

# USING LEARNING JOURNALS TO DEVELOP LEARNER AUTONOMY



FACULTY  
OF SOCIAL SCIENCES  
Charles University

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IATEFL LASIG, Brno,  
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# HOW DOES LEARNING HAPPEN?

“...willing, proactive and reflective involvement in planning, monitoring and evaluating one’s own learning.”

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

A photograph of three students (two women and one man) looking at a laptop screen. The image is overlaid with a semi-transparent red filter. A speech bubble is positioned above the man on the left.

Is it like anything  
I already know?

**"Learning is always  
bigger than anything  
teachers can do."**

David Little

## Outline

1. Context I teach in
2. Little's three pedagogical principles
3. Work on and with the language learning journal, samples
4. Evaluation

Context

English for Sociology

Curriculum

Materials

Exam

Students

# LITTLE'S THREE PEDAGOGICAL PRINCIPLES

D. G. Little, We're all in it together: exploring the interdependence of teacher and learner autonomy, Papers from the 7th Nordic Conference and Workshop on Autonomous Language Learning, All Together Now, University of Helsinki Language Centre, 2001, pp45 - 56

1.  
Principle of  
**LEARNER**  
**INVOLVEMENT**

“Teachers help learners to **take charge of their learning** by making them **full** participants in the process of **planning, implementing, monitoring** and **evaluating** learning.”

2.  
Principle of  
**LEARNER  
REFLECTION**

“Teachers help learners to engage **reflectively** with the **process** and **content** of their learning.”



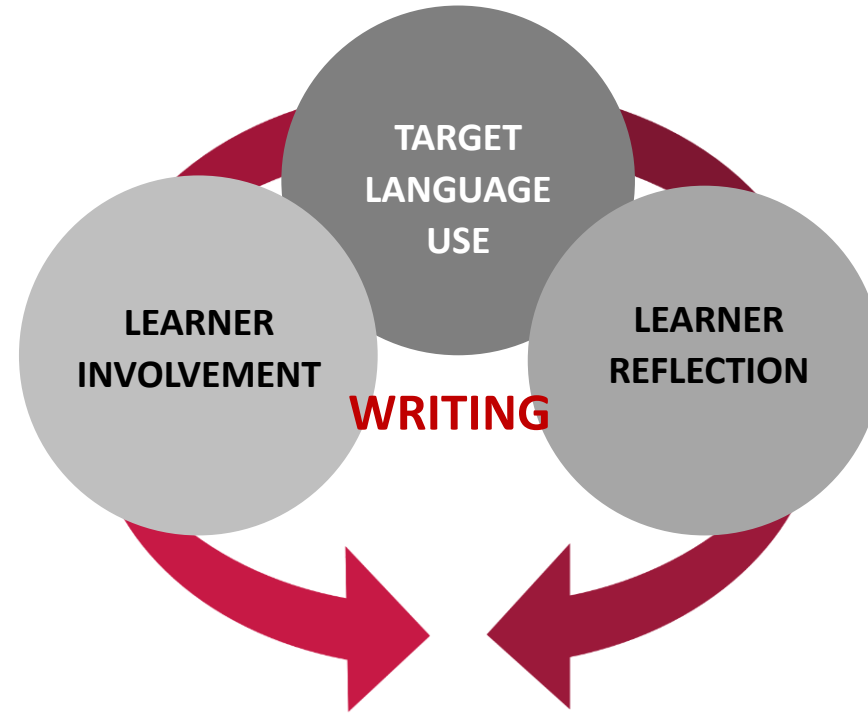
3.

Principle of  
**TARGET  
LANGUAGE USE**

“Teachers help learners to use the **TL as the medium of the task performance** but also as metacognitive and metalinguistic **reflection**.”

“The use of **writing** from the beginning facilitates focus on linguistic form.”

