LANGUAGE CENTRE
INSTITUTE OF EDUCATION
CENTRE FOR LANGUAGE TEACHER EDUCATION (CELTE)

Analysis and evaluation of the current situation relating to the teaching of Modern Foreign Languages at Key Stage 2 in England

Research report commissioned by the

Qualifications and Curriculum Authority

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Dr Bob Powell, Director:	**Language Centre**
Professor David Wray:	**Institute of Education**
Dr Shelagh Rixon:	**CELTE**
Dr Jane Medwell:	**Institute of Education**
Mrs Ann Barnes:	**Language Centre**
Mrs Marilyn Hunt:	**Language Centre**

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Section 1

Introduction

Selected quotations

'Even in a country such as the Netherlands where the social context for English at primary level is comparatively much more favourable than in many other countries, fourteen years of gradual development were necessary before English became an obligatory subject and eighteen years before official, national core goals were implemented.'

Edelenbos, P. and Johnstone, R. (eds.) (1996) Researching Languages at Primary School, London: CILT, page 75.

'If foreign language teaching in primary schools is to contribute seriously to the international education of young people, it has to recognise the complexity of the task, to include intercultural competence among its aims, to seek relationships with other aspects of the curriculum in systematic ways and to demand properly trained teachers and appropriate teaching materials.'

Byram, M. and Doyé, P. in Driscoll, P. and Frost, D. (1999) The teaching of modern foreign languages in the primary school, London: Routledge, page 150.

'Already, an enormous amount has been written about foreign languages at primary level - much of it by policy-makers, by academics and by advisers, writing mostly at a general level. Very little, however, has been written by the practitioners themselves.'

Johnstone, R in Hurrell, A. and Satchwell, P (eds.) (1996) Reflections on modern languages in primary schools, CILT, page i.

The research context

'We estimate that about 20% of all primary and middle schools in England are teaching a foreign language as a substantial part of the curriculum for children aged below eleven.'

This quotation might be interpreted as one of the conclusions of this research project. As will be shown, we estimate that about 21% of schools with Key Stage 2 are offering some form of modern foreign language teaching to their pupils. However, careful reading of the above sentence should raise doubts. The word 'substantial' in connection with what is happening in schools today in really an unlikely adjective to use. The main means of providing pupils of primary age with an experience of a foreign language, usually French, is through extra lessons and clubs in out of taught time

The quotation is taken from the conclusion of the report of a project funded by the Nuffield Foundation in 1977[1]. The committee of researchers comprised some well known figures of the time from HMI and academe, including Professor Eric Hawkins, still a powerful influence on the language teaching profession in this country. The context in which

[1] The Early Teaching of Modern Languages, Nuffield Foundation, 1977.

languages were taught in primary and middle schools then was very different from that operating today. There had been the introduction and rapid development of primary French in the sixties. However, an extensive longitudinal study of pupils' attitudes and performance conducted by the National Foundation for Education Research between 1969 and 1974, spearheaded by Claire Burstall[2], reached the conclusion that further expansion was not necessarily an advisable or appropriate course of action.

In the years that followed that research, many LEAs and state-maintained primary schools cut back their provision, while the independent sector pursued its tradition of giving access to foreign languages to children as early as possible. It is interesting to note, therefore, that despite the obvious decline in the presence of languages at primary level through the intervening years, the proportion of schools now offering MFL matches that of the period when, as some would argue, it was ripe for major development.

In the National Curriculum, languages are non-statutory in Key Stages 1 and 2. However, primary schools are receiving an increasing amount of encouragement to offer languages. This encouragement comes via government agencies such as the QCA which has devised sets of Guidelines and has produced a detailed Scheme of Work. The TTA has offered incentives to training institutions for the introduction of MFL modules into primary courses. There are organisations such as NACELL, based at CILT, dedicated to disseminating information and good practice. At local level, it is clear that some LEAs are taking seriously their responsibility for supporting teachers through in-service courses and taking steps to improve primary - secondary transfer. The outreach programmes required of Language Colleges are bringing MFL to schools previously without such experience. Governing bodies and Parents' associations are also bringing their influence to bear on schools so that their children benefit from what is almost universally seen to be a desirable and valuable experience for young children.

Scope of the research

Within the current context, this research undertaken under Strand 2 of the QCA feasibility project, draws on a wide range of perceptions and reactions, those of following sets of people:

- generalist primary and specialist language advisers and inspectors
- headteachers from various sectors and stages
- language teachers, both established and peripatetic, from state-maintained and independent schools
- heads of language departments
- parents
- teacher trainers, and
- primary, middle and secondary school pupils

[2] Burstall, C. et al. Primary French in the Balance, NFER, 1974.

Data gathering took place during the period July - December 2000 and comprised the following:

LEA survey:	Questionnaire sent to 150 LEAs to senior primary inspectors and MFL advisers/ inspectors. Returns from 118 people representing 108 LEAs. Response rate 72%.
Key Stage 2 survey:	Questionnaire sent to 2000 schools with Key Stage 2 pupils. 825 valid returns. Response rate 41%.
Secondary School survey:	Questionnaire sent to 400 secondar schools. 181 valid returns. Response rate 45%
Initial Teacher Training survey:	Questionnaire sent to 86 training institutions or consortia. 44 returned. Response rate 51%
Case Studies:	7 primary schools 1 independent school (3-18 girls) 1 middle deemed secondary mixed high school (10-14 age range) 1 secondary 11-16 mixed comprehensive school 1 secondary 11-18 girls comprehensive designated Language College

A Focus Group comprising a range of interested parties was also set up to create a forum for discussion and to facilitate access to local primary, middle and secondary schools. This 16 strong group (including members of the research team) met on three occasions during the six months and was extremely valuable in commenting critically on the research tools, contributing additional first-hand information, raising new issues and generally challenging the assumptions with its questions and deliberations. Members of the Focus Group are listed in Appendix 6.

An overview of the main findings

The specification for this research was organised under four headings:

- The Curriculum
- Links with work in Key Stages 3 and 4
- Staffing
- The impact of learning MFL at Key Stage 2 on pupils' achievement and attitudes

This overview in its discussion attempts to adhere to these sections with sub-headings included from the specification but, in drawing on evidence from a number of different sources, it is inevitable that there will be some overlap.

PART 1: The Curriculum

Main findings

i) *Extent and Scope of teaching of MFL at Key Stage 2*

- Approximately 21% of schools with KS2 are providing access to a foreign language for their pupils.
- On average, about half of the teaching is organised as separate lessons within the school day, although less in state-maintained schools than in the independent sector.
- Some schools find time for the inclusion of MFL by 'borrowing' from other subject areas such as PE, or by cutting back on lunch-times or play-time.
- There is considerably more MFL taught outside taught time in state-maintained schools than in the independent sector. Pupils are required to pay a fee in majority of these cases for this experience.
- Most teachers delivering MFL are members of schools' staff but not having MFL as their main area of responsibility.
- External paid teachers constitute the second most frequently used resource.
- A minority of special schools are engaging in MFL but there are indications in the responses from these schools that this activity is imaginative and valued.
- MFL in KS2 appears to have declined in the past five years, especially in state-maintained schools.
- The most frequently cited reason for schools ceasing to teach MFL at KS2 is that factors relating to schools' obligations to fulfil statutory requirements of the national curriculum have been given higher priority.
- In some cases the introduction of the National Literacy Strategy is cited specifically as a reason for the abandonment of MFL.
- Another important dimension for dropping languages is teacher supply. When specialist language teachers have left schools, they have not been replaced or it has been impossible to replace them.
- Other important factors are those relating to the costs involved and lack of parental support.
- There is considerable variability in the extent of primary MFL provision across the country. Some LEAs have extensive schemes, well-supported by county-wide activities backed up by a coherent policy whereas others have no schools, or only a very tiny minority engaging in MFL.
- Languages continue to be taught in Year 6 in areas of the country which have or have had a system of schools organised on primary - middle - secondary lines.

ii) *Languages taught*

- The most frequently taught language in primary schools, irrespective of sector, is French.
- Other languages exist at a much lower frequency, in the following order: German, Spanish, Italian.
- Parents interviewed and their opinions reported at second-hand from school teachers seem to indicate a preference for a European language, not necessarily French.
- Parents also seem to favour the single language 'developing competence' model rather than one exposing children to more than one language.

iii) *Time allocation and distribution*

- Although MFL is not common in Reception classes, some schools do offer initial encounters with MFL at this early stage of schooling.
- The time allocated to MFL increases through the primary years reaching, on average, a peak of one hour for independent schools and 45 minutes for state-maintained primary schools.

iv) *Purpose and rationale*

- A wide range of reasons were selected or given via unsolicited responses for including MFL in primary schools. There were also differences between the various sets of respondents in the priorities afforded to educational and pragmatic goals.
- Most people espouse the idea of primary MFL experience actually developing competence in the language taught ('laying a foundation for future language learning in the same language') but also rate, very highly, more broadly stated aims such as developing cultural awareness, developing general foreign language learning skills and broadening the experience of primary aged pupils.
- Secondary teachers who have experience of pupils joining their schools with prior MFL experience, however, rate the notion of 'developing competence in the language taught' less important than general aims, referring also, in some numbers, to the usefulness of MFL contributing to improving competence in English.

v) *Methods and materials, use of ICT*

- The albeit limited investigation into teaching methods and use of materials suggests that teachers, rather than adopt a published course, draw heavily on their own initiative in the production of teaching resources.
- While the cultural benefits of learning a foreign language are acknowledged by the vast majority, materials observed in use and the activities engaged in by teachers and children do not display great scope for illustrating or exploring cultural aspects.
- The use of KS3 courses being applied in KS2 is generally only found, as expected, in independent and middle schools.
- There was little evidence of use of ICT.

vi) *Links with other subjects, including Literacy*

- The research, across its various strands, suggests that there are very few connections being made between MFL and other areas of the curriculum.
- Whilst many respondents to the various questionnaires and the case-study teachers referred frequently to and approved the concept 'links with Literacy', this aspect of MFL teaching is ill-defined. It may be that primary MFL teachers have a restricted view of the potential for links, limiting these to things such as naming of parts of speech or drawing attention to different word orders in the target language and English.

vii) *Assessment, recording and reporting*

- Detailed records of pupils' work were kept by case-study teachers, even by where there was no direct obligation to do so.
- Nobody interviewed had heard of the European Primary Languages Portfolio although some had developed very similar records of achievement themselves.

viii) *Use of QCA Guidelines and Scheme of Work*

- Teachers in the case-study schools and some in the surveys showed awareness of the QCA Guidelines but fewer knew about the KS2 Scheme of Work, possibly because of its publication only during the autumn 2000.
- Organisations such as NACELL were, similarly, unknown to most of the teachers spoken to during the research.

Recommendations

- Languages should only become statutory in Key Stage 2 after structures have been put in place and operating for some time which ensure that there is more chance of a reliable supply of suitably qualified teaching staff. This can only come about through a significant increase in initial training courses attracting people with a reasonable level of competence in the target language. These courses should enable further development of the language(s) and provide training in the specific teaching skills related to teaching foreign language to young children.
- Other forms of training should also be developed for native speakers without a teaching qualification and for qualified but inactive teachers who may need intensive language training alongside a short course in primary methodology.
- The QCA should consider producing a pack of information and materials demonstrating how MFL in primary schools can relate to other areas of the curriculum, especially Literacy/Numeracy.
- Similarly, more information and guidance is needed on cultural aspects of language teaching and learning and the potential of ICT.
- Schools should be encouraged to consider offering a language other than French. There is a real risk that French may become perceived as the officially approved language. Equal status should be given to other languages, realistically German, Spanish and Italian, in documentation from government-funded agencies.

PART 2: Links with work in Key Stages 3 and 4

Main findings

i) *Models of provision*

- Many primary schools and secondary schools report no direct links between them regarding MFL. The numbers of feeder schools per secondary school (frequently cited as more than 40) and the range of models of delivery in the primary schools make engagement in a coherent programme of cross-phase liaison for MFL very difficult.
- Joint course planning is extremely rare as are visits between schools by language teachers.
- Even in LEAs where there is some MFL in primary schools, many have no existing support mechanisms and no plans to introduce any in the near future.
- The existence of so many clubs out of taught time makes it even more difficult for secondary schools to be aware of the precise nature of pupils' prior MFL experience.

ii) *Curriculum continuity*

- Secondary schools generally require all pupils, irrespective of whether they have experienced MFL at primary school, to begin their KS3 work at the same point.
- There is evidence of a mismatch between the aims of primary MFL teachers and the objectives assumed by secondary language teachers, the latter having higher expectations of language acquisition than are justified.

- Some Year 7 pupils interviewed, while still enthusiastic about language lessons in November, displayed real frustration at having to repeat what they saw as elementary questions and answers.

iii) *Transfer of records*
- This is the most common method of providing information to secondary schools of pupils' prior learning. Some teachers and LEAs have developed systematic ways of recording pupils' achievements but the extent to which these documents are taken into account is doubtful.

iv) *Differentiated methodology*
- Some secondary schools claim to provide differentiated approaches in their teaching but many state that no special measures are necessary.
- The creation of special sets or fast-tracking is very uncommon.

v) *The work of Language Colleges*
- The outreach primary MFL work of Language Colleges is very interesting and worthy of further investigation. There are real problems about ensuring 'coverage' in these activities since the number of feeder schools which could be involved is high.

Recommendations
- Primary-secondary transfer would be improved if teachers had better knowledge of what takes place in both Key Stages 2 and 3. Such knowledge is best gained by reciprocal visits, involving observation of classes.
- The outreach primary MFL work of Language Colleges is worthy of further investigation.
- Secondary MFL teachers must recognise the serious risk of de-motivating pupils with primary MFL experience by insisting on their repeating work. More differentiated strategies to overcome this problem are required urgently.

PART 3: Staffing

Main findings

i) *Staffing provision*
- Most teachers delivering MFL are members of schools' staff but not with MFL as their main area of responsibility.
- External paid teachers constitute the second most commonly used resource in the survey as a whole but the most frequently cited in state-maintained primary schools
- There is some evidence of use of volunteer teachers, such as parents, but this is not widespread.
- There is almost universal agreement that MFL in primary schools is best done by specialist foreign language teachers.
- The data on teacher qualifications are sketchy but it appears that a substantial number of those currently teaching have a degree in the language taught or are native speakers of the target language.
- Though not able to be proven by numerical data, it appears that a substantial proportion of those teaching MFL in the primary sector are those who have adjusted their careers to take on more generalist responsibility following the decline in MFL provision during the last decade or longer.

- Headteachers are, in the main, full of praise and extremely supportive of their language teaching staff.
- Many headteachers expressed doubts about filling these posts when they fall vacant.

ii) *Management of teaching and learning*

- Case-studies provided evidence of lively teaching through which pupils were gaining immense pleasure and satisfaction.
- Peripatetic and part-time teachers may, inevitably, feel isolated in their work and less integrated into the whole school.
- Language teachers observed were highly organised and related extremely well to their pupils.
- The research team, nevertheless, wishes to record its concerns about the preponderance of a limited range of teaching strategies which, in turn, led to restricted activities on the part of pupils, such as rote-learning.
- There was only limited evidence of pupils being offered the chance to be creative in their use (and re-use) of language.
- Very few connections to Literacy were made and cultural objectives were also conspicuous by their absence in schemes of work and in lessons observed.

iii) *Initial and in-service training of teachers*

- There is very little specific support for teachers wishing to pursue a career in teaching MFL in primary schools.
- Some institutions which had attempted to develop courses reported problems in student recruitment.
- Only seven institutions or consortia reported plans for new courses or intentions for new initiatives, but no details are available.
- The views of teacher trainers concur with those of other sets of respondents regarding the importance of teacher supply, linked additional funding and support from central government as pre-conditions for successful expansion of primary MFL.
- Primary MFL teachers suffer from lack of contact with the rest of the profession and developments at national level through the absence of local networks which, in previous years, ensured regular meetings, the exchange of teaching materials and linguistic refreshment courses provided by the LEA.

<u>Recommendations</u>

- Initial training for primary work should include a module on foreign language teaching and learning.
- The Teacher Training Agency should further develop its strategies for encouraging the above and disseminate good practice.
- MFL teachers who have not been trained specifically for work in primary schools need in-service training in order to facilitate links between MFL and other areas of the curriculum, especially Literacy work.
- Refresher language courses, preferably linked to induction into primary work, should be developed.
- University language centres, in conjunction with their education departments, could provide a location for such training.
- Bursaries should be made available to inactive, trained language teachers in order to encourage them to return to the profession in the primary sector.
- Ways should be found to help communication between primary MFL teachers working in LEAs and in the regions.

PART 4: The impact of learning MFL at Key Stage 2 on pupils' achievement and attitudes

Main findings

i) *Nature and standard of pupils' work in MFL by the end of Key Stage 2*

- This research is unable to comment with reliability on this aspect of the specification. During case-study visits, pupils' work was examined but no judgements are possible about standards because of the very small numbers involved and the lack of control in what was observed.
- While tangible benefits are difficult to pin down in such a small-scale study, there can be no doubt of the strength of opinion of teachers and parents about the benefits of MFL at primary stage. These were cited in terms of increased motivation, enthusiasm for more language learning, developing confidence, increased 'attention' (ability to concentrate and listen for specific information), accuracy in written work, to name but a few.

ii) *Emphasis given to the four skills*

- Listening and speaking skills are those which are developed most at KS2. This is done generally through a range of enjoyable, non-threatening 'fun' activities involving stories, rhymes, games, songs.

iii) *Impact on the teaching of MFL at Key Stage 2 on achievement and standards in MFL at Key Stages 3 and 4*

- Secondary teachers are not wholly convinced that pupils with prior MFL reach the end of Year 7 with comparatively better reading and writing skills than their peers without prior MFL experience.
- They also feel that while the prior learning pupils may score better results in listening and speaking than the other pupils, this advantage has generally been eroded by the end of KS3.

iv) *Perceptions of primary and secondary teachers and headteachers*

- There was considerable consistency in the reactions of all sets of respondents to the attitude scale included in the questionnaires.
- Only a small minority in each case considered that primary MFL 'is too confusing for children of primary school age', 'imposes too much pressure on pupils' or that 'pupils need to concentrate on developing knowledge, skills and understanding in English'. Differences between the attitudes of the various sub-sets to these potentially negative features were minimal.

v) *Perceptions of parents*

- Parents are extremely supportive of their children's schools where MFL is offered and are proud of their sons' and/or daughters' growing competence in the target language.
- Parents prefer the language to be offered to be European, but not necessarily French.
- A primary school offering MFL may perceived by parents to have higher standards and therefore, during the 'choice of school' process, be a more desirable destination for their children.

vi) *Impact on the whole school*

- Judging from the case-study visits, primary schools with MFL are proud to offer this dimension to the curriculum and the whole school gets involved at certain times of year, for example, by organising 'language days' or performances.
- Some schools admit to using MFL as a marketing strategy.
- Language teachers are perceived to be hard-working and enthusiastic, in some cases models for their peers, and highly rated by headteachers.

Recommendations

- This six-month study was unable to conduct serious research into pupils' achievement in primary MFL and its impact on performance at secondary level. It is appropriate to carry out such a study now in schools with an established tradition of MFL work.
- One such study could examine the work of Language Colleges' outreach programmes since these could provide suitable populations of 'experimental' pupils and necessary 'control groups'.
- In any longitudinal study designed to evaluate the impact of primary MFL on pupils, attitudinal and cultural variables, as well as general measures of attainment, including literacy, should be included.

Conclusion

In the current debates about MFL in primary schools, few admit to being opposed to its presence in the curriculum per se. Attitudes towards the idea of foreign languages in the primary school were overwhelmingly positive. Many have welcomed the overt support given to its development by government through the recognition of its non-statutory status. The production of a framework for its implementation in the form of Guidelines by the QCA and the recent production of a more detailed Scheme of Work for Key Stage 2 are generally perceived by those involved in primary and secondary schools as helpful steps in tidying up what appears to be rather piecemeal provision. This 'official' activity is interpreted by some as clear signs of preparatory steps toward making MFL statutory in the national curriculum.

At the same time as welcoming this apparent commitment, many participants in the research point to enormous problems and consequences of bringing about fully integrated national curriculum status for MFL in England. The strong opposition of a significant number of primary heads, even those who understand the value of early foreign language learning, to the introduction of another subject into the curriculum, cannot be overlooked. Their views must be taken into account for ultimately they will ensure the success or contribute to the failure of such a major undertaking as re-designating primary MFL as statutory.

It is a matter of regret that the predominant language - and that, arguably, with the most potential in terms of existing staff expertise to have a realistic chance of becoming more widespread in a statutory status - is French. Through the evidence presented in this research, it is clear that other languages are at risk. Ironically, however, where languages other than French are taught at primary level, many of the problems associated with primary-secondary transfer are reduced or even non-existent. We would urge QCA to produce full versions of the Key Stage 2 Scheme of Work in German, Spanish and Italian, thereby publicly acknowledging the value of these languages and supporting teachers of them.

This research has identified the following as crucial to the successful development of primary MFL. Irrespective of whether foreign languages are to remain non-statutory or become statutory, their maintenance and development is dependent on:

- <u>easing of existing statutory requirements in Key Stages 2 and 3</u>

  - to create defined space for this new subject;
  - to allow teachers the time to pursue appropriate developmental work;
  - to facilitate integrative teaching of the subject in a way that is conducive to providing a coherent and rewarding experience for children;
  - to ensure less reliance on 'out of taught time' activities, some of which currently do not wholly comply with the principles of equal opportunities theory and/or practice.

- <u>a reliable supply of suitably trained teachers</u>

  - through enhanced programmes of initial and in-service training for primary school teachers;
  - through provision of courses for qualified but inactive trained language teachers on primary methods;
  - through an increase in short courses designed to improve primary teachers' competence in foreign languages and train native speakers for work in primary schools.

- <u>additional funding</u>

  - to encourage new entrants into the profession;
  - to support curriculum developments at initial training and school level;
  - to extend the secondary outreach work usually associated only with Language Colleges;
  - to provide scope for more differentiated treatment of pupils entering Key Stage 3;
  - to publish materials which educate teachers and pupils into cross-curricular work involving languages at primary level;
  - to develop and disseminate ideas for greater use of ICT in the delivery of primary MFL
  - to conduct further, developmental work with practising teachers and evaluative research;
  - to expand communication between the various interest groups and to continue and improve mechanisms for the dissemination of good practice;
  - to ensure thorough and rigorous evaluation of developments.

Section 2

The LEA Survey

Selected comments from the LEA questionnaire

The variety of approaches and interpretations of MFL at KS2 is illustrated by the following verbatim comments from the LEA questionnaires:

'Most of the teaching is done in clubs [some free clubs run at school at lunch-time or after school/others are fee-paying clubs]. We leave it up to cluster of schools to sort out their transition arrangements.'

'All [this LEA] Middle Schools teach MFL in Y6 and some in KS2. As Middles are deemed Secondary in [this LEA], schools have full access to all INSET courses and school-based advice. Pyramid liaison is very strong and Middles work together on this issue. Specific advisory support is provided by the pyramids and individual schools. There is an annual KS2/KS3 HoD's INSET day.'

'So few schools teach languages that no steps [for facilitating transition] have been taken. In the cases where pupils have learned a language at KS2 – they often find they have to 'start again' at KS3 because the numbers are so small.'

'Numbers are too small to warrant a large scale initiative. Some of the primary schools are hosting classes taught by the Language College we have in our LEA. These primary schools are the feeders for the Language College, which undertakes its own transition arrangements.'

And finally...
'No policy, no action. The LEA will operate closely on the 'monitor, challenge, intervene in inverse proportion to need!'

LEA questionnaire results

This questionnaire was sent during late July 2000 to senior inspectors/advisers and MFL advisers in all 150 LEAs in England. Returns were received from 118 people. In the case of 10 LEAs, returns were received from 2 inspectors/advisers, and the information from these was collated. The 118 returns that were received, therefore, represent responses from 108 LEAs [72% of the LEA sample]. Frequency data reported below refer to the 108 responding LEAs, whereas verbatim comments have been selected from all 118 returned questionnaires.

The contents of the LEA questionnaire have been followed in sequence in this report, question by question, in order to facilitate reference to the questionnaire reproduced in the Appendix.

Distribution and quantity of KS2 MFL across LEAs
Table 2:1 shows the responses concerning the presence of MFL activity in KS2 in the different LEAs sending in returns for the questionnaire

Table 2:1 KS2 MFL in LEAs *(n = 108)*

KS2 MFL activity present	No KS2 MFL present	No information given
92 [85%]	12 [11%]	4 [4%]

It seems from these responses that KS2 MFL is very widespread in England, although its density in different LEA areas may differ. The quantity of schools within LEAs reported as teaching MFL in fact varied very widely.

Table 2:2 shows the range of percentages of schools reported by different LEAs as teaching MFL at KS2.

Table 2:2 % KS2 schools within LEAs with MFL *(n = 92)*

	Number of LEAs reporting 70% or more of schools with KS2 MFL	LEAs reporting from 30% to 69% of schools with KS2 MFL	LEAs reporting some KS2 MFL activity, but below 30% of schools
No of LEAs	8	15	69
% of KS2 MFL active LEAs	8.7%	16.3%	75%

There was in fact a considerable gap between the LEAs offering the highest provision of KS2 MFL and those in the middle group, where the % of schools offering KS2 MFL ran only from 30% to 51.2%. In the lower group the range was from 1.67% of schools to 28.5%.

The number of schools with KS2 within different LEAs also covers a wide range [from 1 to 560] so raw figures of schools should also be taken into consideration.

Table 2:3 Numbers of schools within LEAs with KS2 MFL

	LEAs reporting 150 or more schools with KS2 MFL	LEAs reporting from 100 to 149 schools with KS2 MFL	LEAs reporting from 75 to 99 schools with KS2 MFL	LEAs reporting from 50 to 74 schools with KS2 MFL	LEAs reporting from 25 to 49 schools with KS2 MFL	LEAs reporting from 1 to 24 schools w KS2 MFL
No of LEAs	3	2	3	5	15	64
% of KS2 MFL active LEAs	3.2%	2.2%	3.2%	5.4%	16.3%	70%

Not all LEAs completed both of questions 1 and 2 designed to elicit exact numbers of schools with Key Stage 2 and those among that number with some Key Stage 2 MFL provision respectively. However, most LEAs did provide both sets of data, the sums being 11,092 schools with Key Stage 2 and 2,276 with MFL. In other words, on the basis of these figures, our survey leads us to suggest that **approximately 21% of schools with Key Stage 2 are offering some form of MFL provision**.

As the additional comments on the questionnaire and telephone conversations indicate, however, many advisers were quick to qualify their responses and anxious to impress on the researchers that the extent and scope of such provision is extremely varied and generally fairly limited. One adviser went so far as to say: 'I am not sure that what is being offered could strictly speaking be called foreign language learning.'

26 LEAs [28.2% of the whole group] reported very low figures - from 1 to 5 schools within the Authority - as active in MFL at KS2.

Of the 23 LEAs responding that there was KS2 MFL in more than 30% of their schools 8 had middle schools or Year 8 secondary entry. The presence or recent past history of middle Schools or a Year 8 secondary school entry system, seems to favour MFL teaching at KS2. As the Key Stage 2 and the case studies indicate, moves away from such systems tend to result in a decrease in primary MFL provision, authority wide. The present figures may therefore not be stable.

Decrease or increase in KS2 MFL over the past 2 to 3 years?

Table 2:4 Increase or decrease in KS2 MFL

More or less the same	Increased	Decreased	Don't Know, or no response
51 [47.2%]	22 [20.4%]	18 [16.7%]	17 [15.8%]

Table 2:4 shows that the overall situation with regard to KS2 MFL appears to have been fairly stable over the past 2 to 3 years, although the 15.8% of respondents to this question who answered 'Don't know'; or did not answer at all could have tipped the balance towards an increase or a decrease.

