipulate the FÓN system to their advantage as they might in a face-to-face oral. Generally speaking, the time that students invested into the FÓN system is reflected in their results. Students who achieved high marks in their task sheet had invested a lot of time in FÓN. Likewise, students who invested little time into FÓN did not achieve as well as they could have in their task sheet.

Teachers commented on how students could access FÓN even while absent from school. Students who were absent due to illness etc. logged onto the FÓN system and practiced the various components. Teachers recommended that students might need guidance in helping them to choose their *best sessions* for assessment. Some teachers felt that if students had chosen different sessions for assessment they may have achieved higher. This recommendation was also suggested during the post-project interviews with teachers. As mentioned before the NCCA drafted guidelines for

students in aiding them to choose their best sessions for assessment and these are presented in Appendix 6.

7. Conclusions and recommendations

Findings from three phases of work on FÓN, (1) MALL project, (2) FÓN, Phase 2 and (3) FÓN, Phase 3, have all shown the merits of using mobile phones for teaching, learning and assessing Irish. FÓN has proven effective for improving student motivation for Irish, increased student use of spoken Irish and improved student competence in Irish. FÓN has also proven effective as a tool for assessment, both student self-assessment and teacher assessment. Some challenges have also arisen..

The recommendations are centred on six principles.

FÓN should be scaled up to more schools

- The next stage of work should include a substantial number of schools (50+).
- Clusters of schools in a close geographical region should be sought. These schools should include a DEIS school, Gaelscoileanna, scoileanna sa Ghaeltacht, and alternative gender mixes. This sampling of school types would act as a test-bed for using the model of FÓN integration for all school-types.
- The use of FÓN should be spread across the three years of Junior Cycle. If used as an element of continuous assessment, the use of particular components of FÓN should be spread across each of the three years.

FÓN should be free for all students

- Mobile phones should be provided if the focus of work includes assessment.
- In the interest of equity, students should not incur any costs for using FÓN.

FÓN should be carried forward in partnership with public and private organisations

- To retain free access to the system for students and teachers, public and private organisations should be involved.

- The FÓN project requires staff on the ground to ‘push’ the initiative forward, and provide training and support for teachers and students involved. The number of staff involved should be proportionate to the number of schools, teachers and students to be involved in the next phase of work.
- The FÓN system requires some development from its current format and functionality. Edits would include those identified through teacher and student feedback and observations made by staff coordinating the project. The FÓN system could continue to be contracted (and tailored) or a custom solution could be built by one of the partner organisations to ensure ownership into the future.

FÓN needs to be mediated by the teacher

- A school-based *push* is required to ensure that FÓN is used to its fullest capacity and includes all students. All teachers should receive training in the FÓN system.

FÓN requires an external *PUSH*

- Parents: when parents realise the potential their children have to obtain up to 40% of the marks available for oral assessment, they may provide some momentum for schools to become involved.
- As preparation for the Leaving Certificate (LC): students would be more inclined to become involved when they realise the potential the system offers to prepare for their compulsory LC oral examination and improve their oral skills.
- Partial marks for Junior Certificate (JC): if partial marks can be made available for students’ FÓN participation and gathering evidence of their learning, more students may like to become involved. The partial mark would provide the motivation and push required.

The FÓN system should be aligned to the current format of the oral Junior Certificate examination

- The match between FÓN and the oral Junior Certificate examination should be retained in the shorter term to ensure that marks awarded are aligned to the current format of the exam.

- With future agreement from the SEC and the DES, there may be scope to adapt the format of the oral Junior Certificate examination to reap the maximum potential of the use of mobile phones for oral assessment by adding audio stimuli rather than picture-based ones.

Appendix 1: Student pre-project reflection

Student reflection: FÓN and oral exams

The following two boxes show (a) what the Junior Certificate oral examination is made up of and (b) what the FÓN system can do.

a. The Junior Certificate oral exam	b. The FÓN system
1. Beannú (Greetings/welcome) 2. Rólghlacadh (Role play) <i>There are 8 possible role plays</i> 3. Sraith Pictiúr (Picture sequence) <i>There 5 possible picture sequences</i> 4. Agallamh (Conversation/interview)	<ul style="list-style-type: none"> ▪ Practise a topic in question and answer format ▪ Chat with another student ▪ Listen back to your recordings online ▪ Get feedback from your teacher on your recordings

Take 5 minutes to write down your ideas on how to match these two boxes – so how FÓN could be used to examine your oral Irish instead of an oral examination.

Remember, it doesn't have to be an end of year exam using FÓN – think outside the box!

Appendix 2: Student post-project reflection

(Note separate sheets were used per school to reflect prior experience with FÓN and involvement in Junior Certificate oral examinations)

Student reflection session: School Y

A) Oral Irish Examination

1. What did you do to prepare for your Junior Certificate Irish oral examination?
2. How did you feel your oral exam went for you?
3. What emotions did you feel around the exam?

