TSC
Teaching Schools Council

MODERN FOREIGN LANGUAGES PEDAGOGY REVIEW

A review of modern foreign languages teaching practice in key stage 3 and key stage 4

Modern Foreign Languages Pedagogy Review

Contents

1. Foreword from the Teaching Schools Council
2. Executive summary and key recommendations
3. Introduction
4. Background
    a. Key stage 3 and GCSE
    b. Beyond GCSE
    c. Initial teacher training
    d. Scope
    e. Definition of key terms
5. Recommendations in depth
    a. Planning the modern languages course
    b. Vocabulary teaching and sequencing
    c. Grammar teaching and sequencing
    d. Phonics
    e. Building on primary school knowledge
    f. Using enriching and stimulating material, including reading material
    g. Using the new language in the classroom
    h. Errors: anticipation and correction
    i. Bringing the 'four skills' together
    j. Translation
    k. Lesson length and frequency
    l. Setting and differentiation
    m. Assessment
    n. Textbooks
    o. Approaches to grading
6. Initial teacher training
7. Questions for headteachers in working with languages departments
8. Recommendation for further work
9. Annex: The Review: evidence and sources

FOREWORD FROM THE TEACHING SCHOOLS COUNCIL

The Teaching Schools Council (TSC) is at the forefront of the drive for excellence in education. It is committed to the continued promotion and support of a school-led system that harnesses the talents and expertise of teachers and leaders to provide good or outstanding schools for every child. The TSC works with the government and other stakeholders to support an educational infrastructure within which teaching is of the highest quality. A major focus of the TSC is the empowerment of schools to provide outstanding teacher training and career long development paths which utilise experience and insights from within the sector about what works best. In this way the teaching profession can enable ever-higher levels of expertise from within to shape and disseminate excellent practice. Our contribution to establishing the debate around evidence and effective pedagogy at a national level is through two reports:

- Effective Primary Teaching Practice – looking at the evidence around effective teaching at the primary phase across the curriculum, led by Dame Reena Keeble; and
- Modern Foreign Languages pedagogy – led by Ian Bauckham, this is a practical and practitioner-led review, informed by sources including the research sector as well as insights from practitioners, looking at evidence around effective teaching of languages at secondary level.

Modern foreign languages are an important part of young people's education and yet, currently, the statistics on GCSE and A Level entry and achievement in languages are a matter of serious concern, as evidenced in this report. We hope that this report on the principles of curriculum planning and effective teaching of languages will contribute to a significant improvement in provision and achievement.

As a long standing secondary Headteacher and CEO, who has always valued the role of languages in the core curriculum, I am really grateful to Ian Bauckham for leading this review and to the advisory group for their support and challenge throughout.

Carolyn Robson, Vice Chair of the Teaching Schools Council

EXECUTIVE SUMMARY

Ian Bauckham
Chair of Review

As a teacher and a linguist, I know that there are powerful educational benefits and career and workplace advantages to be gained from studying a modern foreign language. It is also important that, as a country, the United Kingdom has a strong foreign language capacity. To underline the importance of languages in schools and to incentivise take up, the government has included a language at GCSE in the English Baccalaureate suite of qualifications.

Despite this, currently fewer than half of pupils take a GCSE in a language, and only one third of pupils achieves a good GCSE grade in a language. Beyond GCSE, modern languages are in crisis.

Modern foreign languages in our schools are in a very fragile state. We heard many examples during our enquiry of schools restricting their languages curriculum in recent years, and these decisions were more often than not driven by small or falling pupil numbers. Without concerted action, languages in our schools are at risk, and may become confined to certain types of school and certain sections of the pupil population.

I was invited by the Teaching Schools Council to chair this review. As a headteacher and a languages teacher, I share the commitment of colleagues to improving outcomes in languages in our schools. I know how hard languages teachers work and how passionately they believe in the value of learning languages.

As chair of the review, I have worked with an advisory group to investigate language teaching in secondary schools, listening to the views of teachers, pupils, headteachers, parents, governors, researchers and others. Our report focusses on what should be done to address the challenge of take up and success in languages in England's secondary schools. While the main audience for the report is teachers, headteachers, and those responsible for teacher training and inspection, there are also recommendations to others involved in modern language education.

We make fifteen recommendations which, taken together, should be addressed to improve language teaching and increase pupils' interest and success.

We also include advice for headteachers and others with responsibility for the curriculum, teaching and standards in schools to help them engage with languages teachers and departments and understand the main contributors to improving achievement in languages.

KEY RECOMMENDATIONS

For schools and teachers

1. Whatever their level of achievement, the vast majority of young people should study a modern foreign language up to the age of 16, and take a GCSE in it.
2. Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use in order to build the skills needed for communication.
3. The content taught through the new language should be stimulating and widen pupils' knowledge of the culture, history and literature of speakers of the new language, without compromising the necessary sequencing of vocabulary and grammar.
4. Teachers should select textbooks on the basis of how well they support a planned approach to teaching vocabulary, grammar and phonics. They should be supplemented by additional, attractive resources, including ICT and reading resources.
5. Pupils should be taught to pay attention to the detail of meaning through translation, and should extend the range of their vocabulary and understanding through reading short texts and literature. They should have opportunities to interact with native speakers, both in person and through video links.
6. Languages teachers should know and build on the grammar taught in the key stage 2 national curriculum for English.
7. Secondary schools should know about the modern languages taught at their feeder primary schools. Wherever possible, they should support language learning in primary schools and plan to build on pupils' primary school language knowledge.
8. Teachers should carefully plan their own and pupils' use of the new language in class to support and reinforce learning, and ensure that meanings are always clear and confusion avoided.
9. All pupils can expect to make mistakes in speaking and writing. Teachers should use errors to inform teaching, helping pupils to pay attention to detail without discouraging them.
10. Spoken and written language are closely connected and overlap. Therefore speaking, writing, listening and reading should be taught together, rather than as separate skills.
11. We recommend two to (ideally) three hours per week of teaching time, spread over frequent lessons of between 40 – 60 minutes duration. A GCSE course should have at least 10% of curriculum time.
12. Where schools are grouping and setting, they should ensure that the needs of all pupils, including those capable of the highest attainment and those with special educational needs, are fully met. In view of the shortage of teachers and professional linguists, it is particularly important to ensure that those capable of proceeding to A level are taught in ways that enable them to do so.
13. Assessment should use a range of tasks, including those focused on specific aspects of the language taught, such as vocabulary or grammar. Some tasks should require pupils to compose sentences, short pieces of writing and oral presentations of their own. Assessment should not make excessive demands on teachers' time.

For initial teacher training

14. Mentors should focus on the systematic development of trainees' subject-specific knowledge and expertise in language teaching. Where schools have complete or shared responsibility for the initial

training of modern language teachers, they should ensure that a clearly worked out curriculum is in place, which should include areas covered by this report, in particular the specific pedagogical knowledge and expertise required by language teachers.

For Ofqual and the examination boards

15. There should be a review of grading approaches, particularly at A Level.

INTRODUCTION

1.1 Whatever their level of achievement, the vast majority of young people should study a modern foreign language up to the age of 16. There are clear educational, personal, cultural, social, cognitive, career and business benefits in being able to communicate confidently in another language. The Pearson CBI 2016 survey of business[1] revealed that 54% of employers were dissatisfied with employees' foreign language skills. Exporters and international business leaders have also reported to government their concerns about weaknesses in British graduates' advanced translation and interpreting skills, and it has been estimated that that this lack of language ability loses the UK an estimated 3.5% of economic performance[2]. Yet, in 2016, only 34% of all pupils at the end of key stage 4 achieved an EBacc language GCSE at A*-C grade and only 49% entered a language GCSE. And the proportion of all pupils taking a GCSE in two languages (which includes heritage or community languages) was 4.4%[3]. The very low number proceeding from GCSE to A level threatens the continued supply of teachers and professional linguists.

