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Teaching and Learning Spanish

in

Primary and Early Secondary Schools

in

West Central Scotland

by

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Abstract

Teaching and Learning Spanish in Primary and Early Secondary School in West Central Scotland

This thesis explores four aspects of the teaching of Spanish in primary and secondary schools in Scotland: the implementation practicalities of the Modern Languages in Primary Schools Programme (MLPS) for schools; primary teachers' competence in teaching Spanish; pupils' attitudes and their foreign language competence. The research which took place between 1999 and 2002 involved teachers and pupils from 39 primary schools and 9 secondary schools in three local authorities in West Central Scotland. It was based on semi-structured, in-depth interviews with head teachers, teachers and pupils and 42 class observations undertaken during schools visits, as well as on 39 questionnaires completed by primary teachers, 43 by primary head teachers, 9 by secondary ML principal teachers and 2974 pupils between P5 (nine years of age) and S1 (12 years of age), and 197 interviews to assess pupils' linguistic competence. The study is contextualised by a detailed account of the political and curriculum developments in the world of MLPS in Scotland and in England in the period from 1960 to 2002, and by an analysis of the research literature associated with this field.

Following an analysis of the implementation practicalities encountered by primary schools teaching Spanish and their liaison arrangements with associated secondary schools, the research examines the methods used by primary teachers in the Spanish lessons and the extent of their use of the target language. In terms of the pupils, the report presents findings on the reasons for and level of pupils' contentment with learning Spanish before they embarked on the experience (P5), through P6, P7 and their first year in secondary school (S1); their attitudes to the activities used in the Spanish lessons; their perceptions of difficulty in learning the language and of the usefulness of that learning in primary school; and S1 pupils' preferred choice of languages for S2. Finally, the research explores the development of pupils' linguistic competence between P6 and S1 in the four skill areas.

The thesis concludes that much remains to be done in Scotland in terms of MLPS implementation issues such as the supply of suitably trained teachers and liaison arrangements. Primary teachers used a variety of activities in their Spanish lessons which fostered positive attitudes to language learning in pupils. However, many teachers lacked confidence in their linguistic competence, arguably due to a poor provision of continuous professional development from the authorities. The positive attitudes found in pupils in their first year of Spanish learning were found to decline with age and progression through to secondary school. The implications of the study for the teaching of modern languages in primary schools and a number of areas for further research are identified.

CHAPTER 1

INTRODUCTION

In Scotland, most primary schools have been teaching a Modern Language since the early 1990s following the positive results from the National Pilot Projects evaluation whose final report was published in 1995. However, no specific research has been undertaken in this area some 10 years since the pilot project which started in 1989. In an attempt to fill the gap, this researcher decided to investigate the teaching and learning of Spanish in primary and early secondary schools in West Central Scotland. Having trained primary teachers to teach Spanish as part of the Scottish Modern Languages in the Primary School (MLPS) project since 1994, and having taught Spanish in different primary schools for a number of years, the researcher felt some school-based research was needed at a time when many doubts were emerging as to whether pupils really benefited from learning a foreign language (FL) and on the work the primary teachers were doing in this area.

The present project started in January 1999 and culminated in June 2003, with the data collection process taking place in primary and secondary schools between April 1999 and June 2002. The aim of the project was to witness the reality of primary schools teaching Spanish in three local authorities in Scotland, the management of pupils' transfer to secondary schools, and the attitudes of pupils towards learning Spanish. The investigation involved the school itself, the head teachers, the teachers and pupils in P5, P6 and P7 in primary schools, and in their first year (S1) in secondary schools. It researched both the context and the outcomes of the Spanish teaching and learning experiences in Scottish schools. Four main areas were investigated in this research: the implementation issues which the primary schools faced when teaching Spanish; the primary teachers who taught the FL; and the pupils' attitudes and linguistic competence.

The idea behind this project was to follow a set of pupils before they started to learn Spanish in P5 (9-10 year olds, Year 4 in England) and during their first three years of Spanish learning in P6 (10-11 year olds, Year 5 in England), P7 (11-12 year olds, Year 6 in England) and S1 (12-13 year olds, Year 7 in England) in order to provide a longitudinal study of their attitudes. For this purpose, a large number of primary schools was first contacted (39) in April 1999, although this number had to be reduced in the following years due to three main reasons: restrictions from the schools due to teacher absences or timetable constraints, the fact that a number of primary schools had stopped teaching Spanish because of particular circumstances, and finally the researcher's own time restrictions arising from part-time study. The primary schools involved in the research in May/June 2000 and 2001, when pupils were in P6 and P7, totalled 23. In April/May 2002, 36 first year classes were visited in 9 different secondary schools. In terms of pupils, the sample was high with 1087 pupils completing attitudes questionnaires in P5, 495 in P6, 532 in P7 and finally 860 in S1.

All of the primary and the secondary schools involved in the research offered assistance to the researcher throughout the project and were generally accommodating to the - at times - inconvenient visits from a person external to the school. However, although many schools adapted their timetable when this was required, not all of the visits that had been planned could be completed.

After the initial visits in May/June 1999, a number of primary schools stopped teaching Spanish. In some cases, this was because their associated secondary school had decided to teach only French in the first year, hence all the feeder primary schools had to teach French. In other cases, this situation arose because the primary teacher who had been trained to teach Spanish had moved to a different school due to promotion or to compulsory transfer, or was on long-term absence and the authority could not provide a supply teacher or a peripatetic teacher to teach the FL in that school.

Allowing for these restrictions, a substantial sample remained and allowed the researcher to undertake an exploration of the issues surrounding the teaching of Spanish in primary schools.

The thesis is divided into 10 chapters. Chapter 1 is an introduction to the project, its aims and its structure. Chapters 2 and 3 provide a chronological history of the developments in MLPS in England and in Scotland respectively since the 1960s to the present day (2002). These two chapters provide a detailed picture of the many developments during the past 40 years.

Throughout this period there has been relatively little relevant educational research in the early language learning area. Chapter 4 highlights the problems faced by researchers in this field and provides a critical review of research in MLPS since the 1970s as well as a record of research in MLPS since 1990 to 2001 in the four main areas investigated in this thesis: implementation issues in primary schools; primary teachers teaching a FL; pupils' attitudes; and pupils' linguistic competence. Chapter 4 also sets out the 14 research questions which the present thesis endeavoured to answer. Based on these research questions, chapter 5 concentrates on the sample, the timescale and the research instruments used in the research.

Chapters 6 to 9 then report on the findings for each aspect of the investigation. Chapter 6 concentrates on the implementation practicalities which Scottish primary schools face when teaching Spanish. Chapter 7 analyses the reality for primary teachers teaching Spanish in their schools, and Chapters 8 and 9 focus on pupils' views and capabilities.

Chapter 6 is divided into five sections analysing the arrangements for Spanish teachers in primary schools (class teacher or drop-in teacher); the length and frequency of the Spanish lessons in primary schools; the liaison arrangements between primary and secondary schools; the transfer, if any, of pupils' records from primary to secondary schools, and finally some general conclusions.

Chapter 7 concentrates on the primary teachers teaching Spanish and looks at three main aspects. First, the methods which primary teachers use in the FL lesson are analysed and linked to the skills taught in the primary FL lessons. Following these methodological considerations, the teachers' use of the target language is studied along with the training which those primary teachers had received (prior to teaching Spanish and since they started to teach the FL in the primary school).

Having looked at the practicalities of the Spanish MLPS programme pertaining to schools and teachers, the thesis then concentrates on pupils. The first two sections in chapter 8 describe the findings on pupils' attitudes to learning Spanish between P5 and S1, and their attitudes to the activities used in the Spanish lessons from P6 to S1. The following two sections concentrate on the P7 and S1 pupils' perceptions of the difficulty of learning Spanish, and the S1 pupils' perceptions of the usefulness of learning Spanish in primary school. Finally, in the light of the debate about the notion of an 'entitlement' to languages among ML practitioners in Scotland in 2000-2001 (discussed in chapter 2, section 2.11 and chapter 3 section 3.9), S1 pupils were asked about the languages they would choose to study in S2.

Following from the pupils' attitudes, chapter 9 concentrates on P6, P7 and S1 pupils' linguistic competence according to the four skills included in language learning: listening, speaking, reading and writing, with a final section summarising the main findings in terms of pupils' linguistic competence.

The final chapter, chapter 10, provides the conclusions of this research and considers their implications for the teaching of Spanish in Scottish primary schools and early language learning in general.

CHAPTER 2

MODERN LANGUAGES IN PRIMARY SCHOOLS IN ENGLAND: 1960 to 2002

INTRODUCTION

The research described in this thesis is concerned with the learning and teaching of Spanish in Primary Schools in the West of Scotland. However, it is necessary to look at the wider picture as Scotland has learned much from experiences in the rest of the UK and elsewhere in Europe and has made use of conclusions drawn from evaluations conducted elsewhere. Since the 1960s and during the investigations for this present research (1999-2003), the teaching and learning of MFL in primary education has been an area of ever growing interest in the educational world. This chapter presents a chronological history of the developments that have been undertaken in England since the 1960s. It provides a detailed account of the major events and shifts in thinking in the world of Modern languages in Primary Schools (MLPS) from their early Pilot Projects in the 1960s until December 2002. Chapter 3 provides a corresponding analysis for Scotland. For ease of reference, the Scottish acronym MLPS is used throughout this thesis.

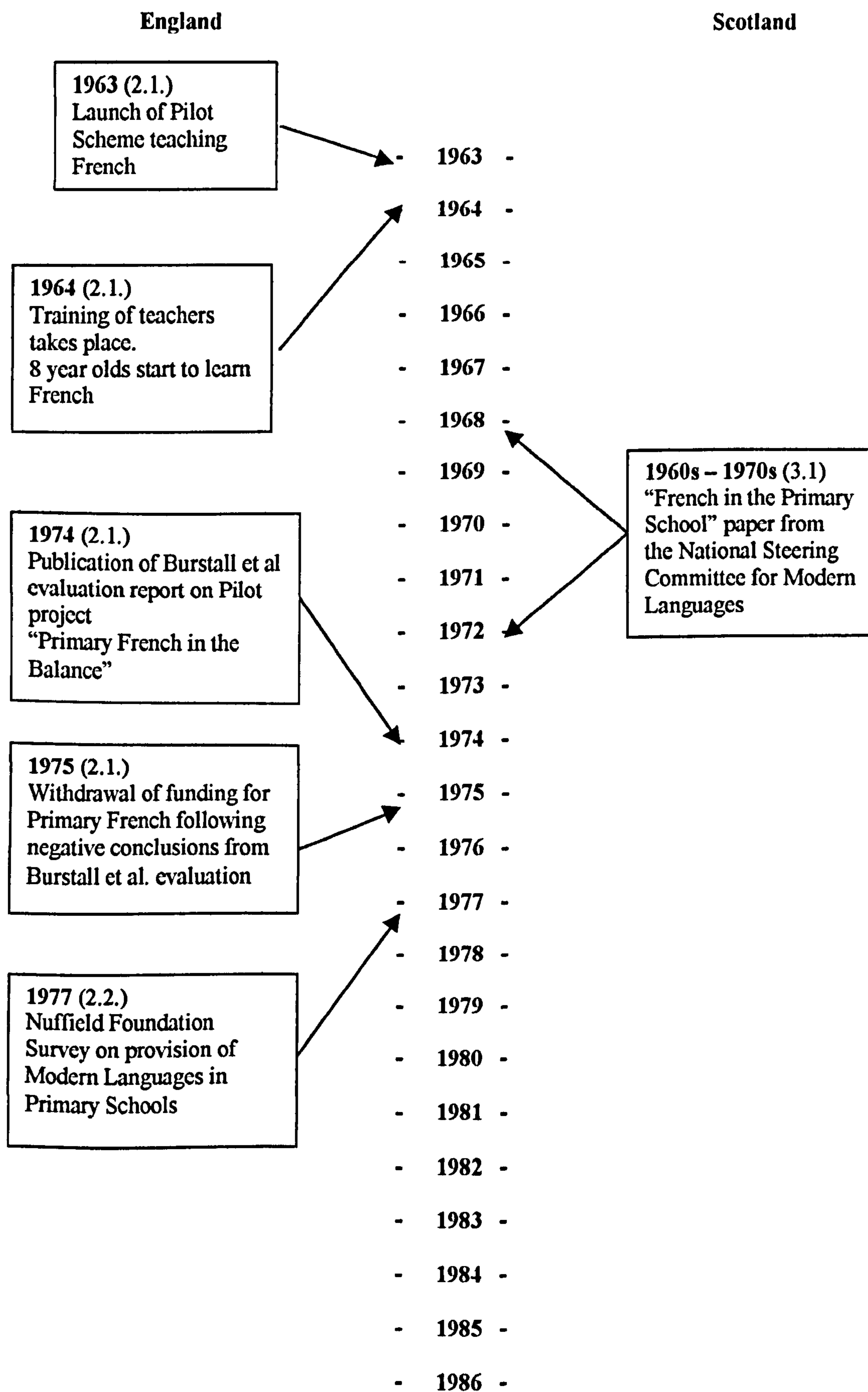
Following this introduction, a timeline is provided which represents the different developments which have occurred in England and in Scotland from 1963 to 2002. The numbers in brackets in the timeline identify the sections of the chapters where each particular development is explained.

Some of the developments described in this section also apply to Wales. The general situation in Wales is somewhat different as MFL were never made compulsory in Key Stage 4 as was the case until 2002 in England. However, 5 to 16 year old pupils in Wales have had to learn Welsh as a first or second language along with English, so where a MFL was introduced this was actually the third language Welsh pupils were learning.