Think about the 4 elements of the oral examination (described)...

4. What went well during your exam?
5. Was there anything that you weren't too happy with after the exam?
6. Do you think oral exams are a good idea?

B) FÓN System

1. What did you use FÓN for?
2. How did your teacher ask you to use FÓN? Did you get any instructions?
3. Did you find FÓN useful to prepare for your oral exam? (think back to your answer to A1 above)
4. *There were two new elements to the system this time – Sráith Pictiúir and Rólghlacadh.* Were you aware that there were new elements? If yes, how useful did you find them?
5. Did you use FÓN much during the three months you could in 2010?
 - a. If yes, how often did you use it (*times per week/month*)
 - b. If no, why not?
6. *This is the task sheet you were asked to complete during this phase of work. Does it look familiar? Did your teacher give this out?*
 - a. If yes, how did you feel about choosing your own recordings for assessment? Was it easy or difficult?
 - b. If no, *the idea behind the task sheet is explained (spreading out assessment, evidence of learning identified, best examples pinpointed)...* students are asked if they think this would be a good idea.
7. Do you have any other suggestions for FÓN? *Changes/go to more schools/cancel it/is it a good idea/for assessment...?*

Student reflection session – School X

1. What did you use FÓN for?

2. How did your teacher ask you to use FÓN?

3. Did you get any instructions on how to use FÓN? Yes No

If yes, please explain what instructions you got and who provided them

4. **How often** did you **use** FÓN?

Everyday <input type="checkbox"/>	A few times a week <input type="checkbox"/>	A few times a month <input type="checkbox"/>	Rarely <input type="checkbox"/>	Never <input type="checkbox"/>
--------------------------------------	--	---	------------------------------------	-----------------------------------

5. Do you think FÓN was useful to help you prepare for your Irish Junior Certificate exam? Yes No

Please give a reason for your answer

6. Which of these elements of the FÓN system did you use?

- Voice response (questions and answers)
- Voice chat with other students
- Role play
- Picture sequences

7. Do you think it would be a good idea to give some Junior Certificate Irish exam marks for your work on FÓN? Yes No

If yes, what should you be asked to do and how would you allocate the marks?
If no, please give a reason for your answer

8. Did you follow the **task sheet** your teacher gave out?
 Yes No I don't know what the task sheet is

8a. If yes , please indicate how easy or difficult it was to choose your best recordings				
Very Easy	Easy	Ok	Hard	Very hard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer				

8b. If no , do you think it would be a good idea to use something like this task sheet to point out your best recordings and spread out the assessment for the Irish Junior Certificate exam? Yes <input type="checkbox"/> No <input type="checkbox"/>
Please explain your answer

9. Please write down any further comments or suggestions you might have for FÓN

--

Appendix 3: Teacher post-project reflection

Teacher reflection session (School Y)

A) Oral Irish Examination

1. How are the oral examinations conducted in School Y?
2. Did your class participate? (If not, why not? - *Higher/ordinary divide*)
3. Ref to marking scheme, external/internal teacher involvement
4. Did the marks your students received reflect the level of competence you would observe through class and their work?

B) FÓN System

1. What did you ask your class to do / how did you ask them to use the phones this time?
2. Was FÓN useful? *Worthwhile? Extra work?*
3. How did you use FÓN yourself as the class teacher? *Did you check in on student recordings? Did you encourage students to use it? Did you integrate it into your lessons? Etc.*
4. *There were two new elements to the system this term (describe them if they aren't familiar with them). Were they useful? How did/would they measure up to the equivalent in the oral exam?*
5. Could you envisage an oral exam being done over a mobile phone...perhaps using elements you have seen in FÓN or otherwise? *Think of the schools which don't avail of the oral exam – trying to make it available to as many students as possible.*
6. Can you think of other features to be added to FÓN for its current use? Or other uses of FÓN?

Appendix 4: Student task-sheets (school-specific)

Tascanna an scoláire (School Y)

Gach seachtain beidh tascanna éagsúla le déanamh agat maraon leis an ngnáthúsáid a bhaineann tú as an gcóras FÓN. Is é a bheidh le déanamh agat ná mír éigin den bhéaltriall a chleachtadh agus an iarracht is fearr a scríobh síos.

Má dhéanann tú cleachtadh ar mhír éigin taobh amuigh den am atá leagtha síos don mhír áirithe sin, is féidir é sin a scríobh isteach mar d'iarracht is fearr más mian leat.