1.2 This situation is damaging to our national interest and bad for pupils. However, we acknowledge the challenges languages teachers have faced in tackling it. The global currency of English makes it easier for speakers of other languages, who are surrounded by English media, to learn English, than for English speakers to learn other languages. We have heard that accountability pressures on headteachers have sometimes led them to steer pupils deemed unlikely to achieve a high GCSE grade away from languages at GCSE, and to cut teaching time for languages in key stage 3. Languages teachers, who often see large numbers of pupils each week, have not been immune to the heavy workload recently identified as an issue. Teachers also encounter negative attitudes to their subject area from some pupils, who see languages as difficult, and from parents who had a poor experience of studying languages at school. Languages consistently appear in surveys as pupils' least favourite subject in secondary school.

1.3 Our review aims to contribute to reversing a decline in take-up of languages beyond KS3 by ensuring that all pupils are engaged and challenged by consistently good teaching, so that they derive satisfaction from their work and make the best possible progress. Our report focuses on curriculum planning and principles of good teaching, and seeks to complement and support implementation of the new curriculum and GCSE specification. Teachers need to know how to organise the language structures and vocabulary of the language they are teaching into a clear sequence of steps (a curriculum). They also need to know how to introduce, teach, practise, consolidate, reinforce and assess these. This report will not set out in detail the subject knowledge required by teachers. However, all teachers need explicit knowledge of the structures and usage of the language they are teaching, and the ability to explain them clearly to their pupils.

1.4 Unlike native speakers of other languages, for whom learning English has obvious benefits, native English speakers cannot predict which languages they are most likely to need later in life. So it is important that language teaching gives them explicit language knowledge and strategies which can help them with future study of other languages.

1.5 No single approach to teaching languages represents 'the best way' in all circumstances. However, we make specific recommendations that we hope will help to strengthen the overall quality of planning and teaching, and act as a catalyst for challenge and debate. We recommend planned and direct teaching

---

[1] Pearson CBI 2016 Survey: www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf

[2] Forman and Peck (2013), 'Costs to UK of language deficiencies as barrier to UK engagement in exporting, www.gov.uk/government/uploads/system/uploads/attachment_data/file/309899/Costs_to_UK_of_language_deficiencies_as_barrier_to_UK_engagement_in_exporting.pdf

[3] www.gov.uk/government/statistics/gcse-and-equivalent-results-2015-to-2016-provisional

of vocabulary, grammar and phonics in the initial stages. As they progress, pupils need to be taught to pay attention to detail, to use reading to extend the range of their knowledge and understanding, and to develop the translation and higher-level speaking and listening skills that are needed in the world of work. As improvements in language teaching cannot be sustained without the support and commitment of headteachers, we have included guidance that we hope will help them, including those who are not linguists, in the task of promoting and evaluating the work.

BACKGROUND

Key stage 3 and GCSE

2.1 Recent reforms to the government's accountability framework have placed a greater focus on GCSE languages. Entries and achievements to the suite of academic qualifications which constitute the English Baccalaureate[4] are now reflected in headline performance measures, with a new supplementary measure giving the percentage of pupils entering more than one language GCSE, emphasising government's interest in participation. However, while the introduction of the EBacc has prompted an increase in entries for the subjects it covers, uptake has remained significantly less strong for modern foreign languages than for other subjects included in the EBacc. For example, in 2016 only 49% of pupils at the end of key stage 4 in state funded schools were entered for an EBacc language GCSE or equivalent course, compared with 74% for history or geography and 87% for science. While 70% of those entered achieved an A* to C grade language GCSE, that represents only 34% of all pupils at the end of KS4. And while 40% of boys entered GCSE modern languages in 2016, only 26% of them achieved grades A*-C. In French, German and Spanish the percentages of boys who achieved A*-C grades were respectively 11%, 5% and 8%[5].

2.2 To illustrate the challenges of achievement in languages, after filtering out certain types of schools[6], we found only 25 state funded schools in England with both a high GCSE entry rate (which we specified as 80% or more of the cohort) and a positive key stage 2 to key stage 4 Value Added score in 2015 for EBacc Languages.

2.3 Failure to secure a good GCSE grade in a language is by far the most significant obstacle to achieving the EBacc. In 2016, of those pupils who had entered subjects in four of the five required components, 77.7% were missing the language, 10 percentage points worse than the previous year[7]. Given this, and the gap in the achievement of the EBacc between disadvantaged and other pupils (disadvantaged 11.2%, other pupils 29.2% in 2015[8]) it is highly likely that achievement in languages at least mirrors that pattern. The improvement of achievement in languages for disadvantaged pupils is a priority in improving social mobility.

2.4 We are aware that, in some cases, schools withdraw pupils with certain special educational needs from some or all languages lessons, perhaps because languages are not regarded as a priority for those

---

[4] www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications

[5] KS4 statistics taken from: www.gov.uk/government/statistics/gcse-and-equivalent-results-2015-to-2016-provisional

[6] This list was produced by filtering underlying performance tables data, available in downloadable files from www.compare-school-performance.service.gov.uk/ . We excluded selective, single-sex and independent schools; any with a cohort smaller than 150 pupils; and those whose cohort had a key stage 2 average points score of over 28.

[7] www.gov.uk/government/statistics/gcse-and-equivalent-results-2015-to-2016-provisional

[8] Revised GCSE and equivalent results in England 2014/15, www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015

pupils. However, inspection evidence shows that where the teaching is well adapted to their specific needs, many of those pupils can enjoy and make progress in languages.

2.5 High quality teaching informed by strong knowledge of languages pedagogy is key for strong pupil take up and achievement. There is some evidence to suggest that the current quality of language teaching in schools across England is inconsistent. Ofsted's 2015 report, 'key stage 3 the wasted years', found that, in just under half of languages lessons observed, teaching was not good enough and pupils were not being sufficiently engaged or challenged.

2.6 Ofsted reported that this contributed in part to pupils choosing not to opt for the subject for GCSE. Pupils, when asked, knew and accepted the value of further language study but, despite this, many were put off continuing with it after key stage 3 because of a lack of 'enjoyment' of the subject. This highlights a widespread perception (including among parents, and even some teachers and headteachers) that modern languages are difficult and less enjoyable than other subjects, or require a natural 'flair' to be successful. These are damaging assumptions and must be challenged.

2.7 There is some evidence to support Ofsted's finding that factors other than a subject's 'usefulness' or importance for future life or work influence pupil choice. Intrinsic motivation, which comes from a sense of progress, cognitive challenge, growing knowledge and understanding, and achievement, is a prime factor for pupils when they are asked to exercise choice about subjects to be pursued. That sense of real progress in inextricably linked to the way in which the subject matter of the course is planned, sequenced and taught.

2.8 Where teaching is less successful, failure to plan for such progression leaves pupils with no clear idea of how to use the language by the end of Year 9. Detailed planning of all stages of the modern language course is therefore a prerequisite for success. Sometimes, course books overlook this and do not build knowledge consistently or cumulatively.

Beyond GCSE

2.9 Beyond GCSE, the uptake of A Level French and German has seen marked historical decline. The decline in language studies at universities mirrors the picture at A level.

2.10 Comparing the number of A level entries for 16-18 year olds between 1996 and 2016[9], entries to French fell by 63%; of German by 63%; and Spanish rose (from a low base) by 82%. Taking all three languages together, entries have dropped from 36,119 in 1996 to 19,359 in 2016, a drop of 46%.

2.11 It is clear that in comparison with other common A Level subjects the decline in modern languages is of disastrous proportions. And this is at a time when there is a continuing business need for language skills – in response to the Pearson CBI 2016 survey, businesses rated French, German and Spanish as the languages of greatest use to them (at 50%, 47% and 30% respectively).

2.12 During our review, we became particularly concerned about the rapid decline in German, which remains an important language, but which is now studied by a small and diminishing minority of pupils in England. This is not in our national interest.

