



UNIVERSITY OF
LEICESTER

School of Education

PGCE Secondary Course

Modern Languages

Subject Guide

2023 - 2024



PGCE Modern Languages Subject Guide 2023-24

Contents

PGCE Modern Languages Subject Guide 2023-24	1
1. Welcome to the Secondary Modern Languages PGCE Course	4
1.1 Tutors	4
2. Aims and Objectives of the Course	4
2.1 Secondary PGCE Curriculum, Core Content Framework and Teachers' Standards	5
2.2 Programme Structure	7
2.2.1 What does this mean for you?	8
2.3 Curriculum Design – Modern Languages Sessions	9
2.2.1 Intent	9
2.2.2 Implementation	10
2.2.3 Approaches to teaching, learning and curriculum	11
2.2.4 Impact	12
3. Autumn Term PGCE Modern Languages	13
3.1 Pedagogy - Adaptive Teaching: CARD (D) CCF2 (S5)	14
Good practice in lesson planning and adaptive teaching	14
3.2 Subject and curriculum knowledge (CCF/TS3)	15
4. Working in an MFL Department during your school practicum	17
4.1 Teamwork and assisting within a lesson deliver a sub-section of a lesson arranged by the regular teacher	17
4.2 Structured observation of students and teachers (Focused Observations)	18
4.3 Researching the resources and systems of the department	18
4.4 Studying schemes of work and the contribution of modern languages to the curriculum	19
4.5 Studying and using systems for assessing, recording and reporting progress	19
4.6 Studying an issue in language teaching	20
4.7 Target Language use	20
4.8 The National Centre for Excellence for Language Pedagogy (NCELP) now Language Driven Pedagogy (LPD)	21
4.9 National Consortium for Languages Education (NCLE)	22
5. Introductory Reading Advice	22
5.1 Pedagogy - How Pupils Learn: CARD (D) CCF2 (S2)	22

5.2 Pedagogy - How Pupils Learn: CARD (D) CCF2 (S2)	23
5.3 Curriculum: CARD (E) CCF3 (S3)	25
5.5 Assessment: CARD (F) CCF4 (S6)	29
5.6 Behaviour and Relationships: CARD (C) CCF1 (S7, S1)	30
5.7 PPC: Professional Behaviours and Values CARD (B).....	31
6. The Language Learning Journal.....	33
7. Specific Literature	37
7.1. General titles (modern language learning and teaching)	37
7.2 Topic-specific references	39
7.3 Listening	39
7.4 Speaking (see also 7.10 on target language)	40
7.5 Reading	40
7.6 Writing	41
7.7 Grammar	42
7.8 Vocabulary	43
7.9 Pronunciation and Phonics	43
7.10 Target Language.....	44
7.11 Adaptive Teaching/Differentiation	45
7.12 Inclusion	45
7.13 Assessment	46
7.14 6 th Form.....	46
7.15 Literature.....	47
7.16 Creativity	47
7.17 Language learning: the learner and learning strategies	48
7.18 Early Language Learning and Primary.....	48
7.19 Culture and language learning.....	49
7.20 Motivation.....	50
7.21 ICT	51
7.22 Language Awareness.....	51
7.23 Translation and Translation-related Studies.....	52
7.24 Authentic Materials	53

1. Welcome to the Secondary Modern Languages PGCE Course

Modern Language teaching is facing many challenges within the present educational system in the UK. It is an exciting and relevant subject which plays a major role in helping children to develop a better understanding of the increasingly complex world around them. As a student-teacher you will have the opportunity to develop your own personal and professional traits, as well as helping others to do likewise. The PGCE in modern languages will also give you the opportunity to develop your own subject knowledge.

The course you are starting is both demanding and rewarding, and over time you will be exposed to many different ways of working, each of which will have a use within the classroom. The profession which you are entering is taxing but offers you the privilege to support and observe the development of young people.

We hope you enjoy the course. You should find the work develops both your enthusiasm and confidence as a linguist and a teacher.

This booklet contains information about the Modern Languages first subject course and should be read in conjunction with the overall PGCE handbook, our Secondary PGCE curriculum (which is mapped to the CCF and the Teacher Standards (DfE 2012)). Further information about the content of sessions or notices for the attention of all members of the group will be found on Blackboard, the university's Virtual Learning Environment (VLE).

1.1 Tutors

Stephanie Oswald (MFL Programme Lead)

Email: sio1@le.ac.uk

Wasył Cajkler (emeritus Professor)

Email: wc4@le.ac.uk

2. Aims and Objectives of the Course

Principally, the aim is to enable you to be a confident, competent and reflective teacher of Modern Languages, capable of making a full contribution to the effectiveness of a modern languages department in a UK secondary school. This requires that you become familiar with a range of methods, resources and developments and understand the theory and principles of good practice. The aims of the Modern Languages PGCE programme are rooted in the Secondary PGCE curriculum, which must be read in detail along with any information in this Handbook. The aims of the Secondary curriculum underpin all that we do in the University and the Partnership; CARD A and CARD B contain benchmark statements which summarise the curriculum. The ITT Core Content

Framework – as with the Early Career Framework – has been designed to support your development.

2.1 Secondary PGCE Curriculum, Core Content Framework and Teachers' Standards

This table shows how the CCF and the Teachers' Standards map against our Secondary Curriculum, (5 curriculum areas in the left-hand column):

Our Curriculum	CCF Priorities	CCF term	DfE Teachers' Standards and statements
A) Academic: Postgraduate Study	<i>Links to all five other areas e.g. through developing knowing, doing, being through engagement with university assignments.</i>		
B) Professional Behaviours and Values	Professional behaviours CCF5	Professional Behaviours	S8 Fulfil Wider Professional Responsibilities PPC Personal and professional conduct (Part 2)
C) Behaviour and Relationships	Behaviour management CCF1	High Expectations Managing Behaviour	S7 Manage Behaviour Effectively S1 Set High Expectations
D) Pedagogy	Pedagogy CCF2	How Pupils Learn Classroom practice Adaptive Teaching	S2 Promote Good Progress S4 Plan and Teach Well-structured Lessons S5 Adapt Teaching
E) Curriculum	Curriculum CCF3	Subject and Curriculum	S3 Demonstrate Good Subject and Curriculum Knowledge
F) Assessment	Assessment CCF4	Assessment	S6 Make accurate and productive use of assessment

The following statements are offered as a general guide to the aims of the programme but must be read in the light of the CCF and our curriculum document, as shown on CARD A and CARD B. The overall aim is for you to become informed reflective practitioners who understand how children learn and how they can be best supported to learn the knowledge, skills and attitudes that promote and scaffold successful language learning. During the programme, we expect that as result of the impact of our programme, you will:

- reflect on the purposes of learners of another language and understand how teachers and teacher expectations affect the well-being and motivation of language learners in schools (CCF/TS1), and consequently learn to apply high expectations to all the groups that you teach;
- examine theories of foreign/second language acquisition (e.g. motivation) to understand what we know about how children learn languages in instructed settings (CCF/TS2) and apply this in planning, teaching and assessing language learning;
- form a clear and coherent understanding of the National Curriculum, how vocabulary and grammar are organised within the KS2, KS3, GCSE and A level syllabi, along with other expected subject knowledge (CCF/TS3), which you need to teach explicitly to facilitate

language learning and the development of the four skills of listening, speaking, reading and writing;

- look at the work of expert teachers in schools to understand how effective teaching transforms pupils' knowledge, capabilities and beliefs about learning, developing the necessary pedagogic skills to introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned so that high quality adaptive teaching results (CCF/TS4) in all your classes;
- evaluate approaches to teaching in line with the expectations for adaptive teaching expressed in CCF5, identifying materials and techniques for learning, teaching and testing, which enable the development of pedagogy that is responsive to your student needs, expectations and differences (CCF5);
- capture a clear and critical understanding of how effective assessment is essential to teaching because it provides teachers with information about pupils' understanding and needs, thus, following expert input, allowing you to develop approaches that enable you to build on student prior knowledge and understanding and offer positive formative feedback which then scaffolds your students' further learning (CCF/TS6);
- thoroughly understand the need for managing behaviour effectively, developing appropriate approaches which establish and reinforcing routines, including through positive reinforcement, leading you to practise, receive feedback and acquire, following expert input, the classroom management skills needed to create an effective learning environment (CCF/TS7);
- improve your subject and pedagogic knowledge, skills and practice by engaging in reflective practice, reading and research, in collaboration with co tutors, tutors and peers, arriving at an advanced level of understanding that effective professional development must be sustained and involves expert support and opportunities for collaboration, including through engagement in effective professional relationships with colleagues and building effective relationships with parents, carers and families to improve pupils' motivation, behaviour and academic success and also by working effectively in partnership with teaching assistants (TAs) (CCF/TS8)
- observe a range of practice throughout their practicums in order to deepen understanding of effective pedagogies that support and enhance learning (all standards);
- note and act upon your strengths and weaknesses, as advised in feedback from expert co tutors and tutors and following expert input, by taking opportunities to practise, receive feedback and improve at the whole range of essential pedagogic skills listed in the Core Content Framework (CCF/TS8 and CCF framework in general).

All of the above relate to the Teachers' Standards

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

and the CCF framework: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

Throughout the modern languages programmes, the work of both student-teacher and University tutors will be characterised by high expectations, consonant with the learn-that statements expressed in the core content framework, section 1 (CCF1 High Expectations), that

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

2.2 Programme Structure

Learning to teach and learning how to learn to teach modern languages are the principally foci of the modern languages course. However, this cannot be separated from other elements of becoming a teacher.

University days: The Professional component (Mondays and Wednesdays) will tend to focus on Learning to be a Teacher and Learning to Teach, with the Subject component (Tuesdays and Thursdays) tending to focus on Learning to Teach modern languages, but these all interlink.

Furthermore, in the school practicums, you will work with and alongside school experts (you co tutor and other teachers), where you will develop your practice.

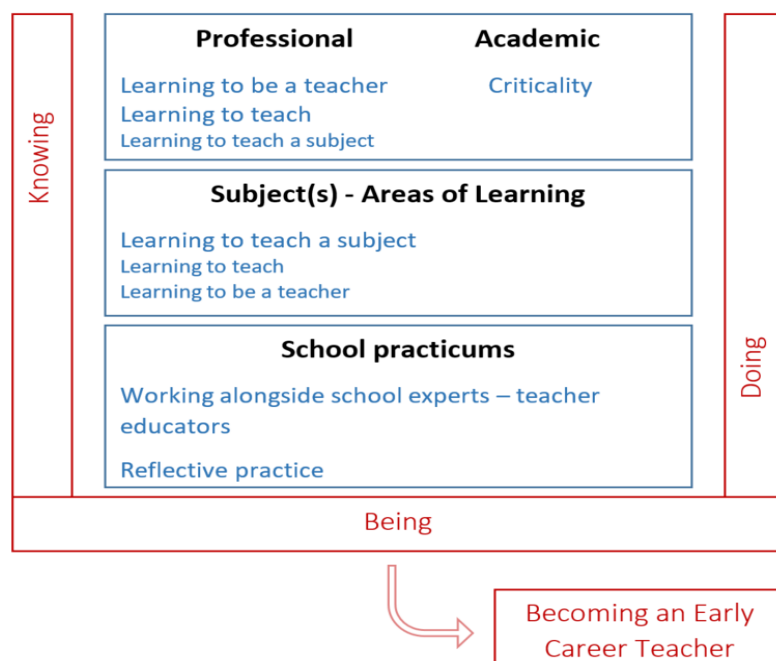


Figure 2.1: overview of programme structure

As a result of these interactions, you will acquire or deepen the knowledge, skills and qualities required in a successful teacher. The ambition of the programme is captured in the diagram below, summarising the complexity of what it means to be a teacher in terms of knowing, doing and being.

The model of knowing, doing, being (becoming), (Craig, 2018) represented above in figure 2.1 and below in figure 2.2 is a way to articulate the complex process of integrating theory and practice, thereby shaping your own identity as a teacher of any subject but principally as a teacher of people, in your case secondary age modern language learners. These aspects of learning and becoming a teacher are reflected both in the taught and practical programme and the assignment structure. Both of these enable you to demonstrate your acquisition of the knowledge needed to be a successful teacher (knowing), the numerous skills expected and required (doing), and the qualities and dispositions associated with 'being' an effective teacher.