Seachtain	Fócas na seachtaine	Taifead don scrúdú: Scríobh síos d'iarracht is fearr anseo don scrúdú		
		Dáta	Am	Cur síos
22-28 Feabhra	An tseachtain seo téigh siar ar na freagraí gutha agus bain úsáid as na topaicí go léir . Déan cleachtadh ar gach topaic ar a laghad 2 uair (sin 20 seisiúin in iomlán) Scríobh síos na cúig sheisiúin is fearr dar leat .	Ceist agus Freagra 1.		
		Ceist agus Freagra 2.		
		Ceist agus Freagra 3.		
		Ceist agus Freagra 4.		
		Ceist agus Freagra 5.		
1-5 Márta	An tseachtain seo – déan cleachtadh ar an rólghlacadh le scoláirí eile ag a seacht a chlog gach óiche (Luan – Aoine) Déan é seo cúig uair ar a laghad agus scríobh síos an dá sheisiúin is fearr dar leat .	1. Rólghlacadh		
		2. Rólghlacadh		
8-14 Márta	Bain triail as an sraith pictiúr an tseachtain seo. Déanfaidh tú é seo i d'aonar, is féidir é seo a dhéanamh aon	1. Sraith pictiúr		

	uair is mian leat, mar sin. Déan iarracht é a dhéanamh ar a laghad 6 uair agus scríobh síos an dá sheisiúin is fearr dar leat.	2. Sraith pictiúr			
15-19 Márta	Dean cleachtadh ar an gComhrá gutha an tseachtain seo. Déan 5 seisiúin ar a laghad, agus scríobh síos na 2 sheisiúin is fearr . Caithfidh tú labhairt le scoláirí eile, Logáil isteach ag a seacht a chlog gach oíche (Luan – Aoine) . <i>Is féidir cleachtadh a dhéanamh ar aonmhír den scrúdú an tseachtain seo ach, bí cinnte go scríobhann tú síos an iarracht is fearr san áit ceart</i>	1.			
		2.			
22-26 Márta	An tseachtain seo beimid sa scoil chun éisteacht le do thuairimí!				

Tascanna an scoláire (School X)

Gach seachtain beidh tascanna éagsúla le déanamh agat maraon leis an ngnáthúsáid a bhaineann tú as an gcóras FÓN. Is é a bheidh le déanamh agat ná mír éigin den bhéaltriall a chleachtadh agus an iarracht is fearr a scríobh síos.

Má dhéanann tú cleachtadh ar mhír éigin taobh amuigh den am atá leagtha síos don mhír áirithe sin, is féidir é sin a scríobh isteach mar d'iarracht is fearr más mian leat.

Seachtain	Fócas na seachtaine	Taifead don scrúdú: Scríobh síos d'iarracht is fearr anseo don scrúdú		
		Dáta	Am	Cur síos
15-19 Márta	An tseachtain seo téigh siar ar na freagraí gutha agus bain úsáid as na topaicí go léir . Déan cleachtadh ar gach topaic ar a laghad 2 uair . Scríobh síos na cúig sheisiúin is fearr dar leat .	Ceist agus Freagra 1.		
		Ceist agus Freagra 2.		
		Ceist agus Freagra 3.		
		Ceist agus Freagra 4.		
		Ceist agus Freagra 5.		

22 – 26 Márta	<p>Dean cleachtadh ar na Comhrá gutha an tseachtain seo. Déan 5 seisiúin ar a laghad, agus scríobh síos na 2 sheisiúin is fearr. Caithfidh tú labhairt le scoláirí eile, Logáil isteach ag a seacht a chlog gach óiche (Luan – Aoine).</p> <p><i>Is féidir cleachtadh a dhéanamh ar aon mhír den scrúdú an tseachtain seo ach, bí cinnte go scríobhann tú síos an iarracht is fearr san áit ceart!</i></p>	1. Comhrá gutha			
		2. Comhrá gutha			
29 Márta – 2 Aibreán	<p>Bain triail as an sraith pictiúr an tseachtain seo. Déanfaidh tú é seo i d'aonar, is féidir é seo a dhéanamh aon uair is mian leat, mar sin. Déan iarracht é a dhéanamh ar a laghad 6 uair. Scríobh síos an dá sheisiúin is fearr dar leat.</p>	1. Sraith pictiúr			
		2. Sraith pictiúr			

5 – 9 Aibreán	An tseachtain seo téigh siar ar na freagraí gutha agus bain úsáid as na topaicí go léir . Déan cleachtadh ar gach topaic ar a laghad 2 uair . Scríobh síos na cúig sheisiúin is fearr dar leat .	Ceist agus Freagra 1.			
		Ceist agus Freagra 2.			
		Ceist agus Freagra 3.			
		Ceist agus Freagra 4.			
		Ceist agus Freagra 5.			
12 – 16 Aibreán	<i>Is féidir cleachtadh a dhéanamh ar aon mhír den scrúdú an tseachtain seo ach, bí cinnte go scríobhann tú síos an iarracht is fearr san áit ceart.</i> Beidh muidne amach an tseachtain chun éisteacht le bhur dtuairimí.				