The English and Scottish education systems are of course different. In England the teaching of foreign languages is usually commenced when pupils are around 9 years old, Years 5 and 6, in Key Stage 2. In Scotland, pupils generally start to learn a foreign language in the last two years of their primary education, P6 (10 to 11 year olds) and P7 (11 to 12 year olds).

Developments in Modern Languages in the Primary School

Numbers indicate the sections in Chapters 2 and 3 where the events in question are explained



1960s – 1970s (3.1)
"French in the Primary School" paper from the National Steering Committee for Modern Languages

Continued

England

Scotland

- 1987 -

1989 (3.2.)
SED Circular 1178
National Pilot Projects
(6 clusters; French and
German; P7 pupils)
Strathclyde Regional Pilot
Projects
(10 clusters; French and
German; P7 pupils)

- 1988 -

- 1989 -

1990 (3.2.)
National Pilot Project
Extension
(12 clusters; Spanish and
Italian included; P7 pupils)
Strathclyde Regional Pilot
(2 extra clusters; Spanish
and Italian included; P6 + P7
pupils)

- 1990 -

- 1991 -

1991 (3.2.)
National Pilot project
(First 6 clusters: P6 +
P7 pupils)

1992 (2.3.2.)
"Primary Foreign
Languages: A Fresh
Impetus"
Conference organised by
ALL and NAHT

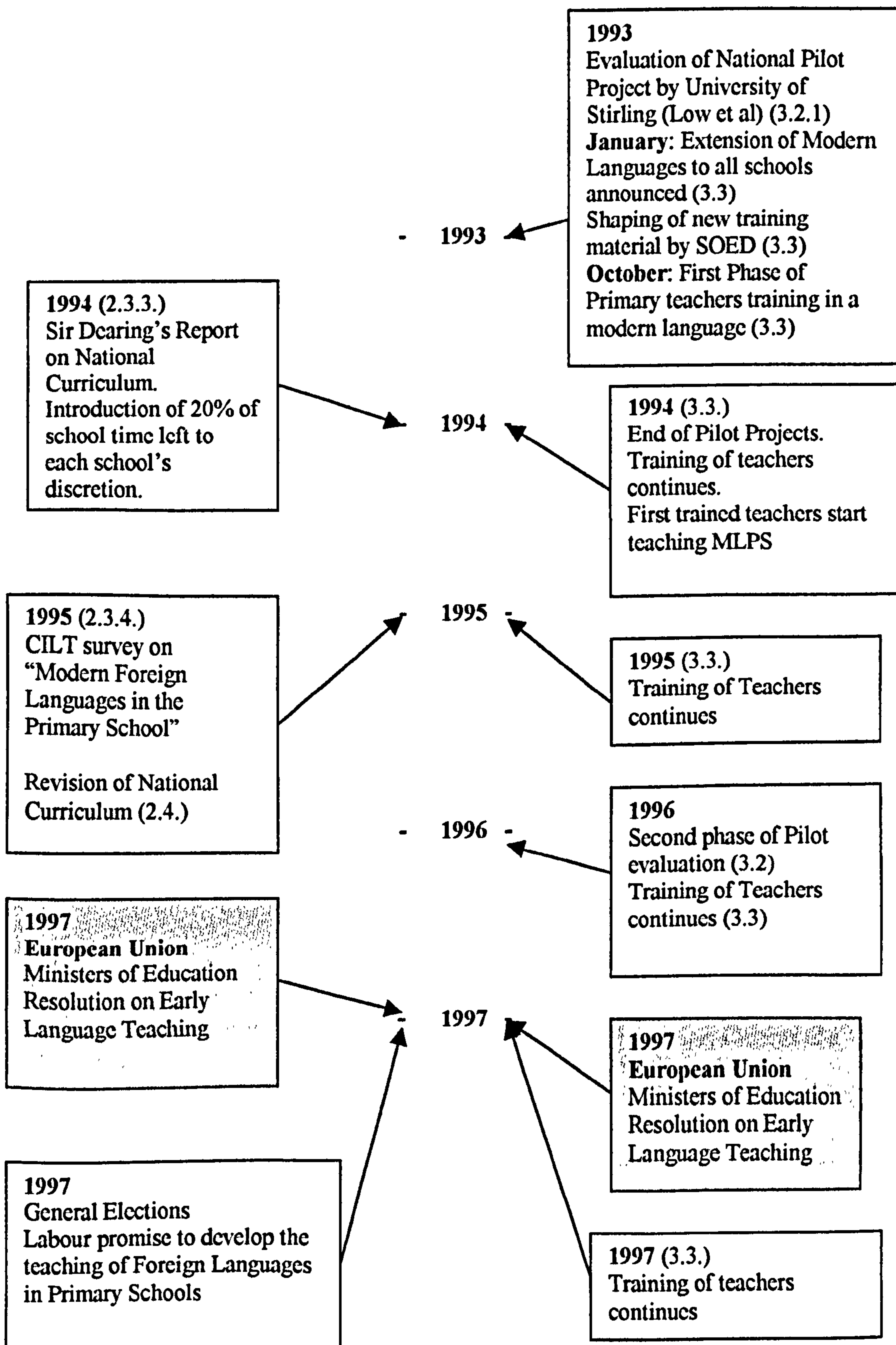
1992

1992 (3.2.)
National Pilot Projects
(All clusters; P6 + P7
pupils)

Continued ...

England

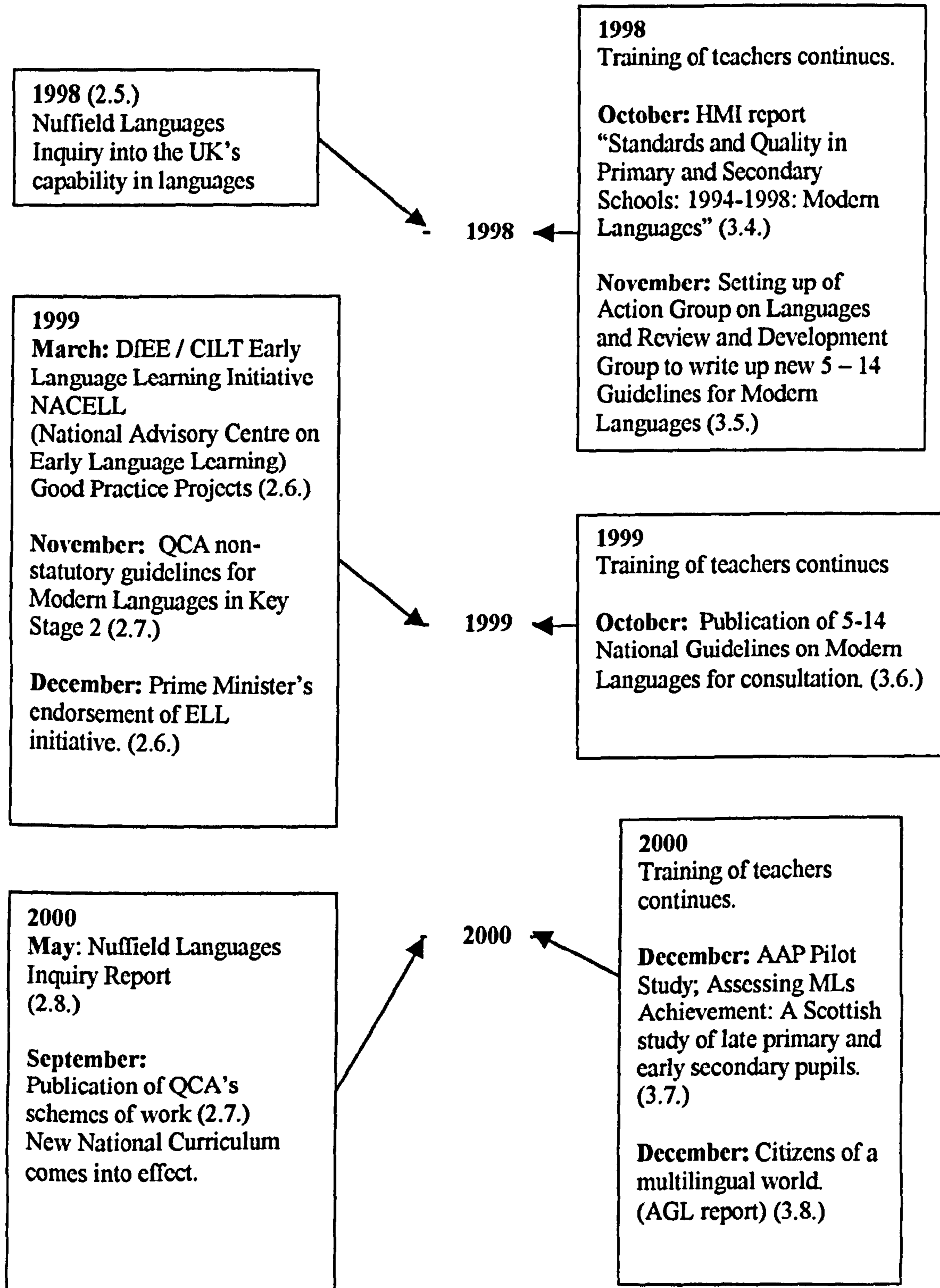
Scotland



Continued ...

England

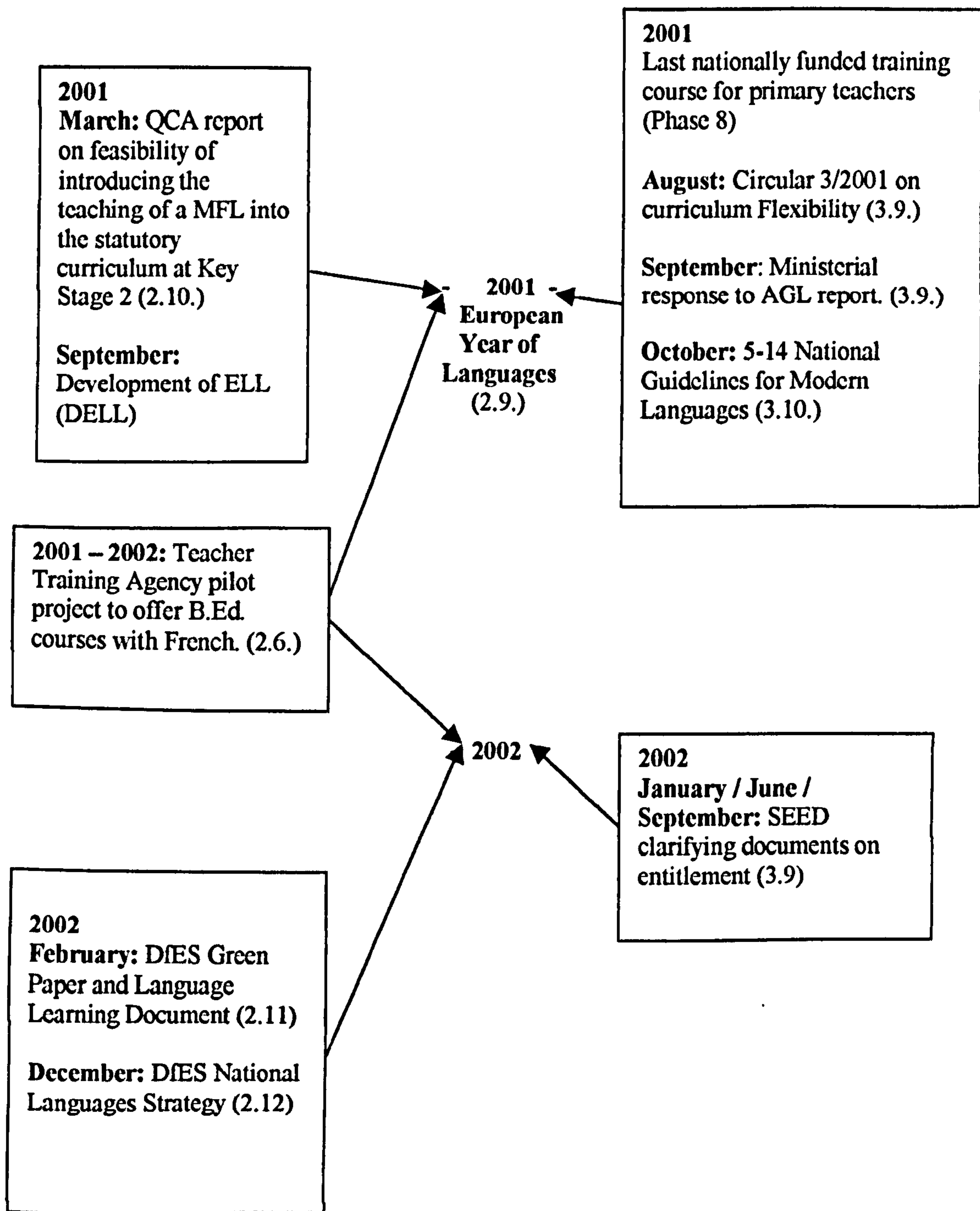
Scotland



Continued ...

England

Scotland



2.1. 1960s -1970s: Pilot Scheme in England and Wales

On March 13th, 1963, Boyle, then minister of Education, launched the Pilot Scheme for teaching French in Primary Schools in England and Wales (Schools Council, 1966, p. 2). The schools involved in the English Pilot Scheme were thought to be representative of the wider picture with establishments from all areas and pupils from many social backgrounds and abilities. The National Foundation for Educational Research later commissioned an evaluation of this Pilot led by Burstall (Burstall, 1974) which is further analysed in chapter 4, section 4.1.1 of this thesis.

The main aim of the Pilot Scheme was to ascertain:

On what conditions it would be feasible to contemplate the general introduction of a modern language into the primary school curriculum in terms of consequences for the pupil, the school and the teacher.
(Schools Council, 1966, p.3)

Also in their mind was the question of “whether or not an earlier start provided identifiable advantages over starting at 11” (Schools Council, 1966, p.5).

