

THE LANGUAGE MAGICIAN



Roma Schultz

Goethe Institut – London

Concha Julián

Spanish Embassy Education Office in UK

Outline

1. Introduction
2. Aims, partners and progress
3. Storyline and key decisions
4. Requirements, tasks and templates
5. Piloting and results
6. Speaking activities: The Magician convention
7. From oral activity to assesement checklist
8. Q & A



Aims of the project

Erasmus+: Strategic Partnerships across Europe:

- to contribute to higher quality in language teaching across European primary schools
- to converge standards and
- to develop an assessment tool for learning modern foreign languages at primary level



Project partners



Project progress

- Length of project: Oct 2015 – Aug 2018
- Level 1 of game developed (2 levels planned)
- Tests conducted with 2.000 children in 4 countries
(Languages tested: Spanish, German, Italian, English)
- Research on Level 1 piloting results on the way
- French will be added as test language
- Level 2 development on the way
- Aim: publish game in spring 2018 (free of charge)

Storyline



Key decisions

- Which languages?
- What do we want to assess?
- What is the target age group?
- What are the requirements of learners/teachers?
- What is important concerning game's concept?
- What are technical advantages/constraints?



Which languages?

- English version for: German, Spanish and Italian learners
- German, Spanish and Italian versions for English learners
- French version for English learners
(will be added) – Level 1 first tests in July 2017

What do we want to assess?

Three skills in one lesson:

Reading comprehension

Listening comprehension

Writing



The project also provides materials for a speaking test. Within 2 lessons, all four language skills can be assessed.

What is the target age group?

Children between 7 and 12 years of age depending on hours of language tuition

For Level 1: 50 – 70 hours

For Level 2: 70 – 100 hours



What are the requirements of learners?

- Motivational
- Age appropriate
- Testing different skills
- Instant feedback
- Perseverance even when making mistakes
- Easy to use from early age
- 'Screen presence'
- Game feeling– not test
- Customisable avatars



What do teachers require?

Above all, playing the game should be enjoyable for the learners.

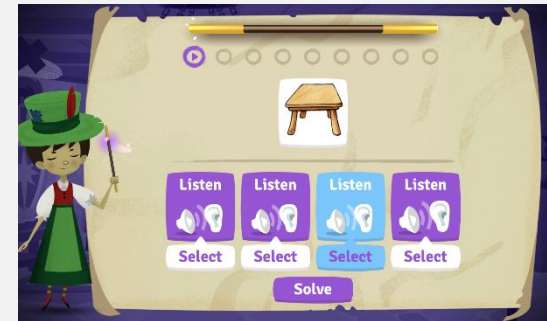
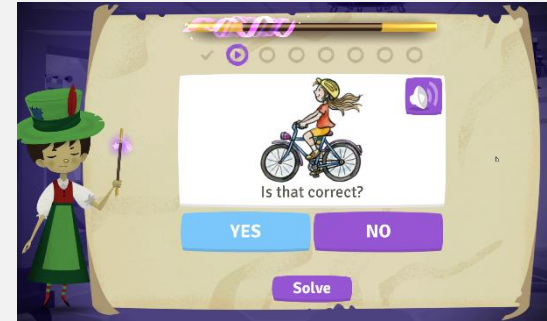
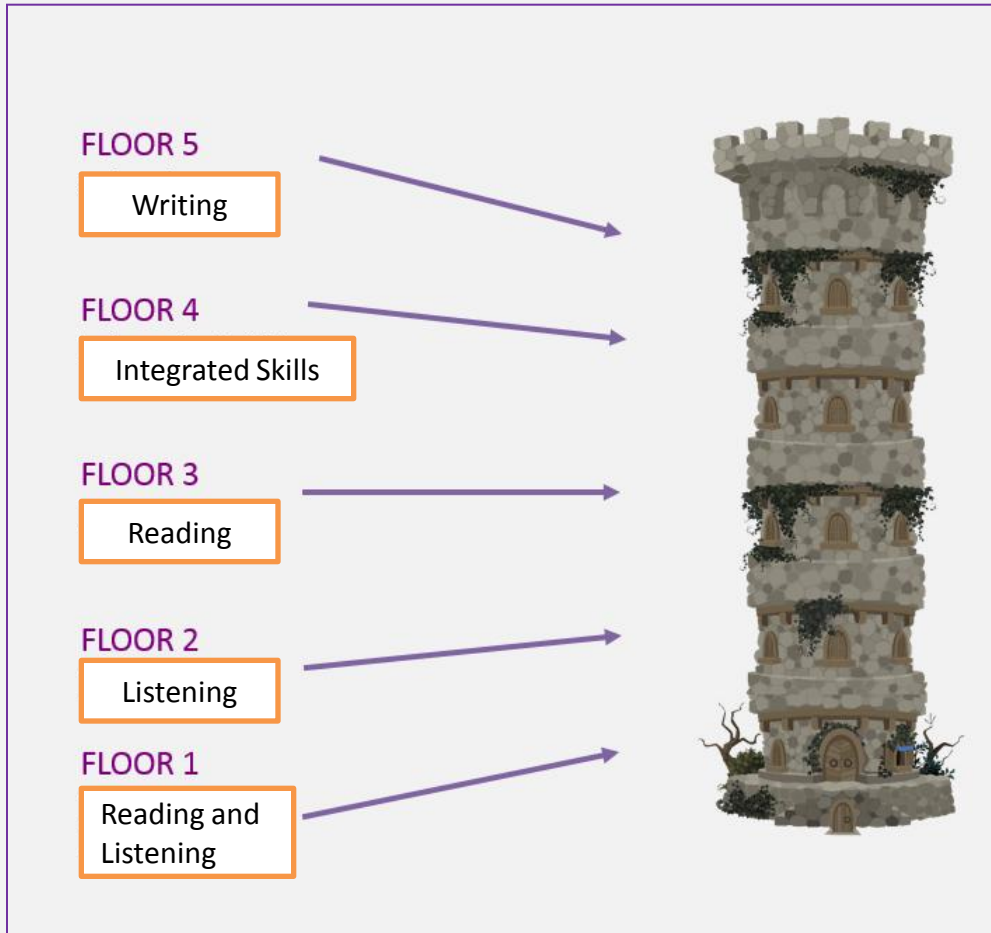
To provide information on learners' proficiency with a clear model of progression for each skill, to assess areas of strength and weakness