# LITTLE'S THREE INTERRELATED PRINCIPLES



**LEARNER AUTONOMY**  
**SUCCESS IN LANGUAGE LEARNING**

# LLJ

## Title page

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Language Centre, Faculty of Social Sciences, Charles University

# English for Sociology I, II

# LANGUAGE learning

# JOURNAL

---

*name*

About the LLJ

Grading rubric

## **Part I: Writing my portrait**

- i. Proust questionnaire (adapted)
- ii. Language learning experience questionnaire
- iii. Self-assessment of English language skills (CEFR)
- iv. Self-assessment of English for sociology skills (CEFR, adapted)
- v. End-of-term/year self-assessment

## **Part II: Setting my learning agenda**

## **Part III: Demonstrating the tasks completion (and reflection)**

# LLJ

## About...

### Grading rubric

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## About the Language Learning Journal

The purpose of this **Language learning journal (LLJ)** is to encourage you to plan how to go about developing your language skills during both the winter and summer semesters, to keep track of the work you undertake and to reflect on it. Primarily, it should be useful **to you** – to keep you motivated to learn from meaningful tasks that you set yourself, to deal with materials that you find interesting or feel strongly about.

The **LLJ** consists of three parts: **Part I** (Writing my portrait), **Part II** (Setting my learning agenda), and **Part III** (Demonstrating the tasks completion).

Each semester please set the **minimum of six** tasks that you will accomplish. (Some inspiration for tasks has been provided in Moodle, should you need it – see the Inspiration bookmark there for more information). You shall store all your work that demonstrates the accomplishment of tasks in this document – the LLJ.

I would like to encourage you to be ambitious in your choice of tasks. Choose authentic - British or American - sources of good quality (be it a text or a video) related to sociological issues you are curious about, phenomena you cannot but think about

again and again, and use them for developing your English reading, listening, speaking or writing skills.

Completion of the document is **mandatory**, and it is a student's responsibility to submit the completed tasks via Moodle **regularly** – there must be evidence that your work has been accomplished throughout the academic year, thus you are expected to upload your growing LLJ at least **six times** during each semester.

Each time before submitting your journal to Moodle, rename the document as indicated: **LLJ\_your first name\_surname\_ddmm** (day/month) – write without diacritics.

Please note that this component carries **15 %** of the end-of-term score. In terms of workload, it makes for 1 credit (out of 3), i.e. about 30 hours of work.

I am looking forward to following your initiative - whatever that initiative be (transcripts of parts of lectures, translations, summaries, reflections, opinion-essays, descriptions, analyses, comparisons, scripts for your talks, voice-overs..., you name it).

BEST WISHES,  
Michaela Klírová

## Grading rubric for LLJ

Criteria	Levels of assessment		
	POOR 1 %	GOOD 3 %	EXCELLENT 5 %
CONTENT	Less than the required min. of 6 tasks was completed. • Some tasks were not related to the field of study. • Tasks were completed with minimum effort (unedited/very short entries).	The min. of 6 tasks were both planned and completed. • All work presented showed that adequate effort was put in. • Considering the student's level of English, more ambitious tasks could have been presented.	6 tasks or more were both planned and completed with substantial effort to learn and better understand a chosen point. • The whole variety of tasks was presented in very good quality.
REFLECTION	Limited evidence of meaningful reflection on learning experiences (vague/repetitive responses).		Responses show that reflection was taken seriously.
UPLOADING	LLJ was completed but was not uploaded regularly. • The last minute project.		LLJ was uploaded in Moodle regularly throughout the semester each time a new entry was added (following the plan).

maximum: 15 %

# LLJ

## Part I

### Writing my potrait

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## PART I

### Writing my portrait

#### Proust questionnaire

Reveal a little about yourself by taking this adapted version of the originally 19<sup>th</sup> century Victorian parlour game. Give short answers to all 20 questions and be ready to share them.

1. Your favourite qualities in people?
2. Please DON'T (be) ...
3. Your chief characteristic?
4. Where would you like to live?
5. Your idea of happiness?
6. Your idea of misery?
7. An inspiring real person?
8. An inspiring fiction character?
9. Your favourite film?
10. Your favourite composer/piece of music?
11. A memorable encounter?
12. Your favourite occupation (pastime)?
13. Your interests?
14. Why sociology?
15. What are your talents/gifts (for others)?
16. Your ambitions?
17. For what fault have you most toleration?
18. The most important lesson(s) you've learnt in life?
19. Your favourite motto?
20. What is your present state of mind?

# LLJ

## Part I

### Writing my potrait

#### Learning experience questionnaire

You as a learner – a language learner...

1. How many years have you been learning English?
2. Did you study in English/live abroad? If yes, where and how long?
3. Have you got any English-language certificates/qualifications? If yes, which one(s)?
4. Where do you use English (school, workplace, travelling, other)?
5. What is your motivation for learning English?
6. How do you learn English?
7. The language learning experience that you particularly value?
8. What about your ability to plan and organize your work and make effective use of your weekly timetable?