The principles taken into account in the Pilot Scheme were:

1. The training of primary school teachers in French

For this project, primary teachers had to be trained both in the French language and the methods to be used to teach it. In July 1963, authorities were told to plan the training that would be required for the primary teachers starting from the basis that they already had some knowledge of the foreign language.

It was thought reasonable to suppose from the outset that, given adequate additional training both in French and in up-to-date methods, the average primary school teacher, whose qualifications in French might be limited to a pass at “O” level, acquired perhaps some years ago, and whose fluency in the language was likely, to start with, to be limited, would be able to teach the early stages. (Schools Council, 1966, p.3)

The training of primary teachers in French was organised in three main areas which were undertaken one after the other:

a) Local Language Courses

These were varied and generally took place before the period of time in France. They were based in language laboratories where teachers used varied materials. The main problem of these local courses was that they were not uniform at all, some teachers having as little as 2 hours/week for 3 months while others received up to 90 hours' tuition. In the 1960s, a lot of language teaching and learning was done through language laboratories where students did not communicate with each other but repeated set sentences from an audio-tape. Nowadays, in the 21st century, methods have changed and the learning of modern languages follows a communicative approach.

b) Intensive Language Courses

These courses were held from the Spring term of 1964 at the British Institute of Paris and at the University of Besançon. They were specifically designed to meet the language training needs of primary school teachers and their main objective was to enable the teachers to reach the highest standard of proficiency in spoken French of which they were capable in the time available, and to improve their knowledge of contemporary France (Schools council, 1966, p.9). The programme for those courses was left to the French institutions and unfortunately situations arose where they did not meet exactly the needs of the primary teachers. During such courses, visits were also made to schools in order to enable teachers to be in contact with French primary schools. In her article "The needs of the teacher", HMI Mulcahy recognised that these three months in France were not the best training but no other solution was available at the time.

It should also be made clear that a three-month intensive language course will not in itself produce linguists. The benefit will be greater if teachers attend local courses for at least one term and if possible, for 2 or 3 terms, in preparation ... The necessity of adequate preparation has been shown on one of the courses at Besançon where visits to schools had to be postponed because a third of the teachers had not reached the requisite standard of comprehension. However thorough the preparatory course and however beneficial the intensive course, the average teacher will still need further local courses in language after he has attended an intensive course. Intensive courses of 3 months' duration are the barest minimum necessary to establish a competent grasp of French, and the Council would have liked the intensive course to run for 6 months but a period of such length would have been impracticable. (Schools Council, 1966, p. 22-23)

c) Courses in Methods

After the three-month stay in France, primary teachers took part in one of three ten-day methods courses organised for them and staffed by members of HM Inspectorate.

The main aims underlying the 3 courses organised in 1964 by HM Inspectors for the pilot were:

(i) to explain the international and national background of the primary project;

(ii) to formulate the basic ideas of sound primary school practice and good modern language teaching within the context of the primary school;

(iii) to show why, how and with what materials French could be taught successfully to junior children; and

(iv) to describe and present the various audio-visual courses available and then to show by practical demonstrations how various teachers had used them and children reacted to them.

(Schools Council, 1966, p. 23-34)

In the summer of 1965, three additional courses were organised for the primary teachers to discuss the development of the project, their own experiences and the materials produced for them by the Nuffield Foundation.

2. Additional training for secondary teachers

Secondary teachers also had to be trained to teach pupils who were coming to their first year with some knowledge of French. A main issue the secondary teachers had to address was the fact that pupils were coming with very different abilities and competences in French.

3. Primary – Secondary continuity

Authorities, schools and teachers had to adapt to the new situation where pupils were starting language learning at different stages in their school life if this scheme was to be seen as a lasting project. From the outset, the Schools Council regarded the Pilot Scheme as “continuing for at least 5 years” (Schools Council, 1966, p.4).

4. A common starting age in the primary schools

For the pilot study in England and Wales, the starting age was set at 8 years mainly due to issues related to staffing but also to pupils' adaptability to school life as it was felt that "it would be desirable to give children a chance to settle down to junior school life before starting to learn French" (Schools Council, 1966, p.4).

Another point taken into account in the English Pilot Scheme, was to put aside the view that French was 'something' that was done in school when there was some extra time to fill, and that it was mainly for the more able pupils.

What it was emphatically hoped to avoid was the practice, which up to the launching of the Scheme was becoming increasingly common, of the occasional introduction of a little French to selected pupils in their last primary year, particularly after they had taken the 'eleven-plus' examination. (Schools Council, 1966, p. 5)

5. The integration of French into the Primary Curriculum

In the Pilot Scheme in England, the teaching of French was to be part of the curriculum and not a subject that was taught apart from all the others, with no connection to the pupils' daily school life. Through French "connections should be made wherever possible with other subjects such as craft, art, history and so on, and the teachers encouraged to use the same active methods as are used for other subjects" (Schools Council, 1966, p.5).

In the English Pilot, as is the case in Scotland, sometimes the teacher taught his/her own class, while at other times the teacher had to take a different class. In the Pilot, the teaching pattern most used was of a daily input of French during 20 to 30 minutes. The methods used were based on two audio-visual courses "Bonjour Line" and "En Avant" reinforced with some teaching material produced by the Nuffield Foundation.

The Schools Council had identified a number of issues to be investigated in an evaluation undertaken by the NFER from 1964 to 1974 and which were important to the good progression of the Pilot Scheme:

1. Do other aspects of educational and general intellectual development gain or suffer from the introduction of a foreign language in the primary school?
2. Are there levels of ability below which the teaching of a foreign language is of dubious value?
3. Is any substantial gain in mastery of a foreign language achieved by beginning to teach it at the age of 8 instead of 11?
4. What methods, incentives and motivations are the most effective in fostering learning of a foreign language?
5. What are the organisational, teaching and other problems posed by such an experiment?

In 1974, Burstall, Jamieson, Cohen & Hargreaves published a final report *Primary French in the Balance* on the evaluation of the Pilot Scheme which had taken the form of a “longitudinal study of three age groups or ‘cohorts’ of pupils attending the schools taking part in the experiment” (Burstall et al, 1974, p.11).

The main aims of the evaluation were:

- To investigate the long-term development of pupils’ attitudes towards foreign language learning.
- To discover whether pupils’ levels of achievement in French are significantly related to their attitudes towards foreign language learning.
- To examine the effect of pupils’ variables (such as sex, age, socio-economic status, perception of parental encouragement, employment expectations, previous learning history, contact with France, etc.) on the level of achievement in French and attitude toward foreign language learning.
- To investigate whether teachers’ attitudes and expectations significantly affect the attitudes and achievement of their pupils.
- To investigate whether the early introduction of French has a significant effect on achievement in other areas of the primary school curriculum.

(Burstall et al, 1974, p.13)

The findings of this final evaluation of the teaching and learning of French centred on the five main issues identified by the Schools Council (details of which are considered in chapter 4, section 4.1.1). Although some of the findings were positive, the overall impression was fairly negative particularly with respect to issues 3 and 5 above. Following this negative assessment of the Pilot Scheme, the national

funding for Primary Foreign Languages in England and Wales was withdrawn in 1975.

2.2. 1977: Nuffield Foundation Survey

Following the report from the NFER, a survey on the provision of MLPS in England and Wales was undertaken by The Nuffield Foundation to establish under what conditions it would be feasible to introduce French in the primary schools. The results of this survey were reported in “The Early Teaching of Modern Languages” by Staff Inspector Hoy in 1977. According to Poole (1999), the main concerns aired in the survey were: the lack of suitably qualified staff; the inadequate methodology used in the different programmes in place; the lack of continuity between the primary and secondary phase; the view that French was incompatible with the educational philosophy of primary schools whose main task was seen as developing the basic skills of literacy and numeracy; and finally the belief that the status of English as a world language made the study of another language seem redundant.

After studying the details of the survey, the Nuffield Foundation identified a series of conditions that would have to be met for a successful introduction of French in primary schools:

- Clear short and long term aims and objectives;
- Sufficient supply of adequately trained teachers;
- Adequate methodologies;
- Integration of French into the whole primary curriculum;
- Continuity of provision between primary and secondary school;
- Contact with target culture;
- Assessment of progress.

(Poole, 1999, p.43)

These conditions have been kept in mind in most of the programmes introduced consequently. However, even with the conditions having been identified over 20 years earlier, there still does not seem to be a robust model of teaching a foreign language in primary schools at the beginning of the 21st century. After this

survey, once again, the teaching of Modern Languages was not introduced nationally but was left to each school's own discretion.

2.3. 1990s: Reintroduction of Foreign Languages in Primary Schools

In 1988, the Education Reform Act of 1988 introduced a National Curriculum in England and Wales for the first time. At that time, although many voices were already being heard about the benefits of learning a foreign language at the early stages of a child's education, the government was still not convinced and did not include it in the National Curriculum.

The Working Group established by the secretary of state for education to draw up the National Curriculum for modern languages suggested that the early teaching of modern languages was in principle a good thing but he observed that: 'Full scale teaching of foreign languages in primary schools ... is not at present possible, not because children of this age cannot successfully learn a language but because very few teachers in primary schools are equipped to teach it' (DES 1990:5).
(Sharpe, 2001, p. 45-46)

2.3.1. The Kent Primary Project

During the 1990s the Local Educational Authority of Kent undertook a Primary French Project based on training and supporting non-specialist primary teachers teaching the foreign language, as opposed to specialist teachers visiting schools as had been the case in other authorities (Sharpe, 1995, p.40).

In his article "The primacy of pedagogy in the early teaching of modern languages", Sharpe (1995) explained that this decision to support the primary teachers, rather than use specialists, was based on four key factors:

- **Long term viability:** The idea that the project had to be a long term one and that the use of specialist teachers would give a less durable solution than the one offered by training the primary teachers. Recruiting secondary ML teachers was already problematic at the time, so the LEA saw a possible problem also arising in the primary sector.

- Value for money: In Kent it was recognised that the expense of bringing in outsiders did not make the programme feasible at a national scale and it was cheaper to train many primary teachers who could use their expertise throughout their working lives (rather than paying a specialist teacher just for one year).
- Pupils' perceptions: The teaching of the foreign language by a specialist might instil in the pupils the idea that the foreign language was something apart from the classroom daily life and not something everybody could do. The message given to pupils with the presence of a specialist could be that "this is something difficult, this is something special, this is something that my teacher who teaches me everything else cannot and is not qualified to do" (Trafford, 1994; p.15).
- Empowering primary teachers: The use of specialist teachers meant the disempowering of primary teachers, the teaching of foreign languages was seen as something they could not do.

In this project, major importance was assigned to the "primacy of pedagogy". Authorities in Kent believed that in terms of early teaching of modern languages, the methodology used was more important than having linguists teaching the children and that "what matters most in successful primary modern language teaching is not that the teacher has a high level of linguistic competence but that the teacher is a good teacher" (Sharpe, 1995, p. 40). However, this did not negate the importance of an amount of linguistic knowledge that would be sufficient to teach the agreed syllabus to primary school pupils, and they felt it was "obvious that teachers do need to have enough knowledge and skill to teach the intended syllabus" (Sharpe, 1995, p. 41).

With this in mind, the Kent project organised INSET sessions that had the objective to empower the primary teachers so that they felt confident and enthusiastic about teaching elementary French in terms of mastery of effective teaching techniques (pedagogy), reflective awareness of the criteria of good practice and personal characteristics (enthusiasm) and interpersonal skills (empathy), and, to a significant extent, knowledge of the foreign language and culture. A key point emphasised in this training programme was the advantage of the primary class where

the teacher was in contact with the pupils all day and could “embed” the foreign language as part of their everyday routine. This way, the children saw from an early stage that the foreign language had a real communicative purpose.

Finally, a major point that differentiated this Kent project from others, such as the national training programme undertaken in Scotland in 1993 (see chapter 3, section 3.3), was the fact that teachers who wished to do so could work towards receiving accreditation for the work done through attendance at training sessions and the production of a portfolio of work consisting of evidence of “professional development” in ETML, together with some written reflections on this evidence.

2.3.2. The 1992 Conference

On November 30, 1992 the conference “Primary Foreign Languages - a fresh impetus” took place in Coventry organised by the Association for Language Learning and the National Association of Head Teachers. In his introduction, Varnava (Head Teacher of Norwood School in London and Chair of the International Committee and National Council Member, National Association of Head Teachers) stressed the enthusiasm displayed by the many areas where Primary Foreign Languages were being taught and emphasised the importance of formulating a policy that all involved could adhere to. In his opinion, what existed in England at the time was a “patchwork of activity, enthusiasm and experience” (Trafford, 1994, p.6) and it was necessary to look at the whole picture to be able to formulate a national policy for MLPS.

In that conference, Lady Brigstocke, conservative whip in the House of Lords at the time, spoke about a debate that had taken place as early as July 1990 where sub-committee C of the EC select committee in the House of Lords presented its report on European schools and language learning in UK schools. In this report, Baroness Lockwood (chairperson of the committee) realised that

It would take 10 years to plan and mount a programme for language teaching in the primary school. That is why she recommended that planning should start now [this was in 1990] and that one feature of the planning should be the inclusion of a foreign language as an essential component of the B.Ed. course for primary teachers.
(Trafford, 1994, p.11)

Unfortunately, 10 years later the situation in the ITE institutions had not changed: students training to be primary teachers did not have to know or have any qualification in a foreign language as a requisite to their training. This situation was found both in England and in Scotland. Some teacher education establishments had introduced the teaching of a foreign language as an elective, but this was mainly French and was not standardised through the country. A new pilot project was introduced in England in 2001-2002 (see section 2.6) for teachers of French, which was later widened to teachers of Spanish and German.