Expectations of an increase or decrease in KS2 MFL in the next 5 years

Table 2:5 Expectation of increase or decrease in KS2 MFL in the next 5 years

It will remain more or less the same	It will increase	It will decrease	Don't know or no information given
37 [34.3%]	47 [43.5%]	7 [6.5%]	17 [15.8%]

The majority of respondents felt that KS2 MFL would remain stable or increase over the next 5 years.

Reasons for expected increases

Respondents [47 = 43.5% of the total sample] who predicted an increase in MFL activity were asked to select or mention the factors that they felt would contribute significantly to an expected increase in MFL at KS2. The main results are given in Table 2:6. In fact, some of the 'Don't knows' and nil responses from question 4 (which asked about possible expansion over the next five years) also answered this question, and this inflates the overall figures. However, the differences in numbers of mentions between the leading four factors and the rest are striking enough for the results to seem clear-cut in spite of this slight fogging element.

Figure 2:6 Factors favouring increases in KS2 MFL [number of mentions]

Parental demand	Ties with European countries	Pressure from Central Govern-ment	KS2 schemes of work	More teachers with appropriate qualifications	Existence of Language Colleges	Other reasons
42	31	25	25	5	5	22

Parental demand was overwhelmingly the factor most frequently mentioned as influencing expected future increases, being mentioned by 42 respondents. This was followed by increasing ties with European countries [31]. Pressure from central government and the provision of KS2 Schemes of Work were in equal 3rd place [25]. There was low expectation [5 mentions] that future availability of more teachers with appropriate qualifications would be a factor. Amongst other reasons put forward by respondents the highest scoring was existence of Language Colleges [5 mentions] which would depend on local circumstances. Other factors such as LEA training or the availability of resources were mentioned in only 1 or 2 cases.

Reasons for expected decrease in MFL activity at KS2

Although respondents from only 7 LEAs predicted a decrease in MFL provision at KS2, there were many more sets of free responses to the question on reasons for an expected decrease in this activity. This was a similar case to that of Question 5. It seems likely that many respondents took this question as an invitation to comment on potential threats to MFL provision at this level, even in cases where they themselves had not predicted a decrease in activity. Table 2:7 gives the main results.

Table 2:7 Reasons given for an expected decrease in MFL at KS2

Pressures on curriculum time	Shortage of appropriately qualified teachers	Lack of evidence for impact on later achievement	Lack of interest in schools	Lack of evidence of increased motivation	Other reasons
22	17	5	3	2	7

The two factors which stand out as perceived to be significant for a decrease in MFL activity at KS2 are:

- pressures on curriculum time from core National Curriculum subjects [22 mentions]
- a shortage of appropriately qualified teachers [17 mentions].

Other factors are mentioned in very few cases.

Languages taught in the 92 LEAs reporting MFL at KS2

All together 92 out of the 108 responding LEAs reported some MFL activity at KS2. This included teaching within the time-tabled day and teaching outside taught time, as in after school or lunch time clubs. The discussion and tables below refer to this large sub-group of 92 LEAs.

Languages taught as part of the time-tabled day

Figures in Table 2:8 represent the number of LEAs in which a particular language is taught during the time-tabled day, and show how this works out as a % of the LEAs reporting any KS2 MFL activity in their Authority area.

Table 2:8 Languages taught during the time-tabled day

French	German	Spanish	Italian	Other language[s]
85 [92.4%]	35 [38%]	22 [24%]	19 [20.6]	5 [5.4%]

French predominates overwhelmingly, being mentioned as being taught in 85 of the relevant LEAs. This is followed at a considerable distance by German, then by Spanish, and Italian. Only 1 or 2 mentions were made of any other languages. These included Russian [3],Greek [2], Japanese [2], Portuguese [1]. The survey explicitly excluded reference to community languages.

Languages taught outside the time-tabled day

Table 2:9 LEAs in which languages are taught outside the time-tabled day

French	Spanish	German	Italian	Other language[s]
65 [70.6%]	22 [24%]	20 [22%]	14 [15.2%]	4 [4.3%]

Again, French was by far the predominant language, followed in this instance by Spanish in second place, then German and Italian, with only 1 instance each of 4 other languages [including Latin!]

LEAs with policies for the teaching of foreign languages at KS2

The great majority of respondents [93 cases out of 108, plus 2 cases of no information given = 88%] reported that their LEAs had no published policy for foreign languages, but 13 LEAs reported having policy documents. 10 sets of documents relating to primary MFL policy were sent to the research team and are reported on later.

Steps taken by LEAs concerning transition from KS2 to KS3 with regard to foreign language learning

This question is only relevant to those 92 LEAs reporting that MFL was taught in some way at KS2. It was a multi-response question in which a representative of an LEA could signal all measures taken. It was striking that for this area of investigation, there were only 77 valid cases of responses. That means 31 missing cases from the whole group of 108 LEAs. In addition, 24 of those making valid responses stated that there were no special measures taken to assist KS2/KS3 transition. This implies that in a considerable number of MFL active LEAs there are no special measures concerned with facilitating transition from KS2 to KS3 with regard to MFL.

Where measures are in place it seems that a very wide variety of steps are taken to assist the transition from KS2 to KS3. In all, 17 different positive approaches were identified. Of these only four were mentioned in any significant numbers. The principle results are shown in Table 2:10 [Figures represent numbers of LEAs mentioning each step and % of the 87 LEAs with MFL teaching]

Table 2:10 Steps taken by the relevant LEAs to assist the transition from KS2 to KS3 in MFL

No special measures	Work with Language College or other Secondary-led cluster	Development of a framework, scheme of work or syllabus	General facilitation of primary/ secondary links	Inset courses	Working groups
24 [27%]	22 [25%]	12 [14%]	11 [13%]	10 [11.5%]	6 [7%]

Current support by LEAs for the teaching of foreign languages at Key Stage 2

Table 2:11 Current support by LEAs for the teaching of foreign languages at Key Stage 2

No support	In-Service courses	Establishing a Resource Collection	Designation of an advisor	Other means of support
47	37	25	20	21

47 [43.5%] LEAs from the whole group of 108 reported no support at all for MFL at KS2. This figure therefore intersects considerably with the group of LEAs in which MFL takes place at KS2. In the remaining cases, in-service course provision was by far the predominant means of support - mentioned in 37 of cases [42% of the relevant group of 92 KS2 MFL active LEAs]. Establishing a Resource Collection and Designating an Adviser followed in that order, it being interesting that provision of resources took slight precedence over the human adviser. There were 21 mentions of other means of support, which fell into different categories with only 1 or 2 instances of each.

Planned support in the next 2/3 years for foreign language teaching at KS2.

LEA respondents were asked about future plans for MFL support at KS2. Table 2:12 presents the main results.

Table 2:12 Planned support in the next 2/3 years for KS2 MFL

No support planned	In-Service courses	Establishment of a Resource Collection	Designation of an Adviser	Other means of support
41	37	25	17	21

In 41 cases out of the whole group of 108 [38%], there is no specific support planned for KS2 MFL in the near future of the next 2/3 years. Again, this figure intersects with the sub-group of LEAs reporting current MFL activity at KS2, and means that in a considerable number of cases nothing special is planned at LEA level to support on-going activity.

The provision of In-Service courses again seems a widely-used means of supporting MFL at KS2. 37 mentions are made of this, representing 43% of LEAs already providing MFL at KS2. Establishment of a resource collection and designation of an adviser are again the next most frequently chosen means of support.

Conclusion

The LEA survey was conducted at the beginning of the research project with the intention of tapping into the knowledge base of those most likely to know the range and scope of provision for MFL at Key Stage 2 across the country. The response rate was very good for a survey of this kind and the findings may be considered to provide a reasonably reliable picture of current provision. With a few exceptions, for example where respondents failed to provide crucial numbers, responses were detailed and, in some cases, extensive.

On the basis of the data provided, about 21% of primary schools have MFL in some form at Key Stage 2. This is a slightly lower percentage than in other surveys conducted in recent years. However, despite reminders, some LEAs did not take part in the survey and it could be that a number of these have more extension provision which would have increased the overall figure significantly. On the other hand, in research of this nature, it tends to be those who have nothing to report by way of provision who do not feel it worth making the effort to present a negative response.

In the opinion of LEA advisers and inspectors, the most influential factor likely to favour the expansion of primary MFL is demand from parents.

The debate about which language to teach at primary level could be considered as purely academic given the extent to which French is rooted in those schools who do offer MFL at Key Stage 2. German and Spanish have a presence but fears were expressed by several respondents about the future of these languages, given the precarious nature of language teacher supply generally.

The role and function of many advisers/inspectors have changed dramatically over the past decade with the focus now much more likely to be on the inspectorial role rather than that of the initiator of curriculum development or the facilitator of teachers' professional development. It is perhaps then not surprising that the level of support to assist primary/secondary transition in the context of MFL offered by LEAs is patchy, relying often on Language Colleges where these exist. Finally, it is sobering to realise that even in LEAs where there is some MFL in primary schools, many have no existing support mechanisms and no plans to introduce any in the near future.

Evidence from LEA policy documentation

LEA policy documentation for MFL teaching in primary schools was received from the following authorities:
Buckinghamshire
Camden
Gloucester
Harrow
Kent
Norfolk
Richmond upon Thames
Somerset
South Gloucestershire
West Sussex

The evidence from the policy documents underlines the range of interpretations that primary MFL teaching is given in schools in England. However, a quotation from one of the documents summarises the more general educational aims that seem to be shared by all the LEAs who contributed to this section.

'To create a climate in which MFL will make a special contribution to the linguistic, personal and cultural development of the child.'

The documents represented a considerable variety in their audience, their length and the level of detail of methodological and syllabus advice provided as well as in the specificity of the aims they set forward. Some were addressed directly to teachers, but others were intended for the information of school governing bodies and head teachers. Their lengths ranged from 2 sides of A4 to substantial booklets with language syllabuses and activity suggestions included.

In most cases, the cross cultural benefits of MFL are stressed, with several references to European or International Dimension projects within the LEAs. Benefits for children's self-confidence and self-esteem are frequently mentioned. The benefits for children with Special Educational Needs are mentioned in one case. Although French is widely expected to be the language chosen, there is a general agreement that the experience of learning any language is valuable for future language learning skills. In 2 cases of LEAs with a high multicultural composition, community languages are mentioned as a potential resource.

The debate about appropriate aims for MFL at primary school is outlined in a number of cases and different levels and types of ambition are evident in the areas of how much language is to be learned and whether the aim is to be the development of language proficiency or an enhanced awareness of language. The use of IT for MFL is mentioned in 1 case, but there is, surprisingly. no discussion of the potential for links between MFL and L1 Literacy work. This may be accounted for by the fact that some of the policy documents were produced before explicit Literacy teaching became established in primary schools, but the omission is notable nonetheless.

In three cases, potential problems associated with the introduction of MFL at primary level are addressed and the risks associated with not providing good quality provision are stressed. In the words of one document, primary MFL needs to be 'stimulating, rigorous and successful'.

Language club provision by commercial enterprises external to the schools is discussed in the majority of cases, and the need to ascertain the quality of provision and check the credentials of the staff is stressed. In only one case, concerns are raised about equality of opportunity of access to club classes where parents must pay.

Section 3

The Key Stage 2 Survey

Selected comments from the Key Stage 2 questionnaire

Benefits

- Broadens curriculum, there are many opportunities for cross-curricular links and empathy with other cultures.
- Foreign language teaching at primary level is an ideal way of extending the curriculum for more able pupils.
- It can provide a fresh start in a new exciting area of the curriculum for pupils with special needs whose self-esteem has been damaged by failure and exclusion from mainstream primary.
- The earlier a language is experienced, the more likely it is to be assimilated in a relaxed (non-academic) way - a bit like singing.
- It is useful for whetting the appetite.

Curriculum/time/pressure

- We used to do a lot of tasters before the national curriculum! Those were the days.
- Pressure on curriculum, Literacy/Numeracy all morning, rest squeezed into afternoon.
- 8 subjects: when? how?
- Something will have to be removed - RE?
- There is not sufficient time to manage with our current curriculum let alone adding a further complication such as FLT.
- Less pressure on Literacy/Numeracy to perform (e.g. league tables etc)
- Many of our pupils have EAL needs. Learning English is a priority.
- No attempt by central government to look at totality of curriculum demands - FLT introduction would be yet another piecemeal approach to the curriculum.
- The big issue is that with the literacy and numeracy strategies ICT, PSE and curriculum 2000, there is not enough time to teach a MFL effectively.
- I am a French specialist (Headteacher). A few years ago I advocated FLT at Primary level. The pressure to cover the core subjects and foundation subjects is gradually squeezing FLT out of the curriculum.
- I believe teaching children a language early in their school career is a desirable thing. Unfortunately, an already over-loaded curriculum mitigates against the idea of yet another subject on the time-table!
- Budget. workload and other pressures indicate that at present there is no chance of starting FLT no matter how desirable.

Preponderance of private clubs and ad hoc arrangements

- Lunch-time club run by volunteer
- We have a French mother who expressed an interest in running the French club.
- We were approached by Club français to have a club at school after school. As this meant that French could be provided for those children whose parents wanted it, we said yes.
- I went to night school and I volunteered.

Teacher supply, training and quality

- As in many schools, it is assumed that those who have a regular holiday in France or a very distant O or A level will be actually able to teach!
- Will probably stop when I leave KS2 classroom.
- If the teacher in primary has good knowledge and teaching skills, then there is no need for an outside specialist.
- Good teaching paramount.
- As with all curricular provision, quality is of the essence. Badly taught FLT can cause problems later as pupils find it difficult to 'unlearn'.
- If taught well, it can be great - if taught badly, it can be disastrous.
- It has to be an excellent, enthusiastic teacher, otherwise you can put them off completely.

Attitudes of Headteachers

- It existed before I arrived. It cannot be withdrawn without comment from parents. Tolerated, therefore, as a marketing tool.
- No teacher, no time, no money, and, frankly, very little interest.
- I am a linguist. I wanted to do it so I did.
- Experience at another school where many pupils were orally bi-lingual convinced me that young children can gain the skills of learning a language through an oral approach.
- I would resist anything that increases workload.

Attitudes of secondary schools - problems over liaison

- There was some teaching here in the mid seventies stopped, I believe, at the request of the local secondary school;
- We have had very little encouragement from the local secondary school although we have tried to establish a working relationship in FLT.
- Local secondary school has voiced some opposition to the initiative detailing that our pupils will be more advanced than other intake pupils.
- We feed 23 different secondary schools which makes links very difficult.
- Communication varies according to personnel changes of co-ordinators. New links that are set up are not continued.
- The answer to whether achievement is improved depends on how the secondary school deals with primary pupils transferring with knowledge of a foreign language.

Key Stage 2 questionnaire results

Introduction

This questionnaire was developed by the research team during the period July-September 2000. During the first Focus Group meeting on 29 September, participants completed a draft version and commented in detail on the format, clarity and scope. The final version was distributed in early October to a random sample of 2000 schools in which Key Stage 2 pupils were taught. 825 valid questionnaires were returned, a response rate of 41%. A copy of the questionnaire may be found in the Appendix.

Table 3:1 shows the number of responses received from the various types of schools surveyed. First schools included in the survey were obviously those with some Key Stage 2 years. Throughout this section, data from state-maintained first, junior and primary schools is presented in the tables in brackets thereby allowing a more representative picture of the views about and practices in foreign language teaching in typical Key Stage 2 schools. This sub-set of schools (648 in all) represents 78.5% of the total. Only occasionally are their major differences but none of them statistically significant.

Table 3:1 Responses from school types

School type	Number of responses	% of total responses
First schools	33	4.0
Junior	110	13.3
Primary	505	61.2
Middle	28	3.4
Independent	92	11.2
Special	57	6.9
Total	*825*	*100.0*

Although a number of respondents failed to identify their function and status in their school, we can be sure that 75% of respondents were headteachers and a further 4% deputy headteachers. Only 4% of these questionnaires were completed by specialist MFL teachers. This fact should be borne in mind when viewing the data. Of course, many primary Heads are 'teaching' Heads and some made it known through their responses on the questionnaire that they had some competence in a foreign language; some had indeed introduced and continued to contribute to the its delivery. Nonetheless, the reactions of the respondents in this section, unlike those in Section 4 which were on the whole completed by secondary MFL specialists, are from people with an overview of the curriculum and, probably, more concerns about fulfilling national and local obligations than specialist subject teachers. Notwithstanding the above clarification, the term 'teacher' is used throughout this section to describe the respondents as a whole.

Questions asked of all respondents

All respondents were asked about their opinions regarding FLT in the primary school using a set of Likert-scaled attitude statements. The responses can be seen in Table 3:2. (Figures in brackets are the results from the sub-set of state-maintained first, junior and primary schools.)

Table 3:2 Opinions about FLT in the primary school (figures represent % of responses)

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Learning a particular language at primary school improves achievement in that same language at secondary school.	26.1 (22.5)	49.0 (50.0)	15.4 (17.9)	5.5 (5.7)	0.6 (0.8)
FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.	14.5 (13.1)	44.1 (42.7)	31.4 (34.1)	5.5 (5.7)	0.8 (0.9)
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school.	23.5 (21.5)	53.3 (54.2)	15.9 (17.1)	3.6 (3.9)	0.4 (0.3)
FLT is too confusing for children of primary school age.	1.6 (1.9)	4.4 (4.8)	8.7 (9.9)	51.2 (54.3)	29.0 (24.4)
FLT at primary school improves attitudes towards people of other cultures.	20.2 (19.1)	57.3 (57.1)	13.7 (15.0)	4.7 (5.1)	0.7 (0.8)
FLT provides a desirable broadening of the key stage 2 curriculum.	18.1 (16.5)	49.0 (47.4)	10.5 (10.3)	12.7 (14.8)	4.6 (5.9)
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.	12.6 (14.8)	21.7 (25.2)	10.9 (9.9)	40.4 (38.0)	10.4 (8.5)
FLT at primary school helps to develop pupils' knowledge, skills and understanding in English	9.3 (8.2)	47.6 (45.1)	26.4 (29.6)	10.2 (10.5)	1.5 (1.9)
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.	4.4 (4.8)	11.3 (13.4)	10.5 (12.0)	52.4 (51.9)	16.5 (13.4)
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.	16.0 (13.4)	49.3 (48.6)	24.0 (26.7)	5.0 (5.7)	0.8 (0.9)
FLT in primary schools is best done by specialist foreign language teachers.	22.9 (21.9)	40.7 (40.6)	15.9 (16.7)	15.2 (16.0)	1.0 (0.9)

The reactions of these Key Stage 2 teachers suggests that they believe that FLT at primary confers advantages on children's later language learning, motivation, cultural awareness and English learning skills. A majority also agreed that FLT was a desirable broadening of the curriculum and was not too confusing for children of primary age. They did also feel that FLT was best taught by specialist teachers.

These responses, to specific attitude statements, must be taken in the context of the many comments added to this section of the questionnaire by respondents, 258 of whom made at least one extra comment. 74 made generally supportive comments, but a significant number of comments expressed doubts about the feasibility of introducing another subject into the primary curriculum.

44 made comments expressing concern about an already overloaded timetable (*Where is the time to come from? What will we get rid of?*). A further 82 commented on the, as they saw it, overloaded curriculum (*We already have too many subjects. Children can't cope with more subjects. The whole curriculum would have to be replanned to accommodate MFL.)*

29 made comments along the lines of: "*MFL is best taught by those who really are trained and know the language"*, a perspective which finds many echoes elsewhere in the data arising from this project.

There were some important differences in the strengths of the opinions expressed by teachers, depending on the type of school they represented. In general, the opinions of respondents in middle and independent schools were more strongly in favour of FLT in primary years than those of other teachers. For example, 88.8% of middle school and 91.3% of independent school respondents either agreed or strongly agreed with the statement: "Learning a particular language at primary school improves achievement in that same language at secondary school." The corresponding figures for teachers in other establishments were 84.9% (primary schools) and 74.8% (junior schools).

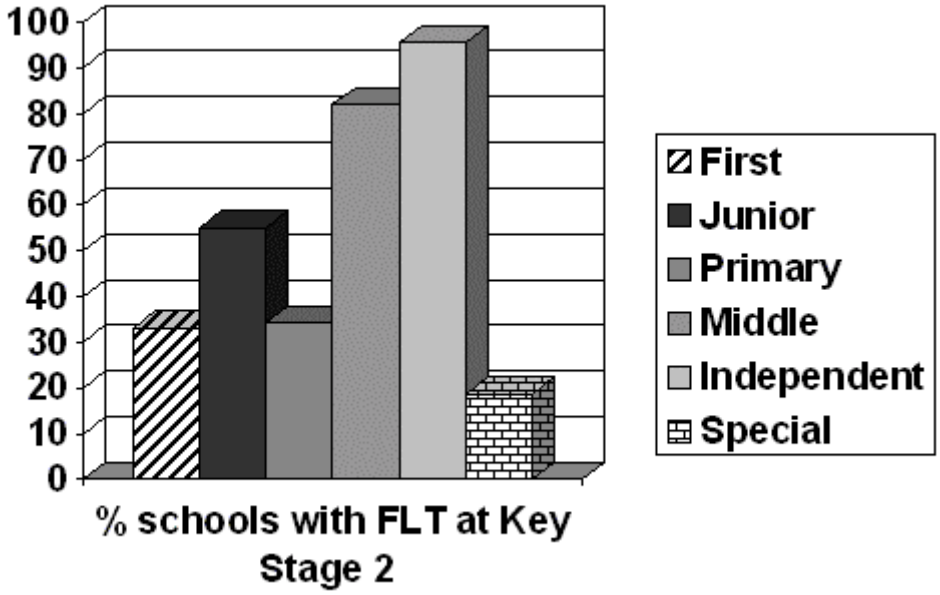
A similar pattern was seen in responses to the statement: "FLT is too confusing for children of primary school age." 83% of junior school and 82.5% of primary school respondents either disagreed or strongly disagreed with this. 96.6% of independent school respondents and 92.6% of middle school respondents similarly disagreed, with 70.4% of the latter strongly disagreeing.

The greatest difference in strengths of views of these groups was seen in their responses to the statement: "Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language." 96.3% of middle school and 95.5% of independent school respondents disagreed with this, compared to 66% of primary school and 67.4% of junior school respondents. One possible explanation for this strength of opinion in middle and independent schools may be that these schools will generally be teaching both Key Stage 2 and 3 pupils, and thus be in a better position to both appreciate and ensure continuity in FLT.

Respondents were asked whether there was currently any FLT provision at Key Stage 2 in their schools, and were given the option of counting language clubs or out of school time in this. 44% of respondents answered 'yes' to this question and 55% 'no'. Naturally, the proportion of schools teaching MFL at Key Stage 2 varied according to the type of school (see Figure 3:1), ranging from 95.6% of independent schools to 18.5% of special schools.

Junior schools (i.e. schools with only Key Stage 2 pupils) were much more likely to teach MFL (55% did) than either first or all-through primaries.

Figure 3:1: % of schools with FLT at Key Stage 2

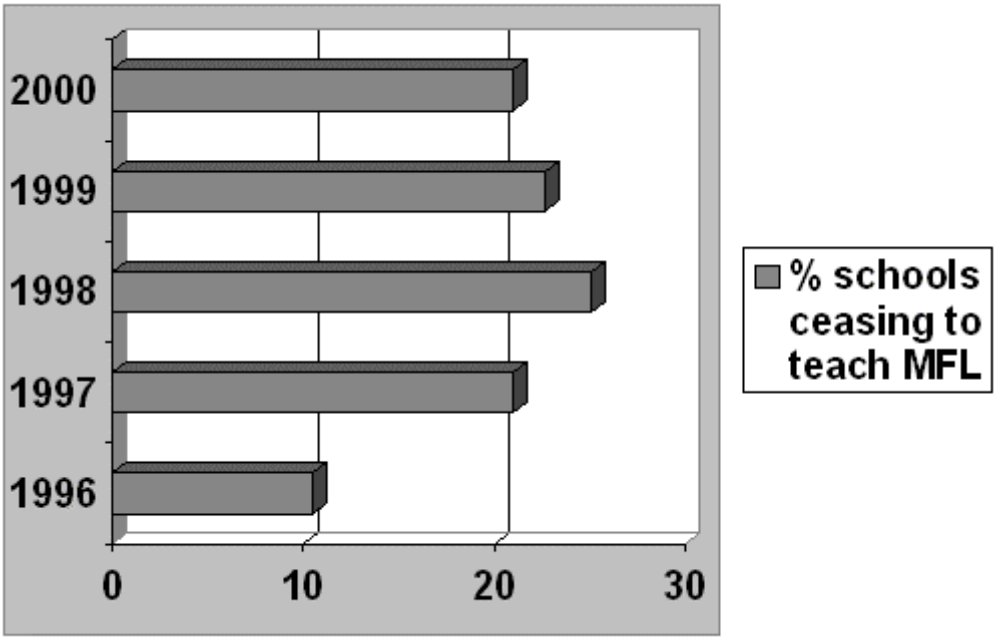


Questions asked of respondents from schools who <u>did not</u> teach MFL at KS2

Of the 55% of schools where there was no FLT at Key Stage 2, 344 (73%) had not taught a foreign language to Key Stage 2 pupils within the past 5 years. Just over a quarter had, 125 schools in all. In 119 of this latter group of schools, the language taught had been French, although other languages had been taught, for example, Spanish (10 schools), German (9) and Italian (3).

Figure 3:2 shows the last years in which these schools had taught a foreign language to their Key Stage 2 pupils and suggests a steady decline in such teaching over the five years, rather than a sudden withdrawal in any one year. However, when one analyses the results from the sub-set of state-maintained primary sector separately, the pattern alters marginally to indicate that 1998 was the year which saw 29% (as opposed to 25% overall) ceasing provision. In 1999 the difference was 24% compared to 22%. Whilst not wishing to read too much into these differences, we believe that it is important to recall that the National Literacy Strategy was formally introduced at the beginning of the 1998 school year. Given the many references and comments elsewhere in the questionnaire (and during the case-studies) to pressure on curriculum time and specific mention of the demands of Literacy/Numeracy work, it is reasonable to assume that some Heads felt obliged to abandon non-statutory FLT existing in their schools in order to concentrate on statutory requirements.

Figure 3:2 % of schools ceasing to teach MFL at KS2 in each of the past 5 years



All respondents were also asked why they had stopped teaching MFL at Key Stage 2. In Table 3:3, the statements offered to the respondents are given in order of the frequency with which they were agreed. (Figures for state-maintained primaries in brackets.)

Table 3:3 Reasons for ceasing to teach MFL at Key Stage 2

Reason	Number agreeing with this
Fulfilling the statutory requirements of the national curriculum took priority over foreign language teaching	58 (51)
Specialist foreign language teaching staff left the school	44 (43)
The introduction of the National Literacy Strategy took priority over FLT	31 (29)
The school could no longer cover the costs	23 (23)
There was a lack of parental support for foreign language teaching	18 (18)
It was not possible to timetable specialist foreign language teaching staff to cover all the classes required	10 (8)
The relevant secondary school(s) did not support the idea of primary school foreign language teaching	8 (7)
There was a lack of conviction that there would be a benefit to pupils' future attainment in FL at secondary school	8 (7)
Pupils failed to make adequate progress in the language(s) taught	1 (0)

It seems from these figures that disenchantment with the results of foreign language teaching was generally not advanced as a reason for stopping it. More widely cited reasons were to do with either the pressure from other curriculum subjects, or the lack of staff with sufficient expertise. The opportunity for a free response under the heading

'Other reasons' produced little by way of new ideas, rather the statements added were strong reinforcements of reasons already selected.