[9] www.gov.uk/government/statistics/a-level-and-other-level-3-results-2015-to-2016-provisional (table 11)

Initial teacher training

2.13 Increasing numbers of language teachers are trained in schools. They need training of high quality, underpinned by sound principles of language learning and strong pedagogical knowledge. We make recommendations to mentors on delivery of the subject-specific content of their training which the Initial Teacher Training framework refers to as an essential element.

Scope of the review

2.14 The focus of this review is secondary school modern foreign languages pedagogy, from Year 7 to GCSE. However, much of what we say is also relevant to pedagogy in the upper end of primary and at post-16. Our findings and recommendations are consistent with the current changes to the national curriculum and examination specifications.

2.15 We did not consider in detail either key stage 2 language teaching or community and heritage language teaching.

2.16 French, Spanish and German account for nearly 90% of all languages GCSE entries (the remainder includes both community or heritage languages and lesser taught languages). Much of what we say applies to these languages, and to the teaching of other Indo-European languages when they are taught as foreign languages, such as Italian, Polish, or Portuguese. For languages with very different features, including those with different writing systems and sound systems (eg Chinese tones), other considerations may apply.

Definitions of key terms: Pedagogy, curriculum and automaticity

2.17 As this report is about modern foreign languages pedagogy, we clarify how the term pedagogy is used, particularly in relation to curriculum. We also explain our use of the term 'automaticity':

Curriculum is the knowledge to be covered and mastered by pupils. In languages this includes grammar, vocabulary and phonics (relationship between writing and pronunciation, or phoneme-grapheme correspondences), and the ability to combine these with a degree of automaticity in order to communicate effectively in a range of contexts. It also includes the explicit knowledge of the grammar of a language, and the associated terminology. This aspect of linguistic knowledge does not come automatically with competence in the language, but is important for teaching of the language to non-native speakers, particularly in foreign language contexts where the amount of exposure to the language outside the classroom is relatively low.

Pedagogy links knowledge and its transmission. It is the way in which curriculum content is broken down, sequenced, taught and practised and assessed. It includes approaches to effective use of the new language, and error anticipation, correction and tolerance. All teachers need this combination of knowledge, understanding and skills.

Automaticity means that, through regular, meaningful practice, learning becomes stored in long-term memory (sometimes known as procedural memory) and can be accessed without conscious thought. Developing automaticity in a language can enable pupils to devote working memory resources to the meaning being conveyed or on noticing or mastering new or more difficult language.

RECOMMENDATIONS IN DEPTH

Planning the modern language course

3.1 Almost all courses need to be redesigned in order to meet the current changes in curriculum and examinations, and it is particularly important in this context that planning should result in effective sequencing. Schemes of work in the better-performing schools we have visited focus initially on embedding knowledge of the most frequently used words in a language (including verbs) and a strong knowledge of grammatical principles. In each case, the choice and sequencing of items to be taught has been carefully set out, so that pupils are not presented, particularly in the early stages, with too much information at once, or with spoken language that moves too quickly for them to understand it. Where teaching was less successful, failure to plan for such progression leaves pupils with no clear idea of how to use the language by the end of Year 9. Detailed planning of all stages of the modern language course is therefore a prerequisite to success.

Vocabulary teaching and sequencing

4.1 We cannot understand language, or express ourselves in it, without words. There is some evidence that weak vocabulary teaching is a major part of the low standards achieved by many British pupils, and their often weak sense of progress. Teachers should be clear on which words are planned for teaching and how often they are encountered. Vocabulary to be taught should be informed by frequency of occurrence in the language, and special attention should be paid to common verbs in the early stages[10]. Many language courses are organised around thematic topics, such as 'free time activities', 'the environment', 'home and family' etc. which act as 'vehicles' for vocabulary. In such cases the choice of vocabulary can be too specialised, teaching relatively rarely used words at the expense of common words which it is harder to plan for re-encountering later. A consequence of not attending to frequency of occurrence in vocabulary choice is pupils realising that they cannot say or understand basic things in the language.

4.2 In the early stages of a language course, particular attention should be paid to the planned building of pupils' verb lexicon, focussing on the meaning of the stem or infinitive form of common verbs. A strong basic verb lexicon has been found to relate positively to pupils' ability to effectively manipulate those verbs at later stages.

4.3 Teachers should develop a strong repertoire of techniques for teaching vocabulary and having pupils practise, reinforce and use it. This repertoire should be a subject of constant professional development and discussion. It should include explanation of the origins of words, and patterns within them, including shared roots, and patterns that are particular to individual languages, such as the use of prefixes in German. Words with shared roots can be recognised more quickly than words with no connection to the first language. This can be helpful in the early stages of a course, though pupils need to understand that it does not always work, and to beware of 'false friends.'

4.4 Techniques for teaching vocabulary should be varied in accordance with the context. Teachers should know that errorless teaching techniques (when pupils are unambiguously told the meaning of a new word) are effective, providing that rapidly they are required to use the new words in comprehension and then productively. The more times a pupil is required to recall a word, the more securely it will move into the long term memory. Activities or tasks where pupils need to recall or find a particular word in order

[10] For example, 25 commonly occurring verbs in French are: avoir, être, aller, faire, dire, pouvoir, vouloir, savoir, voir, devoir, venir, suivre, parler, prendre, regarder, croire, aimer, falloir, passer, penser, attendre, trouver, laisser, donner, aimer.

to complete communication, so filling a *genuine* information gap, are very helpful in assisting memorisation. Vocabulary should be reinforced by having pupils incorporate it into new sentences they compose themselves. ICT has also been shown to be very effective in the field of vocabulary, provided that it is used as an aid to teaching rather than a replacement for it. This all requires very careful planning.

4.5 A further benefit of careful vocabulary planning is that this can be shared with pupils to assist their own revision, reference and practice. We saw a number of examples of excellent practice in this respect during the enquiry, for example where lesson by lesson or week by week vocabulary reference materials were provided for pupils to assist revision. The number of new words taught each week will vary from language to language and from stage to stage. However, effective schools we visited taught 5-10 new words per lesson, as well as revisiting words previously encountered.

Grammar teaching and sequencing

5.1 We use the grammar of a language to say what we wish or need to say, whether orally or in writing, and to understand what is said to us. Grammar is, therefore, indispensable for communication in the new language. During our investigations, we have seen courses which do not include well planned grammatical progression at their core. In such cases, this could lead to pupils being confused and ultimately demotivated, and also inadequately prepared for progressing to study at a higher level, for example A Level. Teachers need to give careful consideration to the grammar that is taught at each stage, and to how each topic is introduced, explained and practised.

5.2 Grammatical knowledge of a language is cumulative. Sometimes, course books often overlook this and do not build knowledge consistently or cumulatively. In these cases pupils are simply confused because they are taught disjointed segments of grammar at different points and are not given the chance to build and consolidate a larger grammatical system.

5.3 We recommend that standard grammatical terminology is taught to pupils. This has sometimes been eschewed by teachers in recent decades, but we see no reason to do so. Giving pupils clear knowledge of accepted terminology is empowering and facilitates application of concepts associated with that terminology in different contexts, including in future language learning.

5.4 There is significant evidence that points to the effectiveness of a combination of approaches which is summarised as follows:

- *An explicit but succinct description of the grammatical feature to be taught*, its use/meaning/function, and where appropriate a comparison with English usage (eg when the new language differs in complex ways to English) is conducive to correctly and efficiently understanding the function and meaning of grammar. There is evidence that waiting for pupils to identify grammatical patterns, without prompting them to do so, is not usually conducive to effective learning, particularly for complex or unfamiliar structures. Short descriptions of grammatical features and their function can be helpful if preceding practice, but such descriptions can also emerge out of grammar awareness-raising activities, such as being asked to notice a specific form and its function in the input. The latter (awareness-raising) seems most likely to be effective where the grammar and/or concepts being expressed are simple or familiar.