Appendix 5: Teacher resource to monitor student work on task-sheets (school-specific)

Tascanna an scoláire: Treoir don mhúinteoir (School Y)

Gach seachtain beidh tascanna éagsúla le déanamh ag na scoláirí maraon leis an ngnáthúsáid a bhaineann siad as an gcóras FÓN. Is é a bheidh le déanamh acu ná mír éigin den bhéaltrial a chleachtadh agus an iarracht is fearr a scríobh síos. Má dhéanann siad cleachtadh ar mhír éigin taobh amuigh den am atá leagtha síos don mhír áirithe sin, is féidir é sin a scríobh isteach don iarracht is fearr más mian leo. *(Bheadh sé iontach dá gcuirfeá i gcuimhne do na scoláirí na tascanna éagsúla a dhéanamh gach seachtain agus dá gcoimeadfá súil orthu chun a chinntiú go bhfuil siad á dhéanamh)*

Taifead den dul chun cinn

Seachtain	Fócas na Seachtaine	Dáta	Nóta tráchtá (An bhfuil na daltaí ag logáil isteach, a dtuairimí, aiseolas ón múinteoir, aon rud atá tábhachtacht dar leat)
22 – 28 Feabhra	An tseachtain seo is an fócas a bheidh ag na scoláirí ná freagraí gutha . Abair leo dul siar ar na freagraí gutha agus úsáid a bhaint as na topaicí go léir Abair leo cleachtadh ar gach topaic ar a laghad 2 uair (sin 20 seisiúin in iomlán) Is féidir leo na cúig sheisiúin is fearr a bhreacadh síos.		
1-5 Márta	An tseachtain seo ba chóir do na scoláirí cleachtadh ar an rólghlacadh le scoláirí eile ag a seacht a chlog gach óiche (Luan – Aoine) . Ba chóir dóibh é a dhéanamh ar a laghad 5 uair aus an dá sheisiúin is fearr a bhreacadh síos.		
8-14 Márta	Ba chóir dó na scoláirí triail a bhaint as an tsraith pictiúr an tseachtain seo. Déanfaidh siad é seo ina n'aonar, is féidir é seo a dhéanamh		

	aon uair gur mian leo. Déanfidh siad iarracht é a dhéanamh ar a laghad 6 uair agus ba chóir dóibh an dá sheisiúin is fearr a bhreacadh síos.		
15 – 19 Márta	<p>Deanfaidh na scoláirí cleachtadh ar na gComhrá Gutha an tseachtain seo. Ba chóir dóibh 5 seisiúin ar a laghad a dhéanamh. Scríobhfaidh siad síos na 2 sheisiúin is fearr. Caithfidh siad labhairt le scoláirí eile agus chun é sin a dhéanamh, tá orthu logáil isteach ag a seacht a chlog gach óiche (Luan – Aoine).</p> <p><i>Is féidir cleachtadh a dhéanamh ar aon mhír den scrúdú an tseachtain seo ach, caithfidh siad a cinntiú go scríobhann siad síos an iarracht is fearr san áit ceart.</i></p>		
22-26 Márta	An tseachtain seo beimid sa scoil chun aiseolas a fháil!		

Appendix 6: Selection of Sessions for assessment: Guidelines for students

Seisiún a roghnú: Treoiríní do scoláirí

- Moltar do gach scoláire dialann mhachnamhach a choinneáil. Is féidir é seo a dhéanamh go leictreonach i bhfoirm blag nó i gcópleabhar cruá.
- Éist le do sheisiún tar éis duit é a dhéanamh. I do dhialann scríobh síos an t-am agus an mír a rinne tú.

Cuir na ceistanna seo ort féin:

- An raibh tú líofa (ag caint gan stad)? (*Bhí mé?Ní raibh mé*)
- An raibh aon botún déanta agat? (*Bhí/Ní raibh*)
- Ar chuala tú aon rud nach raibh tú cinnte faoi? (*Chuala mé/Níor chuala mé*) Cuir ceist ar do mhúinteoir má chuala.
- Ar thuig tú na ceistanna go léir a chuireadh ort? (*Thuig mé/Níor thuig mé*)

Má tá tú ar bís le do sheisiún cuir trí réalt (***) in aice leis. Má cheapann tú go bhfuil sé go maith cuir dha réalt (**) leis, Má cheapann tú gur féidir leat iarracht níos fearr a dhéanamh cuir réalt amháin (*) in aice leis.

Sampla den leathanach sa dialann mhachnamhach

Dáta agus am	Am	Mír	Sástacht
Luain 31ú Marta 2010	22.04	Rólghlacadh	***