XSQA

Baccalaureate Support Event

Proposal and Plan

Exemplar 1 - Languages

Languages: Interdisciplinary Project

Proposal

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Languages – lessons to be learned?

Project outline (what it is I want to do and how will I go about it)
I aim to research the teaching of foreign languages in schools in Europe, namely French and Spanish, my two chosen foreign languages. Although it is compulsory for a foreign language to be taught in all European primary schools, from prior reading I have come to understand that those in English-speaking countries do not have such a good knowledge of foreign languages in comparison with their non-English speaking counterparts. I have already done so and will undertake further research of articles and reports in order to provide evidence on this topic. For the main part of my project, I hope to carry out a practical investigation in a Scottish primary school. This will allow me to understand methods of teaching languages and discover what encourages children to learn languages. I will also establish links with primary schools in France and Spain in order to investigate the teaching of languages in the countries of my chosen languages.

Reasons for choosing this project (eg personal interest, future plans, links to other subjects I am studying/ have studied)
I have a keen interest in languages, with a view to study Modern Languages at university. I would also like to work with children in the future, most likely in the field of teaching. This project allows me to combine these interests and will also give me experience in teaching for my desired career.

The broad contexts this project will cover are

✓ Citizenship. ☐ Enterprise ✓ Employability

☐ Economic development ☐ Sustainable development

Learning environments I will access are
The majority of my project will be undertaken in primary schools in Edinburgh, working practically with pupils to investigate the methods of teaching languages. I may also use the learning environments in my school (by being present during classes) to view the methods used by more specialised language teachers. I will be in contact with the Faculties of Education and Arts at universities to conduct research on the methods of teaching languages in schools. I will also make use of the library and ICT facilities at school in order to carry out the majority of my written research on schools in Europe. I

also hope to establish links with primary schools in France and Spain, contacting them to find out how languages are taught in their schools.

The skills I will develop and/or improve in the course of this project are:

Application of subject knowledge and understanding- I will need to use my knowledge of the languages of French and Spanish in order to participate in teaching these to younger pupils. As my knowledge of these languages grows, I hope my confidence in passing this on to others will also. I have some experience already in working with young children and will have to use this in order to carry out my practical investigation, but working closely and regularly with children will hopefully help me to improve these skills, which will be necessary for my desired career choice.

Research skills – analysis and evaluation- I have undertaken research on a topic before but on a smaller scale, for example Higher-level projects in the subjects of History and English. I look forward to carrying out this research and finding out more on a topic that interests me. I hope to develop skills such as organisation, prioritisation and a more extensive knowledge of the subject of teaching.

Interpersonal skills – negotiation and collaboration- Working with children requires much interaction with others and can often be testing. I will therefore learn how to deal with situations previously unknown to me, furthering my experience in working with young children. In carrying out my research I will be speaking to professional adults, something I am familiar with but can learn more about, and which will be a valuable experience for later life.

Planning: time, resource and information management- A large project like this requires much organisation and time management, something I feel I am already good at but can improve on. This will be especially useful in preparation for university work and hopefully, later on in the future, the organisation and planning of teaching and lessons.

Independent learning – autonomy and challenge in own learning- While I will be consulting others for my research, I will have to consolidate this independently. Hopefully this will give me a taste of the scale of a university-level project and independent study, an experience which I will greatly appreciate when I leave school.

Problem solving – critical thinking: logical and creative approaches- I feel that the planning of this project will take a lot of logical thinking, as I will have to carefully plan my work, taking a lot of organisation and time management. The practicalities of working with children may also require problem-solving skills at times, and as a result I hope to gain much experience in this field. The way in which I experiment with the teaching of languages will also involve problem solving using a lot of careful thought and creative approach.

Presentation skills- I have not yet decided whether I will present my project as a Powerpoint, with visual aids or as a written report, but each format will test my technical skills, as well as my creativity in its layout and organisation. If I physically present my project, my confidence in public speaking will be tested and hopefully

improved. I aim to produce a folio of work at the end of the project, which would include my research, reports of the practical investigation and perhaps extracts from my experience in the classroom, whether they be lesson plans or pupils' work.

