Towards the development of a departmental target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?

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Abstract

Research has established that strategies can be a useful tool for foreign/second language (L2) learners. Speaking skills of Modern Foreign Languages (MFL) pupils in England are known to be poor when compared internationally. Explicit strategy-based instruction (SBI) has been successful in enhancing language skills, but less research has been conducted into its effect on speaking skills. From the limited body of SBI investigation into schoolchildren whose first language (L1) is English, there is some evidence of success among boys in particular. Addressing these gaps in the literature, the current two-cycle action research and development study, with a quasi-experimental design, investigates the impact of 12 hours of strategy intervention training on target language (TL) speaking skills in an all-boys selective secondary school in England. Participants are beginner (Y7) and intermediate (Y10) learners of French (L2) (N=268). The impact of the intervention is assessed using mixed methods through questionnaires, lesson observations, interviews and informal discussions, and analysis of pupil outcomes. In Cycle 2, pupils navigate the *Strategy Island Map,* an innovative tool to track their strategy use when speaking TL. Intervention is shown to have a positive impact on quantity and quality of spoken TL, confidence, and engagement among both beginner and intermediate learners. Noteworthy implications for collaborative departmental practice are discussed.

Keywords: MFL; strategies; speaking; boys; target language.

Table of Contents

Acknowledgements ii

Abstract iii

List of Tables vii

List of Figures viii

List of Abbreviations ix

List of Appendices xi

CHAPTER 1: INTRODUCTION 1

CHAPTER 2: LITERATURE REVIEW 6

2.1 What does second language acquisition theory tell us about speaking in the TL? 6

2.2 Does explicit strategy-based instruction enhance learners' speaking capacity in the TL? 12

2.3 What pupil factors may constrain their TL speaking capacity in the classroom? 19

2.3.1 Motivation 19

2.3.2 Language anxiety 22

2.3.3 Behaviour 23

2.4 Promoting collaborative professional learning: what are the facilitating factors, and what are the barriers? 25

2.4.1 Vision 26

2.4.2 Structure 28

2.4.3 Personal factors 29

2.5 Summary of the Literature Review 31

CHAPTER 3: METHODOLOGY 33

3.1 Research Questions 33

3.2 Hypotheses 33

3.3 School Context 34

3.4 Sample 36

3.4.1 Global sample ... 36
3.4.2 Participants for the intervention ... 37
3.5 Research Approach ... 38
3.6 Nature of the Intervention ... 40
3.6.1 Pre-intervention ... 40
3.6.2 Cycle 1 ... 40
3.6.3 Cycle 2 ... 41
3.6.4 Post-intervention ... 43
3.7 Research Design ... 43
3.7.1 Questionnaire ... 45
3.7.2 Interview ... 45
3.7.3 Observation ... 46
3.7.4 Documents ... 47
3.7.5 Field notes ... 47
3.8 Research Instruments ... 48
3.8.1 Pre-intervention ... 48
3.8.2 Cycle 1 ... 50
3.8.3 Cycle 2 ... 50
3.8.4 Post-intervention ... 50
3.9 Ethical Considerations ... 51
CHAPTER 4: FINDINGS ... 53
4.1 Pre-intervention ... 53
4.1.1 Pupil questionnaire A (T1): attitudes towards learning and speaking French ... 53
4.1.2 Pupil questionnaire B (T1): current strategy use for speaking French in lessons ... 54
4.1.3 Lesson observations ... 55
4.1.4 Informal group discussions after observations ... 57
4.1.5 Teacher interviews: attitudes and beliefs towards CPL ... 58
4.2 Cycle 1 ... 60
4.2.1 Pupil questionnaire C: self-evaluation of strategy use ... 60
4.2.2 Teacher interviews ... 62
4.3 Cycle 2 ... 63

4.3.1 Strategy use log: reporting strategies employed after use of Strategy Island Map 63
4.3.2 Teacher interviews based on field notes throughout intervention 66

4.4 Post-intervention 67
4.4.1 Pupil questionnaire A (T2): attitudes towards learning and speaking French 67
4.4.2 Pupil questionnaire B (T2): current strategy use for speaking French in lessons. 70
4.4.3 Pupil group interviews 72
4.4.4 Pupil speaking assessment 73
4.4.5 Lesson observations 75
4.4.6 Teacher interviews 75

CHAPTER 5: DISCUSSION 77

5.1 RQ1: Does classroom-based strategy intervention training change pupils' attitudes towards speaking TL, and affect the strategies they use in oral output? 77

5.2 RQ2: To what extent is classroom-based strategy intervention training effective in promoting pupils' spoken TL use? 79

(a) Does quantity increase? 79

(b) Is quality impacted? 79

5.3 RQ3: Is classroom-based strategy intervention training effective among both beginner (Y7) and intermediate (Y10) learners? 82

5.4 RQ4: How can strategies identified as being successful in the intervention become part of the approaches adopted across the whole MFL department? 85

CHAPTER 6: CONCLUSIONS 88

6.1 Significance of the Current Study 88

6.2 Limitations 88

6.3 Implications for Practice 90

6.4 Ways Forward 92

List of References 94

Appendices 123

List of Tables

Table 1.	Summary of Cohen's (2017) eight-part practically-applied LLS classification.	15
Table 2.	Learner group demographics (drawn from school database).	37
Table 3.	Overview of strategy structure and content for Cycle 1 by lesson for Y7 and Y10.	41
Table 4.	Questionnaire data on pupils' attitudes towards learning and speaking French, reporting the amalgamated figures for 'very' and 'quite'.	54
Table 5.	Audio-recorded classroom oral interaction distribution in Y7 and Y10 experimental and comparison classes obtained during 15-minute segments using a five-second sampling technique.	56
Table 6.	Number of teachers who identified particular factors as facilitators or barriers to CPL participation.	59
Table 7.	Percentage of experimental participants stating that they 'really enjoyed' or 'quite enjoyed' the six strategy groups.	61
Table 8.	Percentage of experimental participants stating that they found the six strategy groups 'really useful' or 'quite useful'.	61
Table 9.	Combined cumulative individual recorded instances of strategy group use by year group during main speaking activity from each of the six lessons in Cycle 2.	65
Table 10.	Pre- and post-intervention comparison of percentage of Y7 experimental and comparison participants reporting 'almost always true of you' (76-100%) or 'usually true of you' (51-75%) regarding comparison of strategy use when speaking French.	70
Table 11.	Pre- and post-intervention comparison of percentage of Y10 experimental and comparison participants reporting 'almost always true of you' (76-100%) or 'usually true of you' (51-75%). regarding comparison of strategy use when speaking French.	71
Table 12.	Descriptive statistics for post-intervention speaking assessments.	74

List of Figures

Figure 1.	Oxford's (1990) classification of LLS. Copied from Oxford (1990:16).	14
Figure 2.	Overview of my action research approach, collaborating with colleagues at all stages.	39
Figure 3.	*Strategy Island Map* for pupils to track strategy use when speaking TL during Cycle 2.	42
Figure 4.	Schematic representation of the structure of the study showing the relationship between research questions and instruments.	44
Figure 5.	Bar Chart showing questionnaire data on Y7 (n=166) and Y10 (n=79) pupils' strategy use when speaking French reporting the amalgamated figures for 'almost always true of you' (76-100% of the time) and 'usually true of you' (51-75% of the time).	55
Figure 6.	Example of a completed *Strategy Island Map* and accompanying strategy use log.	64
Figure 7.	Bar Charts showing comparison of Y7 attitudes towards learning and speaking French at pre- and post-intervention stages. 7E1 (n=28); 7E2 (n=28); 7C (n=26).	68
Figure 8.	Bar Charts showing comparison of Y10 attitudes towards learning and speaking French at pre- and post-intervention stages. 10E1 (n=17); 10E2 (n=19); 10C (n=20).	69

List of Abbreviations

A-Level	General Certificate of Education Advanced Level (public examination taken by pupils as a main school leaving qualification)
ACTFL	American Council on the Teaching of Foreign Languages
AQA	Assessment and Qualifications Alliance (awarding body in England, Wales and Northern Ireland)
BERA	British Educational Research Association
CAT	Cognitive Abilities Test
CIH	Comprehensible Input Hypothesis
COH	Comprehensible Output Hypothesis
CPD	Continuing Professional Development
CPL	Collaborative Professional Learning
CS	Communication Strategies
DES	Department of Education and Science (in England – no longer in existence)
DfE	Department for Education (in England)
EAL	English as an Additional Language
EC	European Commission
EFL	English as a Foreign Language
ESL	English as a Second Language
FLA	Foreign Language Assistant
GCSE	General Certificate of Secondary Education (public examination taken by pupils at the end of compulsory schooling in England, Wales and Northern Ireland)
KS2	Key Stage 2 (pupils aged 7-11)
KS3	Key Stage 3 (pupils aged 11-14)
KS4	Key Stage 4 (pupils aged 14-16)
KS5	Key Stage 5 (pupils aged 16-18)
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
LLS	Language Learning Strategies
IH	Interaction Hypothesis
MFL	Modern Foreign Languages

NALDIC	National Association of Language Development in the Curriculum (national subject association for English as an Additional Language)
NC	National Curriculum for England, Wales and Northern Ireland
NS	Native Speaker
NNS	Non-Native Speaker
NQT	Newly-Qualified Teacher
OCS	Oral Communication Strategies
Ofsted	Office for Standards in Education, Children's Services and Skills (government body which regulates schools in England)
OIF	Organisation Internationale de la Francophonie
OUDE	Oxford University Department of Education
PD	Professional Development
PDCinMFL	Professional Development Consortium in Modern Foreign Languages
PLC	Professional Learning Community
RQ	Research Question
S²R	Strategic Self-Regulation Model
SBI	Strategy-Based Instruction
SCT	Sociocultural Theory
SLA	Second Language Acquisition
SLT	Senior Leadership Team
SOW	Scheme of Work
T1	Time 1 (pre-intervention)
T2	Time 2 (post-intervention)
TALIS	Teaching and Learning International Survey
TL	Target Language
TSC	Teaching Schools Council
UKPOLLS	UK Project on Language Learner Strategies
WTC	Willingness to Communicate
Y7	Year 7 (pupils aged 11-12)
Y8	Year 8 (pupils aged 12-13)
Y9	Year 9 (pupils aged 13-14)
Y10	Year 10 (pupils aged 14-15)
Y12	Year 12 (pupils aged 16-17)

List of Appendices

Appendix A	*Target Language Booklet:* a bespoke resource created to encourage more extensive spoken TL use in the classroom.	123
Appendix B	Oxford's (2017:48) comprehensive 116-word up-to-date definition of language learning strategies.	128
Appendix C	Examples of lessons plans from Cycle 1 of the intervention using the OUDE pro-forma.	129
Appendix D	Pupil strategy use log filled in by pupils after having used the *Strategy Island Map* in Cycle 2.	133
Appendix E	Examples of lessons plans from Cycle 2 of the intervention using the OUDE pro-forma.	134
Appendix F	Pupil questionnaire A focusing on their current attitudes towards learning and speaking French, administered at both pre- and post-intervention.	138
Appendix G	Pupil questionnaire B focusing on their current strategy use when speaking French, administered at both pre- and post-intervention.	140
Appendix H	Observation schedules used to record: (i) classroom oral interaction; (ii) quality and type of pupils' spoken French; and (iii) observable pupil strategy use when speaking French.	143
Appendix I	Post-observation questions posed during follow-up informal group discussions.	145
Appendix J	Teacher interview questions regarding attitudes and beliefs towards CPL.	146
Appendix K	Pupil questionnaire C – examples of self-report of their enjoyment and perceived usefulness of the strategies in Cycle 1.	147
Appendix L	Individual informal interview with teachers regarding their perception of the effectiveness of the intervention at Cycles 1 and 2.	148
Appendix M	Mark schemes for Y7 and Y10 post-intervention speaking assessments (adapted from AQA, 2019).	150

Appendix N	Individual informal interview with teachers regarding their CPL experience.	151
Appendix O	Anonymised approval email for my Research and Development project from Oxford's Central University Research Ethics Committee.	152
Appendix P	Information letter sent to the Headteacher of my school to gain permission to conduct the study.	153
Appendix Q	Participant consent form.	155
Appendix R	Child-friendly pupil information sheet.	156
Appendix S	Results of pre-intervention pupil questionnaire A (T1) – global sample.	158
Appendix T	Results of Cycle 1 pupil questionnaire C at the individual class level.	159
Appendix U	Results of Cycle 2 strategy use log at the individual class level.	161
Appendix V	Results of post-intervention pupil questionnaire A (T2) – experimental and comparison groups only.	162

CHAPTER 1: INTRODUCTION

Development of a target language (TL) culture is essential for a Modern Foreign Languages (MFL) department. Research into second language acquisition (SLA) posits that such a culture, characterised by both teacher and pupil TL use, is the 'optimal learning environment' (Ellis, 1985). As the foreign/second language (L2) classroom is typically the only source of the TL for learners (Collen, 2020; Ellis, 2008), it seems vital to establish a "target language atmosphere" (Macaro, 2000:185). In England, however, Ofsted (1993b, 2011) has found low levels of spoken TL use in MFL classrooms. One likely explanatory factor may be that MFL is a 'shortage subject', with 34% of state secondaries reporting teacher recruitment difficulties (Tinsley, 2019). Nonetheless, the Teaching Schools Council (TSC) (2016) reinforced the need for TL oral input and output in MFL classrooms in England.

When aiming for 'communicative competence' (Canale & Swain, 1980), the skill of speaking is "one of the most important components of learning a foreign language" (Yaman & Özcan, 2015:143). Considering the pupil perspective, Grauberg recognised that TL speaking is often "the prime goal", and therefore teachers must "… help them to achieve that goal to the best of their ability" (1997:201). The importance of speaking is highlighted in England's latest National Curriculum (NC) for languages at Key Stage (KS)3. It aims for all pupils to:

> *... speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.*
>
> (DfE, 2013:1)

At KS4, speaking is equally weighted with listening, reading and writing for GCSE MFL examination (AQA, 2016). Nevertheless, Ofsted (2011) concluded that speaking was the weakest L2 skill in 80% of schools observed in England between 2007-2010. This weakness was subsequently exposed on a European scale: the UK ranked bottom out of 27 jurisdictions in a survey of 14-15-year-olds' L2 oral proficiency (European Commission (EC), 2012). The status of English as an international 'lingua franca' (Seidhofer, 2005), more recently termed 'global English' (Collen, 2020), may have a powerful influence (either positive or negative according to context) on attitudes towards L2 learning, and performance in it (Dobson, 2018). This global status may, therefore, act both as a motivator for those learning English as a foreign/second language (EFL/ESL) (Graham, 2014), and a demotivator for English (L1) learners of another language (L2) (Collen, 2020).

To address the need to maximise pupil TL oral output in MFL classrooms in England, Meiring and Norman (2002) suggested employing L2 learning strategies. Such strategies "have been in the public eye for four decades" (Oxford, 2017:101), and can potentially empower learners to become more autonomous (Macaro, 2003a). Assessing the impact of explicit strategy-based instruction (SBI) on learners' L2 performance, Hassan *et al.*'s (2005) in-depth review and Plonsky's (2011) meta-analysis both drew positive conclusions. However, exploration of the impact of SBI on L2 *speaking* is limited (Breen, 2001). Furthermore, the body of existing SBI research is predominantly contextually unrepresentative of schoolchildren in England (Chamot, 2005; Macaro & Erler, 2008). The 'UK Project on Language Learner Strategies' (UKPOLLS), which deems the UK L2 learning context "a unique case which needs to be studied as a distinct entity" (Grenfell, 2007:21), has sought to address this gap in applied linguistics enquiry. In a recent survey of 'odds-beating' state secondaries (N=31) in England, Tinsley (2020) reported that L2 classroom oral interaction and explicit training in language

learning strategies (LLS) were common features of MFL teaching practice. At many of these schools, both elements were particularly effective among boys. This warrants further investigation given that GCSE MFL male entries (Tinsley, 2020) and performance (Collen, 2020) are both consistently below that of females.

Described by Ofsted (2011) as 'outstanding' practice, explicit teaching of LLS subsequently featured in the aims of the 'Modern foreign languages GCSE subject content' document (DfE, 2015). It seems, therefore, that SBI could play a pivotal role in furthering pupils' L2 speaking skills, thereby contributing to the development of a departmental TL culture, especially when embraced within an environment of collaborative professional learning (CPL). Creating such an environment has been identified as *the* most salient feature of school improvement (Muijs & Lindsay, 2006). Yet in England, "CPL is not embraced in schools" (Duncombe & Armour, 2004:152), and "remains less a reality than a phantasmagoric ideal" (Stokes, 2001:142). However, the 2018 'Teaching and Learning International Survey' (TALIS) data show a slight increase in teacher learning engagement compared to 2013 (DfE, 2019b).

Consideration of the wider relevance of the apparent merits of SBI for improving learners' L2 speaking skills, together with uncovering existing literature gaps, has fuelled my interest in exploring such issues in the context of my current all-boys selective secondary school. Moreover, it seems a worthwhile topic to investigate locally because my Part 2 findings (Author, 2019) revealed inconsistencies in spoken TL use across MFL classrooms in the same setting. Following dissemination of those results, the department formulated its annual target: to collaboratively review and develop TL use and policy. Research into classroom-based strategies could offer a useful contribution. Approached collectively, exploration may enhance departmental coherence regarding TL use and strengthen the TL culture. With its potential to

stimulate learner autonomy, a focus on SBI is pertinent to my school's 'Learning and Teaching Policy': this promotes pupil independence and responsibility, chiming with the national 'learning to learn' principle "embedded in the school curriculum" (Grenfell, 2007:21).

In addition to its national relevance and appropriateness to my school context, I have a strong personal rationale for investigating SBI: inspired by its scope for developing pupils' TL speaking capacity, I am eager to experiment with this teaching style. Drawing on my experience in this setting, I believe the boys, the majority of whom are enthusiastic, well-behaved and well-motivated, will respond positively to this approach to language learning. I am also keen to explore how to successfully contribute to departmental initiatives promoting teacher learning for the MFL team. I wish to investigate how to build on colleagues' enthusiasm for developing TL use. They have indicated this in discussions and through interest in the comprehensive *Target Language Booklet* (Appendix A), which I created following my Part 2 study (Author, 2019), to encourage more spoken TL in classrooms. Hopefully, as a department, we can progress towards agreeing a TL policy, facilitating a unified approach to practice. In my teaching experience to date, I have appreciated clear learning and teaching policies. I enjoy working within structured frameworks because they seem to bring cohesion among teachers, and enable good progress and year group transition for pupils.

Countering the notion that "[t]eaching is often characterized as an isolated activity" (Hindin *et al.*, 2007:349), I view my practitioner research as an exciting opportunity to further my ongoing professional learning and development, not only individually, but also in collaboration with my departmental colleagues, to benefit pupils. Hopefully, this educational innovation focusing on SBI will engender increased autonomy and pro-activity in pupils' learning, and motivate them in MFL study towards GCSE level and beyond.

Having provided a compelling rationale and set out my interest in this particular area, I will now explore four key aspects of this focus in the literature review.

CHAPTER 2: LITERATURE REVIEW

To investigate what classroom-based strategies are most effective in promoting spoken TL use, in the context of collaborative development of a TL culture, I have formulated the following questions:

1) *What does second language acquisition theory tell us about speaking in the TL?*
2) *Does explicit strategy-based instruction enhance pupils' speaking capacity in the TL?*
3) *What pupil factors may constrain their TL speaking capacity in the classroom?*
4) *Promoting collaborative professional learning: what are the facilitating factors, and what are the barriers?*

These questions will frame this critical review, which will draw on research literature, professional literature and policy documents.

2.1 What does second language acquisition theory tell us about speaking in the TL?

Defined as "the process of learning another language after the native language has been learned" (Gass & Selinker, 2008:7), second language acquisition (SLA) is now considered "an established discipline" (Ellis, 2010:182) after more than 50 years of ongoing research. Notwithstanding this period of sustained enquiry, there seems to be "inherent disagreement as to the process involved" (Mutton & Bartley, 2006:29), with "no consensus on the nature of the relationship between SLA … and language pedagogy" (Ellis, 2010:183). It is therefore

appropriate to provide a brief chronological historical overview of some key SLA theories, and to consider their implications for speaking, in order to inform my study (see Ellis (2020) for a comprehensive account of the theoretical development of SLA).

The long-standing 'Grammar-Translation' L2 teaching approach, which sought to develop learners' reading skills via translation and explicit grammar instruction taught in L1, prevailed until the advent of the 'Direct Method' at the turn of the 20th century. Contrary to the former, this was immersive and focused on speaking and listening. Taught exclusively in L2, the 'Direct Method' avoided, if not banned L1: vocabulary and structures were, therefore, acquired implicitly or inductively. This method was adopted by European foreign language schools (Hall & Cook, 2012).

With a similar focus on speaking and listening, the 'Audiolingual Method' later led to further L1 marginalisation mid-20th century (Larsen-Freeman & Anderson, 2011). It drew on the American psychologist Skinner's (1957) 'Behaviourism' theory of learning through habit forming. The 'Audiolingual Method' encouraged the L2 learner to "by-pass reference to his or her L1" (Macaro, 2003a:23), concentrating on oral drilling of grammatically-correct L2 utterances to strengthen mental links. This method, chiming with Pavlov's animal-based 'stimuli-response-reward' mechanism, dominated SLA approaches between 1940-1960.

Subsequently challenging the behaviourist phenomenon of language learning as a nurtured, conditioned, imitative response, another leading American psychologist Chomsky (1965) hypothesised, through his 'Universal Grammar' theory, that language acquisition is a naturally-occurring innate human skill. He posited that the brain possesses a special structure, which he named 'Language Acquisition Device' (LAD), for processing language input. His ground-

breaking cognitive-nativist theory sought to explain 'Plato's problem' (Chomsky, 1987), fathoming how young children internally master their L1 "in all its complexity" (Mutton & Bartley, 2006:29).

Conversely, the role of the external linguistic environment was emphasised in the 1980s. This era, a "period of strong development for L2 theorizing and empirical research" (Mitchell *et al*., 2019:57), saw the development of interactionist hypotheses. These hypotheses stated that two-way interactive TL communication fosters SLA. There are three influential yet conflicting iterations of this: input, interaction and output.

First, the seminal contribution of American researcher Krashen's (1985) 'Comprehensible Input Hypothesis' (CIH) postulated that SLA occurs solely through extensive L2 input. While the notion of input being conducive to language acquisition was not new, Krashen specified the *type*: he highlighted the need to judiciously adapt input to the learner's comprehension level ('i'), or just above ('i+1'). This would be processed by the LAD (Chomsky, 1965). Krashen (1982) also claimed that a low 'Affective Filter' facilitates SLA. Put simply, carefully-targeted L2 input and an "emotionally receptive" (Mutton & Bartley, 2006:29) learner stimulate SLA.

Regarding oral skills, Krashen and Terrell's (1983) study, in a bilingual context in French (L2) immersion schools in Canada, reported successful native-like L2 speaker outcomes following extensive input. Notwithstanding their findings' low reliability due to the study's limited demographic characteristics, coupled with criticism of its poorly-defined terms and weak empirical basis (McLaughlin, 1987), Krashen's CIH has since been corroborated by Nunan's (1999) research in the U.S., and further reinforced by Van Patten's (2004) 'Input Processing

Model', Ellis' (2005) sixth 'Principle of Instructed Language Learning', and Smith and Conti's (2016) first 'Methodological Principle'.

Second, in response to Krashen's CIH, Long's (1981) 'Interaction Hypothesis' (IH) constituted an alternative proposal vis-à-vis the role of environmental language in SLA. Whilst he shared Krashen's underlying assumption concerning the existence of the LAD, Long's theory propounded that SLA is stimulated via interactive L2 discourse, rather than by input alone. Evolving from Hatch's (1978) belief in the importance of conversation for grammar development within the notion of 'Discourse Theory', Long's IH argued that negotiation of meaning during native speaker (NS)-non-native speaker (NNS) interaction facilitates SLA: L2 speech comprehensibility results from reactive feedback through linguistic adjustments. Controlled independent measures studies have supported this claim (for example Gass and Varonis' (1994) study of 16 dyads of NS-NNS students at a large U.S. university, and Pica *et al.*'s (1987) study of 16 NNS low-intermediate adult students (mixed L1s) of English (L2)). Yet, small, unrepresentative samples reduce the reliability of these findings, and potential laboratory-based confounding variables, such as demand characteristics and experimenter bias, threaten validity. Long (1996) has, however, since revised his IH, attaching more weight to the functionality of interactional processes: his relaunch considered the role of cognitive factors relating to input and linguistic environment.

Third, the Canadian researcher Swain's (1985) 'Comprehensible Output Hypothesis' (COH) contrasted directly with Krashen's CIH, yet complemented Long's IH. She stipulated that comprehensible input alone does not facilitate SLA; rather, the learner must take a more pro-active role and "use the language in oral production" (1985:29). This notion ensued from Harley and Swain's (1984) findings which, although emanating from an homogeneous context,

contradicted those of Krashen and Terrell (1983). Harley and Swain reported a high error count among children speaking French (L2) following extensive L2 input but limited output requirement. Moreover, Swain noted that to enhance speaking precision, coherence and appropriateness, L2 learners must be *pushed* by the teacher/NS, akin to Krashen's 'i+1' formula, but through the medium of output.

Interestingly, Swain's (2000) theoretical orientation later took a 'social turn' (Block, 2003): she now frames output within a sociocultural context. Despite historical neglect in SLA research (Spolsky, 1989), this perspective attracted "increased attention" (Lantolf & Pavlenko, 1995:108) in the late nineties. While the premise that learning occurs through social interaction had previously been established (Hatch, 1978), Lantolf and Thorne's (2006) subsequent work amalgamated environmental and cognitive links in learning. Rooted in the 'Sociocultural Theory' (SCT) of the pioneering Soviet psychologist Vygotsky (1978), their research focused on the significant influence of learners' shared social experiences in quest of SLA. This resonates with Schumann's (1986) earlier environmentalist 'Acculturation Model', which posited that adult immigrants' psychosocial proximity to the L2 affects proficiency development.

Lantolf and Thorne's (2006) neo-Vygotskian SCT model proposed that SLA is mediated by 'languaging' (Swain, 2006), or 'metatalk' (Lantolf, 2002). These terms depict talking about language and apply both *intrapsychologically*, through private speech, and *interpsychologically*, through dialogic interaction. Empirical studies focusing on the latter have supported the SCT claim that effective SLA occurs when "students interact with one another" (Aimin, 2013:167). For example, Swain and Lapkin's (2002) mixed-methods two-week case study, working with two 12-year-old girls in a French (L2) immersion school in Canada,

concluded that collaborative dialogue supported 'internalization' (Lantolf, 2001), thus facilitating SLA. Although this study's small-scale nature reduces its reliability, its findings have, nevertheless, been reinforced more recently among a small group of adult learners of French (L2) (van Compernolle & Williams, 2013), and in an ESL context in Lynch's (2001) earlier study of four pairs of adult students (mixed L1s). Although these three studies demonstrated learners working together effectively, Storch (2002) highlighted the potentially detrimental effect on L2 development of competitive, rather than collaborative, pair-work.

Contrary to Beretta's (1993) desire for 'pure' SLA theory building, others have demanded that theoretical development should be allied with social practical application (Douglas Fir Group, 2016; van Lier, 1994). Accordingly, drawing on the wide spectrum of SLA theories, Macaro (1997) categorised teacher beliefs towards TL use into three groups. First, recalling the 'Direct Method', Macaro's 'virtual' stance, subsequently referred to as the 'intralingual approach' (Cook, 2010), seeks to produce a natural L2 environment, fully excluding L1. Second, echoing early MFL NC statements (DES, 1988, 1990) and Ofsted guidelines (1993a), his 'maximal' standpoint deems L1 "undesirable but inevitable at times" (Molway *et al.*, 2020:5). Third, as reflected in the first 'Oral Interaction Principle' of the PDCinMFL (cited in Macaro *et al.*, 2015), his 'optimal' viewpoint regards L1 as potentially beneficial in mediating L2 learning.

In addition to the above categorisation, more positive terminology has been coined to refer to the complexity of L1/L2 interplay. Examples include the sociolinguistic concept of 'codeswitching' (Myers-Scotton, 1993), and the psycholinguistic processes of 'multicompetence' (Cook, 2012) and 'translanguaging' (García & Wei, 2014). Correspondingly, the NS teacher is no longer considered the desirable method (Cook, 1999).

However, a shared L1 is becoming less common due to the increase of EAL pupils in UK schools (NALDIC, 2013).

While Macaro's teacher beliefs represent a lack of agreement regarding TL use (Littlewood & Yu, 2011), Macaro *et al.* (2015) have since concluded that L2 should predominate (80-90%) classroom oral interaction. Further afield, U.S. policy likewise states that TL must account for 90% (ACTFL, 2010).

