

Languages: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Do Foreign Comic Books Translate Well?								
<p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <p>The aim of this project is to determine the extent of popularity of foreign comic books in the UK and why this is the case, specifically French comic books amongst young children. I will be using Tintin as a foundation for the project, due to its already established reputation as an “English” comic book. The project is aimed to:</p> <ul style="list-style-type: none"> • identify whether or not the popularity of comic books is down to their visual aid, and whether or not this would encourage young people to read other types of foreign literature • find the reasons why they don’t gain acceptance amongst young people nowadays • distinguish a way we can promote this type of foreign literature amongst young people 									
<p>Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)</p> <p>As a child, I grew up reading Tintin and thoroughly enjoyed the comic books. Also, translation is an area which interests me in terms of future employment. I am also applying for Comparative Literature at university, as reading is one of my greatest hobbies. I feel quite passionately about using this way of involving young people in other languages and cultures - I thoroughly look forward to the outcome of this project.</p>									
<p>The broad contexts this project will cover are</p> <p>(<input checked="" type="checkbox"/> Citizenship (<input checked="" type="checkbox"/> Enterprise (Employability</p> <p>(Economic development (<input checked="" type="checkbox"/> Sustainable development</p>									
<p>Learning environments I will access are</p> <p>I plan on heavily basing my research within younger pupils in my own school, as well as teachers within the school and the local authority. I will also speak with the languages assistants in my school about this particular topic. I also aim to make contacts within the University of Glasgow through my brother. Another environment will hopefully be with publishers of foreign literature (including Studios Hergé) and also translators who work with these publishers.</p>									

How I will use my knowledge of languages

As well as the work I plan on carrying out at my school and at the university, I intend to contact French publishers and institutions in their native language. I also attempt to do my own translation work on the Tintin comics to see the level of language difficulty in the original strips and whether they could be easily comprehended by young people of today. I plan to challenge my language skills further in these “real” situations and feel this will give me insight on my level of ability especially facing the challenge of work at Advanced Higher level in class. I hope this will also benefit my progress in my other languages (Spanish). Developing my skills in my chosen speciality is a major reason for undertaking the demands of the project, as much as the experience of completing something new and outwith my experience so far.

The skills I will develop and/or improve in the course of this project are: (carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

- **Application of subject knowledge and understanding.** I am looking forward to applying my existing knowledge of Tintin and experience of other foreign literature to try and deduce the value of reading foreign literature, especially comic books for young people. I hope to improve my background knowledge of this particular field and that this will help me through my language studies at university.
- **Research skills – analysis and evaluation.** This is another area where I am looking forward to improving, especially before university. I haven’t had much experience in analysis and evaluation and I am curious to see how I will get on during the project and what I have improved on or what needs further development. I hope to be able to collaborate with other staff and professionals outwith school, and build on the advice I receive on approaches to both analysis and evaluation.
- **Interpersonal skills – negotiation and collaboration.** This is definitely an area where I can improve, as I have never made contact with professionals in this context before and discussed with them in their particular field of work. I feel I already have good relationships with staff and my peers, however dealing with and contacting lecturers and other professionals in the world of publishing will be a challenge.
- **Planning: time, resource and information management.** I am normally a very organised person in terms of time management. However, I have never taken on a project such as this so the skills I have already gained from past experience will definitely be enhanced. I hope that these skills that I’ve established in school, can be translated into a larger and more complex task.
- **Independent learning – autonomy and challenge in own learning.** I feel as though I can work better independently. However with such a big project I may struggle to complete the tasks at hand without help. However, I hope I will be able to tackle through these difficulties as I work through the project and use this opportunity to build upon the abilities I have in this area.

- Problem solving – critical thinking: logical and creative approaches.** This isn't an area I am experienced in at all, but I will hopefully gain more experience in figuring out solutions to dilemmas as I face them independently. I will rely to some extent on my mentor for guidance; however I am hopeful I can take on the responsibility. I am generally a very self-reliant person, and think that I already have a logical and at times creative approach to aspects of my work, and hopefully this will help me should problems arise during the life of the project.
- Presentation skills.** I am currently unsure how I will present my findings, however as the project progresses, I am hopeful a clear strategy will emerge. So far my experience of presenting has been limited to small class talks and reports, so to presenting my findings, I hope to broaden my experience in this skill.
- Self evaluation – recognition of own skills development and future areas for development.** I am looking forward to seeing how much I develop through this subject as well as how the skills I require will benefit me for university work. The independent work will surely make me feel more confident in the skills I already have as well as will require during the process.

