

Creating a tourist leaflet for young Francophone visitors

Interdisciplinary Project for the Scottish Baccalaureate in Languages

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Project Proposal & Plan (Extracts)

I would like to do a project centred around planning and designing a leaflet promoting places to stay and various attractions in my local area (North East Fife) whilst also providing information relevant to young people on how to survive in the area. The target audience would be young francophones coming to St Andrews. I will liaise with VisitScotland to research the places I can advertise and the existing facilities for young people. I will also ascertain the best way to set out this information. I will contact young people from 14-18 years of age in our exchange school in Poitiers in order to establish what facilities they would like to use and what they would like to see in a brochure for young people visiting the town. VisitScotland has a remit for the marketing of Scotland. However in my initial research I have established that they do not have anything specifically aimed at this age range. In carrying out this project I will need to use my language skills and ICT skills in both the gathering of information through contacts with French pupils as well as learning how best to present it to an interested and knowledgeable audience in both French and English.

I have personal interest in this area as I will be in the same situation as my target market, a young eager school leaver looking to explore but needing some local insight. Further, I have an interest in promoting St Andrews and the surrounding areas since this is the area in which I have grown up. We often have visitors from mainland Europe and I feel that such a leaflet would be beneficial to them and particularly to young people, since marketing is often aimed at an older age range. Future exchange groups could use such a leaflet. I feel this project would be a positive step towards that.

Finally, this year I am studying Advanced French and Spanish and this project would both help me to improve my growing language skills. The actual leaflet will be written in French so my translating skills will be tested. I will also liaise with my school's French exchange school, a process which will involve me using French either by e-mail or over the phone to members of our French exchange school. I will also need to interpret the questionnaires which the French pupils produce and understand their comments.

I will be working with my school's ICT department for their help and advice in the design and structure of my leaflet. Much of my research and liaising work will be done in conjunction with VisitScotland to access most of my resources and also I will have to do much independent research into the local area to decide which facilities will be included.

Progress Log (Extracts)

October 2009

Have contacted Head of Visitscotland, made him aware of my idea and asked for his opinions on it. Have asked him about the involvement of Visitscotland and about the resources already in place for foreign students.

Have located areas where leaflets are available in the local area, also have looked into smaller more interactive galleries and other free and small cultural visits which are mostly only known to locals. I have been to the Tourist Information Centre and the local bus station and train station to see their facilities.

Have been around the school to access the computing facilities and asked for guidance and advice on the practicalities of the leaflet within the school departments.

Have also accessed the local university library and asked for information from the internal staff on how to best use their facilities for the research I wish to carry out, also asked whether they have any advertising for temporary foreign students.

Meeting with the head of the company was a positive step and all the more independent surveying has also gone according to plan. I can start to physically gather the research I would like. Online investigation is still to be carried out. I would have liked to have more interactive evidence but all the valuable information I have gleaned from meeting people so far has been informal and much of the research is to be done independently

November 2009

Went to the relevant places and collected all the information I think I would want in my leaflet and also some examples which I thought were aesthetically pleasing from which I would like to glean ideas. Also have located many transport timetables, However still need to overcome explaining the transport system concisely in the foreign language.

Furthered my investigation into physically designing the leaflet with friends who have studied higher computing and family members who are more used to making presentations which I could provide the school with afterwards.

Had an in depth discussion with my Advanced Higher French teacher and my fellow Baccalaureate student who is doing a very different project from my own but it was a good experience to have a catch up about how we are finding the project and how far we are into the process which I think has been mutually beneficial.

Have covered more online research into the facilities available on the visitscotland website and I believe that I see some simple areas of improvement. I have formulated many more ideas on how to format my product.

Have made further contact with Philip Riddle and have made my whole idea more clear to him and suggested sending him my prototype leaflet and presentation when it is complete to see if he can pass it on to a member in the company for some feedback and evaluation on their part.

Have had difficulty in moving the project past the research stage though my resources are extensive research wise; the leaflet hasn't yet taken shape. Hopefully the making of the leaflet will be uncomplicated and I will be able to use all the research I have found to best effect.