In sum, from the literature it appears that the field of SLA research is highly contested, with no agreement on the process of TL speaking development. L2 teaching approaches and SLA theories have attached varying levels of importance to the skill of speaking. Recent SLA research has investigated the complex role of sociocultural context and its implications for TL speaking.

2.2 Does explicit strategy-based instruction enhance learners' speaking capacity in the TL?

> *Perhaps the notion of strategies for language learning is as obvious as the notion that a carpenter needs tools.*
>
> Oxford (2017:xiv)

Language learning strategies (LLS) research has existed for almost half a century. Similar to the SLA field of study, LLS enquiry has a "multifaceted and controversial history" (Cohen & Macaro, 2007:1). Its inception in the 1970s was a constituent part of the aforementioned fundamental shift in SLA away from a psychological perspective towards acknowledging the role of cognition.

Through observation and interview data capture, initial LLS research (Naiman *et al.*, 1978; Rubin, 1975; Stern, 1975) sought to identify strategies employed by the 'good language learner'. Independently, these researchers compiled lists of approaches and techniques utilised by successful L2 learners. Yet, their work lacked theoretical rigour and clarity regarding application (Grenfell & Harris, 2014).

There is, however, "little consensus in the literature concerning either the definition or identification of language learning strategies" (Bialystok, 1983:100). The myriad of conflicting LLS definitions, described as "fuzzy" (Ellis, 1994:529), has led to a more recent call for clarity (Cohen, 2017) around what Oxford has called the "unpruned garden syndrome" (2017:9). She attempted to bring "order out of intellectual chaos" (2017:3) by providing a comprehensive 116-word up-to-date definition (Appendix B). This emanated from her comprehensive content-analytic study of 33 existing strategy definitions from more than four decades. Issues surrounding definition and terminology in LLS exploration are indicative of developments in SLA research (Grenfell & Macaro, 2007).

From the 1990s, researchers undertook more detailed identification and cataloguing of LLS. The "best known" (Mitchell *et al.*, 2019:23) strategy groupings are those of O'Malley and Chamot (1990), and Oxford (1990) which, unlike earlier means of data collection, were integrated into questionnaires to obtain learners' self-reported strategy behaviours. Though published in the same year, these classifications differ in their structure. Grounded in Anderson's (1983) 'Theory of Cognitive Architecture', O'Malley and Chamot (1990) differentiated LLS using a tripartite system: metacognitive, cognitive and social/affective. In contrast, Oxford's (1990) dichotomous system classed LLS as 'direct' or 'indirect'. Through further subdivision into six groups (Figure 1 overleaf), she provided a more "comprehensive

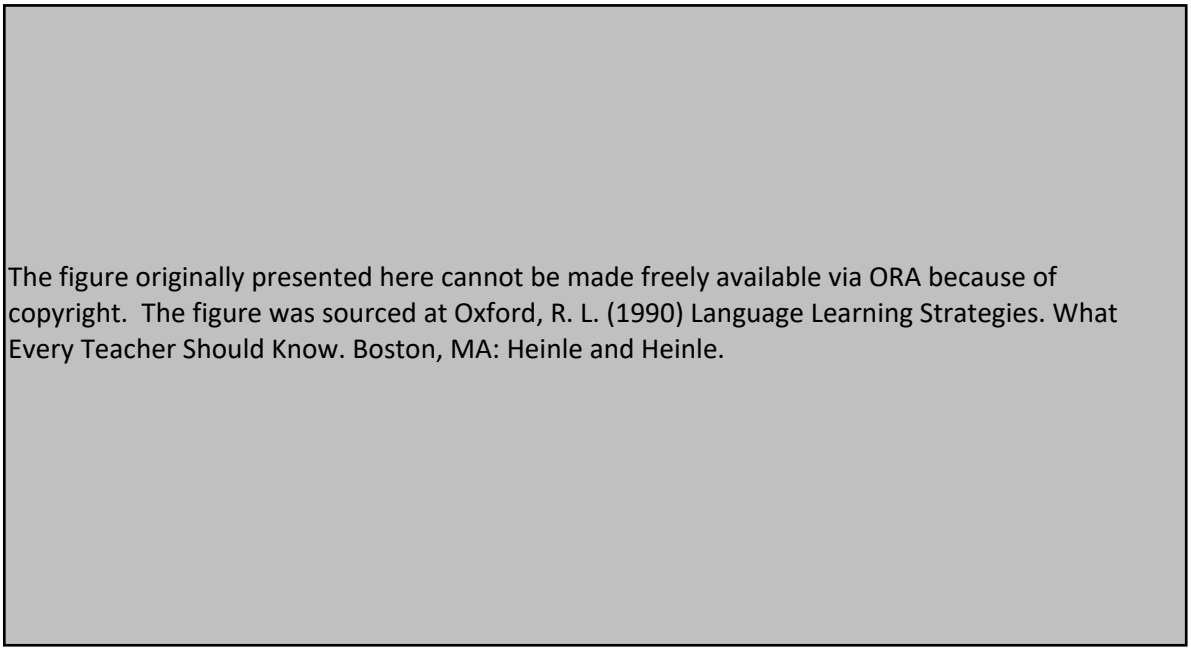
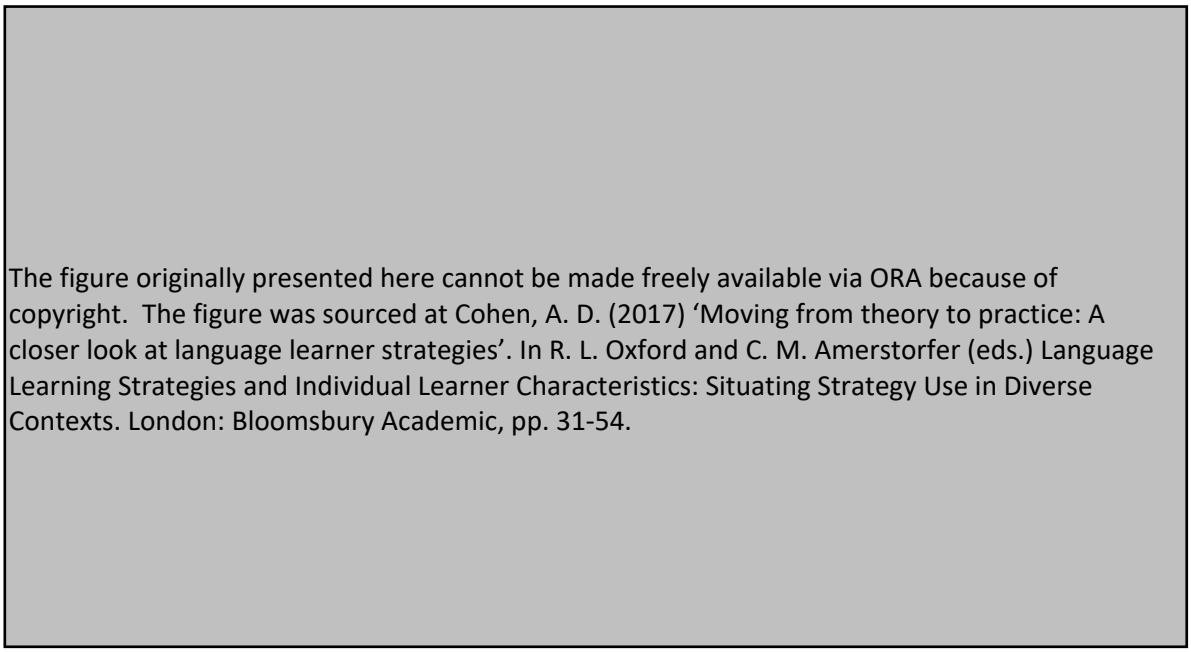


Figure 1. Oxford's (1990) classification of LLS. Copied from Oxford (1990:16).

and detailed" (1990:14) framework which, in pursuit of 'communicative competence' (Canale & Swain, 1980), attempted to link individual strategies to specific language skills. However, through her 'Strategic Self-Regulation' (S^2R) model, Oxford (2017) more recently cautioned against traditionally strict strategy classification; rather, acknowledging the complexity, multifunctionality and overlap of LLS, she proposed that categories are "flexible and permeable" (2017:141). Concurrently, in his innovative eight-part system, Cohen (2017) used an alternative means of grouping LLS. He classified them less rigidly according to their practical application, thereby connecting theory and practice (Table 1 overleaf).

Despite questions surrounding its effectiveness (Griffiths, 2004; Kellerman, 1991; Rees-Miller, 1993; Skehan, 1998), incorporating explicit SBI into L2 language curricula is an area of growing interest (Wong & Nunan, 2011). Ellis and Sinclair (1989) went so far as recommending that 20% of teaching time should be dedicated to SBI. There exists, however, only a small body of investigation into SBI in L2 study (Chamot, 2005), with a particular dearth of studies pertaining to the skill of speaking (Breen, 2001).

Table 1. Summary of Cohen's (2017) eight-part practically-applied LLS classification.



I will now critically review appropriate SBI studies for speaking relevant to both learning and using the TL (Cohen, 2017), as these cannot be "divorced" (Oxford, 2017:2) from one another.

To begin, I will consider "the raw material without which L2 learning cannot take place" (Macaro, 2006:332): strategies for *learning* the TL. O'Malley *et al.*'s (1985) intervention study was foremost in investigating the effects of explicit SBI on learner achievement. It aimed to judge the effectiveness of metacognitive, cognitive and social/affective SBI on language skills, including speaking. The sample comprised intermediate-level high school ESL pupils (N=75) from three Eastern metropolitan U.S. schools. Randomly assigned to one of three differentiated groups, all participants completed a pre- and post-intervention oral presentation task. Two experimental groups received one daily 50-minute classroom-based training session for eight days. Analysis of audiotaped data revealed a positive effect of SBI on speaking skills. Statistically significant differences were found at both pre- and post-test and between-condition levels: group one (SBI in all three functions) outperformed group two (cognitive and

social/affective SBI), who outperformed the control group (no specific training). Yet, one of this ground-breaking study's limitations is its narrow sample, reducing generalisability and thus reliability of findings.

Comparably, among first- and fourth-year Egyptian (L1) EFL university students (N=102), Dadour and Robbins' (1996) 15-week intervention study reported statistically significant differences in both oral proficiency and strategy use, favouring the strategies-trained groups. Interestingly, they also found that fourth-year experimental participants made greater gains than their first-year counterparts and, overall, males outperformed females.

Although echoing O'Malley *et al.*'s pre- and post-test design, and Dadour and Robbins' focus on university students, Cohen *et al.*'s (1998) quasi-experimental ten-week intervention study of undergraduate intermediate-advanced learners (N=55) of French (L2) and Norwegian (L2) at a large U.S. university yielded contrastingly mixed findings. The experimental group outperformed the control group in only one of three types of individual speaking task. Their study, however, focused solely on metacognitive SBI and, like the above two studies, was undertaken in settings contextually-unrepresentative of L2 learning in schools in England.

Nevertheless, focusing similarly on metacognitive SBI, greater success was reported in Forbes and Fisher's (2018) more recent mixed-methods small-scale action research study in an English (L1) secondary school. Y12 (aged 16-17) A-Level learners (N=5) of French (L2) received six weeks of explicit strategy training, sandwiched between pre- and post-intervention data capture. Analysis of pre- and post-test quantitative data revealed that *all* participants scored higher in verbal presentations following SBI. To enhance internal validity, presentations focused on a different topic, delivered at the equivalent point in the module. Moreover,

qualitative data analysis revealed both increased learner confidence and perception of ability regarding speaking French. Participants also emphasised the benefits of pair-work practice. Although the case study format limits generalisability, in-depth exploration strengthens the results' validity.

Next, I will consider strategies for *using* the TL. Also referred to as 'communication strategies' (CS), or 'oral communication strategies' (OCS) (Nakatani, 2006), these are pivotal to 'strategic competence' (Oxford *et al.*, 1989), a common essential feature of two influential theoretical models: 'communicative competence' (Canale & Swain, 1980) and 'language competence' (Bachman, 1990). From an interactional perspective, CS employment negotiates meaning (Tarone, 1980); from a psycholinguistic angle, it deals with individual communication problems and solutions (Færch & Kasper, 1980). Indeed, PDCinMFL's fourth 'Oral Interaction Principle' advocates that "[s]tudents should be explicitly taught strategies to use when faced with communication difficulties" (cited in Macaro *et al.*, 2015:5) (see Dörnyei and Scott (1997) for a comprehensive CS taxonomy).

I will now discuss four studies which investigated the effect of explicit CS SBI on L2 speaking capacity. Focusing on paraphrasing tasks, Rossiter (2003) examined the effects of explicit CS training on immigrant (mixed L1s) adult intermediate ESL students (N=30) aged 19-59 at a Canadian post-secondary institution. The experimental group received 12 hours of SBI; the control group received no explicit training. All participants completed two assessed individual speaking tasks at three stages: pre-test, immediate and delayed post-test. Although the experimental group used a larger range of CS in the immediate post-test, SBI appeared to have minimal overall impact on subjects' L2 oral proficiency. It would arguably seem that paraphrasing training would be even less effective among beginner L2 learners given their

smaller lexical palette. Perhaps a larger, more homogeneous sample studied longitudinally would have yielded more positive effects.

Yet, Nakatani's (2005) intervention study of mixed-level female EFL students (N=62) aged 18-19 at a private Japanese (L1) college reported a more positive impact of explicit training on L2 speaking capacity. Contrasting with SBI studies reviewed thus far, he assessed conversational speaking skills. Following 12 weeks of 'metacognitive' training focusing on three OCS, he found significant improvements in speaking test scores at the immediate post-test stage favouring the experimental group. He attributed this success to metacognition (increased awareness) and use of OCS, namely 'fillers' and 'meaning negotiation'. Although conducted in a natural classroom setting, one instructor teaching both conditions constituted a potential validity-threatening confounding variable. Additionally, Nakatani's narrow sample limits the results' generalisability and reliability.

One major limitation of the above two studies is that they examined solely adult/post-secondary learners. However, from the small pool of research, CS SBI studies of schoolchildren have also elicited some positive findings. Similarly targeting conversational speaking skills, Dörnyei's (1995) six-week quasi-experimental study of Hungarian (L1) EFL pupils (N=109), aged 15-18 from five selective high schools, explicitly trained experimental participants in three types of CS. The strategies-trained group significantly improved both their quality and quantity of strategy use, and overall L2 oral proficiency in interactional discourse. Further, this group exhibited a positive attitude towards the training. However, negotiation strategies were excluded from this study.

Likewise focusing on dialogic interaction, Lam's (2006) more recent mixed-methods intervention study of 13-14-year-old ESL pupils (N=40) from two schools in Hong Kong encompassed eight different CS over eight lessons during a five-month period. However, akin to Rossiter (2003), this study produced mixed findings. Although the experimental group demonstrated higher task effectiveness and confidence during discussion activities, SBI appeared to have minimal impact on learners' L2 oral proficiency.

To recapitulate, from limited research, overall the literature suggests that explicit SBI can enhance learners' TL speaking capacity. 'Metacognitive' strategies appear to be beneficial for learning TL and using it in oral output. There is a paucity of research on schoolchildren in an English (L1) context.

2.3 What pupil factors may constrain their TL speaking capacity in the classroom?

While my review hitherto indicates that learners' TL speaking capacity may be enhanced by explicit SBI, I now turn to three key interlinked pupil factors which may constrain it: motivation, language anxiety and behaviour.

2.3.1 Motivation

The majority of teachers would agree that motivation is crucial for productive learning; the field of L2 learning is no exception. Motivation is an important, if not "*the* most important factor" (van Lier, 1996:98, original emphasis), in language learning outcomes, perhaps even more so than aptitude (Gardner & Lambert, 1972). The first of the 'Teachers' Standards'

requires teachers to "inspire, motivate and challenge pupils" (DfE, 2011:1). Yet, the MFL context in England is "in a language crisis" (All-Party Parliamentary Group on Modern Languages, 2019:2):

a) Preceding the introduction in 2014 of statutory provision in primary schools, demotivation in MFL was identified as early as KS3 (Coleman *et al.*, 2007; Davies, 2004; Erler & Macaro, 2011);
b) KS4 remains a 'crunch point' for disincentivised MFL learners: between 2014-2018, GCSE language entries declined by 19% (Tinsley, 2019);
c) Although KS5 Spanish numbers have risen incrementally year on year since the mid-1990s, French and German A-Level entries have endured "substantial ongoing declines" (Tinsley, 2019:3).

From the broad and complex field of motivational theory, I consider below some key aspects which seem most pertinent to L2 learning.

One possible explanation for L2 demotivation stems from the proposals of Dörnyei's (2009) 'L2 Motivational Self System'. His model, which is gaining momentum (MacIntyre & Serroul, 2015), posited that learners behave according to their 'ideal self'. When it comes to TL speaking, whether for 'integrative' or 'instrumental' (Gardner, 2010) motivational reasons, they will demonstrate more or less 'willingness to communicate' (WTC) (MacIntyre *et al.*, 1998). Gardner (1979) had previously argued that L2 learning is distinctive, especially speaking, as it can have implications for learners' self-identity.

While some studies have shown recognition among English (L1) pupils of the utilitarian value and importance of L2 learning (Court, 2002; Stables & Wikeley, 1999), MFL commonly appears to have negative connotations, with minimal bearing on learners' current or future lives (Blenkinsop *et al.*, 2006), particularly among anglophone boys (Mitchell, 2014). TL speaking is, therefore, unlikely to feature in their 'ideal self'. Despite claims that the 'ideal self' theory has less significance for schoolchildren because their self-image is still developing (Kormos & Csizér, 2008; Lamb, 2011), in a recent national survey of schools (Collen, 2020), 53% of responding state-funded secondaries (N=271) reported that Brexit has had a negative impact on pupils' motivation towards studying European languages. By contrast, for EFL/ESL learners, given its global 'lingua franca' status, speaking English (L2) is arguably more likely to have positive connotations and thus form part of their 'ideal self' (Graham, 2014).

One line of research into improving the motivation of L2 learners suggests boosting 'self-efficacy' (Bandura, 1986) by equipping them with 'tools' to achieve progress in learning outcomes (Macaro, 2003a). More recently, PDCinMFL's 'Principle 6: Self-Efficacy and Motivation' added that learners must "see the link between the strategies they use and how successful they are on a task" (cited in Macaro *et al.*, 2015:6). Intervention studies in England with Y7 (Macaro & Erler, 2008), Y9/10 (Macaro, 1998), and Y12 (Graham & Macaro, 2008) have all reported success following explicit SBI, with Macaro (1998) finding particular benefit among boys. Since none of these studies focused on speaking, it would seem a worthwhile avenue to explore in the current study.

2.3.2 Language anxiety

Considered the "obverse of learning confidence" (Mitchell, 2014:20), language anxiety is a "negative emotion" (Gkonou, 2018:79) which, in recent decades, has received extensive attention in L2 literature (Oxford, 2017). Krashen's (1982) 'Affective Filter' constituted a "strong early claim" (Mitchell *et al*., 2019:56) regarding the significance of emotion in SLA. Drawing on Alpert and Haber's (1960) distinction between 'debilitative' and 'facilitative' anxiety, claims that the latter can incentivise L2 performance (Marcos-Llinás & Garau, 2009) are eclipsed by effects of the former; as Gkonou put it, "the fallout of language anxiety can be both diverse and immense" (2018:80).

Horwitz *et al.*'s (1986) concept of 'Foreign Language Anxiety' recognised its social, cognitive and academic consequences for L2 learning, within which speaking has been identified as "the most anxiety-provoking element" (Marzec-Stawiarska, 2015:103). This anxiety may hinder learners' WTC, as expressed below:

> *I don't like speaking French in public … it feels weird … it feels like everything in your mouth is wrong.*
>
> Jones and Jones (2001:13)

> *When I speak in class, I worry about getting it wrong and looking like a silly billy.*
>
> Author (2019:30)

These comments were made by boys studying MFL in English (L1) secondary schools. They encapsulate the feelings of 'communication apprehension' and 'fear of negative social evaluation' (Horwitz *et al*., 1986). In my Part 2 findings (Author, 2019), only 15% of KS3 boys (N=557) studying MFL reported feeling comfortable speaking TL publicly. Similarly,

Thirlwall's (2015) questionnaire study of KS5 learners (N=18) of French (L2) reported analogous results. Perhaps this is unsurprising given the self-identity nature of L2 speaking (Williams *et al.*, 2015). Besides threatening learners' 'language ego' (Guiora, 1994), MacIntyre and Gardner (1994) hypothesised, in line with Krashen, that language anxiety may occur at stages of input, central processing and output, thus impeding L2 development (MacIntyre, 2017).

Oxford (2017) affirmed that language anxiety can engender physical symptoms. According to Dörnyei and Kormos (2000), these can be contagious. Oxford highlighted the importance of teachers' involvement in combatting learners' anxiety by creating a "comfortable, nonthreatening environment" (2017:217).

Notwithstanding individual and contextual variables in L2 learning, the pervasive impact of language anxiety may be mitigated by emotional self-regulation. Recognising the importance of managing emotion in L2 learning, Oxford's (2017) pioneering S^2R model coined the notion of 'meta-affective strategies'. Following explicit SBI, learners could employ these, along with various 'metacognitive' and 'affective' strategies, to control their emotional temperature. There is, however, a lack of longitudinal research regarding the effectiveness of such intervention.

2.3.3 Behaviour

> *Where there is a culture of high standards of behaviour in a school, more learning takes place and pupils achieve more academically.*
>
> Cruddas (cited in DfE, 2019a, online post)

In 2019 Ofsted described behaviour in my school as "exemplary". The importance of good behaviour to learning outcomes is clear, yet the overall picture nationwide appears less positive: the recent announcement mentioned above (DfE, 2019a) claimed that Ofsted reported behaviour as 'not good enough' in over one third of schools in England. Nevertheless, in the latest TALIS report of 48 countries (Schleicher, 2020), standards of classroom behaviour in England seemed typical of the international average.

When behaviour is an issue, it is particularly likely to be problematic in MFL classrooms due to low motivation (Llewellyn-Williams, 2014), and where activities are of a certain ilk, relying typically on pair/group/class discourse. In a survey of teachers (N=251) from six West Midlands secondaries (Houghton *et al*., 1988), MFL faculties reported the highest number of troublesome pupils per class. MFL also stood out as the subject in which boys were most disruptive. These results must, however, be considered with a degree of circumspection given their historical relativity. In that era, the first NC for MFL (DES, 1988) advocated exclusive L2 use in the classroom: the large volume of TL may, therefore, have negatively impacted behaviour, particularly among boys (Jones & Jones, 2001). By contrast, the dominant present-day teaching model is a 'weak' communicative approach, permitting L1 use (East, 2015; Wingate, 2018). Nevertheless, Ofsted's (2015) recent report again highlighted the detrimental effect of poor behaviour on achievement in MFL lessons. Bad behaviour is commonly cited as a reason for teachers not using TL (Aberdeen, 2018; Dickson, 1996; Franklin, 1990). There is lack of agreement as to whether teacher input spurs pupil output (Macaro, 2001b; Marinova-Todd, 2003). However, if teachers, often learners' sole TL model (Ellis, 2005), do not routinely use it, pupils' L2 speaking capacity is unlikely to flourish (Ofsted, 1993b, 2011).

Given the distinctive cumulative nature of TL understanding and progress in MFL, pupils must persevere or risk entering a "downward spiral" (Jones, 2005:35) of bad behaviour and insufficient progress. LLS to support learners could be an important means of empowering them with increased responsibility and ownership of their MFL learning, delineated by Ofsted (2014) as key concepts for avoiding bad behaviour. Furthermore, LLS can be instrumental in addressing effective behaviour management by involving and motivating pupils in their learning, thus fulfilling the seventh 'Teachers' Standards' (DfE, 2011).

In brief, from the literature it seems that combinations of low levels of motivation, language anxiety and poor behaviour in MFL classrooms in England may all reduce pupils' WTC in TL, thus hampering their speaking skill development. Issues surrounding motivation and behaviour commonly appear to affect boys.

2.4 Promoting collaborative professional learning: what are the facilitating factors, and what are the barriers?

Classed as "any occasion where a teacher works with or talks to another teacher to improve their own or others' understanding of any pedagogical issue" (Duncombe & Armour, 2004:144), CPL represents an evolutionary model of professional development (PD) which values collective teacher practice (Lieberman & Miller, 1999). CPL can help teachers to enhance their classroom practice (Day *et al*., 2006) and, consequently, heighten student outcomes (McLaughlin & Talbert, 2006).

Number eight of the 'Teachers' Standards' (DfE, 2011) sets out the statutory requirement for teachers to undertake PD collectively. Although non-statutory, the more recent 'Standard for

Teachers' Professional Development' guidelines (DfE, 2016) likewise identified collaboration as a vital component of 'Effective Professional Development'. Yet, as evidenced in the Introduction, nationally the level of teacher participation in PD of any nature is low. Drawing on 2013 TALIS data, Sellen (2016) added that teachers from this small pool of engagement reported minimal bearing on classroom practice, perhaps indicating that quality of PD provision is inconsistent (DfE, 2014). Conversely, in high-performing international schools, both the volume and benefits of teacher PD, specifically CPL, are very significant (Darling-Hammond *et al*., 2017).

In England, the current climate of MFL changes to both KS3 curriculum and KS4/5 examinations calls for effective CPL for teachers. Referring to relevant literature, I will now examine facilitating factors and conceivable barriers affecting teacher CPL involvement by discussing three interdependent themes: vision, structure and personal factors.

2.4.1 Vision

At the whole school level, creating a united vision of a collaborative working environment is deemed vital for fostering teachers' learning. This must stem from a 'senior leadership team' (SLT) (DfE, 2016; Rosenholtz, 1991), which must then support and resource such learning. Once this 'top-down' vision has been established, a school can be considered a 'professional learning community' (PLC) (Toole & Louis, 2002) which, according to Fullan (2001), is a characteristic of an 'effective school'. Ofsted reported in 2019 that the above model has been effected in my school.

Whilst a PLC would naturally be contextualised to its specific school setting (Cherrington & Thornton, 2015; Nuttall, 2013), CPL must, nevertheless, be relevant to specific faculties and subject teachers within it. Yet in England, this notion "is not a priority in many secondary schools" (Swarbick, 2014:37); rather, time allocated to compulsory in-service training often tends to address a school's policy imperatives, such as its development plan. Thus, to some teachers, such collaborative training may seem "irrelevant" (Duncombe & Armour, 2004:144) and fail to engage them. By contrast, CPL embedded in the specific needs of individual teachers and their departments is arguably more effective (Cordingley *et al*., 2018; Craft, 1996).

However, relevance of CPL may not necessarily lead to teacher accessibility. For example, quantitative data from closed-response questions in Macaro's (2003b) survey of Heads of MFL in English (L1) schools (N=250) revealed, alarmingly, that only 3% of respondents perceived CPL from SLA research as 'very accessible'. Yet, with a return rate of only 32%, this finding must be interpreted cautiously since sample bias may distort generalisability, thereby reducing representativeness of the target population. Analysis of qualitative data illuminated three main reasons for inaccessibility: lack of time, expertise and appropriateness for context. Moreover, his results have since been corroborated in Canada by Levin *et al*.'s (2010) comprehensive review.

In sum, it appears that a balance must be struck between enrichingly relevant and appropriately accessible CPL provision in order to promote teacher participation and achieve successful outcomes.

2.4.2 Structure

At the departmental level, a major impediment to CPL participation is high workload (Sellen, 2016) and consequent lack of time (Cordingley *et al.*, 2015; Mayer *et al.*, 2003). The 2018 TALIS report (Schleicher, 2020) highlighted a national increase of 1.2 hours per week in lower-secondary teachers' workload since 2013: at 49.3 hours, this figure is significantly higher than the international average of approximately 41. It is, therefore, unsurprising that teachers in Macaro's (2003b) aforementioned survey commonly cited time as a barrier to CPL involvement as "the classroom is so all-consuming a context in which to work" (Swarbick, 2014:38). Teachers justifiably prioritise the immediate needs of their pupils. Furthermore, amalgamating findings from several systematic reviews regarding the impact of research on effective teacher learning, Cordingley asserted that there must be "elapsed time as well as having enough of it" (2015:243) to realise notable improvements.

A second prevalent factor is the level of support from colleagues. Burley and Pomphrey stated that:

> *Mentoring and coaching relationships provide the collaborative context for a powerful process of professional learning inquiry which has the potential for dynamic, wide-scale transformation of professional practice throughout the teaching profession.*
>
> (2011:125)

However, it seems that this ideal is not reality: absence of support has been identified as early as the second year of a teacher's career. For example, following the support received during the induction year as a newly-qualified teacher (NQT), a "profound sense of isolation" (Burn *et al.*, 2010:639) was voiced among teachers (N=17) who took part in a small-scale longitudinal

study. The same sentiment had been expressed in the large-scale 'Becoming a Teacher' project (Hobson *et al.*, 2009).