Assessor feedback to candidate

This is a sound proposal and you have given a great deal of thought to your project ideas. You have a clear vision of what you want to gain from the experience overall and with your clear headed approach to your work I am sure it will be a success.

You now need to bring all this into a workable plan. I look forward to seeing the next stage

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Languages: Interdisciplinary Project

Plan

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Centre name									
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Project title	Do Foreign Comic Books Translate Well?								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>Timescales will be extremely important to the project as I will have to make sure that my other commitments in school and elsewhere do not distract from the progress of the project. Although my timeline at this stage will outline my projected targets and deadlines, I realise that there may need to be some flexibility and renegotiation of these. I hope my timeline is a realistic reflection of what I hope to achieve and when I hope to achieve it. Time line attached on separate sheet.</p>									
<p>Planning <i>(how you are going to meet the agreed objectives of your project)</i></p> <p>Objective 1 – Identify whether or not the popularity of comic books is down to their visual aid, and whether or not this would encourage young people to read other types of foreign literature</p> <p>I will conduct a questionnaire with some pupils on my school. This questionnaire will give me a baseline of information, where I will have some knowledge of experience and attitudes towards comic strips in general (for further details, see below in research methods). I also aim to do an experiment with a 1st or 2nd year French class using Tintin comic books, to encourage them to translate a strip from the comic from French to English, and record their response in doing so. I will also conduct an experiment using Linguascope’s comic strip generator, encouraging the pupils to use this method to go to create their own comic strip story in French.</p> <p>Objective 2 – Find the reasons why they don’t gain acceptance amongst young people nowadays</p> <p>Again, the questionnaire will cover this topic and should give me the information I need. This coming straight from young people themselves, I hope to understand exactly where their point of view is in terms of foreign literature. I aim to target a couple of classes, so I can get a more specific response from the pupils in my school. I also</p>									

intend to contact foreign publishers for their opinion on this topic. I will also seek their feedback on my project proposal

Objective 3 – Distinguish a way we can promote this type of literature amongst young people

Following my research I intend to propose a way we can promote foreign comic books amongst young people (reading them in their native language in schools) in order to improve their language and as a way of encouraging them to read other types of literature, which they may have previously thought as boring. I will ask the opinions of the publishers and lecturers on this and amend this idea depending on their feedback. I will also seek the guidance from my teachers and language assistants on this subject, and I hope this will form the basis of my project and develop a way of promoting on the reading foreign comic books in young language learners.

Resources (*eg people, materials, places*)

I know I will need to access the following sources:

University lecturers (specifically Language and Comparative Literature lecturers from Glasgow University)

Foreign book publisher companies

School Resources (i.e. teachers, pupils including our school librarian)

Computer software (e.g. Linguascope)

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

I plan on handing out a questionnaire to younger pupils in my school (specifically 1st and 2nd year boys) to find out about their experience with comic books, foreign or otherwise or any other literature. I will use this collected research to then determine the level of popularity of this type of (foreign) literature has and use it as a foundation for my project. I also would like to carry out an experiment on a class using Linguascope's Comic Strip Generator and encouraging them to produce a comic strip in French, and I will record their responses to both activities. I am also depending on feedback from foreign publishers and university lecturers. The school librarian will also supply useful information on the type of literature that is popular with this age group and can also give statistical information on the frequency of the foreign comic books being lent on a regular basis.

Presentation

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

Teachers; younger pupils not interested in studying languages in the future.
Educational publishers

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

I haven't decided what the best method of presenting my findings are, but I think a workshop with the pupils using pupils from S6 AH French class to assist may be the best method of getting my aim of encouraging young language learners. I also hope to record the workshops so that the materials can be made available to other classes and the DVD can be used as a CPD tool. I may also consider uploading the project on "Teacher Tube"

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 the companies to respond back to my queries about foreign comic books as well as university lecturers, as I believe their opinion and feedback on this topic will be very valuable. I also require the questionnaires to be filled out properly, and I will probably also need help from my fellow sixth years in order to carry out the tasks with the younger classes. I will also have to rely on assistance from class teachers in order to get access to the pupils, and ensure the materials are of appropriate standard. As mentioned previously the experience of our school librarian will also be needed.

Contingencies

Any anticipated problems

No response from publishing companies to my e-mails

Difficulty in communication between me and foreign publishers

My plans for overcoming the anticipated problems.

