

NANCY-METZ Academy

Jeanne d'Arc upper-level secondary school (5th, 6th, 7th year in secondary school)

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Concerning pupils from 4 classes of 5th year in 3 modern languages (ML)

Mixed pupils (ML1 and ML2)

PNI4 –Local education authority guide lines N°8

Project title : New ways of dealing with modern languages teaching in 5th year

Project summary : Pupils from four 5th year classes are put to test at the beginning of the school year and divided into three groups for the three following modern languages: German-English-Spanish. The three groups' teachers meet and match their teaching practices and their way of evaluating the pupils. Pupils can switch from one group to another during the course of the year.

Key words : 5th year, Modern Languages(ML), English, German, Spanish, evaluation, groups, skills, oral expression, written expression, oral comprehension, written comprehension, goals, project pedagogy.

I- IMPLEMENTATION OF THE PROJECT

A-Groups set up

Three level groups were formed from two classes made up of students of German and English, ML1/ML2

Three other groups were formed from one class of English pupils (ML1) and one class of Spanish pupils (ML2)

The second week after they went back to school the pupils took a test in order to split them into groups as quickly as possible. This test was based on :

- In English : The 5th year evaluation, which consisted of written comprehension and written expression

- In Spanish : An evaluation prepared by the teachers, which consisted of written comprehension, expression and oral comprehension

- In German : An evaluation prepared by the teachers similar to the 5th year evaluation (regarding written comprehension, expression and oral comprehension). Oral expression was tested in one afternoon (5 minutes for each pupil) using iconographical documents.

The official 5th year evaluations were neither used in English nor in German.

Each Bar (time table) is made of about 70 pupils and there are between 18 and 27 pupils in each group.

The teachers involved are only volunteers.

B- Time schedule for the groups

In English and in Spanish :

The strong group : three 1 hour periods with the whole class.

The average and the weak group : two 1 hour periods with the whole class, one hour module(subcourse), and one hour every two weeks for a small group of varying size: goals : revisions, redoing tests, exploring a subject in greater depth, or for clarification...

in German :

The strong group: still the whole class, two hours every week and for one afternoon every three weeks, three hours (see ADJUNCT 1 “ the language afternoon”).

The average and the weak group : two 1 hour periods with the whole class, 1 hour module(subcourse), and one hour every two weeks for a small group of varying size: goals : revisions, redoing tests, exploring a subject in greater depth, or for clarification...(the module hour and the hour every two weeks can both take place in one afternoon)

C- Goals

All the pupils, whatever their level, must acquire minimal knowledge common to the three groups and must be tested in a common evaluation.

The success or failure in these tests makes you pass from one group to another.

German	English	Spanish
From To Number	From To Number	From To Number
Gr A Gr B 4	Gr A Gr B 2	Gr A Gr B 5
Gr C 0 Gr C 1	Gr C 0	
Gr B Gr A 2	Gr B Gr A 3	Gr B Gr A 2
Gr C 7 Gr C 4	Gr C 6	
Gr C Gr A 0	Gr C Gr A 1	Gr C Gr A 1
Gr B 3 Gr B 3	Gr B 7	

Criterion to pass to another group : test results / the pupils cumulative work among the group/ psychological suitability and the pupil's assent.

D- Constraints

In the time schedule : the teachers in one bar (time table) must have class at the same times in order for the pupils to pass from one groupe to another.

The teachers must meet regularly in order to work out a common curriculum (knowledge, evaluations).

II- RESULTS

A- Groups conclusions

Weak groups :

Different opinions according to which group the pupils are from: apparently the students of German/English are more willing to work than the students of English/Spanish.

Every pupil takes part in the work during the classes which would not be the case in a heterogeneous group. Some pupils would be unable to keep up and would probably give up early in the year. Some even find pleasure learning a foreign modern language.

The most motivated pupils got into the upper group and made it their goal to succeed in their new group.

These pupils are slow and have difficulties memorizing things. Besides working together with the two other groups we needed to go over the basic rudiments of the language again and again.

Average groups :

This group is disturbed and obviously weakened by pupils coming from the strong or the weak group. Too many changes destabilize the group.

It would certainly need to be split into two sub-groups: average strong / average weak for better results.

Pupils are generally drawn to the top and going into the upper group is mainly positive.