December 2009

Have had examinations to prepare for. Devoted this month to devising questionnaires and then contacting the French school and getting the pupils there who have agreed to give me feedback to complete the questionnaires about what they would like to see in this leaflet. Progress has been slower than expected because they have been busy over the festive period. Have decided to leave some of this work to January.

January 2010

Have now collated the returns from the French school and from two French students studying at the University of St Andrews. I interviewed them in French which was useful for my project and also good preparation for my Advanced Higher Speaking test. They all provided me with information that they would like to see in my leaflet. It was interesting speaking to the students as they are only spending one year in St Andrews and said that such a leaflet would have been useful in their information packs when they arrived.

Had my interim review with my tutor who was happy with the progress made to date. Now have to compile the leaflet and put together the presentation for next month.

February 2010

Rehearsed my presentation and decided to alter a few things in it.

Started to put the leaflet together having decided what would be included in it. At this stage I decided to cut down on some of the materials to be included as my research with the French pupils and the students indicated that they would like a succinct piece of information rather than something that was too long and which they would not read.

Evaluation and Self-Evaluation (Extracts)

I have demonstrated that I have planned well. In the planning process I feel that I identified successfully the areas which I would need to prioritise:

- Identifying French school pupils of my age
- Getting in contact with French students studying at the University of St Andrews
- Researching and prioritising the content of my leaflet
- Establishing contact with VisitScotland to use them as a main partner

Implementation went fairly smoothly because I had planned carefully from the outset:

- Surveying the French pupils
- Interviewing in French the two students
- Emailing contacts
- Log keeping in detail
- Analysis of findings at all stages and collating findings
- Acquiring and improving my IT skills in order to present my findings but more importantly to produce the final product the leaflet in French.
- Prioritising content of leaflet

How effective were my communication methods?

I think my methods of communication were sound throughout. I was happy with the idea of contacting unknown sources primarily via e-mail to establish a link and then speaking over the phone, which was an effective way of receiving information and also saving time and resources. The same applies to my dealing with VisitScotland. I developed a good relationship with them and kept them well-informed at all stages of the project.

I revised my original leaflet – producing two different prototypes, then surveying my French counterparts in Poitiers to establish how effective these leaflets were. After consultation the leaflet I finally produced was chosen as giving the most information in a clear and succinct way.

I developed my language skills by a method of communication I have never experienced before, that is emailing in French, and I think my speaking and especially my translation skills are much improved. I may consider looking further into the idea of translation as a specialist study at university.

PowerPoint was definitely the best way to carry out my presentation as it allowed me to clearly present my well thought-out ideas and also talk in person about the way my ideas were evolving.

Is there any aspect of your project that could be taken further?

I could have produced a separate presentation with my ideas clearly in English on one and my template for the French leaflet on another. This way, I would have been able to do both and not have to translate everything from one slide show to non French speakers and vice versa. However the leaflet is specifically for French speakers.

It also would have been exciting to translate the leaflet into German and Spanish. This was not done as this leaflet was tailor-made based on the ideas of the French people I spoke to. VisitScotland are now considering producing this leaflet in a specification that matches the rest of their tourist literature. The hope is that my leaflet will be available shortly for young French-speaking visitors to St Andrews.

Application of subject knowledge and understanding

I have learnt a lot about the practical uses of translation which I would not have considered before doing this project. I have applied this specific language skill, and more generic uses of my foreign language and decided to tackle the issue of developing business over here and also communication with one of our nearest neighbouring countries. I feel this has been used to great effect as the intentions of the project were to promote our country through tourism and also advance our hospitality towards young francophones. The best way to do this is to speak French. My language skills have been integral to the planning, researching and presentation of this project.

The broad contexts would be in citizenship with France, in this instance enterprise because this could be a project that would be of interest as a commercial venture. There would also be the aspect of employability if I were to choose to use my skills in a career in the tourist industry in later life.

Research skills – analysis and evaluation

Deciding broadly what I wanted to cover was easy as the idea of tourism fitted straight away. To plan what I specifically wanted to cover I made an outline with my teacher and my family, checking with them the scale of my plans. I would always ask for other opinions at the earliest stages of planning with this experience as it helped to narrow my focus.