I will find other resources for my research and depend on them for information on the topic at hand. Class teachers and other similar sources as well as information in the internet might be needed to fill this gap

Seek help from native speakers such as teachers in the department and FL assistant to help advise on letter/e-mail format.

<p>Not knowing how to present my findings at the end of the process</p> <p>Recoding equipment failure or unavailability</p> <p>Class unavailable for workshop at agreed time.</p> <p>S6 helpers unavailable</p> <p>Pupil not wishing to be filmed/ photographed</p>	<p>Wait until I have all the information I need and continually think on what is the best method. Comparing other presentation methods and seeking advice from mentor and others.</p> <p>Have digital camera on stand-by as a back up. Check the AV technician can assist on the day. Seek assistance from Media studies staff re-editing etc.</p> <p>Check carefully school calendar to ensure no clashes with dates and other school events. Clarify time with class teacher and record in diary</p> <p>Check with S6 pupils by text to make sure that they arrive on time and on correct day. Make sure that I have a couple of people in reserve.</p> <p>Check the consent forms issued before the workshop and liaise with the principal teacher regarding accommodation for any pupils, who do not wish to be filmed or photographed and ensure that arrangements for these pupils is in place.</p>		
<p>Method for recording my skills development and future areas for improvement</p> <p>I plan on keeping a diary and recording my progress throughout the process weekly, making sure I record every action I undertake. This will allow me to look back and ensure that my evaluation is thorough and accurate. It will also be a check on action points still to be undertaken as the project progresses.</p>			
<p>Assessor feedback to candidate</p> <p>This seems a sensible and thorough plan. Your goals are achievable and you have considered each aspect of it carefully. Although you may wish to make some changes as the project gets underway, this seems a solid basis for moving forward and your contingencies seem realistic. I look forward to seeing the next stage in action.</p>			
<p>Plan approved</p>		<p>Further work required</p>	
<p>Candidate signature</p>	<p>Date</p>		
<p>Assessor signature</p>	<p>Date</p>		

Do Foreign Comic Books Translate Well? - Timeline

October	
3rd	Completed Plan approved? Check review and resubmit if necessary with assessor.
10th	Source different publishers from France, Spain and the UK and send emails in the appropriate languages.
17th	<u>October Holiday</u>
24th	Contact university lecturers at Glasgow and Strathclyde with the same questions on use of "Bandes Dessinées."
31st	Writing up draft survey for discussion with mentor.
November	
7th	Survey finalised and ready for photocopying.
14th	Distribution of survey questionnaires to pupils in S1/2.
21st	Questionnaires collated.
28th	Responses from emails to publishers and lecturers to add to data.
December	
5th	Write up a document on the feedback I'll have received.
12th	Create more detailed plans on those tasks for workshops.
19th	Decision on the final product of the process and how to present my findings.
January	
9th	Confirm workshop times with members of staff
16th	Organise copying of materials, S6 helpers for workshop and

	recording of event.
23rd	Workshops
30th	Presentation of findings and complete self-evaluation. Time in hand before the deadline to complete the final project is due.
February	
6th	
13th	<u>Prelims</u>
20th	<u>Prelims</u>
27th	
March	
5th	Signing off project with mentor/assessor
12th	<u>AH speaking exam</u>
19th	<u>AH speaking exam</u>

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Presentation of Project Findings/Product

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Project title	Do Foreign Comic Books Translate Well?

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I decided to present my findings in a form of a workshop to a 2nd year French class. I created a powerpoint presentation to introduce the class to Tintin (only a few people had read the comic books and/or seen the film) and the particular story we were going to be focusing on. I also explained that Tintin was in fact Belgian, and was originally written in French. I used this information to then present the project in the form of a workshop - each group had to translate an A3 page of French Tintin from "L'île noire" into English, then they were allowed to create their own story on another page from the same comic (I used Tipex to blank all the speech bubbles). In order to help them, I enlisted the help of some sixth year helpers (one per table) as well as putting a dictionary and a helpsheet for each group too. With these resources they were able to effectively use their language skills to not only translate French into English, but also create their own story based on the pictures given in French. They were also able to present their own stories and findings in front of the class. I am glad I used this method, because not only was I able to present information to this group of children successfully but it was also interactive to keep the children's attention and they enjoyed the experience. I am also pleased that I made sure there were resources available for helping the children, as even though it was an enjoyable task it was also demanding and help was needed from the sixth year helpers. I was also pleased with the outcome of the presentation and the workshop.