Strong groups :

Pupils and teachers are satisfied : Fast acquisition of knowledge, best attention , best involvement, possibility to vary activities and documents. There is no timeout and the pupils are not slowed down or even inhibited by the weakest.

The three hours spent with the whole class do not allow us to work individually which would be necessary with the weakest pupils in the group.

B- Progress

The pupils, even the weakest, appreciated the experiment , their progression was faster than if they had been in a classic group studying modern languages.

Unfortunately, the pupils who still had difficulties by the end of the year (lack of work and abilities) finally gave up at the end. These pupils also had difficulties in other subjects.

By the end of the year the weak groups lost their leaders (head of the group) who had switched to the upper group.

Thanks to this experiment pupils with relational or behavioural difficulties and that were repeating a year changed groups.

What pupils gained from this experiment was worth the time spent by the teachers working together.

III- Outlook for school year 2002/2003

The experiment will not be extended to the 6th year because only four 5 th year classes out of nine were involved.

The experiment will be extended to all 5th year classes, which implies that all 5th year teachers will get involved.

A more precise follow-up work of pupils who change groups will be necessary.

We would like to have 2 consecutive hours of different modern languages in the time schedule for project works like “the language afternoon” This is already the case in the German department.

Françoise Patard, German teacher

Written in June 2002.

ADJUNCT I

« The Language afternoon », How does it work?

What do we do during these « **language afternoons** », which take place every 3 weeks for group C (thanks to the globalization of lessons)? Group B used the module hour and the extra help hour and group A used only the 2 module hours.
We set up a project that takes place in several steps.

What is the project pedagogy?

The aim is to organize the class work according to a project. Research activities and Documents studies prepare the pupils for **the realization of a motivating task** that differs from traditional classroom activities. This project is in line with the follow-up progression. It is therefore **anchored in the curriculum** and it aims at **improving the pupils' knowledge and know-how**.

Each project favors one or two linguistic skills, we can therefore talk about **dominant features**: oral and written comprehension as well as expression. It would be artificial to keep only one skill in a communication and exchange situation.

How do these language afternoons go on ?

First we **introduce the project to the group**, written in German (see Spitzweg project). This final task implies a research work to find information from varied documents and tools. This is done with the help of the German assistant. Pupils work in groups, then they get together to pool their information through discussion.

The next step is to **prepare the project**, choosing the right information, distributing roles, writing the script for a playlet, writing articles.....

Finally comes the **realization of the project**, the task, highlights of the afternoon. All these projects are followed by a **review** and a **test** that pupils accept willingly.

How did the pupils react to this experiment?

They took it very positively. **Three main ideas were prominent**:

- They find these projects motivating and seem to enjoy these afternoons very much.
 - They think it's an efficient and enriching way to work. They feel they learn a lot and more easily during these afternoons.
 - They feel they learn useful things that they can use immediately in their day to day learning.
- This project work gives meaning to their German studies and they see the German language not as a school subject but as a means to achieve the task given. They feel closer to reality than in a classroom activity.

Teachers' assessment and comments.

Similar to the pupils

A few comments:

- It is important that each project leads to a **concrete realization**, that is to say something that remains after the completion of the project, either in the classroom (posters, banners...) or as a video shown to the other groups either on the school web site or in the school newspaper.

- For groups B and A, one project afternoon must be followed by a free afternoon the following week (because this is automatically the case for group C).

- Group C completed 7 projects during the school year. 3 hours without breaks or without leaving their seats. Pupils really got into this way of working and even forgot the traditional classroom setting after the third project.

- Group B completed 5 projects with breaks.

- The weak group completed 3 projects but we had to reduce the work period to 2 hours with a break, being unable ask more of these pupils.

Moreover, we had to reassure them because they were frightened by the idea of realizing projects as ambitious as the other groups'. The teacher simplified the same project: less research, more help and their final work was less ambitious as well. But he managed to organise a debate which was a great success for the pupils (and for himself too). The pupils were congratulated and they had the feeling that they had succeeded.

- Our choice was to keep these afternoons free of any kind of evaluation, and they deeply appreciated that. When they answered the questionnaire, they said it would have spoiled the day !!!

ADJUNCT II

« The language afternoon » in German

The aim is to organize the class work according to a project. Research activities and Documents studies prepare the pupils for **the realization of a motivating task** that differs from traditional classroom activities.