- *Practice of the grammar point in 'input language'* (listening and reading), doing structured tasks which require identification of a grammatical feature and linking it to a meaning or function, normally with other contextual clues stripped away. For example, distinguishing between different tense forms with no adverbs of time to offer clues; or distinguishing between different persons of verbs without the pronoun to assist. This aspect of grammar practice is very underdeveloped in many contexts, and not well supported by many course books. Too often, teaching jumps from a formal explanation straight to a demand to use the grammar productively. This can lead to poor mastery.

- *Practice in productive use of the features being taught*, initially in carefully structured or supported contexts. The scaffolding effectively relieves pressure on the working memory by allowing it to focus on the one new grammatical feature which has not yet been automatised into the long term memory. This is usually achieved by limiting the choice of forms, or supplying part of the structure or sentence so the pupil can focus on getting the new grammatical feature correct. As automatisation increases (so as the language is transferred to the long term memory), the scaffolding can be incrementally removed.

- *Productive use in free writing and speech in a range of contexts* will be most likely to be successful if it has been accompanied by ample more structured practice as outlined above. Teachers should be aware that in spontaneous production, particularly in speech, where there is less time for active thinking and the pressure on the working memory is therefore greatest, there is still likely to be a level of error. We discuss how this should be handled in the section on error.

5.5 French, German and Spanish are the most commonly taught foreign languages in English schools. In these languages, agreements on verbs and on other parts of speech such as pronouns, articles and adjectives, convey important meanings which express tense, person, number, gender, case, and aspect. These constitute a large part of grammatical systems. They need to be taught directly, because they

a) are not naturally salient to pupils (eg small sounds at the end or start of words)
b) do not have direct links to English (eg 'je mange' is both 'I eat' and 'I am eating')
c) do not have unique meanings (eg the sounds /a/ and /e/ in French have multiple grammatical functions eg 'mangé' and 'manger' which sound identical)
d) have complex or subtle relations with the surrounding discourse (eg in Spanish a subject pronoun is not used if who you are talking about is already obvious from the language that came before but is used if the speaker wants to introduce or emphasise a particular person).

5.6 By the end of the first year pupils should have good knowledge of one or two tense systems, a good range of agreements, and how to form negatives using the verbs they know. By the end of the second year of learning pupils should have extended their knowledge of agreement systems, and be able to use two or three tense systems in regular and the most common irregular forms. Confidence and accuracy of use should be expected in contexts where pupils can use the knowledge they have gained.

Phonics

6.1 All languages that use an alphabetic system for writing rely on a system of correspondences between sounds (in linguistics, phonemes) and letters and groups of letters (in linguistics, graphemes) to encode meaning. These systems vary between languages. French also makes extensive use of silent letters at the ends of words to sustain grammatical cohesion. Pupils who are not systematically taught the phoneme-grapheme correspondences of their new language very often read and speak using the English system they already know, leading to multiple errors in communication and understanding.

6.2 There is significant evidence, including from the most effective practitioners, that direct and systematic teaching of phonics in the new language is a more reliable method for assuring accurate pronunciation and spelling. However, this is still relatively rare practice in classrooms.

6.3 Teachers need to know in detail the systems of correspondences in English and in the languages they are teaching. They should introduce their patterns clearly, directly and in a sensible sequence from the beginning of the course. They should focus specifically on differences between the systems of the new language and English, and provide plenty of practice so that pupils learn to pronounce and read words accurately. For example, in teaching Spanish, an early lesson on the pronunciation of colours covers the main differences in pronunciation between consonants in Spanish and English.

6.4 The aim should be that a pupil can pronounce most words accurately from the written form, including those not yet explicitly taught; and that they can produce a potentially accurate spelling of new words. Various exercises can feature as part of a planned approach to teaching and practising phonics, such as note-taking, dictation or dictogloss.

6.5 There is now significant expertise in teaching English phonics in primary schools. We recommend that teachers familiarise themselves with this range of techniques and develop their capacity to apply the relevant principles to the teaching of phonics of the new foreign language.

6.6 We recommend that the phonics component of language courses is concentrated in the early stages, certainly within the first year, so that incorrect pronunciation habits do not become embedded.

Building on pupils' language knowledge from primary school

<u>Modern languages in key stage 2</u>

7.1 With the relatively recent inclusion of languages in the primary school national curriculum, it may be too soon to expect all pupils to start secondary school with a good knowledge of their new language – particularly when they may be joining from a number of feeder schools, have experienced different languages and had varying quality of provision. However, failing to take account of the language knowledge that new Year 7 pupils bring with them is to waste an opportunity, and may be demotivating for them.

7.2 We found considerable variation in the reported levels of knowledge and expertise brought by secondary pupils from their primary language curriculum. Languages teachers were often unclear what had been covered by primary schools, and some planned to start all courses *ab initio* in Year 7 regardless of earlier modern language experience.

7.3 However, we also encountered examples of good practice, including teachers from a secondary school visiting feeder primary schools after summer half term to assess the achievements of their new

intake. This was helpful to them in planning the first term of Year 7 teaching and avoided unnecessarily starting a course with the assumption that pupils had no prior modern language knowledge. As an alternative, where the number of feeder schools may make visiting them all difficult, teachers should at least ask these schools to provide a clear summary of the language curriculum pupils in key stage 2 have been taught so that it can be taken into account in planning from Year 7.

7.4 Where primary and secondary schools are able to work together in groups such as multi-academy trusts or teaching school alliances, secondary language teachers and primary teachers should plan to align language programmes across key stages 2 and 3 to ensure good progression, and headteachers should facilitate this work.

English in key stage 2

7.5 Under the new key stage 2 national curriculum for English, pupils gain a body of formal language knowledge. During this investigation we found that relatively few languages teachers in secondary schools were aware of the detail of this curriculum or, specifically, of the English grammar which pupils have been taught which has been tested in the KS2 grammar, punctuation and spelling test.

7.6 While some English grammar terminology differs from that used for French, German or Spanish, many of the concepts are very close. We recommend that an important part of secondary teachers' professional development, including for new teacher trainees, should be to gain a detailed understanding of the English grammar that primary pupils have been taught, and then to build on in secondary foreign language planning.[11]

Home languages other than English

7.7 Nearly 16% of pupils in secondary school already have some exposure to a language other than English from home[12]. Language teachers should be aware of where this is the case and should, where practical and appropriate, draw on pupils' knowledge of their home language to make comparisons both with English and with the new language being taught. This can help develop pupils' conscious language awareness which has many cognitive benefits.

Using enriching and stimulating material, including reading material

8.1 The message that their new language communicates something important, interesting and meaningful, and helps them make new friends, engages pupils in ways that extend beyond the classroom. Many schools form partnerships with others in a country in which their main foreign languages are spoken, and maintain this through video links and, where possible, personal contact. Similarly, authentic materials on the new language, selected to support the school's systematic sequencing of vocabulary and grammar, provide important opportunities for pupils to pursue their own interests and develop their skills in handling new materials. The use of reading material and literature is particularly important here.

8.2 Such material should be stimulating and chosen to extend pupils' knowledge and widen their perspectives. Using the new language to teach pupils about the history, culture, and literature of the new country or countries is a very effective way to do this. A similar approach is used in Latin courses, where the language which is being systematically taught is at the same time used to teach pupils about Roman

[12] DfE, 'Schools, pupils and their characteristics', www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016

life, culture and history to convey interesting material and broaden horizons beyond what pupils bring themselves.

8.3 Resources should contain a critical proportion of language which has been taught and can be used and understood by pupils. To achieve this, written and spoken language will often need to be edited and adapted. That usually means, especially in earlier stages of of a course, that the written and spoken language used for practice will have been composed or adapted for the purpose. It is particularly the case in spoken language that not only the language used is within the limits of what has been taught, but that it is delivered with enough clarity and at an appropriate speed to enable it to be accessible to pupils. In written language, pupils may be expected to cope with a greater degree of unknown or unfamiliar language because they have more time to process it.