Assessor feedback to candidate

The workshop went well, it was well organised and you pitched at the right level for the pupils. Feedback from the class teacher was extremely positive and even the most reluctant pupil was motivated to take part. The presence of the S6 helpers also added to the pupils' enjoyment and they were well organised by you and worked under your direction.

Your instructions to the pupils were clear and allowed the workshop to run to time. The materials were colourful and the help-sheets allowed the pupils to add their own creative approach to making their own cartoon strip. All in all an excellent workshop. Well done!

Candidate signature		Date	
Assessor signature		Date	

Languages: Interdisciplinary Project

Evaluation of project

Candidate name										
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Project title	Do Foreign Comic Books Translate Well?									
<p>How successful has my project been overall? (<i>consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments</i>)</p> <p>I found the overall project to be successful. It was an interesting and enlightening process. The aims I originally had were to:</p> <ul style="list-style-type: none"> • identify whether or not the popularity of comic books is down to their visual appeal, and whether or not this would encourage young people to read other types of foreign literature • find the reasons why they don't gain acceptance amongst young people nowadays • distinguish a way we can promote this type of foreign literature amongst young people. <p>I satisfied all these aims successfully through many means.</p> <p>I kept a diary throughout the process in order to record my actions weekly and everything that was done in that time. This was an extremely useful tool for reflecting back on everything I did during the process.</p> <p>Firstly in November, I e-mailed a number of French publishing companies asking about the numbers of books they publish in other languages per year and other similar queries. I wrote these in French before sending them out, with direct questions which only required simple responses but would be useful to my project. This gave me further practice in writing in French as well as more experience to corresponding with businesses established outside the UK. I didn't get any responses back from these companies at all, but I did receive a response from a lecturer at Glasgow University with very helpful information on foreign comic books. As I continued on in the process, I found that the e-mails from the French companies weren't necessary separate from background research, which I received from other resources such as the internet and the school librarian.</p> <p>After this, I wrote and edited a questionnaire to be sent out to half of 2nd year French classes in my school later on in November. These questionnaires were very</p>										

helpful in helping me establish the position and the opinions of this half of the year group. I found that 56% of them didn't enjoy studying French in school, and that the most popular reason for this was that they thought French is a boring subject (38%). 77% of those questioned had never read "*The Adventures of Tintin*" before, so this seemed like the perfect opportunity to use this material in their class. This helped me to develop a skill I wasn't experienced in – writing questionnaires and recording their responses. It was also through the questionnaires that I was able to achieve two out of three goals I had set at the beginning of the process, as I established the level of their popularity of this kind of literature in the sample of pupils I was given and also the reasons for this. For example: some of the pupils found them easy to read through the pictures and also thought they were enjoyable. However, the majority (85%) also didn't read books in their foreign languages as they are clearly harder to understand and they don't have any reason for reading them in that way.

I hoped I would be able to present Tintin in a way to the class where they would enjoy the work and also willingly read it in class as a part of their lessons. This would hopefully change their attitudes so they could understand the use of these comic books in their foreign language in developing their knowledge and understanding of languages.

From December to February I slowly prepared the work needed for the workshop, which I had originally planned for December/January but didn't take place until the beginning of March. Originally, I had planned on doing two workshops: one with a 2nd year class translating comic strips of Tintin written in French, and then using ICT with the same class to come up with their own comic strip in French using Linguascope. I had to re-scope and it became clear that the best way forward was to combine the two: letting the pupils translate a comic strip of Tintin in French, followed by the same class making up their own story on another Tintin comic strip with blank speech bubbles.

I had been informed that the class wasn't a high-ability class, so I provided each group with a sheet of vocabulary, a sixth year helper and also dictionaries for extra assistance. These were things that I hadn't considered at the start of the process, so the learning curve for me was steep.

I was very pleased with the outcome of the workshop: the pupils understood the task they had been given and they all worked together on it, managing to translate the comic strip and also making up humorous and enjoyable stories for the second activity in reasonably accurate French, along with their helpers and their help-sheets, the general help-sheet and dictionaries provided.

Furthermore, whilst observing each group working together, I could hear the helpers encouraging the pupils to remember certain words or conjugate certain verbs - something I would expect the pupils to do in every French lesson, but using a more visual, effective resource to do so.