Tasks are designed to cater for learners from across the ability range and to ensure the output provides evidence of learner progression. Information at group and individual level



Tasks and templates

15 templates – 100 items (tasks) – sorted by skills



Piloting the game



Testing the game...

Conditions in the various Countries

Piloting – Overall numbers

1903 children tested

in more than **40** schools

distributed in **4** countries

over a period of **2** months



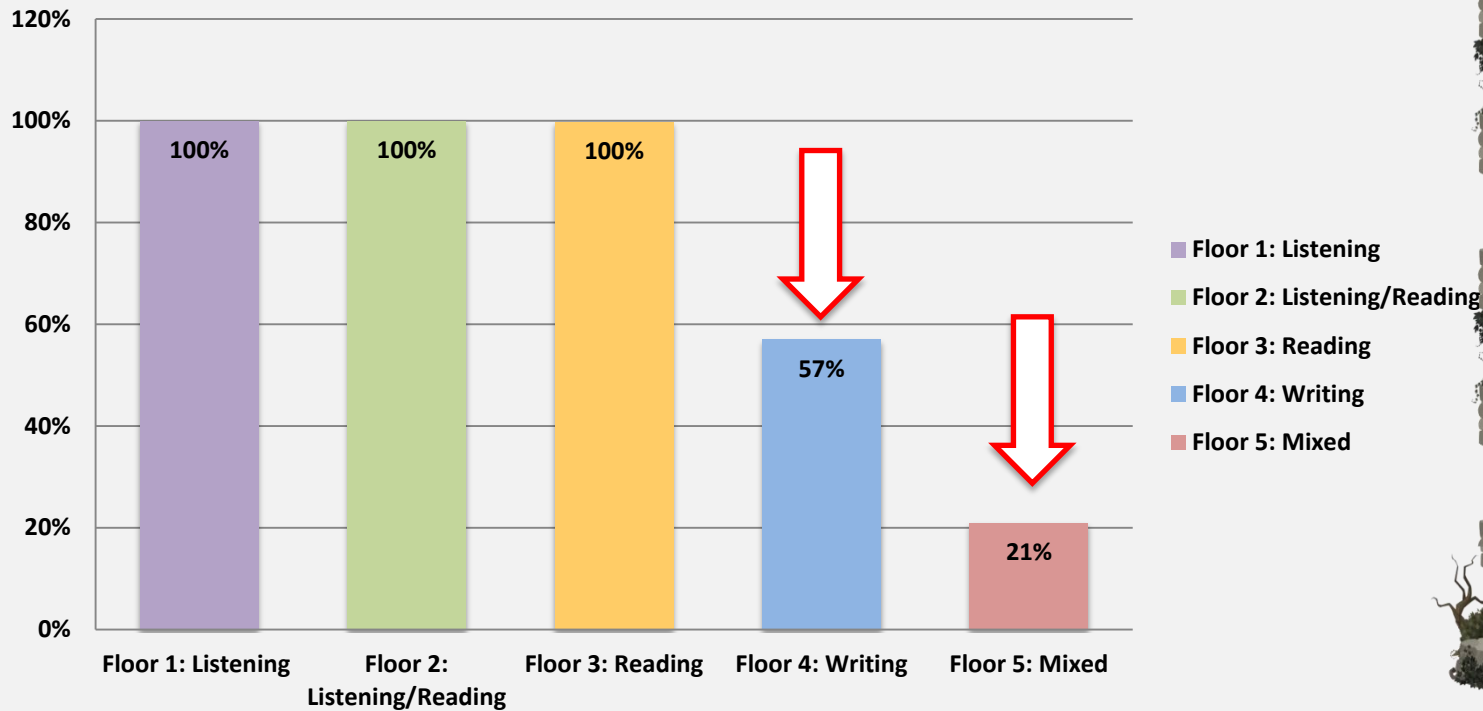
Piloting the game

COUNTRIES	INSTITUTIONS
4	7
Germany	University of Leipzig
Italy	University for Foreigners, Perugia & Siena
Spain	CEP Norte-Tenerife (In-Service Teacher Training Centre)
Spain	Regional Education Authority in La Rioja
United Kingdom	Goethe Institut
United Kingdom	Spanish Embassy Education Office



Piloting the game: first piloting results

Finished floors



Piloting the game: problems found

1. Writing has not been tackled in FL in most of schools
2. Some complex tasks
3. Lack of time
4. IT problems: connection, blocked ipads, ...





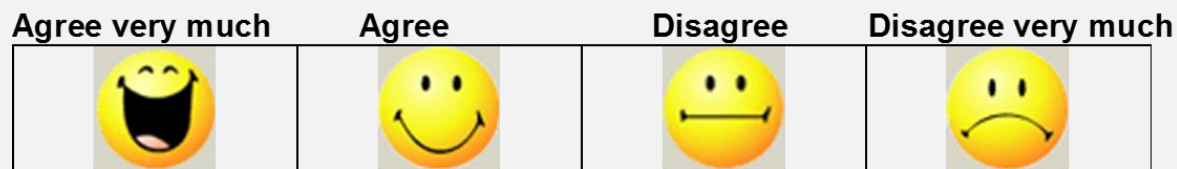
Piloting the game: learners' motivation



Results from piloting - Learner motivation

- Key element to success of the Language Magician game
- Concern over de-motivating effects of traditional assessment
- Feelings of self-efficacy crucial to developing resilience and long term commitment to language learning
- Learners able to see that they are making progress

a) THE LANGUAGE MAGICIAN game is fun to play.



Questionnaire - results

- Game is fun to play
- Would like to play game again
- I can say some more words about myself
- Learning [the FL] was fun
- Learning [the FL] will help me if I want to travel



General Questions



- Most liked – the animals, saving the animals, collecting magic stars, fun, casting spells, element of challenge
- Not liked – difficulty for some, particularly towards the end, need more time
- Easiest part – first floor, casting spells
- Hardest part – the last part (floors 3-5), typing when words spoken, making sentences
- What learned – new words e.g. how to say 'apple' in German

General Feedback



"You can do anything if you try."

"I am better than I think I am."



Piloting the game: teachers' perceptions



Piloting the game: teachers' perceptions

**What do you think about the piloting process?
Any suggestions?**



80% teachers

Strengths

- Perfect
- Very interesting
- It was great
- Very well organized
- Great opportunity
- Very professional & approachable
- Welcome second piloting

20% teachers

Weaknesses

- Problems with ICT
- Long session
- Short session to finish tasks
- Short time to see results & hand out certificates
- Hard to collect permission from parents

Piloting the game: teachers' perceptions

Any further comments?