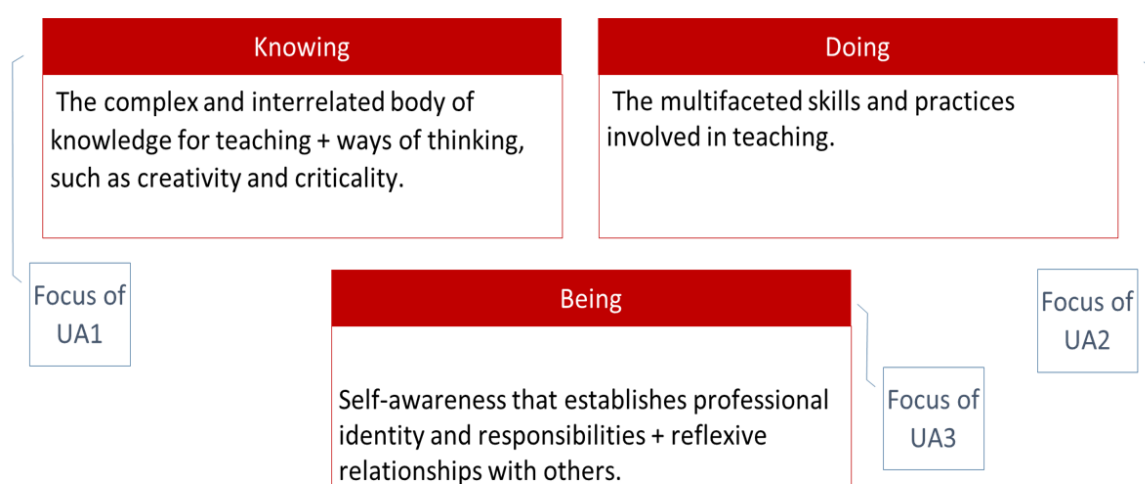


Figure 2: Craig's model of becoming a teacher (figure designed by Dr Fay Baldry)

2.2.1 What does this mean for you?

When considering the challenge of becoming a language teacher, think first of all of your experience of learning a second language in an instructed setting. Initially, your learning principally may have been about the language (its form, rules and structures), as you were battling in the process of getting some foundational knowledge (words, grammar, pronunciation), as opposed to acquiring the language for immediate practical use. In this phase of learning, you would have partial knowledge or emerging understanding of the 'rules of the language' (knowing) but you still needed to 'get' the language and use it for communication in real time, expressing meanings, reading messages, getting things done through negotiation in conversation, all of which require practice and rehearsal and then making choices and decisions in real time e.g. do you remember making a telephone call in the foreign language for the first time? The process of learning a language involves practice, which gradually leads to routinisation so that language can be used spontaneously, as expected in the National Curriculum (DfE 2013).

To be an effective user of a language, amongst other things, we need to have language knowledge (principally vocabulary, grammar, pronunciation, pragmatics as well as conventions used to listen, speak, read and write), but we also need to have the facility in the form of skills (accuracy, fluency

and confidence, listening, speaking, reading and writing) to use language for communicative purposes. One theory (ACT, Anderson's Adaptive Control of Thought model, 1990) argues that the process of learning from instruction begins with declarative knowledge (knowledge of the facts/rules; an explicit knowledge of the language system) which gradually proceeds through practice and use to become procedural knowledge (implicit), where knowledge and understanding become implicit and automatic. Thus, language learning is a gradual process of accretion, with ups and downs along the way, until the learner knows how to use the language appropriately in different settings. The learning involves a range of complexity, which is mediated and supported by successful language teachers. In relation to second language acquisition, the learning is often incomplete but if a learner can understand and becomes intelligible to users of the modern language, the benefits can be significant in enhancing quality of life, leading to becoming a competent user of another language.

Consider, then in comparison, what it must mean to become a teacher in terms of knowing, doing and being/becoming. That is the journey on which you have embarked and the PGCE programme is designed to guide that development in providing opportunities for you to

- a) know what it means to be teacher (Knowing),
- b) acquire the appropriate skills to make learning in the classroom successful (Doing),
- c) and develop your identity as a teacher (Being).

You will demonstrate these attributes in the two teaching practicums, observing and receiving support from expert practitioners, and in University assignments UA1, 2 and 3, supported by expert tutors.

2.3 Curriculum Design – Modern Languages Sessions

Our curriculum for PGCE subject sessions is defined by the understanding that Modern Languages teachers are not a homogeneous group in relation to experience, residence in target language countries, languages known and used, and degree combinations. However, all student-teachers offer French. So, for KS3 and 4 focused sessions, materials will typically be in French with some examples in Spanish and German. In the extended core, there are materials for other languages. The intent, implementation and expected impact of our programme is described below.

2.2.1 Intent

(i) Subject knowledge

When working on subject content, we want to ensure that all student-teachers are included, that nobody is left behind, and that nobody is treading water. As a result, this is best achieved through a student-focussed approach, allowing you the freedom to apply your own expertise, or to identify and act on gaps in your knowledge. To scaffold this, we begin with an initial audit so that you identify targets on which to work, and we will monitor through the programme. There are timetabled opportunities to develop subject knowledge, most notably the grammar and vocabulary

focused sessions, the sixth-form specialist topic inputs that you will do and the programme of peer teaching that occurs in the first term.

(ii) Career expectations

The intent of our course is to:

- equip you with the core expertise, aligned with the CCF, that you will need in the majority of Modern Languages teaching posts,
- and enable you to consider how you might engage in a broader range of teaching possibilities as future professionals, with a focus on learning how to learn to teach so that your development is continual and continues throughout your career (CCF Area 5).

2.2.2 Implementation

(i) Core expertise

The central aspects of our programme are determined by the National Curriculum documents for KS3 and KS4 Modern Languages and the syllabi used in KS5. Delivering the subject at these levels will constitute the bulk of your classroom experience when on placement. Most of the work we do is therefore focused on developing subject and pedagogical knowledge which you can implement in practice.

Key aspects of the KS3/4 Modern Languages element of the PGCE are:

- Enhancing pupils' listening and speaking skills (CCF2)
- Improving pupil's knowledge of grammar, vocabulary and pronunciation (TSC, 2016; NCELP 2019 plus screencasts) (CCF2/3)
- Teaching strategies for reading and comprehension in the foreign language (CCF2)
- Teaching foreign language writing skills, from early phases to more independent writing
- Assessing pupil progress in Modern Languages (CCF4)
- Assessment-for-Learning strategies in Modern Languages (CCF4)
- The role of data in tracking pupil progress in Modern Languages (CCF4/5) for which we will liaise with partner schools to make sure that you are briefed on how this is done in schools
- The crucial role of memory in pupils learning of Modern Languages, for example in relation to vocabulary acquisition and the learning of grammatical patterns (CCF2/CCF3)
- The importance of practice to effective foreign language learning and strategies for retrieval practice and further practice in the classroom (CCF2)
- Examinations, external assessments and their expectations (all GCSE programmes in French, Spanish and German according to student-teacher specialism) (CCF4)

In relation to sixth form teaching, the above apply but in addition there will be language-specific foci on

- Subject knowledge development for literature/films with a principal focus on AQA and Edexcel specifications (CCF3)

- Teaching literature (CCF2)
- Assessment at sixth form level (CCF4)

(ii) The extended Modern Languages curriculum

Some students are on an 11-16 route and some are on an 11-18 route; all our student-teachers will have taught sessions on post 16 teaching and will work on individual subject knowledge up to and including A level, including literature and film. Those on the 11-18 route will teach one or more A level courses during school practicums, and most will do so during their later careers. The approach in university sessions is introductory and exploratory, looking first of all at how language is learned (CCF Area 2) and taught (CCF2) and gradually diversifying to address the needs to student-teachers of different languages, with sessions devoted to the teaching of each language, to include

- Focus on pronunciation teaching e.g. features of connected speech in the languages, difficult phonemes, common challenges, variation e.g. in the use of liaison
- Frequency of language use in the different languages
- Curriculum-making in each language.

In addition, it is essential that student-teachers be aware of and build upon what is in the KS2 curriculum and the experiences of children learning a language in primary school. A session is devoted to this but there are opportunities to meet with a local focus group and attend professional development meetings (CCF3, CCF5). Furthermore, in your practicums you are encouraged to visit a feeder primary to find out how a modern language is taught there.

(iii) Core Curriculum Framework and Professional/Academic Studies

The ITE curriculum at Leicester is built around the principles of the Core Content Framework, as is clearly established during Professional and Academic sessions. Each subject session explores relevant aspects of the CCF, and these are identified on the annual programme so that you can reflect on your progress in each area.

Several sessions (supported by individual tutorials by subject tutors) cover elements relevant to the three university assignments:

- Academic writing – style and structure
- Use and referencing of academic literature
- Research methods and ethical practice
- Evaluation of observed evidence and use of data collected in school practicums.

2.2.3 Approaches to teaching, learning and curriculum

It is important that you understand where your own perspectives are likely to lead you once you begin your careers. More short-term, we suggest some strategies below (see Section 4 below) to help you to interpret (and negotiate) your experiences in the departments and schools where you find yourselves on placement.

We seek as far as possible to allow you to come to your own conclusions about your preferred teaching style, while familiarising you with recent and current approaches, drawing in

communicative language teaching, the work of the TSC (2016) and NCELP. We encourage a critical, informed approach to theory and evidence that recognises appropriately professional boundaries. In general, we want you to leave us with a strong appreciation of the complexity and diversity of classrooms, and an expectation that no fixed solution will achieve best results in all circumstances, but clearly understanding more about how pupils learn and how adaptive teaching supports effective learning.

Teaching and learning during university sessions is designed to meet your needs, as well as to develop practical teaching skills and strategies prior to school practicums. In seminar-style sessions, teaching is through a mixture of:

- Direct delivery of material, essential ideas and information
- Modelling of classroom teaching ideas (student-teachers take the role of 'pupils')
- Focussed whole-group and small-group discussion
- Individual and small-group problem-solving tasks
- School visits – including a visit to a local school for observation
- Independent investigation tasks (e.g., into learning outside the classroom opportunities)
- Presentations

Most content is delivered by the course team, supported by specialist sessions from external Associate Tutors. However, in Phase B, the programme is negotiated to focus on the CCF-related needs you identify following the Phase A placement. This results in a timetable that includes both tutor-led and student-teacher-led inputs (CCF3/5).

In line with a *reflective practice* model of teacher development, we have adopted a spiral curriculum, (Bruner, 1966, 1996) which encourages a process of revisiting and reconsidering earlier learning in new contexts, and in the light of practical experience. The overall structure of the PGCE year reinforces this model, as it moves through two iterations of university-based teaching interleaved with blocks of teaching practice. We begin the year by introducing essential concepts:

- The nature and purpose of language learning
- Teaching speaking and listening
- Teaching grammar, vocabulary and pronunciation
- Teaching reading
- Teaching writing
- Culture in language learning

During the remainder of the course, these central concepts are explored and developed in a range of specific practical and theoretical situations. These are all introduced in Phase A, but further developed in Phase B.

2.2.4 Impact

Acknowledging that progress is difficult to measure objectively and will be subject to individual variables in every student-teacher's case, we draw on a broad range of qualitative and quantitative evidence to triangulate the overall impact of our curriculum on your development:

- Subject knowledge Evidence Record Forms

- Co tutor and co-ordinator feedback from school practicums
- Grades from university assignments
- Content of university assignments
- Lecturers' informal reflection on subject sessions
- Peer observation of teaching
- Tutorial work with individual students
- End-of course feedback
- Retention and completion rates
- Exit interviews with any students who decide to leave the programme.

This evidence of our impact on student development informs each annual cycle of course development.

Bruner, J.S. (1996) *The Culture of Education* New York, Harvard University Press.

Bruner, J.S. (1966) *Toward a Theory of Instruction*, New York, Harvard University Press.

3. Autumn Term PGCE Modern Languages

The aims of the Autumn Term course are to:

- give an introduction to Modern Languages teaching, considering the National Curriculum, GCSE and All level, learner needs.
- prepare for the autumn term school practicum by engaging in lesson-planning, materials production, and classroom management activities, related to CCF expectations, for classroom practice and adaptive teaching (TS4/5).
- micro-teach and learn in a foreign language. Small groups of student teachers will peer teach and receive feedback. These lessons will inform group discussions and a deconstruction of the lesson incorporating the nature of language teaching and learning (CCF/TS2, 4 and 5), how pedagogy is planned and adapted.

The autumn programme is taught by University staff to provide a set of inputs that complement the work that follows in schools. Input about examination specifications is done by a visiting speaker.

The Spring and Summer term programmes are not published in full at the beginning of the course because they draw more frequently on the expertise of colleagues from expert colleagues; school teachers, other experts and the group of Modern Languages student-teachers, following a review of progress in Phase A and analysis of your further development needs in relation to Core Content skills. The programme is deliberately organised in this way and the initial focus will be on preparing you for the demands of the first practicum, with particular attention paid to CCF sections 1, 2, 3, 4, 5 and 6. Some of these will also be covered in the Professional Course, as well as CCF 7 and 8 on behaviour management and professional development.