9. Teaching and learning. Please write a short reaction to the cartoon.

10. What languages do you know?

I can speak:

I can read in:

I can write in:



# LLJ

## Part I

### Writing my potrait

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### Self-assessment of English language skills

Use the Self-assessment grid and assess your current level of proficiency:

	RECEPTION		INTERACTION	PRODUCTION	
	Listening	Reading	Spoken Interaction*	Spoken Production	Written Production
<b>C1</b>	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
<b>B2</b>	I can understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
*Written Interaction column has been omitted					
Level:		Level:	Level:	Level:	Level:

©Council of Europe



# LLJ

## Part I

### Writing my potrait

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**Self-assessment of English for Sociology skills**  
Use the checklist below to assess your abilities at the beginning of the academic year and reflect on your growth at the end of each term (before sitting the end-of-term test). Please mark the level clearly by putting it in bold.

At the beginning	DESCRIPTORS	At the end of the course/term
1 2 3 4 5 (low) (high)	<b>SPECIFIC VOCABULARY</b> I can use a good range of vocabulary for matters connected to my field. I can talk and write about basic concepts and topics studied by sociology/social policy/social anthropology (such as globalisation, environment, work, social interaction, life course, stratification, race, migration, culture, religion, media, deviance, conflict).	1 2 3 4 5 Comment shortly on your growth:
1 2 3 4 5	<b>ACADEMIC LANGUAGE</b> I can use words and phrases appropriate for the academic context (reporting verbs, language of definitions, language of classification, cause-effect relationship, comparison and contrast, sentence connectors, collocations, hedging)	1 2 3 4 5 Comment:
1 2 3 4 5	<b>GRAPH DESCRIPTION, TRENDS, STATISTICS</b> I can describe statistics, graphs, charts, tables and talk about trends and change using a good range of vocabulary. I can vary formulation to avoid (frequent) repetition. I can express quantity, describe proportions and talk about averages.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>PRESENTATION</b> I can prepare and deliver a clear, well structured presentation on a topic connected to my academic interests, with highlighting of significant points, describing problems and solutions, giving reasons for or against a particular point of view as well as including relevant supporting details and examples. I can take follow up questions and use my voice and body language effectively.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>SURVEY/REPORT</b> I can design and conduct a classroom survey, ask good, unambiguous questions, formulate relevant scales and write a report that clearly presents, analyses and summarises my findings.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>DISCUSSION, DEBATE</b> I can develop a clear, strong argument, expanding and supporting my points of view at some length with subsidiary points and relevant examples. I can keep up with an animated discussion. I can express my ideas and opinions with precision, present and respond to argument for or against a case convincingly. I can use a variety of neutral/more emphatic expressions to give my opinions. I can listen to the opposing side and react with respect.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>ACADEMIC WRITING</b> I can write a clear, well-structured and carefully edited paragraph (meeting the criteria for unity, order, coherence, and completeness). I can use several methods for effective paraphrasing. I can summarise a text related to my academic interests, commenting on and discussing contrasting points of view and the main themes.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>REVIEWING</b> I can peer-review a text/a script by providing helpful comments on its structure, clarity, word-choices (terminology, academic expressions), and referencing. I can use corrections to advance my learning.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>NOTE-TAKING</b> I can take effective notes from texts/journal articles and lectures.	1 2 3 4 5 Comment:
1 2 3 4 5	<b>COLLABORATION</b> I can contribute to a group work and carry out my responsibilities (quality, punctuality). I can stay focused on a task and encourage the group to work towards its successful completion.	1 2 3 4 5 Comment:

Some of the descriptors were developed from the CEFR's Illustrative scales, ©Council of Europe


# LLJ

## Part I

### Writing my potrait

Use the checklist below to assess your abilities at the beginning of the academic year and reflect on your growth at the end of each term (before sitting the end-of-term test). Please mark the level clearly by putting it in bold.