The teacher of the class, also present, also informed me that one boy in her class who hadn't touched a dictionary at all that year was looking up a word in one for the first time during the workshop – this gave me great encouragement and hope, as the activity was bringing the group together, using the language skills of each member and gave each member an objective that they all had to contribute to. Once asked whether they enjoyed the activity, the entire class expressed their approval by raising their hands.

This said, there were certain aspects of the workshop I wish I had done or changed e.g. the workshop ran for 40 minutes, rather than the 45 minutes I had hoped for and also I wished I had given help-sheets to the helpers earlier so they could read over the strips and gathered their thoughts and ideas together for their group.

Overall, I was extremely pleased with the outcome of the project – I was able to effectively provide another class resource for teaching a foreign language to a younger class who are obliged to be taught a language in their first few years at high school and hopefully motivated them to read more in the target language. This meant my third objective was achieved. Not only was it an enriching experience, but one that helps teachers through providing an asset they can use in class and also helped me to develop independent skills I will definitely need for tasks at university.

How effective were my communication methods throughout the project?

I feel as though my communication methods could have been improved. I sent out a sufficient number of emails to companies from which I received no responses. I found this rather disheartening, but I managed to get information from other sources. I managed to communicate effectively with 2nd years in my school, the year group I targeted for this particular project, through questionnaires and also through the workshop.

However, when given a date and a time for overseeing the workshop, there was a slight communication error and the time the project was meant to be taking place was missed. Also, after enlisting the help of seven sixth year helpers, one told me they wouldn't be able to attend due to a previously organised appointment an hour before the workshop and two others didn't appear at all. However, I managed to rearrange everything to take place for the next day, as well as reorganising the helpers and a photographer without a problem.

This problem could have been easily resolved through verifying with the teacher whose class I was taking the day beforehand. Taking this error into consideration, I do believe I have learned from my mistake for future, by taking caution when organising an essential part of a project and checking over every aspect of it – even the parts that seem certain and exact. I realised that it is important to check and check again that everything is in place and take nothing for granted. The contingencies I had were realistic, and I managed to overcome the problems that arose.

Is there any aspect of my project that could be taken further? What might my next steps be?

My next step would be to obtain documented feedback from the class I did the workshop with and compare the results from the questionnaire that I did previously. I would also try out other workshops with other types of comic books in perhaps other languages with the same age group, thus creating more awareness of these resources for children of that age.

I would also introduce this idea in other schools with the same age group and younger, with the hope that one day I would be able to use this resource as an idea for standard teaching material in 2nd year classes as an alternative to their normal class reading and writing activities. This way, 2nd years are motivated to find out the

story behind a comic strip as well as learn different grammar and vocabulary points.		
Candidate signature	Date	
Assessor signature	Date	

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Self evaluation of generic and cognitive skills development

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In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding
<p><i>(Think about practical uses for the languages you have learned. How did you use your knowledge of languages effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)</i></p> <p>Firstly, I knew the cultural background of Tintin as my family and I read them from a young age. I was able to develop these ideas when researching deeper into the origins of Tintin and then applying this knowledge to the workshop. I also used my knowledge of the French language to e-mail French companies and also used it to help the children in the workshop, as well as creating help-sheets in French for each group that worked together during the workshop. I was encouraged by the enthusiasm the class demonstrated when making up their own stories in French according to the pictures in the comic strips and I, as well as the seven sixth year helpers I enlisted to provide assistance to each 2nd year group, could help the pupils come up with translations of words they came up with in English. I feel as though my confidence in speaking and writing French improved through this experience, a skill that will be valuable for me going to university next year.</p>
Research skills – analysis and evaluation
<p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p> <p>I dedicated myself to discovering more about the culture of foreign comic books, especially Tintin, which I thoroughly enjoyed doing. I sent various e-mails out to French companies from which I received no responses back, but I found that these weren't essential to finding out information that I could find out from other sources. I</p>

did however receive very helpful feedback from a lecturer at Glasgow University about foreign comic books, and comics I should consider researching. I also spoke to language teachers and asked for their opinion on certain aspects of the topic, for example their thoughts on foreign comic books and their popularity amongst 2nd year pupils in the UK. This contributed to the feedback from the questionnaires distributed to half of the 2nd year French classes in my school, which provided very helpful information. It was a vital resource, which provided me with the inspiration I needed to produce a class plan for the final workshop. The ongoing feedback I got during the workshop from the helpers assigned to each group was overwhelmingly positive, which was very encouraging and showed their interest in the comic books, providing teachers with a useful tool for teaching pupils French grammar and vocabulary through reading a comic book in a foreign language.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

It was very helpful meeting up with my assessor every week to report back on the process and ask for advice/discuss plans I had for every stage of the process. I was able to make contact with a lecturer at Glasgow University who gave me useful advice on certain comic books and encouraged me with the idea of the project I wanted to pursue.