In Phase B of the programme, following the first practicum, the curriculum focuses on your developing needs using a negotiated and participative approach to the Phase, but always guided by

the CCF framework. In this phase, the timetable will be agreed and co-taught to enable you to develop your subject and curriculum knowledge, as well as your pedagogic literacy even further in readiness for the second placement.

Please note, however, that teaching is complex and all sessions in the modern languages will explore its complexity so that the global nature of teaching will be studied. Divisions into learn-that statements and teacher standards help us to organise the curriculum but teacher expertise is much more than a set of discrete statements. By the end of this PGCE year, we intend that you will be ready to take up a teaching post in any mainstream school in the country, with the confidence and skills necessary to build on the foundations established in the PGCE year.

3.1 Pedagogy - Adaptive Teaching: CARD (D) CCF2 (S5)

Good practice in lesson planning and adaptive teaching

Exemplar lesson plan formats and evaluations will be explored during the Autumn term programme and re-visited in the Spring. They are intended to guide you in the production of your own plans. The exemplars conform to the general requirements for lesson planning which are set out in the PGCE Secondary Course Handbook and to the expectations of the CCF.

All your own lesson plans, evaluations, schemes of work and single copies of resources should be kept electronically in a folder in your eportfolio. This eportfolio is a form of 'evidence' in the assessment of your progress. It will be referred to regularly in discussions with your co tutor and others who oversee your planning and classroom teaching. The eportfolio will be monitored by your university tutor and co-tutor when you are in school.

In relation to CCF/TS4 Classroom Practice, you must learn and show that you understand that:

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

These 'learn-that' statements need to guide your preparation for teaching, your teaching and your post-lesson evaluation of the teaching. They will form the foundations for discussion with subject co tutors in your placement schools.

In relation to CCF/TS5, Adaptive Teaching, you are expected to learn that:

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. (see Coffield et al. 2004; Riener, C.R. and Willingham, D. T. (2010) [The Myth of Learning Styles](#), *Change*, 42(5), 32–35 (Please note that there is an error in the CCF in which the first author is missing).
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Again, these statements and clear awareness of their significance in the development of your pedagogic literacy are critical to the success of your practice at the planning, teaching and evaluation.

3.2 Subject and curriculum knowledge (CCF/TS3)

We will explore and develop your subject knowledge interpreting the learn-that statements in the core content framework, in relation to the nature of language learning and how children learn a language which we explore in relation to CCF/TS1 and 2. For CCF/TS3, you are expected to learn that:

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

The subject course in the School of Education and the subject work you undertake in school are together intended to help you to gain a clearer understanding of the MFL curriculum (from KS2 to KS5) and to support the personal development of your **subject knowledge** and its transformation into **pedagogic content knowledge** (CCF classroom practice and adaptive teaching: your knowledge of how foreign languages are taught). It is a requirement that you take stock or 'audit' your developing subject knowledge periodically during the course in order to make sure that your own subject knowledge provides an excellent model for learners at all levels in the curriculum.

Before joining the course, you undertake a subject self-audit, which focuses on your confidence in the content of the subject which is relevant to learners in schools. The self-audit is based on your self-assessment of your knowledge of grammar. This will enable you to select one or more points of grammar which will benefit from some private study on your part. You may be developing your subject knowledge in more than one language. In the autumn term you will take part in peer-group subject presentations. These are 5–10-minute micro lessons on your chosen grammar point.

Subject knowledge (CCF/TS3) has several strands and you should make sure that you consider these when setting your targets:

1. Your own grammar knowledge and your confidence in explaining grammatical concepts to learners (pedagogic content knowledge or PCK)
2. Your knowledge and understanding of the National Curriculum for Key Stage 2 and Key Stage 3 and how they articulate together

3. Your knowledge and understanding of the specifications and assessment arrangements for GCSE
4. Your knowledge and understanding of the specifications and assessment arrangements for A Level, including language, literary texts and films (see advice about available guide in the reading guidance below).

You will need to keep a copy of all your subject knowledge development work in your eportfolio on OneDrive.

It is your responsibility to plan your programme of reading and to take opportunities in school to strengthen those aspects of your subject knowledge that require development.

4. Working in an MFL Department during your school practicum

It is not automatically true that the more you teach, the better you get! Time and effort spent reading, thinking, observing others and working with pupils in various ways will enhance your own classroom performance. See the bibliography provided by the CCF to consider how you can plan your reading in relation to the core content; advice is given on what to prioritise in relation to language teaching and the professional course also offers advice on the essential reading expected.

During your Phase A school practicum, it is possible that you will need to be flexible about how you spend your time. Here is a list of suggestions for what you might do if a class you teach is out on a trip or is having an exam. Please negotiate details with your co tutor and ask for further guidance if necessary.

4.1 Teamwork and assisting within a lesson deliver a sub-section of a lesson arranged by the regular teacher

- manage a small group activity arranged by the regular teacher
- act as a support teacher with students requiring additional help
- assist the regular teacher during group activities
- prepare and organise a small group activity, such as a game, a problem-solving task, the use of a piece of software, a reading activity, putting together a visual display, planning some drama activity to facilitate language learning.

4.2 Structured observation of students and teachers (Focused Observations)

You will be expected to undertake lesson observations in both practicums which will help you to focus on specific themes; these will be aligned to your student reflections and you will describe, interpret, review and deconstruct what you have seen. *In addition*, there are other possible approaches that you could take advantage of, for example:

- shadow one student, or one teacher, for a whole day and write a profile of what they have to do (CCF/TS2)
- watch some practical activities and note which are successful and why (CCF/TS4/5)
- record what happens in the first five minutes of a number of different lessons; write down strategies which might work for you (CCF/TS4/5/6)
- observe several good role models amongst the teaching staff, in a range of subjects. Write down what it is that makes you see them as 'good' – compare your list with that of another student teacher and then review what you have learned looking at the CCF learn-that statements, considering what impacts the observations on your knowledge of the statements.

4.3 Researching the resources and systems of the department

- find out what support is available to the department in terms of preparing, gathering and storing resources (CCF/TS 3, 4 and 5)
- analyse and compare available textbooks – individual copies as well as class sets. Note any parts/extracts which may help you in preparing your own materials.

The above activities will help you to prepare for the Learn-how to statements in CCF/TS3, 5 and also 8, i.e.

CCF/TS3: And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
- Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
- Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts

CCF/TS5: And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Making use of well-designed resources (e.g. textbooks).
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding or greater stretch

CCF/TS8: Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

4.4 Studying schemes of work and the contribution of modern languages to the curriculum

- investigate further departmental schemes of work and how they have been developed/updated
- find out more about National Curriculum Programmes of Study, and/or examination syllabuses
- explore how teachers view the contribution of languages in the curriculum
- explore how the department responds to current initiatives, for example potential revision to the GCSE, E-Bacc, Key Stage 2 learning of a language in feeder schools, the use of knowledge organisers.

4.5 Studying and using systems for assessing, recording and reporting progress

- find out how teachers assess their students and keep records of achievement or profiles
- plan an activity to assess an important skill
- find out about marking schemes for external tests and examinations, and carry out a marking exercise based on their criteria
- explore ways of giving students effective feedback (written and oral) about their work
- with a colleague, plan and practise how you would talk to parents about a student in your class

4.6 Studying an issue in language teaching

- observe the responses of some girls and some boys to their language lessons. Are there differences? Give some thought to how you will interest/engage all genders in your subject
- observe a lesson and list the skills, concepts and vocabulary used
- observe the class for opportunities that students have for practice, recall of taught knowledge, retrieval practice
- identify any difficulties and consider how you would solve those difficulties
- observe a class or some students working outside the classroom, e.g., in the library or out on a visit. How do they respond? What extra planning needs to go into such activities?
- observe a class you teach during other lessons on their timetable. Can you draw any conclusions about the responses of the class, or individuals within it, to different types of activity or styles of teaching? Do these findings help you to teach them a foreign language better?

4.7 Target Language use

In the case of Modern Languages, it may be expected in some schools that as much as possible the language of the classroom should be the target language (TL), meaning that teachers and students use the language frequently. This reflects the view of Ofsted (2011) and there is also research showing more effective learning takes place when the medium of communication is generally the TL. Optimal use of the TL is the aim. OfSTED (2011) made the following summary observations about secondary foreign language teaching which lay down a clear challenge for the next generation of teachers:

- The overall progress made by students at Key Stages 3 and 4 was good or outstanding in over half of the 470 lessons observed. However, there were weaknesses in too many lessons, particularly in speaking, listening and reading in modern languages.
- In many of the secondary schools visited, opportunities for students to listen to and communicate in the target language were often limited by many teachers' unpreparedness to use it. Too often, students were not taught how to respond to everyday requests and thus routine work in the target language and opportunities to use it spontaneously were too few.

The Teaching Schools Council report (2016, 3) arrived at 13 recommendations for schools stressing the central core of grammar, vocabulary and phonology/phonics to be heart of modern language programmes, summarised here but see the full report at: <https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf>

1. Vast majority to study a modern language up to GCSE.
2. Systematic knowledge of the **vocabulary, grammar, and sound and spelling systems** (phonics) and their use essential, developed through 'extensive planned practice and use in order to build the skills needed for communication' (TSC 2016, 3).

3. 'The content taught through the new language should be stimulating to 'widen pupils' knowledge of the culture, history and literature of speakers of the new language, **without compromising the necessary sequencing of vocabulary and grammar**' (TSC 2016, 3).
4. Textbook choice to depend on '**how well they support a planned approach to teaching vocabulary, grammar and phonics**' (TSC 2016, 3).
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' (TSC 2016, 3).
6. Teachers must know what grammar is taught at Key Stage 2 for English.
7. Knowledge of feeder school MFL programmes essential, so that KS3 programmes builds on knowledge acquired in KS2.
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' (TSC 2016, 3).
9. Errors are to be expected and teachers must use them to inform teaching but not discourage learners.
10. Teaching of speaking, writing, listening and reading should be integrated, not treated as discrete skills.
11. Two to (ideally) three hours per week, with frequent lessons of between 40 – 60 minutes duration and 10% minimum of curriculum time for GCSE.
12. Schools must ensure that all pupils' needs of all levels (highest attainment to those requiring additional support) are fully met, with a particular exhortation to 'to ensure that those capable of proceeding to A level are taught in ways that enable them to do so' (TSC 2016, 3).
13. Assessment should vary to test vocabulary or grammar, with students expected to 'compose sentences, short pieces of writing and oral presentations of their own' (TSC 2016, 3).

To what extent have these recommendations been realised? This is something you could explore in discussion with co tutors/expert practitioners in schools.

We recognise that constraints may operate. In some schools, there will be a much stronger focus on a knowledge-focused approach with the use of knowledge organisers and more formal practice tasks. We would not wish to see any of our newly qualified teachers in a state of unpreparedness to use the TL. So, we will explore this issue with you in subject sessions. Furthermore, on teaching practice visits, we will expect to see opportunities for pupils to both learn and use the target language in meaningful ways, which support learning and embed knowledge of the language, with clear evidence of students learning to use the TL, with teaching focusing not only on form, but also on meaning and use.

4.8 The National Centre for Excellence for Language Pedagogy (NCELP) now Language Driven Pedagogy (LPD)

The National Centre for Excellence for Language Pedagogy (NCELP) was established in December 2018, funded by the Department for Education (DfE). Its mission is to work with other stakeholders

including researchers, teacher educators and expert practitioners in Leading Schools across the country acting as language hubs, to improve curriculum design and pedagogy for modern languages, with the expectation that more children will learn a foreign language and achieve higher levels of success in the GCSE than is currently the case. leading to a higher take up and greater success at GCSE.

At their website, you will find many teaching resources, and recordings of pedagogy-focused workshops. NCELP was established in part to act upon the recommendations made in the Teaching Schools Council's [Modern Foreign Languages Pedagogy Review](#) (edited by Ian Bauckham in 2016).

For NCELP's resource portal, go to:

<https://resources.ncelp.org/> or begin at its welcome page: <https://ncelp.org/>

After losing government funding in 2023, NCELP became LPD and continues to publish advice and resources.

4.9 National Consortium for Languages Education (NCLE)

The Institute of Education at University College London, together with the Goethe-Institut and the British Council will lead a new nationwide hubs programme funded by the DfE up to £14.9 million over the next three years to re-energise language learning in state-maintained primary and secondary schools in England.

The NCLE will build on and develop the work of NCELP. The programme will apply the lessons learnt from the MFL pedagogy pilot to a new national languages programme that will continue to support the sector.

5. Introductory Reading Advice

An electronic reading lists with advice for general reading is provided for you with links to the library and where possible to websites. However, this handbook provides starting points for specialised study as you establish the focus of your assignments. You are not expected to read all the books on lists. Each one of them is of value, however, and they are all available in the Library.