Although CPL participation beyond the NQT induction period is under-researched (Thirlwall, 2016), experienced teachers of Spanish (L2) and Russian (L2) also reported a paucity of collegial support in Chamot *et al.*'s (1988) 'Foreign Language Course Development Study'. The researchers concluded that this hampered successful implementation of SBI in L2 classrooms. Arguably, collegial support is of particular importance to MFL faculties in England, because "implicit government policy and explicit policies at the school level" (Macaro, 2003a:4) require teachers to offer a second MFL beyond their specialism.

Whilst Heads of Department in England have acknowledged responsibility for supporting teachers by fostering a collaborative working environment (Childs *et al.*, 2013; Molway, 2019), Hargreaves (1994) cautioned against 'contrived collaboration', i.e. imposing such a culture on colleagues. Nevertheless, Childs *et al.* recognised the usefulness of a "specific geographical base" (2013:51) for promoting CPL within a department, even though this may "breed negativity" (2013:48) and segregate, or 'balkanise' (Hargreaves, 1995), a school's PLC.

2.4.3 Personal factors

At the individual level, teachers themselves can facilitate or pose a barrier to their own CPL. Dweck's (2000) influential dichotomous theory differentiated between 'growth' and 'fixed mindset'. Although usually applied to younger learners, her concept could equally apply to CPL involvement. The former is unquestionably crucial to CPL engagement: teachers with a 'growth mindset' seek opportunities to learn and develop, perhaps through novel activities,

even when faced with challenge or potential failure. By contrast, teachers with a 'fixed mindset' may be reluctant to delve into unfamiliar territory and unwilling to change or expand their teaching practice: Ward and O'Sullivan (1998) termed this 'pedagogical reductionism'. Regarding CPL participation, such teachers may have "scepticism written all over their faces" (Swarbick, 2014:45), especially if they doubt the effectiveness of a new idea (Guskey, 1994). Nevertheless, according to the 2018 TALIS data (Schleicher, 2020), lower-secondary teachers in England matched their counterparts internationally in terms of their perception of colleagues' openness to change and new ideas.

Perceptions of professional identity may also impact teachers' involvement in CPL. Individual teachers will naturally bring to the department preconceptions emanating from a range of prior learning experiences as schoolchildren, termed 'apprenticeship of observation' (Lortie, 1975), and pre-existing beliefs as teachers. This is pertinent to L2 teaching, notably classroom TL use (Borg, 2003). Some teachers may, therefore, favour a "sense of agency and autonomy" (Colmer, 2017:444), preferring to uphold an individual stance, rather than fully engaging in CPL. However, although localised in Scotland, Fraser *et al.*'s examination of three case studies of PD conceptualisations suggested that giving teachers "[o]pportunities that allow greater ownership and control of the process" (2007:165) may increase their willingness to meaningfully alter their practice. While such provision may foster some teachers' engagement in CPL, others may still wish to maintain an individual stance, maybe because they exhibit "diffidence, defensiveness and anxiety" (Hargreaves, 1994:167) about their current teaching practice, or are perhaps embarrassed or averse to seeking help (Rosenholtz, 1991).

To sum up, the literature indicates that the following factors may act as facilitators and/or barriers to CPL participation: (i) school working culture vision; (ii) relevance, quality and

accessibility of content; (iii) time allocation; (iv) level and nature of support; and (v) teacher attitudes and beliefs.

2.5 Summary of the Literature Review

To summarise, this review of the literature has suggested that the burgeoning field of SLA is "an immensely complex phenomenon" (Mitchell *et al.*, 2019:2). Through the bifurcation of 'pure' and 'applied' viewpoints, SLA "has become increasingly transdisciplinary and fragmented" (Ellis, 2020:6). It is, therefore, difficult to draw a unified, comprehensive perspective of SLA, given existing and ever-emerging contested theoretical orientations. Notwithstanding the "common-sense observation that learners must engage with and use a new language if they are to acquire it" (Mitchell *et al.*, 2019:61), the degree of emphasis attached to the importance of speaking skills in the process of SLA has, historically, varied greatly between approaches and theories. Many of the diverse issues explored in SLA research are pertinent to TL speaking: (i) the nature-nurture debate; (ii) the role of linguistic environment and interaction; (iii) the social/emotional dimension of language learning; and (iv) L1/L2 distribution.

The eight studies reviewed suggested that explicit SBI may be effective in enhancing learners' TL speaking capacity, as further corroborated by Hassan *et al.* (2005) and Plonsky (2011). Benefits included improved oral proficiency, enhanced task performance, increased quantity and quality of strategy use, plus heightened confidence and self-efficacy (Macaro, 2001a). 'Metacognitive' strategies appeared particularly fruitful in raising learners' awareness and increasing their autonomy. However, these studies examined only the short-term effects of SBI on speaking capacity, with the majority focusing solely on monologue speech. The success of

explicit SBI seems context-dependent, mirroring L2 study generally (Finch, 2004). While Plonsky found increased benefit among intermediate-advanced learners, studies concerning schoolchildren are scarce (Chamot, 2005), and almost exclusively in EFL/ESL settings.

Motivation, language anxiety and behaviour were identified as potential threats to pupils' TL speaking capacity. Regarding MFL motivation, many English (L1) schoolchildren appear disincentivised, perhaps due to the absence of TL speaker in their perceived 'ideal self'. Both language anxiety and bad behaviour may limit capacity. However, there is some evidence to suggest that explicit SBI may be an effective means of combatting these three inhibiting factors by increasing pupils' self-efficacy, emotional self-regulation and level of responsibility for their own learning.

To promote CPL, research has shown that a 'top-down' approach is required: a school's SLT plays a determining role in establishing a collaborative working environment, aiming for PLC status. Departments must be allocated sufficient time for bespoke CPL. In offering collegial support, Heads of Department must respect individual teachers' attitudes and beliefs.

Towards collaboratively developing the TL culture of the MFL department in my school context, this critical review of the literature has given me an insight into: (i) the theoretical underpinning of SLA in relation to L2 speaking; (ii) the effectiveness of SBI; (iii) pupil factors to be considered; and (iv) possible ways to promote CPL. I will apply what I have learned to the planning of the current study, situated in the 'real world' (Robson, 2002) context of the MFL classroom.

CHAPTER 3: METHODOLOGY

3.1 Research Questions

My critical review of the literature led to the formulation of these four research questions:

RQ1: Does classroom-based strategy intervention training change pupils' attitudes towards speaking TL, and affect the strategies they use in oral output?

RQ2: To what extent is classroom-based strategy intervention training effective in promoting pupils' spoken TL use?

(a) Does quantity increase?

(b) Is quality impacted?

RQ3: Is classroom-based strategy intervention training effective among both beginner (Y7) and intermediate (Y10) learners?

RQ4: How can strategies identified as being successful in the intervention become part of the approaches adopted across the whole MFL department?

3.2 Hypotheses

I anticipate that strategy intervention training will have a positive impact on pupils' attitudes towards speaking TL and increase the number of strategies they employ (RQ1). I expect it will be effective in increasing both the quantity and quality of pupils' spoken TL output (RQ2). I further anticipate that intervention will be effective among both Y7 and Y10 pupils, with the latter reaping greater benefit given their more advanced language skill level (RQ3). Lastly, I

envisage that through collaboration, time provision and teacher willingness, successful strategies could become part of the approaches adopted across the department (RQ4).

3.3 School Context

Situated in a southern shire county of England, my school is an over-subscribed all-boys selective secondary, with a co-educational Sixth Form. With a Progress 8 score of 0.72, it was well above the national average (-0.03) for 2019 (DfE, 2020). That autumn, Ofsted judged it 'outstanding' under its new inspection framework, reporting that "pupils flourish" at this school. Regarding the broad characteristics of its pupil population (N=1,355), figures fall below the national averages for England (DfE, 2020) in terms of pupils (a) with Special Educational Needs; (b) whose L1 is not English; and (c) who are eligible for free school meals.

Notwithstanding the loss of specialist Language College status in 2010 due to funding cuts and scheme abolition (Dobson, 2018), the MFL department continues to thrive, with strong provision and performance. All KS3 pupils study two languages: French and German/Spanish. Despite the government's decision in 2004 to remove the statutory requirement for MFL study beyond this level, it has remained compulsory for all KS4 pupils in this school. Thereby, its number of GCSE MFL entries has remained stable, contrary to overall national decline (Collen, 2020). Dual-linguist GCSE uptake, although non-compulsory, has also remained generally constant since 2004. GCSE MFL results for 2019 compare favourably with the national picture for boys.

Typical of national figures (Collen, 2020), French is the most commonly studied language in this school: it constitutes 44% of timetabled hours for the department's eight teachers (three

part-time). There is equal gender balance among the teachers, whose experience ranges from two to 43 years. Although KS3/4 pupils receive only two hours of teaching per week, below the TSC's (2016) ideal of three, additional support to enhance learning is far-reaching: the school hosts a foreign language assistant (FLA) for each MFL offered, arranges language exchanges for KS3/4 pupils, and offers work experience placements abroad to KS5. Thus, the "dazzling array" of opportunities noted by Ofsted facilitates extensive L2 engagement outside the classroom, contrary to the typical picture in England (Collen, 2020; Ellis, 2008; Myles *et al.*, 1999).

Inside the classroom, however, findings from my Part 2 study (Author, 2019) indicated the need to augment L2 use: the aforementioned *Target Language Booklet* has proved fruitful with my classes. Despite initial enthusiastic approval, colleagues have not yet utilised this resource. Nonetheless, our department's current annual target to investigate and review TL use, may furnish a collaborative step towards developing our TL culture. My current research into the effectiveness of classroom-based strategies in promoting spoken TL use should provide a worthwhile contribution. Though not currently a routine feature of MFL lessons, explicit strategy training for pupils could potentially realise the school's 'Learning and Teaching Policy' definition of 'outstanding learning': "developing learner independence and enabling students to take charge of their own learning". Such a proactive approach would blossom in a "comfortable, nonthreatening environment" (Oxford, 2017:217), as advocated in my schools' 'Behaviour Policy'.

3.4 Sample

3.4.1 Global sample

The purposive global sample comprised all pupils learning French in Y7, aged 11-12 (n=180), and Y10, aged 14-15 (n=88). I included the complete cohorts to obtain a full picture, thus increasing reliability and allowing for "attrition and respondent mortality" (Cohen *et al.*, 2018:208). This sample enabled me to draw comparisons between beginner and intermediate learners (RQ3).

My choice of year groups was also inspired by successful outcomes of explicit SBI reported in existing studies involving MFL learners in England in Y7 (Macaro & Erler, 2008, albeit focusing on reading skills), and Y10 (Macaro, 1998, albeit focusing on reading and writing skills; Tinsley, 2020). Furthermore, the latter two examples found particular success among boys.

My rationale for focusing on French is fourfold:

(i) Globally, it is a dominant language with 81 million learners of French (L2) (OIF, 2019);

(ii) Nationally, it is the most widely taught MFL in schools at KS2/3/4 (Collen, 2020);

(iii) Locally, in my school all pupils study French at KS3, and it is the most prevalent at KS4;

(iv) Personally, I teach French, as do all my departmental colleagues, thereby facilitating collaboration for my project.

3.4.2 Participants for the intervention

Funnelled down from the global sample, my quasi-experimental design involved two intact mixed-ability classes from both Y7 and Y10 acting as experimental groups with their regular teachers (Table 2 below). A sub-sample (n=3) from each experimental class participated in group interviews. As 'teacher-researcher' (Stenhouse, 1975), I taught one experimental class from each of these year groups, while the other was selected based on teacher willingness and availability. Involving other teachers provided scope for collaboration. The purpose of having two experimental classes from both year groups was to mitigate teacher effect and researcher bias by comparing findings between classes, thus obtaining more reliable results. One further class from both year groups acted as an informal comparison group. This enabled me to judge the effectiveness of the intervention by noting between-condition differences (RQ1 and RQ2).

Table 2. Learner group demographics (drawn from school database).

	Year group					
	7			10		
	Class/condition					
Demographic factor	7E1	7E2	7C	10E1	10E2	10C
Number in class	30	30	30	17	20	21
English as L1 (%)	83%	93%	80%	94%	95%	91%
Prior hours of secondary French (L2)	26	26	26	260	260	260
Baseline ability test mean score	123.3	125.7	125.6	125.6	127.1	130.2
Teacher	A	B	C	A	D	C

Note: E = Experimental. C = Comparison.
Baseline ability test for Y7 = Cognitive Abilities Test (CAT); Y10 = Yellis.

3.5 Research Approach

My RQs supported the use of an 'action research' framework. First, the predominant emphasis of action research is on developing and improving practice (Elliott, 1991; Thomas, 2009). Personally, in my third year as an MFL teacher, I sought to investigate the effectiveness of explicit SBI on pupil spoken TL use as part of my continuing professional development. Further, Cohen *et al.* describe action research as "a useful tool for change and improvement at the local level" (2018:440), thereby providing potential for my research to contribute to development within the MFL department.

Second, I considered the action research model suitable because collaboration with other participants is instrumental in realising its success (Ferrance, 2000; Hustler *et al.*, 1986; McNiff, 1988; Watts, 1985). In my role as teacher-researcher, I hoped to attempt to "bridge the gap between research and practice" (Somekh, 1995:340) by engaging colleagues in investigating and learning. This approach could enable me to develop and implement pedagogical changes in my specific context (Macintyre, 2000). Moreover, McKernan (1996) advocated naturalistic settings should be researched by those *in situ.*

Finally, Lewin (1948), the pioneering German-American social psychologist credited with inventing action research, aimed to conceptualise research using a cyclical process. I planned a two-cycle structure, with the first cycle transitioning logically into the second (Piggot-Irvine *et al.*, 2015). To structure both phases (Figure 2 overleaf), I followed Edwards and Talbot's (1997) 'plan-act-monitor-review' approach. This gave me "scope for inventiveness and creativity" (1997:61) whilst investigating my focus systemically and practically (Cohen *et al.*, 2007; McNiff & Whitehead, 2002).

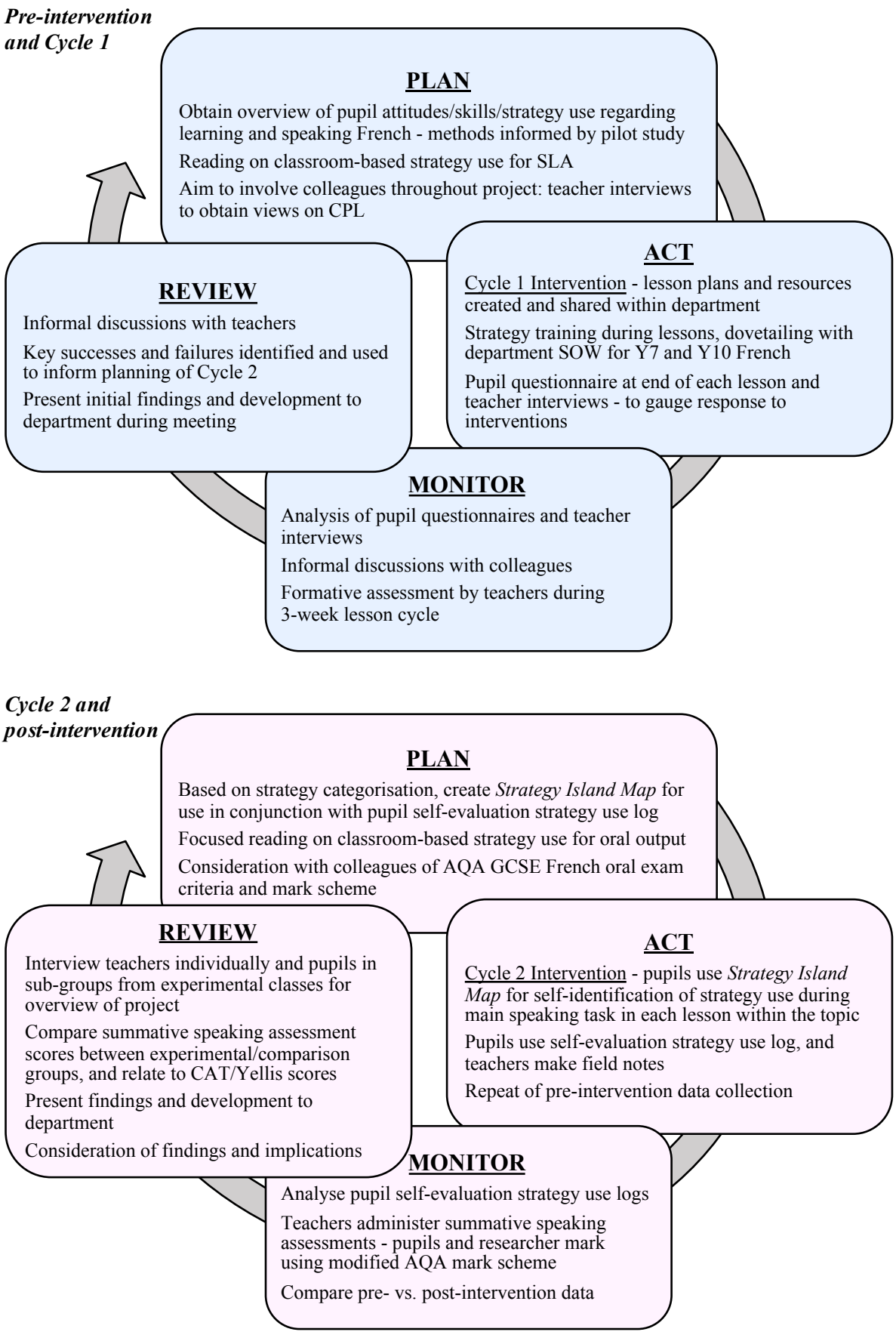


Figure 2. Overview of my action research approach, collaborating with colleagues at all stages.

3.6 Nature of the Intervention

I have adopted Molway *et al.*'s definition of intervention: "to denote a conscious change in classroom practice aimed at improving learning and teaching" (2019:24).

3.6.1 Pre-intervention

As illustrated above (Figure 2), pre-intervention baseline data were collected to gain an overview of pupils' current attitudes towards learning and speaking French, strategies used when speaking, TL culture in classrooms and teacher views on CPL (all MFL teachers, and the CPD lead, participated at this stage). Outcomes informed Cycle 1.

3.6.2 Cycle 1

The first phase of the intervention, comprising six one-hour lessons spanning three weeks, took place during the first half-term of Spring. It was integrated into routine lessons as advocated by existing research (Cohen 2011; O'Malley & Chamot 1990; Oxford 2011; Wenden 1987). Through explicit training, the aim was to raise pupils' awareness and give them opportunities to use a broad range of strategies (Mutton & Bartley, 2006). I chose Oxford's (1990) strategy classification as a model for informing this cycle's structure for three reasons:

(i) It is the "most widely used strategy inventory" (Cohen, 2011:693);

(ii) Its six strategy groups could be systematically introduced during the six lessons;

(iii) It "uses less technical terminology" (Oxford, 1990:14), making it more child-friendly for participating pupils.

Table 3. Overview of strategy structure and content for Cycle 1 by lesson for Y7 and Y10.

	Y7 topic – 'Sports and hobbies' Y10 topic – 'Customs and festivals'
Lesson	*Strategy group*
1	Memory
2	Cognitive
3	Communicative/Compensatory
4	Metacognitive
5	Affective
6	Social

I added 'communicative' strategies to 'compensatory', taking account of AQA's (2016) specification for GCSE MFL, to further contextualise the training, thus increasing its relevance. Pupils and teachers were provided with an overview of strategies beforehand (Table 3 above), since "completely informed training is undoubtedly the best and most effective training technique" (Oxford, 1990:208).

Lessons were planned "appropriate to their [pupils'] age, interests and maturity levels" (DfE, 2015:4), to dovetail with the departmental schemes of work (SOW). Moreover, Chamot *et al.* (1999) highlighted the importance of pitching an appropriate level of challenge in SBI. Content and resources were created accordingly, with some collaboration. Using the OUDE pro-forma, I supplied lesson plans to support colleagues (Appendix C), although use was not obligatory. Data were collected to gauge enjoyment and perceived usefulness of each strategy group.

3.6.3 Cycle 2

Informed by Cycle 1, a second phase following the same time frame was planned for the second half-term of Spring. Similarly, lessons were in line with departmental SOW: Y7 focused on the topic of 'About me', Y10 on 'Sport and charity work'.

Having previously introduced a variety of strategies used prescriptively, the purpose of Cycle 2 was to develop pupils' autonomy when using them for speaking. Anderson (2005) and Rubin *et al.* (2007) emphasised the need for pupils to determine individually which strategies work well for them. Moreover, Macaro highlighted the impact of individual differences, stating that "[a] strategy may be difficult for some learners to deploy" (2006:239). TL speaking activities were carefully planned to give pupils opportunities to choose and use strategies.

Such activity was facilitated by a *Strategy Island Map* (Figure 3 below): this innovative, dynamic tool enabled pupils to plot the trajectory of their strategy use during the main speaking activity of each lesson before recording it in a strategy use log (Appendix D). Giving pupils ownership of their learning may, in turn, increase their motivation (Mutton & Bartley, 2006).

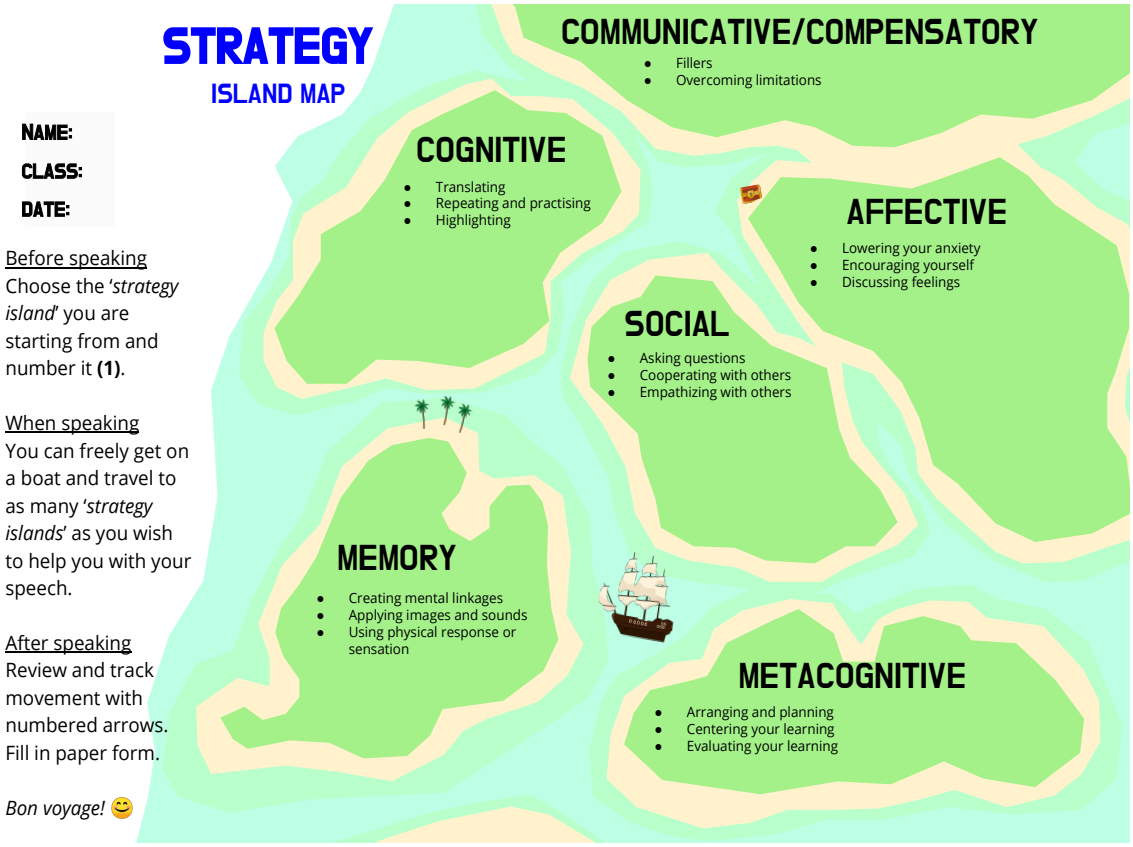


Figure 3. *Strategy Island Map* for pupils to track strategy use when speaking TL during Cycle 2.

Again, following collaborative discussion, I provided colleagues with lesson plans (Appendix E), although use was not compulsory. Teachers discussed field notes at the end of Cycle 2.

3.6.4 Post-intervention

Next, data were gathered to compare perceptions of pupils and teachers with pre-intervention findings. Further, akin to Forbes & Fisher's (2018) aforementioned study, experimental and comparison participants each undertook an audio-recorded speaking assessment to examine the effect of SBI on L2 oral proficiency.

3.7 Research Design

In order to answer my RQs, data were collected by means of questionnaires, interviews (including informal group discussions), observations, documents and field notes. I adopted a mixed-methods approach to yield a comprehensive picture of my specific focus (Cresswell & Clark, 2007). In addition to gathering views from teachers, I collected data from pupils' perspective: "[i]t would perhaps be a brave or foolish teacher who did not accommodate such student belief" (Davis, 2003:217). For an overview of the study structure, see Figure 4 overleaf.

My research was designed to facilitate direct comparison between Y7 and Y10. To match data as closely as possible, participants from both year groups answered identical questions. While participants followed the departmental SOW and topic for their year group, both Y7 and Y10 pupils covered the same range of strategies in the intervention. Likewise, while post-intervention speaking assessments were carefully tailored to each year group, they were



Figure 4. Schematic representation of the structure of the study showing the relationship between research questions and instruments.

marked according to a similar mark scheme. To increase the validity of comparison, maximum possible standardisation was sought.

3.7.1 Questionnaire

I chose questionnaires as a practical research instrument for collecting pupil attitudinal data (Dörnyei & Taguchi, 2010) because they are simple to distribute (Edwards & Talbot, 1994) and administer (Bryman, 2004). The majority of questions posed were 'closed', eliciting large amounts of easily-analysable quantitative data (Cohen *et al.*, 2018; Dörnyei, 2007) from which I could make between-group comparisons (Oppenheim, 1992). However, closed questions substitute breadth for depth. Though time-consuming to analyse (Bailey, 1994), I therefore included a limited number of 'open' questions allowing participants to expand their responses.

3.7.2 Interview

Interviews were carried out with both teacher and pupil sub-samples because they are "a good way of finding out what the situation looks like from other points of view" (Elliott, 1991:80), capturing narrative, more in-depth qualitative data (Kvale, 1996; Lodico *et al.*, 2010). I adopted a 'semi-structured' approach (Bogdan & Biklen, 1992) to give participants greater freedom in their responses (Bryman, 2004) whilst enabling me, as interviewer, to clarify and follow up queries immediately (Thomas, 2009).

I audio-recorded interviews because they can be more "unobtrusive" (Cohen *et al.*, 2018:520) for participants than video-recording. However, this method neglects visual and non-verbal

features (Mishler, 1986). For teachers, I conducted interviews individually. When I 'group interviewed' (Bogdan & Biklen, 1992) teachers for my Part 2 study (Author, 2019), some reported a sense of "group think" (Cohen *et al.*, 2018:527): they felt discouraged from contributing if they had an alternative view. For the pupil sub-samples, however, I proceeded with this method for three reasons. First, aware of my safeguarding responsibility when interviewing children (Powell & Smith, 2009), group interviews deformalise the process (Flick, 2009) and may be considered "less intimidating" (Greig & Taylor, 1999:132). Second, I pre-arranged the sub-samples to minimise disruption and save time (Watts & Ebbutt, 1987). Third, contrary to the aforementioned negative dynamic sometimes experienced in teacher group interviews, whilst acknowledging the threat of social desirability bias, Houssart and Evens (2011) and Macaro (2001a) agree that pupils in a group are more at ease reaching a consensus or challenging each other due to the equalised power relation.

All interview transcriptions were analysed using Quirkos, a computer-aided qualitative data analysis software package. Data were coded using descriptive codes and broader categories were developed, grounded in the data.

3.7.3 Observation

My study took place in a 'real world' context (Robson, 2002): I arranged observations of classroom lessons to "gather first-hand, 'live' data *in situ*" (Cohen *et al.*, 2018:542). Notwithstanding the threat to validity from observer effects such as Hawthorne and halo (Cohen *et al.*, 2018), I chose observation as a research instrument because it produces authentic data from a different 'eye' which might otherwise be presupposed, disregarded or undetected (Cooper & Schindler, 2001). Observations were also employed as a means of 'methodological

triangulation' (Denzin, 1989) with questionnaires and interviews: by comparing what pupils reported with what teachers observed, reliability of findings is increased.