- *My students loved piloting the game*
- *Thank you for visiting our school, the children really enjoyed the game. It was encouraging to see the progress the children had made in their language learning.*
- *Children loved it!*
- *Thank you. I would do it again!*
- *Thank you for providing a glance into the future*



THE LANGUAGE MAGICIAN at work: **Assessing speaking skills at primary level**



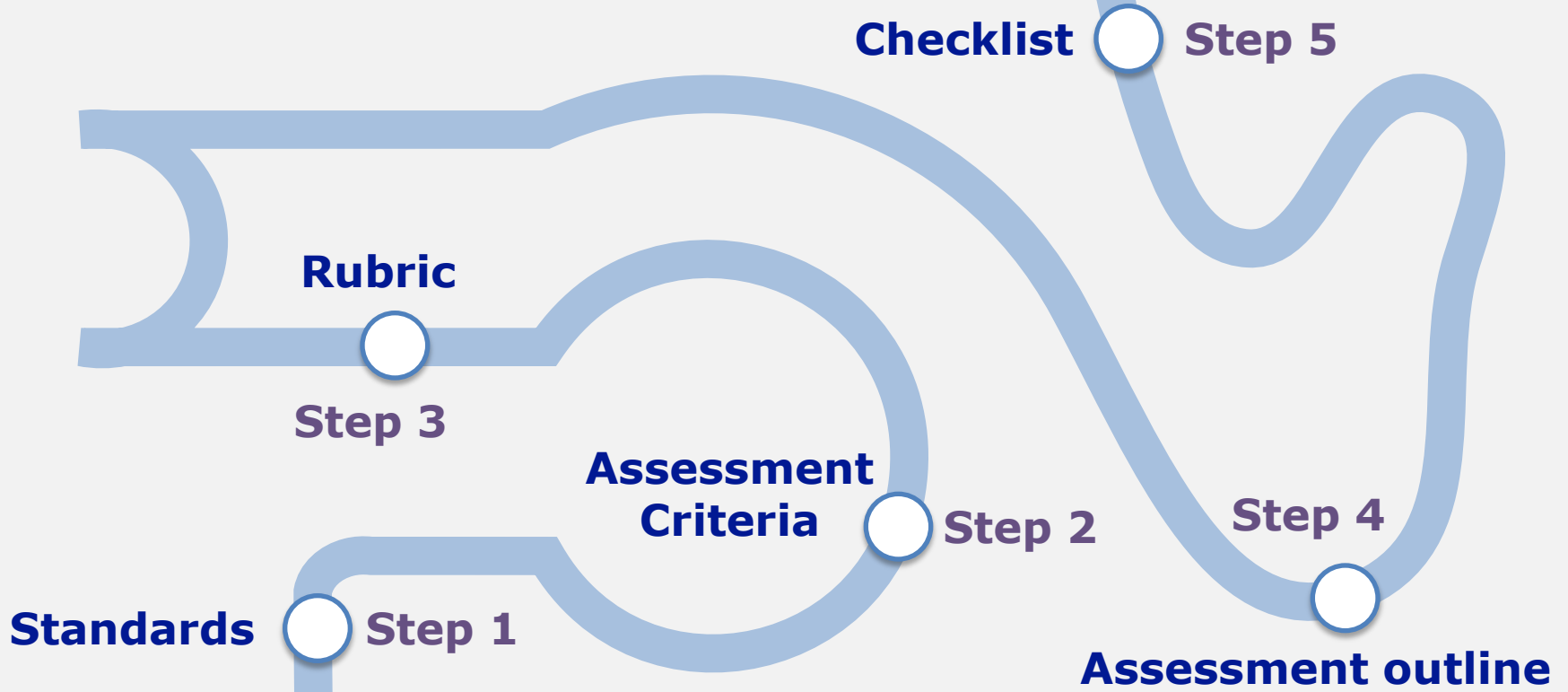
Students' performance

The Magic Convention

Students' performance



From standards to oral activities



From oral activity to standards

Step 1

Comparison of educational standards for foreign language learning at primary level