2.3.3. The 1994 Dearing Report

In 1994, Dearing's final report on the National Curriculum and its Assessment was published encouraging a slimming down of the curriculum in England and Wales at Key Stages 1, 2 and 3 (pupils aged 5-7; 7-11; 11-14). In his summary, he stated that "urgent action is needed to reduce the statutorily required content of its programmes of study and to make it less prescriptive and complex" (Dearing, 1994; Para 2.1). Apart from the time devoted to the teaching of the statutory areas of the curriculum, Dearing left some of the teaching time in primary schools to be used at each school's discretion:

It will be for the school to decide what to teach within these broad categories. My recommendation that the bulk of the time released during Key Stages 1 and 2 be used for extension work in the subject areas of the National Curriculum should not preclude the introduction of, say, a foreign language in Key Stage 2 if the school has the expertise to do this.
(Dearing, 1994, Para 4.46)

In May 1994, The School Curriculum and Assessment Authority published draft proposals for consultation for the revision of the Dearing Report. However, these proposals dealt with Key Stages 3 and 4 and offered no guidelines to teachers

who had decided to introduce a modern foreign language in Key Stage 2 following Dearing's suggestion.

2.3.4. The 1995 CILT survey

In 1995, the Centre for Information on Language Teaching and Research (CILT) published a report "Modern Foreign Languages in the Primary Schools" which gave an indication of the situation in England and Wales. Questionnaires were sent to Local Education Authorities in order to have a wider picture of the provision of MLPS. In general CILT found that:

- The overall provision was "varied, patchy and generally uncoordinated" (CILT, 1995, p.3-5);
- French was the language mainly taught with little diversity of choice;
- The nature of the provision ranged from a European awareness programme with links, exchanges and visits to the target country, to a language awareness one with some instances of a mixture of both;
- The pattern of provision varied widely ranging from 10 to 120 minutes per week. The model of provision was also varied with daily short sessions to weekly long sessions. The model also differed where the embedding model was adopted in some cases while the foreign language was taught as a separate subject in other cases. Finally in some instances the teaching of the foreign language was time-tabled in the daily curriculum while in others it was an extra curricular activity taught outside school hours;
- The staffing models were also very different around the country, ranging from teachers who had an A-level from some years ago, to teachers who had no previous qualification in the foreign language, and from class teachers to visiting teachers;
- The training provided also varied from some LEAs offering linguistic training, others methodology training, and others a mixture of both;
- The continuity between primary and secondary levels was also a problem where the only method of liaison used in most LEAs was the transfer of the pupils' record of attainment, with some visits, taster lessons and planning together identified at times.

2.3.5. The 1996 SCAA conference

On 7-8 October 1996, an international conference organised by the School Curriculum and Assessment Authority (SCAA) was held in London under the heading of "Modern Foreign Languages in the Primary Curriculum". At this

conference experience from countries such as Austria, France, Scotland, Australia and Wales was represented. At the conference Brossard, Inspecteur Pédagogique Régional from France, explained the MLPS situation in France where since 1994, pupils aged 7 and over learned a FL through a video based course produced by the Ministry of Education. This method was later found not to be very successful as it relied heavily on the teachers' mediation when teachers themselves had often not received a great amount of training. From his observations of French MLPS classes, Brossard drew a number of conclusions that could be applied to any MLPS programme, namely:

- The most efficient primary teachers are those with a good command of the target language and a clear view of foreign language objectives at this level;
- Language lessons should be a break from other activities, but should also be integrated into a whole school programme;
- Objectives should be modest, with emphasis on competence, not performance;
- Team work and peer training are seen as positive features, as is co-operation between primary and secondary schools, or between clusters of primary schools;
- In-service and pre-service training in language proficiency is vital.

(SCAA, 1997, p.9)

McGregor, HMI inspector for languages for the Scottish Office, also explained the situation of MLPS in Scotland where primary teachers were being trained to teach the FL since 1993-1994 after the success of the National Pilot projects started in 1989 (see sections 3.2 and 3.3 of chapter 3). In her talk, McGregor outlined the key issues that are necessary for the success of any MLPS programme highlighting the fact that:

There must be commitment and a positive attitude at all levels, particularly head teachers, with the financial backing at local and national level to sustain the project. (SCAA, 1997, p. 10)

In her opinion, the key issues that had to be borne in mind all the time in any MLPS programme were who was responsible for modern languages at all levels (national, local, cluster, school); dealing with liaison and staffing; deciding what stages were going to be taught and what language was to be taught; making sure

there was communication with parents and with other participants (other primary schools, secondary school); and finally, there must be effective learning and teaching with an existing quality control system in operation.

After the presentations from the different speakers, the participants were divided into eight workshop groups to discuss issues related to MLPS. From those discussions some main points emerged such as the idea that “the regular class teacher could be supported by a peripatetic expert” (SCAA, 1997, p.17). [This idea was also one that many practitioners, both primary teachers and MLPS tutors, in Scotland are in favour of.] However, the cost of maintaining peripatetic teachers in some LEAs might be a problem. Another aspect raised in those discussions involved the methodology used in MLPS and the inclusion of FL in pre-service training: methodology should be appropriate to the pupils’ age and the learning should include both linguistic and cultural aspects of the language taught. Teaching the cultural aspect of the country where the FL is spoken might be difficult for some primary teachers who have not had contact with the target country. This situation could be solved by introducing the FL in pre-service training where future teachers would have a period abroad to improve their language and to learn about the culture. In 2003, this was still an unsolved issue although some Initial Teacher Education institutions (both in England and in Scotland) were starting to introduce the FL in their Primary teacher training courses. A final aspect discussed in those groups was the fact that continuity between primary and secondary stages should be addressed following a general curriculum framework agreed between all involved.

In the report published after the conference, the following summary of key points emerging from the sessions was included, namely:

- There should be a national policy to raise the profile of modern foreign languages teaching and learning;
- Schools have a key role to play in developing positive attitudes and motivation among pupils towards modern foreign languages;
- If modern foreign languages were introduced into the Key Stage 2 curriculum, their introduction should be gradual and planned;
- The different nature of education in the primary and secondary sectors should be taken into account;

- The financial implications of any provision should be costed;
- The implications regarding teacher supply and teacher training should be considered;
- A team of experts should be identified to develop a strategy for integrating modern foreign languages into the primary curriculum.

(SCAA, 1997, p. 3)

As will emerge in later sections of this chapter and the next one, many of these findings were later “re-found” by other groups involved in investigations on the situation of MFL in the UK (Nuffield, 2000, sections 2.5 and 2.8) or in Scotland (Ministerial Action Group on Languages, 2000, section 3.5 of chapter 3) or in a report on the feasibility of introducing MFL into primary schools (QCA, 2001, section 2.10). Unfortunately, this re-discovering of ideas in MLPS and re-drafting or re-wording of policies is an ongoing problem in the world of MFL teaching in the UK and implies an unfortunate delay in decision making that negatively affects schools and young people’s education throughout the UK and beyond.

2. 4. 1995 - 2001: National Curriculum Revision

From 1995 on, the School Curriculum and Assessment Authority (SCAA) was involved in a monitoring programme looking at a possible revision of the National Curriculum in 1998/1999, with the implementation of revised orders for Key Stages 1 to 3 taking place in September 2000, and in September 2001 for Key Stage 4.

In 1997, the SCAA set up a monitoring programme to collect information about the implementation of the curriculum in schools. The details of this programme were included in “Monitoring the School Curriculum: The Framework” which was designed to establish aims for the SCAA’s work on developing the school curriculum; identify key areas in which SCAA will initiate and promote broader thinking about the school curriculum; establish the range of approaches that will be used to initiate and evaluate work on developing the school curriculum; outline how

the development process will be managed and identify a broad time-scale and specific action points for work over the next 5 years (SCAA, 1997; Appendix A).

During this revision period, five key areas were identified for consideration, namely the purpose of education; lifelong learning and the world of work; flexibility; the structure of the national curriculum and finally, national standards.

In the opening address to the SCAA conference held in October 1996 (section 2.3.5), Tate, SCAA chief executive, stated that they had “no views on the future role of modern foreign languages in primary school... at the moment” and were approaching “the issues with an entirely open mind” (SCAA, 1997, p.7). However, in May 1997, general elections took place that witnessed the return of the Labour Party to government. The teaching of MLPS was already in many politicians’ minds and the Labour policy document on education “Excellence for everyone: Labour’s crusade to raise standards” stated that “Labour will develop the teaching of foreign languages in primary schools to boost children’s linguistic skills” (Labour Party, 1997; para 2.30).

On November 20, 1997, the Ministers of Education of the European Union adopted a resolution on the early teaching of languages supporting the movement already in place in various member states. The UK was taking over the presidency of the union in 1998 and at this meeting, Wilson, the then Scottish Education Minister, welcomed this resolution and praised the work being done in Scottish primary schools stating that “language teaching would figure prominently in the education agenda of the UK presidency” (Scottish Office News release, 1788/97, 20/11/97).

Once in government, in January 1998, Blunkett, the then Secretary of State for Education, “lifted the requirements for time spent on individual subject areas in the primary curriculum to allow schools to focus on the 3Rs (reading, writing and arithmetic) and suggested that schools could offer ‘taster courses’ in other subject areas including Modern Languages if they wish to do so” (Poole, 1999, p.17).

2. 5. 1998: "Where are we going with languages?"; The Nuffield Languages Inquiry

As Moys, secretary to the Nuffield Languages Inquiry, stated in the introduction to the consultation report "Where are we going with languages?" (Moys, 1998) published as part of the remit of the inquiry in spring 1998, the Trustees of the Nuffield Foundation decided to establish an inquiry into the United Kingdom's capability in languages. The aim of this inquiry was to estimate the needs the United Kingdom would have in languages over the next 20 years, and to assess whether the present picture represented a firm foundation for the future. This consultative report would "map the territory of the current languages scene before the Inquiry starts to take evidence, and ... identify what are most likely to be key issues to be addressed by an inquiry such as this" (Moys, 1998, p. 4). In the foreword to this publication, McDonald and Sir John Boyd, Chairman and Co-Chairman of the foundation, explained the point of this inquiry:

The Nuffield Languages Inquiry provides a long overdue opportunity to take stock of our national capability in languages. And to ask some questions. Increasingly our traders, investors, travellers and young people operate worldwide. Does our current language provision offer a firm basis for the future? Are we satisfied with the level of aspiration and achievement? Are we clear about the contribution that languages skills can or should make to our national 'skills pack'?

(Moys, 1998, p.1)

With this in mind, the inquiry was asked to consider and provide recommendations to three main questions: (1) What capability in languages will this country need in the next 20 years if it is to fulfil its economic, strategic, social and cultural aims and responsibilities, and the aspirations of its citizens? (2) To what extent do present policies and arrangements meet these needs? (3) What strategic planning and initiatives will be required in the light of the present position?

In the consultative report, Boaks (Deputy Director of CILT) looked at the situation in schools in the whole of the UK. With respect to the primary sector his main points concentrated on the provision and organisation of the teaching of MLPS and the existing policies and practice in this area. Boaks concluded that there was no

UK-wide provision. In England, Wales and Northern Ireland there were some LEA-led initiatives, while in Scotland a nation-wide programme had started in 1989 with some pilot projects, followed in 1993 by a new training programme. However, the situation in preparatory schools was different as there was an important provision of Modern Languages although they were “usually taught as a discrete subject by specialist teachers and receives a greater share of curriculum time than in LEA primary schools” (Moys, 1998, p. 34). At the same time, Boaks highlighted that continuity between the primary and the secondary stages of education was still a main concern. However, in his article, Boaks stressed one conclusion from the Scottish pilot experience which was that “the benefits to the learner of an early start are maintained up to the age of 16” (Moys, 1998, p. 34).

In terms of policy and practice, Boaks identified the following issues as important: the training of teachers; the different learning objectives of different projects; and once again, the variety of programmes existent in the country. With respect to the training of teachers, Boaks stressed that it had to be borne in mind that the teaching of a MFL was still not part of the Key Stage 2 curriculum and would this change, it would have great implications in terms of training teachers of ML which was already problematic in the statutory secondary sector. In terms of the learning objectives of the different early language learning projects, two different views were present. On one side, Boaks identified those who saw that “awareness of language and a sensitisation to other cultures are key educational objectives which lay foundations for successful language learning later on” (Moys, 1998, p.34). On the other side, could be found those who “argue the case for a strong early start in ‘proper’ MFL learning” (Moys, 1998, p.35).

However, an important issue present in the UK at the time was the very different opinions on the introduction of early ML teaching and learning. Some practitioners supported the introduction of a MFL in the early years, while others were more cautious towards the idea due to the differences it could create in provision between regions or even areas in the same region. Other practitioners were also concerned about the provision of languages other than French and the problems

this could cause, but even with these misgivings, all practitioners acknowledged “the need to continue to lobby for proper resourcing” (Moys, 1998, p.35). In this respect, Boaks highlighted that in the UK there seemed to be a will to introduce MLPS, although there was also a fear of the unknown and of the possibility of lack of resources if a new programme were to be set. As he put it: “The approach from the government so far may be described as encouraging growth but refraining from any major commitment of resources” (Moys, 1998, p.34).

At the end of his article, Boaks identified a number of questions that should be addressed by the inquiry. Unfortunately, a number of these questions had already been raised in previous projects but no solutions had been found or no attempts had been made by government or other stakeholders to find solutions.