Observations were highly structured with predetermined schedules, thus aiding quick data analysis (Cohen *et al.*, 2018). Observers were trained beforehand (Simpson & Tuson, 2003) to enhance inter-rater reliability (Hill *et al.*, 2012) and triangulation (Barrett & Mills, 2009). Although each observation lasted just fifteen minutes to minimise burden and disruption, co-observation, sometimes even tri-observation (with a member of SLT), facilitated collection of a sufficient volume of data.

3.7.4 Documents

I referred to data from my school's documentation: 'Behaviour Policy', 'Learning and Teaching Policy', the MFL department's annual target statement, pupil statistical data aggregated at year-group level, and the latest Ofsted report.

3.7.5 Field notes

Teachers' field notes, including mine, made during the intervention were discussed informally with the teachers as a group, and will provide another data source.

3.8 Research Instruments

3.8.1 Pre-intervention

I administered two pupil questionnaires. To check comprehensibility and content validity, both were piloted by non-participating boys in Y8 (n=5). The first (A:T1) focused on pupils' attitudes towards learning and speaking French (Appendix F). Questions were modified from Gkonou and Oxford's (2016) 'Managing Your Emotions for Language Learning'. Answer formats included a mixture of dichotomous, Likert scale and multiple-choice options, guarding against responses being overdependent on participants' articulation (Wilson & McLean, 1994). 'Open' questions provided richer qualitative data.

The purpose of the second questionnaire (B:T1) was to establish pupils' strategy use when speaking French (Appendix G). Oxford highlighted the importance of "identifying and diagnosing your students' strategies so that the training program you devise will be effective" (1990:193). Notwithstanding Lo Castro's (1994, 1995) criticism of its lack of sociocultural transferability, I used Oxford's (1990) 'Strategy Inventory for Language Learning' as a basis. However, it comprises a 50-item measure of strategies used across L2 learning. Therefore, to devise a suitable version for the current study, I synthesised it with parts of Chamot *et al.*'s (1987) 'Learning Strategies Inventory' which relate specifically to classroom TL speaking. Pupils were asked to quantify their use of particular strategies as 'almost always' (76-100%), 'usually' (51-75%), 'sometimes' (26-50%) or 'almost never' (0-25%) 'true of you'. The four-point Likert scale forced decisiveness, circumventing the problem of satisficing (Krosnick *et al.*, 1996).

When presenting data obtained from Likert scales (Chapter 4), I will consistently report responses from only the first two answer options. These will be amalgamated to produce a single figure.

Next, in collaboration with colleagues, experimental and comparison classes were observed to ascertain the current TL culture. Three strands of data were captured (Appendix H): classroom oral interaction, quality and type of pupil TL use, and observable pupil strategy use. Observation schedules were piloted (Cohen *et al.*, 2018) in a non-participating class. To record classroom oral interaction, I employed an adapted version of Macaro's (2001b) observational schedule. I added a 'silence' column to capture greater detail. Lessons were audio recorded and data input was completed afterwards, enabling me to adopt a five-second sampling technique to gain a more accurate picture. Observers registered the quality and type of pupil TL output using event sampling. Indicators, informed by PDCinMFL's (2013) constitution of TL speaking quality, were also adapted from AQA (2019a) mark descriptors.

Observable strategy use by pupils was similarly recorded using event sampling. The strategy list was based on questionnaire B (T1) but, due to the unobservable, mentalistic nature of many LLS (Oxford, 1990), was edited accordingly. Questions raised during follow-up informal group discussions (Appendix I) were theoretically underpinned and served as further triangulation of observation and questionnaire data.

Finally, following piloting with one FLA, questions posed to all MFL colleagues and the CPD lead regarding CPL were devised based on my understanding of relevant literature (Appendix J).

3.8.2 Cycle 1

Pupils completed a self-report questionnaire (C) at the end of every lesson (Appendix K). This served a dual-purpose: first, as data collection to ascertain which strategies pupils enjoyed, found useful, and were likely to use again; and second, as metacognitive self-evaluation training for pupils.

3.8.3 Cycle 2

Recognising that "learners may need prompting to access their strategies" (Rubin *et al.*, 2007:152), pupils were able to express their conscious strategic behaviour by using the aforementioned visual stimuli (the *Strategy Island Map* and accompanying strategy use log) every lesson.

After both phases, teachers were individually interviewed informally regarding their perception of the intervention (Appendix L).

3.8.4 Post-intervention

All research instruments administered at pre-intervention (T1) were to be repeated by intervention and comparison pupils and teachers after the second phase (T2) to measure change over time and make between-condition/class comparisons. I also conducted sub-sample group interviews with pupils, complementing the questionnaire data on strategy use (Macaro, 2001a).

Inspired by Forbes and Fisher's (2018) presentation idea, Y7 individually gave an uninterrupted talk on their topic of 'About me'. Prompted by Rossiter's (2003) picture story and object description tasks, Y10 individually completed an interactive GCSE photo card task coinciding with their topic and the AQA (2016) specification. Thus, both age groups were examined to measure the effect of SBI on proficiency in speaking, supplementing pupil perception data. Tasks were marked by me using an adapted version of the AQA (2019a) mark scheme (Appendix M). Following Stillwell *et al.* (2010), participants then listened back to their own audio recording, transcribed and marked it, and set personal targets. This acted as further metacognitive self-evaluation training.

Lastly, teachers reflected upon the effectiveness of the project not only for pupils, but also for themselves as participants in a collaborative enterprise (Appendix N).

3.9 Ethical Considerations

I gained approval for my Research and Development project from Oxford's Central University Research Ethics Committee (Appendix O). Research was designed and undertaken with due regard for BERA's (2018) guidelines, 'situated' in the context of my school (Simons & Usher, 2000).

Permission to conduct the study in my school was sought from the Headteacher via an information letter (Appendix P). Once granted, I secured authorisation to proceed from the Head of MFL. Next, I outlined the research aims and methodology to intended participating colleagues, prior to issuing consent forms (Appendix Q). Mindful of the issue of obtaining genuine pupil consent (David *et al*., 2001), a child-friendly information sheet (Appendix R)

was given to intended participating pupils: this was hitherto piloted by non-participating pupils to ensure suitability. Aware of potential ethical considerations concerning my dual role as teacher-researcher, I sought to minimise perceptions that participation would be linked to my judgement of pupil progress. I also visited every class to field any questions which arose during completion of the consent form. Moreover, all participants were explicitly told of their right to withdraw at any time without penalty or prejudice (Nolen & Vander Putten, 2007).

I paid particular attention to participants' welfare, coupled with my safeguarding responsibility (Powell & Smith, 2009), to ensure no participant was harmed. When "researching up" and "down" (Cohen *et al.*, 2018:237), I made efforts to minimise undue workload and stress for teachers and pupils: data collection was succinct and incorporated into normal classroom routines and curriculum coverage where possible (Ushioda & Chen, 2011). Following participation, subjects were debriefed and thanked.

Data gathered electronically were stored securely on a password-protected laptop, whilst hard copy data were locked in a school office. Findings were kept confidential and anonymised in reporting. Following completion of the study, data will be destroyed.

In fairness to non-experimental condition pupils, teaching resources will be made available for use by all MFL staff.

CHAPTER 4: FINDINGS

In this section I will present findings of the current study in chronological order and subject them to critical analysis. As teacher-researcher, I will incorporate reflections from my field notes where appropriate. Within the constraints of this paper, not all data can be reported in full (see Appendices for full data sets). Results relate only to participants who completed full data sets. All percentages reported have been rounded to the nearest whole number.

4.1 Pre-intervention

4.1.1 Pupil questionnaire A (T1): attitudes towards learning and speaking French

As Table 4 (overleaf) indicates, the whole cohort responses from both year groups at the pre-intervention stage yielded an encouraging overview with generally positive attitudes towards learning and speaking French (L2). With high response rates (Y7=92%; Y10=96%) (Cohen *et al.*, 2018), results can be considered reliable. Compared to Y7 (80%), a lower percentage of Y10 pupils (61%) reported feeling 'very confident' or 'quite confident' speaking French. Yet promisingly, a higher percentage of Y10 participants expressed a desire to speak more TL.

A further question established that almost one third (32%) of Y7 participants reported speaking as their strongest skill, compared to only 15% of Y10s. In relation to a multiple-choice closed question (allowing for multiple responses) asking what prevents pupils speaking French in the classroom, 'not knowing a specific word or phrase' was the most commonly selected response

Table 4. Questionnaire data on pupils' attitudes towards learning and speaking French, reporting the amalgamated figures for 'very' and 'quite'.

	Year group	
Pupil responses	Y7	Y10
Learning French is very/quite important to me	71%	78%
I am very/quite involved in French lessons	88%	81%
I very much/quite enjoy speaking French	76%	76%
I am very/quite confident speaking French	80%	61%
I am very/quite keen to speak more French	67%	79%

Note: Y7 (n=166); Y10 (n=79).

by both year groups (Y7=58%; Y10=76%). 'Fear of making a mistake' appeared more common among Y10 (38%) than Y7 (28%) (Appendix S).

4.1.2 Pupil questionnaire B (T1): current strategy use for speaking French in lessons

Quad-chotomic responses were obtained regarding pupils' current strategy use when speaking French. The questionnaire included 28 strategies described in pupil-friendly language. Data are presented according to strategy group (Figure 5 overleaf).

Responses indicated some regular use of all strategy groups by both Y7 and Y10 cohorts. Interestingly, overall Y7 participants reported more frequent strategy use than Y10. 'Cognitive' strategies were reported the most frequently used among both year groups (Y7=67%; Y10=65%).

A noteworthy finding to emerge is the relatively low reported regular use (51% or more of the time) of 'social' strategies by both year groups (Y7=42%; Y10=40%), suggesting limited oral interaction. Although 'communicative/compensatory' strategies seemed to be

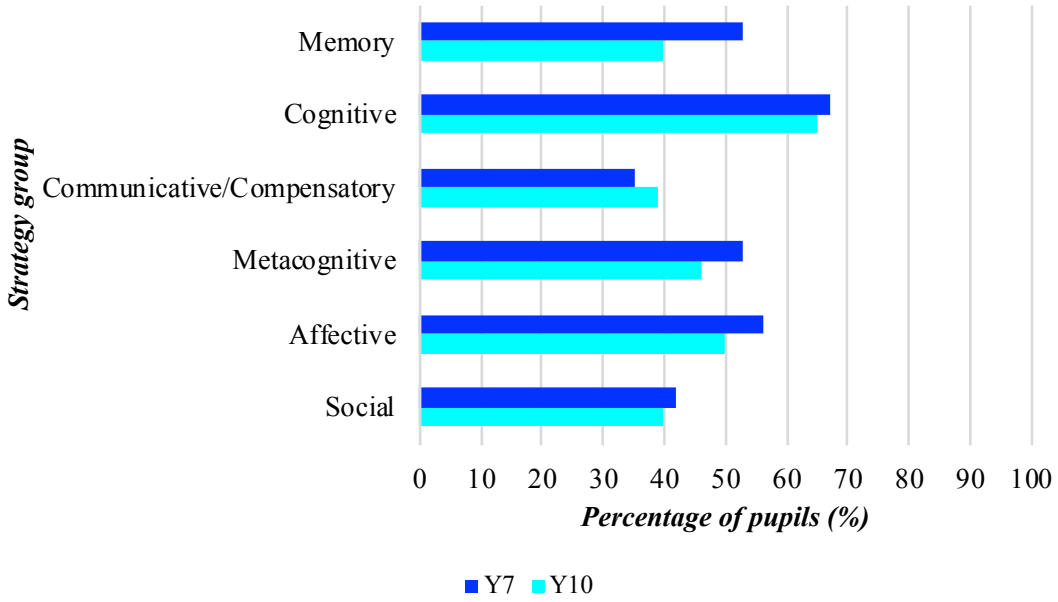


Figure 5. Bar Chart showing questionnaire data on Y7 (n=166) and Y10 (n=79) pupils' strategy use when speaking French reporting the amalgamated figures for 'almost always true of you' (76-100% of the time) and 'usually true of you' (51-75% of the time).

employed least, regular use was, nevertheless, reported by over one third of pupils in both year groups (Y7=35%; Y10=39%).

4.1.3 Lesson observations

The oral interaction distribution (teacher/pupil/silence and L1/L2) in the observed lessons is presented in Table 5 (overleaf). The audio-recorded observational data reveal wide variation regarding the quantity and nature of oral interaction which occurred. In five of the six classes, oral interaction was extensive, with silence taking up the lowest proportion of time. The idiosyncratic exception was 7E2: pupils were tasked with a vocabulary test in silence lasting most of the 15-minute lesson segment. In four of the six classes, the teacher spoke more than pupils.

Table 5. Audio-recorded classroom oral interaction distribution in Y7 and Y10 experimental and comparison classes obtained during 15-minute segments using a five-second sampling technique.

	Year group					
	Y7			Y10		
	Class/condition					
Oral interaction distribution	7E1	7E2	7C	10E1	10E2	10C
Pupil/teacher/silence (%)	64/26/10	7/21/72	32/39/29	49/29/22	43/51/6	27/50/23
Classroom L1/L2 (%)	1/99	66/34	49/51	4/96	36/64	41/59
Pupil L1/L2 (%)	2/98	62/38	74/26	7/93	38/62	50/50
Teacher L1/L2 (%)	0/100	68/32	28/72	0/100	33/67	37/63

Note: 'Classroom' indicates both pupil and teacher combined. E = Experimental. C = Comparison.

Regarding L1/L2 distribution, taking the overall classroom figures, L2 dominated (>50%) oral interaction in five of the six classes. Of this, Y7 pupil L2 use ranged from 26-98%, Y10 from 50-93%. While the highest percentage of pupil L2 use occurred in 7E1 (98%), pupil L2 oral output overall was greater in Y10 than Y7. Teacher L2 use ranged from 32-100%.

An observer filled in a grid focusing on quality and type of pupil TL use. Overall, the quality of Y7 spoken L2 was deemed good, although mixed in terms of pronunciation. Conversely, the overall quality observed in Y10 was deemed mixed, yet with some excellent examples of pronunciation. Across both year groups, the dominant form of pupil TL output was read-aloud or supported, and answering questions rather than asking them. In the few examples of spontaneous output, predictably the quality of pupils' utterances reduced. There were some instances of teacher-instructed pair-work in TL.

Another observer used a grid to record observable strategy use, namely from 'communicative/compensatory', 'affective' and 'social' categories. Overall, low use was observed. However, focusing on 'communicative/compensatory' strategies, Y10 used this group more often than Y7, consistent with pupil questionnaire B (T1). Observers logged

instances, albeit limited, of Y10 pupils using fillers and making up French words. Next, regarding 'affective' strategies, although observations of specific use were rare across both year groups, observers noted that generally Y7 pupils appeared more relaxed than Y10, and with more instances of WTC in French. Lastly, concerning 'social' strategies, observers documented sporadic occurrences of Y10 pupils asking in French for help. In contrast, but perhaps unsurprisingly, some Y7 pupils used L1 to ask for help. Some examples of pupil-initiated pair-work in TL were noted. From the six lessons visited, there were no observed examples of discussion with others about feelings when speaking French, congruent with responses in pupil questionnaire B (T1).

4.1.4 Informal group discussions after observations

During informal follow-up group discussions, an observer remarked on the impressive TL culture in one Y7 class:

> *Outstanding! It is a classroom which has a culture of speaking in the target language full stop … It wasn't just a few of them, the whole class seemed willing to give it a go … the boys didn't seem frightened to get things wrong.*

This comment triangulates data collected from pupil questionnaire A (T1) regarding Y7 pupils' involvement in lessons. By contrast, a different picture seemed to emerge from two of the Y10 classrooms. Although observers commented that pupils were 'on-board', some were not forthcoming and, consequently, the teacher appeared to have to work quite hard to get them to relax and speak in French:

> *For some boys, it wasn't that they didn't want to speak French, they just didn't want to make a fool of themselves by getting it wrong.*

This corroborates Y10 responses to pupil questionnaire A (T1) and suggests that the TL culture was not as far-reaching in this year group as in the Y7 class mentioned above. An observer of a second Y10 class remarked:

> *It wasn't like they refused to answer questions, but I didn't get the impression that many of them volunteered much, except for one boy whose hand was up so often it was like he was pointing at the ceiling.*

As a means of overcoming such reticence, one observer commented on the usefulness of the aforementioned *Target Language Booklet* in enhancing pupil confidence vis-à-vis TL oral output, as witnessed in another Y10 classroom:

> *I really like those booklets that you've got on the desks, and I was surprised by their willingness to use those at this stage.*

During the informal group discussions, teachers displayed a positive attitude towards observing the lessons and remarked on their enjoyment of working in pairs (or occasionally as a three). As one teacher commented:

> *Paired watching is fantastic!*

4.1.5 Teacher interviews: attitudes and beliefs towards CPL

Following inductive analysis of interview data, the following themes emerged: 'shared vision', time, support, teacher disposition and content. See Table 6 (overleaf) for a summary of teachers' responses.

Table 6. Number of teachers who identified particular factors as facilitators or barriers to CPL participation.

Facilitating factor identified	Number of teachers (of 8*)
Shared school vision	5
Support from colleagues	5
Teacher willingness	3
Relevant/valuable content	2
Barrier identified	
High workload/lack of time	7
Teacher reluctance	7
Irrelevant/worthless content	3
Lack of support from colleagues	3
Anxiety	2

*Note: Seven MFL teachers and the Head of CPD (see Chapter 3).

A 'shared vision' at the institutional level emerged as playing a crucial role in facilitating CPL. Nonetheless, the perennial issue of high workload/lack of time was frequently referenced as a critical barrier to realising this vision in practice. As articulated by one teacher:

> *Time is such a precious commodity for teachers and often we chase our tails and don't have time to engage.*

Interviewees' responses indicated that some factors could have both a positive and negative impact on CPL participation. For example, the level of support from colleagues was identified as both a facilitating factor and barrier. To enable collegiality, one teacher specifically pointed to the benefit of a central team room:

> *I think a departmental space where you are meeting on an informal basis most days is one of the most valuable times and places for sharing professional practice because it kind of takes away the fear a bit.*

Yet, if such support is not readily available, as one teacher commented:

> *You can be an island in teaching.*

As expected, teacher disposition similarly appears to play a dual role, in the form of willingness versus reluctance, with the latter predominating as the joint most commonly cited barrier to CPL engagement. Teachers may lack openness to change or inclination to try new ideas:

> *I think that teachers tend to be quite cynical about professional learning and development, and experienced teachers can be like entrenched in their position.*

Though not as widely mentioned, CPL content was also identified as having a double-hatted influence as either a facilitator or barrier to participation. One teacher emphasised the idiosyncratic nature of MFL:

> *I don't feel that, for languages teachers, it's that useful doing collaborative stuff with people from other subjects because languages are so different, like they just don't get it. It's just too different and we are a little bit isolated sometimes from the rest of the school community.*

Even when CPL content is subject specific, some teachers alluded to the importance of making it personally relevant to one's individual practice and level of experience. More references to, and greater unity in agreeing barriers suggests that, on balance, teachers' outlook towards CPL participation is slightly more negative than positive.

4.2 Cycle 1

4.2.1 Pupil questionnaire C: self-evaluation of strategy use

After each of the six SBI lessons during Cycle 1, the intervention cohort completed pupil questionnaire C to report their level of enjoyment (Table 7 overleaf), and perceived usefulness (Table 8) of each strategy group. For a more detailed breakdown of results at the individual class level, see Appendix T.

Table 7. Percentage of experimental participants stating that they 'really enjoyed' or 'quite enjoyed' the six strategy groups.

Strategy group	*Class/condition*	
	Y7 experimental groups (x2)	Y10 experimental groups (x2)
Memory	86%	83%
Cognitive	70%	72%
Communicative/Compensatory	95%	86%
Metacognitive	93%	81%
Affective	82%	75%
Social	77%	81%

Note: Y7 (n=56); Y10 (n=36). Percentages are aggregated by year group.

First, all strategy groups were 'really enjoyed' or 'quite enjoyed' by 70% or more of participants (Table 7). 'Communicative/compensatory' strategies were enjoyed most both in Y7 (95%) and Y10 (86%). 'Cognitive' strategies were reportedly the least enjoyed in both year groups (Y7=70%; Y10=72%).

Second, with the exception of 'affective' strategies among Y10, all strategy groups were reported 'really useful' or 'quite useful' by at least 72% of experimental participants across both year groups (Table 8 below). 'Affective' strategies similarly ranked lowest in terms of usefulness, albeit at 75% for Y7. The intervention cohort from both year groups reported 'metacognitive' and 'communicative/compensatory' strategies the two most useful of the six

Table 8. Percentage of experimental participants stating that they found the six strategy groups 'really useful' or 'quite useful'.

Strategy group	*Class/condition*	
	Y7 experimental groups (x2)	Y10 experimental groups (x2)
Memory	80%	78%
Cognitive	79%	72%
Communicative/Compensatory	93%	81%
Metacognitive	91%	86%
Affective	75%	56%
Social	84%	75%

Note: Y7 (n=56); Y10 (n=36). Percentages are aggregated by year group.

strategy groups. This is a particularly interesting finding because at the pre-intervention stage the 'communicative/compensatory' strategy group was the least commonly used (pupil questionnaire B (T1)), yet following SBI, it featured very highly among Y7 and Y10 regarding both enjoyment and perceived usefulness.

Finally, it is worth mentioning that following the Cycle 1 intervention lessons, Y7 claimed to find SBI, designed to enhance TL speaking capacity, more useful in every strategy category and overall more enjoyable than Y10.

4.2.2 Teacher interviews

According to teachers, Cycle 1 was successful and pupils generally enjoyed trying something new. While no comments were made concerning the effect of SBI on *quality* of pupil TL oral output at this stage, teachers reported an increase in *quantity* of pupil spoken TL. As one teacher remarked:

> *They relished the opportunity to speak more French in lessons.*

Regarding strategy groups, teachers highlighted the effectiveness of 'communicative/compensatory' strategy training, particularly in increasing pupil confidence and enjoyment speaking French. This finding echoes the pupil voice in questionnaire C. Additionally, one Y10 teacher highlighted the benefits of introducing the language learning notebook, a 'metacognitive' pupil resource for setting goals and objectives, writing down new L2 expressions and structures, noting successful strategies and evaluating performance:

> *What they have really taken on-board and are using really well, and I will carry on encouraging them to use them, are the language learning notebooks. These have been brilliant.*

However, one teacher noted that perhaps in this school context, the 'affective' and some of the 'social' strategies were not as successful as others:

> *Not so effective I would say was the feelings stuff. They just didn't want to take that seriously and I think that could be to do with being an all-boys school.*

Conversely, I found that boys in the intervention classes I taught responded positively to these strategies. Turning to collaboration, one teacher identified that Cycle 1 had a beneficial CPL impact:

> *I've basically not been prepared, but it has given me lots of ideas of how to do things differently.*

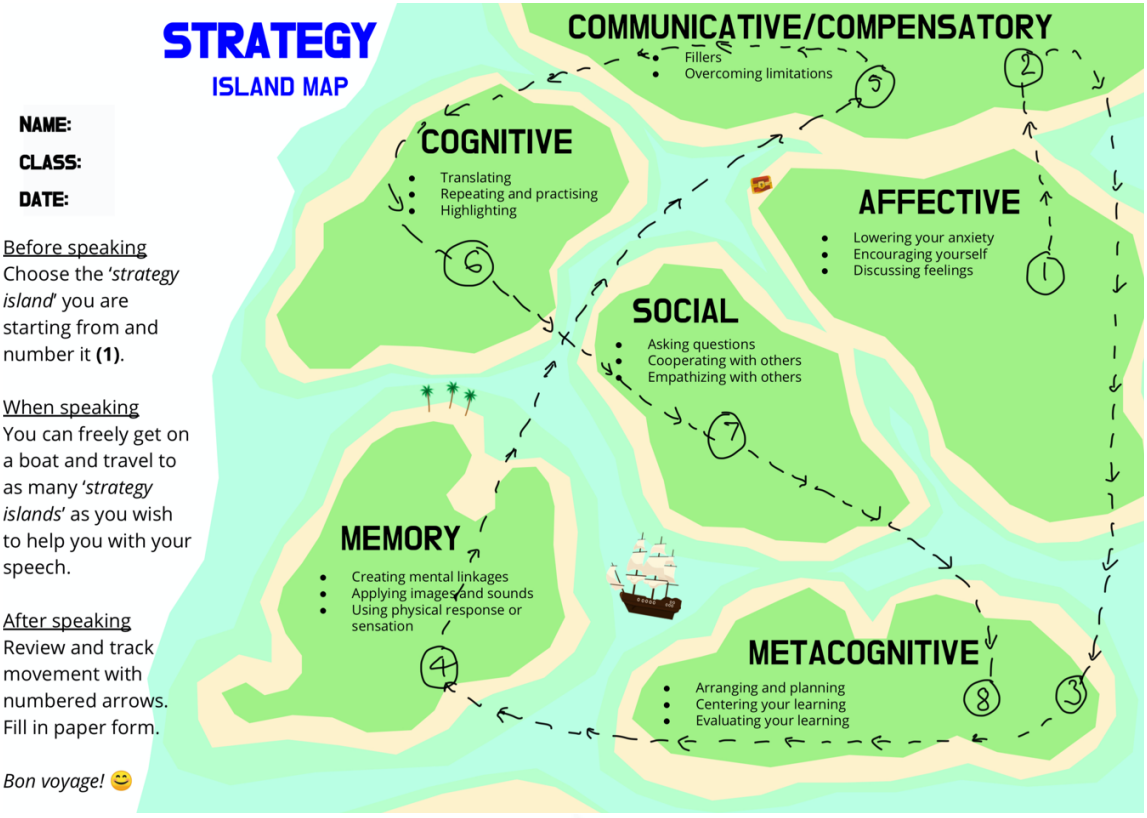
Another teacher reported feeling a lack of control while working collaboratively in Cycle 1:

> *I don't think I've collaborated as much as I should have and that's something for me to reflect back on … I was disempowered because I was delivering lessons that I hadn't planned. I now have a much better idea of how the intervention works and want to have more input in the next phase.*

4.3 Cycle 2

4.3.1 Strategy use log: reporting strategies employed after use of Strategy Island Map

Each lesson in Cycle 2 contained one main speaking activity during which pupils navigated the *Strategy Island Map* and subsequently logged their strategy use. See Figure 6 (overleaf) for a completed example.



Name: Date: Class:

Strategy island map – pupil record sheet

Memory *Creating mental linkages* *Applying images and sounds* *Using physical response or sensation*	**Cognitive** *Translating* *Repeating and practicing* *Highlighting*	**Communicative/ Compensatory** *Fillers* *Overcoming limitations*
Metacognitive *Arranging and planning* *Centering your learning* *Evaluating your learning*	**Affective** *Lowering your anxiety* *Encouraging yourself* *Discussing feelings*	**Social** *Asking questions* *Cooperating with others* *Empathizing with others*

In today's **main speaking activity**, I used the following strategies to help me with my spoken French in this order:

1	Affective – lowered my anxiety with a deep breath
2	Communicative/Compensatory – fillers
3	Metacognitive – planning and arranging my response
4	Memory – applying images
5	Communicative/Compensatory – fillers
6	Cognitive – translating
7	Social – asking a question
8	Metacognitive – evaluating my response
9	
10	

Figure 6. Example of a completed *Strategy Island Map* and accompanying strategy use log.

Table 9. Combined cumulative individual recorded instances of strategy group use by year group during the main speaking activity from each of the six lessons in Cycle 2.

	Year group	
Strategy group	Y7 experimental groups (x2)	Y10 experimental groups (x2)
Memory	144 (16%)	226 (17%)
Cognitive	157 (18%)	220 (17%)
Communicative/compensatory	217 (24%)	308 (24%)
Metacognitive	118 (13%)	177 (14%)
Affective	131 (15%)	187 (15%)
Social	122 (14%)	170 (13%)
Total:	889	1,288

Note: Y7 (n=56); Y10 (n=36). Percentage distribution show in brackets.

Table 9 (above) shows the number of individual instances of strategy use by category as logged by year group. For a detailed breakdown at the individual class level, see Appendix U.

Looking first by year group, it can be seen that both used strategies from all categories to a fairly even extent, ranging from 13-24%. The most commonly used type of strategy for both year groups was 'communicative/compensatory', both at 24%. This continues the trend observed in Cycle 1. Comparing year groups, percentage use figures show remarkable agreement for every strategy category.

Scrutiny of the logs reveals that, on average, individual Y10 pupils recorded over twice as many instances of strategy use as Y7. This seemingly reverses the pattern of findings from pre-intervention pupil questionnaire B (T1). The aggregated figures mask wide between-class fluctuation and variance at the individual pupil level: closer analysis of the data reveals that Y7 participants logged between 1-12 individual strategy entries for any one particular main speaking activity, compared to 3-18 by Y10. Furthermore, some pupils added extra details regarding their strategic behaviour (Figure 6, p.64). In Y10, for example, 'deep breathing' ('affective') was cited by a total of 19 different pupils (53%) across both experimental classes.

