

Evaluation of the project

Results and conclusions from language classes at Olympiaskolan Helsingborg, Sweden. Time of the project January 15 – March 15 2018. The evaluation was handed out to 26 students in the following classes at the beginning of the project and at the end of the project: Italian beginner level, French beginner level and French advanced level. Now both evaluations are compared. Three students have also been interviewed about learning activities, structure and learning environment at the end of the project.

During the period the project lead to some changes in the teaching. For example, a “today’s plan” was written on the whiteboard at the start of every lesson. Exit-tickets were used more regularly at the end of the lessons. Focus on short activities in different pairs or groups of students in the classroom.

The students’ evaluation shows a small difference in structure. There was a clear beginning and end of the lesson already. The purpose of the lesson was also clear for the students. The majority of the students study French or Italian 0-1 hour a week besides lessons. Only a few students study languages 1-2 hours a week besides lessons. The students answered that they study French or Italian besides lessons if they have homework to do or a test (examination). Some students wrote that they are not so motivated in language classes because they have to focus on other school subjects or that they do not see themselves using French in “real life”. Learning a foreign language is boring and not important was also mentioned. A majority of the students answered that they are motivated in French and Italian classes and one reason mentioned was because they can study together with a friend or that they are studying at the language program. The students answered that it is both easy and hard or difficult to learn a foreign language. The answers show that studying vocabulary and pronunciation is easy in Italian but studying grammar is difficult. In French classes the answers were quite the same, but the students find also pronunciation difficult besides grammar studies. Loosing motivation when it becomes more difficult was also mentioned. A majority of the students answered that they feel successful learning vocabulary, when they learn something new or when they do good on a test. Activities that are motivating in French and Italian are for example, listening activities, watching movies/series in French or Italian with subtitles, speaking activities, working in pairs, games/card games (memory), vocabulary activities, writing, roleplay, group discussions or other activities in group, reading books, reading aloud from the textbook. A majority of the students answered that they find the lessons a bit inspiring and varied in

January, but in March there was a difference because the answer *yes, I find the lessons inspiring and varied* increased. A majority of the students think that they receive enough feedback from the teacher and pay attention to the feedback given from the teacher. A greater part of the students answered that they learn from helping and receiving feedback from classmates. The students that answered negative wrote that they prefer to receive feedback only from the teacher. A majority of the students answered that they are satisfied with the learning environment in class. A quiet classroom is important. One student answered that it is important to feel comfortable in language class, and that students can be “themselves” and that it is okay to make mistakes. Almost all the students agree that the relationship with the teacher help them to learn better, *because students are inspired by the teacher, then I don't have to hold back my questions*, was mentioned.

The personal impression of the project is that it helps teachers to reflect on their teaching and to work methodical with structure and purpose in classroom and to focus on some activities during a short period and then evaluate them. The activities that have been more successful are the activities in pairs or in groups because the students think that it is easier to learn if they help each other with a task. The students have been mixed in different pairs and groups because they are more focused on the task if they work with other students that are not their best friend. The oral activities are also appreciated because the students find these activities more purposeful in language class. The working hours have increased during the project, especially in the beginning during the planning phase, but also at the end of the project. The effect this project will have on my future teaching is that I will continue with a clear structure and purpose in classroom because this seems to be crucial for the students in language class. I will also continue to give my students feedback and let them continue to learn from helping and receiving feedback from their classmates. Oral activities in pairs or in groups are also motivating for the students in language class. The motivation and to feel successful is very important for students in language class, otherwise they will give up their language studies.

The effect the project will have on the other colleagues' teaching will probably be quite the same, not a very big difference if the colleague already has a structure and clear purpose or works with exit-tickets or peer review. The advice that are given to the colleagues of mother tongue is to interview a few students at the end of the project, focusing on a few questions, because the answers are more developed than in the written student evaluation.