Copies of the National Curriculum documents, NCELP papers and key journals are available online.

This list provides a selection of titles which give a general introduction to aspects of foreign language teaching. Asterisked texts are particularly recommended, possibly worth considering for purchase.

5.1 Pedagogy - How Pupils Learn: CARD (D) CCF2 (S2)

Tsiplakides, I. and Keramida, A. (2010) The Relationship between Teacher Expectations and Student Achievement in the Teaching of English as A Foreign Language. *English Language Teaching*, 3(2),22-26, Available at www.ccsenet.org/elt

For one comprehensive text covering thinking and developments in the study of language learning motivation, dip into the following online:

*Lamb, M., Csizér, K. , Henry, A. and Ryan, S. (eds) (2019) *The Palgrave Handbook of Motivation for Language Learning*, Cham, Switz., Springer International Publishing AG, 2020. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6033454>.

Bower, K. (2017) Explaining motivation in language learning: a framework for evaluation and research. *The Language Learning Journal* 45(2), 1-17

*Broady, E. (2005) Language Learning Motivation: what do you want to be? *The Language Learning Journal*, 31(1), 69-74.

Coleman, J.A., Galaczi, A. and Astruc L. (2007) Motivation of UK school pupils towards foreign languages: a large-scale survey at Key Stage 3. *The Language Learning Journal*, 35(2), 245-81.

Dörnyei, Z. (2005) *The Psychology of the Language Learner*. Mahwah, NJ, Lawrence Erlbaum Associates.

*Dörnyei, Z. and Csizer, K. (1998) Ten commandments for motivating language learners: results of an empirical study, *Language Teaching Research*, 2, pp. 203-229.

Dörnyei, Z. and Kubanyiova, M. (2013) *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge, Cambridge University Press.

Dörnyei, Z. and Ushioda, E. (2001, 2011) *Teaching and researching motivation*. Harlow, Longman.

Hadfield, J. and Dörnyei, Z. (2013) *Motivating learning*. Harlow, Longman.

Lamb, M (2017) The motivational dimension of language teaching. *Language Teaching* 50.3, 301–346

Lanvers, U. (2020) Changing language mindsets about modern languages: a school intervention. *The Language Learning Journal*, 48(5), 571-597.

McCall, I. (2011) Score in French: motivating boys with football in Key Stage 3. *The Language Learning Journal*, 39(1), 5-18.

*Parrish, A. and Lanvers, U. (2019) Student motivation, school policy choices and modern language study in England, *The Language Learning Journal*, 47(3), 281-298. This paper also focuses on the impact of senior leadership decisions on language teaching and motivation of people to learn. If you have leadership intentions or expectations, this is a very interesting, thought-provoking paper.

5.2 Pedagogy - How Pupils Learn: CARD (D) CCF2 (S2)

Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? *Progress in brain research*, 169, 323-338.

It is important to remember the following CCF statements as you read literature about second language learning/acquisition

1. Learning involves a lasting change in pupils' capabilities or understanding.
2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

On how languages are learned, see:

*Lightbown, P. and Spada, N. (1999, 2006, 2013, 2021) *How Languages are Learned*. Oxford, Oxford University Press.

In addition to the general CCF recommended literature, see the following on modern languages teaching in particular:

Mitchell, R., Myles, F. and Marsden, E. (2019) *Second Language Learning Theories*. London, Arnold.

Macaro, E. (2003) *Teaching and Learning a Second Language*. London, Continuum.

Smith, S. and Conti, G. (2021) *Memory: What Every Language Teacher Should Know*. Independently Published.

On **vocabulary learning and teaching**, see:

Broady, E. (2008) Fragmentation and consolidation: recent articles on vocabulary acquisition. *The Language Learning Journal*, 36(2), 259-265.

Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge, Cambridge University Press.

*NCELP (n.d) NCELP Resource Portal (n.d) Research Rationale for Teaching Vocabulary Materials and Screencasts. <https://resources.ncelp.org/concern/resources/js956f98v?locale=en>

Porter, A. (2016) A helping hand with language learning: teaching French vocabulary with gesture, *The Language Learning Journal*, 44(2), 236-256.

Schmitt, N. (2008) Instructed second language vocabulary learning. *Language Teaching Research*, 12, 329-63.

5.3 Curriculum: CARD (E) CCF3 (S3)

The following are required reading:

*DfE (2014) *The National Curriculum*. London, DfE at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

*DfE (2019) *ITT Core Content Framework*. London, DfE at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919166/ITT_core_content_framework.pdf

*OfSTED (2011) *Modern languages: achievement and challenge 2007-2010*. London, Crown Copyright. Available at: www.ofsted.gov.uk/publications/100042.

*Teaching Schools Council (2016) *Modern Foreign Languages Pedagogy Review: A review of modern foreign languages teaching practice in key stage 3 and key stage 4*. <https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf>

Analysis of corpora has influenced the new proposals for the GCSE, under consultation from 10 March to 19 May 2021:

DfE (2021) *MFL GCSE Subject Content*. Available at: [MFL GCSE Subject Content \(education.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/919166/MFL_GCSE_Subject_Content.pdf)

On lexical frequency and the impact on curriculum planning and GCSE subject specifications, see:

Lonsdale, D., & Le Bras, Y. (2009) *A Frequency Dictionary of French: Core vocabulary for learners* London, Routledge. (This should be perused with caution but is in use currently as a source of thinking about word frequencies in French). The link is: <https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=425348>

Davies, M. and Hayward, K. (2018) *A Frequency Dictionary of Spanish : core vocabulary for learners* London, Routledge. <https://doi-org.ezproxy3.lib.le.ac.uk/10.4324/9781315542638>

Tschirner, E. and Möhring, J. (2019) *A frequency dictionary of German: Core vocabulary for learners* (2nd ed.). London, Routledge. <https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=5963816>

If you wish to delve further for recent debates in language teaching in England, see:

Hagger-Vaughan, L. (2016) Towards 'languages for all' in England: the state of the debate. *The Language Learning Journal*, 44(3), 358-375.

Other texts explore this:

Driscoll, P. Macaro, E. and Swarbrick, A. (2014) *Debates in Modern Languages Education (Debates in Subject Teaching)*. Oxford, Routledge. (a range of contributors on key issues in modern language teaching)

Fielding, R. (2020) Language teaching in monolingual policy settings: teacher views of successful language learning and effective language programmes. *The Language Learning Journal*,

Koglbauer, R. (2022) Ofsted's Curriculum research review for languages - what does this mean for language teachers, department leaders, curriculum design and professional development? *The Language Learning Journal*

Milton, J. (2022) Vocabulary denial and the false god of structuralism in Ofsted's 2021 Curriculum Research Review for languages *The Language Learning Journal*

Pachler, N, Broady, E. (2022) Language policy, evidence-informed practice, the role of regulatory bodies and teacher agency (editorial article) *The Language Learning Journal*

Porter, A. et al (2022) Creativity, challenge and culture in the languages classroom: a response to the Ofsted Curriculum Research Review *The Language Learning Journal*

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.

Woore, R. et al (2022) Keeping sight of the big picture: a critical response to Ofsted's 2021 Curriculum Research Review for languages *The Language Learning Journal*

Woore, R. (2022) What can second language acquisition research tell us about the phonics 'pillar'? *The Language Learning Journal*

Or, see the following **policy review**, including discussion of target language use in the classroom:

Macaro, E. (2008) The decline in language learning in England: getting the facts right and getting real. *The Language Learning Journal*, 36(1), 101-108.

On attitudes to multilingualism and a project to promote language learning, see:

Lanvers, U., Hultgren, K. and Gayton, A.M. (2016) People can be smarter with two languages: changing anglophone students' attitudes to language learning through teaching linguistics, *The Language Learning Journal*, 47(1), 88-104.

A range of study guides and texts will be recommended to you to support subject knowledge development. These include the Hodder and Stoughton series devoted to sixth form literature and films specified in the A level syllabi (e.g. AQA or Edexcel).

French

[Au revoir les enfants](#) | [Bonjour tristesse](#) | [Entre les murs](#) | [Intouchables](#) | [L'étranger](#) | [La Haine](#) | [Les choristes](#) | [No et moi](#) | [Un sac de billes](#)

German

[Andorra](#) | [Das Leben der Anderen](#) | [Der Besuch der alten Dame](#) | [Der Vorleser](#) | [Good Bye, Lenin!](#)

Spanish

[Como agua para chocolate](#) | [Crónica de una muerte anunciada](#) | [El laberinto del fauno](#) | [La casa de Bernarda Alba](#) | [Ocho apellidos vascos](#) | [Volver](#)

See also:

Raithby, K. with Taylor, A. (2019) *Teaching Literature in the A Level Modern Languages Classroom*. Abingdon, Routledge.

For advanced learners, Routledge published a series of books addressed to the learner:

Muñoz-Basols, J., Pérez Sinusía, Y. and David, M. (2012) *Developing Writing Skills in Spanish*. Oxford, Routledge.

Bishop, G. and Haezwindt, B. (2005) *Developing Writing Skills in French*. Oxford, Routledge.

Duensing, A. and Baumann, U. (2006) *Developing Writing Skills in German*. Oxford, Routledge.

Pedagogy: CARD (D) CCF2 (S2)

Pedagogy - Adaptive Teaching: CARD (D) CCF2 (S5)

In general terms, it is important to engage with the recommended CCF literature for example:

*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

*Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> [retrieved 10 October 2018].

*Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>.

Muijs, D. and Reynolds, D. (2017) *Effective teaching: Evidence and practice*. Thousand Oaks, CA: Sage. (a general overview of effective teaching, from a constructivist perspective)

*Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. Accessible at: <https://files.eric.ed.gov/fulltext/EJ971753.pdf>

In relation to Rosenshine, NCELP has mapped the principles to modern languages pedagogy: https://resources.ncelp.org/concern/parent/j6731454d/file_sets/12579t17b

On modern language teaching, there are several publications that have been used by PGCE students to good effect:

*Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge. (A book intended for PGCE students, which covers all the major areas of concern and is related to

the QTS Standards; see individual chapters on aspects of language teaching, some of which are listed in the specific section 7 below e.g. on teaching grammar or receptive/productive skills).

This is a very useful text. It is a revised edition of the following:

Pachler, N., Barnes, A. and Field, K (2009) *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (3rd Ed.). London, Routledge. Chapter 6: Teaching listening, speaking, reading and writing.

Other editions may still be accessible to you:

Pachler, N. and Field, K. (2001) *Learning to Teach Modern Foreign Languages in the Secondary School: a companion to school experience*. London, Routledge (second edition).

Pachler, N., Evans, M. and Lawes, S. (2005) *Modern Foreign Languages – teaching school subjects 11-19*. London, Routledge. (Intended for newly qualified teachers in languages; dealing with issues of subject knowledge and teaching)

Pachler, N., Evans, M. and Lawes, S. (2007) *Modern Foreign Languages: teaching school subjects 11-19*. London, Routledge.

*Pachler, N. and Redondo A. eds. (2014) *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge (see individual chapters some of which are listed below).

Driscoll, P. Macaro, E. and Swarbrick, A. eds. (2014) *Debates in Modern Languages Education (Debates in Subject Teaching)*. Oxford, Routledge. (a range of contributors on key issues in modern language teaching)

Ramage, G. (2012) *The Modern Languages Teacher's Handbook*. London, Continuum.

The above offers some useful practical advice, as does the following:

Hunton, J. (2015) *Fun Learning Activities for Modern Foreign Languages: A Complete Toolkit for Ensuring Engagement, Progress and Achievement*. Carmarthen, Crown House Publishing.

Morgan, C. and Neil, P. (2001) *Teaching Modern Foreign Languages: a handbook for teachers*. London, Routledge.

Smith, S. and Conti, G. (2016) *The Language Teacher Toolkit* (published through Amazon, a book which claims to be written by teachers for teachers, with no particular method favoured, but with some useful advice).

Buck, J. and Wightwick, C. (2013) *Teaching and Learning Languages: a practical guide to learning by doing*. London, Routledge. (Practical suggestions with examples)

Swarbrick, A. (2002) (ed.) *Aspects of Teaching Secondary Modern Foreign Languages: perspectives on practice*. London, RoutledgeFalmer. (Compilation with practical focus demonstrating some good practice).

Swarbrick, A. (2002) (ed.) *Teaching Modern Foreign Languages in Secondary Schools: a reader*. London, RoutledgeFalmer. (A compilation of useful articles, still with some relevance to current issues).

For reviews of **methods in language teaching**, see the following:

Boers, F. (2021) *Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns*. London, Routledge.