4.3.2 Teacher interviews based on field notes throughout intervention

Teachers concurred that 'communicative/compensatory' strategies were the most commonly employed, and also remarked how much pupils enjoyed using them. As one teacher said:

> *They loved using the fillers!*

Teachers talked about how effectively fillers were used to buy pupils time, boost their confidence and help them to sound more authentic. Teachers also noted that participants responded enthusiastically to the challenge of using TL to seek help:

> *They are asking in French how to say things in French, and I think as a result they are enjoying speaking it much more.*

While 'metacognitive' strategies were apparently less commonly deployed, teachers noticed gradual pupil recognition of their effectiveness:

> *Metacognitive strategies became increasingly evident as they gained confidence in their own ability. I think these strategies really help learners to gain self-awareness, and also, they can apply them to other subjects.*

However, teachers' comments corresponded with earlier pupil reports (Cycle 1) that 'affective' strategies were more enjoyable than useful. For Y7, it was deemed that their age was perhaps a barrier to benefitting fully:

> *... few had the emotional maturity to make the most of this.*

Regarding Y10, one teacher suggested that although 'affective' strategies did not seem particularly successful in the classroom, pupils would perhaps profit from them in an examination situation. This comment would appear to contradict pupil behaviour in Cycle 2, particularly the use of 'deep breathing' mentioned above.

4.4 Post-intervention

4.4.1 Pupil questionnaire A (T2): attitudes towards learning and speaking French

Repeating pre-intervention questionnaire A (T1), experimental and comparison classes self-reported their attitudes towards learning and speaking French at the post-intervention stage (T2). Immediately apparent when comparing findings at class level is the marked increase in positive orientation among both Y7 (Figure 7 overleaf) and Y10 (Figure 8, p.69) experimental groups.

Focusing specifically on speaking, comparison of pre- and post-intervention data shows positive shifts in Y7 and Y10 experimental pupils reporting speaking as their strongest linguistic skill: noteworthy are 7E2's increase from 18% to 36%, and 10E2's even more marked rise from 5% to 32%. These positive shifts in self-efficacy were accompanied by notable increases in pupil enjoyment and confidence: examples include 7E2, where the percentage of pupils reporting that they 'very much enjoy' or 'quite enjoy' speaking French increased from 61% to 82%, and 10E1, where the percentage of pupils reporting that they are 'very confident' or 'quite confident' about speaking French increased strikingly from 59% to 88%. By contrast, figures relating to the comparison groups' attitudes remained broadly stable in Y7 and appear to show a decrease in positive outlook for Y10. The latter finding could perhaps be explained by participant fatigue effect, which may threaten validity.

Among experimental participants, responses to further questions (Appendix V) indicated that the increase in confidence was, as expected, partnered with a decrease in the tendency to feel

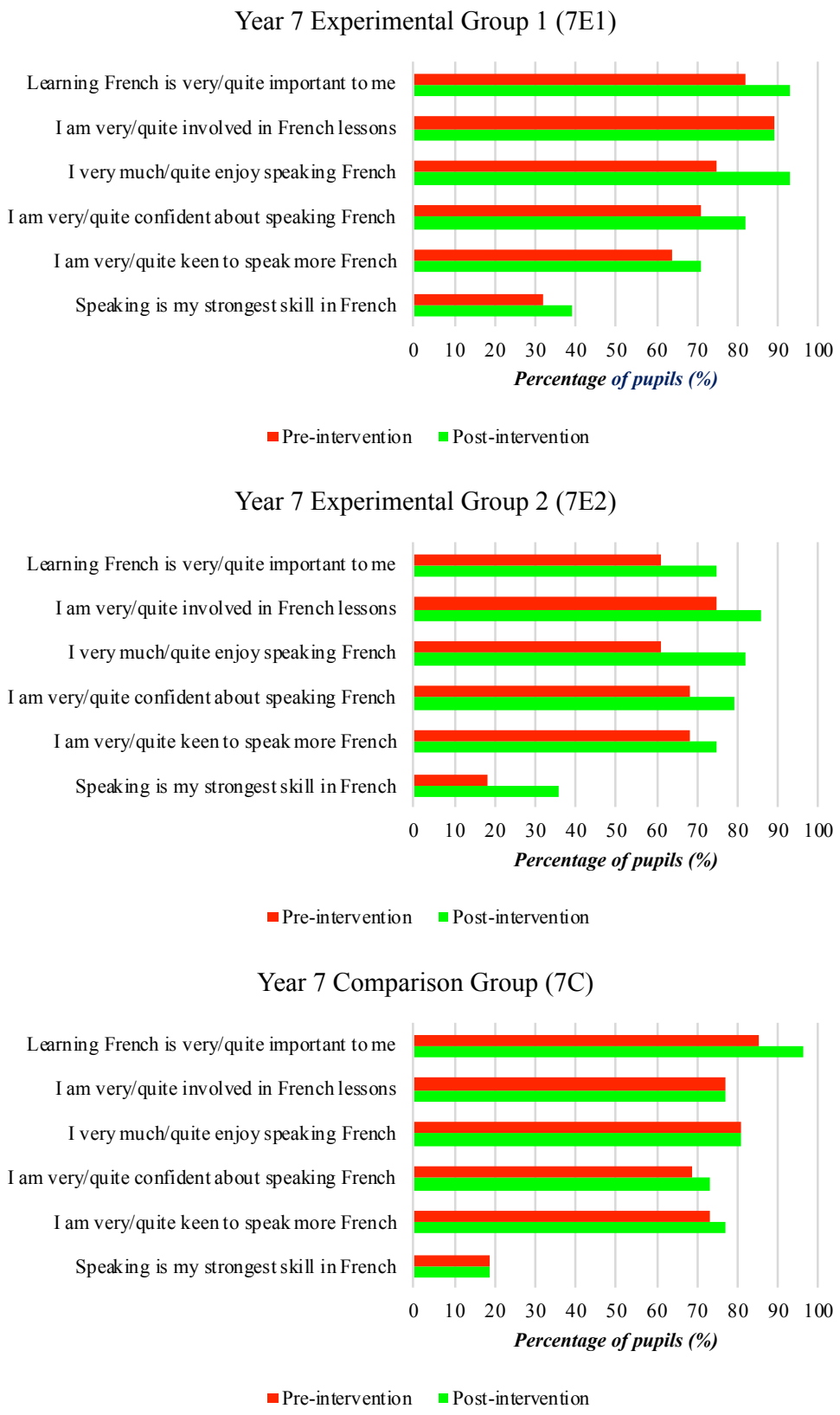


Figure 7. Bar Charts showing comparison of Y7 attitudes towards learning and speaking French at pre- and post-intervention stages. 7E1 (n=28); 7E2 (n=28); 7C (n=26).

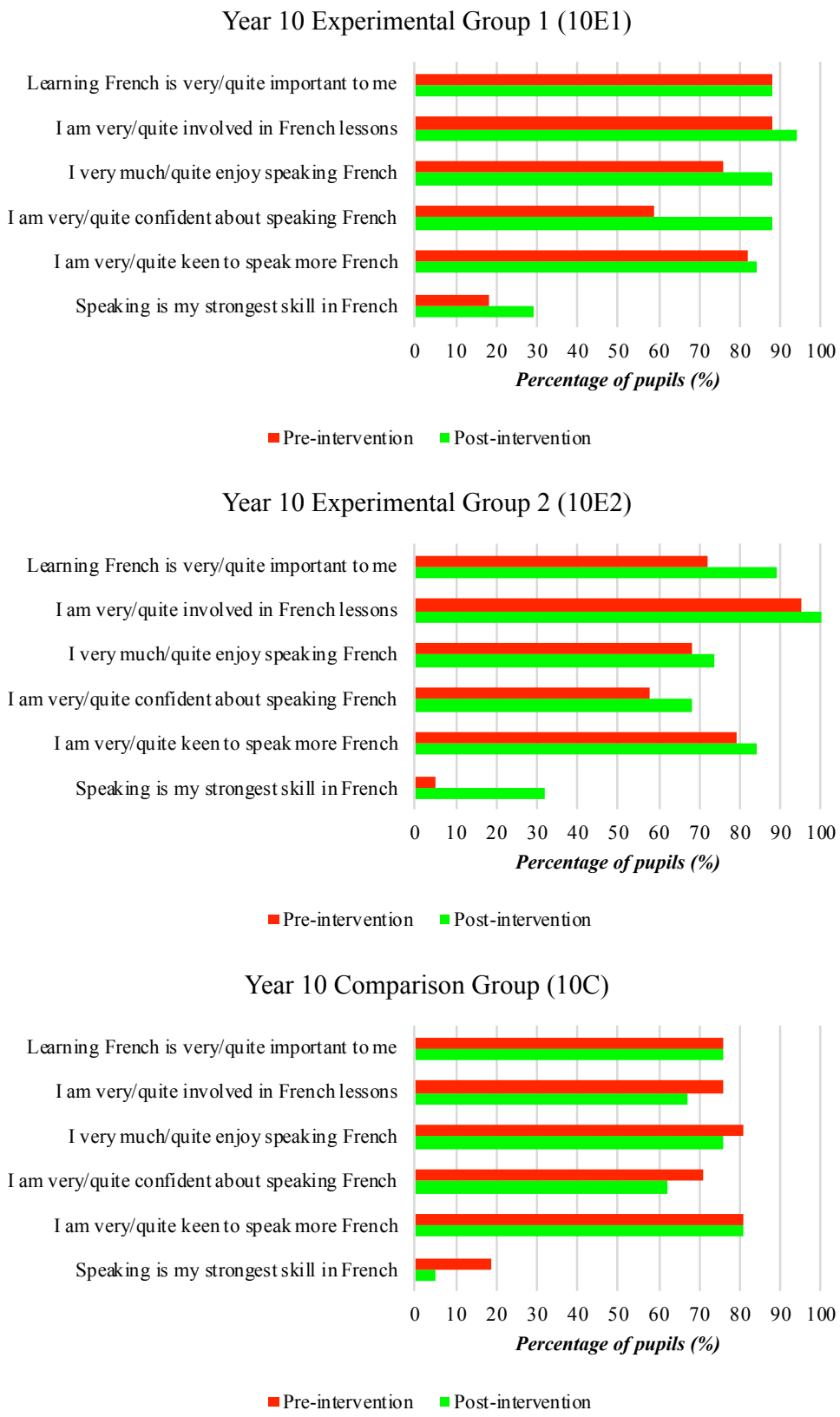


Figure 8. Bar Charts showing comparison of Y10 attitudes towards learning and speaking French at pre- and post-intervention stages. 10E1 (n=17); 10E2 (n=19); 10C (n=20).

anxious about speaking French, when compared to T1. At T2, these pupils also reported lower instances of 'not knowing a specific word or phrase'.

4.4.2 Pupil questionnaire B (T2): current strategy use for speaking French in lessons

Repeating pre-intervention questionnaire B (T1), experimental and comparison classes self-reported their strategy use at the post-intervention stage (T2). Comparison of these two stages shows changes to strategic behaviour across Y7 (Table 10) and Y10 (Table 11).

First, in Y7, there were increases in reported use of all strategy groups across both experimental classes, with the exception of 'memory' in 7E2. As illustrated in Table 10 (below), between these two classes there is variation as to which strategy group attracted the largest increase in use. Surprisingly, the Y7 comparison group also self-reported increased use of all strategy groups, despite not having received intervention. One possible explanation is that I teach this class Spanish, so they may have been influenced by my teaching style.

Table 10. Pre- and post-intervention comparison of percentage of Y7 experimental and comparison participants reporting 'almost always true of you' (76-100%) or 'usually true of you' (51-75%) regarding comparison of strategy use when speaking French.

	Class/Condition					
	7E1		7E2		7C	
Strategy group	Pre	Post	Pre	Post	Pre	Post
Memory	54%	71%	57%	46%	62%	77%
Cognitive	64%	86%	61%	71%	65%	77%
Communicative/ compensatory	39%	43%	36%	43%	31%	35%
Metacognitive	57%	75%	50%	68%	46%	58%
Affective	61%	82%	46%	50%	62%	65%
Social	46%	64%	46%	54%	38%	50%

Note: E = Experimental group. C = Comparison group. 7E1 (n=28); 7E2 (n=28); 7C (n=26).

Table 11. Pre- and post-intervention comparison of percentage of Y10 experimental and comparison participants reporting 'almost always true of you' (76-100%) or 'usually true of you' (51-75%) regarding comparison of strategy use when speaking French.

	Class/Condition					
	10E1		10E2		10C	
Strategy group	Pre	Post	Pre	Post	Pre	Post
Memory	41%	53%	32%	68%	40%	25%
Cognitive	71%	76%	68%	79%	65%	75%
Communicative/ compensatory	41%	47%	42%	47%	30%	45%
Metacognitive	53%	65%	53%	74%	50%	45%
Affective	47%	71%	53%	63%	30%	35%
Social	41%	59%	37%	58%	35%	45%

Note: E = Experimental. C = Comparison. 10E1 (n=17); 10E2 (n=19); 10C (n=20).

Second, showing similar trends, Y10 experimental classes reported increased use of every strategy group (Table 11 above), although once again with disparity regarding which strategy group attracted the biggest increase. The Y10 comparison group reported increased use of four strategy groups. The reported increases in both comparison groups could perhaps be explained by the Hawthorne effect: simply administering questionnaire B at T1 and T2 may perhaps have raised awareness of strategy use, thus influencing their self-reports.

It is interesting to note the sizeable increases in use of 'affective' strategies in 7E1 and 10E1. This finding, however, should be interpreted cautiously as both classes were taught by the same teacher, thus highlighting the potential impact of teacher effect. Considering all six classes, it is remarkable that the greatest increase in strategy use was reported in five different strategy categories. Nevertheless, mirroring the global sample's pre-intervention data set (B:T1), 'cognitive' strategies still appeared the most commonly used across all six classes at this stage. These quantitative data indicate change and variety in strategy use, without explaining reasons.

4.4.3 Pupil group interviews

To triangulate quantitative data elicited from pupil questionnaires, qualitative data were sought through group interviews conducted with three pupils from each experimental group.

Interviewees from both year groups gave overwhelmingly positive answers to questions relating to the impact of two cycles of explicit SBI on their TL speaking capacity. For example, one Y7 participant elaborated as follows:

> *It has made me feel a lot more confident about speaking French because I know how to speak more accurately and am speaking much more.*

Whilst interviewees alluded to the usefulness of 'metacognitive' strategies in general, some also remarked upon the value of the innovative strategy resource. One Y10 respondent said:

> *The Strategy Island Map thing we used was effective because it was a fun and interactive way of seeing where we were going and structuring what we were saying.*

This resource also boosted pupils' self-efficacy during TL oral activities. One Y10 pupil stated:

> *I liked using it because I felt more confident and resourceful when speaking.*

Contrary to comments during Cycle 2 regarding teachers' perceived usefulness of 'affective' strategies, some interviewees deemed this strategy group effective as well as enjoyable:

> *I really enjoyed the chair yoga sessions because it really helped me to like calm down and clear my head before speaking French.*

Finally, it is interesting to note that, corroborating Cycle 1 pupil self-report questionnaire (C) data, Y7 and Y10 interviewees shared the opinion that 'communicative/compensatory' strategies were among the most useful. As one Y7 pupil commented:

> *The most useful things for me were the fillers to give me time and what to do when I'm stuck and need help.*

4.4.4 Pupil speaking assessment

Experimental and comparison pupils from both year groups undertook a speaking assessment post-intervention to gauge the impact of explicit SBI on pupils' TL speaking performance. Whilst a similar assessment was not administered at pre-intervention (Chapter 3), I will draw on CAT and Yellis scores for Y7 and Y10 respectively to provide reference data.

As can be seen from the descriptive statistics in Table 12 (overleaf), experimental classes achieved higher mean results than their comparison counterparts with regard both to total scores, which measured quality out of 35, and number of words uttered. To explore between-condition statistical differences, two-tailed T-tests were conducted at the $p<.05$ level of significance. These revealed that the experimental classes showed significant differences when compared to their year group's comparison class. While the mean CAT score among the three Y7 classes was roughly similar, it is especially noteworthy that for Y10, although the comparison class had modestly higher average Yellis scores than the experimental classes, the latter outperformed the comparison class in terms of the mean and median figures for the two assessment outcomes.

Table 12. Descriptive statistics for post-intervention speaking assessments.

		Year group					
		Y7			Y10		
		Class/condition					
		7E1	7E2	7C	10E1	10E2	10C
Total score	Mean	29.0**	28.1**	15.9	25.4*	30.2**	21.2
	(SD)	(4.7)	(4.4)	(4.0)	(5.9)	(5.2)	(5.9)
	Median	30	27	16	25	32	22
	Range	18	15	20	20	17	22
	Max	35	35	30	34	35	31
Number of words	Mean	111.4**	92.3**	34.7	149.8**	142.8**	106.1
	(SD)	(29.2)	(22.6)	(17.0)	(37.8)	(42.6)	(39.5)
	Median	118.5	93	32	155	147	103
	Range	127	105	61	143	150	164
	Max	170	142	74	226	211	212

Note: Maximum possible total score = 35.
SD = Standard deviation (of the mean). E = Experimental. C = Comparison.
7E1 (n=28); 7E2 (n=28); 7C (n=26). 10E1 (n=17); 10E2 (n=19); 10C (n=20).
*Signifies p<.05 (when compared to comparison group in the same year group).
**Signifies *p*<.01 (when compared to comparison group in the same year group).

The wide range of results in both measurements (total score and number of words) highlights variance in individual attainment even within a selective school. Maximum figures indicate that even without explicit SBI, some comparison pupils performed well. Nonetheless, crude data differences at the between-condition level in both year groups are stark on the surface and strongly indicate the successful impact of explicit SBI on pupils' spoken TL performance.

It can be observed that these between-condition differences were more marked in Y7, perhaps suggesting greater impact upon this year group. Notwithstanding different task requirements for the year groups, it is somewhat surprising that 7E1 averaged a higher number of words than 10C. Field notes reveal that this particular class widely embraced using 'communicative/compensatory' and 'social' strategies, notably fillers and asking questions, which could have increased their word count.

4.4.5 Lesson observations

Due to compulsory school closure nationwide on 20 March 2020, unfortunately scheduled lesson observations (Chapter 3) could not take place. To compensate, I asked additional questions during final interviews with intervention class teachers in an attempt to capture data for making pre- and post-intervention comparisons regarding oral interaction distribution, L1/L2 balance, quantity and quality of pupil TL oral output, and observable pupil strategy use.

4.4.6 Teacher interviews

Responding to questions about the overall effectiveness of the intervention, Y7 and Y10 teachers unanimously agreed that explicit SBI clearly had a positive impact on pupil confidence when speaking French. They concurred that this subsequently led to greater breadth and depth of pupil engagement and WTC in the classroom. As articulated by one colleague:

> *They are keener to try things and ask in French for help.*

Teachers also noted increased quantity of spoken TL output, together with enhanced quality of utterances and pupils' newfound ability to converse more authentically. Gratifyingly, teachers mentioned impressive manipulation of 'high-level structures' and a wider range of tenses. Referring to the post-intervention stage, one Y10 teacher commented on pupils' overall gains in performance:

> *The spoken assessments were a far cry from last term's work!*

Turning now to CPL, teachers' responses expanded upon an unanticipated, but important barrier concerning lack of shared ownership of the process. One teacher recognised, and was grateful for, the support received prior to the first phase, but in retrospect would have welcomed more involvement from the outset:

> *I found Cycle 2 more successful than Cycle 1 because the collaboration was much more real in Cycle 2, and I became increasingly involved. Perhaps closer collaboration at the start may have forced everyone to collaborate more proactively.*

However, another teacher confirmed that concerns expressed over time pressures at the pre-intervention stage did indeed loom large, thus hindering detailed contributions to planning. Consequently, this colleague found teaching SBI lessons slightly challenging due to lack of agency:

> *Delivering resources created by other people can be a bit tricky.*

To achieve successful outcomes, one teacher suggested that time could be routinely devoted to working collaboratively on subject-specific initiatives:

> *Lack of time means that the sharing of learning is limited and benefits to the whole team curtailed ... perhaps regular departmental CPL slots would be a good idea.*

Teachers recognised the need to be open-minded and willing to participate in CPL, and acknowledged the benefits of engaging with others. As one teacher concluded:

> *I'm surprised how much I enjoyed the whole process ... I've learned a huge amount.*

CHAPTER 5: DISCUSSION

The school-based element of the current study sought to explore the impact of a two-cycle intervention programme of explicit SBI on TL speaking capacity among both Y7 and Y10 learners of French (L2). I will now discuss the findings in relation to the four RQs, with reference to theories and literature outlined in earlier chapters.

5.1 RQ1: Does classroom-based strategy intervention training change pupils' attitudes towards speaking TL, and affect the strategies they use in oral output?

In answering the first part of RQ1, there appears little doubt that in the current study classroom-based strategy intervention training changed pupils' attitudes towards speaking TL. Self-reported data from the intervention cohort, supported by teacher interview data, indicated increased enjoyment and confidence speaking TL following SBI. The latter finding resonates with those of previous SBI studies similarly conducted among secondary schoolchildren (Forbes & Fisher, 2018; Lam, 2006). The present study's attitudinal data also provided an insight into experimental participants' boosted 'language ego' (Guiora, 1994): following SBI, akin to Forbes and Fisher's (2018) findings, there was an increase in their self-efficacy (Bandura, 1986) as speakers of French. This important concept (applicable also to wider L2 learning) was outlined by Macaro (2003a). However, the magnitude of the increase in pupils' perception of speaking as their strongest skill during the current study was unexpected, especially given Ofsted's (2011) report identifying speaking as the weakest MFL skill in 80% of secondary schools visited in England.

These positive changes are particularly interesting in light of negative research findings surrounding the issue of demotivated English (L1) schoolchildren regarding MFL study (Blenkinsop *et al*., 2006), particularly among anglophone boys (Mitchell, 2014). The fact that following SBI the intervention cohort's attitudes to speaking French improved over and above the comparison group's is an encouraging result from the current study. However, experimental participants could have been influenced by researcher effect. Besides, there is no data tracking the intervention's long-term impact, the importance of which is acknowledged in the literature (Hassan *et al.*, 2005; Plonsky, 2011).

The positive attitudes exhibited by pupils towards speaking TL also extended to the strategy training, echoing the findings of Dörnyei's (1995) study similarly investigating schoolchildren, albeit in an EFL context. Regarding the effect of SBI on the strategies which pupils used in oral output, examination of data sets at T1 and T2 from the current study gives clear indications that the intervention brought about changes in pupils' strategic behaviour. As advocated by Mutton and Bartley (2006), SBI raised pupil awareness and, through subsequent opportunities to experiment, the intervention cohort became increasingly strategic, using strategies more frequently, as well as using a wider range. This result chimes with previous empirical studies (Dadour & Robbins, 1996; Dörnyei, 1995), albeit in contextually dissimilar settings.

In the current study, all strategy groups were reportedly deployed more often at T2 by intervention classes. There was, however, no uniformity regarding which category attracted the greatest increase in use after training: four different results emerged from the four classes. Though teacher effect could possibly explain such disparity, this finding adds further weight to the argument that learners must tailor strategy use to their individual needs and preferred learning styles (Harris, 2007; Macaro, 2006).

Before intervention in the present study, pupils reported 'cognitive' strategies the most commonly used overall; this remained the case after training. A particularly interesting finding concerns the shift in use of 'communicative/compensatory' strategies. Taken at whole category level, these strategies were reported least commonly used at both pre- and post-intervention. However, in training lessons during Cycle 1, they were rated very positively in terms of enjoyment and usefulness, and were reported the most commonly used in practical application in Cycle 2. Closer analysis of the data reveals that this increase relates specifically to the use of fillers in oral output, resonating with Nakatani's (2005) study.

Although it had been expected that strategy use within the comparison groups would remain broadly stable, there were in fact increases. This suggests the possibility of Hawthorne effect, perhaps engendered from completing questionnaire B. Alternatively, even without explicit SBI, modifications in strategic behaviour may naturally occur over time.

5.2 RQ2: To what extent is classroom-based strategy intervention training effective in promoting pupils' spoken TL use?

(a) Does quantity increase?

(b) Is quality impacted?

The second RQ was concerned with determining the scope of SBI to further pupils' progress in L2 oral output. The current study revealed robust emerging short-term advantages in terms of L2 oral proficiency for experimental participants over those who received no training. Evidence from pupils' performance in post-intervention speaking assessments, coupled with teacher interview data, corroborates findings of previous studies observing the same phenomenon, albeit among older populations of language learners (Dadour & Robbins, 1996;

Dörnyei, 1995; Nakatani, 2005; O'Malley *et al.*, 1985), and contrasts with the more mixed findings of other previous empirical studies (Cohen *et al.*, 1998; Lam, 2006; Rossiter, 2003).

In terms of increasing the quantity of pupil spoken TL use, teachers reported a positive impact from SBI as early as Cycle 1. They attributed this to increased pupil enjoyment and confidence, in conjunction with more opportunities for L2 oral output, as advocated by Swain (1985). This increase in TL quantity contrasts with: (i) wide divergence in the amount of pupil spoken L2 recorded during pre-intervention lesson observations; and (ii) findings of a previous study in the same setting (Author, 2019). Word count figures from post-intervention speaking assessments in the present study revealed statistically significant between-condition differences in favour of the intervention cohort. Overall, evidence indicates that SBI effectively promotes increased quantity of pupil L2 oral output to a significant extent.

As for impacting the quality of pupil spoken TL use, the effect of SBI was not recorded by teachers as early as for quantity; rather, it was delayed until Cycle 2 and, most evidently, in post-intervention speaking assessments, thus complementing the findings of Forbes and Fisher (2018). Once again, in terms of quality (communication; range and accuracy; pronunciation/intonation; spontaneity/fluency), there were robust, statistically significant between-condition differences favouring the intervention cohort. On balance, evidence suggests that SBI likewise positively impacts quality to a significant extent, albeit more gradually compared to quantity.

In examining the extent of the effectiveness of SBI more widely, it is worth pausing here to highlight the value of particular strategy groups and individual strategies which appeared to foster noticeable improvements in L2 oral proficiency.

First, of particular note is the key role, voiced by pupils and teachers, of fillers from the 'communicative/compensatory' strategy group. Although this group has had mixed success in previous studies (Lam, 2006; Rossiter, 2003), fillers specifically were found to be effective in several ways in the current study: (i) they helped pupils to relax by giving them time to think, via authentic-sounding means; (ii) they were appealing to pupils which increased their enjoyment speaking TL; and (iii) they were easy to incorporate which raised pupils' confidence. Taken together, fillers thus promoted both increased quality and, aligning with Halliwell and Jones' (1991) suggestion especially for boys, encouraged greater quantity of TL oral output.

Second, 'social' strategies, notably asking others in TL for help, were found to be very effective in enhancing L2 oral proficiency. Comparison of T1/T2 questionnaire B data, supported by teacher field notes, revealed increased use of this individual strategy, perhaps explaining the reduction in pupils citing 'not knowing a specific word or phrase' as a barrier to them speaking TL. This is a noteworthy finding in light of Canale and Swain's (1980) notion of 'communicative competence', and AQA's (2019b) 'Insight report' into the GCSE speaking examination, in which examiners highlighted the nationwide weakness of KS4 MFL pupils' ability to formulate questions.

Third, according to intervention pupils, 'affective' strategies were effective in helping them to self-regulate and control their emotional temperature (Oxford, 2017), thereby facilitating the increased confidence mentioned above. This finding counters the debilitating feelings of 'foreign language anxiety' (Horwitz *et al.*, 1986) expressed by subjects in recent TL use studies also localised in English (L1) secondary schools (Author, 2019; Thirlwall, 2015). In the present

study, deep breathing and chair yoga appeared to be calming for pupils, and thus perhaps contributed to their self-reported reduction in anxiety post-intervention.

Lastly, mirroring the findings of Forbes and Fisher (2018) and Nakatani (2005), 'metacognitive' strategy training undoubtedly proved especially effective according to pupils and teachers. It equipped experimental participants with 'tools' (Macaro, 2003a; Oxford, 2017) which they were encouraged to use in planning, managing and evaluating their TL oral output and strategy use. Further, the benefits of using the *Strategy Island Map* resource to practise doing this were harmoniously cited by both pupils and teachers. Consequently, the intervention cohort became increasingly autonomous (Macaro, 2003a) and responsible (Ofsted, 2014) for their own language learning. Such 'metacognitive' skill could potentially become habitual and therefore transferred to wider L2 learning and other subjects, thus chiming with my school's 'Learning and Teaching Policy'.