Only 18% of schools without MFL at Key Stage 2 had plans to introduce (or re-introduce) this. The vast majority (82%, 377 schools) had no such plans. They were asked about the factors that had either led to their decision to (re)introduce FLT or might lead to such a decision in the future. The responses to the various factors suggested in the questionnaire are given in Table 3:4. (Figures for state-maintained primaries in brackets.)

Table 3:4 Factors which might lead to the (re)introduction of FLT at Key Stage 2

Factor which might lead to (re)introduction of FLT at Key Stage 2	**% citing**
parental demand	21.6 (22.6)
pressure from governing bodies	12.4 (13.7)
encouragement by central government	21.0 (21.9)
availability of a suitably qualified teacher	48.5 (52.7)
provision of suitable INSET courses	20.7 (22.4)
links between your school and other countries	19.4 (20.6)
provision of new guidelines and a key stage 2 scheme of work for MFL	34.7 (35.8)
availability of linked additional funding	46.1 (49.5)
initiatives of local secondary school	18.6 (20.1)
LEA initiative	23.6 (24.9)

Again the factor concerned with staff expertise was rated most highly here, given slightly more priority in the state-maintained schools. Alongside this was the provision of suitable extra funding which, in all likelihood, would be used to buy in such expertise. The availability and affordability of suitably qualified and knowledgeable teachers of MFL emerges, as elsewhere in the project findings, as a crucial issue for primary schools.

The importance of this issue is reiterated by the comments made by respondents when asked why there had never been any FLT in their schools. Over 260 respondents (of a possible 344) made a comment here, the largest number (85) citing the lack of suitable teaching expertise as the reason. Other reasons advanced were versions of 'lack of time' (51 responses), 'overload of curriculum' (48) and 'other curriculum priorities in the school' (44).

Questions asked of respondents from schools who did teach MFL at Key Stage 2

Respondents whose schools did teach MFL in some form at Key Stage 2 (44% of the total, that is, 363 teachers) were asked firstly about their rationale for so doing. Table 3:5 shows their responses to a list of possible purposes for FLT at Key Stage 2. (Figures for state-maintained primaries in brackets.)

Cultural awareness, pupil motivation and the development of general foreign language learning skills were slightly more likely to be cited as educational purposes than actual competence either in the language taught or in English. Interestingly, 65% of all respondents agreed that one purpose of FLT at Key Stage 2 was to broaden the

curriculum. This contrasts sharply with the common view of those who did not teach MFL that curriculum overload, or the priority which had to be given to National Curriculum subjects, were strong reasons for not including this subject in their Key Stage 2 work. There are some interesting differences between the results of all respondents and the sub-set of state-maintained primaries. Perhaps the most salient of these is that relating to competence in English where there is noticeably less interest among the latter group in the connections between foreign language learning and learning English.

Table 3:5 What are the educational purposes of FLT at Key Stage 2 in your school? (results indicate % of those who taught MFL at Key Stage 2)

Purpose	% of respondents
to develop competence in the language taught	67.8 (61.3)
to develop general foreign language learning skills	75.5 (70.8)
to develop cultural awareness	80.7 (75.7)
to broaden the scope of the curriculum	65.0 (59.3)
to develop positive motivation for future foreign language learning	79.3 (76.5)
to enhance and extend competence in the English language	31.4 (23.9)
to facilitate links with schools abroad	15.2 (15.6)

Respondents were also asked about the factors that reinforced their ongoing provision of FLT. Of the 14 factors listed in the question, only six were each mentioned by more than 25% of the group. These six, and the frequencies of their citing, can be seen in Table 3:6. The state-maintained sub-set mentioned only five factors above the 25% level.

Table 3:6 What factors reinforce your decision to provide FLT in your school?

Factor	% of respondents
parental demand	50.4 (41.6)
encouragement from governing body	35.8 (29.6)
availability of suitably qualified teacher	65.8 (63.8)
availability of suitable teaching materials	27.5
to offer something not available in other primary schools	31.1 (26.7)
preparation for secondary school entrance	40.2 (33.7)

Again, the importance of having a suitably qualified teacher emerges as a prime factor. It seems also that parental demand had influenced the provision of FLT in many schools, here positively whereas lack of demand had also been one reason cited by schools for discontinuation of provision (see Table 3:3).
The remaining questions asked of respondents where MFL was taught in some form at Key Stage 2 concerned the management and content of this teaching. They were asked, for example, how time for FLT was organised.

Approaches such as including FLT as part of general literacy teaching and integrating it within curricular topics were only used by tiny numbers of schools. Slightly more popular were approaches such as including language work as part of everyday classroom routines such as taking the register (used by 18.7% of all respondents) and in extra lessons outside of taught time for which pupils were not charged (17.9%). The most popular approaches were lessons outside of taught time for which pupils were charged (28.7%), and separate lessons given during normal teaching hours (58.4%).

The corresponding figures for the state-maintained primary sub-set are:

- language work as part of everyday classroom routines: 21.8%
- extra lessons outside of taught time for which pupils were not charged: 23.0%
- lessons outside of taught time for which pupils were charged: 39.1%
- separate lessons given during normal teaching hours: 42.8%

There is considerably more MFL taught outside the formal curriculum in the state sector than in independent schools.

These results viewed as a whole suggest a clear split in the strategies being used by schools to include FLT in their provision. It seems that they either provide such teaching as separate lessons during the normal school day, or as part of out of school classes, for which pupils are charged. Only 17 respondents claimed to do both of these.

Respondents were also asked which language they taught to which pupils, and how they time-tabled this teaching. Of the 825 schools represented by respondents to this survey (and the 363 which reported the teaching of MFL at Key Stage 2), 205 of them reported the teaching of French. Unfortunately a large number of respondents failed to complete this part of the questionnaire, even when they had indicated earlier that they did teach MFL at Key Stage 2, so the results are indicative only. The types of schools from which these respondents came are shown in Table 3:7.

Table 3:7 Numbers of schools reporting the teaching of French at Key Stage 2, analysed according to type

Type of school	Number in the total sample	Number teaching French	% of each school type teaching French
First	33	4	12.1
Junior	110	34	30.9
Primary	505	88	17.4
Middle	28	14	50.0
Independent	92	60	65.2
Special	57	5	8.8
Total	*825*	*205*	*24.8*

As can be seen from this table, the incidence of French teaching in this sample was significantly higher in the middle and independent schools.

There was considerable variation in when, during the primary school years, this language was taught, but the overall trend was for greater incidence of teaching as pupils became older. The number of schools teaching French to each year group is shown in Table 3:8 and clearly this teaching increases year on year through the primary phase but with the middle and independent school figures skewing the overall picture.

Table 3:8 Numbers of schools teaching French to each primary year group (maximum=363 all respondents; 243 for state-maintained primaries: figures in brackets)

Year group	Number of schools teaching French to these pupils
Reception	29 (11)
Year 1	43 (17)
Year 2	54 (23)
Year 3	85 (35)
Year 4	96 (38)
Year 5	129 (60)
Year 6	163 (83)
Mixed age groups	58 (47)

Again there was considerable variation between schools in the amount of time devoted per week to the teaching of French. For those schools that taught French to each age group, the average time devoted to this per week can be seen in Table 3:9. Again the teaching time devoted to French seems to increase year on year through the primary phase, with the exception of an apparent decrease in Year 4. The explanation for this is unclear. It has to be acknowledged that there were difficulties in deciphering some of the questionnaires in this rather complex section. Many respondents did not comply fully with the requirements for providing data so the table should be treated with caution. (Figures for state-maintained primaries in brackets.)

Table 3:9 Average time devoted to French per week to each year group

Year group	Average time taught French per week (minutes)
Reception	30.2 (29.5)
Year 1	35.2 (35.0)
Year 2	36.3 (37.2)
Year 3	42.6 (38.7)
Year 4	23.6 (38.4)
Year 5	57.1 (41.7)
Year 6	61.3 (45.3)
Mixed age groups	43.4 (44.5)

As might be expected, in comparison to the teaching of French, other languages featured only in a very small proportion of schools. Table 3:10 shows the number of schools (of a maximum of 363 who taught a foreign language in the primary years) providing teaching in other languages to the various age groups. The numbers of schools in the state-maintained primary sector offering languages other than French are too small to be worthy of separate mention. For example, German was not taught at all from Reception to Year 4 in any of the responding schools and then in only one school in year 5 and 5 in year 6.

Table 3:10 Numbers of schools teaching languages other than French (all respondents)

Year group	Language taught			
	Spanish	**German**	**Italian**	**Other**
Reception	2	3	0	0
Year 1	2	4	0	0
Year 2	3	4	1	0
Year 3	5	5	1	1
Year 4	3	4	2	2
Year 5	8	9	3	7
Year 6	13	15	6	9
Mixed age groups	11	6	0	1

Respondents who did teach MFL at Key Stage 2 were also asked about the staff who taught this. There were 334 replies to this question and the proportions of each response are shown in Table 3:11. The most likely teacher appeared to be someone with wider responsibilities than just MFL, especially in the state primary sector, i.e. a class teacher, although a significant amount of teaching seemed to be carried out by an external, paid, teacher. This latter set of data is consistent with the information given by the state primary sub-set about the frequency of out of taught time MFL provision. (Figures for state-maintained primaries in brackets.)

Table 3:11 Staff teaching MFL at Key Stage 2

Who teaches MFL at Key Stage 2?	**% of respondents citing this**
A member of school staff who is subject leader for FL	22.5 (16.5)
A member of school staff who teaches some FL, but not as the main area of responsibility	32.9 (38.3)
A peripatetic FL teacher whose teaching is funded by the LEA	2.4 (2.5)
A visiting foreign language teacher from a local secondary school	4.2 (6.6)
A visiting foreign language Assistant funded by the LEA	2.7 (3.7)
An external, paid, teacher, e.g. in a language club	27.5 (33.7)
An external volunteer teacher	7.8 (8.6)

There was considerable variation in the staffing of MFL according to the type of school (see Table 3:12). In a majority of cases, independent schools seemed to have designated a particular teacher with responsibility for this work. Primary schools, on the other hand, relied to a much greater degree on external teachers, mostly paid but in a number of cases, unpaid. This data provides useful additional confirmation of the preponderance of bought-in teaching in the state-maintained primary sector.

Table 3:12 Staff teaching MFL at Key Stage 2 according to school type

Who teaches MFL at Key Stage 2?	Type of school					
	First	Junior	Primary	Middle	Independent	Special
A member of school staff who is subject leader for FL		7	16	8	40	4
A member of school staff who teaches some FL, but not as the main area of responsibility	2	26	43	12	23	4
A peripatetic FL teacher whose teaching is funded by the LEA	1	2	3		2	
A visiting foreign language teacher from a local secondary school		4	7		3	
A visiting foreign language Assistant funded by the LEA		1	5		3	
An external, paid, teacher, e.g. in a language club	7	14	61	2	8	
An external volunteer teacher		3	18	1	4	

All respondents were also asked to indicate the highest qualification held by staff in their schools responsible for FLT. They were invited to list up to 3 teachers with FL qualifications. 56 respondents (15.4% of those responding) listed 3 such teachers, 122 (33.6%) listed 2 teachers and 274 (75.5%) listed just one teacher. Thus, in the 363 schools represented by all respondents, there were 686 teachers with some qualification in a foreign language. For two thirds of these teachers, the qualification was in French. There were many fewer teachers listed with qualifications in other languages, for example, German (48 teachers), and Spanish (31). The state-maintained primaries sub-set for this data comprised 243 schools and these offered information on 238 teachers. There were 222 having a qualification in French but far fewer with qualifications in other languages: German (18) and Spanish (14).

The qualifications possessed by these teachers varied, but a substantial number (45.1%) of the whole sample had a degree level qualification in the foreign language they were teaching. The full figures are given in Table 3:13 and suggest quite a pool of expertise in those schools - or, more precisely, available to those schools - where FLT was currently taking place.
(Figures for state-maintained primaries in brackets.)

Table 3:13 Foreign language qualifications

Highest qualification in a foreign language	Number of teachers possessing this (max. all schools: *n* = 686 max. state primary sub-set: *n* = 238)
Degree	235 (103)
A level	122 (79)
GCSE	96 (74)
Native speaker	103 (55)
Other	12 (10)

Finally, respondents were asked about the form of their links with local secondary schools (see Table 3:15). 29% of all schools replying to this question claimed that information relating to pupils' prior foreign language learning was passed on to the secondary school, but other forms of linking were not widely used.

What is perhaps most significant about this set of data is the absence of replies. No fewer than 40.8% of eligible respondents failed to tick any of the suggested forms of link. A further 11.6% actually wrote in the space for additional comments and explicit "No links". (Figures for state-maintained primaries in brackets.)

Table 3:15 Links between primary and secondary schools

Form of link	% of respondents citing this (max. all schools: *n* = 686 max. state primary sub-set: *n* = 243)
None	11.6 (15.2)
Joint course planning	9.1 (3.3)
Continuity of teaching materials	8.3 (2.2)
Transfer of information about pupils' prior foreign language learning	29.2 (20.2)
Visits by primary teachers to secondary schools	12.4 (10.3)
Visits by secondary teachers to primary schools	14.9 (13.6)
Working parties involving teachers from primary and secondary schools	5.5 (4.5)

Conclusion

The Key Stage 2 survey is central to this research project in that it provides data from the main protagonists. Although one should always treat questionnaire results with caution, especially, as in this case, when the majority if questions involve a range of possible answers already provided with tick-box replies available for maximum ease of response. Nevertheless, the key issues here: pressure on curriculum time, the importance of a reliable supply of suitably qualified teachers, infrequent or, at least, variable incidence of cross phase liaison, the predominance of French, are all evident in the selection of ready made suggestions and in the numerous free responses given.

From the data gathered here, it is reasonable to assume that languages are taught in one out of five schools at Key Stage 2. This is less than other surveys conducted during the nineties. There is evidence that there has been a decline in numbers of schools offering MFL since 1998 but, apart from the 29 schools directly citing this as a reason, we cannot be sure that this is a direct consequence of the introduction of the Literacy/Numeracy strategy.

The very frequent comments about lack of space and time in the curriculum both from those schools not providing MFL and those with MFL, together with the generalised use of bought-in teaching for clubs out of taught time, especially in state-maintained schools, leads us to believe that the need to adhere to these 'extra' additional statutory requirements has led some schools to abandon MFL provision. In other cases, respondents made it plain that MFL will always be at risk unless there are pressing and irresistible demands for maintaining provision. These demands are usually associated with Government policy, but Governing bodies and parents also, clearly, have potential influence.

Section 4

The Secondary School Survey

Selected comments from the Secondary Schools questionnaire

The need for a national strategy

- We need national rather than a local initiatives, otherwise FLT is far too bitty and makes liaison vital but problematic.
- All talk of MFL at KS2 is an utter waste of time until each school has the finance and a fully qualified linguist. Until then it is mere "pie in the sky" being used by the powers that be as a sign of progress.
- A concerted, government-inspired and funded initiative would be necessary. Before KS2 ML teaching on a national scale can be seriously considered, provision and funding at KS3/4 level need to be consolidated.
- It is essential that the scheme is well planned, resourced centrally and integrated. If it is poor, unstructured and fragmented, it can have a negative or counter productive effect on progress.
- It cannot be done without the time and money being made available, i.e. the government has to be SERIOUS about wanting FLT at KS2.
- We desperately need a national policy on languages at KS2 so that what happens is unified and so that it becomes an entitlement.
- There is no overall national strategy. I object to the dominance of French.

Teaching quality

- Languages must be taught by specialists - more harm than good if not.
- So much depends on the quality of the teaching and specialist teaching by suitably qualified staff is the most important factor.
- Non-specialist teaching might be better than none at all!
- Pupils' experience and motivation is very dependent on the quality of the teaching.
- Good quality teaching by FL graduates or foreign nationals helps a great deal. Anything else is a waste of time.
- FLT needs to be delivered by teachers who may not be specialist but who have received <u>specific</u> training.

Objectives

- FLT in primary schools is best when it focuses on general awareness of language, improves attitudes to MFL learning and prepares the ground for MFL learning in KS3 rather than focussing on any one language in particular.
- FLT should be taught at KS2 to all children who are <u>not</u> having problems with English.
- I went to primary schools to look at the literacy hour - this is something that I should like to develop further with them.
- Primary MFL should develop confidence in a subject which may seem impossible to them.
- To enhance literacy/numeracy skills via fun activities, songs, rhymes, etc. Pupils should enjoy learning language in early stages and look forward to continuing at KS3 with basic skills of listening and speaking already mastered.

Teacher supply

- The main hindrance to FLT at KS2 would be the lack of qualified teachers. There is already a severe shortage of language specialists in secondary schools.
- It is no use suggesting the introduction of MFL at KS2 without the necessary funding and staffing and, as there are not enough teachers of MFL in the secondary sector at the moment, this is unrealistic.
- The critical shortage of MFL staff at secondary level would be exaggerated if there was also a demand at KS2.

Progression and continuity

- The small amount of language covered is quickly overtaken in lessons and there is rarely any difference after the first term.
- The level of knowledge is so low (usually restricted to a few phrases, numbers, colours, nouns etc. - no knowledge of sentence structure) that they need the usual Yr 7 input.
- None of the pupils have more than a passing knowledge of foreign languages so we integrate them in classes with pupils with no prior knowledge.
- It is important that FLT in primary schools should not lead to frustration/disaffection in secondary schools because of lack of continuity.
- The novelty of MFL in the secondary school is a useful source of motivation - and we need all possible sources!
- I would prefer no previous FLT to our current mixed situation.
- At the moment it is not done well enough to make a difference. It is too bitty, unstructured in most cases to be effective.

Primary/Secondary liaison

- There is just no time in secondary schools for further liaison, joint planning etc. The practical problems in a school with over 40 feeder schools should not be overlooked.
- Problems are created for secondary schools when some primary schools teach a foreign language and some do not.
- Cross phase liaison, once facilitated by the LEA, is now non-existent.
- In our experience the differing approaches in KS2 are replaced by a more methodological, grammatical approach obviating the need for differentiated work/sets.
- We don't have any spare time for additional liaison activities with our 42 primary schools - get real!
- I object to Primary schools responding to parental demand and starting a course with no co-ordination with the secondary school.

Which language?

- For MFLs read, of course, French. This initiative will kill off German. How can we justify this?
- The must be agreement on which languages should be studied in all primary and secondary schools otherwise it makes for a logistical nightmare when pupils transfer schools.
- The only teachers one might find in significant numbers will be French. This will continue the reduction in other languages such as Spanish and German in the future.
- It must not be just French that is available.

And finally....

- I would love to be a primary foreign languages teacher and turn the whole system on its head making Primaries the focus of language learning.

Secondary School questionnaire results

Introduction

The specification requested information about links between primary MFL and work in Key Stages 3 and 4. Apart from obvious factors such as planning, curriculum continuity, transfer of information, the extent of differentiated methodology and the organisation of groups, there was the requirement to provide data on the impact of learning MFL at Key Stage 2 on pupils' achievement and attitudes at secondary level. There is no doubt that providing evidence of pupils' achievement based primarily on the variable of prior primary MFL experience is not possible in a study such as this. What would be needed would be a tightly controlled, longitudinal study.

However, it was felt essential to gauge perceptions of those working in secondary schools beyond the few involved in the case-studies. Hence the decision to develop a questionnaire which, while echoing extensively the form and content of the Key Stage 2 questionnaire, would also provide respondents with the opportunity to comment on the central issues and on pupils' attitudes and attainment, albeit without the proof of rigorous testing.

Response

This questionnaire was distributed to a random sample of 400 secondary schools, marked for attention of the Headteacher or Head of Modern Foreign Languages.
181 completed questionnaires were returned, a response rate of 45%. 81.8% were completed by Heads of MFL (See Table 4:1).

Table 4:1 Role of respondent

Category	% of respondents
Head of MFL	81.8
Headteacher	11.0
Deputy head	2.2
MFL teacher	2.2

Questions asked of all respondents

All respondents were asked for their opinions about foreign language teaching in the primary school, using the same attitude scale as that employed in the primary school questionnaire.

The results suggest (see Table 4:2) that secondary modern foreign language teachers are very positive about foreign language teaching in primary schools, with only 3.4% feeling that this was simply confusing for primary children. The most positive response (85.6% agreement) was made to the proposition that 'Foreign language teaching at primary school improves attitudes towards people of other cultures'.

Table 4:2 Opinions about FLT in the primary school (figures represent % of responses)

	Strongly agree	**Agree**	**No opinion**	**Disagree**	**Strongly disagree**
Learning a particular language at primary school improves achievement in that same language at secondary school.	27.1	47.5	11.0	12.2	1.1
FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.	20.4	46.4	20.4	9.9	0.6
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school.	19.3	49.2	13.8	13.8	1.1
FLT is too confusing for children of primary school age.	1.7	1.7	3.3	39.2	52.5
FLT at primary school improves attitudes towards people of other cultures.	46.4	39.2	11.0	0	1.7
FLT provides a desirable broadening of the key stage 2 curriculum.	29.8	43.6	14.4	7.2	2.2
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.	1.7	7.2	22.1	49.7	15.5
FLT at primary school helps to develop pupils' knowledge, skills and understanding in English	20.4	51.9	14.4	9.4	2.2
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.	2.8	6.1	7.2	51.9	30.4
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.	23.2	49.7	15.5	5.0	3.3
FLT in primary schools is best done by specialist foreign language teachers.	48.6	34.8	9.4	6.1	0

The proposition that 'If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school' was received somewhat less positively, with 31.5% of respondents either disagreeing with or unsure about this statement. This, perhaps, reflects a feeling among secondary modern foreign language teachers that FLT work at primary school can actually make their work harder if pupils arrive in Year 7 having studied a range of languages.

From other data gathered during this research, very few secondary schools appear deliberately to start Year 7 pupils on a language they are unlikely to have studied at primary school, with the express purpose of 'levelling the playing field' for all pupils (see Table 4:10).

The slight perception that primary FLT work could make things harder for secondary schools is supported by some of the additional comments made by secondary teachers (see Table 4:3). Just over 6%, for example, commented that 'Primary FLT causes problems at secondary level' and a further 6% felt that FLT must be taught well at primary level or not at all.

Table 4:3 Opinions about FLT in the primary school (other comments made by more than 4% of respondents)

Comment	% respondents mentioning this
Specialist teachers are needed	6.1
FLT must be taught well or not at all	6.1
Primary FLT causes problems at secondary level	6.1

All respondents were asked what they thought the educational purpose of foreign language learning in primary schools should be. The results are given in Table 4:4 making possible a comparison between the views of those secondary teachers who did receive pupils with prior primary foreign language experience, and the views of those who did not.

Table 4:4 What are the educational purposes of foreign language teaching at Key Stage 2? (85 respondents with no FLT at primary: 96 respondents with FLT at primary)

Purpose	% of respondents with no FLT at primary saying this	% of respondents with FLT at primary saying this
to develop competence in the language taught	61.2	43.8
to develop general foreign language learning skills	83.5	39.6
to develop cultural awareness	92.9	82.3
to broaden the scope of the curriculum	29.4	90.6
to develop positive motivation for future foreign language learning	90.6	37.5
to enhance and extend competence in the English language	36.5	94.8
to facilitate links with schools abroad	21.2	12.5

There are some important differences between these two groups of secondary schools teachers and these figures suggest that receiving pupils into Key Stage 3 with prior foreign language learning experience makes a difference to secondary teachers views of the purposes of FLT. Respondents whose KS3 intake had had no prior FLT experience were much more likely to state that a purpose of such experience was to develop competence in the language taught, to develop general foreign language learning skills and to develop positive motivation for future foreign language learning. A cynical way of looking at these figures would be to say that actual experience of receiving pupils with prior FLT experience tended to disabuse secondary teachers of these lofty aims. This impression is reinforced by some strong comments in free response sections of the questionnaire about the 'nightmare scenario' of dealing with year 7 pupils with varying experiences of language learning.

Conversely, respondents whose KS3 intake had had prior FLT experience were much more likely to state that a purpose of such experience was to broaden the scope of the curriculum and to enhance and extend competence in the English language. Such purposes might be seen to represent more general educational values rather than aims specific to foreign language learning. In other words, it could be argued, secondary teachers are more accepting of primary foreign language work if there is less risk of it interfering with and complicating their work.

Both groups of teachers were also asked to identify factors they considered would encourage the expansion of FLT at Key Stage 2. Differences between the two groups were much less pronounced, the only major difference being a tendency for respondents whose KS3 intake had had prior FLT experience to feel that parental demand was a very significant factor. (See Table 4:5).

Table 4:5 Which factors would encourage the expansion of FLT at Key Stage 2? (85 respondents with no FLT at primary: 96 respondents with FLT at primary)

Factor	% of respondents with no FLT at primary saying this	% of respondents with FLT at primary saying this
parental demand	51.8	70.8
pressure from governing bodies	25.9	27.1
encouragement by central government	63.5	68.8
availability of a suitably qualified teacher	80.0	80.2
provision of suitable INSET courses	44.7	54.2
links between schools and other countries	28.2	31.3
provision of new guidelines and a key stage 2 scheme of work for MFL	62.4	63.5
availability of linked additional funding	69.4	72.9
initiatives of local secondary school	38.8	52.1
LEA initiative	38.8	46.9

The factor most often cited as likely to encourage expansion was the availability of a suitably qualified teacher. This might be interpreted, in the light of the slight suspicion expressed by several of these secondary teachers that primary FLT could do more harm than good, as a view that only high quality primary foreign language teaching would make a useful contribution to longer-term achievement in foreign language learning. Again, the secondary perception of FLT tends to be that rooted in a proficiency or competence based model that only specialist teachers are capable of providing.

This demand for suitably qualified teachers of foreign languages at primary level is reiterated in the responses of secondary teachers when asked about the pre-conditions for the successful expansion of primary FLT (see Table 4:6). Teacher quality was the most widely cited pre-condition, mentioned significantly more often, perhaps surprisingly, than the provision of suitable staff development courses.

Table 4:6 What are the pre-conditions for the successful expansion of primary FLT? (85 respondents with no FLT at primary: 96 respondents with FLT at primary)

Factor	% of respondents with no FLT at primary saying this	% of respondents with FLT at primary saying this
joint course planning between primary and secondary school teachers	75.3	61.5
continuity of teaching materials	51.8	38.5
transfer of information about pupils' prior foreign language learning	77.6	61.5
availability of suitably qualified teachers	84.7	86.5
provision of suitable INSET courses	54.1	55.2
availability of linked additional funding	64.7	69.8

Questions asked only of respondents who receive Year 7 pupils with prior FLT experience

Over half of respondents claimed that there was currently some FLT taking place in their feeder primary schools (see Table 4:7).

Table 4:7 Is there any provision for FLT at Key Stage 2 in your feeder primary schools?

Answer	% of respondents saying this
No	34.1
Don't know	12.9
Yes	52.9

Respondents who claimed there was some FLT taking place in their feeder primary schools (98 teachers) were asked to state approximately the proportion of their pupils entering Key Stage who had experienced such teaching. As Table 4:8 indicates, for the majority (63.2%), this was limited to less than one quarter of their intake. This figure confirms the suspicion that, for many secondary schools, the arrival in Year 7 of pupils with such a range of previous FLT experience must cause significant continuity problems. This begs the question of how secondary schools prepare themselves for such diverse intakes in terms of FLT experience.

Table 4:8 What proportion of pupils entering Key Stage 3 have experienced FLT in Key Stage 2?