At the beginning	DESCRIPTORS	At the end of the course/term
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1 2 3 4 5	<b>ACADEMIC LANGUAGE</b> I can use words and phrases appropriate for the academic context (reporting verbs, language of definitions, language of classification, cause-effect relationship, comparison and contrast, sentence connectors, collocations, hedging)	1 2 3 4 5 Comment:
1 2 3 4 5	<b>GRAPH DESCRIPTION, TRENDS, STATISTICS</b> I can describe statistics, graphs, charts, tables and talk about trends and change using a good range of vocabulary. I can vary formulation to avoid (frequent) repetition. I can express quantity, describe proportions and talk about averages.	1 2 3 4 5 Comment:

A photograph of three students (two women and one man) looking at a laptop screen. The image is overlaid with a semi-transparent red filter. A white speech bubble is positioned above the students.

What shall we do,  
why and how?

**"It is not until the learners are aware of what is expected of them that they can be precise about their own aims and objectives within the overall curricular demands."**

Leni Dam



# LLJ

## Part I

### Writing my potrait

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#### End-of-winter-term self-assessment

To be filled in and uploaded before sitting the end-of-term test.

1. If you had to grade your work and participation in the English for Sociology I course throughout the semester, what would you award it? Please answer the question honestly. Mark the appropriate score clearly by putting it in bold and justify it.

91 +      *Justify the score you awarded yourself:*

81 % – 90 %

71 % – 80 %

61 % – 70 %

51 % – 60 %

50 –

2. Confront the Grading rubric for LLJ (p. 2), how would you assess your LLJ? Add points from relevant boxes and enter the score here:

*Please comment on your experience with the Language learning journal. Feel free to comment on any aspect of this course component:*

#### End-of-summer-term self-assessment

To be filled in and uploaded before sitting the end-of-term test.

1. If you had to grade your work and participation in the English for Sociology II course throughout the semester, what would you award it? Please answer the question honestly. Mark the appropriate score clearly by putting it in bold and justify it.

91 +      *Justify the score you awarded yourself:*

81 % – 90 %

71 % – 80 %

61 % – 70 %

51 % – 60 %

50 –

2. Confront the Grading rubric for LLJ (p. 2), how would you assess your LLJ? Add points from relevant boxes and enter the score here:

*Please comment on your experience with the Language learning journal. Feel free to comment on any aspect of this course component:*

## A student's end-of-term self-assessment

### End-of-summer-term self-assessment

To be filled in and uploaded before sitting the end-of-term test.

1. If you had to grade your work and participation in the English for Sociology II course throughout the semester, what would you award it? Please answer the question honestly. Mark the appropriate score clearly by putting it in **bold** and justify it.

91 +

**81 % – 90 %**

71 % – 80 %

61 % – 70 %

51 % – 60 %

50 –

*Justify the score you awarded yourself:*

**I did all homework in time. I participated in group projects. I prepared myself for a debate. I attended the classes.**

# LLJ

## PART II

### Setting my learning agenda

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## PART II

### Setting my learning agenda

*"A goal without a plan is just a wish."*  
popular saying

*"Language grows organically. It doesn't follow text-book sequences. Engage with interesting content, build your vocabulary; the grammar will follow."*  
Seán Devitt

What would you like to learn/master this academic year in relation to English for Sociology? Think of your real needs and interests – what are they? Set your own learning agenda. Be specific and realistic. Below you will find a sample of how your learning agenda may look like. Use this table to set your own tasks. You do not have to plan all the tasks for the whole semester/academic year at once. You can do so gradually.

You can find some inspiration for what to do here:

<https://dl1.cuni.cz/mod/book/view.php?id=270077&chapterid=34369>

Tasks must be related to sociology/social policy/social anthropology.

Assigned on	Objectives (tasks/skills to be practised)	Journal (demonstration of achievement)	Due
Date when you start with your work.	Describe what exactly you will do/practise.	By 'demonstration' is meant what you will store in your journal to give a proof that you have completed the work successfully.	Date when you plan to submit your work for the teacher to monitor your work.
Task No. 1 23. 10.	building academic and specific vocabulary	highlighting the words in a text using Lexical Tutor and using it in my 300 word summary of an article + vocab list (key word/pronunciation/meaning/sample sentence)	30. 10.
Task No. 2 1. 11.	improving the ability to express my ideas and opinions clearly and to present them to others	delivering a 2 minute speech in the classroom about my experience related to an issue I study in sociology (will prepare a script for my speech)	7. 11.
Task No. 3 10. 11.	watching a documentary about a topic I am interested in in order to improve my understanding of speech delivered in a standard dialect	a transcript of 2 minutes of the programme	15. 11.
And so on...			