Using the new language in the classroom

9.1 Using the new ('target') language in the classroom provides an essential dimension of practice and reinforcement, including building familiarity with rhythms, sounds and intonation. In the examples we saw, it was most effective when it was planned as part of a systematic programme of teaching grammar and vocabulary, and supplemented by the use of English where needed for clear explanation or the introduction of some new material. Where new language used by the teacher, and elicited from pupils, builds on previously taught language, it is a highly effective way of embedding language in the long term memory, practising recall and encouraging use for real and creative communication.

9.2 The most effective teachers adapt and select the language they use in the classroom continuously to take account of pupil learning and capability, and to ensure pupils understand enough of the language for the purpose intended. The teacher simply talking the new language in an undifferentiated way will do little to assist the learning process, and can cause demotivation and confusion. Stobart identifies three 'zones': a comfort zone, a learning zone and a panic zone. Careful planning use of the new language will create more opportunities for pupils to operate in the 'learning zone', where they are being stretched but can still sufficiently understand the message and do not become disengaged.

9.3 The reproduction of memorised chunks of vocabulary or fixed phrases without understanding does not by itself promote pupils' ability to use the language for communication. Where fixed phrases are taught initially, at the earliest opportunity pupils should be taught to manipulate the words and grammar they contain.

9.4 It is common for pupils to practise language with other pupils in simulated contexts in the classroom. As we have noted elsewhere, embedding new language is most successful where genuine manipulation of language is called for to fill a genuine information gap. Moreover, care must be taken to ensure that incorrect language or pronunciation is not reinforced in this kind of activity.

9.5 Sometimes meaningful contexts arise spontaneously in the classroom, and when this happens the opportunity can be taken to introduce previously unknown language, eg. where the circumstance facilitates understanding or increases the need to understand.[13]

[13] For example, one teacher told us she had taught a class some French vocabulary relating to wasps and other insects, including stings, when a wasp entered the classroom threatening to disturb a lesson. Pupils remember this vocabulary well because of the association with the unforeseen occurrence which precipitated its teaching.

9.6 The use of the new language in the classroom is one of a number of interdependent strategies for the teaching, practice and use of new language. It needs to be supported by strong direct teaching. Otherwise, however carefully planned, it is unlikely to result in good pupil progress.

Errors: anticipation and correction

10.1 All of us make mistakes when learning a new language. Some of these can be anticipated by the teacher as new material is introduced, based on their knowledge of points of difficulty. Others can be the result of pupils attempting to put into words thoughts that are, as yet, beyond their knowledge of grammar or vocabulary. Teachers need to develop a range of strategies for dealing with these and other types of error, with the aim of providing pupils with clear and effective guidance, without discouraging them from tackling difficulties or, where necessary, taking risks.

10.2 Error correction in both spoken and written language is most powerful when it can be done immediately. Lengthy written feedback or complex retrospective written corrections often have less impact. However marking pupils' books, done in such a way as to make good use of teachers' time to give focussed and manageable feedback, is an important part of teaching and assessment. Most helpfully, teachers understand from their review of pupils' work what needs to be taught or practised further in lessons.

10.3 While error correction is important for progress, consistently focussing on all errors in all contexts may become a distraction and actually limit practice because pupils become reluctant to try to communicate. Preparedness to try is a pre-requisite for necessary practice leading to use of new language.

10.4 Common strategies for error correction include:

- recasting – re-stating what the pupil has said, accurately, but in a reflective and affirmative way;
- prompting - in which pupils are encouraged to reflect and correct the error for themselves; and,
- explanation – where explicit, often meta-linguistic, information is given about a rule relating to the cause of the error and how to avoid it in future.

10.5 We know that some features of a language are particularly difficult to master – recognising these is an important part of teachers' pedagogical knowledge and should be continuously developed by language teams. These kinds of errors are to be expected and teachers should know that it can take time to reach accuracy in these areas, especially in oral production. Examples include: reliably accurate gender across all parts of speech (articles, adjectives); rich agreement systems, especially to express concepts that are not easily mapped to English (eg. past habitual on all verb types); when to use and not to use subjects in Spanish; word order in German or Spanish to alter focus or emphasis.

Bringing the 'four skills' together

11.1 Language is sometimes considered in terms of four skills – listening, speaking, reading and writing. However, the Medical Research Council's Applied Psychology Unit found a very close relationship, and overlap, in the areas of the brain that deal with spoken and written language. Integrating the teaching of spoken and written language at each stage builds on these connections, and establishes the sound-spelling correspondences that enable pupils to develop literacy in their new language.

11.2 We therefore recommend that reading, writing, listening and speaking, which are commonly used for assessments, should not be taught in isolation within courses. Generally, the focus should be on teaching, practising and using vocabulary and grammar, integrating written and spoken work, so that understanding of each reinforces the other.

Translation

12.1 The new GCSE specifications require pupils to translate sentences and short texts into the assessed language. Accurate translation, for example of the terms of a contract or the requirements of a regulator, is often a key requirement of professional linguists in the world of work. Translation raises pupils' explicit awareness of how languages work, and encourages them to pay attention to detail. It also provides opportunities for teachers to make explicit many different features eg. spelling, grammar, vocabulary, fixed phrases, and cultural references. This can be particularly useful where differences between English and the new language make learning some aspects of the foreign language difficult.

Lesson length and frequency

13.1 A key theme in this report is the need for frequent practice to consolidate learning and develop automaticity so that pupils can use language fluently for communication.

13.2 There is a lack of conclusive research on the optimum frequency and length for language teaching. However, the general consensus among effective schools was that lessons of 40 – 60 minutes' duration, preferably 3 times a week, was a reasonable allocation. This allowed sufficient time to cover enough material, including recapitulation, introduction of new language, and enough time for meaningful staged practice and use. Generally, teachers stated, and research shows, that language learning needs repetition to embed knowledge. Lengthy gaps between lessons can sometimes result in less good retention, so wherever possible concentrating lessons into long periods occurring less frequently is to be avoided.

13.3 In most circumstances securing good progression in a single language (or in some circumstances two languages) in KS3 is preferable to prolonged 'carrousel' or 'taster' curriculum models, as these do not allow sufficient time to consolidate learning and secure progression.

13.4 At GCSE at least 10% of curriculum time is needed to secure good progress in comparison with other subjects.

Setting and differentiation

14.1 In determining their policy on setting in modern languages, schools should ensure that all pupils are able to progress though effective teaching to achieve their full potential. This includes the highest achieving pupils who must be equipped to gain the top GCSE grades and be well prepared for A Level. This will mean that, for them, grammar must not be oversimplified or avoided, that the expectations for vocabulary learning must be demanding and the contexts in which new language is practised and used challenging.

14.2 Pupils who require more repetition and reinforcement must also have their needs addressed so that they too make good progress. At the same time, schools must guard against creating self-perpetuating low expectations which impede progress.

14.3 The impact of setting pupils for secondary modern languages teaching has not been the object of academic research. The Dearing Review of Languages (2007) cited several examples of accelerated progress made by the most capable pupils in 'fast-track' sets, including some who were able to proceed immediately to AS level. If fast-tracking, schools should only do so where this is in the interests of pupils' progression in languages and not likely to lead to later resits.

14.4 Some effective schools we visited set pupils for modern languages after or during Year 7, sometimes in October or January, and setting could be adjusted at regular intervals to take account of pupils' progress. This requires core curriculum content to be aligned across sets. Teachers were most positive about the impact of this approach where setting in modern languages was not inflexibly tied into setting arrangements for unrelated subjects.

Assessment

15.1 Assessment is a central part of learning, and effective teachers gauge pupils' understanding continuously, subtly adapting what they plan to do to ensure that the pace is maintained and that all pupils get the right blend of challenge and support in their teaching. Assessment techniques for languages vary from specific tests of vocabulary or grammar points to free writing and oral presentations on themes of the pupils' choice. All of these have their place, and the selection of the right assessment for a specific purpose is an important part of teachers' pedagogical expertise.

