

Erasmus+

# Preventing Early School Leaving

## *Foreign languages*

## Project period

January 15<sup>th</sup> - March 15<sup>th</sup>, 2018

## Participating schools and teachers

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## Structure

### Aim

The aim of this project is to increase the motivation in the foreign language classroom in upper secondary school by implementing common methods with particular focus on our more challenged students. We would also like to investigate the motivation differences in gender. Finally, the general aim is to enhance learning and self-confidence among all our students.

### Focus

The focus for the participating teachers during this project will be to improve the structure and variation of our lessons and develop the relationship between the teacher and the students in order to **increase the motivation among the challenged students**.

The focus points we have chosen are: a clear purpose, success and variation, useful feedback, and teacher-student relationship.

## Target group

We will use the methods on a whole class, but our target group will be the challenged students of that class.

Subject area	Focus	Methods
Structure	A clear purpose	<ul style="list-style-type: none"> <li>- <b>Learning objectives</b> – every lesson we explain <u>why</u>, we also write today's lesson plan on the board.</li> <li>- Also be clear with the long term purpose.</li> <li>- A clear <b>intro/outro</b> in every lesson</li> </ul>
Learning environment/structure	Success and variation	<ul style="list-style-type: none"> <li>- <b>Small comprehensible tasks</b>, no tasks longer than 20 min.</li> <li>- if necessary: personalization</li> </ul>
Learning skills/ Learning environment	Useful feedback and self-confidence	<ul style="list-style-type: none"> <li>- We try <b>peer-assessment or self-assessment</b> <u>at least twice</u> during the project.</li> <li>- <b>More positive than negative feedback</b>. Both oral and written products.</li> </ul>
Learning environment	Teacher-student relationship	<ul style="list-style-type: none"> <li>- <b>Exit ticket</b> <u>once a week</u> – all challenged students also get an “entry ticket” as answer or feedback from the teacher next time you meet.</li> <li>- <b>Every week we talk or write in a positive way to at least one student</b> who does not do homework, does not participate or is absent.</li> </ul>

## Example of lesson activities

### **Examples of exit tickets (5 min):**

“What have you learnt today?”

“What did you not understand?”

“What was interesting/difficult?”

“Write a sentence with the grammatical focus of the lesson.”

“Write a sentence using terminology/vocabulary from the lesson.”

“How can I help you understand this topic better?”

### **Examples of Intro/Outro**

*Intro:*

- Write today’s plan on the board.
- Explain learning objectives.
- Introduce the topic/unit
- Draw parallels to last lesson (Do you remember what we focused on last lesson?)
- Warm up exercises
- Comment upon exit tickets
- Expectations of the students this lesson

*Outro:*

- Next-lesson teaser
- Sum up
- Exit ticket (see above)
- Why homework?
- Advice

### **Self-assessment and Peer-assessment**

The students assess their own or their peers’ work. The teacher provides certain criteria (fx. verb conjugation, structure) Anonymous if possible. On paper or digitally.

Peergrade: <https://www.peergrade.io/>

Help videos: [Better feedback for your students](#)  
[Peergrade - How does it work?](#)

### **Personalization and feedback**

As basis for dialogue and personalization the Learning style survey (document is found in shared Google-file)

# **Evaluation**

## **Students**

Before starting the project in our class, we will do a digital evaluation with the students.

The evaluation will be anonymous, but we want the students to state their gender.

## Evaluation questions:

*These can be structured differently and translated if necessary. The teacher decides - as long as the same evaluation is used in the beginning and in the end.*

1. How many hours per week do you study xx (language) besides lessons?
2. Are you motivated in your language class? Why?
3. Do you find learning xx easy? Why?
4. Do you feel successful in language class? Why?
5. Mention three activities you find motivating in xx.
6. Is there a clear beginning and end of the lesson?
7. Is the purpose of the lesson clear?
8. Do you find the lessons inspiring and varied?
9. Do you think your teacher gives you enough feedback?
10. Do you pay attention to the feedback given by the teacher?
11. Do you learn from helping and receiving feedback from classmates?
12. Are you satisfied with the learning environment in class?
13. Does the relationship with your teacher help you learn better? Why?

At the end of the project, between **March 15 - April 15, 2018**, we will interview at least three students from the target group about the methods used. We will also ask the whole class to do the same evaluation as in the beginning.

## Teachers

During the project, we will all reflect on the progress of the project. We will write our own reflections and comments once a week in the shared document in our Google file.

We evaluate the project at the end and send the results and conclusions to the coordinator.  
Deadline: **April 15, 2018**.

### Questions for the teachers after the project:

1. Did the project lead to any changes in your teaching?
2. What do the students' evaluations show?
3. What is your impression of the project?
4. Which activities have been the most successful? In what way?
5. Which influence did the project have on the amount of your working hours?
6. Which effect will the project have on your future teaching?
7. Which effect do you think the project will have on your colleagues' teaching?
8. Which advice would you give the teachers of mother tongue?

After the project, we will share our experiences from the project with our foreign language colleagues and with the rest of the school.