This project is done in one afternoon (3 consecutive hours).

Preparation

1- We Invent a motivating « project » that allows us to deepen the pupils' knowledge and know-how and that is in line with the follow-up progression. (*DOC I*)

2- Example : Spitzweg-project.

- Documentary research on Spitzweg.

- Building a questionnaire (a grid) that the pupils must complete. (*DOC II*)

3- Goals

- linguistic : practising skills : Oral comprehension and written comprehension (dominant features).

- cultural : opening the pupils' minds to German culture: for example, a painter : Spitzweg.

- notional-functional, (*DOC III*), lexical, and grammatical linguistic means

4- Prerequisite for the Spitzweg project

Pupils must know how to describe and read a grid (prepositions of space, the use of dative, lexicon to read the grid) and be able to start from the document: « Die Dachstube », Bahn frei 5th year

(pages 23 / 24).

To achieve these goals a concrete task is given to the pupils during a three consecutive hour-period. (*DOC I*)

DOCUMENT I

Unser Projekt.

Du hast in der Zeitung eine interessante Annonce gelesen.

« **Die Pinakothek** (*ein Museum in München*) **sucht Führer oder Führerin für die Spitzweg-**

Ausstellung (*die Ausstellung : 'exposition*)..... »

Du willst unbedingt diese Stelle bekommen, denn du brauchst Geld für die Sommerferien.

Du sammelst (*sammeln put together*) also Informationen über den Maler Spitzweg, über sein Werk und sein Leben.

Und dann findet das Bewerbungsgespräch (*das Bewerbungsgespräch : job interview*) statt. Du hast 6 Minuten, um zu beweisen, dass du der (die) richtige

Kandidat(in) bist.

F. Patard avec la participation d'A.. Kopp

The research steps as far as the teacher and the language assistant are concerned.

Research on Spitzweg biography, which becomes the starting point for the study of his work. Information research with the help of the assistant. He will have orders to speak of the painter's life and to not read it from a text. He must also be careful so as to express it in different ways. We use redundancy to make it easier for the pupils' comprehension. Such narrative techniques make the pupils want to listen and understand.

(If language assistants are not present in your school, you can record such documents).

Writing the questionnaire will guide the pupils in their information research (*DOC II*).

DOCUMENT II

Das Leben vom Maler Spitzweg.

- 1) In welchem Jahr und wo wurde er geboren ?
- 2) Seine Eltern : waren sie arme (*arm:pauvre*) Leute, die nichts besaßen (*besitzen, a,e:posséder*) oder reiche Leute ?
- 3) Als er jung war, malte er oft und gern. Waren seine Eltern damit einverstanden ?
- 4) Welchen Beruf hat er erlernt ?
- 5) Mochte (*mögen:prétérir*) er Theater ?
- 6) Welche Reise war wichtig für seine Karriere als Maler ?
- 7) Eines Tages entschied er sich (*sich entscheiden,ie,ie:se décider*), Maler zu werden. Erkläre, wie er dazu kam.
- 8) Hat er die Malerei studiert ?
- 9) Hat er geheiratet (*heiraten :se marier*) ? Ja ? Nein ? Warum ?
- 10) War er zu seiner Lebzeit als Maler bekannt ?
- 11) Ist er alt geworden ?

Spitzwegs Werk.

- 1) Charakterisiere durch 3 Wörter die Epoche, die man Biedermeier nennt !
- 2) Hat er viele Gemälde gemalt ?
- 3) Er hat oft und gern seine Zeitgenossen (der Zeitgenosse:le contemporain) gemalt. Erkläre, wie er sie gemalt hat !

F. Patard avec la participation de Christine Manka, Assistante

All the answers to the questions are on the Spitzweg website in « Biografie » and in the book « Kultur-Mosaik » Ellipses edition (pages 371 to 386).

2-the paintings.

Familiarization with the Spitzweg website using the preparation proposed in the file Deutsch als Pass 5th year (Page 18). A. Kopp

Realization with the class

A- 2 groups ($\frac{3}{4}$ of an hour) ($\frac{3}{4}$ of an hour)

Internet Spitzweg. D als P.

Written expression

- a grid to fill in + lexical help common to the different paintings.
- Each group has a painting to describe to the other group.