I had a certain idea about the workshop I wanted to conduct with 2nd years but unsure of what to do exactly, but the responses back from the questionnaires meant I could amalgamate the feedback with the activities I wanted to do.

After this, I discussed with my assessor issues relating to the final workshop and merging two different ideas into one French class period, which was a success and allowed both these aspects to combine well together. I have definitely improved in this area, through negotiating with teachers a time for the workshop as well as getting resources and helpers for the workshop.

As someone who is very self-reliant I learned that I could seek others out and using them to sound out my ideas and reflect on the feedback received. I realised that this was a strength and not a weakness, and that the ability to take on constructive criticism is essential.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

Unfortunately I believe time management was the area of the whole process that I most certainly need to improve on if given an opportunity to do this again. I hoped to finish off the project by the end of January, giving me plenty of time to focus on the many prelims and final exams I had timetabled for February and March. This unfortunately didn't turn out as planned, and was caught up in other deadlines such as UCAS forms, university open days and prelims. I was able to compare my diary, which I kept throughout the process with my timeline, and was able to do the project before my final French and Spanish speaking exams. Setting a timeline

seemed simple in the beginning; however the reality of the time frame was completely different. I do feel as though I did the project too late, as I would have liked to have had more time to do the workshop with another class to allow me to compare their feedback and make a few adjustments to the process. However, I have learned from this mistake and will remember it for future projects.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I found many links I could make with other French companies and university lecturers, which I went ahead and attempted to do. Although this didn't have the success I had hoped for I did gain valuable experience and I realise that you need to have an alternative in mind should any stage of the project falter.

I worked by myself in creating and organising the teaching materials for the workshops and used my mentor to make sure that I was pitching it at the correct level for the pupils involved. I made up my own questionnaire with queries linked to the popularity of foreign comic books and French – I was determined to establish a lasting link, which I feel the feedback helped me do. I also created a Powerpoint presentation for the workshop by myself, writing out rules for the pupils to follow so there wouldn't be no way they wouldn't know what to do. This was something I had never done before and I realised that I had to be clear and thorough in my instructions and make sure the pupils understood each step of the way.

I analysed the Tintin comic book that I wanted to use for the workshop and took time to choose the pages I thought would be best for the class, rather than being told which pages would be most suitable. Then I went ahead and photocopied each of these pages in A5 for the groups, using the school photocopier, and proceeded in covering half of the speech bubbles on the Tintin comic strips in Tipex for the pupils to make up their own stories. I created a vocabulary help-sheet for each group of five 2nd years, (six groups in total), one for translating a comic strip and another for providing ideas for the stories they should make up themselves. This meant careful liaison with the school office staff, who helped me organise the coloured A5 sheets and help-sheets, which were essential for the success of the workshops. This was the first time I had to take the lead with adults in my school environment.

I enlisted the help of seven sixth year helpers, all studying Advanced Higher French, for the workshop, as well as creating help-sheets for them in case they ran out of ideas. There were also dictionaries provided for each group, as well as the teacher in the room. I also asked a friend to take pictures of the workshop and retrieved the photos from her. I conducted the workshop on the day, which I and the helpers thoroughly enjoyed doing. Finally, I revised over the A5 sheets of Tintin the groups worked on and recorded the feedback from these, analysing the success of the workshop and the level of French of the second year class – I found it to be a great achievement. Relying on others was a big gamble for me, as someone who is self-reliant, it was a leap of faith to have others play a key role in the project, however I was delighted with their response to the workshop and the project as a whole.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

This was one area I knew I could improve on, and this project was the perfect opportunity to do so. I didn't receive any feedback from the French companies that I contacted, which I understood eventually that I didn't need and it didn't impede me from continuing on with the project. I realised I could use other sources to get the information that was necessary as background research.