The help I received from VisitScotland was invaluable and the amount of research for my project I got from them was amazing. I am also very pleased that I decided to explore ICT for my presentation as, although I knew little about it at the beginning, I learned quickly and it was the best way to choose to layout my project from the beginning.

I really enjoyed carrying out all my research and finding all the specific information I wanted, as well as using a broader view at the beginning to get an idea of what I wanted to do. Initially I could have stored all my information much better. I did however keep an online diary which my assessor was able to access regularly to check on my progress.

The research I carried out using people, their experience and ideas, served as my inspiration, rather than the written information. I have acquired the ability to draw on secondary resources. I found locating multiple resources an enjoyable task and I used my detailed plan to quickly identify the information I needed so I did not have to sift through a lot of information which was not relevant to me. I think the research stage went really well, I thoroughly enjoyed it and apart from the organisation of my resources I would not have done anything differently. I feel much more confident about

research and using a wide range of resources, and using the resources available to me in the best possible way. This will benefit me when I move on to University.

Interpersonal skills – negotiation and collaborate

Although I did not use the people around me to help me when I needed it in the beginning, I was eventually able to ask for help when I needed it especially when it came to computers. I particularly needed advice when I was using Microsoft PowerPoint, for checking over the accuracy of my translation and at the very beginning when I was finding a focus for my ideas. I was able to ask for, and take the advice of the people around me who were much more experienced in these fields and my project definitely benefited from their attention and I would always ask for advice again in future.

I found my interactions with other companies, the exchange school and my peers very effective. I feel I handled each case separately and my interactions and responses with each one were very useful. My confidence in communications in the course of a project has increased.

Planning – time, resource and information management

All the time scales I initially outlined were clear and realistic. I always worked within these and I learned how to set my own goals within a larger frame work . Using a log, helped to show a timeline of my ideas to date. The biggest learning curve was aligning my personal and educational deadlines with the ones for this project. I will not forget how to achieve this as it was very important to juggle all my deadlines and it is definitely an essential skill I will use in university.

Independent learning – autonomy and challenge in own learning

I felt completely in control of the whole project the entire time and I feel that a lot of my creativity and ideas have made this possible. I took on a number of challenges I had not initially planned for example, interviewing over the phone and organising surveys. Taking on these and other responsibilities showed me my own potential for organisation and also taught me to draw on the skills of those around me. This is not the same as passing on the responsibility, an issue I worried about before I started. My abilities in as far as taking on a project on this scale had not yet been tested but I feel much more confident now about the scale of events I can manage.

Problem solving – critical thinking; logical and creative approaches

Because I had planned out the project carefully from the beginning I think that I avoided some of the major problems. I established contact fairly early with my native speaker contacts so that I could allow for any slippage in information gathering and any delays which might have been out with my control. Another major problem I had to facw was using PowerPoint of my presenting my outcome. Here I sought the help of a friend with good computer skills and he gave me guidance. I think I would have done the same for any other technical problems, i.e. sought the help of someone more experienced than myself but in the case of more fundamental issues I would have gone back to basics and thought around the issue.

Presentation skills

I was thrilled with how my presentation worked out, I really felt worked to the best of my ability on presentation. The ICT skills I have developed as a result of using PowerPoint as well as my confidence at being able to complete this type of project are life skills. Although I had a lot of ideas and was confident of coming across well as I explained them, I had to develop the clarity of my explanation and also realise that I had to be concise. However, I worked on this and it turned out well, I feel I have improved my presentation skills a lot. The feedback on the subject of my PowerPoint was great and the response to my presentation was positive.

Recognition of own skills development and future areas for development

I realised at an early stage that I needed to be proactive about improving my ICT skills. I took feedback from a computer teacher in my school when I showed him my earlier prototypes. This led to a much-improved final leaflet. One of my verifiers made some suggestions after the presentation and I was able to use this feedback and adapt my leaflet accordingly. It was a suggestion to add another section which I had been considering but had not included in the leaflet. I have also learned to work with people I have not previously known, for example I have interacted with French speakers. I had positive feedback at every stage which was encouraging and in my view my confidence in dealing with new and strange situations has increased enormously through this project.