Proportion	% of eligible respondents saying this
less than 10%	26.5
10% - 25%	36.7
26% - 50%	16.3
51% - 75%	12.2
More than 75%	8.2

Further questions were designed to find out some of the strategies used to overcome the problem of continuity by secondary schools that were receiving some primary pupils with prior FLT experience. Teachers whose schools were in this category were asked about the form of their links with feeder primary schools regarding FLT. Only 55.6%, however, said they used any of the possible linking mechanisms offered in the question. Here, too, there were several strongly worded statements about the difficulties of establishing and maintaining links with feeder primary schools, especially as, in some cases, the numbers involved were so large. It is clearly not unusual to find secondary schools receiving pupils from over 40 primaries. Some of the selected comments that precede this section give a flavour of the difficulties of primary-secondary liaison.

The most widely used approach (ticked by 40.2% of eligible respondents) was for secondary teachers to visit feeder primary schools (see Table 4:9). Not surprisingly, Language Colleges among the sample were engaged in a range of outreach activities involving their feeder schools and some described these in detail.

The transfer of information about pupils' prior foreign language learning was mentioned by only 20.7% of these respondents, a figure validated by the number claiming to consult pupils' transfer data (see Table 4:10).

Table 4:9 What form do links take with your feeder primary schools regarding FLT?

Form of links	% of eligible respondents saying this
Joint course planning between primary and secondary teachers	7.6
Continuity of teaching materials in both phases	4.3
Transfer of information about pupils' prior foreign language learning	20.7
Visits by primary teachers to secondary schools	15.2
Visits by secondary teachers to primary schools	40.2
Working parties involving both primary and secondary teachers	12.0

Teachers were asked to indicate their strategies for managing diverse intakes. Table 4:10 shows the reported use of a number of such strategies.

Table 4:10 How do you manage pupils entering Key Stage 3 with varied FLT experience at Key Stage 2?

Strategy	% of eligible respondents saying this
Consult pupils' transfer data	18.9
Assess pupils on entry to school	14.4
Assess pupils later in first year	28.9
Give pupils differentiated work in first year	35.6
Put pupils into special sets according to prior learning experience	2.2
No special provision	48.9
Insist on pupils starting a new language	3.3

Although 92.2% of eligible respondents ticked at least one of the suggestions offered to them, in 48.9% of cases, this was to indicate that they made no special provision for these pupils. Where such provision was made, the most popular response was, apparently, to give pupils differentiated work during their first year. Less than 20% of respondents either consulted pupils' transfer data, or made an initial assessment of ability in a foreign language on school entry.

These results suggest little serious attempt to build upon prior language learning in the first few months of secondary school. Indeed, there was some evidence of some cynicism about this. Asked for further comments about continuity strategies used, 10 respondents (11.1% of those eligible) replied with versions of 'pupils' knowledge levels in a foreign language are so low as to be useless'.

Caution about the knowledge benefits to pupils of beginning a foreign language at Key Stage 2 can also be seen in the secondary teachers' perceptions of the progress made by such pupils at Key Stage 3. As Table 4:11 indicates, most respondents were very positive about the motivational benefits of prior foreign language learning, around 80% agreeing that these pupils arrived at secondary school enthusiastic about or motivated towards further language study. Their perceptions about the effects of prior experience on subsequent pupil achievement are much more cautious, however.

Around half agreed that such pupils tended to be better at speaking and listening a foreign language at the end of their first secondary year, but only 20% or less felt the same about reading and writing. There was also very little confidence in the longer term benefits in terms of achievement.

Table 4:11 Perceptions about pupils entering Key Stage 3 with prior FLT experience

Perception	% agreeing or strongly agreeing	% no opinion	% disagreeing or strongly disagreeing
They are enthusiastic about their prior language learning experience	78.1	13.5	6.2
They are motivated to continue to learn a foreign language	83.3	9.4	4.2
They know a lot about the country/countries whose language they have studied	32.3	20.8	45.9
In comparison with pupils with no prior FLT, at the end of the first year of secondary school they are better at listening	47.9	15.6	25.0
In comparison with pupils with no prior FLT, at the end of the first year of secondary school they are better at speaking	57.3	12.5	22.9
In comparison with pupils with no prior FLT, at the end of the first year of secondary school they are better at reading	20.9	26.0	35.4
In comparison with pupils with no prior FLT, at the end of the first year of secondary school they are better at writing	15.6	24.0	42.7
In comparison with pupils with no prior FLT, they achieve better results at the end of Key Stage 3	13.5	33.3	46.8

Conclusion

It should be borne in mind that the majority of respondents completing the secondary questionnaire were language teachers, most usually heads of department, whereas the Key Stage 2 survey was targeted at and received most replies from Headteachers. Reading the questionnaires themselves and studying the results produces a strong impression that the model envisaged for primary MFL is a 'reduced' version of the Key Stage 3 programme of study, one based primarily on the acquisition and accumulation of the target language. Only occasionally were there references to other aspects of the primary curriculum (see selected comments: Objectives) and a vision of children developing other knowledge and skills in association with the foreign language. The differences between the responses of teachers dealing with Year 7 pupils with prior MFL and those without this responsibility are most revealing in that they reinforce the notion of primary MFL being 'acceptable' among the former group provided that its purposes are less specifically linguistic, unless, ironically geared to enhancing competence in English.

The secondary survey was intended to provide evidence in three main aspects of the research.

- Attitudes and perceptions of possible expansion of primary MFL

The majority view is that MFL in primary schools is desirable with the potential to improve an individual's attitude, motivation and skills in language learning later in secondary school, enhance knowledge and understanding in English and develop positive attitudes towards people of other cultures. There is also a very strong set of data which stresses the importance of quality teaching delivered by 'suitably qualified teachers', both in existing circumstances and with reference to possible expansion of provision. Many respondents qualified their answers by arguing the necessity of specialist foreign language teachers. Few considered the particular skills - and the training needed to develop them - of teachers working in MFL with children in Key Stages 1 and 2.

Inevitably, perhaps, there is frequent mention of the importance of a national strategy and linked funding to underpin any development plans.

- Primary - Secondary school liaison and how secondary schools deal with pupils with a range of exposure to primary foreign languages or no experience at all.

If primary MFL is considered desirable, it is also viewed as problematic in terms of ensuring good liaison between primary and secondary phases, and managing transfer. Non-responses to the two sections of the questionnaire dealing with links and transfer from many of the schools which had feeder schools offering MFL in Key Stage 2, could legitimately be interpreted as their having no special provision for pupils with prior foreign language learning. Some added statements proving that this was the case. There were, however, quite a number of schools where there were justifications for this apparent lack of action on their part. These included the numbers of schools involved and the relatively low level of language competence they discovered among their Year 7 pupils.

- Secondary teachers' views on the benefits of primary foreign language learning on their pupils in year 7 and at the end of Key Stage 3

There is a strong feeling among secondary teachers that primary MFL does bring advantages in terms of enthusiasm and motivation - although the pupils with prior MFL appear to know less about the target language country than some secondary teachers might expect. However, the crucial issue of achievement, as opposed to motivational or other affective factors, can only be fully and reliably investigated through detailed analysis of assessment scores, both teacher generated and externally devised and moderated. In order to generate a reliable pool of data, controlled studies would have to take place over a period of years involving matched sets of pupils with and without prior foreign language learning experience. Unlike in studies carried out in the seventies and eighties, the National Curriculum does now provide a framework within which such assessment might take place.

This study, however, was inevitably restricted to gathering some impressionistic views on pupils' performance and there is some ambiguity in the data. In the attitude scale 74.6% agreed or strongly agreed that 'learning a particular language at primary school improves achievement in that same language at secondary school'. 66.8% agreed or strongly agreed that 'FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.' On the other hand, the results

from the smaller section of respondents receiving pupils in Year 7 with Key Stage 2 FLT are not very encouraging. In the section dealing specifically with achievement, teachers either prefer not to make a judgement or perceive that by the end of key stage 3 pupils display no real advantages in attainment over their peers who have had no primary MFL. This is a rather negative view from the practitioners, all the more so if one considers that at the end of year 7, they are perceived to be advantaged, as one would expect, primarily in the listening and speaking skills.

Section 5

The Initial Teacher Training Survey

Selected comments from the Initial Teacher Training questionnaire

'Despite 2000 reforms, the primary curriculum is still overcrowded and many schools are strait-jacketed by their own interpretation of the requirements of the literacy and numeracy strategies.'
(Deputy Head of School of Education)

'We need a complete re-think of the primary curriculum to place MFL provision on a par with core subjects. We also need fewer Xenophobic messages from anti-European politicians!'
(Secondary PGCE, Head of MFL)

'I originally thought that FLT in primary needed specialist teaching but after working with primary teachers and providing a relatively small amount of training and support in the language and methodology, I found them to be effective teachers and their knowledge of appropriate activities for primary age and ability in order to adapt activities was crucial.'
(Secondary MFL PGCE tutor)

'I have no real evidence after 29 years teaching in secondary schools that pupils who learned FL at primary actually performed any better than pupils who didn't but I certainly found them to be more tolerant, less ethno-centric, more culturally aware than pupils who had not studied FL at primary school.'
(Secondary PGCE MFL tutor)

Initial Teacher Training questionnaire results

Introduction
This questionnaire was distributed to all Initial Teacher Training institutions and consortia included on the CILT database of Modern Foreign Languages as a specialist training subject, plus a number of other institutions not on the list but reported elsewhere (by NACELL) to be offering training for KS2/3 language teaching. It was thought not necessary to send it to all places offering initial training for primary schools since that would not have yielded any further information about current provision. A wider survey, however, might have given indications of future plans and institutions' reactions to the TTA initiative of offering incentives for the development of primary MFL modules within training courses leading to QTS.

Response
86 questionnaires were distributed and 44 completed questionnaires were returned (response rate: 51%). The vast majority of these (almost 80%) were completed by the MFL PGCE tutor in an institution, with a further 12% being completed by the PGCE director.

Opinions
Respondents were asked for their opinions about FLT in primary schools using the same instrument used for both primary and secondary respondents. The percentage of respondents agreeing or strongly agreeing with the statements they were given about FLT is shown in Table 5:1.

Table 5:1 Opinions about FLT in the primary school

Statement	**% either agreeing or strongly agreeing**	**% either disagreeing or strongly disagreeing**
Learning a particular language at primary school improve achievement in that same language at secondary school	72.1	14.0
FLT at primary level improves achievement in foreign language learning at secondary school, even if a differen language is taught.	76.8	11.6
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language secondary school.	65.1	20.9
FLT is too confusing for children of primary school age.	0.0	100.0
FLT at primary school improves attitudes towards people other cultures.	93.0	0.0
FLT provides a desirable broadening of the key stage 2 curriculum.	90.7	2.3
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.	11.6	83.7
FLT at primary school helps to develop pupils' knowledg skills and understanding in English	88.3	4.7
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.	4.7	95.4
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.	72.2	4.7
FLT in primary schools is best done by specialist foreign language teachers.	69.8	20.9

These results show, not surprisingly perhaps, an extremely positive view of primary school FLT among teacher trainers. Every respondent disagreed that FLT was confusing for primary pupils and the vast majority thought it would have positive benefits for later MFL learning in the secondary school.

Respondents were asked for any other comments they had about FLT in the primary school. The only comment made by more than 10% of them (actually by 20.9%) was that FLT must be taught well or not at all.

Training provision
Respondents were asked whether they currently provided any initial training in MFL for primary trainees. Only five claimed to do this, providing little scope for further analysis of how this might be handled in initial teacher training. One institution had created a specialist BA in French with QTS at KS 2/3. It had attracted 'despite active recruitment efforts' only one cohort in 1997.

Another two institutions claimed to have had some provision in the last ten years but to have stopped this, largely because of staffing difficulties and the problem of unviable group sizes. Only seven institutions/consortia had some plans for the introduction of primary MFL training but little information was given about the nature of these plans. One of them, however, was clearly founded on placements in middle schools rather than primary.

Aims
All respondents were asked what they believed should be the purposes of primary FLT at Key Stage 2. Their responses are shown in Table 5:2 and suggest strong foregrounding of more general, liberal educational purposes such as developing cultural awareness and broadening the curriculum, and rather less emphasis upon specific purposes such as improving competence and skill in language learning. It is significant that cultural awareness was also rated strongly as an educational purpose by respondents to both primary and secondary questionnaires.

One respondent stressed the importance of a competence-based approach in his/her additional remark:
'To get through the FL curriculum earlier so that the content at KS3 and KS4 is more appropriate to the age of the learners.'

On the other hand, there were more who clarified their preference for a broader set of objectives with additional clarifications such as:

'The approach in primary should be focus on integration into topic-based work. The experience should not detract from secondary school experience but raise awareness, plant concepts, provide motivation through story-telling, games and songs.'

Table 5:2 What are the educational purposes of foreign language teaching at Key Stage 2?

Purpose	**% of respondents**
to develop competence in the language taught	69.8
to develop general foreign language learning skills	51.2
to develop cultural awareness	95.3
to broaden the scope of the curriculum	90.7
to develop positive motivation for future foreign languag learning	65.1
to enhance and extend competence in the English language	88.4
to facilitate links with schools abroad	23.3

The responses of this group, when asked to identify factors which they felt would lead to an expansion of FLT at Key Stage 2, were rather different from those of primary and secondary respondents. These responses can be seen in Table 5:3 and suggest that teacher trainers agree with their primary and secondary colleagues that funding and suitable staff expertise are crucial, but place rather more emphasis on the role of central government in encouraging an expansion of primary FLT. They have similar impressions to the LEA advisers and inspectors about the importance of parental demand and its potential for bringing about further developments.

Table 5:3 Factors which might lead to the expansion of FLT at Key Stage 2

Factors	**% respondents**
parental demand	72.1
pressure from governing bodies	44.2
encouragement by central government	81.4
availability of a suitably qualified teacher	83.7
provision of suitable INSET courses	72.1
links between schools and other countries	27.9
provision of new guidelines and a key stage 2 scheme of work for M	60.5
availability of linked additional funding	79.1
initiatives of local secondary school	48.8
LEA initiative	58.1

The importance of suitably qualified teachers also emerges from this group's identification of the pre-conditions for the successful expansion of primary FLT. Their rating of these pre-conditions can be seen in Table 5:4 and the most widely cited condition was the availability of suitably qualified teachers. The least cited condition was continuity of teaching materials between Key Stages 2 and 3.

Among the additional comments, many stressed the importance of developing a reliable supply of well-trained, graduate linguists. One example will suffice:

'Graduate linguists should be recruited to train to teach at KS2 and perhaps be shared between two schools if time-tabling does not permit full-time employment in one school.'

Table 5:4 What are the pre-conditions for the successful expansion of primary FLT?

Factor	**% of respondents saying this**
joint course planning between primary and secondary school teachers	72.1
continuity of teaching materials	27.9
transfer of information about pupils' prior foreign language learn	67.4
availability of suitably qualified teachers	83.7
provision of suitable INSET courses	74.1
availability of linked additional funding	79.1

Some respondents presented other pre-conditions in the free response section. In one case, it was argued that there should be more information about primary MFL in secondary courses 'so that future secondary teachers are better placed to support primary MFL initiatives.' In the light of the creation of Language Colleges with their outreach policies generally encouraging primary MFL work, this seems an eminently sensible suggestion. One respondent was more forthright in his/her reference to issues of primary/secondary transfer. The impact of primary MFL children 'hitting' the secondary school has not been taken seriously enough, in his/her view:

'It isn't just a question of liaison between primary and secondary teachers but secondary school management practices and the policy of 'mixing' pupils in year 7 classes from different primaries can militate against progression in FL learning from primary to secondary.'

Finally, several made stressed the importance of 'ongoing research and evaluation from the start of any expansion of primary MFL.'

Conclusion

This survey was restricted to gathering the views of those working in institutions or consortia already offering initial teacher training in modern foreign languages. It did not seek the opinions of those concentrating on primary training. Arguably, therefore, the attitudes expressed, like those of the secondary heads and language teachers, are one stage removed from the context in which primary modern foreign languages are currently offered and, if re-defined as statutory, will have to operate. Respondents were very positively disposed to the concept of primary MFL and saw the subject contributing to children's education in a broader sense than just acquiring language; cultural awareness and extending competence in English were among the most cited educational purposes.

Issues likely to support expansion were, once again, the availability of suitably qualified teachers and additional funding. However, institutions who have tried developing specialist undergraduate or undergraduate courses leading to qualified teacher status have reported difficulties in recruitment and, as reported to the research team through direct contacts, there appears to be some confusion about the status and /or appropriateness of such 'long' courses.

It would now be appropriate to conduct a comprehensive survey of institutions and consortia specialising in initial training for Key Stages 1 and 2:

a) to ascertain the perceptions of primary trainers as regards primary MFL

b) to assess the feasibility of introducing substantial elements of MFL training into existing courses, including school experience, with a view to providing models for substantial expansion

c) to evaluate the impact of small scale additions to existing programmes such as those currently being promoted and supported by the Teacher Training Agency.

Section 6

The Case-Study Visits

Selected quotations from the case-studies

Pupils

'It was tricky French in Reception... we thought we were doing normal work and then we found out it was French!'
(Kirsty, year 1)

'It's like when you're doing sport, you have to believe that you can do it and then you try your hardest, if you don't believe you can do it then you won't.'
(Gavin, year 6)

'It's really great when she gets cross in French and gets all dramatic. I mean you don't smile or anything but it's good because she's... really French.'
(Lorna, year 6)

'The sheets are good because we have a file.. And we can keep it nice and take it home.'
(Ann, year 6)

'I like it when we can make jokes in French, like: Je mange un hamster.'
(Alice, year 6)

'French helps with English but I'm not sure how.'
(Tom, year 6)

'We are learning like the basics of French so it's like building a foundation so we can get on to harder words and different languages later.'
(Emily, year 6)

'What I'll do is - even though we're going to learn a different language throughout the year - I shall try to keep French locked in my head.'
(Guy, year 6)

'French is one of my subjects that actually sticks in my head, all the others just go out the other ear.'
(Russell, year 6)

'It's quite annoying that we've got to learn things all over again that we've learnt in our primary school.'
(Georgia, year 7)

'I wish I could just click my fingers and know it all because I don't like starting from scratch again. It's really boring.;
(Penny, year 7)

‘I feel a bit bad because not everybody knows it and we are doing it all again and we have to repeat it over and over again for the people who don’t know it.’
(Lisa, year 7)

Teachers

‘You have to find ways of keeping it bubbling.’
(Teacher, primary school)

‘If someone had originally said to me you only have 30 minutes a week, I would have said ‘forget it’, it’s not enough time, but in fact, now that I’ve worked with that, it’s excellent, it works well.’
(Teacher, primary school)

‘I try even in Year 3 to get them to use sentences, that building process very early on.’
(Teacher, primary school)

‘I used to have a French room. I think that’s what is needed. It was like they were going into another country - maps, posters, displays, and artefacts. I do what I can in my classroom but it’s not the same.’
(Teacher, primary school)

‘Links with other subjects aren’t easy as I parachute in and dive out. It gets difficult.’
(Peripatetic teacher, primary)

‘If schools really take on the new KS2 scheme of work, we are going to have to radically change what we do in year 7.’
(French teacher, Language College)

‘Our primary work has developed so much. Some pupils are becoming really despondent. We have to address this problem. Otherwise the message will be passed on: don’t bother doing it now, you will do it all again in year 7 anyway!’
(French teacher, Language College)

‘My underlying concern is that if people who are teaching in clubs and classes in primary encroach on what we feel is ‘our’ syllabus, then it does create problems. But I don’t think that has happened to date.’
(Head of Department, secondary school)

‘My judgement would be that they have been more motivated by their experience in year 6 and generally their motivation continues to be good throughout KS3 and obviously that would have an effect on their levels of attainment. But I’ve got no evidence that standards are better.’
(Head of Department, secondary school)

‘My feeling would be that if more teaching were done in KS2 then the basic elements of vocabulary and structure could be laid and in KS3 could do something more in line with student’s development.’
(Head of Department, secondary school)

Headteachers and Deputies

‘It’s about awareness of other languages. That is what we offer. We time-table it because I am committed to it and find it from the budget.’
(Headteacher, primary school)

‘Parents think it is very valuable. They question it when they see it in the school prospectus. Oh, you do French? they say. They can’t believe they don’t have to pay. I don’t think it is fair to give it only to those who can afford it.’
(Headteacher, primary school)

‘It strikes me that one of things we don’t do is find out about children with other primary foreign language opportunities. We know about the children in schools where we have been giving specific support but not the others. That’s something we ought to be doing.’
(Headteacher, Language College)

‘Languages need teachers with lots of fizz.’
(Headteacher, Language College)

‘I am not a linguist - that’s why I am so enthusiastic.’
(Headteacher, Middle school)

‘This school has year 6 pupils so liaison with primary schools is not essential and therefore minimal.’
(Headteacher, Middle school)

Parents

‘Why French? I would say very strongly. It’s lazy on our part. We should be learning other languages’.
(Parent, primary school)

‘For me, the ideal situation for foreign language learning would be from nursery as part of the day as soon as they can talk and understand. If they hear another language they’re not so troubled by it later on and it becomes a way of life.’
(Parent of independent school pupil)

‘The only trouble with my older one was he loved it in this school but has really got bored in the secondary school. I think if they started it earlier and did more in the juniors, they could go for more interesting stuff later on.’
(Parent of secondary and primary pupils)

‘You know when he’s been doing French at school because he practises at home.’
(Parent, primary school)

‘It must be a European language. None of that Japanese. It’s just not that beneficial. After all, well all need European languages now, won’t we? I’d prefer a widely used language in preparation for holidays, life and work. These European languages are spoken everywhere.’
(Parent of primary pupil)

Introduction

The QCA referred specifically to case-study visits as one element of the data-gathering process. Case-studies, if sufficiently numerous and controlled in their selection, have the potential to yield quantifiable background data, linking individual cases to more general circumstances. More often in educational research they are used as a means of delving more deeply into selected people's lives, particular school contexts, localised arrangements, thus offering real scenarios ripe for analysis and interpretation without necessarily making connections to the wider community. In this study, the questionnaires were generally answered by people in authority, senior staff in LEAs, schools or training institutions. The school visits, on the other hand, were perceived as a way of giving a real-life focus to the discussion of issues relating to primary MFL, offering a vehicle for the expression of personal experience and opinion by teachers and pupils, as well as their Headteachers.

Constraints

It is usual to identify case-studies by selecting particularly interesting or problematic sets of results from surveys, data which calls out for further, 'on the spot' investigation. The Key Stage 2 and the secondary schools questionnaires included a question inviting further contact between the respondent and the research group either by telephone and/or visit. The majority of schools did not see this opportunity as important and virtually all those which did provide contact details or welcome a follow-up visit were situated at some considerable distance from Warwick University. At the time of the research, there was major disruption to the rail network and increased congestion on the roads. It was decided, therefore, with these factors in mind and with so little time available for the project as a whole, not to create additional difficulties by arranging time-consuming journeys. It is to be regretted that some of the seemingly more interesting ways of managing or supporting primary MFL in school were not able to be explored through direct contact with those who described or commented upon them.

The research team was obliged to restrict itself to studying at first hand the schools represented on the Focus Group. Even here there were problems encountered in establishing optimum times for lesson observations and ensuring that all the relevant people were available at the planned time. The limitations of this opportunist sampling are obvious but inevitable.

As has been pointed out elsewhere:
'Some researchers, because of the elusiveness of the concept, define case-studies in terms of what they are not.'
(McDonough and McDonough, 1997: 206)

So, following that tradition, the case-studies carried out as part of this research project are circumscribed in the following way:

- they are not selected for their intrinsic merit or potential to produce new perspectives
- they are not designed to generate new or test existing hypotheses
- they are not intended to solve particular theoretical or practical problems
- they are not intended to produce representative descriptions of general phenomena
- they do not lend themselves to aggregation of results
- they are not evaluative in their methodology

Nevertheless, the interactions that took place during the school visits enabled the researchers to gather limited yet useful descriptive evidence of primary MFL in practice and, especially, the impact of this on pupils at Key Stages 2 and 3, something that questionnaires would never have been able to do. The research team consider that while the literature on 'early foreign language learning' is growing substantially, much of the research has concentrated on organisational and methodological factors to the neglect of consideration of the learners themselves, their aspirations, their perceptions, their achievements and their problems,

Scope

Case-studies took place during the period 11 November to 12 December 2000 to the following schools:
7 primary schools
1 independent school (3-18 girls)
1 middle deemed secondary mixed high school (10-14 age range)
1 secondary 11-16 mixed comprehensive school
1 secondary 11-18 girls comprehensive designated Language College
In addition, telephone interviews were conducted with staff in two other state primary schools and one other secondary school.

The questions

Golby (1994: 11) suggests that the case-study is 'appropriate where it is not yet clear what are the right questions to ask'. He goes on to say: 'There needs to be a sense of perplexity, problems to be addressed, and a sense of the researcher's own interests in those problems.' In this research, however, not only was there no time to indulge in perplexity but the QCA specification was very precise about the areas of enquiry to be addressed. Many of them lent themselves to survey methods but a substantial number of points, especially those which touched on matters of methods and materials, assessment and record-keeping, curriculum planning, links with other subjects, for example, were best investigated by direct contact with the main protagonists themselves: teachers and pupils.

The research team met on two occasions specifically to 'brainstorm' the issues which were best treated during school visits and those which we felt needed to be addressed in the interview questions. These were then converted into questions and/or prompts and further refined before submission to the Focus Group at its second meeting. The Focus Group proved to be an extremely constructive forum for discussion of the questions prior to their being sent to the QCA for their comment. The full set of questions and prompts is to be found in Appendix 5.

There was no specific set of questions created for the interviews with parents since it was recognised that the opportunities to speak to parents would be very limited and likely to be brief. It was decided, therefore, to allow a free-ranging conversation to take place constructed around the following points:

- choice of primary school

(whether the existence of primary MFL had been an influential or even deciding factor);

- views on benefits of primary MFL

(specifically for own child/children and more generally)
attitude towards the expansion of primary MFL

It was also decided that, where possible, the section on attitudes from the Key Stage 2 questionnaire should be incorporated into the conversation with parents.

The case-study check-list

In addition to the interview questions, the research team drew up a check-list to be used during school visits. This reminded all those involved in visits:

- to observe at least one lesson

The intention: less to observe teachers' skills and strategies than to observe pupils in action, to visit classrooms.

- to study the Scheme of Work

Statements about language learning objectives and cultural knowledge, methodology, procedures, etc.

- to view teaching materials

Commercially produced resources and those developed by the teachers themselves.

- to look at pupils' work

Pupils' exercise books, completed work-sheets, classroom displays, etc.

- to look at assessment records

Teachers' mark-books, completed self-assessment proformas, transfer information, references in the scheme of work to National Curriculum levels.

In two schools, we were also able to read whole school and department development plans with specific references made to supporting the delivery of MFL, including support for in-service training and the purchase of software. In another, the documentation prepared for an Ofsted pre-inspection and the comments of a consultant were also read. The following sections provide:

a) a summary of the issues raised during all the visits and some commentary;

b) summaries of some of the reports written by the research team following their visits.

Rather than include all the reports, it was decided to present only a selection of the complete reports. Including verbatim comments from Headteachers, teachers, parents and pupils, these reports serve to demonstrate the range of practice even in such a small number of schools; they also provide evidence of successes and some of the limitations of primary MFL and the real problems associated with primary - secondary liaison.

Key issues and observations from the case-studies

It should be borne in mind that the schools visited were in the counties of Leicestershire, Warwickshire and Worcestershire. Until a few years ago, Warwickshire LEA had organised the school system along primary, middle and secondary lines. Many of the teachers interviewed spoke with some nostalgia of the era in which there was county-wide support for MFL, regular training and networking and when languages other than French were also taught at KS2. To some extent, it was almost as if some of the schools visited contained the vestiges of a coherent scheme which had declined over the years, diminished in scope, and that the primary MFL which remained was hanging by a thread. This may be colourful language but the research team can find no better way of expressing the local situation.