I discovered a mistake on the 180 questionnaires photocopied, which I quickly went through and edited instead of asking for assistance and requiring another 180 sheets to be photocopied. This proved to me that sometimes another person proof reading could be a major asset

Once the workshop was about to commence the first time, I discovered an hour beforehand that one helper wasn't able to attend and two others didn't appear. This was made worse by being told that I had turned up with all my paperwork and what was left of my helpers at the wrong time, which I quickly resolved by rescheduling the workshop for the next day. Fortunately this rescheduled time was much more suitable it proved to be a great success. There also turned out to be too many helpers for the next day for the workshop, my contingency of having reserve helpers wasn't necessary – this was helpful for him, as he needed time off to revise for a test that afternoon! So all went smoothly. I was able to avoid other problems previously predicted (e.g. not being able to find someone to take pictures/film the workshop – this was done by securing a photographer in plenty of time with numerous reminders of their job before the workshop). Fortunately none of the other contingencies were needed and I was pleased that I was able to tackle other obstacles I had predicted, and one or two others that I hadn't previously thought of, so I am delighted that I was able to do that without much assistance from other people – I have definitely improved in that sense.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

Essentially my presentation was through the workshop. I decided to choose second years as my target audience as they are students who, in the school, are obliged to study a language that they don't necessarily want to do. This idea is a way we can motivate these students, by introducing a new language resource in to the classroom where they are able to learn different aspects of grammar and vocabulary whilst also enjoying themselves.

I chose a workshop as my presentation because I felt the best way to present my project was by keeping the kids working and active whilst also informing them about this new way of learning and teaching. I used a Powerpoint presentation to keep their attention and to also summarise the tasks that I had set them.

I organised them into groups and allocated helpers to each one, so they could help

one another with the task given, and if they struggled the helper was there to assist them.

I spoke to them about Tintin and its origins, and luckily a lot of them hadn't seen the movie nor read any of the books.

I tried to make the activity as accessible as possible for their level, and to try to make a connection with them so they would be able to enjoy the activity as well as learning more about the French language (or any other language) at an appropriate level.

The timing of the workshop allowed the pupils to complete both tasks, and the level of participation showed that the pupils showed me that my aims had been successful.

Self evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

I was relieved to have my assessor there at the beginning of the process for advice and moral support, however I realise that in every aspect of the project I found myself becoming more and more independent in my decision-making and not reliant on others. I knew my objective and I was determined to reach it with as little assistance from other people as possible – I knew that by completing the project in this way, it would be the best solution for developing skills in the areas I had originally wanted to improve in e.g. problem solving. This was hard to do at the beginning, as it was difficult to know where and when I should begin, but as the process became more advanced and more difficult, I found relying on my own decisions and ideas became easier. The process was rewarding in giving me the opportunity to work on an objective I was very passionate about and working on it in my own way, thus equipping me with essential skills needed for the future for independent work. I have learned that I need to work on my time-management and not to procrastinate while trying to achieve an objective, but to work hard whilst strongly motivated and to stick to deadlines and plans - therefore reaping the rewards when the project is complete in plenty of time and using that time to edit aspects of the work I have done. I will most certainly carry this experience with me into university and hopefully improve even more on the skills I have developed now with other work I am provided with, with the confidence that I am able to do it independently and successfully.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project *(eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)*

I loved the opportunity to work completely independently and not having to account

to any teachers – the only goals and deadlines I had were drawn by me. I am pleased with the results from the workshop and enjoyed doing it at the same time, and would love the opportunity to do it again with other students and in other languages, such as Spanish. I was delighted after delivering the workshop with the pupils and using all the materials I had brought together, as everything had been brought together after months of working on it all – I felt a sense of achievement. I learned many things during the project, but two features about myself stick out the most: I have a global approach to working (working on every part all at once rather than planning a project over a length of time and working on it bit by bit) as I feel it best suits my personality; and also I must manage my time effectively in the future, when restricting myself to deadlines, I am determined to stick to them rather than leaving the project to span out much longer than I had originally planned. I also learned that relying on others is a lot more difficult than I expected. Overall, I would make sure my project finished in an adequate time with concern to my other studies and I would consistently check with other people about tasks and responsibilities I had assigned to them, as I feel these two areas are the ones that need the most improvement.

Skills that I have used in this project that I would like to develop further (*eg using skills in even more challenging situations, more working on your own, more team working*)

I feel my time management skills need further development,. I feel I work better independently and feel it was the right choice doing this project the way I did. However, I would also like the opportunity to work more in a team so I can develop in this area, which is essential for my future university career and also for my future career in the working world. Furthermore, I feel I need to constantly verify and check over details with other people I am working with and tasks I have assigned them with.