5.3 RQ3: Is classroom-based strategy intervention training effective among both beginner (Y7) and intermediate (Y10) learners?

The third RQ compared and contrasted the effectiveness of the strategy instruction programme on schoolchildren at different stages of their language learning career. Overall, findings from the current study suggest that explicit SBI has benefits for both beginner (Y7) and intermediate (Y10) learners. Moreover, this study confirms findings of previous empirical studies (Macaro, 1998; Macaro & Erler, 2008) also localised in English (L1) secondary schools, albeit focusing on different linguistic skills, that such intervention is effective at these age groups. It also resonates with Macaro's (1998) study and Tinsley's (2020) report of the particular success of explicit LLS teaching among boys.

Slight concern, as expressed beforehand by some colleagues, that the SBI programme's concepts, tasks, analytical requirements and terminology would be beyond the capabilities of Y7 proved unfounded. In fact, in the context of this selective school, overall the younger age group engaged very enthusiastically and successfully with the challenge. Self-report levels of enjoyment were higher in Y7 than in Y10.

I will now focus on some of the key similarities and differences between the age groups in terms of effectiveness of SBI regarding attitudes towards spoken TL use, strategies used in oral output and L2 oral proficiency.

First, experimental classes from both year groups demonstrated a more positive attitude towards spoken TL use following intervention. Y7 appeared to have a more positive outlook than Y10 at T1, and this remained the case at T2. Data collected from pupils and teachers at the pre-intervention stage indicated that Y10 were overall less WTC (MacIntyre *et al.*, 1998) in TL voluntarily in class in front of their peers than Y7. Y10 pupils also self-reported a higher level of anxiety towards speaking TL at pre-intervention than Y7. It is possible that Y10 felt more self-conscious than Y7, a concept outlined by Williams *et al.* (2015). Yet, Y10 also self-reported a keener desire to have more opportunities to speak French. SBI was extremely effective in supporting Y10 in this aim: over the course of the intervention, there was a striking increase in Y10's confidence and self-efficacy in oral output.

Second, SBI appeared to have an impact on the strategic behaviour of both beginner and intermediate learners. Y10 seemed to gain more benefit from 'affective' strategies, contrary to misgivings about this category's usefulness expressed by one teacher. Y10 pupils self-reported fairly widespread use of deep breathing as a strategy employed in Cycle 2, perhaps contributing

to pupils' enhanced 'self-regulation' (Oxford, 2017). In contrast, notwithstanding the enjoyment of this category expressed among Y7, it appeared that they lacked the emotional maturity to fully benefit from it (Kormos & Csizér, 2008; Lamb, 2011). Regarding other strategy groups, reported patterns of effectiveness were relatively consistent between these year groups, with both not only agreeing 'cognitive' as the most commonly used, but also 'metacognitive' and 'communicative/compensatory' as most useful, with the latter also most enjoyable. At pre-intervention, Y7 reported greater strategy use overall compared to Y10, whereas this was reversed at Cycle 2 and post-intervention.

Third, the gains that experimental groups who underwent SBI made over their comparison group peers who did not receive training suggest that SBI is effective in terms of improving L2 oral proficiency at both stages. However, the degree of difference was unexpectedly more noticeable at Y7 than Y10, indicating that SBI is more effective in terms of improving quantity and quality of pupil TL oral output at beginner level. Of particular note is that 7E1 averaged a higher number of words in the speaking assessment compared to 10C. These results clash with Dadour and Robbins' (1996) findings which concluded greater benefit for more advanced learners, albeit among a somewhat older language learning population of university students.

These positive findings from the current study may inform our understanding of tackling the demotivation at these stages which is widely acknowledged in the literature (Coleman *et al.*, 2007; Davies, 2004; Erler & Macaro, 2011; Tinsley, 2019). Contrary to Ofsted's (2015) report of bad behaviour in MFL classrooms and the detrimental effect on learning outcomes, minimal evidence emerged from the current study's setting; rather, experimental participants from both year groups were inspired, motivated and challenged (cf. Teachers' Standards number one (DfE, 2011)) during the SBI project.

5.4 RQ4: How can strategies identified as being successful in the intervention become part of the approaches adopted across the whole MFL department?

Having discussed above the diverse advantages of SBI found during the intervention, the fourth RQ addressed the issue of wider implementation of such practice within the MFL department. As alluded to in the Introduction, an approach already adopted in my setting matched the overarching aim of this study, in focusing on developing TL use. My project was thus directly relevant in examining the effectiveness of SBI in promoting oral TL use. Accordingly, at pre-intervention, widespread willingness to participate and teacher interview data perhaps indicated that colleagues acknowledged the relevance of collaborative, enquiry-based practice of this nature which, as cited in prior literature (Cordingley *et al.*, 2018; Craft, 1996), is vital to teacher engagement. Notwithstanding the potential threat to validity of social desirability bias, colleagues seemed to demonstrate some characteristics of 'growth mindset' (Dweck, 2000). To maintain engagement, further discussion and fuller dissemination of findings must follow to inform all MFL colleagues of SBI successes; not all witnessed them in the classroom as fewer teachers were required at intervention.

To fulfil a collective objective, it appears that a 'shared vision' at the macro (whole school) level must be mirrored at the meso (departmental) level. Bearing out Ofsted's report that a PLC (Toole & Louis, 2002) is established in my setting, MFL team vision was fostered by involvement and support for my study by SLT members with responsibility for line management and CPD (DfE, 2016), which in turn promoted such vision at the micro (individual teacher) level. To realise 'shared vision', teachers must be trained in new initiatives. Responding to Cohen's (1998) conclusion that training teachers for SBI implementation is of critical importance, I provided this prior to intervention. Participating teachers valued the

support received, which was an encouraging finding, contrary to feelings of isolation expressed by subjects in previous empirical studies focusing on teacher engagement in CPL (Burn *et al.*, 2010; Chamot *et al.*, 1988; Hobson *et al.*, 2009). Whole department adoption of SBI will necessitate more widespread training.

Departmental implementation of SBI will also require support in the form of time allocated to CPL. In my study, one colleague proposed regular timetabled slots, routinely devoted to CPL. Through interviews, it became clear that teachers' apparent reluctance to become involved in Cycle 1 planning was in fact due to lack of time, a barrier commonly referenced in the literature (Cordingley *et al.*, 2015; Macaro, 2003b; Mayer *et al.*, 2003), and high workload (Sellen, 2016). Aware of my ethical responsibility to avoid adding to teachers' workload, and mindful of not creating an atmosphere of 'contrived collaboration' (Hargreaves, 1994), I produced resources for Cycle 1. Unexpectedly, it subsequently transpired that pitching the level of support is a delicate balance: reflecting on the first phase, some teachers later reported feeling disempowered through lack of agency (Colmer, 2017). The issue of shared ownership has previously been cited by Fraser *et al.* (2007). Adoption of SBI must not be too prescriptive: colleagues should be encouraged to contribute suggestions of strategies for the team to explore, and design their own materials.

At a practical level, one teacher's suggestion that provision of a shared team space would facilitate exchange of ideas echoes Childs *et al.*'s (2013) recognition of the benefits of a communal geographical base. Informal discussion in such a space may be less intimidating, as one colleague commented, and reduce feelings of embarrassment or averseness to seeking help, as previously referenced by Rosenholtz (1991).

Taken together, findings suggest that interconnected factors of relevance, engagement, agency and support (training, time, informal interaction, space) could influence SBI becoming part of the approaches adopted across the whole MFL department. To capitalise on knowledge gained from this research, a plan to sustain interest in developing strategy use is required:

(i) In the short-term, further time is needed for dissemination of findings and discussion;

(ii) In the medium-term, a departmental 'strategy focus week', incorporated into lessons, could be a manageable way of furthering practice;

(iii) In the long-term, SBI should feature in TL policy documentation.

CHAPTER 6: CONCLUSIONS

6.1 Significance of the Current Study

In pursuit of the development of a departmental TL culture, the focus of this collaborative action research and development project was to investigate what classroom-based strategies are most effective in promoting spoken TL use. The study concludes that explicit SBI, incorporating a wide range of strategies, is a productive approach to take with beginner (Y7) and intermediate (Y10) L2 learners in the context of an all-boys selective secondary school. However, this study has *not* produced a definitive list of the most effective strategies; rather, it has revealed that all strategy groups have proved effective for some pupils, according to individual learning styles. The present study is one of very few to have explored SBI in relation to speaking (Breen, 2001), particularly among the population of schoolchildren (Chamot, 2005; Macaro & Erler, 2008), and provides a meaningful contribution to knowledge in this field. Locally, where I teach, it will inform our department's current annual target to collaboratively review and develop TL use and policy. Before suggesting implications for practice and ways forward, three main limitations need to be signalled.

6.2 Limitations

First, given its small-scale nature and rootedness within a single school context (Aubusson *et al.*, 2009), the current study is unrepresentative of the wider population of beginner and intermediate MFL learners in England, thus reducing generalisability. Lack of random assignment at the individual pupil level constitutes a further limitation. However, such

sampling was impossible due to institutional constraints, and would potentially threaten ecological validity. Further research might investigate the phenomenon in mixed-gender, non-selective school settings, ideally in a randomised control study. Nevertheless, the important context-specific insights obtained have potential to transform the TL community in my current school.

Second, it is a limitation of the design that there was no baseline pre-intervention individual pupil speaking assessment from which to make comparisons post-intervention. Nonetheless, powerful insights were gained through relating post-intervention scores to those of the comparison groups, and to CAT/Yellis data. Lack of delayed post-test data means there is no evidence regarding longitudinal effectiveness of the intervention. However, this was not possible due to time constraints and my ethical obligation to ensure a manageable workload for colleagues. To establish whether SBI is effective in the longer-term, future research would ideally track pupils' language learning throughout KS3/4.

Third, as is the case with such intervention studies, teacher and teacher-researcher effects represent potential confounding variables (Macaro & Erler, 2008). Even allowing for individual differences, variation in pupils' strategy use, levels of enjoyment and perceived usefulness may perhaps be explained in part by teacher effect. However, I monitored colleagues' teaching approaches by sporadically visiting experimental group lessons during both phases to ensure consistency with regard to SBI. As for teacher-researcher effect, it is possible that participants were affected by social desirability bias in their responses to questionnaires and interviews, thus threatening validity. However, for ethical reasons, it was imperative that participants gave informed consent to involvement in this research project. Moreover, this design had advantages too: my dual-role was central in facilitating CPL.

6.3 Implications for Practice

Notwithstanding the above limitations, it can be tentatively concluded that within this two-cycle intervention, the effectiveness of SBI was multi-dimensional, with implications for practice. Borne out of analysis of answers to the four RQs, a broad binary theme permeated the entire study: the importance of motivation and engagement among learners. Applicable to pupils and teachers alike, these appear to be prime factors bringing impetus to learning and determining success. Nurturing motivation and engagement among pupils also serves to mitigate poor behaviour.

For pupils, there are multiple gauges of SBI effectiveness: these include improvements in attitudes and feelings towards TL speaking and learning, cultivation of a pro-active and independent approach, and ultimately progress in L2 oral proficiency. The increase in quantity of pupil L2 oral output, which appears to emanate from pupil confidence and self-efficacy, is fundamental to the development of a departmental TL culture. In turn, increased pupil TL output (Swain, 1985) is likely to enhance quality over time. This hierarchy (quantity first, quality second), which mirrors the aforementioned NC aims (DfE, 2013), should inform planning. This study has demonstrated that SBI is effective as early as Y7. Allocating substantial time to SBI within departmental SOW, as advocated by Ellis and Sinclair (1989), at this beginner stage may help to combat the 'motivational dip' (Deckner, 2017) typically experienced at KS3, and perhaps stem feelings of anxiety towards TL speaking as pupils progress in their language learning career.

Adopting a 'broad-brush' approach through offering a wide range of strategies from the outset of SBI appears to be of critical importance in enticing and involving as many pupils as possible,

while simultaneously accommodating individual differences and ensuring accessibility. Once equipped with the tools to progress autonomously (Macaro, 2003a), pupils should then be given opportunities to decide which strategies are most effective for them personally. Likewise, this 'broad-brush' approach would seemingly extend to teachers: following a comprehensive training introduction, teachers should then be given autonomy in the implementation of SBI. Flexibility is important: even recent strategy categorisation is flexible, with overlaps between groups (Oxford, 2017). To facilitate success in SBI, teachers should create imaginative and appealing resources which can be shared within the department. For example, the innovative *Strategy Island Map* seemed to be a supportive and fruitful methodological tool: it can provide pupils with the wherewithal to track their strategy use, and can be used by teachers as a means of formative assessment of pupils' strategic behaviour and L2 oral output.

To realise the full potential of SBI, it should be implemented by all teachers in the department. Reflecting upon the range of this study, it is clear that every stage was grounded in a collaborative approach: through review of literature exploring CPL, design of the project (discussing, planning and data capture), implementation of the intervention (involving MFL and wider school colleagues), and dissemination of findings, with suggestions for future practice at departmental level. While working with colleagues, I have learned that collaboration is nuanced: one must achieve a balance between providing support and allowing agency. The researcher must be wary of inadvertently disempowering teachers by providing resources without fully explaining the reason why they might teach the lesson in a particular way.

Practical implementation of these conclusions would necessitate evaluation of the developing departmental TL policy as teaching and learning approaches change. Crucially, in light of the nation's poor performance in speaking (EC, 2012; Ofsted, 2011), and the more general "parlous

state of language learning in England" (Macaro & Mutton, 2009:177), implementation may also conceivably transform both classroom practice and pupil outcomes.

6.4 Ways Forward

Aside from adding to my repertoire as a practitioner, a clear personal benefit from carrying out this research was the chance to learn from and with colleagues. This has been achieved not only through the collaborative nature of the intervention, but also through opportunities to share ideas and findings with university course peers, my MFL department and wider school context. I have learned that the success of a research project reflects the effort put into its design and implementation: effecting a smooth-running and valuable intervention requires meticulous planning, methodical design and systematic delivery.

To extend the reach of my research locally, I aim to roll out SBI to other languages in more year groups across KS3/4/5 in my current school. Whilst a first step towards this would be provision of training for teachers, recalling the full range of responses identifying facilitating factors and barriers to CPL participation encountered early in the study, and to my more recent dissemination of interim findings, I acknowledge that success will rely partly on teacher willingness. These experiences indicate that I will have to be shrewd about the way in which I engage colleagues. It is interesting to note the parallels which can be drawn between teachers and pupils as learners: it seems that facilitating factors and barriers are similar for both. Relevance, disposition, engagement, ownership and appropriate support are vital requisites for learning success.

This study has broadened my horizons, opening up my awareness of the complexity and diversity of the effectiveness of SBI in promoting spoken TL use, with its potential to promote MFL learning and teaching. I now understand that this is a broad field which is worthy of further exploration in greater detail than I have been able to achieve thus far. The current study has provided me with the stimulus to consider future related research projects, notably focusing in greater detail on the effectiveness of selected individual strategies within a strategy group, and investigating the impact of SBI among schoolchildren in different contexts.

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Appendices

Appendix A – *Target Language Booklet:* a bespoke resource created to encourage more extensive spoken TL use in the classroom.

TARGET LANGUAGE BOOKLET

ENGLISH	FRANÇAIS	ESPAÑOL	DEUTSCH

1. **Welcome**
2. **Pupils: Questions to teacher**
3. **Pupils: Responses**
4. **Pupils: Comments**
5. **Teacher: Instructions to whole class**

WELCOME	BIENVENUE	BIENVENIDO	WILLKOMMEN
Hello / Hi	Bonjour / Salut	Hola / Buenas	Hallo / Guten Tag
Nice to meet you	Enchanté(e)	Encantado/a	Schön dich kennenzulernen
How are you? (informal / *formal*)	Comment ça va ? / Ça va ? / Tu vas bien ? *Comment allez-vous ? / Vous allez bien ?*	¿Qué tal? / ¿Cómo estás? / *¿Cómo está (usted)?*	Wie geht es dir / *Ihnen?*
I'm fine / Not great	Ça va bien / Ça **ne** va **pas**	Estoy bien / Estoy mal	Mir geht es gut / Mir geht es **nicht** so gut
I'm tired because I slept badly last night	Je suis fatigué(e) parce que j'ai mal dormi hier soir	Estoy cansado/a porque anoche **NO** dormí bien	Ich bin müde, denn ich habe letzte Nacht **schlecht** geschlafen
I'm hot / cold	J'ai chaud / J'ai froid	Tengo calor / Tengo frío	Mir ist heiß / kalt
I'm hungry / thirsty because I have just played football	J'ai faim / soif parce que je viens de jouer au foot	Tengo hambre / sed porque acabo de jugar al fútbol	Ich bin hungrig / durstig, denn ich habe gerade Fußball gespielt
Thanks (very much)	Merci (beaucoup)	(Muchas) Gracias	(Vielen Dank) / Danke
You're welcome (informal / *formal*)	De rien / Il n'y a **pas** de quoi / Je t'en prie / *Je vous en prie*	De nada	Kein Problem / *Gern geschehen*
Goodbye / See you later	Au revoir / À plus (tard)	Adiós / Hasta luego	Auf Wiedersehen / Bis später
Have a nice day! (informal / *formal*)	Bonne journée !	¡Que tengas un buen día! / *¡Que tenga un buen día!*	Einen schönen Tag!
Have a nice evening! (informal / *formal*)	Bonne soirée !	¡Que tengas una buena noche! / *¡Que tenga una buena noche!*	Einen schönen Abend!
Have a nice weekend!	Bon week-end !	¡Buen finde!	Ein schönes Wochenende!
Please (informal / *formal*)	S'il te plaît / *S'il vous plaît*	Por favor	Bitte / *Bitteschön*
Pardon? Excuse me?	Comment ?	¿Perdón? / ¿Cómo? / ¿Mande?	Entschuldigung?
Sorry	Pardon	Lo siento	Es tut mir leid
Yes	Oui	Sí	Ja
No	Non	No	Nein

PUPILS: QUESTIONS TO TEACHER	ÉLÈVES : QUESTIONS AUX PROFS	ALUMNOS: PREGUNTAS A PROFESORES	SCHÜLER: FRAGEN AN DEN LEHRER
Please can I hand out the stickers today?	Est-ce que je peux distribuer les autocollants aujourd'hui ?	¿Puedo entregar las pegatinas hoy?	Kann ich heute bitte die Sticker austeilen?
What does … mean in English?	Que veut dire … en anglais ?	¿Qué significa … en inglés?	Was bedeutet … in englisch?
How do you say … in French/Spanish/German?	Comment dit-on … en français ?	¿Cómo se dice … en español?	Wie sagt man ... auf Deutsch?
Please can I go to the toilet (because I have a nosebleed)?	Est-ce que je peux aller aux toilettes, s'il vous plaît (parce que j'ai le nez qui saigne) ?	¿Puedo ir al baño, por favor (porque me está saliendo sangre de la nariz)?	Kann ich bitte auf die Toilette gehen (weil ich Nasenbluten habe)?
Please can I take my blazer off?	Est-ce que je peux enlever ma veste, s'il vous plaît ?	¿Puedo quitarme la chaqueta, por favor?	Kann ich bitte meine Jacke ausziehen?
What's the date today?	Quelle est la date aujourd'hui ?	¿Cuál es la fecha de hoy?	Welches Datum haben wir heute?
Please could you repeat that?	Pourriez-vous répéter ça, s'il vous plaît ?	¿Lo puede repetir, por favor?	Könnten *Sie* das bitte wiederholen?
Please can I leave the lesson at … to go to: My music lesson? A football/rugby/cricket match? A doctor's appointment? A dentist appointment? An orthodontist appointment?	Est-ce que je peux quitter la leçon à … heures pour aller : À mon cours de musique ? À un match de foot/rugby/cricket ? À un rendez-vous chez le médecin ? À un rendez-vous chez le dentiste ? À un rendez-vous chez l'orthodontiste?	¿Puedo salir a la/las … para ir : A mi clase de música? A mi partido de fútbol/rugby/cricket? A mi cita con el médico? A mi cita con el dentista? A mi cita con el ortodoncista?	Kann ich heute bitte die Unterrichtsstunde um … verlassen, um zu/zur/zum … gehen? zum Musikunterricht zum Fußballspiel / Rugbyspiel/Cricketspiel zum Doktor/Arzt zum Zahnarzt/ zum Kieferorthopäden
What's the homework?	Quels sont les devoirs ?	¿Cuál es la tarea? / ¿Cuáles son los deberes?	Was sind die Hausaufgaben?
When is the homework due?	Quand est-ce qu'il faut rendre les devoirs ?	¿Cuándo hay que entregar la tarea / los deberes?	Bis wann sind die Hausaufgaben zu erledigen?
It's X's birthday today. Can we sing 'Happy Birthday'?	Aujourd'hui, c'est l'anniversaire de X. Est-ce qu'on peut chanter "Joyeux Anniversaire" ?	Hoy, es el cumpleaños de X. ¿Podemos cantar "Cumpleaños Feliz"?	Heute ist …s Geburtstag. Können wir "Happy Birthday" singen?
My whiteboard pen has run out. Please can I put it in the bin and take a new one?	Mon feutre **n'a plus** d'encre. Est-ce que je peux le mettre dans la poubelle et prendre un nouveau?	Mi marcador ya **NO** funciona. ¿Puedo ponerlo en la basura y tomar otro?	Mein Whiteboard-Marker funktioniert **nicht**. Kann ich ihn in den Papierkorb werfen und einen neuen nehmen?

Please can I sharpen my pencil?	Est-ce que je peux tailler mon crayon ?	¿Puedo sacar punta a mi lápiz?	Kann ich bitte meinen Bleistift spitzen?
I spilled some ink. Please can I wash my hands and get a cloth?	J'ai renversé de l'encre. Est-ce que je peux me laver les mains et aller chercher un chiffon ?	Derramé tinta. ¿Puedo lavarme las manos y traer una bayeta, por favor?	Ich habe meine Tinte verschüttet. Darf ich bitte meine Hände waschen und etwas zum Aufwischen holen?
Please can I use my iPad?	Est-ce que je peux utiliser mon iPad ?	¿Puedo utilizar mi iPad, por favor?	Kann ich bitte mein iPad benutzen?
Please can I get a dictionary?	Est-ce que je peux prendre un dictionnaire ?	¿Puedo tomar un diccionario, por favor?	Kann ich bitte ein Wörterbuch holen?
Please can I have a new exercise book?	Est-ce que je peux avoir un nouveau cahier ?	¿Me puede dar un nuevo cuaderno, por favor?	Kann ich bitte ein neues Heft haben)
I have forgotten my exercise book. Please can I have some paper?	J'ai oublié mon cahier. Est-ce que je peux avoir du papier ?	He olvidado mi cuaderno. ¿Me puede dar hojas de papel, por favor?	Ich habe mein Übungsheft vergessen. Kann ich (bitte) etwas Papier haben?
Please can I get a drink of water?	Est-ce que je peux aller boire de l'eau ?	¿Puedo tomar agua?	Kann ich bitte etwas Wasser holen?
I don't feel well. Please can I go to Matron's office?	Je **ne** me sens **pas** bien. Est-ce que je peux aller à l'infirmerie ?	**NO** me siento bien. ¿Puedo ir a la enfermería, por favor?	Ich fühle mich **nicht** gut. Kann ich bitte zum Krankenzimmer gehen?
What page are we on?	Quelle page ?	¿En qué página estamos?	Auf welcher Seite sind wir?
How do you spell …?	Comment ça s'écrit … ?	¿Cómo se escribe …?	Wie buchstabiert man …?
Can I be a volunteer?	Est-ce que je peux être volontaire ?	¿Puedo ser voluntario/a?	Ich melde mich freiwillig?
Is this sentence correct?	Cette phrase est correcte ?	¿Esa frase es correcta?	Ist dieser Satz korrekt?
What's the difference between X and Y?	Quelle est la différence entre X et Y?	¿Cuál es la diferencia entre X y Y?	Was ist der Unterschied zwischen X und Y?
Please can I turn off the lights because it's very bright?	Est-ce que je peux éteindre les lumières parce que le soleil brille beaucoup ?	¿Puedo apagar las luces porque hay mucha luz?	Kann ich bitte das Licht ausschalten, denn es ist sehr hell?

Please can I close the blinds because it's very bright?	Est-ce que je peux fermer les stores parce que le soleil brille beaucoup ?	¿Puedo cerrar las persianas porque hay mucha luz?	Kann ich bitte die Jalousien schließen, denn es ist sehr hell.
Please can I turn the lights on because it's too dark?	Est-ce que je peux allumer les lumières parce qu'on est trop dans le noir ?	¿Puedo encender las luces porque está muy obscuro?	Kann ich bitte das Licht anschalten/anmachen, denn es ist so dunkel?
Please can I open the blinds because it's too dark?	Est-ce que je peux ouvrir les stores parce qu'on est trop dans le noir ?	¿Puedo abrir las persianas porque está muy obscuro?	Kann ich bitte die Jalousien öffnen, denn es ist so dunkel?
Please can I close the windows because it's too cold?	Est-ce que je peux fermer les fenêtres parce qu'il fait trop froid ?	¿Puedo cerrar las ventanas porque hace mucho frío?	Kann ich bitte die Fenster schließen, denn es ist zu kalt?
Please can I open the windows because it's too hot?	Est-ce que je peux ouvrir les fenêtres parce qu'il fait trop chaud ?	¿Puedo abrir las ventanas porque hace mucho calor?	Kann ich bitte die Fenster öffnen, denn es ist zu heiß?
Please can I move closer to the front because I can't see the board?	Est-ce que je peux m'installer devant parce que je n'arrive **pas** à voir le tableau ?	Por favor, puedo acercarme al frente porque **NO** puedo ver la pizarra?	Kann ich näher nach vorn kommen? Ich kann die Tafel **nicht/schlecht** sehen.
Please can I borrow (to pupil): A (coloured) pen A ruler A highlighter A pencil A pencil sharpener A glue stick A dictionary Scissors	Est-ce que je peux emprunter : Un stylo (de couleur) Une règle Un surligneur Un crayon Une taille-crayon Un bâton de colle Un dictionnaire Des ciseaux	Puede(s) prestarme : Un boli (de color) Una regla Un resaltador Un lápiz Un sacapuntas Un pegamento en barra Un diccionario Tijeras	Kann ich mir bitte .. ausleihen/borgen: einen Buntstift ein Lineal einen Textmarker einen Bleistift einen Bleistiftspitzer einen Klebestift ein Wörterbuch eine Schere

PUPILS: RESPONSES	ÉLÈVES : RÉPONSES	ALUMNOS: RESPUESTAS	SCHÜLER : ANTWORTEN
So (uhm) ...	Alors ...	Pues ...	Ähhh ...
I know the answer	Je connais la réponse	Yo sé la respuesta	Ich weiß die Antwort
I don't know the answer, but I am going to make an educated guess	Je **ne** connais **pas** la réponse, mais je vais faire une déduction logique	**NO** sé la respuesta, pero voy a hacer una conjetura bien fundamentada	Ich weiß **nicht** die Antwort, aber ich habe eine Vermutung
After having discussed it with my partner ...	Après en avoir discuté avec mon/ma partenaire ...	Después de haber discutido con mi compañero/a ...	Nachdem ich das mit meinem Partner diskutiert habe...
I think that number X is ...	Je pense que numéro X c'est ...	Pienso que número X es ...	... denke ich, dass Nummer X ... ist
I'm certain that number X is ...	Je suis certain(e) que numéro X c'est ...	Estoy seguro de que número X es ...	... bin ich mir sicher, dass Nummer X ... ist
Because X means Y	Parce que X veut dire Y	Porque X significa Y	Weil X Y bedeutet
[To a group/the whole class] Do you agree with me?	Êtes-vous d'accord avec moi ?	¿Estáis / Están de acuerdo conmigo?	Seid ihr damit einverstanden?
I agree with X	Je suis d'accord avec X	Estoy de acuerdo con X	Ich stimme X zu / Ich stimme mit X überein
I disagree with X	Je **ne** suis **pas** d'accord avec X	**NO** estoy de acuerdo con X	Stimme X (person) **nicht** zu / Ich stimme mit X (person) **nicht** überein
I would like to agree with X but unfortunately I don't think that he/she is right	J'aimerais bien être d'accord avec X mais malheureusement je **ne** pense **pas** qu'il/elle ait raison	Me gustaría estar de acuerdo con X pero desafortunadamente **NO** creo que tenga razón	Ich würde X zustimmen, jedoch glaube ich **nicht**, das er/sie recht hat

PUPILS: COMMENTS	ÉLÈVES : COMMENTAIRES	ALUMNOS : COMENTARIOS	SCHÜLER: KOMMENTARE
I was absent last lesson	J'étais absent(e) au dernier cours	Falté la última clase	Ich war letzte Stunde nicht da
He/She is absent today	Il/Elle est absent(e) aujourd'hui	Hoy está ausente	Er/Sie ist **nicht** da
I have finished	J'ai fini	Ya he terminado	Ich bin fertig
We have finished	On a fini / Nous avons fini	Ya hemos terminado	Wir sind fertig
I haven't finished yet	Je **n'**ai **pas** encore fini	**NO** he terminado aún	Ich bin **noch nicht** fertig
We haven't finished yet	On **n'**a **pas** encore fini / Nous **n'**avons **pas** encore fini	**NO** hemos terminado aún	Wir sind **noch nicht** fertig
I need help	J'ai besoin d'aide	Necesito ayuda	Ich brauche Hilfe
I have a question	J'ai une question	Tengo una pregunta	Ich habe eine Frage
I don't understand	Je **ne** comprends **pas**	**NO** entiendo	Ich verstehe (das) **nicht**
I can't find my exercise book	Je **ne** trouve **pas** mon cahier	**NO** encuentro mi cuaderno	Ich kann mein Übungsheft **nicht** finden
Sorry for being late	Désolé(e), je suis en retard	Siento llegar tarde	Entschuldigen *Sie* bitte meine Verspätung
Bless you (informal / *formal*)	*À tes souhaits / À vos souhaits*	Salud / Jesús	Gesundheit
I don't know [slang!]	Je (**ne**) sais **pas** / [Ché pas !]	**NO** (lo) sé	Weiß ich **nicht**! / [Keine Ahnung!]
Whose turn is it?	C'est à qui le tour ?	¿A quién le toca?	Wer ist dran?
It's my turn	C'est mon tour	Me toca	Ich bin dran
It's your turn	C'est ton tour	Te toca	Du bist dran
I've won	J'ai gagné !	¡He ganado!	Ich habe gewonnen!