	Germany	Italy	Spain	UK	Common ground /Comments
Hours/years of language course	128 hours / 2 years	390 – 440 hours/ 5 years	Students of 8/9 years of age/ 3 years	100 hours/ 4 years	
Data based on	Recommendations of the 'BIG'-Group	Language programme of study at primary school	Tenerife standards	National curriculum - Languages programmes of study: key stage 2	
Listening Comprehension	<p>Students can</p> <ul style="list-style-type: none"> - tell the difference between the foreign language and other languages, - understand and follow simple everyday instructions in the classroom, - understand simple statements on familiar topics and react appropriately - recognize key words from spoken language with familiar topics, - understand, remember and demonstrate, verbally and / or non-verbally, their understanding of what they have heard. 	<p>Students can</p> <ul style="list-style-type: none"> - understand oral messages on familiar matters. - accomplish tasks following the teacher's instructions. 	<p>Students can</p> <ul style="list-style-type: none"> - understand essential of information in products advertisements of interest for children (games, computers, CD, etc.). - understand messages and public announcements containing instructions, directions or other information (e.g. numbers, prices, schedules at a station or in a department store). - understand the general meaning and essential information and distinguishes a change of subject in television programs and other audio-visual material within their area of interest, where young or known characters are interviewed about their likes, activities they do in their spare time, as well as in programs about issues like theatre, cinema, sport events, etc. - understand what is told in simple routine transactions (instructions, directions, requests, notices). - identify the subject of a predictable everyday conversation that takes place in their presence (for example, in a store, on a train). - understand essential information in short simple conversations in which he or she participates, in relation to familiar issues as for example, oneself, family, school, leisure, the description of an object or a place, etc. - understand the main points of simple and well structured presentations on familiar matters or areas of interest (eg, music, sports, etc.) containing images and illustrations and spoken slowly and clearly. 	<p>Students can</p> <ul style="list-style-type: none"> - understand facts and feelings in speech focused on familiar and routine matters using their knowledge of phonology, grammatical structures and vocabulary - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes - engage in conversations; ask and answer questions - appreciate stories, songs, poems and rhymes in the language 	<p>The two points which are mentioned in the description of all countries deal with the comprehension of statements / oral messages on familiar topics as well as with understanding and following instructions given by the teacher in the classroom. Emphasis in all countries is on practical communication.</p> <p>In addition, the Spanish standards cover situations in which the foreign language is used outside the classroom (television programs, conversations in a shop, on a train, etc.)</p> <p>UK standards also mention the development of learners' phonological knowledge of the target language.</p>

From oral activity to standards

Step 2

Assessment criteria (AC) for oral interaction and speaking skills					
AC 1	AC 2	AC 3	AC 4	AC 5	AC 6
Engage in conversations about familiar topics close to one's interests for a communicative purpose within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help).	Participate in an interview about familiar topics close to one's interests for a communicative purpose and within a personal context.	Manage oneself in everyday language interactions for a communicative purpose, within a personal context: e.g.: -asking for a specific item in a shop; -at the doctor (naming body parts and so on).	Present ideas and information for a communicative purpose, about everyday topics or of one's interests like: - introducing oneself and others; -giving basic information about family, school or oneself; - talking about hobbies, interests and daily activities; -singing a song and reciting poems, using simple structures.	Give and exchange opinions in easy situations of communication (expressing likes and dislikes), using familiar vocabulary, phrases and basic language structures to a range of audiences within a personal context.	Describe people, places, things and actions for a communicative purpose using familiar vocabulary, phrases and basic language structures within a personal context.