- The others take notes and try to find out on the web the titles of the paintings described by their schoolmates.

Biography research.

Oral comprehension

- With a questionnaire
- Information given by the language assistant.
- All pupils don't have the same comprehension skills so it's useful at one stage to exchange information.

Pupils can collect missing information from the others.

B- Groups Inversion

It is important, from a cultural point of view, that every pupil has a chance to see this gallery of Spitzweg's paintings.

C- Preparation of the exposé (½ heure)

Roles are shared at this moment only so that every pupil feels involved until the end. Volunteers have 6 minutes to convince the Jury that they should be the one to get the role proposed in the announcement. They decide to speak in groups of two, which is reassuring for them.

All the other pupils can be members of the Jury and we decided that this Jury would be different for each group(3 members in every jury).This allows a maximum number of pupils to be involved.

- The future candidate chooses a painting to explain to the class and prepares a few pieces of information about the painter.(they can have notes but no prepared written text).
- The other pupils look for questions to ask to evaluate the candidates' knowledge. They will have to interrupt the candidates during the exposé using proper linguistic means. The teacher writes the pupils' propositions down on a transparency(*DOC III*). They also should have a look at the candidates' evaluation grid.(*DOC IV*).

DOCUMENT III

Die Fragen der Jury beim Bewerbungsgespräch.

Jemanden ansprechen (.....), **jemanden unterbrechen**

(.....)

- Ich möchte gern wissen, was (wo , wieviel, ob)
- Entschuldigung bitte, wissen Sie, (ob, warum,
- Ich möchte Sie fragen,
- Ich möchte mehr Details haben über (acc)
- Moment mal ! Könnten Sie uns mehr Details geben über
- Könnten Sie das bitte besser erklären ?
- Noch eine letzte Frage !

F.Patard

DOCUMENT IV

Das Bewerbungsgespräch.

Kandidat 1 Kandidat 2 Kandidat 3
ist fähig (capable), das Publikum
zu interessieren (Stimme,
Verhalten).

spricht gut und ohne Fehler
kann ein Gemälde gut
beschreiben und interpretieren.
kennt das Leben von Spitzweg
sehr gut.

Das Ergebnis = das Resultat.

F. Patard

D- The final Task.

1) On the board write the different œuvres studied by the pupils.

2) Set the classroom.

3) Candidates' exposés and evaluation grid completed by the class.

The language assistant and the teacher both evaluate the candidates.

We debate the different points of view and the best pupils can be rewarded . You just need a good sponsor! !

Evaluation.

This lesson will be followed by a test, prepared with the help of the final exercises(*DOC V*).

Language occurrences : preterit, perfect, relatives, localization.

How to interrupt somebody, ask questions, get information and ask for more details.

DOCUMENT V

Das Werk von dem Maler Spitzweg.

I- Das Thema

Mach weiter mit anderen Gemälden! Benutze jedesmal einen Relativsatz !

Es geht um (acc) eine Familie, die am Sonntagnachmittag spazieren geht.

Dieses Gemälde stellt einen Poeten (einen Dichter) dar, der

(darstellen : représenter)
.....
.....

II- Die Interpretation.

Ergänze die Sätze ! Benutze das Präteritum !

(spotten / auslachen / zeigen / kritisieren / malen /)

Der Maler mit Humor und Liebe die Leute seiner Epoche.

Er liebevoll über die Spießbürger ! Erdie Bürger
..... , aber sehr liebevoll.

Er wollte uns ,wie die Leute waren (mit ihren guten und schlechten
Seiten).

Er auch gern einfache (einfach : simple) Szenen aus dem Leben.

Die Fragen der Jury beim Bewerbungsgespräch.

Jemanden ansprechen (.....), jemanden unterbrechen
(.....)

-Ich möchte gern wissen, was (wo , wieviel, ob)

- Entschuldigung bitte, wissen Sie, (ob, warum,)
- Ich möchte Sie fragen,
- Ich möchte mehr Details haben über (acc)
- Moment mal ! Könnten Sie uns mehr Details geben über
- Könnten Sie das bitte besser erklären ?
- Noch eine letzte Frage !

F. Patard

This task puts the pupils in a situation closer to reality than a traditional classroom situation .
This motivates them more.