# Moodle (detail)

## LANGUAGE LEARNING JOURNAL (LLJ)

### 2. \* INSPIRATION: some ideas

Please remember that all tasks should be related to your major field of study

#### Reading:

- read aloud and try delivering different texts as if presenting or lecturing
- read and retell the main content
- read and write a schematic summary (practise note-taking, use, for example, Cornell template)
- read and write an academic summary (find out about the rules first)
- read and translate a passage into Czech (or yr. mother tongue) - one thing you can try: find an English text you believe to be of an excellent content and style that you would like to learn from, and translate few lines into Czech and then back into English (without looking at the original version of course) and then compare your translated text with the original one

#### Writing:

#### TABLE OF CONTENTS

- 1. \* DOCUMENT to be downloaded
- 2. \* INSPIRATION: some ideas
- 3. \* RESOURCES



LLJ  
PART II  
Setting  
my learning  
agenda  
  
(from  
a student's LLJ)

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Assigned on	Objectives (tasks/skills to be practised)	Journal (demonstration of achievement)	Due
27.2.	I will practise paraphrasing.	I will read an article about poverty and paraphrase part of it.	4.3.
23.3.	I will practise summarising.	I will read an article about social policy and summarise it.	27.3.
22.4.	I will watch a documentary about equality. <a href="https://www.youtube.com/watch?v=2tCcoSRZqVY">https://www.youtube.com/watch?v=2tCcoSRZqVY</a>	I will transcribe and translate part of the documentary.	24.4.
15.4.	I will learn and practise AWL.	I will do some tests.	27.4.
6.5.	I will read an article about welfare state written by Esping-Andersen.	I will write main points about 3 different types of welfare state.	9.5.



# LLJ

## PART III

### Demonstrating the tasks completion

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## PART III

### Demonstrating the tasks completion

*"The joy of learning is as indispensable in study as breathing is in running."*  
Simone Weil

*"To read without reflecting is like eating without digesting."*  
Unknown author

Present your work here and give a clear proof that the tasks were completed – this part of the LLJ should gradually grow in content and must be uploaded regularly – you can use as much space as you need. **Each time** you have completed your task, **reflect** on your experience following the two sets of questions presented below. Then, upload your language journal in Moodle (**Assignments** section), following your plan of deadlines. Each time before submitting your journal to Moodle, rename the document as indicated: **LLJ\_your first name\_surname\_ddmm** (day/month) – write without diacritics.

#### TASK No. ...

Whatever text you produced (vocab list, summary, translation, transcript, opinion essay... – any proof that you completed the task) should be presented here (or a description of what you have done + some evidence that you have done it; recordings of your voice or videos could be sent via faculty google account).

#### ...

**Reflection:**

1. **Subject knowledge:** What (all) have you learnt from doing this task (any new insights into the topic)? How does the content of the text you worked with relate to your experience (what does it say to you personally)? Thoughts, feelings, questions related to the topic?

2. **English:** How did this activity work in terms of developing English/academic skills? Are you content with the result? What new competence did you develop (if any) – what did you learn (language worth noting down)?

LLJ  
PART III  
Demonstrating  
the tasks  
completion  
  
(from  
a student's LLJ)

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## TASK No 2.

### Source text:

Titmuss, Richard M. Welfare states: Construction, Deconstruction, Reconstruction I: "What is Social Policy?": 145-146.

### Summary:

Titmuss's article on Social policy (1968) discusses the meaning of social policy. Social policy is not neutral but value laden. It is loaded with moral and political values. Titmuss claims that social policy would be meaningless if it were considered as a value neutral. This policy is meaningful at a time when people believe that they can change a bad situation. The problem is that what is for someone a bad situation, it is perfectly all right for another. All people have their values and prejudices. As citizens have different rights and obligations. The author sees a special obligation of the people to express their opinions and values at a time when it is about social policy. Furthermore, he argues that man is a social being that is not governed by, for example, only economic ideas. The author also points out the integration and solidarity as part of all social systems.

The author goes on to say that there are some negative types of social policy. He gives an example of social policies in the countries of southern Africa, which are not based on social welfare or charity. Furthermore, in Brazil there are social insurance programs that redistribute resources virtually from poor to rich. As another bad example shows Hitler's "social policy" in Nazi Germany. This policy resulted in horrific acts, such as testing drugs or sterilization on disabled people, Jews and other ethnics.