From oral activity to standards

Step 3

Assessment Criteria (AC)		Grading holistic scale (from slightly satisfied to completely satisfied)			
		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	Engage in conversations about familiar topics close to one's interests for a communicative purpose, within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help).	Has many difficulties to engage in conversations, even with help, showing no respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's interests.	Has some difficulties to engage in conversations, even with some help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is quite consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has few difficulties to engage in conversations, even with little help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is consistent and fairly fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has practically no difficulties to engage in conversations, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is consistent and almost fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.
	Participate in an interview about familiar topics close to one's interests for a communicative purpose, within a personal context.	Has many difficulties to participate in an interview, even with help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's interests.	Has some difficulties to participate in an interview, even with some help. The speech is quite consistent and fluent in basic language structures, about familiar topics close to one's interests.	Has few difficulties to participate in an interview, even with little help. The speech is consistent and fairly fluent in basic language structures, about familiar topics close to one's interests.	Has practically no difficulties to participate in an interview. The speech is consistent and almost fluent in basic language structures, about familiar topics close to one's interests.
	Manage oneself in everyday language interactions for a communicative purpose, within a personal context: e.g.: -asking for a specific item in a shop; -at the doctor (naming body parts and so on).	Has many difficulties to manage oneself in every day language interactions, even with help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's interests.	Has some difficulties to manage oneself in every day language interactions, even with some help. The speech is quite consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's	Has few difficulties to manage oneself in every day language interactions, even with little help. The speech is consistent and fairly fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has practically no difficulties when managing oneself in every day language interactions. The speech is consistent and almost fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.

From oral activity to standards

Step 4

Oral activities	Assessment Criteria	Assessment tools	Output (product)	Resources
The magician convention ID	AC1, AC2, AC3 & AC4	Checklist (after the session)	Interview with video recording	Tablets and Magician ID template.
The magic trick	AC1, AC2, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Dialogue, Role play	Flashcards, magic hat and tablets.
My magic potion	AC3, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Description	A pot, a magic cauldrom spoon, flashcards, realia and tablets.
Language Magician Song	AC4	Small groups observations, checklist for students' performance	Small group song performance	Music player device



Assessment checklist

Step 5

Assessment Checklist - The Magician Convention ID

Every checklist is designed according to the products proposed and based on the assessment criteria

Output/Product: Student's Interview video recording		Assessment criteria				Grades			
The students:		Tick as appropriate				Tick as appropriate			
		AC1	AC2	AC3	AC4	D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	gets engaged in the interview								
2	interacts and reacts to the questions in the interview following the different roles of the activity								
3	uses familiar vocabulary and basic language structures for each role of the activity								
4	understands and answers the questions about personal information								
5	Uses communicative strategies								



From oral activity to standards

Step 5

1. Magician Convention ID- Oral activity description

Timing	Grouping	Materials	Roles	Description	Used structures
15m	Groups of three. Distributed separately along the class (for less noise interference during recording)	Tablets and Magician ID Posters	Student A will record the conversation with the Tablet. Student B will be the interviewer. (He/she is in charge of Admissions in our Magicians' Convention) Student C will be the interviewed (A Magician who wants to enroll in the Convention)	This evaluation activity consists of an oral interaction between students attending the conference. While student A is recording the conversation with the device, the interviewer (Student B) will ask some questions to the Magician. There are 10 questions strips located inside a big magician's hat and Students B will shuffle and take out five questions randomly (Student C) as an interviewee. They will ask personal questions such as date of birth, place of residence, name, likes and dislikes, etc. This activity will be repeated 3 times so each student is in each role at least once.	<ul style="list-style-type: none"> - What's your magician's name? - How old are you? - What's your favourite pet? - What's your favourite colour? - Where do you live? - What sport do you like? - What's your favourite cartoon? - Do you practice any outdoor activity? - Have you got any brother or sister? - What kind of music do you like?

Assessment Checklist - The Magician Convention ID

Every checklist is designed according to the products proposed and based on the assessment criteria

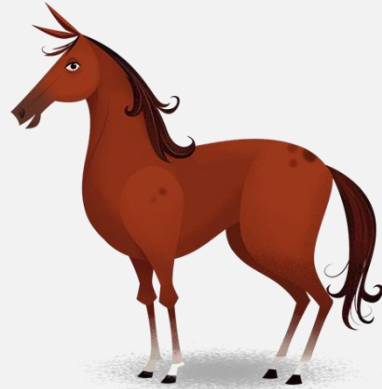
Output/Product: Student's Interview video recording		Grades			
		Tick as appropriate			
Items assessed		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	The student gets engaged in the interview				
2	Interacts and reacts to the questions in the interview following the different roles of the activity				
3	Uses familiar vocabulary and basic language structures for each role of the activity				
4	Understands and answers the questions related to the exchange of personal information				
5	Uses communicative strategies				

Final video





www.thelanguagemagician.net



Thank you.
Grazie mille.
Vielen Dank.
Muchas gracias.