Larsen-Freeman, D. (2011) *Techniques and Principles in Language Teaching*. Oxford, Oxford University Press, 3rd edition. (Excellent overview of 'methods')

*Richards, J. C. and Rodgers, T. S. (2001, 2014) *Approaches and Methods in Language Teaching*. Cambridge, Cambridge University Press. (Describes and analyses some of the major methodologies in foreign language teaching.)

The following is worthy of consultation. It currently freely available but we are not sure for how long. That is not, however, the sole reason, or even a reason, for including it here:

East, M (2021) *Foundational Principles of Task-Based Language Teaching*. New York, Routledge.

This work is currently online at: <https://doi.org/10.4324/9781003039709>. It blends theory and practice, with reflection points. There's a useful overview of language learning theory in the first chapter. It offers an interesting alternative view of how languages can be taught, when contrasted with other orthodoxies currently promoted.

5.5 Assessment: CARD (F) CCF4 (S6)

From the CCF (DfE, 2019, 43-44) the following are strongly recommended:

*Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004) Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>

*Coe, R. (2013) *Improving Education: A triumph of hope over experience*. Centre for Evaluation and Monitoring. Accessible from: <http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf>.

*Education Endowment Foundation (2016) *A marked improvement? A review of the evidence on written marking*. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf.

On assessment in modern languages, as well as the general literature in the CCF, you should read:

Barnes, A. and Hunt, M. (2003) *Effective Assessment in MFL*. London, CILT, the National Centre for Languages.

Black, P. and Jones, J. (2006) Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *The Language Learning Journal*, 34, 4-9.

Black, P. and Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.

Jones, J. and Williams, D. (2007) *Modern Foreign Languages inside the Black Box*. London, King's College.

5.6 Behaviour and Relationships: CARD (C) CCF1 (S7, S1)

For this part of the curriculum, it is essential that you seek advice in your schools but also engage with the CCF recommended literature (DfE, 2019, 45-46), notably the following:

*Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H. and Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Accessible from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_R_EA_Report.pdf

*Coe, R., Aloisi, C., Higgins, S. and Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>.

DuPaul, G. J., Belk, G. D. and Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. In Theodore L.A. (ed.) *Handbook of Evidence-Based Interventions for Children and Adolescents*, 167. [pp. 233-249, Chapter 14]

Please note that for the above this format is not used in the CCF, but this is the way the work should be cited.

*Institute of Education Sciences (2008) *Reducing Behavior Problems in the Elementary School Classroom*. Accessible from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4>.

You must also consult DfE advice, notably:

*DfE (2019b) The trainee teacher behavioural toolkit, London, DfE.

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>

Note the final statement in this brief summary of advice:

- always treat pupils with dignity and expect that they treat others - including yourself - with the same (DfE, 2019b, online).

There are numerous interesting papers on behaviour management from a variety of perspectives e.g.:

Nash, P., Schlösser, A. and Tanya Scarr, T. (2016) Teachers' perceptions of disruptive behaviour in schools: a psychological perspective, *Emotional and Behavioural Difficulties*, 21(2), 167-180.

Payne, R. (2015) Using rewards and sanctions in the classroom: pupils' perceptions of their own responses to current behaviour management strategies, *Educational Review*, 67(4), 483-504.

There are some language learning specific papers that you could access:

Asher, C., Heys, S. and West M. (1995) MFL for pupils with emotional and behavioural difficulties: exploring the possible, *The Language Learning Journal*, 11(1), 14-16.

Barnes, A. (2006) Confidence levels and concerns of beginning teachers of modern foreign languages, *The Language Learning Journal*, 34(1), 37-46, DOI: 10.1080/09571730685200221

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. (Mentions discipline/behaviour six times)

Debreli, E. and Ishanova, I. (2019) Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour, *Cogent Education*, 6(1), Article 1648629/

Mystkowska-Wiertelak, A. (2020) Teachers' accounts of learners' engagement and disaffection in the language classroom, *The Language Learning Journal*, DOI: 10.1080/09571736.2020.1800067

This is just a sample to get you thinking and reviewing. There is a range of books that you should visit as the programmes proceeds:

Ellis, S. and Tod, J. (2015) *Promoting Behaviour for Learning in the Classroom*. Abingdon, Routledge.

Mitchell, D. (2014) *What really works in special and inclusive education*. Oxford, Routledge

Rogers, B. (2015) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. London, Sage.

For practical advice, you can find a range of texts for example the work of Sue Cowley, which for practical application may be very useful. You can easily do a search for her work. One of her texts is very unfortunately titled (*Getting the b.... to behave*) but please note that we take great exception to people being called names or referred to in print or public in such derogatory ways. This has no place in our system, but perhaps we are just out of time. Nevertheless, we believe that it should be very strongly discouraged, an argument repeatedly presented to people in 'very high places' when they have decided that teachers can be subjected to name-calling, in one case even to suggest that we are less than human. **Children, similarly, deserve to be referred to with respect and must always be treated with respect (CCF Core Areas Expectations and Professional Behaviours; TS1/7). Page 9 of the CCF (DfE, 2019) includes the following very important statements:**

2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

5. A culture of mutual trust and respect supports effective relationships.

5.7 PPC: Professional Behaviours and Values CARD (B)

The expected behaviours of a teacher will be modelled with you in both the University and partnership placement programmes. You should consult the CCF literature on this area of pedagogy. The following are recommended in particular:

*Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Accessible from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf

*Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) *Developing Great Teaching*. Accessible from: <https://tdtrust.org/about/dgt>. [accessed 18 October 2018].

*Department for Education (2018) *Schools: guide to the 0 to 25 SEND code of practice*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf. [accessed 18 October 2018].

*Education Endowment Foundation (2015) *Making Best Use of Teaching Assistants Guidance Report*. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018]. It is essential that you plan and evaluate teaching in consultation with TAs, even if briefly.

*Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [retrieved 10 October 2018].

6. The Language Learning Journal

In addition to the titles quoted in the booklists, there are articles in periodicals on various aspects of language teaching. The best guide to the contents of journals is probably *Language Teaching*, an abstracting journal, in which it is quite easy to find references, as they are indexed under topic. *Language Teaching* is available in the Library and through e-link.

A new series of journals published by ALL, the Association for Language Learning, began in 1990. Those received by the Library are:

The [*Language Learning Journal*](#) (which contains matters relating to all languages)

The following were received until 2013, but changes to the online access system have meant that they are no longer available online.

Francophonie *Deutsch: Lehren und Lernen* (called *German Teaching* before 1998).

Rusistika *Tuttitalia* *Vida Hispanica* (includes a Portuguese section)

However, of the above only *The Language Learning Journal* is available online and this is principal journal to support your studies. While not the only useful journal, this is the most important/frequent journal that you will access. From volume 15 (1997), *The Language Learning Journal* is fully available in digital form. Subscribers receive access to the online edition free in addition to their print copy. Abstracts are already available online and can be searched to find articles by topic.

You can access the journal electronically through the library and you need to learn to search it. It is possible to search this journal on-line by topic e.g. searching under the term 'formative assessment' would lead you to the following:

Black, P. and Jones, J. (2006) Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *The Language Learning Journal*, 34(1), 4-9.

Carduner, J. (2007) Teaching proofreading skills as a means of reducing composition errors. *The Language Learning Journal*, 35(2), 283-295.

Coleman, J. A., Galaczi, A., and Astruc, L. (2007) Motivation of UK school pupils towards foreign languages: a large-scale survey at Key Stage 3. *The Language Learning Journal*, 35(2), 245-281.

On earlier ***Languages Reviews (preceding TSC 2016)***, see,

Byram, M. (2007) Thoughts on the Languages Review. *The Language Learning Journal*, 35(2), 297-299.

Evans, M.J. (2007) The Languages Review in England: foreign language planning in the absence of an overarching policy. *The Language Learning Journal*, 35(2), 301-303.

If you want to look at the history of efforts to promote language learning, see:

McLelland, N. (2018) The history of language learning and teaching in Britain. *The Language Learning Journal*, 46(1), 6-16, DOI: 10.1080/09571736.2017.1382052

Or

Dobson, A. (2018) Towards 'MFL for all' in England: a historical perspective. *The Language Learning Journal*, 46(1), 71-85, DOI: [10.1080/09571736.2017.1382058](https://doi.org/10.1080/09571736.2017.1382058)

On how pupils respond to teacher use of **target language**, there is an interesting study:

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.

You would also find on-line useful papers about the skills of listening, speaking, reading and writing e.g.:

Christie, C. (2016) Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. *The Language Learning Journal*, 44(1), 74-89.

Searching under **pronunciation** would lead you to the following among others:

Woore, R. (2010) Thinking aloud about L2 decoding: an exploration of the strategies used by beginner learners when pronouncing unfamiliar French words. *The Language Learning Journal*, 38(1), 3-17.

Woore, R. (2007) 'Weisse Maus in meinem Haus': using poems and learner strategies to help learners decode the sounds of the L2'. *The Language Learning Journal*, 35(2), 175-188.

If you decide to explore **grammar**, you will find (among many others):

Afitska, O. (2012) Role of focus-on-form instruction, corrective feedback and uptake in second language classrooms: some insights from recent second language acquisition research. *The Language Learning Journal*, DOI:10.1080/09571736.2012.701320.

Allford, D. (2003) 'Grasping the nettle': aspects of grammar in the mother tongue and foreign languages. *The Language Learning Journal*, 27(1), 24-32.

Klapper, J. (1998) Language learning at school and university: the great grammar debate continues (II). *The Language Learning Journal*, 18(1), 22-28.

Meiring, L. and Norman, N. (2001): Grammar in MFL teaching revisited. *The Language Learning Journal*, 23(1), 58-66.

For a review of how to use **homework** effectively, see:

Hunt, M., Barnes, J. and Redford, J. (2009) MFL homework in Year 9 French: Rising to the challenge. *The Language Learning Journal*, 37(1), 35-49.

On intercultural understanding, you would find:

Peiser, G. and Jones, M. (2013) The significance of intercultural understanding in the English modern foreign languages curriculum: a pupil perspective. *The Language Learning Journal*, 41(3), 340-356,

In recent years, some issues of the journal have been special issues devoted to one topic (although not all are clearly indicated as such) e.g.

Topic	Volume/issue	Year
-------	--------------	------

Language learning in the UK – taking stock	48(5)	2020
Endangered and minority language pedagogy	48(3)	2020
Video and language learning	47(4)	2019
Language learning strategies	46(5)	2018
Task-Based Language Teaching and Learning	44(4)	2016
Content and Language Integrated Learning (CLIL)	43(3)	2015
Content and Language Integrated Learning	42(2)	2014
Intercultural Competence	43(2)	2015
Intercultural competence	41(3)	2013
Vocabulary learning and teaching	40(1)	2012
Foreign Languages in Primary Schools	37(2)	2009
Vocabulary	36(2)	2008
Language Learning Strategies	35(2) and 35(1)	2007

This journal can help develop your pedagogic content knowledge and also offer avenues of interest for one of your assignments. For instance, the 46(5), 40(1) and 36(2) editions would allow you to delve into the subject of **vocabulary** learning:

Tschichold, C. (2012): French vocabulary in Encore Tricolore: do pupils have a chance? *The Language Learning Journal*, 40(1), 7-19.

Broady, E. (2008) Fragmentation and consolidation: recent articles on vocabulary acquisition. *The Language Learning Journal*, 36(2), 259-265.

Elsbeth Broady summarises research/theory in other fields e.g. **motivation**:

Broady, E. (2005) Language learning motivation: Who do you want to be? *The Language Learning Journal*, 31(1), 69-74.

Further recent work on motivation might be of interest e.g.

McCall, I. (2011) Score in French: motivating boys with football in Key Stage 3. *The Language Learning Journal*, 39(1), 5-18.

In 2010 and 2011, the focus was on **plurilingualism** and the teaching of lesser taught languages in the curriculum e.g.

Anderson J. (2011): Reshaping pedagogies for a plurilingual agenda. *The Language Learning Journal*, 39(2), 135-147.

Zhang, George X. and. Li, Linda M. (2010): Chinese language teaching in the UK: present and future. *The Language Learning Journal*, 38(1), 87-97.

You need to explore the journal and learn to use to support your studies.

Other journals intended for TESOL (Teaching English to Speakers of Other Languages) are often equally relevant to FL, and vice versa. The Library receives the following journals in paper/electronic form, among others, mostly devoted to TESOL:

Applied Linguistics

TESOL Quarterly

ELT Journal

Modern English Teacher

Multicultural Teaching

Language Teaching

IRAL (International Review of Applied Linguistics) until 2006

System (on-line but with a very good search facility) *Modern Language Journal*

See also *Language Awareness* and *Language in Education*

7. Specific Literature

This is a more extended list, which may be consulted in conjunction with the above introductory reading list and advice that relates to the CCF. It incorporates longer works of a general significance, and titles about certain topics which are more specialised e.g. the teaching of reading, or culture in the languages classroom or ICT. It may provide starting points for more detailed investigations, and the bibliographies provided in most of the listed titles will help in suggesting further reading to you.