Certainly, primary MFL has only survived in taught-time mode where supportive Headteachers have put up some form of resistance and found 'special' ways of funding and time-tabling it.

This context is, however, not unique. As the LEA survey has shown, a local system which has middle schools including pupils in KS2 inevitably encourages early exposure to MFL. These are by far in the minority. Where there have been such patterns of organisation, it is by no means sure that the primary MFL that continues to be provided will survive. With the pressure on the primary curriculum and the crisis in MFL teacher supply, it is possible that the current, relatively positive picture will fade in a few years time.

Management and delivery of MFL

- The role of the Headteacher is vital. Most of the primary schools visited depended almost entirely on the fact that the Headteacher had found ways of enabling MFL to continue to be present in the curriculum.
- Where primary MFL was embedded in the curriculum, time had been 'borrowed' from other subjects. As far as could be ascertained, the subject usually affected was PE. In at least one case, play-time had been reduced.
- There was universal recognition of the demanding and 'special' nature of MFL teaching.
- There was little evidence of differentiation to take account of pupils' prior learning.
- Fast-tracking had just been introduced in one of the secondary schools but teachers were concerned about the knock-on organisational effect in later years.
- Almost unanimously, respondents preferred primary MFL to remain non-statutory.
- Statutory provision, it was claimed, would alter the 'fun' nature of MFL and the possible introduction of SATs was not seen as a positive development.
- Statutory provision at KS2 would also require a major overhaul of KS3 and KS4.

Teaching and learning

- Headteachers and parents were unanimous about the importance of 'expert' teaching not just in terms of delivery of lessons but also in organisation of schemes of work, subject overview, differentiation, etc.
- Where teachers were truly part of the school - even in a part-time capacity - they knew the children better and were more likely to establish links with other subjects.
- The one peripatetic teacher interviewed felt at a distinct disadvantage because of her status.
- Language teachers tended to discuss and define teaching objectives in terms of a linear syllabus rather than thinking of learning outcomes/benefits.
- Much was claimed about the development of 'language learning skills', but these need to be defined more closely in order for them to be properly incorporated into primary MFL schemes of work.
- Teachers observed tended to rely heavily on teacher-led, whole group or whole class approaches.
- There was a preponderance of question and answer technique with extensive repetition and reinforcement of a limited range of vocabulary and structure.
- Occasionally, however, children were encouraged to produce more imaginative utterances, to construct sentences, to make jokes with language and they expressed pleasure at this opportunity.
- In some lessons observed, the target language was used extensively with pupil comprehension levels high in routine classroom activities and following instructions.

- The potential for extending pupils' comprehension skills was not always recognised - especially by non-specialist teachers - in teachers' insistence on getting pupils to memorise (rote-learn) questions and answers.
- While there have been some attempts to use ICT to support learning and to develop links with partner schools abroad, these have sometimes been frustrated by lack of access to computers and by a disappointing lack of response from the partners. Pupils expressed particular frustration about not receiving replies to emails.
- While, in such a study, it was difficult to pin down tangible evidence of the benefits of KS2 on attainment in further language learning, there was unanimous agreement about the immeasurable advantages of primary MFL especially in terms of growth of confidence, increased attention span, interest in other cultures and positive attitudes to language learning.
- Pupils with special educational needs were perceived, by parents and teachers, to be benefiting from exposure to primary MFL.

Pupil attitudes

- Pupils are generally very enthusiastic about their experiences of primary MFL.
- Young children enjoy MFL because it appears to them to be more fun than other subjects.
- Year 7 pupils with primary MFL experience expressed some frustration about having to go over work covered in previous years.

Which language?

- French is dominant and was the preferred choice of some parents.
- Provision for other languages was referred to, but in the past tense.
- Nobody interviewed considered that there was any realistic chance of developing a diversified system of primary MFL.

Communication

- In most schools there were excellent communication between Headteacher and MFL teacher. Indeed, there was what could be called strong and mutual admiration between Headteachers and the MFL teachers.
- Headteachers usually took a strong interest in MFL activities, observing lessons, getting involved in special events etc.
- Having MFL in the school, especially in taught time was perceived by teachers to be a strong 'selling point' for prospective parents.
- Parents, on the other hand, tended to be more concerned with whole school ethos, while recognising that offering a foreign language was potentially a sign of a good school.
- Primary MFL teachers, irrespective of status in their schools, tend to be isolated from developments at a national level.
- While most teachers were aware of the KS2 Guidelines, not all realised that the KS2 Scheme of Work was to follow.
- There is very little opportunity for local networking.
- There was general ignorance of national support networks such as NACELL.
- Nobody had heard of the European Primary Languages Portfolio.

Mismatches

- There is some evidence to suggest that secondary teachers have over-ambitious ideas about the potential of primary MFL. The perception that primary MFL ought to be 'laying the foundations of vocabulary and grammar' contrasts with the main objectives stated by primary MFL teachers.
- It was claimed by several primary MFL teachers that what they were providing in KS2 did not interfere with KS3 schemes of work. However, from observation, comparisons of schemes of work and from pupil comments, it is clear that there is considerable overlap, especially during the first term.
- There is a risk, therefore, that year 7 pupils can become disenchanted more quickly than is sometimes the case during KS3. Their intrinsic motivation and feeling of confidence generated by knowing more than some other pupils in their classes may sustain them in the early stages of KS3 but only for a while.
- The risk of overlap or repetition is likely to increase if primary schools make extensive use of the QCA Scheme of Work.
- Problems of 'despondent', bored pupils repeating work in secondary would not arise had French not been the language developed in feeder schools and the core language in year 7.

Cross-curricular links

- There were only a few overt examples of links with other subjects in the teaching observed.
- Cross-curricular work was in evidence only where the MFL teacher had well-established links with her teacher colleagues.
- Links with Literacy were frequently mentioned yet rather ill-defined. Usually such links focussed on grammatical terminology and differences in syntax between languages e.g. position of adjectives.
- There is real need to introduce MFL teachers, through training, into the detail of primary literacy schemes in order for them to capitalise on opportunities for making connections between MFL, MFL learning skills and Literacy programmes.

KS2/KS3 liaison

- Although there were some significant attempts to ease transition for KS2 to KS3 and to provide better information on pupils' primary MFL experience through, for example, the Warwickshire transfer document (see Appendices), it is clear that account is not always taken of this information.
- A secondary school with large numbers of primary feeder schools can find it extremely difficult to track individual pupils in terms of prior language learning.
- The middle school (year 6 intake) was unaware of the fact that some of its children had experienced MFL.
- There is a need for secondary school MFL teachers to become familiar with and take account of the QCA Guidelines and Scheme of Work.

Equal Opportunities

- Access to language clubs is inevitably restricted to certain pupils, generally those whose parents can afford to send them.
- This can create difficulties for some schools where there is a strong equal opportunities policy.

The Primary School Visits

Primary school A

The context

Junior school in village community.

Scope of provision

1 specialist member of staff (part-time but substantial), teaching mainly French but also releases staff. All pupils in Years 3-6 have French, 30 minutes once a week in Years 3-5 and 40 minutes in Year 6. French not regarded as 'add-on' but a subject in its own right – the timetable is arranged to accommodate this. Dedicated room. Other classes have register taken in French, French demonstrations/songs etc. at Open Days etc. Not much INSET at all – the French teacher more likely to run it than go to it. French has small designated budget for resources (£200).

Head teacher interview

Teaching quality

Head watches lessons and is impressed by the quality of the pupils' learning. She likes the lack of emphasis on written work in French. French teacher took a group of pupils to demonstrate their French to a group of inspectors last July with very positive report.

Objectives

Perceives main aim as cultural (going abroad, knowing about other countries) and skills-focussed (learning to listen, how to learn a language) and communicative (learning to talk when abroad).

Statutory

Were it statutory – doesn't think would have to change much in this school. But would be a big backlash if other staff 'suddenly' had to teach it and if school day needed to be lengthened etc. Worried too about finding quality staff (knows the teacher she has is excellent). Would want their generic teaching skills to be as good as French knowledge. No plans to expand or reduce provision.

Liaison

Primary/secondary liaison and continuity and progression are major concerns: this school feeds into 9 secondary schools (selective, non-selective and independent). Problem of communication with all subjects. Pupils often too good at French when arrive in secondary school and feel they're treading water. Is aware of county-wide projects trying to resolve this but feels it will be a difficult task.

Parental perceptions

Strong support from parents: 'Parents love it.' Believes French is a big 'draw' for them to choose this school: massive attraction. Very successful and has a very high profile within the school. Gets a great deal of positive parental (and pupil) feedback.

French teacher interview

Provision

'If someone had originally said to me you only have 30 minutes a week, I would have said 'forget it', it's not enough time, but in fact, now that I've worked with that, it's excellent, it works well.'

Resources
Range of resources used, but no single course adhered to. Uses flashcards and 'big books' particularly. At end of year 6, the pupils make their own French booklet about themselves and take it to secondary school.

Why French taught?
Excellent Ofsted report in the past so continued. Always had a head who has been very positive for languages, it has a history - Warwickshire provision extensive a decade ago - parents remain very keen. Makes a difference to parents (like music and drama).

Target language
Used virtually the whole time – they become increasingly confident, they just accept it. Children remember between lessons, because of number of activities.
'I would have thought they would have forgotten things between lessons but it doesn't work that way.'
'You have to find ways of keeping it bubbling.'
'I try even in Year 3 to get them to use sentences, that building process very early on.'
Year 3 and 4 do no written work. Year 5 – reading cards, one homework in a week. Still 95% listening and reading in year 5. Builds up in year 6. Reading cards don't affect their pronunciation negatively - on the contrary builds up confident pronunciation already. ICT – really only for word-processing at present.
Trip abroad: one visit to Normandy every year. French speaking centre. Real use of language therefore built into curriculum. Children absolutely absorbed. Also, some pupils go on the exchange through the twin town connection.
Dedicated room (although shared with pre and after school clubs – during the day it's 'the French room'). Means she can display work, have stock cupboards.
'I know I couldn't get the same result if I had to move round.'
Feels it's a real subject along with the others – not just an 'add-on'.
Part of Christmas presentation to parents in French, French Christmas carols etc.

Liaison
Transition to secondary needs some radical thinking. Communication a big problem with so many secondary schools involved. If French were statutory at KS2 it would be a help in terms of liaison with the secondary schools. Pupils who haven't had French before who arrive e.g. in Year 5 or 6 – other pupils allocated to teach them, and they do.

Statutory
Why she teaches French: I love teaching French because of the response you get from the children. You're not restricted by exams or a text book. If every teacher in school had to
teach French it would be 'absolute chaos', e.g. relying completely on tape recorder. French
different from other subjects because of specialist knowledge needed, the necessity of teacher acting as correct model.

Training
Feels now isolated in a way with no INSET. Updates self by looking at new courses. Adapts a lot of material and activities from e.g. numeracy and literacy lessons. No formal cross-curricular activities but claims it happens anyway. The whole school gets involved e.g. school secretary gives messages in French and the other teachers try to.

Assessment
Pupil profiles (self-evaluation – 'I can …'). Not aware of European Languages Portfolio. Uses reward system, house points as incentives.

Interview with parents
All stressed how pleased they were with the French provision. 2 parents have children now in secondary school doing French. Mixed feelings as to the benefits: one saw the fact they had increased confidence in secondary school in French as a distinct advantage. One that they felt rather disillusioned there because 'They'd done it all before'. This particular child always does her French homework last as she does not feel it is a priority – she is rather complacent because there is nothing new. Parents were convinced that learning French early helped as pupils had fewer inhibitions and could be more relaxed about it. French was for them something natural, just a part of the school day.

French is one of the things parents discuss regarding choice of school. At the time of selecting the school, it maybe wasn't a conscious factor, but now that they've seen how much their children have benefited, it probably would be. They would be very disappointed if it was removed from the curriculum, but it would depend on why it was being done, and what else would improve, and how it was explained to them. It's definitely a real plus for the school to have French in their eyes, and they are particularly impressed with the teacher and the demonstrations at Open Days, for example, and the trips (one parent has accompanied the trip and was enamoured with the visit to the biscuit factory).

Languages are seen by them as something which would help Britain (comparisons made with France etc.). They are aware for example of TV interviews with French people about BSE in English, that would be impossible, they believe, the other way round. One parent was adamant that Spanish would be preferable to French – 'Why French? I would say very strongly. It's lazy on our part'. It didn't matter to any of them that it's French at primary – what's important to them is that the pupils learn a language as a transferable skill.

Very positive about teaching approach at the school involving games, fun etc. They get the impression that it is more 'old-fashioned' at secondary and that there is less enthusiasm from the pupils. A change is noticed amongst their children who are now at secondary. One parent has A level French, one no French at all and two have O level but feel unable to converse (although they can understand quite a bit).

Interview with pupils from Year 5 and Year 6
(4 boys - 4 girls, all learning French since Year 3)
Why learning French? Learning a language 'helps you learn another later', 'lets you speak to other people'.
French once a week for half an hour. Would like more. 'You play, learn, win sweets.'
Some want two or three times a week 45 minutes.
Describe various games – standing up, sitting down, teacher's techniques. Listening and concentrate. House quizzes. Inter class challenge. Throwing the ball. Number games. Maths. Making jokes with language: 'je mange un hamster'.
Take register in some classes in French, some bits of French with other teachers.
Make connections to French in other classes – e.g. literacy (centipede, millipede, millennium etc.)
Books – sometimes read pages, sometimes read books, '... but they're not exactly Charles Dickens, you know.'
Recording selves on cassette.

Homework every Tuesday. Sheets, finding TV programmes according to clues, underlining vocabulary fields in different colours. Learning and practising homework. Some practise their French with older siblings and parents. Some have contact with relatives in Belgium and France.
Dislike – when others misbehave, or don't pay attention. Acknowledge that that's the same in other lessons too.
'It's like when you're doing sport, you have to believe that you can do it and then you try your hardest, if you don't believe you can do it then you won't.'
Secondary school lessons: they know that they will be more difficult with more homework. But some have heard they will know lots more than some of the others at secondary.
Important for later life when you might get a job, 'All the way round the world '. French seen to be very useful: 'My Dad uses French a lot in his job.'
Really like – trips abroad with Year 6 – Normandy. The demonstration lesson to government inspectors. 'Everyone was so impressed, the teacher bought us an ice cream.'
Helps with other subjects - if teacher asks you where something originates etc.
Good from a British point of view – we should be able to speak French in France because they learn English well.

Observation of Year 5 lesson - 30 minutes
Horseshoe formation in dedicated French room. No desks. Big space in middle. Small table at front with cassette recorder, OHP, flashcards etc. French displays round room of pictures etc. and pupils' work. 27 pupils. Fast pace. Mostly oral/aural. Virtually all in target language (including pupils asking to close window etc.)

9.30 Teacher – very active, rapid warm-up questions (weather, numbers etc.) Very encouraging teacher. Use of ball – bouncing it and counting and then when stops bouncing they must say next number. Maths flashcards – progressively more difficult. Lots of praise. Teacher makes sure pupils have chance to answer whether putting hands up or not.

9.37 More maths – up to and beyond 1000 - (all activities begin with very clear exemplification from teacher where necessary) doubling the number the teacher says, halving, divided by, times etc., percentages to stretch and challenge.

9.40 Six pupils in turn speak a prepared speech (personal ID) into the cassette recorder. This is obviously normal practice - pupils manipulate the recorder themselves, rest of class listen and encourage. Topics such as brothers/sisters, pets, ages, birthdays. Pronunciation very good.

9.45 Quiz in established teams (based on school houses). Pupil records marks on board at front. Very enthusiastic – displaying knowledge of lots of single item vocabulary and phrases. Days, dates, rooms (with a full sentence – e.g. je suis dans le salon), animals and numbers combined, TV programmes from teacher's abbreviations, weather, multi-choice reading flashcards (*reading* rather than *hearing* the question), spelling (guessing from the teacher beginning to spell words)

Observation of Year 6 lesson - 30 minutes
Horseshoe formation. 27 pupils. Fast pace. Mostly oral/aural. Virtually all in target language.

10.30 Teacher revising questions orally, by means of getting them to guess from (very expressive) gestures the start of a sentence (e.g. je joue, je regarde, je lis, je chante) and then generating a number of sentences from the pupils. Pupils produced a wide range of sentences, incorporating many vocabulary fields and even 'jokes' (Je mange des fraises dans la toilette). They were inventive, generally very accurate and competitive, trying to outdo each other. Their pronunciation was generally excellent. Opinions were expressed throughout 'c'est dégoûtant' etc.). They were able (and willing) to incorporate a wide range of material and change between vocabulary fields very quickly. Language was integrated and spontaneous. The vast majority of pupils joined in with enthusiasm; all participated.

10.40 Une histoire. A story was presented on the OHP – individual transparencies of pictures with two or three sentences were put on the OHP in order by a pupil. Each of the other pupils had 'responsibility' for one transparency and read it out – clearly, well-pronounced and with excellent intonation. One pupil was absent – a friend stepped in and read the appropriate slide accurately and intelligently.

10.44 A demonstration role play/drama. Involving 4 pupils – one gave a brief introduction to the scene, one (playing an English girl) dictated her French e-mail message (personal ID) on to a pretend computer, one (playing a French girl) 'received' the message and reported it in the third person to her 'maman'. All delivered with accuracy and obviously making sense to them. The children were attentive throughout.

10.46 A game was played where 6 pupils line up (this was played enough times for everyone to have a go). The rest of the class listen. Teacher gives a category (e.g. even numbers, 'la belle terre', animals, numbers divisible by 5 etc.) and they all answer in turn. Hesitation or repetition and you are out and the others move one pace forward. The 'listeners' point out repetition with incredible dedication!

10.56 Song they have practised previously on fruits. Some reminders written on white board (poires, pêches, pommes) and a number of pupils at the front with baskets and realia. One pupil sang solo the questions in the song with the others replying chorally. They enjoyed it thoroughly. All greeted and said goodbye to me without prompting.

Primary school B

The context

Combined Primary/Junior in a conurbation adjacent to two large cities. Region somewhat in decline after industrial boom period. French taught by 0.2 part-time French teacher. Primary trained, but has improved her French to beyond post-A level by attending courses at local university (not funded by school).

Scope of provision

Reception: 20 mins/fortnight
Year 1: 15 mins per week
Year 2: 30 mins per fortnight
Year 3: 30 mins per week } to swap half-way
Year 4: 30 mins per fortnight } through year
Year 5: 30 mins per fortnight (to find more time half-way through year)
Year 6: 30 mins per week

Head teacher interview

Aims

On arrival at school 4 years before, the overall aim was 'to improve standards across the board. There were no policies in place so I felt it was important to have a foreign language policy.' Global-cultural: 'they need to be far more aware of what is happening world-wide; it's about giving that wider vision.' European-cultural: 'Certainly we are part of Europe and so I believe that we should know what is happening in the rest of Europe, have a taste of other cultures and not just of other ethnic cultures but other European cultures.' Linguistic: 'gain a smattering of another language, give a flavour of the language'.
(Reference to catchment area - problems of some better off parents taking pupils out of school time to go to Ibiza and the Canaries, but a core of other pupils 'who go to Bedworth or Nuneaton for their holidays'.)
She took initiative by teaching French herself in year 6 'to establish it'. Now provision from Reception through to year 6.

Importance of quality teaching

Initially, there were problems of repetition across the year groups so teacher appointed has had a lot of work to create progression. 'She copes admirably; she is wonderful'.

Impact of the teaching of MFL on the whole school?

Importance of policies, whole school policies, whole school planning, whole school targets about raising standards of education, including language.
Children more comfortable with the language, and yet they are not revisiting so it's not boring. Less able can comfortably access a language because it is something that they have grown up with.
Literacy links mentioned: 'We are looking at grammar so we are looking in English at clauses and different things and to see it in another language - that the same things are there - it is just a language input.'
Advantage of primary education: opportunity for liaison between subject areas - to find a common reality and tackle from different angles.

Managing delivery of MFL

'It's is a time management thing. I don't think that anything is lost. If one looks at the whole curriculum, the coverage and make sure that that's there, but by avoiding slippage - by keeping children up to task - by making sure that you try to have effective lessons, you can find 5 minutes here and there. We are only talking about 15 minutes a week in reception and half an hour in year 6. There might be 10 minutes less off PE or 5-10 minutes off playtime but the advantages outweigh the disadvantages.'
She takes a wider view by looking at the whole year's timetable.
0.2 specialist salary from 'a bit of everything'. In reality from another teacher preferring a 0.8 timetable.
Not in favour of a language club - not a viable alternative. Parents could not afford that.

Statutory

Not really in favour, considers that current arrangements suit everyone best. 'I'd only be doing what I'm doing now! I don't think there would be any more.
Hopes to link up with another country Germany, Romania, or 'anywhere really' through Comenius/Socrates. No intention to reduce.

Liaison with secondary schools

'My sadness is that there is not enough communication with secondary schools. When I first came I approached them but there's been virtually no real discussion.'

Impact on the parents
Some parents now attending French classes along with their pupils. Parents very supportive. Very interested in French days, Open days. Had not thought about promotion of the place of French in the school's curriculum to local community.

French teacher interview

The extent, scope and nature of the provision
'It's not ideal; you have to squeeze French in. I'd rather have weekly lessons than fortnightly in year 4 for example.' No out of school provision.

Educational purposes
'My aim is that every child will leave this school at the age of 11 being able to speak in French in basic conversation. In my head I have a picture of a child who goes on holiday to France, like my own children, making friends with French children in hotels or campsites and being able to talk to them and build up friendships. I want every child to be able to buy something in a shop, being able to understand and be understood.'
Stresses the importance of links across the curriculum. 'Well, it's a whole school approach really - body parts links to theme My Body which they do this term. Very strong links to what class teacher is doing. All subjects can have a link to French: Art, Geography, History. 'Occasionally they will say: This term we are doing X, K, can you do anything in French?'

Links to English/Literacy
Now it is even more relevant: knowing what is an adjective, a noun etc.
Phonic work: similarities of sounds between French and English. 'I don't do formal grammar teaching but if a grammar point comes up, I expand a bit. e.g. position and agreement with adjectives compared with English usage.

Training
No specific primary MFL training. 'Things I have done I have worked at myself, learning by trial and error.' Laments the lack of networking now following the demise of the Middle school system. Would be good to meet other MFL colleagues. 'There are probably things that I haven't quite discovered yet. It's the resources, I think, that I am very keen to build up.'

Methodology
'I'm in a wonderful situation here because we don't have SATs for French, no formal assessment so I can make it fun.' Uses lots of songs, games, activities, keeping the momentum through school. Lots of songs, adaptation of English games. Whole school French day - 'a bit stereotypical but never mind'. Visiting French clown with puppets and juggling. A French 'beach' day with everything relating to a holiday on a French beach. Uses 'OK' scheme, Bibliobus, Tricolore. Lots of role-play: buying tickets, in cafe. Small budget for MFL but a lot of things I have bought in France myself.

Statutory
Would be worried. Loss of fun element. 'They leave with enthusiasm; with formal assessment they will become so disillusioned.'

ICT
Reference made to planned Socrates project. Every child in school has e-mail address. Idea to use partner school in Warwickshire where she also teaches on voluntary basis half-hour per week. CD-ROMs etc used. Children will write to French school when they are accessed to Internet.

Assessment, recording and reporting
Details kept of every pupil in school, knowledge of Special Needs pupils. Record sheets kept.
Listening: observation early on and an impression grade but by year 6 a series of assessment tests, but they don't know they are being assessed. (Description of series of listening exercises.)
Writing: part of a project on imaginary trip to France - e.g. writing a postcard home.
No reference to NC ATs in current system but these are taken into account in her scheme of work framework. No reporting to parents.

Liaison with secondary schools
Every pupil has the Warwickshire transfer document completed. (She was part of the team who devised it.) No knowledge of European Languages Portfolio. National Curriculum non-statutory guidelines used. Intends to use KS2 scheme of work. Has met secondary Head of Department and is aware of what secondary schools are doing and avoids covering the same topics. Discussion of individual pupils and their progress in year 7.

Pupil attitudes
Why positive in primary schools yet often negative in secondary schools?
Cites her own daughter's experience: 'This repetition thing hasn't helped at all.'

Interview with parent
Criteria for choice of school
Not really. It was not yet being taught in Reception. It was an added bonus but: 'I chose the school more for what was going on in the whole school'. Perception that the school is noticeable now in the amount of French taught. Parents know that French is taught from Reception and that is making a difference.

Benefits
Need for second language. No hardship - learnt like everything else. Learning French later in life considered to be difficult. It comes as second nature when you're young. Special needs pupils can also pick things up more quickly than adults. They make good progress and look forward to it.

Statutory
A good idea. So many places you need a second language so in the long run a definite benefit.

Interview with pupils from Year 1
(3 boys, 2 girls)
Experience of FLT
Lots of positive statements and links to 'real' world: 'I went to France with my Mum and Dad.' 'I went to Disneyland, Paris.' 'I am going at Christmas and I want to buy presents in French.'

Why do you think you are learning French?
'So that when we go to France we can talk to some people.'
'Cos, there are a lot of people in this country who speak a different language and we can speak a different language back.'

What sorts of things do you do in the lessons?
We learn different colours, 'Je m'appelle' and saying your name after, pets, un chat.

Attitude to FL learning
The games they play. Songs. How to count. Games and counting. Reading French books. I like to colour pictures in. 'I don't like the writing. I don't know the spelling. I hate la poupée - that doll!
'It was tricky French in Reception. We thought we were doing normal work and then we found out it was French!'

Interview with pupils from Year 4
(4 girls, 2 boys)
Why do you think you are learning French?
When we get to France we can speak to our friends.
It helps you to know more French. Everyday we do our numbers, where we live and our names.
Experience of French
We do things on French day. Like the French flag. And French bread.
Lots of discussion of visit of French clown. We sometimes talk to teachers in the corridor.

Attitude to FL learning
Like: Enjoy games - hiding the mouse and calling out numbers in year 3.
Doing numbers, learning names, words around the classroom, colours.
Dislike: Nothing. 'I love everything.'

Is French different from other subjects?
'It's not that different because you learn like French words in French but in English you learn proper words.' The only difference is that you do it in French.
They say that English is the hardest language to learn! It helps with numbers.

Looking forward to doing French in future?
All agree except one: 'But I want to learn Japanese instead. It's easier.'

Observation of Year 1 lesson - 15 minutes
Group of 12 pupils extracted from whole class, sitting on the floor around K. Emphasis on listening carefully to the questions and to the answers from each other.
Comment tu t'appelles? Je m'appelle Lucy. Ich heisse Gary (!) Teacher aside: 'We had a German visitor last week!'
Numbers 1-20 with the last 5 being relatively new. Choral work, individual response. Lots of praise. Mental arithmetic game.
A French doll given to one child for the lesson duration for good work done.
Le sac magique : children feel for objects in cloth bag.
Parts of the body revised and some new bits added with actions for an action song, sung along with cassette music with bits gradually missed out.
Final game Touchez! introducing other bits of body. Then sung with cassette.

Teacher friendly and encouraging. Lots of choral work. Good 'discipline' and attention span for very young children. Use of target language good: Un moment, écoutez, encore, touchez, interspersed with English.

Observation of Year 4 lesson - 30 minutes
Group of 16 pupils
Recapitulation of usual questions and answers: personal identity, home, nationality, numbers 1 - 60 including mental arithmetic.
Weather items revised using OHTs and Q and A work.
Written work using exercise books to copy from work-sheet. Some problems arose because of difference between symbols used in books during previous exercise and those on work-sheet.
Reminders of French cities on map and pronunciation e.g. Niort, Paris.
Activity controlled
Good atmosphere in classroom. Rapid changes of activity, teacher always in control. Not extensive use of target language, tendency to use French and then translate, even for phrases that should be known by year 4: e.g. écoutez, tout le monde, un volontaire - one at a time. Activity more serious with main focus on written work.