TEACHER INSTRUCTIONS (to whole class)	LES CONSIGNES DONNÉES PAR LE/LA PROF (à toute la classe)	INSTRUCCIONES DEL PROFESOR / DE LA PROFESORA (a toda la clase)	LEHRER ANWEISUNGEN (die ganze Klasse)
Sit down in silence	Asseyez-vous en silence	Sentaos en silencio	Setzt euch leise hin
Get your equipment out	Sortez vos affaires	Sacad las cosas	Holt eure Sachen heraus
Open your exercise books	Ouvrez vos cahiers	Abrid el cuaderno	Öffnet eure Übungshefte
Write and underline the date and title, and draw the weather	Écrivez et soulignez la date et le titre, et dessinez le temps	Escribid y subrayad la fecha y el título, y dibujad el clima	Schreibt und unterstreicht das Datum und den Titel und malt das Wetter
Come here (1 pupil)	Viens ici	Ven aquí	Komm her
Put your planner on my desk (1 pupil)	Mets ton agenda sur mon bureau	Pon tu agenda en mi escritorio	Leg deinen Planer auf meinen Tisch
Put your hand up	Levez la main	Levantad la mano	Hebe die Hand
Look	Regardez	Mirad	Schaut
Draw	Dessinez	Dibujad	Zeichnet
Guess	Devinez	Adivinad	Ratet
Answer the questions	Répondez aux questions	Contestad las preguntas	Beantwortet die Fragen
Match the words with the pictures	Faites correspondre les mots avec les images	Emparejad las palabras con las imágenes	Verbindet die Worte mit den Bildern
Listen and repeat	Écoutez et répétez	Escuchad y repetid	Hört zu und wiederholt
True, false or not mentioned?	Vrai, faux ou **pas** mentionné ?	¿Verdadero/a, falso/a o **NO** mencionado/a?	Wahr, falsch oder **nicht** erwähnt?
You have 3 minutes to complete this activity	Vous avez 3 minutes pour faire cette activité	Tenéis / Tienen 3 minutos para completar ese ejercicio	Ihr habt 3 Minuten, um diese Aufgabe fertig zu machen
You can work in pairs	Vous pouvez travailler en groupes de 2	Podéis / Pueden trabajar en parejas	Ihr könnt in Paaren arbeiten
You can work in groups of 3/4	Vous pouvez travailler en groupes de 3/4	Podéis / Pueden trabajar en grupos de 3/4	Ihr könnt in Gruppen von 3 bis 4 Personen arbeiten

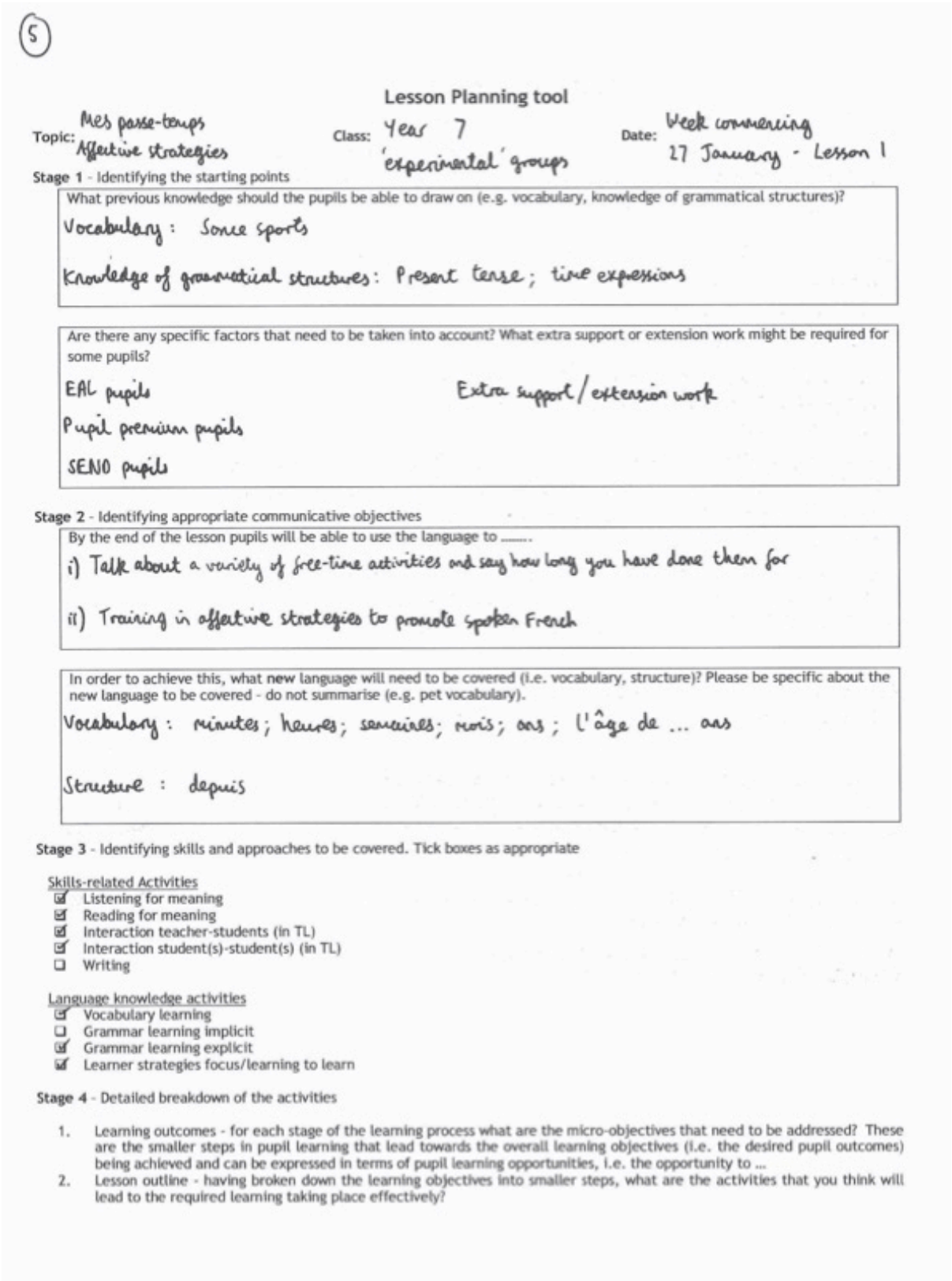
You may use a dictionary	Vous pouvez utiliser un dictionnaire	Podéis / Pueden utilizar un diccionario	Ihr könnt das Wörterbuch verwenden
You may use your iPad	Vous pouvez utiliser votre iPad	Podéis / Pueden utilizar vuestro iPad	Ihr könnt das iPad verwenden
Turn to the back of your exercise book and write 1-10 in the margin	Tournez au dos du cahier et écrivez 1-10 dans la marge	Girad a la parte de atrás de vuestro cuaderno y escribid 1-10 en el margen	Geht an das Ende eures Übungsbuches und schreibt die Zahlen 1 bis 10 an den Rand
Stick the sheet in your books	Collez la feuille dans vos cahiers	Pegad la hoja en vuestros cuadernos	Steckt das Blatt in eure Bücher
Mark your partner's work using a coloured pen	Corrigez le travail de votre camarade en utilisant un stylo de couleur	Utilizando un boli de color, calificad el trabajo de vuestro compañero	Markiert die Arbeit eurer Partner
On the condition that you work well, we will play a game at the end of the lesson	À condition que vous travailliez bien, on jouera à un petit jeu à la fin du cours	A condición de que estudiéis / estudien bien, jugaremos al final de clase	Wenn ihr gut mitarbeitet, spielen wir ein Spiel am Ende der Stunde
Write down your homework in your planner	Écrivez vos devoirs dans votre agenda	Escribid la tarea / los deberes en vuestra agenda	Schreibt euch eure Hausaufgaben in euren Planer
Pack up and stand behind your chair	Rangez vos affaires et restez derrière votre chaise	Recoged las cosas y poneos detrás de vuestra silla	Packt ein und stellt euch hinter den Stuhl

Appendix B – Oxford's (2017:48) comprehensive 116-word up-to-date definition of language learning strategies.

L2 learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency. Strategies are mentally guided but may also have physical and therefore observable manifestations. Learners often use strategies flexibly and creatively; combine them in various ways, such as strategy clusters or strategy chains; and orchestrate them to meet learning needs. Strategies are teachable. Learners in their contexts decide which strategies to use. Appropriateness of strategies depends on multiple personal and contextual factors.

Appendix C – Examples of lessons plans from Cycle 1 of the intervention using the OUDE pro-forma.

Y7



(5)

Lesson Planning tool

Topic: Mes passe-temps / Affective strategies

Class: Year 7 'experimental' groups

Date: Week commencing 27 January - Lesson 1

Stage 1 - Identifying the starting points

What previous knowledge should the pupils be able to draw on (e.g. vocabulary, knowledge of grammatical structures)?

Vocabulary : Some sports

Knowledge of grammatical structures: Present tense ; time expressions

Are there any specific factors that need to be taken into account? What extra support or extension work might be required for some pupils?

EAL pupils — Extra support / extension work

Pupil premium pupils

SEND pupils

Stage 2 - Identifying appropriate communicative objectives

By the end of the lesson pupils will be able to use the language to .....

i) Talk about a variety of free-time activities and say how long you have done them for

ii) Training in affective strategies to promote spoken French

In order to achieve this, what **new** language will need to be covered (i.e. vocabulary, structure)? Please be specific about the new language to be covered - do not summarise (e.g. pet vocabulary).

Vocabulary : minutes ; heures ; semaines ; mois ; ans ; l'âge de ... ans

Structure : depuis

Stage 3 - Identifying skills and approaches to be covered. Tick boxes as appropriate

Skills-related Activities

- ☑ Listening for meaning
- ☑ Reading for meaning
- ☑ Interaction teacher-students (in TL)
- ☑ Interaction student(s)-student(s) (in TL)
- ☐ Writing

Language knowledge activities

- ☑ Vocabulary learning
- ☐ Grammar learning implicit
- ☑ Grammar learning explicit
- ☑ Learner strategies focus/learning to learn

Stage 4 - Detailed breakdown of the activities

1. Learning outcomes - for each stage of the learning process what are the micro-objectives that need to be addressed? These are the smaller steps in pupil learning that lead towards the overall learning objectives (i.e. the desired pupil outcomes) being achieved and can be expressed in terms of pupil learning opportunities, i.e. the opportunity to ...
2. Lesson outline - having broken down the learning objectives into smaller steps, what are the activities that you think will lead to the required learning taking place effectively?

LEARNING OUTCOMES (WHAT pupils will LEARN...)	LESSON OUTLINE (Teaching strategies, activities - HOW pupils will LEARN, including homework)	ASSESSED? If yes, how?	TIME	Plenary, groups, pairs, individual
	TITLE + DATE + WEATHER			
Track language learning notebook progress				
Have fun using 'Lowering your anxiety: Using Laughter' (Oxford, 1990)	Joke and tongue twisters (on PPT or Arsenal Double Club Languages).	Aurally as a whole class + individually		Whole class + individual
[Yoga] using 'Lowering your anxiety: using progressive relaxation, deep breathing, or meditation' (Oxford, 1990)	Yoga with...	–		Whole class
Music using 'Lowering your anxiety: using other clues - music' (Oxford, 1990)	Pupils listen to and sing along to 'Le Football'.	–		Whole class
Introduction to positive mindset using 'Encouraging yourself: Making positive statements' (Oxford, 1990)	Pupils practise making positive statements in English and French from the list on handout.	Teacher to circulate and peer feedback		Whole class + pairs/groups
Introduction to 'depuis' to say how long they have been doing a sporting activity for	Teacher explicitly explains the concept of 'depuis'. Pupils then orally make sentences using visual stimuli on the board.	Teacher to circulate and offer feedback / positive statements		Whole class and pairs
Explicit use of 'depuis' in conjunction with QVA from previous lesson	Pupils work together to ask each other questions on sports using 'depuis'.	"		Pairs/groups
Discussing feelings with others using 'Taking your emotional temperature: Discussing your feelings with someone else' (Oxford, 1990)	Teacher talks about the importance of discussing feelings with others in the context of speaking French and launches pupil conversation using questions on the board.	"		Whole class + pairs/groups
Reward yourself using 'Encouraging yourself: Rewarding yourself' (Oxford, 1990)	Teacher gives examples of rewards.	–		Whole class
HOMEWORK: Update language learning notebook; Reward yourself				
EVALUATION FORM: Hand out and collect in.				

Examples of the language that I will use to communicate to the class in the TL, with brief switches to English where necessary:

Y10

(3)

Lesson Planning tool

Topic: Les fêtes : questions-réponses communication/compensation strategies

Class: Year 10 'experimental' groups

Date: week commencing 20 January - Lesson 1

Stage 1 - Identifying the starting points

What previous knowledge should the pupils be able to draw on (e.g. vocabulary, knowledge of grammatical structures)?

Vocabulary : Some celebrations ; dates ; photo card description vocabulary

Knowledge of grammatical structures : Sur la photo il y a ... ; Present tense ; Near future tense ; passé composé ; Imperfect tense ; Conditional tense

Are there any specific factors that need to be taken into account? What extra support or extension work might be required for some pupils?

EAL pupils — Extra support / extension work

Pupil premium pupils

SEND pupils

Stage 2 - Identifying appropriate communicative objectives

By the end of the lesson pupils will be able to use the language to .....

i) Talk about celebrations using the GCSE photo card activity

ii) Training in communication/compensation strategies to promote spoken French

In order to achieve this, what new language will need to be covered (i.e. vocabulary, structure)? Please be specific about the new language to be covered - do not summarise (e.g. pet vocabulary).

Vocabulary : Euh ; Ben ; Bon ben ; Alors ; Après ; Bref ; Donc ; Effectivement ; En fait ; (En)fin ; Genre ; Tu veux dire ; Voilà .

Stage 3 - Identifying skills and approaches to be covered. Tick boxes as appropriate

Skills-related Activities

- ☑ Listening for meaning
- ☑ Reading for meaning
- ☑ Interaction teacher-students (in TL)
- ☑ Interaction student(s)-student(s) (in TL)
- ☐ Writing

Language knowledge activities

- ☑ Vocabulary learning
- ☐ Grammar learning implicit
- ☐ Grammar learning explicit
- ☑ Learner strategies focus/learning to learn

Stage 4 - Detailed breakdown of the activities

1. Learning outcomes - for each stage of the learning process what are the micro-objectives that need to be addressed? These are the smaller steps in pupil learning that lead towards the overall learning objectives (i.e. the desired pupil outcomes) being achieved and can be expressed in terms of pupil learning opportunities, i.e. the opportunity to ...
2. Lesson outline - having broken down the learning objectives into smaller steps, what are the activities that you think will lead to the required learning taking place effectively?

LEARNING OUTCOMES (WHAT pupils will LEARN...)	LESSON OUTLINE (Teaching strategies, activities - HOW pupils will LEARN, including homework) TITLE + DATE + WEATHER	ASSESSED? If yes, how?	TIME	Plenary, groups, pairs, individual
Go over translation homework		Peer feedback and teacher to circulate and then elicit pupil responses orally		Pairs and then whole class
Introduction to 'time fillers' and 'phrases utiles'	Listen and repeat after teacher and then implement when asking/answering three questions in pairs later.	"		"
Identification of "	Listen to video clip # 5530 on TL and underline or highlight the 'time fillers'/'phrases utiles' on sheet.	Teacher to circulate and then elicit pupil responses orally		Individual + whole class
Explicit use of 'time fillers' and 'phrases utiles'	Pupils work in pairs and take it in turns to ask/answer questions using a 'time filler' and a 'phrase utile': - Comment t'appelles-tu? - Ça va? - Quelle est ta fête préférée?	"		Pairs + whole class
Introduction of 'Overcoming limitations in speaking' using 'compensation strategies' (Oxford, 1990) and 'communication strategies' (AQA, 2016)	In groups, pupils brainstorm what they do/have done when they get stuck speaking French; Teacher then presents list giving examples.	"		Groups + whole class
Explicit use of "	Using the photo card activity, pupils use selected strategy as prescribed by the teacher; Pupils then have free choice over question and strategy, noting effectiveness	Peer feedback and teacher to circulate		Pairs/ groups
HOMEWORK: Audio record 'time fillers' and 'phrases utiles' on iPad - pick favourites! Then use them in response to prescribed questions EVALUATION FORM: Hand out and collect in.				

Examples of the language that I will use to communicate to the class in the TL, with brief switches to English where necessary:

Je pense que [numéro X] c'est ...

Sur la photo il y a ...

La scène se passe ...

En ce qui concerne la météo, pour autant que je sache ...

Comme activité(s), il/elle est / ils/elles sont en train de [+ inf.]

À propos des vêtements, ...

À mon avis, ...

Appendix D – Pupil strategy use log filled in by pupils after having used the *Strategy Island Map* in Cycle 2.

Name: Date: Class:

Strategy island map – pupil record sheet

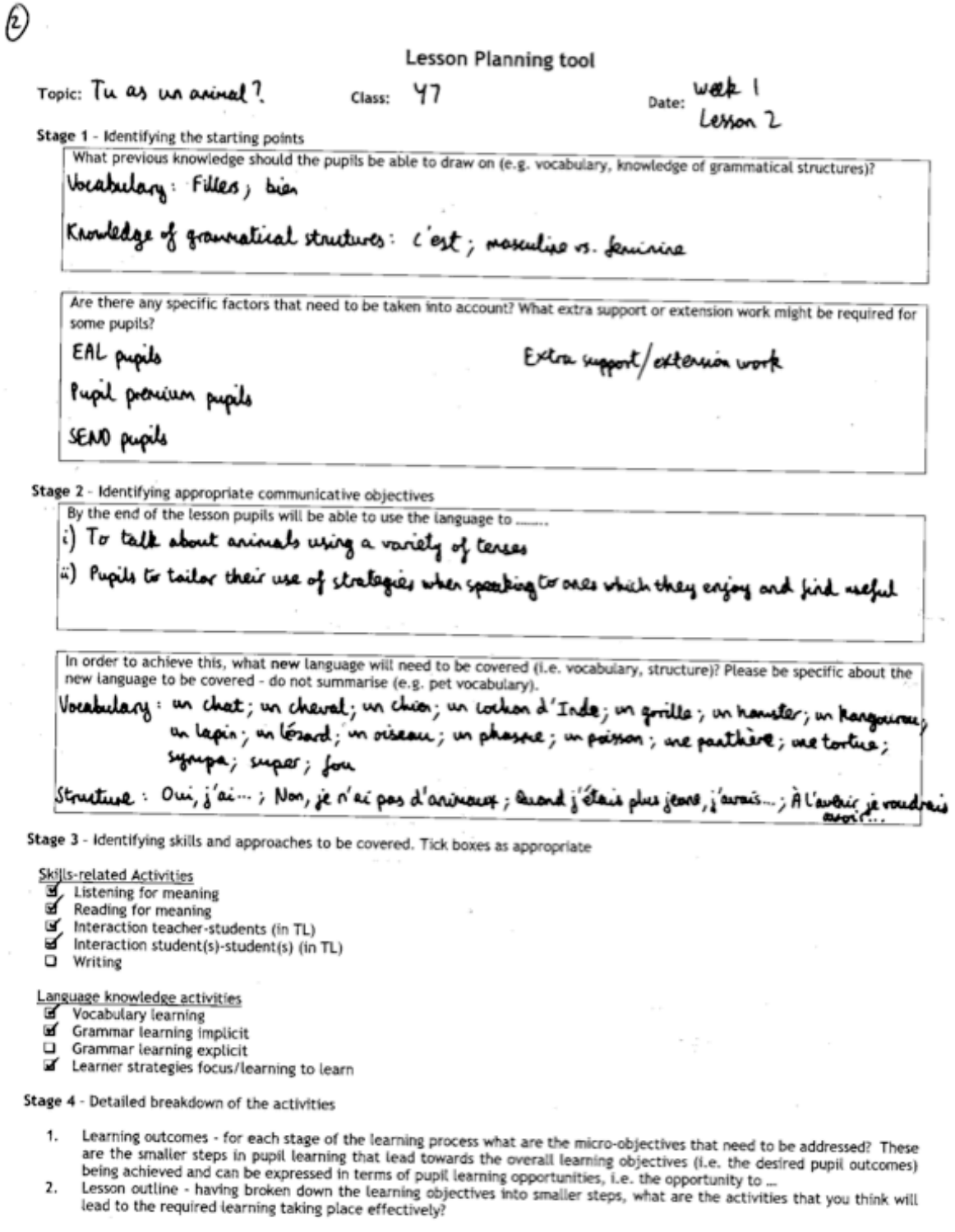
Memory *Creating mental linkages* *Applying images and sounds* *Using physical response or sensation*	**Cognitive** *Translating* *Repeating and practicing* *Highlighting*	**Communicative/ Compensatory** *Fillers* *Overcoming limitations*
Metacognitive *Arranging and planning* *Centering your learning* *Evaluating your learning*	**Affective** *Lowering your anxiety* *Encouraging yourself* *Discussing feelings*	**Social** *Asking questions* *Cooperating with others* *Empathizing with others*

In today's **main speaking activity**, I used the following strategies to help me with my spoken French in this order:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Appendix E - Examples of lessons plans from Cycle 2 of the intervention using the OUDE pro-forma.

Y7



②

Lesson Planning tool

Topic: Tu as un animal ? Class: Y7 Date: week 1 Lesson 2

Stage 1 - Identifying the starting points

What previous knowledge should the pupils be able to draw on (e.g. vocabulary, knowledge of grammatical structures)?

Vocabulary : Filles ; bien

Knowledge of grammatical structures : c'est ; masculine vs. feminine

Are there any specific factors that need to be taken into account? What extra support or extension work might be required for some pupils?

EAL pupils — Extra support/extension work

Pupil premium pupils

SEND pupils

Stage 2 - Identifying appropriate communicative objectives

By the end of the lesson pupils will be able to use the language to .....

i) To talk about animals using a variety of tenses

ii) Pupils to tailor their use of strategies when speaking to ones which they enjoy and find useful

In order to achieve this, what new language will need to be covered (i.e. vocabulary, structure)? Please be specific about the new language to be covered - do not summarise (e.g. pet vocabulary).

Vocabulary : un chat ; un cheval ; un chien ; un cochon d'Inde ; un gerille ; un hamster ; un kangourou ; un lapin ; un lézard ; un oiseau ; un phasme ; un poisson ; une panthère ; une tortue ; sympa ; super ; fou

Structure : Oui, j'ai... ; Non, je n'ai pas d'animaux ; Quand j'étais plus jeune, j'avais... ; À l'avenir je voudrais avoir...

Stage 3 - Identifying skills and approaches to be covered. Tick boxes as appropriate

Skills-related Activities

- ☑ Listening for meaning
- ☑ Reading for meaning
- ☑ Interaction teacher-students (in TL)
- ☑ Interaction student(s)-student(s) (in TL)
- ☐ Writing

Language knowledge activities

- ☑ Vocabulary learning
- ☑ Grammar learning implicit
- ☐ Grammar learning explicit
- ☑ Learner strategies focus/learning to learn

Stage 4 - Detailed breakdown of the activities

1. Learning outcomes - for each stage of the learning process what are the micro-objectives that need to be addressed? These are the smaller steps in pupil learning that lead towards the overall learning objectives (i.e. the desired pupil outcomes) being achieved and can be expressed in terms of pupil learning opportunities, i.e. the opportunity to ...
2. Lesson outline - having broken down the learning objectives into smaller steps, what are the activities that you think will lead to the required learning taking place effectively?

LEARNING OUTCOMES (WHAT pupils will LEARN...)	LESSON OUTLINE (Teaching strategies, activities - HOW pupils will LEARN, including homework)	ASSESSED? If yes, how?	TIME	Plenary, groups, pairs, individual
Mark homework	Translations : EN→FR	Teacher to elicit pupil responses orally and display answers on board		Whole class
	TITLE + DATE + WEATHER			
Revision of fillers	Fillers contest - how many fillers in 10 seconds	Peer assessment Class competition		Groups of 3
Structures required to talking about having animals	Match up the 10 phrases orally, and then on paper and stick into books.	Teacher to circulate and elicit pupil responses orally.		Pairs
Asking and responding to question 'Tu as un animal ?'	Enjoy 'Tu as un animal ?' by listening and joining in whilst looking at text and images.	Aurally as a whole class and individually		Whole class
Pronunciation of animal vocabulary in conjunction with fillers and three tense structures	Listen and repeat after teacher whilst looking at text and images.	"		"
Form whole sentences using fillers and at least 2× tenses	Teacher to model some sentences and pupil to ask each other. Pupils then complete 6 translations orally.	Teacher to circulate and elicit pupil responses orally.		Pairs
MAIN SPEAKING ACTIVITY: Respond to question : 'Tu as un animal ?'	Use 'Strategy Island Map' Fill out paper booklet. Pupils choose and note their strategy use in response to the question.	Peer feedback and teacher to circulate and elicit pupil responses orally.		Pairs + whole class
Revision of animals and 3 tenses	Card game - form sentences and match animal with text. Strategy card to be picked up and used every time!	Peer feedback and teacher to circulate		Groups
HOMEWORK : (i) Revise vocabulary from chart for spoken assessment; (ii) Audio record 3 long sentences using fillers; STRATEGY USE BOOKLET : Collect in. (iii) Update language learning notebook.				

Examples of the language that I will use to communicate to the class in the TL, with brief switches to English where necessary:

Je pense que [numéro X] c'est...

Y10

(3)

Lesson Planning tool

Topic: Les associations caritatives et mon travail bénévole

Class: Y10

Date: Week 2 Lesson 3

Stage 1 - Identifying the starting points

What previous knowledge should the pupils be able to draw on (e.g. vocabulary, knowledge of grammatical structures)?

Vocabulary: Sports; reasons for doing sports; Fillers

Knowledge of grammatical structures: Forming questions; Present tense; Passé composé

Are there any specific factors that need to be taken into account? What extra support or extension work might be required for some pupils?

EAL pupils

Pupil premium pupils

SEND pupils

Extra support/extension work

Stage 2 - Identifying appropriate communicative objectives

By the end of the lesson pupils will be able to use the language to .....

i) To talk about what you do, and will do, in your community as a charity worker

ii) To complete a GCSE role-play speaking task

iii) Pupils to tailor their use of strategies when speaking to ones which they enjoy and find useful

In order to achieve this, what new language will need to be covered (i.e. vocabulary, structure)? Please be specific about the new language to be covered - do not summarise (e.g. pet vocabulary).

Vocabulary: l'association caritative; le travail bénévole/le bénévolat; les personnes défavorisées; les plus pauvres; démuni; seul; collecter/récolter de l'argent; ne pas avoir les moyens de; faire la différence dans la communauté; faire des dons; les sans-abri/les SDF; donner

Stage 3 - Identifying skills and approaches to be covered. Tick boxes as appropriate

Skills-related Activities

- ☑ Listening for meaning
- ☑ Reading for meaning
- ☑ Interaction teacher-students (in TL)
- ☑ Interaction student(s)-student(s) (in TL)
- ☑ Writing

Language knowledge activities

- ☑ Vocabulary learning
- ☑ Grammar learning implicit
- ☐ Grammar learning explicit
- ☑ Learner strategies focus/learning to learn

Stage 4 - Detailed breakdown of the activities

1. Learning outcomes - for each stage of the learning process what are the micro-objectives that need to be addressed? These are the smaller steps in pupil learning that lead towards the overall learning objectives (i.e. the desired pupil outcomes) being achieved and can be expressed in terms of pupil learning opportunities, i.e. the opportunity to ...
2. Lesson outline - having broken down the learning objectives into smaller steps, what are the activities that you think will lead to the required learning taking place effectively?