The **CILT Pathfinder** series were short handbooks intended for use by teachers and some of these are still listed in the titles below. However, not all included in this handbook. A list can be provided on request, but you would need to ask the Library if paper copies are still available. CILT (National Centre for Languages) information is now difficult to access as a result of CLT's closure in 2011 and the loss of resources in October 2014 - see relics at

<http://webarchive.nationalarchives.gov.uk/20101227105751/cilt.org.uk/home.aspx> They may become increasingly difficult to buy. However, NCELP was established in 2019 and their resources are growing and are free to access: <https://resources.ncelp.org/>.

7.1. General titles (modern language learning and teaching)

Adams, J. (2000) It all ended in tiers. In Field, K. (2000) (ed.) *Issues in Modern Foreign Languages Teaching*. London, Routledge Falmer.

Anderson, J. (2000) Which language? - an embarrassment of choice [in Field, ed. 2000].

Bauckham, I. (2016) *Modern foreign languages pedagogy review*. <http://tsccouncil.org.uk/wp-content/uploads/2016/11/MFL-Pedagogy-Review-Report-2.pdf>.

Bovair, M. and Bovair, K. (1992) *Modern Languages for All*. London, Kogan Page.

Brown, H. D. (1994) *Principles of Language Learning and Teaching*. New Jersey, Prentice Hall.

Brumfit, C. and Johnson, K. eds. (1979), *The Communicative Approach to Language Teaching*. Oxford, Oxford University Press.

Bower, K., Coyle, D. R. Cross, R. and Chambers, G. eds. (2020) *Curriculum Integrated Language Teaching: A Rationale for CLIL in Primary Schools*. Cambridge, Cambridge University Press.

Clark, J. L. (1987) *Curriculum Renewal in School Foreign Language Learning*. Oxford, Oxford University Press.

Coyle, D. (2000) Raising the profile and prestige of Modern Foreign Languages in the whole school curriculum [in Field, ed. 2000].

Dobson, A (2018) Towards 'MFL for all' in England: a historical perspective, *The Language Learning Journal*, 46(1), 71-85,

Field, K. ed. (2000) *Issues in Modern Foreign Languages Teaching*. London, Routledge Falmer.

Flint, A. and Gordon, A. L. (1993) *Managing the Modern Languages Classroom*. London, Mary Glasgow/ ALL.

-
- Hagger-Vaughan, L. (2020) Is the English Baccalaureate (EBacc) helping participation in language learning in secondary schools in England? *The Language Learning Journal*, 48(5), 519-533, DOI: [10.1080/09571736.2020.1752292](https://doi.org/10.1080/09571736.2020.1752292)
- Harris, V. (2000) Towards independence in language use and language learning [in Field, ed. 2000]
- Horvath, B. M. and Vaughan, P. (1991) *Community Languages: A Handbook*. Clevedon, Multilingual Matters.
- Jones, B. (1988) The Four Skills. In Phillips, D. (ed.) *Languages in Schools: From Complacency to Conviction*. London, CILT, pp. 70–85.
- Jones, J. (2000) Teaching Grammar in the Modern Foreign Languages classroom [in Field, ed. 2000]
- King, L. and Boaks, P. (1994) *Grammar! A conference report*. London, CILT.
- Lawes, S. (2000) Why learn a foreign language? [in Field, ed. 2000].
- Lawes, S. (2000) The unique contribution of Modern Foreign Languages to the curriculum [in Field, ed. 2000].
- Littlewood, W. T. (1984) *Foreign and Second Language Learning*. Cambridge, Cambridge University Press.
- Macaro, E. (2003) *Teaching and Learning a Second Language*. London, Continuum.
- Mackay, C. (2019) *Learning to Plan Modern Languages Lessons*. London, Routledge
- McLelland, N. (2018) *The history of language learning and teaching in Britain*. *The Language Learning Journal* 46(1), 6-16
- Osler, A. and Starkey, H. (2005) (Eds), *Citizenship and Language Learning - international perspectives*. Stoke-on-Trent, Trentham.
- Pachler, N. Barnes, A. and Field, K. (2009) *Learning to Teach Modern Foreign Languages in the Secondary School* (third edition). London, Routledge.
- Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.
- Pachler, N. and Field, K. (2001) *Learning to Teach Modern Foreign Languages in the Secondary School: a companion to school experience*. London, Routledge (second edition).
- Pachler, N. and Redondo, A. eds. (2006, 2014) *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge. (See individual chapters by contributors on teaching the four skills, grammar and vocabulary in the topic specific lists in section 7).
- Phillips, D. (ed.) *Languages in Schools: From Complacency to Conviction*. London, CILT.
- Pleuger, J. (2001) *How to teach modern languages – and survive*. Clevedon, Multilingual Matters. (E-Book in the Library)
- Pomphrey, C. (2000) Language transfer and the Modern Foreign Languages curriculum [in Field, ed. 2000].
-

Ridley, J. (1997) *Developing Learners' Thinking Skills*. Dublin, Authentik.

Sharpe, K. and Driscoll, P. (2000) At what age should foreign language learning begin? [In Field, ed. 2000]

Stern, H. H. (1983, 1992) *Fundamental Concepts of Language Teaching*. Oxford, Oxford University Press.

7.2 Topic-specific references

The following sections provide guidance on areas that you might pursue in assignments or subject-related tasks. Further guidance can be offered on request.

7.3 Listening

Anderson, A. and Lynch, T. (1988) *Listening*. Oxford, Oxford University Press.

Chambers, G. (1996) Listening, Why? How? *The Language Learning Journal*, 14, 19-22.

Chambers, G. (2014) Developing Listening Skills in the Modern Foreign Language, pp. 50-57, Chapter 5. In: Pachler, N. and Redondo A. eds. (2014) *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge.

Conti, G. and Smith, S. (2019) *Breaking the Sound Barrier: Teaching Language Learners How to Listen*. Independently Published.

Graham, S. (2007) Learner strategies and self-efficacy: making the connection. *The Language Learning Journal* 35, 81-93.

[Graham, S.](#) (2006) [Listening comprehension: the learners' perspective](#). *System*, 34 (2), 165-182.

Graham, S., & Macaro, E. (2008) Strategy instruction in listening for lower-intermediate learners of French. *Language Learning*, 58, 747-783

[Harris, Vee.](#) (2007) Exploring progression: reading and listening strategy instruction with near-beginner learners of French. *The Language Learning Journal*, 35(2), pp. 189-204.

James, G. (2010) *Resources for Teaching French: 14-16*. London, Continuum, pp. 51-70.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching Receptive Skills: Listening and Reading. Chapter 9. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Turner, K. (1995) *Listening in a Foreign Language, a skill we take for granted?* London, CILT Pathfinder.

Turner, K., Mitchell, I. and Swarbrick, A. (2005) *Learning by ear and by eye: Focus on listening and reading*. London, CILT Pathfinder.

Ur, P. (1984) *Teaching Listening Comprehension*. Cambridge, Cambridge University Press.

Wright, H. (2004) *Learning through listening*. London, CILT Pathfinder.

7.4 Speaking (see also 7.10 on target language)

There are specific texts devoted to MFL asterisked below but many are dated. Other texts e.g. Thornbury (2005) relate to English foreign language teaching.

Graham, S. (2014) Developing Speaking Skills in the Modern Foreign Language, pp. 50-57, Chapter 6. In: Pachler, N. and Redondo A. eds. *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge.

*Harris, V. Burch, J. Jones, B. and Darcy, J. (2001) *Something to Say: promoting spontaneous classroom talk*. London, CILT.

Hawkes, R. (2019) *Meaningful_practice_definitions_rationale_principles.pdf*. York, NCELP.
https://resources.ncelp.org/concern/parent/ng451h506/file_sets/d504rk34f

*James, C. Clarke, M. and Woods, A. (1999) *Developing Speaking Skills*. London, CILT.

*James, G. (2010) *Resources for Teaching French: 14-16*. London, Continuum, pp. 23-50.

*Jones, B. Halliwell, S. and Holmes, B. (2002) *You Speak, They Speak. Focus on Target Language Use*. London, CILT.

Klippel, F. (1984) *Keep Talking*. Cambridge, Cambridge University Press.

Littlewood, W.T. (1992) *Teaching Oral Communication*. Oxford, Blackwell.

*McLachlan, A. (2002) *Advancing oral skills*. London, CILT Pathfinder.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching Productive Skills: Speaking and Writing. Chapter 10. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

*Phipps, W. (1994) *Pairwork*. London, CILT Pathfinder 38.

*Sidwell, D. A. (1993) *Toolkit for Talking, strategies for independent communication*. London, CILT.

Thornbury, S. (2005) *How to Teach Speaking*. London, Longman.

Ur, P. (1983) *Discussions that Work*. Cambridge, Cambridge University Press.

7.5 Reading

Adams, J. Panter, S.A. and Swarbrick, A. (2008) *Ways with Words, Focus on Reading and Writing*. London, CILT Pathfinder

*Grellet, F. (1981) *Developing Reading Skills*. Cambridge, Cambridge University Press.

Grenfell, M. (1995) (ed.), *Reflections on Reading: From GCSE to 'A' Level*. London, CILT.

Hawkes, R. (2019) *Meaningful_practice_definitions_rationale_principles.pdf*. York, NCELP.
https://resources.ncelp.org/concern/parent/ng451h506/file_sets/d504rk34f

James, G. (2010) *Resources for Teaching French: 14-16*. London, Continuum, pp. 71-92.

*Nuttall, C. E. (1996, 2005) *Teaching Reading Skills in a Foreign Language*. Oxford, Heinemann.

*Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching Receptive Skills: Listening and Reading. Chapter 9. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Powell, B. and Barnes, A. (1996) *Developing Advanced Reading Skills in Modern Foreign Languages*. London, Mary Glasgow/ALL.

Skarbak, C. (1998) *First Steps to Reading and Writing*. London, CILT Young Pathfinder.

Swarbrick, A. (1989) *Reading for Pleasure in the Foreign Language*. London, CILT Pathfinder

Swarbrick, A. (1998) *More Reading for Pleasure in a Foreign Language*. London, CILT Pathfinder.

7.6 Writing

Adams, J. and Panter, S. A. (2001) *Just Write*. London, CILT.

Adams, J. Panter, S. A. and Swarbrick, A. (2008) *Ways with Words, Focus on Reading and Writing*. London, CILT Pathfinder

Birketveit, A and Rimmereide H.E. (2013) Using authentic picture books and illustrated books to improve L2 writing among 11-year-olds, *Language Learning Journal* 45(1), 100-116

Hinzpeter, K. (2009) *Creative Writing in Foreign Language Teaching*, Munich, GRIN Verlag,
<https://www.grin.com/document/187474> Seminar Paper.

James, G. (2010) *Resources for Teaching French: 14-16*. London, Continuum, pp. 93-106.

Kroll, B. (2003) *Exploring the Dynamics of Second Language Writing*. Cambridge, Cambridge Applied Linguistics.

Macaro, E. (2007) Do near beginners of French have any writing strategies? *The Language Learning Journal*, 35(1), 23-36.

Manchon, R.M. (2009) *Writing in Foreign Language Contexts*. Bristol, Multilingual Matters.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching Productive Skills: Speaking and Writing. Chapter 10. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Skarbak, C. (1998) *First Steps to Reading and Writing*. London, CILT Young Pathfinder.

7.7 Grammar

Mitchell, R., Myles, F. & Marsden, E. (2019) *Second Language Learning Theories*. New York, Routledge. Accessible online through the library. Chapter 5 in particular etc.

<https://ebookcentral.proquest.com/lib/leicester/reader.action?docID=5646023#>

Kasprowicz, R. and Marsden, E. (2019)

[Principles for teaching grammar in a foreign language.pdf](#) University of York, NCELP.

*NCELP Resource Portal (n.d) *Research Rationale for Teaching Grammar Materials and Screencasts*.

<https://ncelp.org/professional-development/> e.g.

<https://www.youtube.com/watch?v=sgaVOlrMctM> (presentation by Rowena Kasprowicz).

Afitska, O. (2012) Role of focus-on-form instruction, corrective feedback and uptake in second language classrooms: some insights from recent second language acquisition research, *The Language Learning Journal*, <http://dx.doi.org/10.1080/09571736.2012.701320>

Allford, D. (2003) 'Grasping the nettle': aspects of grammar in the mother tongue and foreign languages. *The Language Learning Journal*, 27(1), 24-32.

Boers, F. (2021) *Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns*. London, Routledge.