Primary school C
The context
Provincial town centre

Scope of provision
French is currently the only language taught, but Spanish and Russian classes have in the past been given by parents. French is taught only as part of the activities of the After School Club. There are no year 6 or even year 5 children currently attending. Most pupils are in the 5 to 7 age range and there is just one year 4 boy attending. Recruitment and fee paying is handled entirely by the After School Club. The teacher is paid £5 a session, but did not know how much pupils pay.

The Club lessons are of half an hour each, once a week, and lessons are paid for in batches of 5. The maximum annual exposure that a child could have to the language through this means is therefore around 25 hours. Classes are restricted to 8 pupils per session. This is due to Social Services regulations for activities out of taught time, but seems in contrast with the practice in French Club activities supplied elsewhere by commercial organisations who use personnel who are not [even] members of school staff.

This is a school in which foreign language teaching was once part of the mainstream provision but from 1996 has been removed from taught time. The MFL teacher was originally employed by the school as a point 3 specialist French teacher for Year 7. This was a success and teaching was extended into Year 6. Since 1996 she has been obliged to cover different curriculum areas. The change coincides with the change in system in the county from a Year 8 to a Year 7 entry to secondary school, but a more determining factor was felt to be a change of headteacher.

A very limited amount of French still exists embedded in daily school activities. The teacher interviewed uses French commands occasionally within her own class, and knows that the Deputy Head uses greetings, but there is currently no school policy for MFL use.

Head teacher interview
The head teacher was unexpectedly unavailable. A version of the interview schedule was sent to her but not received.

French teacher interview
Educational purposes
Developing competence in the language was not felt to be a main aim, but developing general foreign language learning skills was felt to be an important aim, as was developing cultural awareness. The above aims were felt to be relevant to French in both taught time and club situations.
Both kinds of French provision were felt to benefit the children particularly in the area of listening comprehension, especially in flexibility and stamina.
'They can think on their feet. They're not searching for a single syllable or word.'

French in taught time had played an important role in broadening the scope of the curriculum, and had been beneficial to the general language development of children with Special Educational Needs. Positive motivation for further language learning was fostered by French in taught time.

In the case of the French club, there are no children currently who have followed the club teaching and gone on to secondary school, so there is no comment to make on the effects on secondary school motivation.

The connections between French provision and enhancing and extending competence in the English Language were not felt to be obvious. This could come from the very different understandings amongst teachers as to what this means. Many colleagues associated 'naming of parts' with English language competence. A quote from a Year 6/7 teacher expressing disappointment at the results of the French teaching in this regard was 'But you must have 'done' verbs and nouns.'

No overt literacy links were made by the teacher interviewed but the era of taught time French was before the focus on Literacy.

Staffing and training
The teacher was originally [pre-1996] recruited as a French specialist. She holds an honours degree in French and Italian, but did not take a PGCE since she graduated in the era before this was a compulsory qualification for teaching. She followed a methodology-oriented in-service course at the local university for one afternoon a week for half a term.
This teacher has no current contacts in the primary MFL area.
The school currently does not provide an opening for French teaching. The French club activities are organised, along with many other activities, by a separate management team.

Leadership
The teacher interviewed sees the head teacher's attitude as crucial. The present head teacher's priority is delivering the statutory curriculum subjects adequately.

Statutory
If French were made statutory it would be supported in this school, but not before.

Methodology
In both taught time and present club type teaching, the methodology was based around making French fun, using songs, games, guessing games for vocabulary, using children's picture story books [not necessarily with French text] as a prop for elicitation.
The focus of the teaching is building Listening and Speaking abilities.
The teacher uses her own resources. There is a legacy in the school of French teaching materials which are not appropriate for the current club teaching.
In the taught time era, the teacher used BBC computer programmes, including ones that went with the 'Etoile' materials, but knows of none that are suitable for her club teaching.

Planning for progression is different in taught time teaching and club teaching. Taught time teaching allows more planning. Club teaching is more 'free form', and progression seen in terms of the 'size' of language strings that can be handled – from single vocabulary items to phrases.

Assessment
There is no formal assessment or reporting of children's progress.

Liaison
Neither is there liaison with secondary schools.

Pupils' attitudes
Children's attitudes can change at secondary school because the focus at primary school has been on fun and things become more serious at secondary school. However they are happier to go along with secondary work if their experiences at primary have been good. This teacher felt that children, even with French in taught time, had never done enough to get tired of French by secondary school. She had met several ex-pupils who, having done French at primary, changed to German at secondary school as soon as this was offered. She takes this as evidence of a willingness to 'have a go' at language learning in general. 'Any language taught at primary brings facility later. They don't get hooked up on things that don't matter. They just accept it and get on with it. Once they've made that leap they're secure in their own mind.'

Interview with a group of children
(7 girls and 2 boys)
None of the children was over the age of 7. One 7 year old had done French in previous school for 3 years – was in her fourth year. Another attended a different French club on Saturdays as well.

Experience of learning French
'Fun'. 'If we didn't go, we wouldn't know French' [that figures] but added 'Nice songs'. Numbers, letters, songs, colours, parts of the body. [Joint list built up by the group.]

The group identified an impressive list of games calling them by their French names. Also, reading referred to but one pupil corrected: 'No, she shows us books and asks us questions.'
No textbooks or worksheets.

Anticipation of secondary school
6 out of 9 said they were looking forward to carrying on with French. One girl said: 'My Mum did 2 languages'. Others said that they'd like that – doing another language.

The Middle school

Context

A Foundation School
10-14 mixed high school, 700 pupils situated in a 70,000 population 'village-type' community in suburbs of industrial city in Midlands,

3.3 language teachers, 2 specialists, 1 re-trained ex-PE teacher, no foreign language assistant. French taught from year 6, German introduced to all pupils now in year 9, previously taught only as twilight classes before and after school.

Interview with Headteacher

Aims
'I am not a linguist - that's why I am so enthusiastic...'
'My real aims, as I have always thought, is to teach languages from an early age, as on a European model. And ultimately, you have got to take a global view. You have to start as early as you can, to start as soon as possible.'
By contrast, the Head ticked all boxes in Q10 of questionnaire identifying education purposes of FLT at KS2.
Year 6 teaching a toned down version of KS3 curriculum. Existence of KS 2 scheme of work will be implemented immediately.

Impact of the teaching of MFL on the whole school?
Large impact, structure of language and use of communicative lesson and the way the language is taught.
'Language lessons have to be structured far more carefully so I suspect that that helps the children move language forward. I suspect that there is a knock-on effect on other subjects such as English in terms of grammar and structure and that sort of thing.'
Regrets that French was one of the areas cut back few years ago in the light of the national Literacy and Numeracy scheme.
Regrets cut more in terms of effect on department than on children: 'a superb department - they are a bit of a star department.'
Direct links between Literacy and French? No direct evidence - rather the other way around but 'I'd like to explore that more really.'
Impact on attainment because they (the teachers) are incredibly well-organised. This has an impact on the children's ability to learn and to organise their learning. That's pretty critical. Children have to show evidence that they have done the learning; so their self-assessment techniques are useful.
Weekend trip to Boulogne, exchange trip, Christmas carol concert in French.

Management of delivery of FL
Capitation is not necessarily generous. 10+ aged pupils operating in a secondary context so there's an issue for the LEA in that, so it is pretty problematic. Leaves the operational business to the department but does get involved. Example: major time-tabling change - twilight sessions for German in previous years in year 9, but this year 1 hour of German introduced for all year 9 pupils and French for 2 lessons a week.
Not based on influence from college (14-18) - a local decision based on an equal opportunities issue. Provision funded by school. Staff teaching these classes were given a time allowance during the day with no charge to pupils but now fully integrated into curriculum.

Attitude towards the expansion of MFL/ways of including MFL in curriculum
'I have seen the impact on pupils here and on my own daughter who is in a local primary school. It is a confidence thing - the ability to speak language - and a self-esteem issue. There is never an issue of fear here. Children come knowing that they will learn a language. Those children with learning difficulties do equally as well as more able pupils.' Children love the lessons; there are no discipline problems; there is no reaction against the subject. 'It is taught very, very well.' Results in the upper school at GCSE are very good. French and German (and Spanish) results are one of the subjects they do better than any other. KS3 assessments are very good. Ofsted said that MFL here was above the national average in terms of attainment. Children with SEN are doing exceptionally well given the provision.

Liaison
GCSE results sent from the College. Few links with the primary schools. Head of Department meets with colleagues in the other colleges termly.

KS2/KS3 continuity and progression is any more problematic in MFL than in other subjects?
No. I don't see that as a problem. 3 main but 21 overall primary feeders.
Questionnaire response to Q9: 'This school has year 6 pupils so liaison with primary schools is not essential and therefore minimal.'

Impact of MFL provision on the parents
Parents are incredibly supportive of the school. We do questionnaires to parents and they come back very positive. Not specific to departments - 'that would be a bit too contentious'. When they come, it's probably not a high priority but when they are aware, they are very supportive even though they may not speak it themselves.
In direct competition with another high school 50 yards away. Open enrolment. 10 years ago we were not competitive enough. Languages have improved over last 5 years. German not operational in other high schools - a unique selling point.

Plans to expand MFL provision
No further reductions. Nature of the department so good. [But what if they were not so good?] 'I am a pragmatist by nature. I would limit the damage factor. Although if it wasn't working, I am so keen on it I would have to change it. Cutting back would be the last resort.'

Interview with Head of Department
(Graduate specialist, PGCE trained)
The extent, scope and nature of the provision
Confirmation of reasons for introducing German to all in Year 9 for 1 hour per week.
Description of monitoring procedures during the first year of implementation.

Educational purposes
Reiteration of argument that children are much more motivated to learn at primary age. Need for lots of differentiation in teaching. Acceptance that their model is a competence-based approach. Cultural aspects come in via the video, talking about food, etc. It is integrated into the scheme of work. Also established links with a Collège in France: planning for visit, pupils produce booklet in year 7 recapping work in KS2. Books sent to France and received from French school. Generates lots of excitement and interest. Links with literacy: emphasis on evidence of learning and accuracy in spelling of vocabulary learnt.

Staffing
Lots of detail provided about working practices re meetings, INSET, developing schemes of work, links between the different school years. Professional development seen in context of taking on more responsibility. Recognition of need to develop more ICT work e.g. video-conferencing with French school.

Methodology
Year 6 uses 'French for Communication' scheme. No text-book but flexible use of resources and constant addition of work-sheets, OHTs. Staff contribute and share new ideas, new products. Use of reading scheme. No plans to introduce formal text-book. Variety of teaching approaches but lots of fun and games and pupil participation. Grammar fits in more obviously in year 7 with reference to different tenses and verb forms etc. Links with English department? Staff very aware of pupils' records in reading; this supports differentiation in year 6.

Assessment, recording and reporting
Pupils aware of their progress and this helps motivation. We are keen on self-assessment sheets. All children have a formal assessment in all four ATs in year 6 and this is maintained in their Record of Achievement throughout the school. Parents get 2 school reports - a full one at the end of the year with reference also to homework as well as NC levels.
Has not seen Scheme of Work for Stage 2 but full use of Key Stage 2 Guidelines which 'fit in well with what we are doing'. Not aware of NACELL or European Portfolio.

Liaison
Confirmation of receipt of GCSE results and attendance at liaison meeting. But it is not as much as we would like. No liaison with feeder primary schools from Languages department.

Pupil attitudes
In middle school, pupils know that they are going to have four years of the language and lack of motivation is not such a problem. 'We get the occasional problem pupils but on the whole they do very well and maintain the momentum from year 6.'

Observation of year 6 lesson
50 minutes: 9-50am - 10.40am - 29 pupils - mixed ability
Dedicated French teaching room with good display and equipment.

9.50 Quiet established by 5-4-3-2-1 calling down to silence en français
Lots of organisation in TL: e.g. Mettez les sacs par terre.
9.55 Pupils show evidence of vocabulary learnt by waving papers with items written out several times. These papers collected. Tu peux ramasser les papiers, Claire?
Formal vocabulary tests - differentiated tasks at 2 levels
10.00 Un peu de révision
Comment t'appelles-tu? (x 20); Quelle est la question?
Choral rhythmic practice - physical: pupils banging on desks to rhythm repeated for several q and as e.g. Où habites-tu? Alphabet etc. Quel âge as-tu?
Focus on improving pronunciation.
Teacher and pupils very active, using mime, grunts, varying intonation, gesture, number games, rhymes, marching songs, OHTs effectively.
Individual questions: pupils less successful in responding, pace slowed.
Insistence on target language use: Tu peux ouvrir la fenêtre, s'il te plaît?

10.10 Aims of lesson stated in English: Classroom vocabulary
Introduction of un stylo, un crayon etc. une trousse, une règle
use of association to help learning: un taille-crayon = point to a pupil's tie; la colle point to collar
words written on OHP - 'boy' words and 'girl' words identified but 'don't ask me why!' reaction from the teacher
10.20 Recognition practice: pupils pick up classroom objects on request.
10.25 Team game - lively, noisy pupils rush to bring objects to the front
10.30 End of game: paper distributed for copy writing activity: words with articles on to worksheet with pictures - a quiet time
10.35 Le livre pour les devoirs: emphasis on producing evidence for learning
10.40 Recap to end lesson
A lively, strongly controlled, teacher-led lesson. Lots of emphasis on recapitulation activities and rote-learning of new vocabulary through a variety of lively strategies. Pupils showed obvious enjoyment in the games and the chanting and participated well. Individual responses were much less successfully produced. No real initiative taken by pupils. Specialist teacher used French confidently to introduce and manage the activities. Her French was rather deliberate and accent not always accurate. Lots of encouragement and praise in French. Pupils uniformly eager to participate. No reference to France or French people.

Observation of year 6 lesson
50 minutes: 1.10pm - 1.50pm - 30 pupils - mixed ability
Terrapin hut with some display from older pupils. Good equipment available but not used during lesson.
1.15 Late start. Class settled with instructions in English. Class reminded of content of previous lesson and what will be done today in English.
1.20 Register in French.
Revision: number 1-20. Much use of checking on understanding by asking individual pupils to explain to rest of class. Pupils given random numbers: Où sont les garçons/les filles? Game: one pupil out of room returns to find object prompted by class counting out loud or quiet numbers.
1.25 Oral practice of Q and A personal identification with addition of Quel âge as-tu?/Tu as quel âge? to the usual list of questions and answers. Pair-work practice before performance of pairs to class audience. Commendation marks awarded.
1.35 Worksheet matching Qs to As done very quickly by most.
1.40 Team game: Pass along the question with 4 teams on 4 sides of room. Very noisy, lively with pupils getting excited about winning. Each team timed against the clock.
A lesson virtually entirely devoted to speaking and listening activities. Limited range of questions and their answers practised in many different ways with very little new language presented. Pupils keen to participate and obviously enjoying the game elements of the lesson. Lots of praise but rather restricted and repetitive: 'très bien, excellent, ok'. Pupils' accents not good, however, and the desire for quick pace of the teacher, reinforced by activities 'against the clock', meant that there was little correction of accent with pupils sometimes producing very garbled versions of French. No reference to France or sight of cultural aspects of language. Limited use of target language for routine instructions.

Interviews with pupils in year 6

Prior learning

2 out of 6 pupils had done French before:
One boy had attended an after-school club for two years for 1 hour per week.
Another had some practice in French from his older sister who was doing French at the school.

Why do you think you are learning it?

'If you go to France you can speak it and you can get more jobs.'
'To have conversations with French people.'
'My Auntie knows a lot of languages and she can get lots of good jobs.'

What do you learn in a FL lesson?

'We are learning like the basics of French so it's like building a foundation so we can get on to harder words and different languages later.'

What sorts of things do you do in the lessons?

'Numbers, names, now things in the classroom.'
'We are not just learning them, we are learning how to spell them.'
Pupils very aware of the amount of learning required depending on the English group they are in. [Setting organised according to standard in English.]

Attitude to FL learning

Very positive.
'Joining in.' 'Playing games.'
'It's enjoyable because in other lessons, you've got to sit down and be quiet and write, but in French you join in with everybody else and talk out loud.'
'It is fun to do the hands-on and the competitions.'
No negative aspects. But prompting brought out: 'When you don't know the answer and everybody is staring at you, that's when it hits you really hard.'

FL helping other subjects?

'French helps with English but I'm not sure how.'

Later language learning

'What I'll do is - even though we're going to learn a different language throughout the year - I shall try to keep French locked in my head.'
'French is one of my subjects that actually sticks in my head, all the others just go out the other ear.'

Secondary School A

The context

Language College
11-18 girls' school in suburb of large industrial town, adjacent to countryside.

Interview with Headteacher

This followed up specific issues raised by questionnaire responses.

Liaison with primary schools

10% of year 7 intake have primary FL experience.
10 main feeder schools but the school has a city-wide catchment because of its Language College status.

Visits from senior college staff to feeder schools. Open Days. Department links not unique to languages.
Does not know whether there is precise reference to MFL in pupils transfer records.
'It strikes me that one of things we don't do is find out about children with other primary foreign language opportunities. We know about the children in schools where we have been giving specific support but not the others. That's something we ought to be doing.'
Purposes of primary MFL teaching by secondary teacher: To improve language attainment while here at secondary.
'I think primary schools in the main see a link between foreign language learning as a means of supporting literacy attainment as well.'
Lots of assumed links to literacy.

Managing delivery of MFL
All pupils year 7 taught French in mixed ability, with German, Spanish and Japanese offered as second language. Very little 'disapplication'. A handful of pupils only. Strict targets: 50% dual linguists at GCSE.

Continuity and progression
Intention to group children with prior mfl 'fairly early on' to build on their work in primary schools. But we don't have at the moment any timetable mechanism for doing this. But not seen as problematic. No real evidence of benefits in attainment in MFL.

Pupils' attitudes
Stressed the importance of the impact of poor teaching, lack of teacher continuity, use of supply, etc. on pupil attitudes. 'It's not just about the language itself; it's how it's managed and the quality of the experience itself that affects pupils.' It's also to do with ethos, and the opportunities for making connections with other subjects. 'Languages need teachers with lots of fizz.'

Attitude towards the expansion of primary MFL
'You're bound to get the enthusiast who sees it a good thing but teacher supply is a huge issue. It's even an issue for us, a language college. You need confidence to be able to deliver any language teaching. What's the model going to be? If it's based on real language learning, you've got to have the best teachers.'

Interview with Head of Department
(Language Department consists of 18 teachers.)

Liaison primary / secondary schools
Current practice in primary feeders is for classroom teachers to attend lessons in order to be 'trained' to take over so that Secondary teacher can move on to other feeder schools.

Continuity or overlap KS2/KS3
'My underlying concern is that if people who are teaching in clubs and classes in primary encroach on what we feel is 'our' syllabus, then it does create problems. But I don't think that has happened to date. We have tried to manage in a certain way, following guidelines from CILT etc., whereby we aim to increase pupils' receptivity, encourage listening skills, auditory discrimination - all that sort of thing - so that they lay good foundations.'
On the other hand, recognition that primary MFL is an excellent opportunity, given enough good teachers.

Had attended some Literacy hours in primary schools with Secondary English colleague and 'he was aghast when he saw so many of the books which feature in his year 7 scheme of work being used in year 6.'
Problem exacerbated by number of primary feeder schools to Language College.
It does not follow that all pupils who have had primary MFL experience are going to be high flying linguists. 'Exposure doesn't mean competence, necessarily.'

Proof of benefits of early FLT?
Reference to European models of early start.
Evidence of better results from single and dual linguists at GCSE still not available because the children have not worked their way up the system.

French teacher interview
The extent, scope and nature of the provision
Confirmation of 10% intake having MFL experience from schools but not sure how much experience of clubs in other schools. Expressed concerns about clubs. 'The performance of these teachers needs monitoring. This constitutes the first experience of many children.'

Liaison with primary schools
Heads, deputies, head of year visits. 2 taster day visits from primary schools in which children have a programme of lessons and meet other children.
Copies of SATs results to departments. Lack of knowledge about children's prior MFL from schools other than those in which there are partnership visits.

Assessment
In Year 7, end of unit assessment in all four skills plus discussion with whole range of teachers of other subjects prior to setting in year 8.

Secondary visits to primary schools
Part of mission of Language College. Currently 3 schools extending to five next term. After school clubs (45 mins). Avoidance of topics in year 7. Some of it will overlap but I don't labour topics that are part of the year 7 Scheme of Work. 'I concentrate on listening skills, fun activities, not necessarily worrying about a large amount of content but about giving them confidence.

Links with literacy
Strives to make primary children aware of the terminology: verbs, nouns and things. 'I also do quite a lot about sounds and how the words look, having the words written on different cards so that they can see what the verbs are, and making them aware of language learning skills, really, not so much the amount of language they come out with but they've got those skills which are so different from other subjects.'
Also, 1 hour per week in curriculum time in one feeder school (3 x year 6 classes). Discussed the differences between club and this curriculum time lesson, with normal teacher in attendance and to take over later.

Continuity KS2/KS3
No knowledge of European Primary Portfolio.
This could be very problematic if schools really take on the new KS2 scheme of work. We are going to have to radically change what we do in year 7.
Current problem around those who have done a little and those who have done a lot. Plan to introduce fast-tracking imminently. 'Certainly, this is the first year we have felt it because our primary work has developed so much. Some pupils are becoming really despondent.

We have to address this problem. Otherwise the message will be passed on: don't bother doing it now, you will do it all again in year 7 anyway!'
2 'fast-track' groups now created. Covering same syllabus but more quickly and in more depth. Not all girls who have done primary French but also some who have made rapid early progress. Recognises that the problem would not have arisen had French not been the language developed in feeder schools and the core language in year 7.

Proof of benefits of early FLT
'Their speaking skills are better, it's a question of confidence.' Listening skills improve; they don't have that fear or panic because they don't understand some new language. Reading is better because they understand that French words do not necessarily sound the way they are written. Not much impact on writing skills. They move up the levels quicker.

Methodology
Lot more miming and stories: 'I try to keep that up in year 7. I'm not worried about whether they come out with a lot of vocabulary; it's that they understand what skills they need to learn a language.'
Links with literacy: looking at same story books in French as they look at in their literacy hour. So they know the story, they feel comfortable about what is happening.

Attitude to expansion of primary mfl
'Part of me would feel that it was a pity that it had to be regimented. The fun, the enjoyment side of it is a big plus.'
'I also think that the turn against languages in year 9 - for a lot of them - that would happen earlier.'
'The thought of somebody starting a text-book in year 6 and continuing it through year 7 fills me with horror, really.'
Staffing problems mentioned; radical changes needed in year 7 syllabus; better liaison, records of achievement passed on; could lead to more early entry to GCSE.

Interview with parent of year 7 pupil
Choice of school
Not really linked to language opportunities, more to do with facilities and exam results. Pupils able to visit the school without parents to have taster day. Lots of information about the daughter who appears to be a very keen potential linguist taking French and Spanish in school and German outside. Alice had attended after-school club for 3 years.
'Workwise, there are so many opportunities to work abroad now. Languages open up so many horizons.'

Attitude to expansion of primary MFL
'I would think that it is best to introduce it in a gentle way, it shouldn't be a hard thing, with involvement in SATs.'
'I don't think you should throw out PE. Sports are important too, if only, you know, to keep everybody going. I don't know what ought to be dropped to make room. I wondered about RE but I think children get a lot out of learning about other cultures.'

Interview with Year 7 pupils
(6 girls)
Experience of Primary mfl
All had primary MFL experience varying from after-school club (which set lots of homework) to in-curriculum learning. Range of languages - not just French but some limited exposure to Italian (including food tasting) and German.

Attitude to FL learning: differences between primary and secondary school.
'All we did was games but we learnt much more quickly that we do now.'
'Well, we used to do some games and we used to... she used to read stories so we got used to the words and we used to taste French food.'
'We used to play games as well and I think what encouraged us is that she gave us sweets at the end - French sweets sometimes. But now when you get to the bigger school you think - Oh I've gone over this and there's nothing new. But you've got to go with the class. You cannot go into a little class on your own just because you've done it before.'
Unanimous agreement that they are doing things for a second time.
'Things that other people find difficult, I find so easy.'
'It's quite annoying that we've got to learn things all over again that we've learnt in our primary school.'
'You know what it is but you've got to go over and over it again. Je m'appelle and stuff like that.'
'I think what we did in primary school, we should leave it at that because we don't really use French much and we should concentrate on a better language , something more important for jobs.'
Almost unanimous agreement that they felt better about learning the new language (Spanish, German or Japanese). But linked to liking teacher as well as novelty value.

Things liked about French
All the equipment in the language labs and computers. Value of French trip. The chance to use the language in France.

Things disliked about French
It's harder than other subjects. Speaking French is hard because words seem long.
'I wish I could just click my fingers and know it all because I don't like starting from scratch again. It's really boring. We learn small words like hello and everything.'
'It's embarrassing 'cos everyone is looking at you.'
'Well, the thing I like least about it is the fact that we don't know what people usually say like to each other in normal conversation. Like, you don't go up to someone and say, in English, hello, my name is Sarah, would you? You'd say: 'Oh Hi!' I want to know what slang and that is. I'd be scared that if I was going to go up to someone, they would think I was really weird because I would be saying everything really posh.'

Benefits of learning French
'I think French helps you with your second language. I do Spanish. I already know a lot of French so I know what I am going to be taught in Spanish.'

Interview with Year 7 pupils
(5 girls)
Experience of Primary mfl
Varied experience, one summer school, others attended after school club, parents paid in two schools but no fee for provision from High School. No text-book but 'a 'big-book thing' which we added words and numbers to.'

Attitude to FL learning: differences between primary and secondary school.
'I feel a bit bad because not everybody knows it and we are doing it all again and we have to repeat it over and over again for the people who don't know it.'
Not bored with French, 'but it's just more of the same,'

Things liked about French
Playing lotto and other games. The kinds of things they did before. Every time we play a game we are learning the language. I like the games that are English because we can play them in French as well.

Things disliked about French
The tests. 'Practising over and over things like What's your name?' Repeating. Many references to this.

Benefits of learning French
'It has a good effect on maths because you learn the numbers and you have to work them out in French as well.'
'It helps with Spanish because the words are similar.'
'When I'm learning Spanish, because I know the French ones, I think of the French and that helps.'

Observation of year 7 lesson
50 minutes: 26 mixed ability pupils, classroom full of new, interesting display.
11.20 Register in French, lots of instructions in target language.
11.25 One pupil (prior MFL experience) acting as teacher asking lots of different questions. Every pupil involved. Mostly personal identification: age, brothers and sisters, nationality etc. Pronunciation rather poor, no correction. Quiet maintained throughout.
11.28 Teacher recapitulation and extension. Focus on anglais/anglaise.
11.30 Exposition of rule: one version for boys, one for girls. Practice in choral repetition of nationality question and answer. Good intonation pattern established.
11.35 Pliez le papier en deux, prenez les cahiers de brouillon etc. Insistence on target language use with minimal clarification when necessary. Different sets of personal details written on paper taken from a matrix on OHT. Pupils then insert paper under collar of partner and guessing game follows. Well-organised and useful practice opportunity for 'real' questions. Teacher model/demonstration avoids confusion. Game is a competition to see who can get all information the quickest.
1.45 Commendation for the whole class and commendations given out to selected pairs.
11.50 Tournez à la page 25 Route Nationale leading to speaking/reading/ writing activity on family relationships

Secondary School B

The context
11-16 mixed 9 form entry comprehensive school with 1200 on roll

Pupils from 9/10 feeder primary schools come in year 7 with diverse educational experience. Genuinely comprehensive in taking pupils of all abilities; high proportion of pupils of lower ability.
Only 1 feeder primary school has MFL. Probably 20% of cohort come from this school.