15.2 Terminal assessments in languages, in particular the reformed GCSE, set out to assess pupils' competence in language in a range of contexts. There is every reason for pupils to be familiar with and to have practised GCSE-style assessments. However, we wish to caution against the over-use of this approach, especially at earlier stages. Moreover, courses should be designed by teachers first and foremost on the basis of good curricular and pedagogical principles as set out in this report, rather than only with an eye to terminal assessment.

15.3 There is a place in language assessment for open ended creative language production. This provides an opportunity for a teacher to assess a pupil's global competence.

15.4 There is also an important role for much more tightly focussed tests and assessments during a course. Teachers have sometimes been reluctant to incorporate these, in the belief that all assessment must be set in simulated real life communicative situations. However, where a particular stage has been reached, for example in the teaching of a grammatical structure, there is benefit to be gained from testing this structure in partial isolation from other language features to ensure it has been properly understood before it is more widely applied and used. Moreover, the 'forced recall' this kind of testing triggers can itself contribute to the embedding of the knowledge in the long term memory.

15.5 In this connection, some successful schools and teachers showed us series of bespoke grammar and vocabulary tests they used at agreed points in their curriculum. Alongside other forms of testing and assessment, they felt this made a strong contribution to teachers and pupils knowing what grammar and vocabulary had been successfully mastered, giving shape and focus to that aspect of the course.

15.6 The European Common Framework for Languages[14] provides a valuable international reference point for assessing progress in languages.

[14] The European Common Framework for Languages: www.coe.int/t/dg4/linguistic/Cadre1_en.asp

Textbooks

16.1 It is crucial that teachers select textbooks on the basis of how well they support good languages pedagogy. Well-constructed textbooks can be a very important support both for teachers and pupils. For teachers, they embody a pattern of progression that forms a centrepiece for a scheme of work, and for pupils they can create a reference and revision guide, particularly where they are allowed to take them home for practice and revision. However, not all textbooks in current use are sufficiently well constructed or comprehensive to form the basis of a whole course.

16.2 The best textbooks introduce and revisit vocabulary systematically; introduce a wide enough range of commonly used words, especially verbs, early; introduce and practise the phonics of the new language systematically; have a well sequenced and sufficiently demanding grammatical structure running through them; have a range of well-planned and sequenced tasks for grammar practice and use; use the language taught to enable pupils to access stimulating and enriching cultural and literary material; have a good range of listening material presented at an appropriate and accessible speed; facilitate the integration of listening, speaking reading and writing; and have a clear reference section.

16.3 Increasingly textbooks are supplemented by online or electronic material for additional practice or for reference. The best of this offers feedback of high quality to pupils. We recommend that teachers consider which materials will best support their planned course and employ a combination of resources as appropriate ie. good textbooks, resources produced by the teacher themselves, or online material (also see '<u>enriching and stimulating material</u>').

Approaches to grading

17.1 A detailed investigation of approaches to grading was beyond the scope of this report. However, we heard evidence from many teachers and schools to suggest that the chances of a pupil with, for example, a grade B in a modern language GCSE achieving the same grade at A Level are much lower than a pupil with a grade B in history, English or geography GCSE achieving that grade in the same A Level. We therefore recommend that this is investigated further and, if possible, addressed, as it is likely that the apparent difficulty of achieving a high grade at A Level in languages could lead to schools advising pupils against taking a language A Level, even where they have good achievement at GCSE in languages, thus potentially further exacerbating the shortage of highly qualified linguists.

Teacher training and development

'*Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback and who can devise practice activities designed to overcome particular weaknesses. Thus, one of the most important things you can do for your success is to find a good teacher and work with him or her.*'[15]

[15] Ericsson, A. (2016): 'Peak: Secrets from the New Science of Expertise'

18.1 Teachers must have a detailed knowledge of their language, including its grammar, and how to teach it.

18.2 In July 2016, an expert group chaired by Stephen Munday developed a new framework of core content for initial teacher training (ITT) in England. This says that teachers should '*have a secure knowledge of the relevant subject [and] …trainees should be conversant with a range of subject-specific pedagogical approaches*'. The new framework is intended to address the considerable variability in ITT content found by Sir Andrew Carter in an earlier report. Carter found that there were significant gaps in subject knowledge development, subject specific pedagogy and assessment.

18.3 We agree with Carter's view that a thorough knowledge of subject-specific pedagogy is crucial for trainees, whether in HEIs or in school-based training. Without this, teachers will tend to pick up poor habits, survival habits, or replicate the teaching they themselves had.

18.4 It is the methodology of teaching, a specialised area of expertise, which is teachers' prime professional focus. In schools and languages teams which are most effective, considerable time is devoted to joint planning and evaluation, and the development and sharing of expertise on pedagogy. This should be the principal focus of teacher professional development.

18.5 In focussing on this part of their work, modern language teachers, as all others, should be aware of general advances in educational research and consider how these apply to modern languages pedagogy. Some of the most important insights are summarised in the pamphlet The Science of Learning.

18.6 However, in some contexts initial teacher training will need to build teachers' subject knowledge as well as their pedagogical expertise. This may be the case, for example, if teachers are not confident in their formal knowledge of the grammar of their language. It is important for consistency that all teachers use the same standard grammatical terminology.

18.7 A subject specific content for the initial training of modern language teachers should include at least:

- Knowing the distinction between curriculum and pedagogy, and understanding the principles of curriculum planning in modern languages
- Understanding the role and nature of working memory, long term memory, meaningful practice and automatisation as applied to languages pedagogy
- Developing expertise at integrating language taught and practised into authentic communication in an incremental and planned way
- Approaches to the selection, planning, sequencing and teaching of vocabulary, including a strong basic repertoire of techniques to enable practising, memorising, retrieving and using new vocabulary
- Effective approaches for teaching grammar, including the components highlighted in this report, and including learning to teach, and practising teaching, specific features of the new language (tenses, cases, questions, negatives, agreements etc)
- Planning and teaching new language phonics effectively
- Learning and applying techniques for error anticipation and correction, and understanding when error tolerance is appropriate, and why
- Understanding how to design language practice to be progressively less scaffolded and move from comprehension to production and use
- Developing a range of approaches for making content meaningful and stimulating
- Undertaking a critical evaluation of teaching materials, in particular textbooks

- How to use the new language effectively in the classroom, taking account of the recommendations in this report; understanding the role and limitations of memorised phrases in language progression
- Gaining knowledge and understanding of the principles of assessment in languages, including the range of approaches and techniques needed for different purposes
- Knowing what has been taught in primary schools in both English and modern languages and knowing how to build on this effectively in KS3

18.8 This list does not claim to be exhaustive. It is included to highlight the urgent need for carefully planned subject specific curriculum for initial language teacher trainees. Moreover, a curriculum such as this should underpin the continuing professional development of all modern language teachers in a team, at different degrees of depth. Professional teacher learning is a continuum, and all teachers should be engaging in it at all stages.

Some questions for headteachers to use when evaluating modern foreign language departments

19.1 During this enquiry, many senior leaders and head teachers who are not themselves linguists reported that they felt they had insufficient expertise to support, evaluate or challenge languages provision in their schools. A number expressed frustration that, despite having secured what they believed was good curriculum provision and effective teaching, results remained disappointingly weak in comparison with other subjects. Concern about their school's performance in accountability measures such as Progress 8 and the EBacc often exacerbated this sense of frustration. This section and the associated Powerpoint resource on the TSC website is intended to offer some questions senior leaders may find useful in probing the effectiveness of languages provision in the schools for which they are responsible and understanding the work of language teachers more fully.