- What languages should we be teaching in schools?
- What should be the aims and objectives of FL provision in Primary schools?
- Is there an over-reliance on teaching French in secondary schools to the exclusion of other languages?
- What would be an effective languages curriculum in both primary and secondary schools?
- Can programmes such as languages for all, languages for lifelong learning and languages for linguists be brought into the school curriculum?
- How can we ensure, as young people progress through school, that they maintain interest in languages, linguistic skills, and in other cultures – to wish to pursue language learning from school into adulthood?
- How can the context for language learning be improved both within and beyond schools?
- How can schools be supported best when they wish to bring innovations to the language curriculum and to language teaching?
- What does the study of a MFL add to language education in general?
- What improvements could be made to the curriculum and qualifications framework in order to recognise the achievements of all learners?
- What further improvements in the quality of language learning can be made within current constraints and how can teachers be empowered to create improvements?
- What steps can be taken to ensure a closer correlation between the languages offered in schools and the future needs of the individual and the nation?

(Moys (ed); 1998; p.43)

These were the questions specific to the teaching of MFL in schools identified in this consultative report. The report from the inquiry was published in May 2000 and its findings and recommendations can be found later in this chapter (section 2.8).

2. 6. March 1999: Early Language Learning Initiative

In 1999, the British government saw the importance of the teaching and learning of foreign languages in the primary sector and on March 25th 1999, the Under Secretary of State for School Standards, Clarke, announced a Department for Education and Employment Initiative to promote and develop the provision and quality of Modern Foreign language learning in the Primary sector for England and Wales. The Early Language Learning (ELL) Initiative would be delivered in two phases, from April 1999 to March 2002, and from April 2001 to March 2004. It was managed by CILT and aimed to provide advice and support for institutions involved in or considering the provision of early MFL learning; to offer greater support and coherence for existing initiatives; to support networks for sharing experience; and finally, to establish a basis for future developments. At the end of the first phase, a report was published by CILT highlighting a number of issues emerging during that phase which “provided the rationale for the extension of the Initiative in 2002 – 2004” (CILT, 2002, p.3).

In December 1999, Prime Minister Blair endorsed this initiative when delivering the annual Romanes Lecture on Education at Oxford University on December 2nd.

Let me start at primary level with a few concrete examples. Modern Languages. English may be the new lingua franca, a competitive advantage for us as a nation, not least in education. But the competitive advantage for each of us as individuals is the capacity to make our way as freely as possible through the new Europe and the wider world. Everyone knows that with languages the earlier you start, the easier they are. The National Curriculum rightly makes a modern language compulsory from the beginning of secondary school. But many children gain a valuable head start earlier. Some primary schools already do excellent work in this area, and language teaching from the age of seven or eight is almost universal in independent schools once competence in the basics has been achieved. As all schools move towards universal competence in literacy and numeracy, the scope for more language teaching in the later primary years is something we are seriously considering.
(ELL Bulletin, 2, December 1999)

However, as King, Director of CILT, stated in the first edition of the ELL Bulletin, this did not mean the introduction of Modern Foreign Languages as a statutory part of the Key Stage 2 curriculum.

The outcomes this organisation aimed to work on were: the establishment of the National Advisory Centre on Early Language Learning (NACELL) at CILT; the development of high quality curriculum resources for classes and teachers; the establishment of a network of practitioners making particular use of ICT; the development and dissemination of models of good practice by the Good Practice Project (GPP); finally, the review and co-ordination of training for teachers of MFL in the Primary sector.

2.6.1. NACELL

The targets for the National Advisory Centre on Early Language Learning (NACELL) were specified in the first issue of the ELL Bulletin as the creation of a national system of information advice and support for early language learning, the provision of access to high quality advice and support for all primary schools wishing to provide a foreign language programme in Years 5 and 6. For this, three main objectives were identified:

- The re-organisation of information and resources available at CILT in order to provide a unique showcase for early language learning resources (both those currently available and those yet to be developed in association with this initiative), while continuing to offer the integral national collection serving all sectors.
- The establishment of an electronic bank of resources in support of early language learning with the aim of providing user-friendly access to existing on-line resources, but also to exploit the interactive nature of new technologies to facilitate user feedback and input in the development of new materials.
- The establishment of an electronic forum (ell-forum) open to all those interested in early language learning and teaching to discuss issues and exchange ideas and good practice, as well as offering practitioners in the field a platform for peer support and professional updating. In this forum debates centred on issues such as the use of the target language in primary MFL lessons, storytelling, the use of different resources, advice on correct foreign language versions of different words or expressions, the use of ICT, curriculum planning, assessment, staff development, ELL in Wales, special education needs in primary schools, primary MFL research, specialist versus generalist teacher debate, etc...

2.6.2. Teaching resources

Stimulating the market for appropriate early language-learning materials of various types is a core objective of the initiative... When considering teaching materials in general the issue of accessibility for non-specialists is clearly very important.

(ELL bulletin, 1, May 1999)

With this main objective in mind, the two main areas of work were identified as course materials and distance learning teacher-training materials. In terms of course materials, a consultative group involving publishers, BBC, etc... was set up to study the development of course materials for this area of the curriculum and a 'badging' system for existing resources created in order to highlight the availability of existing early language learning materials and to encourage the production of new high-quality materials. The objectives of this group were to develop a needs analysis and production guidelines; to promote the development and piloting of new products, especially through schools involved in the Good Practice Project and to look at the possibility of kite-marking suitable products.

The other main area in terms of resources involved the distance-learning training packages for teachers. Another consultative group was established to set up a framework for a planned expansion of appropriate high quality commercial materials; to develop a high quality distance-learning training package aimed at non-specialists in primary and middle schools with a range of high quality curricular materials and aimed at an active market for materials. In March 2001 the first ELL video "Making it happen" was published with a second video being launched at the Primary Languages Conference in Manchester the following year. Along with these videos, a pilot scheme was approved to take place for September 2001 offering 100 places for primary MFL in Initial Teacher Training institutions which included school experience in France which was extended to other languages in 2002-2003.

2.6.3. Good Practice Project (GPP)

The Good Practice Project ran between September 1999 and March 2001 and "sought to identify, develop and disseminate good practice in the teaching and learning of MFL in primary schools" (CILT, 2002a, p.11), by investigating key areas

such as course planning, progression and transition to secondary school, and teacher training and resources, mainly through action research with primary, middle and secondary school.

In December 1999, Blunkett, the then Education and Employment Secretary, showed his support for the ELL initiative and the GPP.

I want to see more language teaching in primary schools and that is why I have asked the Centre for Information on Language Teaching and Research (CILT), through the Good Practice Project, to look at giving practical help to primary schools in teaching modern foreign languages to their pupils.

Learning a language is vital for international trade, communication and understanding, and for the insights it provides into the languages and cultures of our own country. That is why by 2001, my department will be publishing good practice guidelines to encourage primary school teachers to learn from each other and share experiences.

(ELL Bulletin, 2, December 1999)

By December 1999, 18 partners had been selected to take part in the GPP and an evaluation led by Sharpe produced interim reports for CILT and the DfEE in September 2000. Following the information gathered in these GPP, the QCA published a range of non-statutory guidelines for early language learning in Autumn 2000 which will be examined later in this review (see section 2.7 of this chapter).

When considering the information gathered through these GPP, Sharpe identified three main factors to be taken into account:

- These projects had been set up with the main aim of bidding for and gaining the funding available through the ELL initiative and took place in a rather short period of time, September 1999 to March 2001. In this sense, it would be very difficult to nationalise the findings of the projects. Through the funding gained, most of the projects were able to involve more staff and resources than most schools usually have access to.
- The systems of provision had been very different in most projects. In some cases, the teacher was a visiting teacher from a secondary school, a visiting teacher from the area or the class teacher. The timing of teaching was also varied, some projects dedicating more time than others to the MFL learning.

- Finally, and most importantly perhaps, the aims each of these GPP had for teaching a MFL differed largely. Sharpe classified all ‘these differing intentions’ as follows: language acquisition; language sensitisation; language awareness; attitudes to language learning; attitudes to European awareness; attitudes to multiculturalism; intercultural understanding and intercultural competence (Sharpe, 2001, p.179).

As mentioned above, the results of the GPP evaluation were not made public but Sharpe cited some of them in his 2001 book *Modern Foreign Languages in the Primary School. The what, why and how of early ML teaching*. Some of these findings were:

- The presence of different views of what and how a MFL should be taught between primary and secondary practitioners involved in the GPP.

Primary practitioners’ emphasis on giving experience and opportunity for oral discussion prior to any written work, and secondary practitioners’ emphasis on teaching fluently in the target language are possible examples which were evident in the GPP evaluation... Broadly speaking there tended to be a greater emphasis among primary staff on the importance of the pupils’ enjoyment of language learning and the role of MFL learning in promoting development across the primary curriculum, particularly in relation to literacy and multicultural awareness. Among secondary staff there tended to be a sharper focus on subject knowledge and language acquisition.

(Sharpe, 2001, p. 180 - 182)

- The ‘clean slate’ problem: Following from the quote above, some secondary establishments did not take into account what the pupils might have learned in the primary school creating a problem of de-motivation. This problem was still apparent in Scotland in 2001-2002 even after 10 years’ experience in the field. Secondary teachers often defended their position due to the staffing problems that primary schools suffered where teachers moved to other jobs and a school was left with no teacher to teach the MFL.
- The very high levels of enthusiasm found amongst pupils: this aspect of the learning of a MFL is one that is considered later in chapter 8 of this thesis.

In general, it could be said that the evaluating group found that for a MFL learning project to be successful a good team was needed, a team involving primary teachers and head teachers, secondary teachers, LEA personnel and, if possible, parents. This team would have to work on one of the most problematic areas in MLPS at present: cross-sector liaison. If the liaison between primary and secondary sectors worked well, teachers might not be faced with the de-motivation that some practitioners experience with pupils in their first year of secondary schooling. This issue of the problems arising from cross-sector liaison was already identified in the Burstall evaluation (1974) and since then, different publications have highlighted ways of improving liaison arrangements between primary and secondary schools. However, once again it seems that people involved in MLPS take no account of findings from other areas of the curriculum or other areas of the country (or world) in order to avoid mistakes or problems previously encountered.

On March 2nd, 2001, the Schools' Minister Smith was invited to the Primary Languages Show in Manchester and spoke of the government's reaction to the GPP evaluation announcing an investment of £200,000 to build on the work already done in the area of MLPS.

The benefits of learning a language are tremendous. For young people it involves self-discovery, pleasure and gaining knowledge about other languages and cultures... This extra resource will provide a real boost for language learning in primary schools alongside the Government's plans – announced in the response to the Nuffield Report – to enhance the links between Specialist Language Colleges and primary schools. We are making real headway in strengthening our ability to give younger children an early start in learning languages.
(ELL press release, 8/3/01)

Unfortunately, in a questions and answers session that followed the Minister's intervention, some participants found the funding that the government was prepared to put into the initiative a token rather than a real commitment. This funding problem is unfortunately one that is always apparent in new education projects and does not seem to have an easy solution.

In 2002, CILT published a report on the first phase of the ELL initiative highlighting the following areas where the GPP had made progress:

- Course planning for linguistic progression supported by schemes of work and the use of the European Language Portfolio.
- Continuity, progression and transition to secondary school involving language colleges, tracking children into Year 7 and recognising the necessary involvement of the secondary schools in the development of primary schemes of work, as well as the sharing of Year 7 schemes with primary schools.
- Links with work in literacy using common methodology (storytelling, phonemes / syllable work) and reinforcing pupils' knowledge of grammar.
- Methods and resources training and dissemination for staff through banks of resources, new commercial resources being piloted in schools for publishers and introduction of ICT.
- Staffing provision and teacher training from different authorities in different forms.

2.6.4. In-service Training for teachers

In terms of teacher training, a fundamental objective of the ELL initiative was to review, promote and coordinate, where possible, the various types of initial and in-service training for actual and potential teachers of MFL in the Primary sector, particularly for non-specialists. With this in mind, a distance learning package was developed to support teachers (ELL - Making it happen), and the Teacher Training agency (TTA), the French embassy and CILT worked on piloting the introduction of a Primary PGCE in the academic year 2001-2002. This Primary French PGCE was offered in 5 institutions from September 2001 and the TTA agreed to fund the setting up of 100 new places on these courses and extend it to other languages in 2002-2003.

In general, the achievements of this Early Language Learning initiative could be summarised, among others, as: the establishment of NACELL at CILT; the newsletter 'The ELL bulletin'; an online database of 'badged' resources, CILT information sheets and of different ELL networks around the country; the celebration of a growing number of conferences for the primary sector; the continuing organisation of courses abroad for primary teachers; the additions to the Young Pathfinder and Resource File series from CILT; the publication of a distance learning video package "Making it happen"; the Good Practice Projects and the introduction

of Primary PGCE courses funded by the TTA. As part of the ELL Initiative, three main documents were published by the QCA which made use of some of the experiences and findings of the initiative: the Non-Statutory Key Stage 2 Guidelines for MFL, and the schemes of work for French, German and Spanish (See section 2.7 of this chapter) and the feasibility study by the QCA on the possibility of extending the teaching of MFL in primary schools (See section 2.10 of this chapter).

However, it must be said that Sharpe also identified many issues which had been earlier highlighted by practitioners and were not new to this field such as: the need for good working teams; the problems arising from cross-sector liaison and teacher training; the enthusiasm of pupils; and the need for resources.

2.7. 1999 - 2000: QCA's Non-Statutory Guidelines for Key Stage 2 and Schemes of Work

In the New National Curriculum published in November 1999, for the first time, a set of Non-Statutory guidelines for Modern Languages in Key Stage 2 were included. These guidelines were just advice for teachers and schools who were already teaching MFL or were thinking of introducing a MFL in Key Stage 2. Later on, in September 2000, a Scheme of Work was also made available for primary teachers and schools by the QCA and the DfEE.

