Project aims To identify barriers to learning in S1 French
To identify and trial strategies in response to barriers identified

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
A Amount of time spent getting ready at the beginning and end of each class means less time spent on French. This is particularly regrettable in respect of more able students.	1. Establish clear routines for beginning and end of each class and apply them consistently. Train students to respond to the signal by sitting quietly and listening. Get them to suggest what signal to use. √ 2. Review ease of access to resources required. Provide wallets which can contain jotter, and notebook, and any other personal resources, to reduce number of 'collection points'.√ 3. Teacher uses French during this time, so students are becoming acclimatised to the language, even if they are not aware of it. √ 4. Pair those who have particular organisational problems with buddies who are more organised. Buddies change each week. **X**

Notes / Comments

Strategies 1, 2 and 3 applied with notable success, so buddies strategy not implemented

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
B Some students not ready to pay attention when first activity starts, so instructions are not understood. This leads to further delay for all, or delay in starting the task for those who don't know what to do.	1. Adopt a clear signal when the lesson is about to begin. Train students to respond to the signal by sitting quietly and listening. Get them to suggest what signal to use. √ 2. Try making first activity one which does not need any materials, e.g. review of previous lesson in form of game or challenge.√ 3. Involve students in understanding barriers to learning , how they help to put up barriers and how teachers and students can work together to make the subject seem easier and more interesting **X**

Notes / Comments

1. Switching on OHP provided very clear signal.

2. Each lesson began with recording date and weather conditions, then pupils took turns to come out to the front of the class and conduct a review of vocabulary using flashcards.

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
C Difficulty understanding patterns of language and retaining information. Permanent feeling of not being able to do French.	1. Enhance visual representations of language, charts, grids, diagrams mind maps etc. Picture dictionaries. √ 2. Record new vocabulary and patterns in a separate note book which students can refer to at any time. √ 3. Use posters to display core language for easy reference throughout the unit. √ 4. Make sure that students also know how to pronounce each word recorded in their note books. √

Notes / Comments

All strategies implemented, with the exception of mind maps but with the addition of handouts to clarify language and language patterns. These could be kept for reference. pupils responded well.

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
D Some more able students held back or being distracted by the organisational needs of other students when they could be undertaking more challenging work.	1. Include an open ended 'creative' outcome at the end of the list of outcomes given to students at the beginning of a learning cycle. Encourage students to keep this in mind and to collect ideas, materials etc, as they work through the other outcomes. Be prepared to accept students' own ideas about the final outcome. **X** 2. Arrange public displays of work, and use more able students to help to organise this. √ 3. Sometimes, use able students to re-teach a piece of work at the beginning of the next lesson. (Revision for less able, too) √

Notes / Comments

1. Although this was seen as potentially a useful strategy it proved difficult to carry out in practice. It would need to be planned from the start and to be adopted as a departmental strategy. One 'creative' outcome per topic seen as desirable. This could take the form of personal writing, a taped presentation or dialogue, a poster, leaflet, diagram, etc. Such outcomes could be retained and used as an alternative form of evidence for assessment. Unlikely to happen unless adopted as departmental policy.

3. Both able and less able pupils were keen to come out to the from to use the flashcards to review vocabulary.

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
E Poor motivation and lack of engagement in tasks whose purpose students don't understand or don't accept.	1. Display organisation of unit on wall; regularly show students where they have got to, and how the task in hand contributes to the overall plan. √ 2. Look for opportunities to take ML outside the classroom, or to bring 'outside' into the classroom. Explore possibility of inks with other subjects. √

Notes / Comments

1. Sharing aims and lesson plans has since become part of overall school policy.

2. Link with Maths established.

Barriers identified and their affect on learning in Modern Languages	Possible strategies (to be implemented with support)
F Poverty of experience makes it difficult or impossible for some students to imagine themselves in new situations or in other people's shoes. This can result in lack of ideas, or in embarrassment when providing personal details. Role-play etc. presents problems.	1. Introduce a class 'character' or mascot (or pair - boy and girl) for whom a biography can be created as the course progresses. This provides a model for next strategy. **X** 2. Students 'adopt' their own character and, over time, develop fictional biographies for him/her which they can 'borrow' for imaginative work. **X** 3. Provide a selection of hand puppets which students can opt to 'speak through' if they wish. **X** 4. Involve Art Dept. in creating a figure for the wall? **X**

Notes / Comments

Although these strategies might work with first year classes they would need to be planned and implemented from the start of S1.