- Does the scheme of work provide a cohesive plan for the course from the beginning of KS3 to end of KS4, shaped by teachers working collectively with a good understanding of curriculum design, planning and sequencing?
- How is setting arranged? How certain are we that the highest achieving pupils are progressing well while those needing more support are not demotivated? How clear are teachers about how to differentiate teaching?
- If text books are used, on what basis have they been chosen? Are they the mainstay of the course, or are they used as supplementary resources? How has this decision been reached?
- Is the teaching of vocabulary appropriately planned? How has the selection of vocabulary been decided? Is it informed by frequency of occurrence? Are teachers aware of the importance of building the basic verb lexicon early?
- What repertoire of techniques is used to teach vocabulary? How is vocabulary knowledge tested? What interventions are there when pupils are not remembering the words they have been taught? What self-testing and revision resources are available for pupils?
- How is the teaching of grammar planned and sequenced? How does assessment of grammar teaching inform corrective or remedial teaching or intervention? What core grammatical features will pupils have mastered by the end of each year?
- Are foreign language phonics systematically taught to pupils in the early stages? How do you know if this approach is successful?
- What sorts of assessments are being used? Are they open ended only, or tightly focussed on particular points being tested, or a range? How does assessment influence teaching?
- What role does marking play? What role do error anticipation and correction have in teaching? How well understood are they? Is there enough emphasis on immediate feedback or short

marking during lessons? Is too much teacher time being unproductively used for marking which has little impact on progress?

- How is ICT being used to reinforce and support teaching?
- How is the new language being used in the classroom in a planned and systematic way to reinforce and support language teaching?
- What are the opportunities for pupils at each stage in their learning to use the new language in the classroom for spoken interaction? What is the approximate ratio of (balance between) pupil new language use to teacher new language use?
- How do teachers in the department ensure that pupils reach the spontaneous (automatised) production stage for new language learnt (and do not stop after presentation and practice phases)?
- What methods do teachers employ to ensure oral mastery of new language learnt? What role do listening, speaking, reading and writing play, and how well integrated are they?
- How are teachers building on pupils' knowledge of language from the key stage 2 English curriculum?
- How are teachers building on pupils' modern language learning at key stage 2? Is it possible locally to plan key stage 2 and key stage 3 modern language provision better to facilitate progression?
- What steps have been taken to ensure that the content mediated through the taught language is stimulating, enriching and broadens pupils' horizons?
- Are there ample opportunities for pupils to engage with 'real' speakers of the languages being taught? For example is this using visits, where possible, internet and virtual communication opportunities, or other opportunities such as foreign language assistants?
- What do pupils say? Has a survey been carried out to gauge pupils' views of their language learning?
- If there are initial teacher trainees in languages in the school, what is their subject-specific curriculum? Does it reflect the pedagogical knowledge required by language teachers? How does it relate to the continuous professional dialogue and development which happens among language teachers in the school?

Recommendation for further work

20.1 During this review we became aware that the majority of research available on second language pedagogy has been where English is the second language, or, where it has related to the teaching of languages other than English, has been carried out in contexts which differ in material ways from those found in the United Kingdom. We therefore recommend that more research is undertaken into aspects of pedagogy, curriculum planning, organisation and teacher deployment in modern foreign languages in the UK context.

In particular, we need large scale and rigorous evidence about three major areas:

- what can be expected from pupils at different stages of development in production and comprehension, in grammar, vocabulary, and phonics
- the nature and amount of input that pupils are typically exposed to, from the teacher and from other resources such as text books, and their relative impact on progress
- the effectiveness of different types of foreign language teaching, particularly in terms of vocabulary, grammar, and phonics, in large scale randomised controlled trials

ANNEX

THE REVIEW: EVIDENCE AND SOURCES

To support the review, an Advisory Group was appointed. Members were:

Ian Bauckham (Review Chair) –Executive Headteacher of the Bennett Memorial Diocesan School and past president of ASCL.

Carolyn Robson (Teaching Schools Council) – Vice-Chair of the Teaching Schools Council and CEO/Executive Principal of Rushey Mead Educational Trust.

Rachel Hawkes – Director of International Education and Research for CAM Trust

Katrin Kohl – Professor of German at Oxford University and member of ALCAB MFL Panel. Collaborates with a network of German teachers in Oxfordshire.

Emma Marsden - Senior Lecturer in Second Language Education, University of York

Bernardette Holmes – Language expert, works closely with the All Party Parliamentary Group, Past President of the Association for Language Learning

John Bald – Independent Educational Consultant

We sought, and took account of, evidence and opinion from a number of sources:

- written evidence from 14 stakeholder organisations (including the Association for Language Learning which sent collated responses from 54 members)
- school visits - members of the advisory group visited schools, observing lessons and meeting with modern foreign languages teachers and department heads
- international evidence supplied by responses to our requests for information from 14 countries
- we held a Roundtable event at which we shared emerging recommendations and listened to feedback on them
- 33 MFL department leaders and 58 teachers from across 33 different schools took part in semi-structured telephone interviews – research commissioned by DfE
- a literature search for research evidence on MFL teaching and learning identified 111 articles of which the 26 which had greatest focus on effective pedagogy were included and summarised in a literature review - – research commissioned by DfE

A summary of the research projects commissioned by DfE will be published later on Gov.uk.

Research and publications referred to in the literature review or considered in writing this report are listed below:

Burge, B., Ager, R., Cook, R., Cunningham, R., Morrison, J., Weaving, H. and Wheater, R. (2013). *European Survey on Language Competences: Language Proficiency in England.* Slough: NFER.

Chiu, Y. (2013). 'Computer-assisted second language vocabulary instruction: A meta-analysis', *British Journal of Educational Technology*, **44**, 2, E52–E56.

Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002). *Learning Style Survey: Assessing Your Own Learning Styles.* Center for Advanced Research on Language Acquisition, University of Minnesota. (Cited in Cohen & Weaver, 2006.)

Collins, L. and Marsden, E. (2015). 'Cognitive perspectives on classroom language learning.' In: Hall, G. (Ed) *The Routledge Handbook of English Language Teaching*. Abingdon: Routledge.

Crichton, H. (2009). ''Value added' modern languages teaching in the classroom: an investigation into how teachers' use of classroom target language can aid pupils' communication skills', *The Language Learning Journal*, **37**, 1, 19–34.

David, A. (2008). 'Vocabulary breadth in French L2 learners', *The Language Learning Journal*, **36**, 2, 167–180.

Deans for Impact, 'The Science of Learning': http://deansforimpact.org/the_science_of_learning.html

Dearing, R. (2007). *Languages Review*: http://webarchive.nationalarchives.gov.uk/20070705125253/http:/teachernet.gov.uk/teachingandlearning/subjects/languages/languagesreview/

De Graaff, R. & Housen, A. (2009). Investigating the effects and effectiveness of L2 instruction. In M. Long & C. Doughty (eds),*The Handbook of Language Teaching.* Oxford: Blackwell (pp. 726-755). (Cited in Tammenga-Helmantel et al., 2014.)

Driscoll, P., Macaro, E., Swarbrick, A. (2014). *Debates in modern languages education*. London: Routledge.

Ellis, R. (2006). 'Current issues in the teaching of grammar: an SLA perspective', *TESOL Quarterly,* Vol 40 No1

Golonka, E. M., Bowles A. R., Frank V. M., Richardson. D. L. and Freynik, S. (2014). 'Technologies for foreign language learning: a review of technology types and their effectiveness', *Computer Assisted Language Learning*, **27**, 1, 70–105.

Graham, S. J. (2004). Giving up on modern foreign languages? Students' perceptions of learning French. *Modern Language Journal*, **88**, 2, 171-191.

Graham, S., Santos, D. and Vanderplank, R. (2011). Exploring the relationship between listening development and strategy use. *Language Teaching Research*, **15**, 435-456.

Häcker, M. (2008). 'Eleven pets and 20 ways to express one's opinion: the vocabulary learners of German acquire at English secondary schools', *The Language Learning Journal*, **36**, 2, 215–226.

Hall, G. and Cook, G. (2012). 'Own-language use in language teaching and learning', *Language Teaching*, **45**, 3, 271–308.