Essentially I believe that the experience with a project such as this has enhanced my abilities in independent study and experimenting and bringing an idea to life, whether that be in working classrooms or in any other educational institution. I am confident that when presented with a similar project at university I will have a clear idea of how to plan and bring it to a successful and punctual conclusion!

Languages: Interdisciplinary Project

Assessor Report

Candidate name _____

Candidate number _____

Centre _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Clear identification of how the target language(s) will be used.	√
Identification of opportunities for:	√
• own skills development	√
• collaborative working	√
• accessing less familiar learning environments	√
• application of language subject knowledge in a broad context	√
• use of knowledge and skills across different disciplines	√
• making connections between subject knowledge and the wider world	√
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
Comments	
<p>At every stage the candidate approached her proposal with sensible and achievable goals. The candidate is realistic in her strengths and her objectives in undertaking her project. She has clearly identified her skills and how she sees this process developing her already competent language skills. She realised that she would be taking herself out of her comfort zone and set her proposal according hopeful of the benefits to her over all development at the project's conclusion.</p>	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	√
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	√
Realistic timescales and achievable milestones for each stage of the project.	√
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	√
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	√
Anticipation of probable and possible factors which may impact on the project.	√
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	√
Outline the process for achieving own identified development needs.	√
Comments	
<p>The candidate's plan was clear in its objectives, which were set out in her proposal. Her planning was detailed and she had strategies in place to monitor and evaluate her progress. She sought and acted upon advice on her timeline and her milestones were again realistic in their conception. She used her mentoring periods to seek and act upon advice and support to good effect. She planned good research methods and had the flexibility to react to challenges thrown up out with her contingencies. The candidate's thorough planning had anticipated most of the issues that might arise with the project and took them in her stride. Her contingencies and dependencies were well thought through and she proved that she could re-scope her approach to the workshop as the project progressed. At every stage she showed insight into her own strengths and was aware of the skills she wanted to develop. The candidate was single-minded in her desire to achieve her project aims and her determination was much in evidence in her work ethic.</p>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	√
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	√
Clear presentation of main findings/outcomes.	√
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	√
Skilful and creative use of resources, including people, information and learning context to progress the project.	√
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	√
Comments	
<p>The candidate brought all of her research to bear when it came to presenting her workshop. She managed all of her resources well including the other pupils she was relying on and led the project from the front. The candidate showed that she could collaborate with staff and her peers and show leadership when necessary. She used her language skills to ensure the materials were stimulating and established links to prior pupil knowledge, which added to the relevance of the learning experience. The class teacher was struck by the rapport she established easily with her audience of S2 pupils, and was even able to engage the most disaffected in the class. The candidate demonstrated the ability to reflect and analyse her work and make adjustments as required. She used her findings from her research to ensure the workshop more than fulfilled its aims. She realised that as senior pupils she and her class mates had the level of knowledge to be able to motivate and enthuse younger learners, thereby bring greater confidence to all who took part.</p>	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	√
Effective use of chosen communication method(s).	√
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	√
Careful choice and skilful use of communication and presentation methods(s).	√
Comments	
<p>The candidate has provided a reasoned and balanced approach to her project evaluation. She was aware as the workshop was taking place of one or two changes she would have made and noted them as she went along. Her method of delivery suited her style of presentation by allowing her to take the lead and then oversee the group work that ensued. She has extremely high demands of herself in all aspects of her learning and this project is no different. She is realistic in her evaluation. She demonstrated the ability to lead and work effectively with others and this is a skill that has developed as the project has progressed.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	√
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	√
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	√
Assertive and justified use of feedback from others in evaluation and identification of development areas.	√
Comments	
<p>The candidate has given a very honest self-evaluation of her skill development and I would agree with every aspect of it. She has realised that consulting and using others to help and advise is a strength and not a weakness. The candidate, as an independent and self-reliant pupil, has realised that she can balance her natural tendency to be autonomous with advice and constructive criticism from others. In the mentoring sessions she soon realised that the questions being asked by me were not to undermine her work but to help her to reflect on her objectives and keep her on track. It was not long before she was able to bring that experience into her project and helped her achieve this positive result. Although already very self aware. She now has an even deeper understanding of her strength and abilities.</p>	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A
Additional Comments/Overview	
<p>This is a well conceived and well undertaken project and I have no hesitation in commending this to you as a Grade A.</p>	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____