The non-statutory guidelines for modern languages for key stage 2 recognised the contribution a MFL could provide to the primary school curriculum and to the educational, social and cultural experience of all pupils involved. They stressed the idea, that through a MFL, pupils could develop communication and literacy skills that would lay the foundation for future language learning, as well as strengthen their knowledge about how languages work, enabling them to compare English or their mother tongue to the MFL. Socially and culturally, the learning of a MFL would raise the pupils' awareness of the multilingual and multicultural world they are part of and would add to the international dimension, providing an insight of other cultures.

The guidelines highlighted some aspects that had to be taken into consideration when teaching a MFL in any school, such as the aims and objectives for teaching a MFL; the choice of MFL; the age at which the language is to be introduced; the availability of suitably trained teachers; the amount and frequency of teaching time, including the number of weeks taught in the school year; and finally, continuity and progression from class to class and from primary to secondary school. These considerations are issues apparent in many MLPS programmes around Europe and are often very difficult to put into practice. As will be explained later in this thesis, in countries such as Scotland, where the MLPS programme is over 10 years old, some of these issues have still not been solved.

Although the guidelines stated that most of the programmes for key stages 3 and 4 could be applied in primary schools, they did stress that some aspects had been suitably adapted to key stage 2. Amongst these were aspects such as:

- What the pupil might be taught in the early stages: how to use and respond to the MFL, correct pronunciation and intonation, how to ask and answer questions, techniques for memorising words, phrases and short extracts and how to make use of their knowledge of English or another language in learning the FL.
- How pupils can be taught about other countries and cultures through the MFL: working with authentic materials, using ICT, considering their own culture and comparing it to others.
- What the pupils might be taught in order to develop their knowledge, skills and understanding further: the interrelationship of sounds and writing, simple aspects of grammar and how to apply them, how to use dictionaries and other reference materials, how to use their knowledge of the language creatively and imaginatively and how to use the MFL for real purposes.

Apart from all these, the Guidelines also highlighted the opportunities learning a MFL could provide by linking it to other areas of the curriculum such as English, mathematics, ICT, international and multicultural work, geography and history. As is the case with other National Curriculum Guidelines, they set some attainment targets for pupils to reach at different stages of their education. In MFL, 4

attainment targets were set, each with 8 levels of achievement plus an exceptional performance one. For Key stage 2 only the first 4 levels were considered. As is the case in most MFL programmes around the world, the four attainment targets covered the four basic skills: Listening and responding (Attainment target 1); Speaking (Attainment target 2); Reading and responding (Attainment target 3) and, Writing (Attainment target 4). In September 2000, the QCA published a set of schemes of work to support these Non-Statutory Guidelines for the teaching of a MFL in Key Stage 2. Although this area was not part of the national curriculum, many schools and authorities were teaching a MFL already and others showed a great interest in introducing it in their establishments.

The main aim of teaching MFL is to develop the children's linguistic competence, and as the teacher's guide in the scheme of work explained, it had been designed to support those primary, middle and special schools that were currently teaching, or planning to teach, a modern foreign language (MFL) at key stage 2. This scheme of work provided a framework that would help schools to develop or adapt their own schemes and the materials were optional, meant to be used flexibly and came in two parts: A set of 12 units of teaching for French, with one exemplar unit for German and one for Spanish and a Teacher's guide divided in 5 main sections (Introduction; Modern Foreign Languages at key stage 2; How the scheme is constructed; Using the schemes of work; Resources and support) and 4 Appendices (Progression in Early Language Learning; Overview of French units; Overview of Spanish units and Overview of German units). In terms of MFL teaching in key stage 2, the scheme of work reflected the assumptions that the MFL was an optional subject at key stage 2; taking for granted that there was a variation of models, aims, objectives and methodologies that could be used and that the time allocated to the teaching of a MFL and the proficiency of teachers delivering the MFL were varied. Some of the aspects that the scheme of work highlighted were:

- The development of skills for foreign language learning;
- How units of work could be sequenced to provide progression, consolidation and reinforcement of language;
- Core language and structures, with suggestions for extended activities for those schools with more time;

- The range of expectations for children's attainment and learning outcomes from specific activities;
- How units of work could combine listening, speaking, reading and writing skills;
- How work in MFL could consolidate children's previous learning in literacy, ICT, numeracy and other areas of the curriculum;
- How out-of-school activities could enhance the learning of a foreign language within school;
- Continuity and progression at key stage 3.

2.8. May 2000: "Languages: the next generation". The Nuffield Languages Inquiry Report

As mentioned in section 2.5 of this chapter, the Trustees of the Nuffield Foundation established a national inquiry with the aim of providing an independent view of the UK's future needs for capability in languages and the nation's readiness to meet them. The findings of this report were not based on educational research but on evidence received from different individuals and organisations involved in languages as well as from specialist consultants contracted for this purpose. Apart from these, the foundation also carried out a high number of interviews with private and public employers, as well as surveys conducted by NIACE and FEDA. A final source of information were the e-mails people sent to the Nuffield Online Inquiry. The results of this inquiry were launched on Wednesday, 10 May 2000, in London and its main findings in terms of the situation of languages in the UK were:

- English is not enough.
- People are looking for leadership to improve the nation's capability in languages.
- Young people from the UK are at a growing disadvantage in the recruitment market... Mobility of employment is in danger of becoming the preserve of people from other countries.
- The UK needs competence in many languages – not just French – but the education system is not geared to achieve this.
- The government has no coherent approach to languages. There are many positive developments relating to languages in education and other areas of the government, but the scene remains a patchwork of often unrelated initiatives.
- In spite of parental demand, there is still no UK-wide agenda for children to start languages early... An early start to language learning also enhances literacy, citizenship and intercultural tolerance.
- Secondary school pupils lack motivation or direction.
- Nine out of ten children stop learning languages at 16.

- University language departments are closing, leaving the sector in deep crisis.
- Adults are keen to learn languages but are badly served by an impoverished system.
- The UK desperately needs more language teachers. The shortage of teachers, which is now acute and damaging the quality of provision in schools and colleges, is creating a vicious circle of inadequate supply. Meanwhile university departments which train language teachers are threatened with closure.

(Based on The Nuffield Languages Inquiry, 2000, p.6-7)

Apart from these general findings the Committee found some strengths and weaknesses in the present policy for languages in education. The strengths identified by the investigation were: the recent government interest in early language learning; the fact that languages were a requirement for 11-16 year olds; the part Language Colleges were playing in raising the profile of languages and facilitating innovation; the support offered by CILT for the teaching and learning of languages; the establishment of the Languages National Training Organisation to promote occupational language standards; the funding for a national subject centre in higher education for languages, linguistics and area studies; the successful recruitment of teachers from other countries; the commitment by the DTI to promoting languages, including business/education links; the language teaching programme introduced in Scottish primary schools and the launch of European Languages Awards with joint UK and European funding.

On the other hand, the inquiry also identified some weaknesses in the UK-wide languages situation: the lack of strategic management of languages in the education system with no match between national needs and provision; the lack of a rational and consistent path of learning from primary through to higher education and beyond; the fact that investments made in one sector were not built on in others; the lack of a national approach to achieving a better balance of languages taught and the poor continuity between qualifications in languages at different points in the education system. The inquiry also highlighted that language learning initiatives in the primary sector were patchy and uncoordinated and that there were no opportunities for language teaching methodology in primary teacher training courses.

Many secondary schools suffered from a lack of institutional support for languages in the curriculum and to adapt to the new situation apparent in some primary schools and no concerted strategy was in place to adjust teacher recruitment and training to achieve a better balance of languages in schools which created a chronic shortage of teachers despite a number of measures to encourage recruitment. In terms of language education beyond 16, the report highlighted the inadequate opportunities for language learning and the lack of agenda for increasing the numbers continuing languages in higher education and among adults. The inquiry also looked at the situation of the other languages present in our society and saw an inconsistency in provision for the languages of resident communities. Finally, the report highlighted the lack of clear definitions of the competence represented by achievement in public examinations.

2.8.1. Early language learning

As David Charlton said in *The Independent*

We're in a global economy and [children] are going to have to have excellent IT and linguistic skills to thrive in this new world. And also to be able to change careers as they go through their lives. The traditional industries are gone.

(*The Nuffield Languages Inquiry*; 2000, p. 13)

In terms of early language learning, the committee drew these main findings:

- An early start makes sense in both educational and social terms. In terms of education, foreign language learning helps children's literacy in their own language as well as develops their communication skills. In social terms, learning a foreign language helps to foster positive attitudes to language and identity diversity. However, it has to be borne in mind that so far, no research has proven the benefits of an early start to pupils.
- There has been a history of uneven direction in the UK in general, except in Scotland. After the failure of the 1960s experiments, the government has not put much towards the teaching and learning of a foreign language in primary education. In Scotland, things changed in the late 1980s with the introduction of a pilot project and the post-initial training of primary teachers since 1993. In England, the government has recognised the need for funding, establishing the

ELL initiative in 1999. Since then, the government promised a National Strategy for Languages taking primary education into account which was made public in December 2001 (see section 2.11 of this chapter).

- Haphazard provision and little choice of languages, except in Scotland where diversity of languages is one of the main points of their programme.
- Problems with continuity into secondary, both of language taught and of the curriculum which has given rise to frustration and disillusionment for both teachers and learners. Unfortunately, this problem was already identified in the Burstall evaluation in 1974 (see section 2.1 of this chapter) as a main issue in ELL. However, as it was earlier highlighted, no means of solving these problems have been put into action.
- Shortage of teachers due mainly to the lack of a compulsory language competence to enter teacher training colleges.
- Language awareness would enhance the National Literacy Strategy.

From these findings, the Committee recommended that: Early learning should be a key part of the national strategy which should be spearheaded by the government by rewarding co-operation between schools and providing targets for all primary schools. It should also equip, train and support new teachers both for entrants to higher education as well as with in-service support for practising teachers. Apart from training new teachers, the government should make the most of expert teachers and stress that language awareness can contribute to the Literacy Strategy.

2.8.2. Recommendations

The Nuffield Languages Inquiry made 15 recommendations to the British government. Although all the recommendations can be found in the box below, only the recommendations affecting MLPS are analysed in greater depths: recommendations 1, 3, 5, 6 and 12.

- | |
|--|
| <ol style="list-style-type: none">1. Develop a national strategy for languages;2. Appoint a languages supremo;3. Raise the profile of languages in the UK;4. Establish business – education partnerships; |
|--|

5. Provide school children with a sound basis for language learning in life;
6. Invest in an early start;
7. Raise the quality of the provision for languages in secondary schools;
8. Ensure wider participation beyond school;
9. Promote languages for the majority of 16-19 year-olds;
10. Develop a strategic approach to languages in higher education;
11. Develop the huge potential of lifelong learning;
12. Intensify the drive to recruit more language teachers;
13. Exploit new technologies to the full;
14. Ensure policy is reliably and consistently informed;
15. Establish a national standards framework for languages.

1. Develop a national strategy for languages

According to the report, the government should designate languages a key skill and formulate a national strategy for the development of capability in languages in the UK that would, among other things, bring coherence and consistency to languages education by co-ordinating organisations and initiatives in the various sectors and stages; ensure equal access for all to a rational and consistent path of language learning from primary school through to higher education and beyond; ensure provision in an appropriate range of languages; allocate priorities to ensure the most appropriate and effective use of EU funding for languages and develop the potential of technology to provide cost-effective solutions to issues relating to languages.

3. Raise the profile of languages in the UK

As an early priority, the government should arrange for a campaign to raise the profile of languages in the UK, promoting positive attitudes towards languages and language learning, raising awareness of their potential at all levels, and fostering a culture where using more than one language is an attainable goal for the majority. Measures should include designating language learning a key skill that all pupils should study to age 16 and beyond; actively promoting a pro-language message in schools and colleges and establishing direct links in schools between languages and citizenship, to foster notions of equality and acceptance of diversity in children's minds at the earliest possible age.

5. Provide school children with a sound basis for language learning in life

The national strategy for languages should provide a coherent and consistent part of language learning from early childhood throughout life. To lay sound foundations for this path, learning for all children should start in primary school and become a sustained dimension of their entire school education which should

- ensure that, by the age of 16, pupils have basic competence in at least one language other than English;
- provide the generic skills to enable continued learning in further and higher education and during adult life;
- integrate foreign language learning with understanding of grammar and effective use of English in communicating with non-native speakers;
- take place in an internationalist culture;
- relate foreign language learning to citizenship, intercultural tolerance and acceptance of difference.

6. Invest in an early start

The government should declare a long-term commitment to early language learning by setting up a national action programme for languages in primary school education, within the framework of the national strategy for languages. The national action programme for early learning should

- address long-term solutions while supporting and strengthening existing provision;
- provide funding for at least 100 schools a year for the next ten years to be designated as 'international primary schools' for parents who would like their child educated from age 5 through the medium of a new language;
- ensure the international primary schools offer languages other than French and reach agreement with a partner secondary school or schools to ensure continuity;
- in tandem with the development of international schools, declare a ten-year target to provide an entitlement for all pupils to learn a new language from age 7, based on 10% of curriculum time, integrated with other subjects or taught separately;
- offer financial incentives for primary and secondary schools to form groups to agree a common local pattern of provision for early language learning, including the choice of languages and arrangements for continuity into secondary school;
- introduce into the National Literacy Strategy programme modules of language awareness, the content of which would be designed to bridge the gap between English, literacy and foreign languages;
- highlight the link between languages, communication and good citizenship in order to establish notions of equality and acceptance of diversity at the earliest age possible.