Hogg, I. (1998). *Marrying Form and Function: a Place for Grammar and Total Target Language in the Secondary Modern Foreign Languages Classroom* (Occasional Paper). Southampton: Centre for Language in Education [online]: http://eric.ed.gov/?id=ED477226 [31 August, 2016].

Hudson, R., Fawkes, S., Marsden, E. et al. (2016) 'Joined up: How do we talk about grammar and texts', *Languages Today,* Spring, pp. 30-32.

Jean, G. and Simard, D. (2013). 'Deductive versus inductive grammar instruction: Investigating possible relationships between gains, preferences and learning styles', *ScienceDirect,* **41**, 4, 1023–1042.

Kasprowicz, R. E., & Marsden, E. (2016). 'Towards ecological validity in research into input-based practice: Form spotting can be as beneficial as form-meaning practice'. *Applied linguistics*

Karras, J. (2016). 'The effects of data-driven learning upon vocabulary acquisition for secondary international school students in Vietnam', *ReCALL*, **28**, 2, 166–186.

Larsen-Freeman, D. (2012). 'From unity to diversity: twenty-five years of language-teaching methodology', *English Teaching Forum*, **50**, 2, 28–38. .

Lin, H. (2015). 'A meta-synthesis of empirical research on the effectiveness of computer-mediated communication (CMC) in SLA', *Language Learning & Technology*, **19**, 2, 85–117.

Macaro, E. and Graham, S. (2008). The development of the passé composé in lower-intermediate learners of French as a second language. *The Language Learning Journal*. **36**, 5-19

Macaro, E., Graham, S., Woore, R. (2015). *Improving foreign language teaching: Towards a research-based curriculum and pedagogy*. London: Routledge.

Macaro, E., Handley, Z. and Walter, C. (2012). 'A systematic review of CALL in English as a second language: focus on primary and secondary education', *Language Teaching*, **45**, 1, 1–43.

Mady, C., Arnott, S. and Lapkin, S. (2009). 'Assessing AIM: a study of grade 8 students in an Ontario school board', *The Canadian Modern Language Review*, **65**, 5, 703–729.

Marsden, E. (2005). 'Input-based grammar pedagogy: a comparison of two possibilities', *The Language Learning Journal*, **31**, 1, 9–20.

Marsden, E. (2006). 'Exploring input processing in the classroom: An experimental comparison of processing instruction and enriched input'. *Language Learning*, *56*(3), 507-566.

Marsden, E. J., & Chen, H-Y. (2011). The Roles of Structured Input Activities in Processing Instruction and the Kinds of Knowledge They Promote. *Language Learning*,*61*(4), 1058–1098.

Maughan, S., Smith, J. and Hamer, J. (2015). A Literature Review on Textbook Use and Links to Educational Standards. *Publishers Association and British Educational Suppliers Association.* Available online: *publishers.org.uk/EasySiteWeb/GatewayLink.aspx?alId=19805* [1 September, 2016]

Meara, P. and J. Milton (2003). *X_Lex. The Swansea Levels Test*. Newbury: Express. Cited in David, 2008.

Medical Research Council Applied Psychology Unit (2013), 'Brain systems for language learning', *Languages Today*, Issue 13 Spring 2013.

Meiring, L. and Norman, N. (2002). 'Back on target: repositioning the status of target language in MFL teaching and learning', *The Language Learning Journal*, **26**, 1, 27–35.

Norris, J. and Ortega, L. (2000). Effectiveness of L2 Instruction: A Research Synthesis and Quantitative Meta-analysis. *Language Learning,* **50:3**, 417-528. (Cited in Tammenga-Helmantel et al., 2014.)

Oates, T. (2014). *Why Textbooks Count: a Policy Paper*. Cambridge: Cambridge Assessment [online]: www.cambridgeassessment.org.uk/images/181744-why-textbooks-count-tim-oates.pdf [10 August, 2015].

Ofqual (2015). *Inter-Subject Comparability of Exam Standards in GCSE and A Level* (ISC Working Paper). Coventry: OFQUAL [online]: www.gov.uk/government/publications/inter-subject-comparability-of-exam-standards-in-gcses-and-a-levels [1 September, 2016].

Ofsted (2015). *Key Stage 3: the Wasted Years*. London: Ofsted [online]: www.gov.uk/government/publications/key-stage-3-the-wasted-years [13 September, 2016].

Ofsted (2011), 'Modern Languages Achievement and Challenge: 2007 to 2010', www.gov.uk/government/publications/modern-languages-achievement-and-challenge-2007-to-2010

Pachler, N. and Redondo, A. (eds.) (2006). *A practical guide to teaching modern foreign languages in the secondary school*. Routledge, London.

Richards, B. J., Malvern, D. D. and Graham, S. J. (2008). Word frequency and trends in the development of French vocabulary in lower intermediate students during Year 12 in English schools. *The Language Learning Journal*, **36**, 2, 199-213.

Shintani, N. (2015). The effectiveness of processing instruction and production-based instruction on L2 grammar acquisition: a meta-analysis, *Applied Linguistics,* **36**, 3, 306–325.

Spada, N. and Tomita, Y. (2010). 'Interactions between type of instruction and type of language feature: a meta analysis', *The Language Learning Journal,* **60**, 2, 263–308.

Stæhr, L. S. (2008). *'Vocabulary size and the skills of listening, reading and writing', Language Learning Journal,* ***36****, 2, 139–152.*

Stern, H.H. (1982). French core programs across Canada: how can we improve them?, *The Canadian Modern Language Review*, **39**, 1, 34–47. (Cited in Mady et al., 2009.)

Stobart, G. (2014), 'The Expert Learner; Challenging the myth of ability', Maidenhead, McGraw-Hill/Open University Press

Tammenga-Helmantel, M., Arends, E. and Canrinus, E. T. (2014). 'The effectiveness of deductive, inductive, implicit and incidental grammatical instruction in second language classrooms', *System*, **45**, 198–210.

Taylor, A., Lazarus, E. and Cole, R. (2005). 'Putting languages on the (drop down) menu: innovative writing frames in modern foreign language teaching', *Educational Review*, **57**, 4, 435–453.

Tedick, D. J. and Wesely, P. M. (2015). 'A review of research on content based foreign/second language education in US K-12 contexts', *Language, Culture and Curriculum*, **28,** 1, 25-40.

Tinsley, T. and Board, K. (2016). *Language Trends 2015/16: the State of Language Learning in Primary and Secondary Schools in England*. Education Development Trust: Reading [online]:

www.educationdevelopmenttrust.com/~/media/EDT/Reports/Research/2016/r-language-trends-2016.PDF [25 August, 2016].

Toth, P. D. and Guijarro-Fuentes, P. (2013). 'The impact of instruction on second-language implicit knowledge: evidence against encapsulation', *Applied Psycholinguistics*, **34**, 6, 1163–1193.

Tschichold, C. (2012), 'French vocabulary in Encore Tricolore: do pupils have a chance?', *Language Learning Journal,* Vol 40 No 1 April 2012 7-19

Van De Guchte, M., Rijlaarsdam, G., Braaksma, M. and Bimmel, P. (2015). 'Learning new grammatical structures in task-based language learning: the effects of recasts and prompts', *The Modern Language Journal*, **99**, 2, 246–262.

Vandergrift, L. and Baker, S. (2015). 'Learner variables in second language listening comprehension: an exploratory path analysis', *Language Learning*, **65**, 2, 390–416.

Willingham, D.T. (2004), *'Practice Makes Perfect—but Only If You Practice Beyond the Point of Perfection'*: www.aft.org/periodical/american-educator/spring-2004/ask-cognitive-scientist

Woore, R. (2009). 'Beginners' progress in decoding L2 French: some longitudinal evidence from English modern foreign languages classrooms', *The Language Learning Journal* , **37**, 1, 3–18.

Review report written by Ian Bauckham for the Teaching Schools Council, November 2016.