Gerngross, G. Punchta, H. and Thornbury, S. (2007) *Teaching Grammar Creatively*. Cambridge, Cambridge University Press.

Halliwell, S. (1993) *Grammar Matters*. London, CILT Pathfinder.

Klapper, J. (1998) Language learning at school and university: the great grammar debate continues (II). *The Language Learning Journal*, 18(1), 22-28.

Liviero, S. (2017) Grammar teaching in secondary school foreign language learning in England: teachers' reported beliefs and observed practices *The Language Learning Journal* 45(1), 26-50

Meiring, L. and Norman, N. (2001) Grammar in MFL teaching revisited. *The Language Learning Journal*, 23(1), 58-66.

Meiring, L. and Norman, N. (2014) Grammar in the Modern Foreign Language, pp. 76-86, Chapter 8. In: Pachler, N. and Redondo A. eds. *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge.

Neather, T. (2003) *Getting to grips with grammar*. London, CILT Pathfinder.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching and Learning Grammar, Chapter 11. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Purcell, S. (1997) *Teaching Grammar Communicatively*. London, CILT Pathfinder.

Rendall, H. (2006) *Patterns and Procedures: Focus on Phonics and Grammar*. London, CILT.

Taylor, A. (1994) *Teaching and Learning Grammar*. London, Mary Glasgow/ALL.

7.8 Vocabulary

Baxter, P., Bekkering, H., Dijkstra, T., Droop, M., van den Hurk, M. and Léoné, F. (2021) Grounding Second Language Vocabulary Instruction in Cognitive Science. *Mind, Brain and Education*, 15(1), 24-34. <https://onlinelibrary.wiley.com/share/TX5NAHYGWKSC58J7TKYM?target=10.1111/mbe.12278>

Boers, F. (2021) *Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns*. London, Routledge.

Field, S. (2014) Presenting New Vocabulary and structures, pp. 23-34, Chapter 3. In: *Pachler, N. and Redondo A. eds. (2014) *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge

Gairns, E. and Redman, S. (1986) *Working with Words*. Cambridge, Cambridge University Press.

Harris, V. and Snow, D. (2004) *Doing it for themselves: Focus on learning strategies and vocabulary building*. London, CILT Pathfinder.

Morgan, J. and Rinvoluceri, M. (2004) *Vocabulary*. Oxford, Oxford University Press.

NCELP Resource Portal (n.d) Research Rationale for Teaching Vocabulary Materials and Screencasts. <https://resources.ncelp.org/concern/resources/js956f98v?locale=en>

Snow, D. (1998) *Words, Teaching and Learning Vocabulary*. London, CILT Pathfinder.

Tschichold, C. (2012) French vocabulary in Encore Tricolore: do pupils have a chance? *Language Learning Journal*, 40(1), 7-19.

7.9 Pronunciation and Phonics

Foot, J. A., Trofimovich, P., Collins, L. and Soler, L. Urzúa (2016) Pronunciation teaching practices in communicative second language classes, *The Language Learning Journal*, 44(2), 181-196, DOI: [10.1080/09571736.2013.784345](https://doi.org/10.1080/09571736.2013.784345)

*NCELP Resource Portal (n.d) Summary_rationale_for_teaching_phonics.pdf. Accessible: https://resources.ncelp.org/concern/parent/5t34sj80w/file_sets/z603qx55k

<https://ncelp.org/professional-development/>

See also the video training materials and other materials/documents that NCELP provides on phonics and their use in the languages classroom. See Robert Woore's presentation for an overview:

<https://www.youtube.com/watch?v=M0bWq3cfEvM>

Woore, R. (2010) Thinking aloud about L2 decoding: an exploration of the strategies used by beginner learners when pronouncing unfamiliar French words, *The Language Learning Journal*, 38(1), 3-17, DOI: [10.1080/09571730903545210](https://doi.org/10.1080/09571730903545210).

Woore, R. (2018) Learners' pronunciations of familiar and unfamiliar French words: what can they tell us about phonological decoding in an L2? *The Language Learning Journal*, 46(4), 456-469, DOI: [10.1080/09571736.2016.1161062](https://doi.org/10.1080/09571736.2016.1161062).

7.10 Target Language

Aberdeen, H. (2018) A longitudinal comparative study of the use of target language in the MFL classroom by native and non-native student teachers, *The Language Learning Journal*, DOI: 10.1080/09571736.2015.1083607.

Coyle, D. Hood, P. and Marsh, D. (2010) *Content and Language Integrated Learning*. Cambridge, Cambridge University Press.

Macaro, E. (1997) *Target Language, Collaborative Learning and Autonomy*. Clevedon, Multilingual Matters.

Macaro, E. (2000) Issues in target language teaching. In Field, Kit (2000) (ed.) *Issues in Modern Foreign Language Teaching*. London, Routledge Falmer.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching in the Target Language, Chapter 11. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

For examples of articles about **target language use and associated challenges**, see:

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.

Wingate, U. (2016) Lots of games and little challenge: A snapshot of modern foreign language teaching in English secondary schools. *The Language Learning Journal*, 46(1), 1–14.

On the challenges of target language use in England and Spain, see the following comparative study:

Molway, L., Arcos, M. and Macaro, E. (2020) Language teachers' reported first and second language use: a comparative contextualized study. *Language Teaching Research*, 1–29
<https://journals.sagepub.com/doi/full/10.1177/1362168820913978>

Practical advice on target language use can be found at:

NCELP (n.d) *Use of the Target Language Part 1 and 2*. <https://ncelp.org/professional-development/>

For examples of articles that **review theory in relation to practice** or present a position, see:

Grenfell, M. (1997) Theory and practice in modern languages teaching. *The Language Learning Journal*, 16(1), 28-33.

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

Or, a **policy review**, including some discussion of target language use in the classroom:

Macaro, E. (2008) The decline in language learning in England: getting the facts right and getting real. *The Language Learning Journal*, 36(1), 101–108.

On attitudes to multilingualism and a project to promote language learning, see:

* Lanvers, U., Hultgren, K. and Gayton, A.M. (2016) People can be smarter with two languages: changing anglophone students' attitudes to language learning through teaching linguistics, *The Language Learning Journal*, 47(1), 88-104.

7.11 Adaptive Teaching/Differentiation

Convery, A. and Coyle, D. (1993) *Differentiation, taking the initiative*. London, CILT Pathfinder.

Convery, A. and Coyle, D. (1998) *Differentiation and Individual Learners: a guide to classroom practice*. London, CILT Pathfinder.

Convery, A. and Coyle, D. (1999) *Differentiation and individual learners – taking the initiative*. London, CILT Pathfinder (no. 37).

Convery, A. and Coyle, D. (2008) *Finding the Right Fit: Focus on Differentiation and Individual Learners*. London, CILT Pathfinder.

Deane, M. and Tumber, M. (1998) *Differentiation*. London, Mary Glasgow/ALL.

Field, K. (2000) (ed.) *Issues in Modern Foreign Languages Teaching*. London, Routledge Falmer.

Field, K. (2000) Why are girls better at Modern Foreign Languages than boys? [In Field, ed. 2000]

Jones, J. (2000) Teaching and learning Modern Foreign Languages and able pupils [in Field, ed. 2000]

Redondo, A. (2000) Mixed ability grouping in Modern Foreign Languages teaching [in Field, ed. 2000]

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Pupil differences and differentiation, Chapter 13. In: Pachler, N., Evans, M., Redondo, A. and Fisher, L. *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

7.12 Inclusion

Asher, C. Heyes, S. West, M. and McLagan, P. (1995) MFL Pupils with Emotional and Behavioural Difficulties. *The Language Learning Journal*, 11, 14-16.

Beltrán, E. V. Abbott, C. and Jones, J. (2010) *Modern Foreign Language Learning for All: the role of digital technologies in inclusive practice*, BERA Conference 2010, http://www.beraconference.co.uk/2010/downloads/abstracts/pdf/BERA2010_0361.pdf

Connor, J. (2017) *Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages*. London, Taylor & Francis.

McColl, H. (2005) Foreign language learning and inclusion: Who? Why? What?— and How? *Support for learning*, 20(3), 103-108.

McKeown, S. (2004) *Meeting Special Needs in Modern Foreign Languages*, London, David Fulton (now Taylor & Francis Group, 2004. ProQuest Ebook Central, available online).

- <https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=668719>. Couper, H. (1996) Teaching Modern Languages to Visually Impaired Children. *The Language Learning Journal*, 13, 6-9.
- McColl, H. (2000) *Modern Languages for All*. London, David Fulton.
- McLachlan, A. (2002) *Raising the standard: Addressing the needs of gifted and talented pupils*. London, CILT Pathfinder.
- McLagan, P. (1994) *Steps to Learning, Modern Languages and Special Educational Needs*. London, CILT.
- McColl, H. (2012) *Modern Languages for all*. London, Routledge.
- Pachler, N. and Field, K. (2001) *Learning to Teach Modern Foreign Languages in the Secondary School*. London, Routledge. Chapter 9: Pupil differences and differentiation in modern foreign languages teaching and learning.
- Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Pupil differences and differentiation, Chapter 13. In: Pachler, N., Evans, M., Redondo, A. and Fisher, L. *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.
- Redondo, A. (2001) 'Mixed ability teaching and modern foreign languages. Another useful chapter would be chapter 8 in Field, K (ed) (2001) *Issues in Modern Foreign Language Teaching*, London, Routledge. <https://ebookcentral.proquest.com/lib/leicester/reader.action?docID=201186&ppg=6>.

7.13 Assessment

- Barnes, A. and Hunt, M. (2003) *Effective assessment in MFL*. London, CILT.
- Barnes, A. and Graham, S. (1997) *Target Language Testing*. London, Mary Glasgow/ALL.
- Black, P. and Jones, J. (2006) Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *The Language Learning Journal*, 34, 4-9.
- Jones, J. and Williams, D. (2007) *Modern Foreign Languages inside the Black Box*. London, King's College.
- Mutton, T. (2014) Developing Modern Foreign Language Skills through Formative Assessment, pp. 35-48, Chapter 4. In: Pachler, N. and Redondo A. eds. *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London, Routledge.
- Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Assessment of and for Learning, Chapter 15. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

7.14 6th Form

- Barnes, A. and Powell, R. (1996) *Developing Advanced Reading Skills in Modern Foreign Languages*. London, Mary Glasgow/ALL.
- Graham, S. (1997) *Effective Language Learning*. Clevedon, Multilingual Matters.

*Pachler, N. (1999) *Teaching Modern Foreign Languages at Advanced Level*. London, Routledge.

Raithby, K. with Taylor, A. (2019) *Teaching Literature in the A Level Modern Languages Classroom*. Abingdon, Routledge.

Shaw, G. (1997) (Ed.) *Aiming High, Approaches to teaching A level*. London, CILT.

Wicksteed, C. (1993) Working with an A-level literature text: twenty-two ideas for target language activities. *Language Learning Journal* 7 (paper edition at library).

For advanced learners, Routledge published a series of books addressed to the learner:

Muñoz-Basols, J., Pérez Sinusía, Y. and David, M. (2012) *Developing Writing Skills in Spanish*. Oxford, Routledge.

Bishop, G. and Haezwindt, B. (2005) *Developing Writing Skills in French*. Oxford, Routledge.

Duensing, A. and Baumann, U. (2006) *Developing Writing Skills in German*. Oxford, Routledge.

7.15 Literature

Collie, J. and Slater, S. (1987) *Literature in the Language Classroom - a resource book of ideas and Literature in the Language Classroom 90 activities*. Cambridge, Cambridge University Press.

Pachler, N. (1999) (Ed.) *Teaching Modern Languages at Advanced Level*. London, Routledge.

Pachler, N. and Alford, D. (2000) Literature in the communicative classroom [in Field, ed. 2000]

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching and Learning Culture, Chapter 12. In: Pachler, N., Evans, M., Redondo, A. and Fisher, L. *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Raithby, K. with Taylor, A. (2019) *Teaching Literature in the A Level Modern Languages Classroom*. Abingdon, Routledge.

Shaw, G. (1997) (Ed.) *Aiming High, Approaches to teaching A level*. London, CILT.

Wicksteed, C. (1993) Working with an A-level literature text: twenty-two ideas for target language activities. *Language Learning Journal* 7 (paper edition at library).

7.16 Creativity

Cropley, J. (2001) *Creativity in Education and Learning: A Guide for Teachers and Educators*. London, Routledge.

Jones, B. (1992) *Being Creative*. London, CILT Pathfinder.

Jones, B. and Swarbrick, A. (2004) *It makes you think! Creating engagement, offering challenges*. London, CILT Pathfinder.

Kavanagh, B. and Upton, L. (1994) *Creative Use of Texts*. London, CILT Pathfinder.