Self evaluation – recognition of own skills development and future areas for development- I look forward to being able to reflect, hopefully in a positive light, upon this experience and the things I have learned. Evaluating any mistakes or wrong turns will greatly help me in the future in everyday life and similar work, as I will know not to make them again. As my project involves working closely with other people, evaluating my work will tell me much about my character and personality, lessons which will be very valuable in all areas of the future. To help with my self-evaluation I hope for feedback from the professionals I will be working with.

Assessor comments

Very well done   You have chosen a very interesting and challenging project which has clear and realistic objectives. You state clearly how you will develop your own skills, collaborate with others and access different learning environments. Your proposal is well argued and articulately expressed. I look forward to finding out how your project develops.

Proposal approved	Yes	Further work required	No
Candidate signature		Date	28/09/09
Assessor signature		Date	28/09/09

Languages: Interdisciplinary Project

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Languages – lessons to be learned?

Is this a group project?   yes ☐   no ✓

If a group project, what will your role or responsibilities be?

Timescales (start, finish and milestones)

- Start- October 2009 (research + planning)
    November 2009 (practical work with primary pupils)
- Questionnaires sent to France and Spain by Christmas holidays
- Visit Edinburgh University by the end of January
- Finish- February 2010 (practical work)
    March 2010 (report/presentation done)
- Evaluation by the end of March

Planning – state how you are going to meet the agreed objectives of your project

Objective 1: **Plan and research teaching ideas/methods for modern languages in primary schools.**

This will include speaking directly to the pupils I will be teaching, speaking directly to adults who teach and conducting my own private research through the means of books or the internet. I also hope to contact various professionals in the fields of modern languages, teaching and child psychology in order to understand what teachers deal with in their jobs and therefore to prepare myself for my placement this year. I will also be contacting teachers of foreign languages in primary schools in France and Spain (I have links to these through modern languages teachers at my own school). I hope to find out how languages are taught and how pupils of the same age as those I will be teaching cope with this learning in other European countries. Initial planning should take me up to the months of October/November when I will begin assisting in the teaching of French in a primary school, but is extensive and ongoing. I will therefore continue such research for the duration of my practical investigation in order to develop new ideas and find out which teaching approaches are successful.

<u>Objective 2</u>: **Assist in teaching modern languages (French + Spanish) in a Scottish primary school.**

I already have a placement at   primary school in Edinburgh and have been attending once a week, currently assisting with general classwork and getting to know the pupils until their language classes start up. This time is also being used to research teaching methods and plan some of my own ideas in order to be prepared when I begin to work with the pupils. The French teacher at   primary has given me freedom to try whatever I wish with the class, whether this be with small groups (5 or 6) or as a whole class. Teaching to small groups of pupils will allow me to investigate more closely the effects of various methods on individual pupils and their personal needs. Teaching to a whole class will give me a hands-on experience and will allow me to explore and measure the effectiveness of different styles of teaching languages to a whole class of pupils, ways which will certainly differ from those of teaching a small group. I would particularly like to work with smaller groups of more able pupils (or those who already have some knowledge/experience of the language) and, similarly, with groups of less able pupils, as different teaching methods will most likely be required for pupils of varying ability. It may also be worthwhile to try the same methods with pupils of different ages (for example, teaching a selection of pupils from Primaries 5, 6 + 7) in order to investigate how children's' maturity can affect their learning. While French is the language taught in the primary school where I have my placement, I also hope to teach some of the pupils some basic Spanish, as outlined in the Curriculum for Excellence, as this is another of my target languages I am studying this year. This could again be taught in small groups, perhaps to those pupils who show themselves to have a flair for French.

<u>Objective 3</u>: **Present detailed report of project and findings/conclusion.**

I would like to produce a written report of my project and give an oral presentation to an appropriate audience (perhaps teachers of modern languages in my own school or nearby primaries). While I hope to write up my progress and findings, I would like to produce more than just a document of my project. I would like the report to reflect my experience in the primary school, and so it will include lesson plans, pupils' work to show what I actually did and direct feedback from the pupils to measure the effectiveness of the methods I undertook. Some video footage or photos of my time in the classroom would also be an effective way of presentation. This would allow the audience to see exactly what the lessons and pupils were like, and more importantly, how they responded to different styles of teaching.