Interview with Deputy Head
Liaison with primary schools
One of assistant head-teachers and SEN co-ordinator collects academic data and member of English department has gone into schools to find out about Literacy hour.
KS3 co-ordinator – role of primary liaison target setting key skills, overall co-ordination academic data across all subjects, so that year 7 are challenged.

year 6/7 technology/science staff to go into primary school to start a project which continues into secondary phase.
Data passed on for MFL never seen. Head of Department involved in county project 'Building Bridges'.

Organisation and Management of MFL
No setting in year 7 hitherto but interested at looking at pupils who have had some experience and setting. Fast-tracking a possibility in the future. Admits that there is no curriculum continuity at present building on primary school.

Continuity and progression
Continuity not perceived to be more problematic than in other subjects provided all necessary structures in place.

Pupil and parental attitudes
'We have a problem with motivation; we do lose it somewhere; we lose it quite soon; we lose it by Xmas.'
Rather insular attitude of many families' lack of aspiration not viewing languages as not relevant. Looking at different approaches – satellite dish/ record channels for use in lessons. Hoped that introduction of GNVQ unit would have more relevance with work context. Not sure that it has achieved that yet but plans to take them to Peugeot factory. 'I don't need to learn a foreign language' idea tends to be mass-communicated to pupils by families.
Introducing earlier might help attitudes e.g. in year 5 or 6 when youngsters really want to grasp things.
'Parents in this area are apathetic about languages but if you get to the children young enough when they're keen and enthusiastic, the children will go home and say we did this that and the other in French today – it's really good. If youngsters are keen, maybe over time the parents will that development and change their view.'

Methodology
The opinions of a non-specialist: 'Too often I see didactic MFL teaching. There is more place for active learning: drama, role-play.'
'I think a significant number are reluctant to speak the language for fear of being wrong, fear of pronunciation.'
'Good MFL teachers have pupils eating out of their hand. It's not the subject, it's the style, the approach, the attitude. Even in secondary school they're still young enough to be open-minded.' Stressed the vital importance of the quality of teaching.

Statutory
Staff recruitment problems. 'I have a view that I or anyone with a bit of experience could possibly teach mfl at KS2 with some guidance and training. I don't feel that I would have to be (and I'm not trying to undermine the subject) a MFL graduate to do it well in KS2 and maybe that's an issue that needs communicating enthusiastically.'
Space in curriculum is a problem.

Interview with Head of Department
Liaison
5 feeder primary schools do French, one does Spanish. No contact with peripheral schools who send only a few pupils. Schools who send significant numbers of pupils (10 or more), a few contacts with some but none with others. Some have extensive provision with dedicated member of staff. Others have more fluid arrangements where it doesn't hold

such a priority in the curriculum. One school has a club. From 4 schools estimate about 20-25% of year 7 cohort have had primary French. If those who have done Spanish were added, it would be a larger proportion, about 50%.

This summer newly devised voluntary transfer document. Some schools don't want to use it despite the fact that it provides detailed information on their pupils who have done French, levels of attainment and outline of curriculum. No pre-organised expectation of liaison. HOD has visited and taken part in lessons in one feeder school. No meetings about curriculum.

Amount of French varies from school to school. 'The hope is that we can encourage those schools who do teach French to adopt a more uniform approach and perhaps encourage those who don't teach a language to consider it.'

Statutory

But the major issue here is level of local authority support, or a policy from headteachers at a national level. They have to agree that this is what they want to see that can be quite difficult.

'In my estimation that is essential. I don't think anything serious can happen without a requirement.'

This school would want to feel that there is more commitment than there is at the minute to the long-term future of language teaching in year 6 and year 5. As they are not required to do, they may decide to do other things and French could be taken off the menu.

Management of MFL

Special provision – no. Has discussed the possibility of grouping children to build on prior learning. Problems: change in school policy pupils mixed from different schools in forms for social reasons. If school changes policy would like to feel this a long-term change need to know primary schools have a long-term commitment to teaching French. No pupil setting. No curriculum continuity. Pupils have done different things, different emphasis. Even in same school, if club activity, not all pupils have attended, if on curriculum, because not a requirement one class may have done it , one not for timetable/ staffing reasons – varies from year to year. Let students know that they are aware that they have done French before and if individual teachers knowing this info. have significant numbers they take steps to differentiate as far as they can. Those who have done Spanish have opportunity to do Spanish in Y9 if they do well in French. School that teaches Spanish has chosen not to take part in the transfer document project.

KS2 continuity – probably with mfl large element of skill development in teaching and learning process and it is easier to measure knowledge (vocabulary and so on) than it is to judge level of listening/ reading that child has attained. Can raise a few issues that can only be overcome by teachers meeting tog. for professional development training. Issues not present to same degree in other subjects. KS2 guidelines and schemes of work – no mechanism by which HOD could draw attention of these to primary feeder schools who in any case do not send their pupils uniquely to this school. Would have to be some uniformity or conflict with other secondary schools. Similar requirements/expectations in following schemes of work/ guidelines.

Standards and attainment

Difficult to know whether those students who have done French in year 6 or earlier achieve higher standards. 'My judgement would be that they have been more motivated by their experience in year 6 and generally their motivation continues to be good throughout KS3 and obviously that would have an effect on their levels of attainment. But I've got no evidence that standards are better.'

Pupils' attitudes

The sort of things we teach seem to be out of line with students' personal and social development. In year 9 they are still doing fairly basic topics and in KS4 the topics tend to be very much the same as those encountered before.

'My feeling would be that if more teaching were done in KS2 then the basic elements of vocabulary and structure could be laid and in KS3 could do something more in line with student's development.'

Attitudes have become negative. Inadequate preparation for National Curriculum KS4 requirement.

Assessment

No tracking of pupils through KS3 to ascertain any differences in the levels of attainment of those with primary MFL and those without.

Not aware of European languages portfolio

Methodology

Students who have had a positive experience in year 6 maintain their advantage. Methods very similar in year 7/8 to year 6 where information is available. Not sure of primary teachers' awareness of NC. Where there has been some involvement between secondary school and feeder primary school a great deal of alignment in terms of general approach, balance of skills etc. Not all schools do all four skills.

Attitude to expansion

Schools are not going to show any long term commitment if they feel themselves to be isolated in this approach. There has to be a national long-term commitment if there is to be an adequate supply of teachers, adequate provision of in-service training (significant amount required) resources developed and made commercially available catering for younger students. All bodies which are going to be involved will need to know there is a long-term commitment to it. KS3 and KS4 need to be looked at again if KS2 is introduced – need programme which rolls out in front of us so that we know when various things should be implemented but also that the resources needed are there. If students are going to have the foundations of language learning established in years 5 and 6, then obviously that is going to have a significant effect on what goes on in KS3 and longer term will have an effect on what goes on in KS4. Professional development needed in all key stages.

Diversification

Would like to see diversification of provision at KS2. A fair proportion of primary teachers might have GCSE French or equivalent and could teach French but much smaller numbers would be able to teach German or Spanish. Discussion of stranglehold of French: possibility of diversification later. Difficult if there is no agreed approach where schools feed a number of secondary schools. The market place mentality does not aid planning. There is a risk of unviable numbers of students who have done Spanish or German.

Interview with year 7 pupils

Experience of MFL

One pupil had 30 minute lessons. Sheets or booklets to colour in. Taught by class teacher. Learnt objects, clothes, colours, numbers, activities. Singing. Cassettes.
No French visits. Lessons in secondary school very different: 'She speaks French better and she's fun. We learn a lot more'. More tests this year.
Having done French before helps. 'It's just words and that.'
2 pupils had attended French Club 15 –30 minutes every week at lunch time.
'We didn't go over things much at all. She'd say something, give us a sheet and then go on to something different next time'. Taught by one of members of staff. Open to members of year 6 and those in year 5 who were going on French trip.
Learnt days of week, months of year, colours, numbers, personal details, family, buildings.
'We didn't do it very detailed, we didn't do sentences, we just did words.' 'In lessons we listened and repeated and wrote it down in a book and we did sheets for homework'.
Pictures to label.
'We didn't do anything very exciting, we just did the sheets and we didn't have any books or tapes or anything like that to refer to. We just had our teacher and the book we wrote things down in.' Lessons now very different. Current teacher's French better with instructions in French. No text book, wrote down vocabulary in exercise book and worked off worksheets.
1 went to after school club but taught mainly by brother. Taught by one of the teachers.
Learnt numbers 1-100: 'We went through them and through them and that was about it.'

The Independent school

The visit to an independent 3-19 girls' school included observations of lessons in nursery, reception, and Years 1, 2, 4, 5, 6. There were also interviews with the Head Teacher, Head of Languages Department and Primary Co-ordinator of French, parents and pupils.
French is taught from age 3 in the nursery for two lessons of 15 minutes a week. From Reception to Year 4, there are two 20 minute lessons per week and in years 5 and 6 two 30 minute lessons a week.

Interview with Headteacher

The Head Teacher saw the aims of learning French as more than language:
'spreading culture, learning about different people in the world, giving them a more global view, making children confident, to give them as many skills as possible.'
She was very much in favour of learning languages:
'Today, with a shrinking world, modern languages are extremely important. I believe children today catch planes the way I caught a bus as a child therefore every tool we can give to equip them for that is most important.'
Staff provision is good: a Head of Languages to oversee the whole department and a member of staff in charge of primary. All staff are trained and receive INSET. There was no standard budget allocation for languages: staff have to put forward a case and are given what they need in moderation but needs vary across departments. Funding had recently been made available for the 'Jolie Ronde' course.
She felt languages had a good impact on the curriculum and Spanish had recently been introduced in Year 9 as well as German, although this caused time-tabling problems:
'I'm not sure that having French as a core subject is necessarily the right way to go, so I'm looking all the time at change not for the sake of change but change for the good of the children.'
Approximately one third of pupils continue with two languages to GCSE. There was little cross-curricular work although there were trips to France and exchanges arranged.

Transition is not really an issue as the majority of children stay on to secondary. All records are passed on if children transfer to a different school. However, some children join the school in Year 7 who have no background in French:
'It is a tribute to my staff that they are able to bring them up to scratch. I was once asked by a DfEE inspector why we taught French in the lower school if children who come in at the age of 11 get the same results as those who have learnt it from age 5, but those children are learning more than just a language'.
She considered parents' attitude to foreign language learning was very positive:
'Parents love it. It's one of my selling points.'

Interview with Head of Department and Primary Co-Ordinator of French

Aims

They confirmed their approach was to make learning French fun, using songs and games in the early stages. They viewed the purposes as enhancing confidence in French:
'It means it's just second nature to them, just part of the curriculum and they are much more confident and more at ease with learning a language. It also teaches about cultural issues.'

Differentiation

For the first time this year they are using a system of fast-tracking. Year 6 pupils are using the year 7 book with the possibility of taking GCSE earlier. Those who come from other schools will be placed in a different set and can be moved if they make very good progress. Previously, new pupils were mixed with existing groups and starting from scratch again meant that those who had done French before were a bit bored. The grammatical side was a bit more alien to them however, and those who were new and quite gifted managed to catch up by Easter by having individual lessons at lunch and after school.

Liaison

There is some networking and sharing of ideas with other primary schools.
Methodology in the secondary school continues with the use of target language and songs and games continue in year 7.

Assessment

In years 5 and 6 there are oral/written end-of-unit tests, but there is little emphasis on testing:
'I think it's dangerous to make it too structured. The emphasis is really on fun and on making language learning attractive'.
Although aware of non-statutory guidelines and NC AT levels, they are not used, and the stage reached at the end of primary is not measured. Two written reports go to parents each year including a grade and comment about participation and attitude.
They are not aware of the European Language Portfolio.

Attainment

In terms of impact of standards on secondary school they feel oral and aural benefits continue. Those who have done French throughout generally get A* or A grades at GCSE. Where new pupils come, progress is slowed down, but generally motivation is maintained:
'I think it's a confidence issue. If they've done languages they've got no inhibitions. They get to year 7, they're willing to talk and that carries on. Whereas someone starting at age 11, it's a difficult time – they're starting to become aware of themselves, aware of speaking out in front of others and it's something different, therefore it's something to be afraid of and worried about.'

Methodology

La Jolie Ronde is used from year 3. Progression is built in. The approach is largely oral but children can do work at home or in lessons, largely colouring and labelling initially, and gradually introducing some reading in years 2 and 3 and writing in year 4.

Lesson observations

Lessons in the early years were conducted entirely in the target language and were characterised by rapid change of activity (eight in twenty minutes), action songs, finger rhymes, stories using flashcards or picture books with repetition built in, and games to practise vocabulary. French was part of the school routine and in the early years was conducted with children sitting on the floor. Pupils were actively involved throughout, listening, speaking, moving appropriately for action and finger rhymes. The teacher used a high level of language for stories; pupils were captivated and joined in with single word or phrase responses according to age and complexity. In some cases language reinforced other learning, for example counting and colours. Older children from Year 4 used workbooks and there was evidence of grammatical input (adjectives - agreement and word order).

Interview with parents

Most of their children had learnt French since nursery and parents had very positive views of learning language:

'They're not phased in the slightest by it. It's just part of the learning day'.

'To them it's the same as English, Maths. French is just another lesson'.

They appreciated the way the children were taught in a fun, playful way and felt an early start was beneficial:

'The younger they are, the easier to learn.'

'I'm all for it – the younger the better. I think they don't do enough - they should get more than one language. They take it on board.'

'The younger they are the more they enjoy it.'

'They find it a challenge but they're less embarrassed and reserved.'

They stressed the importance of languages for the future and job possibilities.

They viewed transition difficult for those who join the school with no primary experience:

'If introduced to all schools it would phase out the problem.'

'For me, the ideal situation for foreign language learning would be from nursery as part of the day as soon as they can talk and understand. If they hear another language they're not so troubled by it later on and it becomes a way of life.'

Interviews with pupils

Pupil representatives from years 3, 4, 5, 6, and 7 were very positive about learning French: 'It's fun'. 'It's good for when you go on holiday and know that you're saying things correctly'.

They described activities as games, role play, songs, videos of pupil work. Reading and writing was introduced in Year 4. Year 7 was considered more difficult with 'a lot of tests'.

They enjoyed the materials used (La Jolie Ronde):

'They have games in and we can read and look through them'.

They disliked spelling tests. One felt it helped with other subjects:

'My teacher did a little bit of French Maths and it helped us to get all the answers right.'

Appendices

Appendix 1

The LEA Questionnaire

Modern foreign languages at key stage 2

August 2000

This questionnaire is part of an inquiry commissioned by the Qualifications and Curriculum Authority into the current situation with regard to the teaching of modern foreign languages to key stage 2 children. It has been sent to Inspectors/Advisers for Modern Foreign Languages in each local authority in England, with copies to Inspectors/Advisers for Primary Education. We need only one returned questionnaire from each LEA.

We anticipate that completion of the questionnaire will take no more than twenty minutes of your time, and that your responses to some questions may be based on estimates where you do not have access to completely accurate figures. We hope you will be able to complete as much of the questionnaire as possible. There are five pages to the questionnaire, including this one.

Please note that the results of the questionnaire will be used, alongside the results of other information gathering exercises, to make global statements only. No individuals or LEAs will be mentioned by name. We would ask you, however, to complete the box below for our recording purposes.

LEA: ……

Contact name: ……

Address: ……

……

……

Tel: ……

E-mail: ……..

Please return completed questionnaire to:
Dr Jane Medwell, Institute of Education, University of Warwick, Coventry CV4 7AL

The purpose of this questionnaire is to help determine the extent of foreign language teaching at key stage 2. <u>Please note that we are excluding here the teaching of community and/or home languages</u>. We are also interested in establishing some of the factors that either help or hinder the provision of foreign language teaching.

1. How many school are there in your authority with key stage 2 children on roll? ❑

2. To the best of your knowledge, how many of these schools teach a foreign language to key stage 2 children? ❑

3. Over the past two to three years has this number: increased? ❑

   decreased? ❑

   remained more or less the same? ❑

   I don't know. ❑

4. Over the next five years would you expect it to: increase? ❑

   decrease? ❑

   remain more or less the same? ❑

   I don't know. ❑

5. If you expect the teaching of foreign languages at key stage 2 to increase, why do you think this? Please tick any of the following factors you think are significant.

   Pressure from central government. ❑

   Increasing ties with other European countries. ❑

   An increase in the number of teachers with appropriate qualifications. ❑

   Parental demand. ❑

   Provision of key stage 2 schemes of work for foreign language teaching. ❑

   Other (please specify) ❑

……
……
……

Please return completed questionnaire to:
Dr Jane Medwell, Institute of Education, University of Warwick, Coventry CV4 7AL

6. If you expect the teaching of foreign languages at key stage 2 to decrease, why do you think this? Please tick any of the following factors you think are significant.

Pressures on curriculum time from the core national curriculum subjects. ❑

A shortage of appropriately qualified teachers. ❑

Lack of interest in schools. ❑

Lack of evidence of an impact on pupils' later achievement in foreign languages. ❑

Lack of evidence of increased pupils' motivation to learn a foreign language. ❑

Other (please specify) ❑

……
……
……

7. Which languages are currently taught, as part of the timetabled day, at key stage 2 in your authority? (NB Excluding community or home languages.)

French ❑

German ❑

Spanish ❑

Italian ❑

Other (please specify) ❑

……
……

8. Which languages are taught <u>outside</u> of the timetabled day? (NB Excluding community or home languages.)

……
……

9. Does your authority have a policy for the teaching of foreign languages at key stage 2?

No ❑

Yes ❑

If such a policy exists, we would be most grateful if you could enclose a copy when you return this questionnaire. Please tick here if you have enclosed such a document. ❑

Please return completed questionnaire to:
Dr Jane Medwell, Institute of Education, University of Warwick, Coventry CV4 7AL

10. Could you briefly describe any steps the authority has taken to assist the transition from key stage 2 to 3 in terms of foreign language learning?

11. What support is your authority giving to the teaching of foreign languages at key stage 2? (Please tick all that apply.)

None. ❑

Provision of in-service courses. ❑

Employment of peripatetic teachers. ❑

Designation of an adviser with responsibility for supporting primary foreign language teaching. ❑

Establishment of a resource collection for interested schools. ❑

Other (please specify) ❑

……
……
……

12. What support is planned for the next 2/3 years? (Please tick all that apply.)

None. ❑

Provision of in-service courses. ❑

Employment of peripatetic teachers. ❑

Designation of an adviser with responsibility for supporting primary foreign language teaching. ❑

Establishment of a resource collection for interested schools. ❑

Other (please specify) ❑

……..
……

Many thanks for your response.

Please return completed questionnaire to:
Dr Jane Medwell, Institute of Education, University of Warwick, Coventry CV4 7AL

Appendix 2

The Key Stage 2 Questionnaire

ANALYSIS AND EVALUATION OF THE CURRENT SITUATION RELATING TO THE TEACHING OF MFL AT KEY STAGE 2 IN ENGLAND

All the data gathered in this questionnaire is vitally important since it will be used, along with other research evidence, to generate as accurate a picture as possible about provision for modern foreign languages in primary and middle schools.

Even if your school has no foreign language provision at the moment, you should answer the relevant questions since your answers are equally important as those from schools where language teaching occurs.

The questionnaire has been designed so that it can be very quickly completed by the head teacher or relevant member of staff. Providing the answers should take no more than 10 - 15 minutes of your time.

We assure you that the identification label on the front of the questionnaire is included only to assist us in tracking responses. Individual schools will not be identified or referred to in any reports we make of the results.

IMPORTANT NOTE

Although the questionnaire may appear long, each person replying will have only to answer two sections:

Part A **TO BE COMPLETED BY ALL RESPONDENTS**

Part B **TO BE COMPLETED BY THOSE IN SCHOOLS WHERE THERE IS CURRENTLY NO FOREIGN LANGUAGE TEACHING IN KEY STAGE 2**

Part C **TO BE COMPLETED BY THOSE IN SCHOOLS WHERE THERE IS SOME FOREIGN LANGUAGE PROVISION IN KEY STAGE 2**

Please return the completed questionnaire in the prepaid envelope by **Friday 20 October 2000** to:

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education
University of Warwick
CV4 7BR
Fax number: 024 7652 4641

PART A: TO BE COMPLETED BY ALL RESPONDENTS

1. Role/Responsibility of person completing the questionnaire.
(i.e. head-teacher, classroom teacher (general), specialist language teacher):

_____

2. Your own opinions about FLT (Foreign Language Teaching, excluding home/community languages) in the primary school.

Please tick the appropriate column to show how far you agree or disagree with the statements below.

	strongly agree	agree	no opinion	disagree	strongly disagree
Learning a particular language at primary school improves achievement in that same language at secondary school.					
FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.					
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school.					
FLT is too confusing for children of primary school age.					
FLT at primary school improves attitudes towards people of other cultures.					
FLT provides a desirable broadening of the key stage 2 curriculum.					
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.					
FLT at primary school helps to develop pupils' knowledge, skills and understanding in English					
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.					
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.					
FLT in primary schools is best done by specialist foreign language teachers.					

Comment: _____

_____

_____

3. Is there at present any provision for FLT at Key Stage 2 in your school? This can include language clubs or other language learning out of taught time.

Please tick the appropriate response.

NO ☐

Now go to Part B, page 3

YES ☐

Now go to Part C, page 6

PART B: TO BE COMPLETED BY RESPONDENTS IN SCHOOLS WHERE THERE IS CURRENTLY NO FOREIGN LANGUAGE TEACHING IN KEY STAGE 2.

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4. To the best of your knowledge, has there been any FLT in Key Stage 2 in your school in the past 5 years? Please tick the appropriate response.

NO ☐
Now go to Part B and continue from Q. 8 (page 4)

YES ☐
Now go on to the next question (Q. 5 - Part B)

5. Which language[s] were taught?

Please tick the appropriate box(es).

French ☐
Spanish ☐
German ☐
Italian ☐

Other(s) (please give details)

_____

6. Please specify whether your school was teaching foreign language(s) in Key Stage 2 during any of the following school years. Please tick the appropriate box(es) below.

1995-1996 ☐
1996-1997 ☐
1997-1998 ☐
1998-1999 ☐
1999-2000 ☐

Other(s) (please give details)

_____

_____

7. Why did your school stop teaching foreign language(s)?

Please tick the appropriate box(es).

Specialist foreign language teaching staff left the school. ☐
It was not possible to timetable specialist foreign language teaching staff to cover all the classes required. ☐
Fulfilling the statutory requirements of the national curriculum took priority over foreign language teaching. ☐
Pupils failed to make adequate progress in the language(s) taught ☐
The relevant secondary school(s) did not support the idea of primary school foreign language teaching ☐
The introduction of the National Literacy Strategy took priority over FLT ☐
There was a lack of parental support for foreign language teaching ☐
The school could no longer cover the costs ☐
Lack of conviction that there would be a benefit to pupils' future attainment in FLT at secondary school ☐

Other reasons (please give details below)

_____

_____

_____

8. Your future plans
Have you any plans to (re)introduce FLT into your school?

YES ☐
(If 'YES' please answer question **9**)
NO ☐
(If 'NO' please answer question **10**)

9. You have plans to (re)introduce FLT into your school.
Which of the following factors have influenced your decision?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing body ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between your school and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐

Other factors (please give details below)

_____

_____

_____

Now please answer Questions 11 and 12

10. You have <u>no</u> plans to (re)introduce FLT into your school. However, which of the following factors might lead you to (re) introduce FLT to your school?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing body ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between your school and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐

Other factors (please give details below)

_____

_____

_____

_____

11. If, to the best of your knowledge, there has <u>never</u> been any FLT in your school, please answer this question.
Please state briefly why there has never been any FLT in your school.

_____

_____

_____

_____

12. We are interested in following up a number of people who have responded to this questionnaire. Would you be willing to support this research further by:

our contacting you by telephone? **YES** ☐
NO ☐

our visiting your school? **YES** ☐
NO ☐

Please send the completed questionnaire, using the prepaid envelope to:
Dr Jane Medwell, FREEPOST MID 23197, Institute of Education,
University of Warwick, Coventry CV4 7BR
or fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

PART C: TO BE COMPLETED BY THOSE IN SCHOOLS WHERE THERE IS SOME FOREIGN LANGUAGE PROVISION IN KEY STAGE 2

13. What are the educational purposes for which you provide FLT in your school?

Please tick the appropriate box(es)

- to develop competence in the language taught ☐
- to develop general foreign language learning skills ☐
- to develop cultural awareness ☐
- to broaden the scope of the curriculum ☐
- to develop positive motivation for future foreign language learning ☐
- to enhance and extend competence in the English Language ☐
- to facilitate links with schools abroad ☐

Other purposes (please give details below)

_____

_____

_____

14. What factors reinforce your decision to provide FLT in your school?

Please tick the appropriate box(es}

- parental demand ☐
- encouragement from governing body ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between your school and other countrie ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐
- availability of suitable teaching materials ☐
- FLT is provided in other local primary schools ☐
- to offer something which is not available in other local primary schools ☐
- preparation for secondary school entrance ☐

Other factors (please give details below)

_____

_____

15. The time-tabling of FLT
How is time for FLT organised in Key Stage 2?

Please tick the appropriate box(es) below.

- As separate lessons given during normal teaching hours ☐
- As part of general literacy teaching ☐
- Integrated within curricular topics [e.g. as part of PE or art teaching] ☐
- As part of everyday routines [e.g. taking the register ☐
- Short 'taster' course in one foreign language ☐
- Short 'taster' courses involving several languages ☐
- As extra lessons given outside of taught time at no cost to pupils ☐
- As extra lessons offered outside of taught time for which pupils pay ☐

Other forms of provision (please give details below)

_____

_____

_____

16. Please complete the table below to indicate which foreign language(s) are taught in your school in each year group, and for how many minutes per week.
(Key stage 1 has been included here in case you teach languages at this key stage as well as at key stage 2.)

Year group	French	Spanish	German	Italian	Other (please give details)
Example Year 6	***yes one hour per week***			***yes. half hour weekly after school club***	
Reception					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Mixed age groups taught together					

17. Who teaches the FL in Key Stage 2?

Please tick the appropriate box(es) below.

A member of the school teaching staff who is subject leader for FL. ☐
A member of the school teaching staff who teaches some FL,
but not as the main area of responsibility ☐
A peripatetic FL teacher whose teaching is funded by the LEA ☐
A visiting foreign language teacher from a local secondary school ☐
A visiting foreign language Assistant funded by the LEA ☐
An external [paid] teacher, e.g. in a language club run by a private company ☐
An external volunteer teacher ☐

Other(s) (please give details below)

_____

_____

_____

18. The qualifications of MFL teachers in your school

Please indicate the highest level of language qualifications or knowledge of the teacher[s] involved in FLT in your school. Do this by **writing the name of the language(s) they actually teach** in the 'language(s)' column and ticking the qualification or level of knowledge per language.

	Language(s)	Degree level	'A' level	GCSE/ 'O' level	Native speaker	Other (please give details below)
Teacher 1						
Teacher 2						
Teacher 3						

Please add any comments or further explanations of this answer below.

_____

_____

19. Links with local secondary schools
What form do links take with local secondary schools regarding FLT?

Please tick the appropriate box(es) below.