12. Intensify the drive to recruit more language teachers

The government should intensify its current high profile campaign to attract more language teachers to all sectors of education by implementing a series of focused short- and long-term measures. On this aspect among the advice the enquiry gave to the government, the Inquiry believed the government should undertake to:

- require all entrants to higher education – and therefore to initial teacher training – to show evidence of continued and accredited study of a language beyond 16;
- ensure initial teacher training includes the opportunity for the development of further linguistic and professional skills;
- launch a high-profile campaign to encourage teachers who have taken a career break to return to language teaching – in primary or secondary schools, further, higher or adult education;
- develop accessible and attractive opportunities for intensive linguistic and professional updating, including part-time courses addressing issues of methodology specific to language teaching;
- develop online networks of excellent language teachers, to allow their experience and expertise to be widely shared;
- invest in the formation of small specialist teams of teachers working in partnership with national agencies to develop materials for training teachers to teach languages both in the classroom and the virtual classroom;
- extend current development work in training graduate teachers of other disciplines – especially from other countries – to provide an enlarged pool of teachers offering a language with another discipline ...
- fund an ongoing programme of retraining and incentives for existing primary school teachers;
- offer incentives for primary schools to recruit foreign language assistants as class helpers;
- give added impetus to the growing collaboration between the many organisations and institutions with a direct interest in the recruitment and training of language teachers.

At the end of January 2001, the government responded to the Nuffield Languages Report by stating their overall objectives in MFL as:

- Provide an enhanced curriculum and relevant qualifications to ensure a sound foundation for young people in modern foreign languages;
- Provide high quality supporting materials for teachers at all levels;
- Develop a capacity to teach modern foreign languages effectively, particularly through our Early Language Learning programme in primary schools, the successful Specialist Language Colleges programme and our Key Stage 3 strategy;
- Provide incentives for teacher trainees;

- Build strong links between business and adult education, to help employers develop the modern foreign language skills needed in their workforces; and
- Work with the Council of Europe, European Union, and other international bodies in the promotion of modern foreign languages.

(Steven Fawkes, 2001, Language World, Spring)

2.9. 2001: European Year of Languages (www.eurolang2001.org)

Organised by the Council of Europe and the European Union, the year 2001 was declared the European Year of Languages (EYL) and aimed to celebrate Europe's linguistic diversity and to promote language learning. This made 2001 a rather special year in terms of the teaching of all languages in Europe: Modern Foreign Languages, Minority Languages and all the regional and national languages spoken in Europe. To celebrate the year, many organisations around Europe organised different events and many governments revised their language teaching policies.

In 1995, the European Commission had already stated its support for the learning of foreign languages in their 1995 White Paper "Teaching and Learning: towards the learning society" in which "it resolved to help all EU citizens become proficient in at least three European languages: their mother tongue plus two more". Later, in a 1998 Council of Europe recommendations document on modern languages, the Council of Europe stated its policy to assist its member states in taking the necessary measures to help everyone develop at least some degree of communication ability in a number of languages [Recommendation N. R (98) 6 of the Committee of Ministers to Member States concerning Modern Languages].

Regarding the EYL in 2001, Reding (European Commissioner for education and Culture) and Schwimmer (Secretary General of the Council of Europe) identified two key principles for this EYL:

First, that the Europe of the future, like that of the past and of the present, will be a Europe of linguistic diversity. That diversity is one of Europe's great strengths.

Second, that everyone in Europe should have the opportunity, throughout their lifetime, to learn languages. Everybody deserves the chance to benefit from the cultural and economic advantages language skills can bring. Learning languages also helps to develop tolerance and understanding between people from different linguistic and cultural backgrounds.

The aims of the EYL were to raise awareness of and promote the linguistic heritage of Europe; to motivate all European citizens to learn languages, including those less widely used and to support lifelong language learning as a way of responding to economic, social and cultural changes in Europe. In order to fulfil these aims, some of the actions undertaken by the two organising bodies during this EYL were:

- The publication of a 'guide for Language Learners' by the two organisations that would include a wide range of practical advice on how to identify the methods and courses most appropriate for everyone and how to get the maximum benefits from them, in order to learn a language as quickly and as well as possible.
- The 'Common European Framework of Reference for Languages: learning, teaching and assessment' that would describe the levels of communication ability of users of different languages and that could be used all around Europe (<http://culture.coe.int/lang>).
- The 'European Language Portfolio' (ELP) which was developed and piloted by the Council of Europe over three years. In this ELP language learners of all ages and from all backgrounds throughout Europe could keep a record of their language skills and significant cultural experiences of all kinds in a document which would be recognised as a tool to support the development of plurilingualism and pluri-culturalism in Europe (<http://culture.coe.int/lang>).

The portfolio is a personal document, held and regularly updated by the learner which contains three sections: A passport section, in which language qualifications and skills (formal and informal) can be recorded in an internationally recognised manner; a language and cultural biography section, in which learners can describe their language knowledge and learning experiences in as wide a range of languages as possible; and a dossier to contain examples of the learner's own work.

In a conference of the European Ministers of Education held in Cracow in October 2000, a Resolution on the European Language Portfolio was passed which recommended that the “Government of member states, in harmony with their education policies implement or create conditions favourable for the implementation and wide use of the ELP according to the Principles and Guidelines laid down by the education Committee”. During 2001 a set of conferences was held to finalise the ELP which became available via the NACELL website on: www.nacell.org.uk/resources/pub_cilt/portfolio.htm

In terms of the UK, the Centre for Information on Language Teaching and Research (CILT) was the national coordinator of all the events taking place for the EYL. Some LEA organised Languages days for their schools, colleges and universities and different government initiatives have been put into practice. During this important year for languages, in England and Wales, the QCA published a feasibility study on the teaching of MLs in Key Stage 2 which is reviewed in the following section (2.10). In Scotland, on the European Day of Languages, September 26, the Scottish Parliament turned multilingual and different MSPs used their foreign languages skills to support the importance of the learning of MLs in schools.

2.10. March 2001: QCA feasibility study for introduction of a MFL in KS2

As part of the National Curriculum review led by Blunkett in 1998 – 1999, between June 2000 and March 2001, the QCA was commissioned to investigate the feasibility of introducing the teaching and learning of a MFL in the statutory curriculum for key stage 2. This investigation was to have particular focus on curriculum manageability, the type and scope of teacher training needed to ensure successful implementation and the attainment and progression into key stage 3.

In March 2001, the QCA produced a report for the Secretary of State for Education which was based on three strands. (The information in the section of this

review comes mainly from this report which was accessible in the QCA website: www.qca.org.uk). The three strands the QCA worked on were:

- An analysis and evaluation of national and international research and current literature on the provision of MFL in primary schools produced by the University of Reading (see chapter 4, section 4.1.2);
- A survey of the current provision of MFL in primary schools in England by the University of Warwick (see chapter 4, section 4.1.3);
- Consideration of the DfEE Early Language Learning initiative, in particular the Good Practice Project by means of different meetings with staff at CILT.

In general the feasibility study revealed both good and poorer aspects of the teaching and learning of MFL in primary schools.

The feasibility study revealed a generally supportive attitude to teaching MFL in primary schools and some evidence of good practice. However the study also made it clear that the resources and infrastructure necessary to support any scaling up of existing provision are not sufficiently well developed to sustain the introduction of a national entitlement for all pupils.

(QCA, 2001, p. 3)

Once again, the two main findings of previous reports analysed in this chapter (section 2.1. Burstall, 1974; section 2.3.5. SCAA, 1997; and section 2.8. Nuffield, 2000) have been reiterated: enthusiasm on the part of participants (teachers and pupils) and a need for resources.

According to the QCA, the most problematic issues in the present situation were problems arising from the non-statutory status of the provision of the teaching of MFL in key stage 2. On the one hand, some primary HTs valued the flexibility the present status gave them as they could adapt the teaching of the MFL to the needs and nature of their own school. However, they could also see that making this a statutory aspect of the curriculum would regulate the provision around the clusters and LEAs helping the secondary schools, but it could entail a change in the teachers' enthusiasm for this area as evaluation and inspection aspects would have to be taken into account. Making the MFL statutory would make it easier for secondary schools to regulate and assess the pupils' progress and might solve some continuity issues

between primary and secondary sectors, but the overloading of the primary curriculum and the availability of teachers would also have to be considered. In general, the QCA recognised that a considerable investment in training and support was needed to study different aspects such as the need for a national training programme, like the one undertaken in Scotland, the effects it would have in the National Curriculum and the need for consolidation after the reform was undertaken.

Having looked at the situation in England and Wales reported in the survey by the University of Warwick and the experience of other countries reported by the University of Reading, the QCA advised against the extension of statutory requirements for modern foreign languages into key stage 2 at the present time. However, they identified some main issues that would have to be taken into account if a MFL was to be introduced at a later stage:

- Finding the time to teach MFL;
- The availability of specialist teachers;
- Teacher training;
- Progression from key stage 2 to key stage 3.

However, although advising against the introduction of a MFL in the national curriculum for key stage 2, the QCA believed that more evidence was needed about “which approaches to teaching a MFL at key stage 2 offer the most benefits to pupils and could most easily be replicated on a wider basis... and should include an evaluation of different approaches with a view to establishing which best promote pupils’ learning and have the potential for scaling up to a national level” (QCA, 2001, p.3).

In order to prepare for a possible future introduction of a statutory MFL in key stage 2, the QCA advised on some measures that should be undertaken by central agencies. Awareness of the potential of MFL to provide a valuable educational, social and cultural experience to pupils’ education at key stage 2 should be raised. However, as was shown by the Good Practice Project, it is very important that any

programme of early language learning should have aims and expectations clearly defined and that the teaching should be planned according to those.

Another aspect the QCA felt was needed was an audit of availability of teachers of a MFL in key stage 2. In this aspect the QCA felt some issues had to be taken into account such as widening the range of languages taught in secondary schools to offer more diversification. However, this would have to be considered along with continuity issues between primary and secondary sectors so that pupils learning a MFL in primary school can follow the same language in secondary school. On this aspect, research is still needed to see if this should be the way forward or, as Martin researched in her 1999 PhD, other models of teaching such as the Encounter Model might be more suitable for primary pupils where the aim would not be linguistic attainment but rather developing transferable skills in learning languages. Further research undertaken in the teacher's area was Driscoll's 2001 PhD on different teaching models: class teacher versus visiting-specialist teacher (more on this research can be found in chapter 4, section 4.1.6). This is also an aspect that would have to be considered if in the future a MFL was to be introduced in the key stage 2 curriculum. In this consideration both economic and educational matters would have to be looked at.

Following from the teachers' audit, the QCA recommended a review of both pre- and in-service training opportunities available. At the time of the review, few Teacher Training Institutions in England offered qualifications to teach a MFL in the primary sector. As explained in section 2.6, in 2001-2002 as part of the Early Language Learning initiative, the government funded some places in some institutions but, being realistic, this would not be able to cover the national need for teachers in key stage 2 and as a pilot, it was only a short term solution. This was followed in 2002-2003 by an additional 170 places which, although welcomed, still did not cover the national demand for MLPS teachers. In terms of in-service training, although some LEAs and national organisations offered courses for teachers, the number of participants was usually low. A solution for this according to the QCA would be to offer "a model for in-service training ... where visiting secondary

teachers of MFL could act as mentors for their primary colleagues” (QCA, 2001, p.16) and provide the extra support some primary teachers feel they need in terms of linguistic competence. In terms of the teachers’ training, another aspect to bear in mind is the constant need to keep an acceptable level of linguistic competence. The QCA felt this issue could be temporarily solved by targeting trainees with an existing competence in a foreign language and by making a MFL a requirement for entry into B Ed or PGCE courses. In order to solve the problems of availability of suitably qualified teachers, the QCA saw a need for some form of targeted funding to increase both pre- and in-service training and to stimulate participation in the courses offered.

Finally, before considering a possible future introduction of MFL teaching in key stage 2, the QCA felt that different ways of recording and transferring information about MFL learning in key stage 2 had to be developed and trialled in order to ensure a good pupils’ progress and curriculum continuity into key stage 3. The problems arising from the lack of records of pupils’ progress and the continuity issues are derived from the non-statutory status of MFL in key stage 2. So, although these might be solved by making the MFL a statutory part of the National Curriculum, a set programme of study without unnecessary duplication would have to be arranged between the secondary school and its feeder primary schools. However, this is a difficult problem to solve in some areas due to the number of pupils some secondary schools receive from a very high number of primary schools. According to many secondary teachers, this could be solved if primary pupils had to be tested, or their progress in primary school and the outcomes recorded in a recognised form. The European Language Portfolio described in section 2.9 might be a solution but the QCA recognises that it does not follow the National Curriculum programme of study, attainment targets and level descriptions. According to the QCA, the problems of transition between key stages 2 and 3 and the issue of having to build on prior learning, as opposed to starting from a clean slate in secondary schools, emphasise “the need for MFL work in key stage 2 to have a particular focus on the development of skills rather than content, and to avoid overlap with work normally covered in key stage 3. Such an approach can also reduce the apparent disadvantage of lack of continuity in the language” (QCA, 2001, p.19).

2.11. February 2002 : DfES Green Paper and Language Learning Report

On February 12th 2002, the government published a Green Paper (discussion document) with proposals for a new phase of learning for young people aged 14 to 19. This Green Paper aimed to create a curriculum more tailored to each pupil's individual needs and which would "help young people plan their learning" according to their abilities and interests and "reach their full potential" (www.dfes.gov.uk/14-19greenpaper/youngpeople). One of the proposals was to allow pupils to drop the learning of a MFL at the age of 14. Aware of the controversy this proposal could cause, the government published a special report, along with the Green Paper, called "Language Learning". The main aspects of this report were that the government would give an "entitlement" to all 7 year olds by 2012 to learn a MFL using links with new Specialist Language Schools they were proposing to create, and that it would deliver "a dynamic new approach to widening opportunities for language learning in the primary sector". As stated by a DfES official in the Guardian on 12/02/02:

Our attitude towards teaching and learning languages has been half-hearted. Over the next 10 years we mean to fundamentally change the way in which we teach languages. If pupils have already had seven years of studying a language under their belt then they will be in a better position to know whether they want to continue at 14.