Ridley, J. (1997) *Developing Learners' Thinking Skills*. Dublin, Authentik.

7.17 Language learning: the learner and learning strategies

Dickinson, L. (1992) *Learner Training for Language Learning*, Dublin, Authentik.

Graham, S. (1997) *Effective Language Learning - positive strategies for advanced language learners*. Clevedon, Multilingual Matters.

Gathercole, I. (1991) *Autonomy in Language Learning*, London, CILT.

Harris, V. (1997) *Teaching Learners How to Learn, Strategy training in the ML classroom*. London, CILT Pathfinder.

Harris, V. and Snow, D. (2004) *Doing it for themselves: Focus on learning strategies and vocabulary building*. London, CILT Pathfinder.

Jones, B. (2001) *Developing learning strategies*. London, CILT Pathfinder.

Lightbown, P. and Spada, N. (1999, 2006, 2013, 2021) *How Languages are Learned*. Oxford, Oxford University Press.

Macaro, E. (2001) *Learning Strategies in Foreign and Second Language Classrooms*. London, Continuum.

Mitchell, R., Myles, F. and Marsden, E. (2011, 2019) *Second Language Learning Theories*. London, Arnold.

7.18 Early Language Learning and Primary

(See the Young Pathfinder publications and further detailed advice in section 5, plus see the growing guidance at NCELP)

The issue of transition from KS2 to KS3 is a critical challenge for linguists.

Bevis, R. and Gregory, A. (2005) *Mind the Gap! Improving transition between Key Stage 2 and 3*. London, CILT Young Pathfinder.

Burstall, C. et al. (1974) *Primary French in the Balance*. Slough, NFER.

Chambers, G.N. 2014. Transition in modern languages from primary to secondary school: the challenge of change. *The Language Learning Journal* 42(3), 242–60.

Chambers, G. (2016) Pupils' perceptions of Key Stage 2 to Key Stage 3 transition in modern foreign languages, *The Language Learning Journal*, 47(1), 19-33,
<https://www.tandfonline.com/doi/abs/10.1080/09571736.2016.1172331?journalCode=rllj20>

Graham, S. (2014) *Primary Modern Languages: The Impact of Teaching Approaches on Attainment and Preparedness for Secondary School Language Learning – Key Findings of the Project*. University of Reading, Nuffield Foundation. <http://pmlresearch.com/documents-and-video/>.

Graham, S., Marinis, T. Tonkyn, A. and Courtney, L. (2014) *Primary Modern Languages: The Impact of Teaching Approaches on Attainment and Preparedness for Secondary School Language Learning*. Final report. University of Reading, Nuffield Foundation.

Heigham, J. and Hurrell, A. and Satchwell, P. eds. (1996) *Reflections on Modern Languages in Primary Education*. London, CILT.

Jones, J. (2010) The role of Assessment for Learning in the management of primary to secondary transition: implications for language teachers. *Language Learning Journal*, 38(2), 175-179.

Kirsch, C. (2016) Using storytelling to teach vocabulary in language lessons: does it work? *The Language Learning Journal*, 44(1), 33-51.

Satchwell, P. and de Silva, J. (1995) *Catching them Young*. London, CILT Young Pathfinder.

Satchwell, P. and de Silva, J. (2004) *A flying start! Introducing early language learning*. London, CILT Young Pathfinder.

Satchwell, P. and de Silva, J. (2007) *Speak up! Using the Target Language in Class*. London, CILT Young Pathfinder.

Satchwell, P. (1997) *Keep Talking, Teaching in the Target Language*. London, CILT Young Pathfinder.

7.19 Culture and language learning

Buttjes, D. and Byram, M. S. (1991) *Mediating Languages and Culture*. Clevedon, Multilingual Matters.

Byram, M. S. (1988) *Cultural Studies in Foreign Language Education*. Clevedon, Multilingual Matters.

Byram, M. S. (1991) *Investigating Cultural Studies in Foreign Language Teaching*. Clevedon, Multilingual Matters.

*Byram, M. S. (1997) *Teaching and assessing intercultural communicative competence*. Clevedon, Multilingual Matters.

Byram, M.S. (1997) *Face to Face, Learning 'Language-and-Culture' through exchanges and visits*. London, CILT.

Byram, M.S. (2008) [*From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflection*](#). Clevedon, Multilingual Matters.

Byram, M.S. (2012) Language awareness and (critical) cultural awareness - relationships, comparisons and contrasts. *Language Awareness*, 21(1-2), 5-13.

Jones, B. (2000) Developing cultural awareness [in Field, ed. 2000]

Liddicoat, A.J. and Crozet, C. (2001) Acquiring French interactional norms through instruction. In: Rose K.R. & Kasper, G. (eds.) *Pragmatic development in instructional contexts*. Cambridge, Cambridge University Press.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) Teaching and Learning Culture, Chapter 12. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

*Peiser, G. and Jones, M. (2013) The significance of intercultural understanding in the English modern foreign languages curriculum: a pupil perspective, *The Language Learning Journal*, 41(3), 340-356.

Peiser, G. and Jones, M. (2012) Rhetoric or reality: intercultural understanding in the English key stage 3 modern foreign languages curriculum. *The Curriculum Journal* 23(2), 173–187.

7.20 Motivation

Alison, J. and Bettsworth, B. (1998) *Motivating Students at the Early Stages of Learning a Modern Foreign Language*. London, CILT.

Bower, K (2017) Explaining motivation in language learning: a framework for evaluation and research. *The Language Learning Journal* 45 (2) 1-17.

Broady, E. (2005) Language Learning Motivation: what do you want to be? *The Language Learning Journal*, 31(1), 69-74.

Chambers, G. (1999) *Motivating Language Learners*. Clevedon, Multilingual Matters.

Chambers, G. (2001) (ed.) *Reflections on Motivation*. London, CILT.

Clark, A. (1998) *Gender on the Agenda, factors motivating boys and girls in MFLs*. London, CILT.

Coleman, J.A., Galaczi, A. and Astruc L. (2007) Motivation of UK school pupils towards foreign languages: a large-scale survey at Key Stage 3. *The Language Learning Journal*, 35(2), 245-81.

Coleman, J.A. (2009) Why the British do not learn languages: myths and motivation in the United Kingdom. *The Language Learning Journal*, 37(1), 111-127.

Dörnyei, Z. (2005) *The Psychology of the Language Learner*. Mahwah, NJ, Lawrence Erlbaum Associates.

Dörnyei, Z., and Kubanyiova, M. (2013) *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge, Cambridge University Press.

Dörnyei, Z., and Ushioda, E. (2001, 2011) *Teaching and researching motivation*. Harlow, Longman.

Dörnyei, Z., and Ushioda, E. eds. (2009) *Motivation, language identity and the L2 self*. Bristol, Multilingual Matters.

Hadfield, J., and Dörnyei, Z. (2013) *Motivating learning*. Harlow, Longman.

Iwaniec, J. (2020) The effects of parental education level and school location on language learning motivation. *The Language Learning Journal*, 48(4), 427-441 (a study of learners in Poland but an example of how motivation can be researched and explored).

*Lamb, M., Csizér, K., Henry, A. and Ryan, S. (eds) (2019) *The Palgrave Handbook of Motivation for Language Learning*, Cham, Switz., Springer International Publishing AG, 2020. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6033454>.

Lanvers, U. (2020) Changing language mindsets about modern languages: a school intervention, *The Language Learning Journal*, 48(5), 571-597, DOI: 10.1080/09571736.2020.1802771.

McCall, I. (2011) Score in French: motivating boys with football in Key Stage 3. *The Language Learning Journal*, 39(1), 5-18.

Parrish, A. and Lanvers, U. (2019) Student motivation, school policy choices and modern language study in England, *The Language Learning Journal*, 47(3), 281-298.

Shaw, G. Lee J. and Buckland D. (1998) eds. *The Invisible Child, a survey of the responses and attitudes to MFL learning shown by Year 9 pupils of average ability*. London, CILT.

7.21 ICT

Atkinson, T. (1992) *Hands Off - It's my go! IT in the Languages Classroom*. London, CILT.

Atkinson, T. (1998, 2002) *WWW/Internet in the Modern Foreign Languages Classroom*. London, CILT.

Bax, S. (2000) Putting technology in its place: ICT in Modern Foreign Languages teaching [in Field, 2000]

Beltrán, E. V., Abbott, C. and Jones, J. (2010) *Modern Foreign Language Learning for All: the role of digital technologies in inclusive practice*, BERA Conference 2010, http://www.beraconference.co.uk/2010/downloads/abstracts/pdf/BERA2010_0361.pdf

Blamire, R., Bourne R. and Jones, B. (1992) *IT in Action, Information Technology in the Languages Classroom* (video and book). London, CILT.

Buckland, D. (2000) *Putting achievement first: Managing and leading ICT in the MFL department*. London, CILT Pathfinder.

Pachler, N., Evans, M., Redondo, A. and Fisher, L. (2014) The Role of Digital Technologies, Chapter 6. In: *Learning to Teach Modern Foreign Languages in the Secondary School. A Companion to School Experience* (4th Ed.). London, Routledge.

Townshend, K. (1997) *E-mail, Using electronic communications in foreign language teaching*. London, CILT.

7.22 Language Awareness

Andrews, S. (2007) *Teacher Language Awareness*. Cambridge, Cambridge University Press.

Hawkins, E. (1987) *Awareness of Language*. Cambridge, Cambridge University Press.

James, C. and Garrett, P. eds. (1992) *Language Awareness in the Classroom*. London, Longman.

Mittins, B. (1990) *Language Awareness for Teachers*. Milton Keynes, Open University Press.

Svalberg, A.L.M. (2012) Language Awareness in language learning and teaching: A research agenda. *Language Teaching*, 45(3), 376 - 388

See also the journal *Language Awareness*, if interested in this topic.

7.23 Translation and Translation-related Studies

Alarcón, I. (2009) The Processing of Gender Agreement in L1 and L2 Spanish: Evidence from Reaction Time Data. *Hispania*, 92(4), 814-828.

Bartning, I. (2000) Gender agreement in L2 French: Pre-advanced vs advanced learners. *Studia Linguistica*, 54(2), 225-237.

Bell, P., Fortier, V. and Gauvin, I. (2020) Using L1 knowledge about language during L2 error correction: do students make cross-linguistic connections? *Language Awareness*, 29(2), 95-113.

Conti, G. (2015) *Using Translation as a Language-Proficiency-Enhancing Technique – A Teaching Sequence*. [online] The Language Gym.

Available at: <https://gianfrancoconti.com/2015/12/13/using-translation-as-a-language-proficiency-enhancing-technique-a-teaching-sequence>

Cook, G. (2010) *Translation in Language Teaching*. Oxford, Oxford University Press.

Escandón, A. and Sanz, M. (2011) The Bottom-up Move within Vygotsky's Zone of Proximal Development: A Pedagogical Application for Teaching Agreement in Spanish as a Foreign Language. *RELC Journal*, 42(3), pp.345-361.

Isabelli-García, C. (2010) Acquisition of Spanish Gender Agreement in Two Learning Contexts: Study Abroad and At Home. *Foreign Language Annals*, 43(2), pp.289-303.

James, C. (2013) *Errors in Language Learning and Use. Exploring Error Analysis*. Oxford, Routledge.

Källkvist, M. (2004) The effect of translation exercises versus gap-exercises on the learning of difficult L2 structures. Preliminary results of an empirical study. In K. Malmkjaer (Ed.), *Translation in Undergraduate Degree Programmes*. Amsterdam: Philadelphia, John Benjamins.

Liviero, S. (2017) Grammar teaching in secondary school foreign language learning in England: teachers' reported beliefs and observed practices. *The Language Learning Journal*, 45(1), 26-50.

Pym, A., Malmkjaer, K. and Gutierrez-Colon Plana, M. (2013) Translation and Language Learning: The role of translation in the teaching of languages in the European Union. *Studies on translation and multilingualism*. Luxembourg; European Commission.

file:///C:/Users/Home/Downloads/gp_eudor_WEB_HC0213216ENC_002.pdf.en.pdf.

Scheffler, P. (2013) Learners' perceptions of grammar-translation as consciousness raising. *Language Awareness*, 22(3), 255-269.

7.24 Authentic Materials

McGarry, D. (1995) *The Role of Authentic Texts*. Dublin, Authentik.

Little, D. Devitt, S. and Singleton, D. (1989) *Learning Languages from Authentic Texts: theory and practice*. Dublin, Authentik.

Jones, B. (ed.) (1984) *Using Authentic Resources in Teaching French*. London, CILT.

Mishan, F. (2005) *Designing Authenticity into Language Learning Materials*. Bristol, Intellect Books.