Joint course planning between primary and secondary school teachers	☐
Continuity of teaching materials (e.g. use of different stages of same published course)	☐
Transfer of information about pupils' prior foreign language learning	☐
Visits by primary teachers into secondary schools	☐
Visits by secondary teachers into primary schools	☐
Working parties involving teachers from primary and secondary schools	☐

Other(s) (please give details below)

_____

_____

_____

20. We are interested in following up a number of people who have responded to this questionnaire. Would you be willing to support this research further by:

our contacting you by telephone?	**YES**	☐
	NO	☐
our visiting your school?	**YES**	☐
	NO	☐

Please return the completed questionnaire by

<u>Friday 20 October 2000</u>

using the prepaid envelope to

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education
University of Warwick
CV4 7BR

or Fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

Appendix 3

The Secondary Schools Questionnaire

ANALYSIS AND EVALUATION OF THE CURRENT SITUATION RELATING TO THE TEACHING OF MFL AT KEY STAGE 2 IN ENGLAND

All the data gathered in this questionnaire is vitally important since it will be used, along with other research evidence, to generate as accurate a picture as possible about provision for modern foreign languages in primary and middle schools.

Even if your school does not receive pupils who have experienced foreign language teaching (FLT) in their primary or middle school, you should answer the relevant questions (1 - 5) since your answers are equally important as those from schools who do receive pupils having FLT before they transfer to secondary school.

The questionnaire has been designed so that it can be very quickly completed by the head teacher or relevant member of staff. Your answers, mostly ticking boxes, should take no more than 5-10 minutes of your time.

We assure you that the identification number on the front of the questionnaire is included only to assist us in tracking responses. Individual schools will not be identified or referred to in any reports we make of the results.

IMPORTANT NOTE: Each person replying will have only to answer two sections:

Part A **TO BE COMPLETED BY ALL RESPONDENTS**

Part B **TO BE COMPLETED BY RESPONDENTS IN SECONDARY SCHOOLS WHERE THERE IS NO FOREIGN LANGUAGE PROVISION IN KEY STAGE 2 IN FEEDER PRIMARY/MIDDLE SCHOOLS OR WHERE THE CURRENT SITUATION IS NOT KNOWN**

Part C **TO BE COMPLETED BY RESPONDENTS IN SECONDARY SCHOOLS WHERE PUPILS ENTERING KEY STAGE 3 HAVE EXPERIENCED SOME FOREIGN LANGUAGE TEACHING IN KEY STAGE 2.**

Please return the completed questionnaire in the prepaid envelope by **Friday 17 November 2000** to:

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education
University of Warwick
CV4 7BR
Fax number: 024 7652 4641

PART A: TO BE COMPLETED BY ALL RESPONDENTS

1. Role/Responsibility of person completing the questionnaire:
(i.e. head-teacher, deputy head, year head, head of languages):_____

2. Type of secondary school:
age range (e.g. 11-16/11-18/14-18): _____

designation (e.g. state-maintained/independent/CTC/Language College)_____

3. Your own opinions about FLT (Foreign Language Teaching, excluding home/community languages) in primary schools.
Please tick the appropriate column to show to what extent you agree or disagree with the statements below.

	strongly agree	agree	no opinion	disagree	Strongly disagree
Learning a particular language at primary school improves achievement in that same language at secondary school.					
FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.					
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school.					
FLT is too confusing for children of primary school age.					
FLT at primary school improves attitudes towards people of other cultures.					
FLT provides a desirable broadening of the key stage 2 curriculum.					
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.					
FLT at primary school helps to develop pupils' knowledge, skills and understanding in English.					
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.					
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.					
FLT in primary schools is best done by specialist foreign language teachers.					

Comment: _____

_____

4. Is there at present ANY provision for FLT at Key Stage 2 in your 'feeder' primary or middle schools?
(This can include language clubs or other language learning out of taught time.) Please tick the appropriate response

NO ☐ Now go to Part B page 3 question 5
DON'T KNOW ☐ Now go to Part B page 3 question 5
YES ☐ Now go to Part C page 5 question 8

PART B: TO BE COMPLETED BY RESPONDENTS IN SECONDARY SCHOOLS WHERE THERE IS NO FOREIGN LANGUAGE PROVISION IN KEY STAGE 2 IN FEEDER PRIMARY/MIDDLE SCHOOLS

5. If a foreign language were taught at key stage 2 in your feeder primary/middle schools, what do you think the educational purposes should be?

Please tick the appropriate box(es)

- to develop competence in the language taught ☐
- to develop general foreign language learning skills ☐
- to develop cultural awareness ☐
- to broaden the scope of the curriculum ☐
- to develop positive motivation for future foreign language learning ☐
- to enhance and extend competence in the English Language ☐
- to facilitate links with schools abroad ☐

Other purposes (please give details below)

_____

_____

_____

6. Modern foreign languages are designated non-statutory at key stage 2. Which of the following factors would, in your opinion, encourage the expansion of FLT at key stage 2 in primary and middle schools?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing bodies ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between schools and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary schools ☐
- LEA initiatives ☐

Other factors (please give details below)

_____

_____

_____

7. From your perspective in secondary school, what do you consider to be the <u>necessary</u> <u>pre-conditions</u> for a successful expansion of primary modern foreign language teaching?

Please tick the appropriate box(es}

- availability of suitably qualified teachers ☐
- provision of suitable INSET courses ☐
- availability of linked additional funding ☐
- joint course planning between primary and secondary school teachers ☐
- continuity of teaching materials (e.g. use of different stages of same published course) ☐
- transfer of information about pupils' prior foreign language learning ☐

Other pre-conditions (please give details below)

_____

_____

_____

_____

_____

Please return the completed questionnaire by

<u>Friday 17 November 2000</u>

using the prepaid envelope to

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education,
University of Warwick, CV4 7BR
or Fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

PART C: TO BE COMPLETED BY RESPONDENTS IN SECONDARY SCHOOLS WHERE PUPILS ENTERING KEY STAGE 3 HAVE EXPERIENCED FOREIGN LANGUAGE TEACHING IN KEY STAGE 2.

8. Approximately what proportion of pupils entering key stage 3 in your school have experienced FLT in key stage 2?

- less than 10% ☐
- 10% - 25% ☐
- 26% - 50% ☐
- 51% - 75% ☐
- more than 75% ☐

9. Links between secondary schools and feeder primary and middle schools. What form do links take with your primary/middle feeder schools regarding FLT?

Please tick the appropriate box(es) below.

- Joint course planning between primary and secondary school teachers ☐
- Continuity of teaching materials (e.g. use of different stages of same published course) ☐
- Transfer of information about pupils' prior foreign language learning ☐
- Visits by primary teachers into secondary schools ☐
- Visits by secondary teachers into primary schools ☐
- Working parties involving teachers from primary and secondary schools ☐

Other(s) (please give details below)

_____

_____

_____

10. What do you believe should be the educational purposes of FLT at key stage 2?

Please tick the appropriate box(es)

- to develop competence in the language taught ☐
- to broaden the scope of the curriculum ☐
- to develop general foreign language learning skills ☐
- to develop cultural awareness ☐
- to enhance and extend competence in the English Language ☐
- to develop positive motivation for future foreign language learning ☐
- to facilitate links with schools abroad ☐

Other purposes (please give details below)

_____

_____

_____

11. We are interested in how schools manage pupils entering key stage 3 with varied and different FLT experiences in key stage 2.
(If this does not apply in your case, please move on to question 12 now)
If this <u>is</u> the case in your school, which of the following apply?

Please tick the appropriate box(es) below.

- we consult pupils' transfer data ☐
- we assess them on entry to our school ☐
- we assess them later during their first year with us ☐
- we give them differentiated work in normal classroom teaching ☐
- we put them into special sets on entry to our school according to their prior learning experience ☐
- we have no special provision for these pupils ☐
- we insist on their starting a new language ☐

Other arrangements or further comments (please give details below)

_____

_____

_____

12. Your perceptions of pupils entering key stage 3 with prior FLT experience.
In your opinion, which of the following are <u>generally</u> applicable to pupils in your school with key stage 2 FLT experience?
Please tick the appropriate column to show to what extent you agree or disagree with the statements below.

	strongly agree	**agree**	**no opinion**	**disagree**	**strongly disagree**
They are enthusiastic about their prior language learning experience.					
They are motivated to continue to learn a foreign language.					
They know a lot about the country/countries whose language they have studied.					
In comparison with pupils with <u>NO</u> prior FLT in key stage 2, <u>at the end of the first year of secondary school</u>, they are:					
better at listening					
better at speaking					
better at reading					
better at writing					
In comparison with pupils with <u>NO</u> prior FLT in key stage 2, they achieve better results at the end of key stage 3					

13. Modern foreign languages are designated non-statutory at key stage 2. Which of the following factors would, in your opinion, <u>encourage</u> the expansion of FLT at key stage 2 in primary and middle schools?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing bodies ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between schools and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐

Other factors (please give details below)

_____

_____

14. From your perspective in secondary school, what do you consider to be the <u>necessary</u> <u>pre-conditions</u> for a successful expansion of primary modern foreign language teaching?

Please tick the appropriate box(es}

- availability of suitably qualified teachers ☐
- provision of suitable INSET courses ☐
- availability of linked additional funding ☐
- joint course planning between primary and secondary school teachers ☐
- continuity of teaching materials (e.g. use of different stages of same published course) ☐
- transfer of information about pupils' prior foreign language learning ☐

Other pre-conditions (please give details below)

_____

_____

15. We are interested in following up a number of schools who have responded to this questionnaire. Would you be willing to support this research further by:

our contacting you by telephone? **YES** ☐ Tel no:_____

NO ☐

Please return the completed questionnaire by **<u>Friday 17 November 2000</u>** using the prepaid envelope to:

Dr Jane Medwell, FREEPOST MID 23197, Institute of Education, University of Warwick CV4 7BR
or Fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

Appendix 4

The Initial Teacher Training Questionnaire

ANALYSIS AND EVALUATION OF THE CURRENT SITUATION RELATING TO THE TEACHING OF MFL AT KEY STAGE 2 IN ENGLAND

All the data gathered in this questionnaire is vitally important. It will be used, along with other research evidence, to generate as accurate a picture as possible about provision for modern foreign languages in primary and middle schools and current provision for initial and in-service training for language teachers in key stages 1 and 2.

Even if your institution/organisation does not provide specialist initial or in-service training for foreign language teaching (FLT) in primary or middle schools, please answer the relevant questions (1 - 5) since your answers are equally important as those from institutions/organisations who do provide such initial or in-service training.

The questionnaire has been designed so that it can be very quickly completed. Your answers, mostly ticking boxes, should take no more than 5-10 minutes of your time.

We assure you that the identification number on the front of the questionnaire is included only to assist us in tracking responses. Individual institutions/organisations will not be identified or referred to in any reports we make of the results, unless expressly requested by us.

IMPORTANT NOTE: **You will have only to answer two sections:**

Part A **TO BE COMPLETED BY ALL RESPONDENTS**

Part B **TO BE COMPLETED BY RESPONDENTS IN INSTITUTIONS OR ORGANISATIONS WHERE THERE IS NO PROVISION FOR INITIAL TRAINING IN MODERN FOREIGN LANGUAGE TEACHING FOR KEY STAGE 1 AND/OR 2**

Part C **TO BE COMPLETED BY RESPONDENTS IN INSTITUTIONS OR ORGANISATIONS WHERE THERE IS SOME PROVISION FOR INITIAL TRAINING IN MODERN FOREIGN LANGUAGE TEACHING FOR KEY STAGE 1 AND/OR 2**

Please return the completed questionnaire in the prepaid envelope by **Friday 17 November 2000** to:

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education, University of Warwick, CV4 7BR
Fax number: 024 7652 4641

PART A: TO BE COMPLETED BY ALL RESPONDENTS

1. Role/Responsibility of person completing the questionnaire.
(e.g. Primary/Secondary/PGCE/BEd/BA[QTS] MFL co-ordinator/tutor):

_____

2. Your own opinions about FLT (Foreign Language Teaching, excluding home/community languages) in primary schools.

Please tick the appropriate column to show how far you agree or disagree with the statements below.

	strongly agree	agree	no opinion	disagree	strongly disagree
Learning a particular language at primary school improves achievement in that same language at secondary school.					
FLT at primary level improves achievement in foreign language learning at secondary school, even if a different language is taught.					
If pupils learn a foreign language at primary school, they should have the opportunity to learn the same language at secondary school.					
FLT is too confusing for children of primary school age.					
FLT at primary school improves attitudes towards people of other cultures.					
FLT provides a desirable broadening of the key stage 2 curriculum.					
FLT at primary school imposes too much pressure on pupils who have many other subjects to cope with.					
FLT at primary school helps to develop pupils' knowledge, skills and understanding in English					
Pupils at key stage 2 need to concentrate on learning English and should not yet start to learn another language.					
FLT at primary school increases pupils' motivation to learn foreign languages at secondary school.					
FLT in primary schools is best done by specialist foreign language teachers.					

Comment: _____

_____

3. Is there at present ANY provision in your institution/ organisation for initial training in modern foreign language teaching in key stage 1 and/or 2?

Please tick the appropriate response.

NO ☐

If 'NO', go to Part B page 3 question 4

YES ☐

If 'YES', go to Part C page 6 question 12

PART B: TO BE COMPLETED BY RESPONDENTS IN INSTITUTIONS OR ORGANISATIONS WHERE THERE IS CURRENTLY NO PROVISION FOR INITIAL TRAINING IN MODERN FOREIGN LANGUAGE TEACHING FOR KEY STAGE 1 AND/OR 2

---

4. To the best of your knowledge, has there been any provision in your institution/organisation for initial training in modern foreign language teaching for key stage 1 and/or 2 in the past 10 years? Please tick the appropriate response.

NO ☐

Now please answer question 7, below.

YES ☐

Now go on to the next question (Q. 5) and continue through to the end of Part B.

5. Please describe briefly what the nature of this provision was.
(e.g. languages covered, duration of course, qualification gained)

_____

_____

_____

6. When did this provision cease and why?
Please explain briefly below:

_____

_____

_____

7. Your future plans
Have you any plans to (re)introduce initial training in modern foreign language teaching for key stage 1 and/or 2?

YES ☐

(If 'YES' please answer question 8 and continue to the end of Part B)

NO ☐

(If 'NO' please go to page 4 and answer questions 9, 10 and 11)

8. You have plans to (re)introduce initial training in modern foreign language teaching for key stage 1 and/or 2. Please describe these plans briefly below:

_____

_____

_____

9. What do you believe should be the educational purposes of FLT at key stage 2?

Please tick the appropriate box(es)

- to develop competence in the language taught ☐
- to broaden the scope of the curriculum ☐
- to develop general foreign language learning skills ☐
- to develop cultural awareness ☐
- to enhance and extend competence in the English Language ☐
- to develop positive motivation for future foreign language learning ☐
- to facilitate links with schools abroad ☐

Other purposes (please give details below)

_____

_____

_____

10. Modern foreign languages are designated non-statutory at key stage 2. Which of the following factors would, in your opinion, <u>encourage</u> the expansion of FLT at key stage 2 in primary and middle schools?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing bodies ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between schools and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐

Other factors (please give details below)

_____

_____

_____

_____

11. From your perspective in teacher training, what do you consider to be the <u>necessary</u> <u>pre-conditions</u> for a successful expansion of primary modern foreign language teaching?

Please tick the appropriate box(es}

- availability of suitably qualified teachers ☐
- provision of suitable INSET courses ☐
- availability of linked additional funding ☐
- joint course planning between primary and secondary school teachers ☐
- continuity of teaching materials (e.g. use of different stages of same published course) ☐
- transfer of information about pupils' prior foreign language learning ☐

Other pre-conditions (please give details below)

_____

_____

_____

Please send the completed questionnaire

<u>by Friday 17 November</u>

using the prepaid envelope to:

Dr Jane Medwell,
FREEPOST MID 23197,
Institute of Education,
University of Warwick,
Coventry CV4 7BR

or fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

PART C: TO BE COMPLETED BY RESPONDENTS IN INSTITUTIONS OR ORGANISATIONS WHERE THERE IS SOME PROVISION FOR INITIAL TRAINING IN MODERN FOREIGN LANGUAGE TEACHING FOR KEY STAGE 1 AND/OR 2

---

12. Please describe briefly the nature of this provision.
(e.g. languages covered, duration of course, qualification gained)

(We would be happy to receive documentation in response to this question.)

13. What do you believe should be the educational purposes of FLT at key stage 2?

Please tick the appropriate box(es)

- to develop competence in the language taught ☐
- to develop general foreign language learning skills ☐
- to develop cultural awareness ☐
- to broaden the scope of the curriculum ☐
- to develop positive motivation for future foreign language learning ☐
- to enhance and extend competence in the English Language ☐
- to facilitate links with schools abroad ☐

Other purposes (please give details below)

14. Modern foreign languages are designated non-statutory at key stage 2. Which of the following factors would, in your opinion, encourage the <u>expansion</u> of FLT at key stage 2 in primary and middle schools?

Please tick the appropriate box(es}

- parental demand ☐
- pressure from governing bodies ☐
- encouragement by central government ☐
- availability of a suitably qualified teacher ☐
- provision of suitable INSET courses ☐
- links between schools and other countries ☐
- provision of new guidelines and a key stage 2 scheme of work for MFL ☐
- availability of linked additional funding ☐
- initiatives of local secondary school ☐
- LEA initiative ☐

Other factors (please give details below)

_____

_____

15. From your perspective in teacher training, what do you consider to be the <u>necessary</u> <u>pre-conditions</u> for a successful expansion of primary modern foreign language teaching?

Please tick the appropriate box(es}

- availability of suitably qualified teachers ☐
- provision of suitable INSET courses ☐
- availability of linked additional funding ☐
- joint course planning between primary and secondary school teachers ☐
- continuity of teaching materials (e.g. use of different stages of same published course) ☐
- transfer of information about pupils' prior foreign language learning ☐

Other pre-conditions (please give details below)

_____

_____

Please return the completed questionnaire by
<u>Friday 17 November 2000</u> using the prepaid envelope to

Dr Jane Medwell,
FREEPOST MID 23197
Institute of Education
University of Warwick CV4 7BR
or Fax: 024 7652 4641

Thank you very much for completing this questionnaire.
We do appreciate your time and effort.

Appendix 5

The Case-Study Questions

Interview questions to head-teachers/deputy heads in primary/middle schools where MFL takes place

1. What are the aims of teaching MFL in your school?

2. What is the impact of the teaching of MFL on the whole school?
(attainment, curriculum models, time-tabling, staffing, cross-curricular work, events, etc.)
evaluation and implications for future development of curriculum

3. How do you manage delivery of MFL?
leadership? responsibility for resources/assessment, recording and reporting
budget?
staffing? trained staff/ specialist subject knowledge/length of experience of teaching MFL/ peripatetic*/ Foreign Language Assistants
* If you have (or have had) visiting teachers for MFL, do you have any comments to make about the quality of teaching provided by them?
in-service training provision? past/present/future/cascading/budget?

4. What is your attitude towards the expansion of MFL?
ways of including MFL in the curriculum?

5. What provision is there for continuity with secondary schools?
joint school planning, continuity of resources, transfer of information,
KS2/KS3 continuity and progression - any more problematic in MFL than in other subjects?

6. What is the impact of MFL provision on the parents?
pupil attainment/parental attitudes/degree of satisfaction/how demonstrated?/parental involvement

7. Do you have plans to expand MFL provision?
Nature of plans:
Nature of possible reduction in provision:

Interview questions to MFL teachers in primary/middle schools where MFL takes place

1. The extent, scope and nature of the provision
languages taught, time allocation and distribution, starting age and length of time pupils learn MFL,
out-of-school provision – language clubs – payment made?

2. Educational purposes
competence in the language taught,
general foreign language learning skills,
cultural awareness,
broadening the scope of the curriculum,

positive motivation for future foreign language learning,
enhancing and extending competence in the English Language, facilitating links with schools abroad,
other purposes?

3. Staffing and staffing support
Why did the school ask you to teach MFL?
initial and in-service training received,
leadership: who decides what happens/how it happens?
network in area: contacts with other primary MFL teachers?
analysis of needs- personal INSET/ budget, etc.,
evaluation and implications for future provision

4. Methodology
methods and materials, resources available, use of ICT,
emphasis given to listening, speaking, reading, writing,
links with work in other subjects, including literacy,
How do you plan for progression?

5. Assessment, recording and reporting
Are pupils assessed? What assessment methods used?
Attainment target levels used?
Attainment – nature and standards of pupils' work in listening, speaking, reading, writing, at end of KS2?
Records passed on to secondary schools? (Examples)
What information is given to parents?
Are you aware or the European Primary Languages Portfolio? Are you using it?)

6. National Curriculum
(Use of non-statutory guidelines - previously used? Use of QCA Key Stage 2 Scheme of Work - intend to use? Evaluation and implications for future development of curriculum.)

7. Liaison with secondary schools
(Joint course planning, courses tailored for secondary schools, visits to/from secondary schools, any support available for teachers involved in MFL? from LEA? from linked secondary school?)

8. Pupil attitudes
Why do you think that pupils' attitudes to MFL are positive in primary schools (where it is taught) and yet often negative in secondary schools, especially at KS4?

Interview questions to primary pupils who are experiencing MFL

1. Experience of MFL
language learnt? how much time?
taught by class teacher/different teacher?
Do you use the language at any other times?
(registers? songs in assembly?)
Do you have a language room?
Are you involved in foreign visits/events?

2. Perceptions and attitudes

Why do you think you are learning MFL?
What do you learn in a MFL lesson?
What sorts of things do you do in the lessons?
What sorts of things do you use? (books worksheets etc)
What do you like about the book/ materials you are using?
Attitude to MFL learning – possible prompts (like/dislike; useful/waste of time; fun/boring)
What do you like most about MFL?
What do you like least about MFL?
Does MFL help with other subjects?
What do you think you will do in secondary school MFL lessons?
What do you think you have learnt?

Interview questions to secondary pupils who experienced MFL in primary school

1. Experience of MFL in primary school

language learnt (continued at secondary or new language)
time allocation?
taught by class-teacher/ different teacher?
What did you learn in a MFL lesson?
What kind of activities did you have?
(compare to secondary experience)
What books/materials did you use?
What books/materials are you using now?
Were you involved in foreign visits/events?

2. Experience of MFL in secondary school

In your secondary school, do all the pupils in your class also have MFL in primary school? (prompt for feelings about this)
Has your prior experience of MFL helped you? How?

3. Attitude to MFL learning

possible prompts (like/dislike; useful/waste of time; fun/boring)
What do you like most about learning MFL?
What do you like least about learning MFL?
Does MFL help with other subjects?

Interview questions to MFL teachers in secondary schools receiving pupils in KS3 with MFL experience in KS2

1. Proportion of pupils who have MFL experience at KS2

2. Continuity/transition

liaison with primary schools
records passed on
records used to set pupils
curriculum continuity – building on primary MFL
same/ new language
Do you think that KS2/KS3 continuity and progression are any more problematic in MFL than in other subjects?

3. The impact of MFL at KS2
i) on standards in secondary school
implications for work at KS3 and KS4
any fast-tracking as result of primary MFL? (e.g. early GCSE)
ii) on attitudes to MFL learning
Why do you think that pupils' attitudes to MFL are positive in primary schools (where it is taught) and yet often negative in secondary schools, especially at KS4?

4. Attainment
What information do you have about pupils' prior achievement?
How do you judge the nature and standard of pupils' work on entry to KS3 and at end of KS3 in listening, speaking, reading, writing?

5. Are you aware of the European Primary Languages Portfolio?

6. Methodology
Any differentiation to take account of prior MFL learning?
How do you compare your methods with those used in the primary school? Is there any comparison?

7. Can you identify any areas of potential difficulty in the expansion of MFL to KS2?

Appendix 6

Membership of the Focus Group

Membership of the Focus Group

Bridget Clements	Inspector MFL, Warwickshire
Bronwyn Davies	Henry Hinde Junior School, Rugby
Kathryn Gregory	Goodyers End Primary School, Nuneaton
Gina Luckhurst	Telford Junior School, Leamington Spa
Anna Neofitou	Tile Hill Wood School, Coventry
Maureen Newby	Abingdon High School, Leicester
Gwynne Pomfrett	Alderman Smith School, Nuneaton
Ann Raper	Langdale Junior School, Dunchurch
Margaret Rushton	Brookhurst Primary School, Leamington Spa
Anne-Marie Robinson	Holy Trinity School, Kidderminster

And the research team at the University of Warwick:

Dr Bob Powell

Dr Shelagh Rixon

Professor David Wray

Mrs Ann Barnes

Mrs Marilyn Hunt

Dr Jane Medwell

Appendix 7

The Warwickshire Transfer Document

Modern Foreign Languages Record at Transfer to Secondary School

Warwickshire County Council

Name of Junior/Primary School _____

Class/Class Teacher _____

Experience of learning **French** **German** **Spanish** **Italian** *(please circle relevant language/s)*

Information relates to current Year 6 only	TIME ALLOCATION PER WEEK		
	Classwork (minutes per week)	**Club Activity** (minutes per week)	**Study Visits** day? weekend? week?
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Coverage	**Please ✓ if addressed**			
Topics / Vocabulary areas/ Grammar / Structures	**Listening**	**Speaking**	**Reading**	**Writing**
Greetings				
Classroom objects				
Classroom instructions				
Personal identification				
Family				
Pets				
House and home				
Weather				
Giving directions				
Places around town				
Shopping				
Food and drink				
Daily routine				
Leisure				
Colours				
Numbers (0 to)				
Days				
Months				
Time				
Prepositions				
Adjectives				
Nouns and gender				
Verb forms - 1st person				
- 3rd person, sing.				
Asking questions } in				
Giving answers } dialogues				

Full Class List/Individual Records

* **Please tick in boxes based on following competencies:**

a has had experience
b is confident with material and retains content
c can apply knowledge to use in other situations

** **Additional Information** - e.g. joined school in Year 6 and has less experience of MFL/special needs/statemented/ bilingual (languages?)/other visit to TL country/no MFL

PUPIL NAMES	General level of achievement * ✓ "best fit"			NC Level "best fit"	Year/s attended club	Year/s experienced study visit/s	Additional Information**
	a	b	c				

Resources used in teaching of Modern Foreign Languages in the Primary phase
and/or photocopies of Schemes of Work or copies of QCA S of W, with sections covered highlighted

Guidance of Completion of Transfer Document

Please note: All information refers to Year 6 pupils, 2000/2001

- Separate record to be completed by class teachers (or MFL teacher, if different) for each Year 6 class studying an MFL.

- Only one list per class required - primary school then copies list/s and sends to receiving secondary/ies. This procedure avoids the need for primary teachers to write a list for each 'destination' secondary school and to cope with pupils of 'unknown destination'.

- Secondary colleagues identify 'their' pupils on the lists.

Side 1

✓ Coverage: Please add additional topics/categories etc. in the blank spaces provided, if necessary.

✓ Numbers: write in numbers introduced.

Side 2

✓ Please feel able to glue class lists of names to proforma, rather than hand write, if this is more convenient. (There are spaces for 36 names)

✓ Use the broad guidelines at the top of side 2 in order to tick 'best fit' in Column a, b or c; add NC average Level ("best fit") across the skills, if you wish (new column added).

✓ Additional information: do not feel obliged to write something about every pupil - this section may be relevant for a small number of pupils only eg pupils with special needs.

✓ Please also see examples of entries below for further clarification:

PUPIL NAMES	General level of achievement * ✓ "best fit"			NC Level "best fit"	Year/s attended club	Year/s experienced study visit/s	Additional Information **
	a	b	c				
Jayne ALLEN		✓		2	Yr 6	Yr 4	
Avril MISTRY			✓	3	Yrs 5 & 6	Yrs 5 & 6	Biling.Eng/ Gujerati
Trudy SMITH	✓			1	-	-	SEN Stage 3

Resources

Most secondary teachers would welcome details here. Those completing evaluations said they would find S of W very helpful.

Many thanks.