Resources (people, materials, places)

My main resource for this project will be people. I will have to work directly with pupils in a primary school when teaching them, and will also have to liaise with the staff of that primary school. I will also have to make contact with many adult professionals, whether they are university staff or professors, teachers in my own school and cluster primaries, or even teachers abroad. I will therefore be communicating in more than one language and will require help from staff at my school in order to communicate with such professionals correctly.
In terms of materials, most things I need for my practical investigation can be located

within the primary school (e.g. everyday classroom equipment, books, teaching resources). I can also borrow resources from the Modern Languages department in my own school. However, it may be necessary to locate new materials, such as a new series of books, and in such a case I would make contact with other primary schools (in Edinburgh or France/Spain), universities (in particular Stirling) or perhaps the library at the French Institute in Edinburgh.

The environments I will be working in will be ; Primary School in Edinburgh, which is where I have a placement this year, IT facilities at home and at school to carry out research and record progress, and perhaps libraries to access more specialised information.

Research methods (contacting companies, surveys, focus groups, experimentation)

I will make use of IT facilities and the internet both at school and in my home to find out about my fields of interest. This research will probably span out into books in university libraries in order to find more detailed, specialist information.

I will be making contact with professionals both here and abroad by means of letter or e-mail, and will undertake my research with them verbally.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

  - Teachers of modern languages in my own school and primary schools
  - Pupils my own age interested in primary education as a career
  - Teachers of modern languages in schools abroad (as mentioned earlier)
  - Modern Language/Education students from university.
  - The head teacher in my school

- **What methods are appropriate to the audience (for example demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)**

An oral presentation accompanied with a Powerpoint presentation would be appropriate as I hope to present my findings to a group of people and I believe this method is most effective for communicating to a number of people. This presentation would outline the general findings of my project, which would be recorded in more detail in a presentation booklet (ideas for which are outlined above). This would be available for anyone who wished to read and find out more about my project. To be made available to teachers abroad my presentation would require filming so it can be sent for their viewing.

Dependencies (what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting

the next step).

I will need to have planned my teaching methods before I start to work with the pupils so that I am prepared and ready to start teaching. I will therefore have to have made a start on Objective 1 before I begin Objective 2.
I am also reliant on the co-operation and help of professionals, as my report on this project will not be thorough enough without their contributions.
Because of the nature of my project, it is not necessary that each teaching style I try out is effective. This would in fact help me in my report as I would be able to learn from my mistakes for the future, as I would know what does not work.

Contingencies

Any anticipated problems?	What plans do you have to overcome the anticipated problems?
There is the possibility of classroom or teaching related problems with my project, such as:	
• Behaviour issues	• I will research ⁀ primary's behaviour policy, and as the French teacher there will always be present, I would seek their help in a situation in which I could not cope.
• Lack of resources	• If primary does not have the necessary resources I will first consult my own school's Modern Languages department, then would try libraries such as the French Institute in Edinburgh or the University, or may contact other cluster primary schools for teaching resources.
The primary schools I have contacted in France and Spain may not wish to participate.	In which case I would attempt to make contact with alternative primary schools in these countries.

Method for recording own skills development and future areas for improvement

It is my intention to self-evaluate using a progress log to record each week's activities and progress in the primary school, taking a note of the skills I have used each time. This would include all successes and failures and how I felt about them, so I can note for future reference how my skills have developed. I am also using the log book to record each time I make contact with any professionals here or abroad and when I research any ideas for my project, whether through the internet or visits to various libraries.
I would also like feedback from both the pupils and teachers I have worked with in order to evaluate my skills as a teacher and as a pupil undertaking a large project

such as this. Hopefully upon reflection such feedback will help me to understand how I have developed in the course of this project and will help me for the future.

Assessor comments

Your planning is detailed and elaborates your proposal very well. You show clear timescales. The process for your investigation, your resources and your dependencies are all clearly identified. You demonstrate very thorough planning which will provide you with a good base upon which to create a successful and interesting project.

Plan approved	Yes	Further work required	No
Candidate signature		Date	September 2009
Assessor signature		Date	September 2009