LEARNING OUTCOMES (WHAT pupils will LEARN...)	LESSON OUTLINE (Teaching strategies, activities - HOW pupils will LEARN, including homework)	ASSESSED? If yes, how?	TIME	Plenary, groups, pairs, individual
	TITLE + DATE + WEATHER			
Revision of forming questions	Questions contest - how many questions in 10 seconds	Peer assessment class competition		Groups of 3
Introduction to some key topic-specific vocabulary regarding charity/volunteer work	Match up the phrases orally, and then on paper and stick into books.	Teacher to circulate and elicit pupil responses orally.		Pairs
Phonics practice	Using the resource from NCELP, pupils listen and repeat whilst looking at spelling and image.	Aurally as a whole class and individually		whole class + individual
Revision of the French alphabet	Enjoy 'La marche de l'alphabet' by listening and repeating.	"		"
From whole sentences to talk about charity/volunteer work asking questions if necessary	Dictation: Pupils write (in French) what they hear (in French), asking questions if necessary. This doubles up as a model for the role play.	Self-assessment - answers displayed on the board.		Individual
MAIN SPEAKING ACTIVITY Complete a GCSE role play speaking task on the topic of volunteer work	Use 'Strategy Island Map' Fill out paper booklet Pupils choose and note their strategy use during the role play. Using the dictation as a model, pupils prepare answers.	Teacher to circulate Peer assessment using AQA mark scheme		Pairs
To talk about what you will do to collect money for charity Implicit use of future + future perfect	Card game: Que feras-tu pour récolter de l'argent?	The winner has the most full sentences Teacher to circulate		Groups
HOMEWORK: Update language learning notebook - see Quizlet link. STRATEGY USE BOOKLET: Collect in.				

Examples of the language that I will use to communicate to the class in the TL, with brief switches to English where necessary:

Je pense que [numéro X] c'est ...

Appendix F – Pupil questionnaire A focusing on their current attitudes towards learning and speaking French, administered at both pre- and post-intervention.

I would like to ask you some questions about learning and speaking French at school. This isn't a test and there are no right or wrong answers. I am just interested in **your** opinions which will be kept strictly private from your teachers.

1. Which of the following describe the reasons you are learning French? (Tick the boxes of all reasons that apply to you)

I am interested in the language	
I want to be able to speak to native French speakers	
I want to learn more about the culture	
I have friends or family who speak the language	
I may need it for my future career	
I will need it for travelling	
I may want to study abroad	
I prefer it to Spanish or German	
Other (please specify)	

2. How important is learning French to you? (Tick one box)

Very important	
Quite important	
Not very important	
Not at all important	

3. Which of the following best describes your involvement in French lessons? (Tick one box)

Very involved	
Quite involved	
Not very involved	
Not at all involved	

4. Which of the following best describes how much you enjoy speaking French? (Tick one box)

I enjoy speaking French very much	
I quite enjoy speaking French	
I don't particularly enjoy speaking French	
I don't like speaking French at all	

5. Why do you say that?

6. How confident do you feel about speaking French? (Tick one box)

Extremely confident	
Fairly confident	
Not very confident	
Not at all confident	

7. Would you like to speak more French in the classroom? (Tick one box)

Yes	
No	

8. What prevents you from speaking French in the classroom? (Tick the boxes of all reasons that apply to you)

Not knowing a specific word or phrase in French	
Fear of making a mistake	
My classmates might laugh at me	
N/A – nothing prevents me	
Other (please specify)	

9. Do you think you are making progress with French speaking skills? (Tick one box)

Yes	
No	

10. Would you like more opportunities to listen to French in class? (Tick one box)

Yes	
No	

11. Which is your strongest skill in French? (Tick one box)

Listening	
Reading	
Speaking	
Writing	

Appendix G – Pupil questionnaire B focusing on their current strategy use when speaking French, administered at both pre- and post-intervention.

I want to ask about what you do when speaking French in lessons. Students sometimes have special ways of studying, speaking to others, or listening that help them in learning another language. I want to know if you do any of these things as you speak French.

On the following pages you will find statements about speaking French. Please read each statement. Then select **one** answer that tells if the statement is:

- Almost **always** true of you [76-100% of the time]
- **Usually** true of you [51-75% of the time]
- **Sometimes** true of you [26-50% of the time]
- Almost **never** true of you [0-25% of the time]

There are no right or wrong answers. There are only answers that describe what **you** do. Try to rate yourself on what you actually do when speaking French. Circle **one** response.

1. I remember a new French word by making a mental picture of a situation in which the word might be used.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

2. I deliberately use newly learnt French words in a sentence to help me remember them.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

3. I remind myself of grammar rules when I speak French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

4. I think in English of what I want to say and then I translate it into French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

5. I repeat new French words several times.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

6. When I learn a new word, I say it in a sentence as soon as possible.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

7. I try to answer all questions mentally, even when the teacher is addressing someone else.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

8. I look for words in English that are similar to new words in French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

9. When I can't think of a word during a conversation in French, I use gestures.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

10. When I get stuck speaking French, I switch to speaking English.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

11. I make up new words if I do not know the correct ones in French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

12. If I can't think of a French word, I use a word or phrase that means the same thing.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

13. If I can't think of a French word, I avoid communicating and say nothing.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

14. I use fillers (such as "uhm") when speaking to give me more time to plan what I will say.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

15. When the teacher selects me in class, I plan my answer in my head before I say a word.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

16. I volunteer answers in class so I can practise using French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

17. I practise French with other students.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

18. After speaking French, I go away and think about what I said to see if I made any mistakes.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

19. I listen carefully to what I say and correct myself when I make a mistake.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

20. If I have to give a talk to the class, I give it to a friend first so he or she can tell me how it sounds.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

21. Rewards encourage me to speak French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

22. I relax when speaking French (i.e. deep breathing, meditation, music, laughter).

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

23. I am willing to have a go even if my speaking is not perfect.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

24. I ask French speakers to correct me when I talk.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

25. I ask the teacher the correct way to say things.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

26. I try to talk with native speakers and keep the conversation going, because I get more practice that way.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

27. I talk to someone else about how I feel when I speak French.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

28. If I don't understand something in French, I ask the other person to slow down or say it again.

Almost **always** true of you	**Usually** true of you	**Sometimes** true of you	Almost **never** true of you

Appendix H – Observation schedules used to record: (i) classroom oral interaction; (ii) quality and type of pupils' spoken French; and (iii) observable pupil strategy use when speaking French.

(i) Classroom oral interaction (adapted from Macaro, 2001b)

Tally chart to record pupil and teacher oral interaction in the French (L2) classroom during the opening 15 minutes of a lesson using a 5-second sampling technique

Class: …… Pre-intervention Date: ……

Pupil		Teacher		Silence
L1	L2	L1	L2	
Tally total =	Tally total =	Tally total =	Tally total =	Tally total =

(ii) Quality and type of pupils' use of spoken French

Data collection grid to record the quality and type of PUPILS' use of spoken French in the French (L2) classroom during the opening 15 minutes of a lesson

Class: ..... Observer: ..... Pre-intervention Date: .....

PURPOSE OF PUPIL TARGET LANGUAGE USE	CONTEXT: PUPIL USERS *I – Individual* *P – Pair* *G – Group* *W – Whole class*	COMMUNICATION On a rating scale of 1-3 *1 – The message is conveyed without ambiguity* *2 – The message is partially conveyed or conveyed with some ambiguity* *3 – No part of the message is conveyed*	RANGE AND ACCURACY OF GRAMMAR & VOCABULARY On a rating scale of 1-3 *1 – High level* *2 – Adequate level* *3 – Poor level*	PRONUNCIATION AND INTONATION On a rating scale of 1-3 *1 – High level* *2 – Adequate level* *3 – Poor level*
a) Greetings by pupil				
b) Repetition by pupil				
c) Pupil classroom language *(routines and procedures)*				
d) Pupil asking questions *(read-aloud/support)*				
e) Pupil asking questions *(spontaneous)*				
f) Pupil giving answers *(read-aloud/support)*				
g) Pupil giving answers *(spontaneous)*				
h) Pupil-to-pupil praise				
i) Pupil-to-pupil feedback				
j) OTHER *(please specify)*				

(iii) Observable pupil strategy use when speaking French

Data collection grid to record observation of strategies used by PUPILS when speaking French in the French (L2) classroom during the opening 15 minutes of a lesson

Class: ..... Observer: ..... Pre-intervention Date: .....

Here is a list of possible strategies which you may be able to detect during the observation. Please put a tally mark (|) for each time a strategy is observed.
If you detect any other strategies, please add to the 'OTHER' box and, similarly, put a tally mark for each time it is observed.
[Given their **undetectable** nature, **memory, cognitive** and **metacognitive** strategies have been **omitted** from the list.]

STRATEGIES		TALLY CHART
COMPENSATION ('communicative')	Pupil uses gestures as an aid.	
	Pupil switches between French and English.	
	Pupil makes up their own 'new' French word.	
	Pupil uses fillers.	
AFFECTIVE	Pupil relaxes when speaking French (i.e. deep breathing; music; laughter).	
	Pupil shows willingness to try out a response in French.	
SOCIAL	Pupil asks for assistance/correction.	
	Pupil tries to keep the conversation going.	
	Pupil talks to someone else about how they feel when speaking French.	
	Pupil asks someone else to slow down or say it again.	
OTHER		

Appendix I – Post-observation questions posed during follow-up informal group discussions.

Class: …….. *Observers: ……..* *Date: ……..*

1) What was your overall impression of the pupils' attitudes towards speaking French in the classroom?

2) Can you comment on the breadth and depth of pupil engagement/involvement/participation in speaking French?

3) Were you surprised by anything you saw?

4) Do you have any further comments or observations relating to pupils' speaking skills in French and/or the target language culture in the classroom?

Appendix J – Teacher interview questions regarding attitudes and beliefs towards CPL.

I want to ask about your thoughts and opinions regarding collaborative professional learning, a type of professional development which engages teachers working together to enhance learning and teaching outcomes.

1) How many years of teaching experience do you have?

2) What do you understand by the term collaborative professional learning?

3) Can you tell me about some of the ways in which you have been involved in collaborative professional learning?

4) What did you see as the benefits of being involved in collaborative professional learning?

5) Were there any drawbacks?

6) What factors do you think contribute to teachers' involvement in and the success of collaborative professional learning?

7) What do you think are the hindering factors?

8) How important do you think collaborative professional learning is?

Appendix K – Pupil questionnaire C – examples of self-report of their enjoyment and perceived usefulness of the strategies in Cycle 1.

Pupil feedback questionnaire **Strategy training: Cognitive** **Initials: _____** **Class: _____** **Date: _____**

1. How much did you enjoy the cognitive strategy training? [Mark one box with 'X']	X	Additional comments (if desired)
a) I really enjoyed the cognitive strategy training		
b) I quite enjoyed the cognitive strategy training		
c) I didn't particularly enjoy the cognitive strategy training		
d) I didn't enjoy the cognitive strategy training at all		

2. How useful was the cognitive strategy training for your spoken French? [Mark one box with 'X']	X	Additional comments (if desired)
a) It was really useful for my spoken French		
b) It was quite useful for my spoken French		
c) It wasn't very useful for my spoken French		
d) It wasn't at all useful for my spoken French		

3. How likely are you to use the 'analyzing and reasoning (translating)' cognitive strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

4. How likely are you to use the 'practicing (repeating; practicing naturalistically)' cognitive strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

5. How likely are you to use the 'creating structure for input and output (highlighting)' cognitive strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

6. How likely are you to use the 'receiving and sending messages (getting the idea quickly)' cognitive strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

Pupil feedback questionnaire **Strategy training: Social** **Initials: _____** **Class: _____** **Date: _____**

1. How much did you enjoy the social strategy training? [Mark one box with 'X']	X	Additional comments (if desired)
a) I really enjoyed the social strategy training		
b) I quite enjoyed the social strategy training		
c) I didn't particularly enjoy the social strategy training		
d) I didn't enjoy the social strategy training at all		

2. How useful was the social strategy training for your spoken French? [Mark one box with 'X']	X	Additional comments (if desired)
a) It was really useful for my spoken French		
b) It was quite useful for my spoken French		
c) It wasn't very useful for my spoken French		
d) It wasn't at all useful for my spoken French		

3. How likely are you to use the 'asking questions (asking for clarification or verification; asking for correction)' social strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

4. How likely are you to use the 'cooperating with others (cooperating with peers; cooperating with proficient users of the new language)' social strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

5. How likely are you to use the 'empathizing with others (becoming aware of others' thoughts and feelings)' social strategies again in French speaking tasks in the future? [Mark one box with 'X']	X	Why / Why not? (if desired)
a) Highly likely		
b) Quite likely		
c) Not very likely		
d) Not at all likely		

Appendix L – Individual informal interview with teachers regarding their perception of the effectiveness of the intervention at Cycles 1 and 2.

Cycle 1

1) How effective were the 6 classroom-based strategy interventions of Cycle 1 regarding the quality and quantity of pupil spoken target language use?
[Memory; Cognitive; Communicative/Compensatory; Metacognitive; Affective; Social]

2) Did the classroom-based strategy interventions of Cycle 1 have any other effects on your classes? [Confidence; engagement; enjoyment; learner autonomy; motivation]

3) Following this brief introduction, do you think there is scope and value in pursuing pupil awareness and explicit use of strategies further, particularly to assist their speaking skills?

4) Could strategy training for pupils become a useful element of a target language policy for our department?

5) Part of what we have been doing this term has involved MFL teachers working collaboratively with the same focus. Is there anything you would like to say about that?

6) There is evidence to suggest that teachers find it difficult to implement things that other people have prepared. Is there anything you would like to say about that?

7) If I were to do Cycle 1 again, what would you advise me to do differently?

8) Do you have any recommendations for the planning of Cycle 2?

Cycle 2

1) Reflecting on the classroom-based strategy interventions used during Cycle 1 and Cycle 2 this term, how effective were the strategies regarding the quality and quantity of pupil spoken target language use?
[Memory; Cognitive; Communicative/Compensatory; Metacognitive; Affective; Social]

2) What makes you say that?

3) Of the six categories of strategies, did any category stand out as being particularly effective in terms of promoting pupils to speak French?
[Memory; Cognitive; Communicative/Compensatory; Metacognitive; Affective; Social]

4) What makes you say that?

5) What other effects did the classroom-based strategy interventions have on your classes, if any?

6) Following this brief introduction, how useful do you think it would be to pursue pupil awareness and explicit use of strategies further, particularly to assist their speaking skills?
[Very useful; Quite useful; Not very useful; Not at all useful]

7) Could strategy training for pupils become a useful element of a target language policy for our department?

Appendix M – Mark schemes for Y7 and Y10 post-intervention speaking assessments (adapted from AQA, 2019).

Name: Class: Date:

Y7 Speaking assessment - mark scheme

Communication	/ 15
Range and accuracy of language	/ 10
Pronunciation and intonation	/ 5
Spontaneity and fluency	/ 5
TOTAL	**/ 35**

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Communication
5	13-15	The speaker is able to speak clearly about all bullet points and to develop most points.
4	10-12	The speaker is able to speak clearly about all bullet points and to develop some points.
3	7-9	The speaker is able to speak understandably about all bullet points.
2	4-6	The speaker is able to speak understandably about most of the bullet points.
1	1-3	The speaker is able to speak understandably about a few of the bullet points.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent level of spontaneity and fluency throughout.
4	4	Very good level of spontaneity and fluency throughout.
3	3	Fairly good level of spontaneity and fluency throughout.
2	2	Hesitant presentation.
1	1	Very hesitant presentation
0	0	Unable to formulate any spoken points independently.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language use with a wide range of vocabulary and complex structures. Confident reference to present, past and future time frames. High level of accuracy.
4	7-8	Very good language use with a variety of vocabulary and complex structures. Able to refer to the present, past and future time frames. Errors are minor.
3	5-6	Good range of vocabulary with limited use of complex structures. Able to use at least two different tenses. Fairly accurate.
2	3-4	Fair range of vocabulary with some use of simple structures. Several errors.
1	1-2	Very limited range of language used with frequent errors.
0	0	The language does not meet the standard required for Level 1 at this tier.

Name: Class: Date:

Y10 Speaking assessment - mark scheme

Communication	/ 15
Range and accuracy of language	/ 10
Pronunciation and intonation	/ 5
Spontaneity and fluency	/ 5
TOTAL	**/ 35**

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.

Appendix N – Individual informal interview with teachers regarding their CPL experience.

1) Part of what we have been doing this term has involved MFL teachers working collaboratively with the same focus. What do you see as the benefits of being involved in collaborative professional learning?

2) What are the drawbacks of collaborative professional learning in your opinion?

3) What factors do you think contribute to teachers' involvement in and the success of collaborative professional learning?

4) What factors hinder successful collaborative professional learning?

5) How important do you think collaborative professional learning is?
[Very important; Quite important; Not very important; Not at all important]

6) If I were to do this project again, what would you advise me to do differently?

7) How can any strategies that are identified as being successful in the interventions become part of the approaches adopted across the whole MFL department?
[Collaboration; Practicalities]

Appendix O – Anonymised approval email for my Research and Development project from Oxford's Central University Research Ethics Committee.

Dear [redacted]

'Towards the development of a departmental target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?' ED-CIA-20-030

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Best wishes

[redacted]

Appendix P – Information letter sent to the Headteacher of my school to gain permission to conduct the study.

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Director Professor Jo-Anne Baird

[redacted]

13 November 2019

Dear [redacted]

I am writing to request your permission to conduct research in school this academic year.

As you know, I am studying for the MSc in Learning and Teaching at the University of Oxford, supervised by Trevor Mutton. My final intervention action research project is entitled: *"Towards the development of a departmental target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?"*.

The aim of my research project is fourfold, seeking to determine the following:

1. Does classroom-based strategy intervention training change pupils' attitudes towards speaking TL, and affect the strategies they use in oral output?
2. To what extent is classroom-based strategy intervention training effective in promoting pupils' spoken TL use?
   (a) Does quantity increase?
   (b) Is quality impacted?
3. Is classroom-based strategy intervention training effective among both beginner (Y7) and intermediate (Y10) learners?
4. How can strategies identified as being successful in the intervention become part of the approaches adopted across the whole MFL department?

Following piloting, the pre-intervention and intervention research would take place with three Year 7 and three Year 10 French classes: in both age ranges, two would be 'experimental' groups, receiving explicit intervention strategy training, whilst one class would serve as a 'control' group. Specific classes would be carefully selected to ensure that a variety of teachers are involved for both year groups. I would be testing and developing a range of strategies over a variety of tasks, both in my lessons and with colleagues. My research focus is on students' oral target language use, and how teachers can best equip students for this. All members of the Modern Foreign Language Department have kindly agreed to collaborate with me on this.

By participating in the research, the school would be contributing to a project that will deepen our understanding of Modern Foreign Language learning for students of beginner (KS3) and intermediate (KS4) level of competency, and so contribute towards developing ways of improving attainment for similar students and for other languages in the school in the future. It will also contribute to Modern Foreign Languages education and pedagogy more widely.

I hope to conduct this research between November 2019 and July 2020. I would observe lessons, audio/video-record parts of lessons, audio-record interviews with both students and teachers and distribute questionnaires electronically.

The University of Oxford has strict ethical procedures on conducting research, consistent with current British Educational Research Association guidelines. The University also recognises, however, that my study is a piece of

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Director Professor Jo-Anne Baird

action research, and that schools already operate with the highest ethical standards. Therefore, only your formal consent as headteacher is necessary, and not that of individual parents or staff. However, throughout the research, students and other teachers will be able to refuse to participate in any research activities at any time.

All participants, including students, teachers and the school, would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor, Trevor Mutton (trevor.mutton@education.ox.ac.uk), and me, and only used for academic purposes. It will be kept for as long as it has academic value.

If you are happy for me to proceed with this study, please confirm that using the attached reply form. If you have any concerns or need more information about what is involved, please contact me or my supervisor. Further, if you have any questions about the ethics process at any time, please contact the Chair of the Department's Research Ethics Committee, through: research.office@education.ox.ac.uk.

I look forward to hearing from you.

Yours sincerely,

[redacted]

"Towards the development of a departmental target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?".

[redacted]
University of Oxford, Department of Education

☐ We do not wish to participate in this project.

☐ We would like to find out more about this project.

☐ We would like to take part in this project.

_____ _____
Headteacher's signature Date

Appendix Q – Participant consent form.

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Towards the development of a department target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?

WRITTEN CONSENT FORM

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-20-030

Researcher: [redacted]

This research project seeks to develop a departmental target language culture via identification and testing of classroom-based strategies to encourage target language use in the Modern Foreign Languages (MFL) classroom. I hope that the data gathered will inform future practice in relation to departmental policy and classroom practice. Please review the information letter before completing this consent form.

		Please initial each box
1	I confirm that I have read and understand the information for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty.	☐
3	I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data.	☐
4	I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.	☐
5	I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	☐
6	I understand how this research will be written up and published.	☐
7	I understand how to raise a concern or make a complaint.	☐
8	I agree to take part in the study	☐

_____	dd / mm / yyyy	_____
Name of Participant	Date	Signature
_____	dd / mm / yyyy	_____
Name of person taking consent	Date	Signature

Appendix R – Child-friendly pupil information sheet.

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Towards the development of a department target language culture: What classroom-based strategies are most effective in promoting spoken target language use in an English all-boys selective secondary school context?

PARTICIPANT INFORMATION SHEET - PUPILS

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-20-030

Researcher: [redacted]

My name is [redacted]. I teach French and Spanish at XXX School, but I am also carrying out some research through the University of Oxford.

You are invited to take part in my research project. The project is about speaking French in the French classroom. We will investigate strategies you can use to develop your spoken French.

Do I have to take part?

You do not have to take part in the research project if you do not want to. It is entirely up to you. There will be no penalty for not taking part and it will not affect your marks in school.
If you decide not to take part, you will just get on with your usual class work in French.

What will happen to me if I take part in the research?

If you are happy to take part in the research, you will receive training in a variety of strategies to encourage your use of spoken French during several weeks of French lessons. I will:

- Observe and audio/video-record some of your French lessons;
- Ask you to fill in questionnaires;
- Ask some of you to answer some questions in an audio-recorded interview.

These activities will take place during your usual French lessons. I hope that you might find it interesting to participate.

Are there any potential risks in taking part?

I do not anticipate any risks to you in this research. All data will be stored securely in accordance with University and data protection guidelines, and all data will be anonymised before analysis begins. No individual will be identifiable in the research results.

Are there any benefits in taking part?

The main benefit of taking part in this study will be your awareness of different strategies you can use in the classroom, with other French speakers and in French-speaking countries to improve your

confidence and quality and quantity of spoken French. You might then be able to use these skills when learning and speaking other languages!

What happens to the data provided?

All data will be stored securely. It will be treated as confidential and anonymised.

Will the research be published?

The research will be written up as part of my MSc in Learning and Teaching at the University of Oxford's Department of Education. The findings may also be published in a journal in collaboration with my supervisor if deemed appropriate.

Who has reviewed this study?

This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: ED-CIA-20-030).

Who do I contact if I have a concern about the study or I wish to complain?

If you have a concern about any aspect of this study, please contact the Headmaster in the first instance.

Further Information and Contact Details

I hope you will be happy to support this research project. If you would like to ask me any questions, please do not hesitate to contact me.

Best wishes,

[redacted]

Appendix S – Results of pre-intervention pupil questionnaire A (T1) – global sample.

Table S. Questionnaire data on pupils' attitudes towards learning and speaking French.

	Year group	
Pupil responses	Y7	Y10
Speaking is my strongest skill	32%	15%
'Not knowing a specific word or phrase' prevents me from speaking French	58%	76%
'Fear of making a mistake' prevents me from speaking French	28%	38%

Note: Y7 (n=166); Y10 (n=79). Percentages have been rounded to the nearest whole number.

Appendix T – Results of Cycle 1 pupil questionnaire C at the individual class level.

Y7

Table T(i). Percentage of Y7 experimental participants stating that they 'really enjoyed' or 'quite enjoyed' the six strategy groups (the two most positive responses on a four-point Likert scale).

	Y7 experimental classes	
Strategy group	7E1	7E2
Memory	86%	86%
Cognitive	64%	75%
Communicative/compensatory	96%	93%
Metacognitive	93%	93%
Affective	89%	75%
Social	71%	82%

Note: 7E1 (n=28); 7E2 (n=28). Percentages have been rounded to the nearest whole number.

Table T(ii). Percentage of Y7 experimental participants stating that they found the six strategy groups 'really useful' or 'quite useful' (the two most positive responses on a four-point Likert scale).

	Y7 experimental classes	
Strategy group	7E1	7E2
Memory	79%	82%
Cognitive	75%	82%
Communicative/compensatory	96%	89%
Metacognitive	93%	89%
Affective	82%	68%
Social	82%	86%

Note: 7E1 (n=28); 7E2 (n=28). Percentages have been rounded to the nearest whole number.

Table T(iii). Percentage of Y10 experimental participants stating that they 'really enjoyed' or 'quite enjoyed' the six strategy groups (the two most positive responses on a four-point Likert scale).

	Y10 experimental classes	
Strategy group	10E1	10E2
Memory	76%	89%
Cognitive	71%	74%
Communicative/compensatory	94%	79%
Metacognitive	76%	84%
Affective	82%	68%
Social	82%	79%

Note: 10E1 (n=17); 10E2 (n=19). Percentages have been rounded to the nearest whole number.

Table T(iv). Percentage of Y10 experimental participants stating that they found the six strategy groups 'really useful' or 'quite useful' (the two most positive responses on a four-point Likert scale).

	Y10 experimental classes	
Strategy group	10E1	10E2
Memory	71%	84%
Cognitive	71%	74%
Communicative/compensatory	88%	74%
Metacognitive	82%	89%
Affective	59%	53%
Social	76%	74%

Note: 10E1 (n=17); 10E2 (n=19). Percentages have been rounded to the nearest whole number.

Appendix U – Results of Cycle 2 strategy use log at the individual class level.

Y7

Table U(i). Cumulative individual recorded instances of strategy groups by individual Y7 experimental classes during the main speaking activity from each of the six lessons in Cycle 2.

	Y7 experimental classes	
Strategy group	7E1	7E2
Memory	93 (15%)	51 (19%)
Cognitive	99 (16%)	58 (22%)
Communicative/compensatory	157 (25%)	60 (22%)
Metacognitive	87 (14%)	31 (12%)
Affective	118 (19%)	13 (5%)
Social	67 (11%)	55 (20%)
Total:	621	268

Note: 7E1 (n=28); 7E2 (n=28). Percentage distribution show in brackets. Percentages have been rounded to the nearest whole number.

Y10

Table U(ii). Cumulative individual recorded instances of strategy groups by individual Y10 experimental classes during the main speaking activity from each of the six lessons in Cycle 2.

	Y10 experimental classes	
Strategy group	10E1	10E2
Memory	85 (15%)	141 (20%)
Cognitive	94 (16%)	126 (18%)
Communicative/compensatory	140 (24%)	168 (24%)
Metacognitive	89 (16%)	88 (12%)
Affective	88 (15%)	99 (14%)
Social	78 (14%)	92 (13%)
Total:	574	714

Note: 10E1 (n=17); 10E2 (n=19). Percentage distribution show in brackets. Percentages have been rounded to the nearest whole number.

Appendix V – Results of post-intervention pupil questionnaire A (T2) – experimental and comparison groups only.

Y7

Table V(i). Questionnaire data on Y7 pupils' attitudes towards learning and speaking French.

		Y7	
Pupil responses	7E1	7E2	7C
'Not knowing a specific word or phrase' prevents me from speaking French	32%	39%	54%
'Fear of making a mistake' prevents me from speaking French	25%	29%	35%

Note: 7E1 (n=28); 7E2 (n=28); 7C (n=26). Percentages have been rounded to the nearest whole number.

Y10

Table V(ii). Questionnaire data on Y10 pupils' attitudes towards learning and speaking French.

		Y10	
Pupil responses	10E1	10E2	10C
'Not knowing a specific word or phrase' prevents me from speaking French	41%	47%	70%
'Fear of making a mistake' prevents me from speaking French	29%	32%	40%

Note: 10E1 (n=17); 10E2 (n=19); 10C (n=20). Percentages have been rounded to the nearest whole number.