Titmuss concludes that a good definition of social policy should contain 3 objectives. The first area is the benefit. In all definitions of social policy, it should be noted that the aim of social policy is to be beneficial. Policy is focused on providing social welfare for citizens. Secondly, it should include both economic and non-economic objectives (for example, minimum wages, minimum income standard, ...). The third area concerns the progressive redistribution of resources from rich to poor.

The author also states that there are 3 models of social policy. The first model is The Residual Welfare Model of Social Policy. This model is based on the assumption of the existence of natural or social channels. Those channels are the family and the market. State should interfere with function only temporarily at a time when these channels does not work properly. The second model is called The Industrial Achievement-Performance Model of Social Policy. This model includes an important part of the economy. Welfare should be based on work performance and productivity. The last one is The Institutional Redistributive Model of Social Policy. This model considers social welfare as one of the major institutions in society. It has to provide help to everyone who needs it. The model is based on the principle of social equality and on theories dealing with social and economic changes.

### **Reflection:**

This task was really useful. I think that it is important to learn and practise summarising especially for sociologist and anthropologist. I also learnt some new academic words which Titmuss used in the

LLJ  
PART III  
Demonstrating  
the tasks  
completion  
(reflection part)

**TASK No. ...**

*Whatever text you produced (vocab list, summary, translation, transcript, opinion essay... – any proof that you completed the task) should be presented here (or a description of what you have done + some evidence that you have done it; recordings of your voice or videos could be sent via email).*

...

**Reflection:**

- 1. Subject knowledge:** What (all) have you learnt from doing this task (any new insights into the topic)? How does the content of the text you worked with relate to your experience (what does it say to you personally)? Thoughts, feelings, questions related to the topic?
- 2. English:** How did this activity work in terms of developing English/academic skills? Are you content with the result? What new competence did you develop (if any) – what did you learn (language worth noting down)?

## A student's reflection

### 1. Language

In this work I did a summary of a sociological text. I improved my reading skills while I was reading the text – I read it out loud so I can remember better all the facts. Then I was writing the summary of this text from my notes and from what I remembered. This work trained both my writing skills and reading skills.

## A student's reflection

### 2. Subject

As I did summary of sociological text about women homosexuality, I think that this activity also enriched my knowledge about this topic. I learned some new fact about historical aspects of men and women sexuality and how these historical stereotypes affect the perception of women sexuality today. It also taught me something more about persisting inequality in men and women sexuality and it made me to remain interested in this topic and find out more about it.





"To read without reflecting is like eating without digesting."

Unknown author

# LLJ

## Grading rubric

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	POOR 1 %	GOOD 3 %	EXCELLENT 5 %
CONTENT	Less than the required min. of 6 tasks was completed. • Some tasks were not related to the field of study. • Tasks were completed with minimum effort (unedited/very short entries).	The min. of 6 tasks were both planned and completed. • All work presented showed that adequate effort was put in. • Considering the student's level of English, more ambitious tasks could have been presented.	6 tasks or more were both planned and completed with substantial effort to learn and better understand a chosen point. • The whole variety of tasks was presented in very good quality.
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maximum: 15 %

## Students about LLJ

At the beginning, I saw it as something annoying. But then, I was looking forward my next task. *(after winter semester)*

It was easier than in the first semester. I knew what to do, where to find things. I could work on what worked best for me. For example, I knew where to find great sociological videos that helped with my listening the most.  
*(after summer semester)*



## Students about LLJ

It was good for me,  
because I could choose  
what I want to read, do...  
In my opinion, that is the  
best way for learn the  
language.

I realised that it  
is for myself not  
for someone  
else. It helps me  
to more practice  
English.

It is a great opportunity to be creative while  
doing a homework. Due to that it was my  
favourite one and I especially enjoyed creating  
mind map on Coggle.

## Feedback from me

Dear Bára,  
thank you for setting your own agenda,  
completing the tasks, and reflecting on what you  
have learnt; I enjoyed reading through the  
entries and I liked the variety of tasks related to  
your major field (to ask questions, record  
answers, and write a transcript of the interview is  
'a daily job' of an ethnographer, so I thought this  
was a very good practice...); the LJ was uploaded  
twice in Moodle, i.e. not really regularly  
throughout the semester as was required.

Best wishes,  
Michaela

# Using language learning journals to develop language learner autonomy...

and  
life long learning  
habits



IATEFL LASIG, Brno,  
September 21, 2018