In this report the DfES sought reactions from "key stakeholders to contribute their views" (DfES, 2002, p.2) to the proposals which would be used to develop a national strategy for languages to be published in Autumn 2002. The Language Learning report stated a set of ambitions the government had with respect to languages in the UK for the next 10 years, and a set of proposals to put these ambitions in action. The following ambitions, based on the Nuffield Languages Inquiry recommendations (see section 2.8), were expected to revolutionise the teaching of MFL:

- All primary school children will be entitled to study languages by 2012.
- There will be at least 200 Specialist Language Colleges by 2005.
- All young people and adults will have the opportunity to learn languages and be motivated to do so.
- The number of people studying languages in further and higher education and in work-based training will increase.
- Languages will be properly recognised and valued by society and competence will be recognised.
- Local and regional networks will support primary schools and harness available resources to provide high quality language learning.
- Our national capability in languages will be transformed.
- We will increase the number of people teaching languages, and be innovative about using expertise wherever we find it.

(DfES, 2002a, p. 2)

In order to achieve these ambitions, the DfES proposals were:

- To raise the number of primary teachers trained to teach MFL;
- To extend and revitalise the language assistant programme looking at how to support them better and how to use them most effectively as well as looking at alternative sources of language assistants (foreign students in our universities...);
- To encourage more schools to become Specialist Language Colleges;
- To encourage other education institutions to support schools and learners through different support networks and sharing specialist facilities and resources;
- To identify, promote and disseminate good practice in language teaching at all levels;
- To encourage the use of ICT through the development of electronic links and “e-pals” for pupils;
- To withdraw the compulsory status of MFL in key stage 4 and replace it by an “entitlement” to learn a MFL or more;
- To increase the number of people going on to study languages in further and higher education inspiring learners in primary school and key stage 3 to continue to study languages and by working with employers to influence young people’s careers choices;
- To encourage integration of languages in the Modern Apprenticeship Frameworks;
- To increase the number of joint honours courses and modular programmes involving languages in universities and colleges;
- To raise awareness of linguistic skills for employees through employers investing in work-based training;
- To introduce a national system of recognising achievement in languages applicable to all age groups.

However, the government was also aware of two main challenges they had to overcome to achieve their aims by 2012. Firstly, British society does not value

languages or recognise the contribution they make to economic and social environments. In this respect, the government believed this attitude towards languages should be challenged at all ages, from pupils in primary schools to adults. Secondly, the government was conscious of the shortage of secondary MFL teachers and the small number of trained primary teachers in MFL available, although they were aware that there were “many primary teachers who have an interest in languages and may have linguistic expertise” (DfES, 2002a, p.3).

Following the government request, a number of individuals and organisations such as ALL, CILT and the Nuffield Languages Inquiry, expressed their reservations towards the Green Paper and the Language Learning document. Most felt the documents would be a threat to the present, already poor, status of languages in the UK, and that it would reduce the number of linguists the UK would have access to in the future.

In terms of the idea of ‘entitlement’ in primary schools or making languages an optional subject post 14, most organisations believed this would be a step which would “significantly reduce the number of linguists at all levels rather than increasing our languages capability” (ALL, March 2002 letter). The Nuffield Languages Inquiry steering group believed that

An unspecified entitlement to language learning in primary schools does not compensate for the abolition of language requirements beyond the age of 14. Language learning fully integrated into the curriculum at a young age might well transform pupil motivation and reduce the need to make languages compulsory beyond 14. However, removing the compulsory label should wait until the primary provision is in place and the outcome demonstrated. (Nuffield Languages Programme, 2002, p. 3)

Pachler from the Institute of Education at the University of London published an article entitled “Foreign Language Learning in England in the 21st century” in which he summarises his views on these documents in these words:

In most ways, therefore, the DfES proposal signals a retrograde step. Not only is it likely to leave large sections of future generations of young people with only a minimum exposure to foreign languages but it is also very likely to curtail considerably the diversity of foreign languages currently on offer in secondary schools in England from an already low baseline. (Language Learning Journal, summer 2002, number 25, p. 6)

2.12. December 2002: “Languages for All: Languages for Life. A Strategy for England”; National Strategy for Languages

Following the publication of the Green Paper and the Language Learning document by the DfES in February 2002, Clarke, the Education Secretary, launched the National Strategy for Languages for England on December 18, 2002, after being delayed due to the resignation of the previous Education Secretary, Morris. According to the Guardian (18/12/02), “the two key planks of his language strategy were to create the appetite for learning while at the same time broadening and enriching the options available”. At the launch, Clarke stated:

We need to involve children at a much younger age in language learning and improve the teaching of languages in the early years of secondary school. (Education Guardian; 18/12/02)

This National Strategy for England identified a push factor and a pull factor to improve the teaching of languages and had three objectives. The push factor would motivate individuals to learn, while the pull factor would ensure “high quality and appropriate opportunities” were available for all. The objectives of the strategy were:

To improve teaching and learning of languages, including delivering an entitlement to language learning for pupils at Key Stage 2, making the most of e-learning and ensuring that opportunity to learn languages has a key place in the transformed secondary school of the future.

To introduce a voluntary recognition system to complement existing qualification frameworks and give people credit for their language skills.

To increase the number of people studying languages in further and higher education and in work-based training by stimulating demand for language learning, developing Virtual Language Communities and encouraging employers to play their part in supporting language learning.

(DfES, 2002b, p. 14)

In terms of primary schools, the strategy was in favour of embedding the foreign language in the primary curriculum with the support of different types of teacher and highlighted the key role LEAs would have in implementing the strategy locally. It also recognised the benefits native speakers could bring to the foreign

language learning experience and aimed to “develop new training opportunities for Teaching a Foreign Language to support people with language skills, including community language skills, to gain additional teaching skills and recognition to work with teachers in the classroom” (DfES, 2002b, p.7). The Strategy recognised the size of the undertaking in terms of entitlement for Key Stage 2 pupils and provided a clear definition of this term:

Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must include at least one of the working languages of the European Union and be delivered at least in part in class time. (DfES, 2002b, p.15)

This definition relates to the second objective of the National Strategy of introducing a recognition system of learners’ knowledge in languages which “will motivate, help to raise standards of teaching and learning and help to broaden participation in language learning” (DfES, 2002b, p.38). This system would be developed with the support of the QCA, CILT and The Nuffield Languages Programme and was expected to be trialled during 2003/2004 and implemented in 2005. Although the government was very optimistic and encouraged by their strategy, they recognised they had to overcome a number of problems such as teacher shortage; lack of learning opportunities that target and motivate individual learners; problems in creating partnerships between schools and with the business community; and problem with maximizing the use of ICT in areas where its use was underdeveloped. However, even being aware of these obstacles, the National Strategy for Languages in England stated a number of outcomes against which its success would be measured:

- All learners should have the opportunity to have their learning recognised;
- Primary children should have an entitlement to high quality teaching and learning that instills enthusiasm in learning languages, is based on a flexible experience and makes the most of ICT and sets a foundation for future learning and success;

- Secondary pupils should have high quality teaching and learning at Key Stage 3 and a flexible curriculum and range of routes to support success during the 14-19 phase;
- Schools should be able to draw on the people they need to deliver language learning, and be supported to deliver high quality teaching and learning;
- The demand for language learning from adults should increase;
- Businesses should be involved in supporting language learning and championing the importance of language skills; and
- Businesses should be able to recruit employees with a wider range of language skills to better meet their business needs.

(DfES, 2002b, p.44)

The National Languages Strategy would receive extra funding from the government until 2005-2006 to implement all its objectives. It will be interesting to revisit them at that date to see whether all the outcomes have been fulfilled and whether the government continues supporting languages or not.

2.13. Thoughts on the developments in MLPS in England

The publication of the Language Learning report in February 2002 continued an important process in the world of MLPS in England which had begun with the ELL initiative in March 1999. However, we have to bear in mind that these two initiatives and the announcement of a National Strategy for languages by Autumn 2002 come rather late if we take into account the developments which have occurred since the failure of the French Pilot in the 1960s. The government has set itself a deadline of 2012, that is 10 years from the publication of their announcement. However, the following quotations by members of the government or organisations involved in languages in the past 10 years and reviewed in this chapter are rather indicative.

1990: Baroness Lockwood (Chairperson of the Sub-Committee C of the E.C. select committee in the House of Lords) urged the Committee

to act with much greater speed and urgency to introduce modern foreign language teaching into the primary school curriculum... She realised it would take 10 years to plan and mount a programme for language teaching in the primary school. That is why she recommended that planning should start now.

(Trafford, 1994, p. 11)

1994: Dearing report

My recommendation that the bulk of the time released during Key Stages 1 and 2 be used for extension work in the subject areas of the National Curriculum should not preclude the introduction of, say, a foreign language in Key Stage 2 if the school has the expertise to do this.
(Dearing, 1994, Para 4.46)

1996: SCAA international conference: some key points

- There should be a national policy to raise the profile of MFL teaching and learning;
 - A team of experts should be identified to develop a strategy for integrating MFL into the primary curriculum;
- (SCAA, 1997, p. 3)

1997: Labour election policy document

Labour will develop the teaching of foreign languages in primary schools to boost children's linguistic skills.
(Labour Party, 1997, para 2.30)

1999: Blair, Prime Minister

As all schools move towards universal competence in literacy and numeracy, the scope for more language teaching in the later primary years is something we are seriously considering.
(ELL Bulletin, 2, December 1999)

1999: Blunkett, Education and Employment Secretary

I want to see more language teaching in primary schools.
(ELL Bulletin, 2, December 1999)

2000: McDonald & Boyd, Chairmen of the Nuffield Languages Inquiry

The UK needs a change of policy and practice to fit us for the new millennium. We want to see language skills built into the culture and practice of British business. One way or another we must give our children a better start with languages and equip them to go on learning them through life.
(The Nuffield Languages Inquiry, 2000, p. 5)

2001: Smith, Schools Minister

The benefits of learning a language are tremendous. For young people it involves self-discovery, pleasure and gaining knowledge about other languages and cultures... we are making real headway in strengthening our ability to give younger children an early start in learning languages.
(ELL press release, 08/03/01)

2002: Morris, Education Secretary

We've not got a good reputation for teaching modern foreign languages.
(The Guardian, 12/02/02)

2002: Language Learning Report

In this paper we set out the strategy for improving Britain's performance at languages over the next decade and beyond. In particular, we will deliver a dynamic new approach to widening opportunities for language learning in the primary sector. The fundamental premise is that unless our children learn languages earlier we will fail them.

(DfES, 2002a, p. 1)

2002: CILT response to DfES Green Paper and Language Learning Document

To meet the national requirements of the 21st century there would need to be a clear expectation that the majority of pupils will study languages from 7 to 16 and that a significant number will continue to do so from 16 to 19.

(CILT, 2002, Response)

2002: Baroness Ashton (Parliamentary Under Secretary of State for Early Years and School Standards) in the Foreword to the National Languages Strategy for England

Our vision is clear – we must provide an opportunity for early language learning to harness children's learning potential and enthusiasm; we must provide high quality teaching and learning opportunities to equip our young people with the skills they need to access opportunities in the world of travel and work; we must provide opportunities for lifelong language learning; we must recognise language skills as central to breaking down barriers both within this country and between our nation and others.

That is why we must transform our country's capability in languages.

(DfES, 2002b, p. 4)

2002: Languages for All: Languages for Life. A Strategy for England (closing paragraph of the Government Strategy)

The Government is determined to ensure that languages take their proper place at the heart of initiatives and activities to further the wider social, economic and political agenda. A key part of this is communicating the importance of languages, both at a national and local level. We will identify and expand opportunities for language use in printed, electronic and broadcast media and communications.

We look to our key partners to play their part to build success.

(DfES, 2002b, p. 44)

Since Baroness Lockwood's quote "planning should start now", it has taken the government over 10 years to produce a consultation report *Language Learning* and a Language Strategy for England that should make some changes in terms of ELL. This reinforces the trend observed in the course of this section where policies are often re-discovered which slows down the process of any implementation of policies in this area. It is to be hoped that the 10 years the government has given

itself to achieve the ambitions stated in the report will be enough and that a move from policy drafting and re-drafting to action will take place.

The following chapter concentrates on the developments in MLPS in Scotland.

CHAPTER 3

MLPS IN SCOTLAND: 1960 - 2002

3.1. 1960s – 1970s: French in the Primary School

Following the pattern of England, some small projects had emerged in Scotland in the late 1960s and early 1970s for the teaching of French and German in Fife. The results of these projects were the same as in England and most were discontinued mainly due to the view that “without a guaranteed supply of primary teachers proficient and trained in French there was no possibility of adopting French into the primary curriculum in a comprehensive manner” (SMM039L2). As Muir, MLPS co-ordinator for Highland Region, expressed in an article to the TESS in 12/2/99:

When I took part in the Scottish pilot project to introduce French to primary pupils in 1990, I had a sense of déjà vu. As a raw recruit to the primary classroom in the mid-sixties, I participated in the Modern Languages in the Primary School (MLPS) experiment of that era. Then I saw it abandoned, following publication in 1969 of a damning report from the Scottish Education Department.

3.2. 1989 - 1995: The Scottish Pilot Project

In November 1988, a conference on the future of modern languages in Scotland was held at the University of Stirling, Scotland. Forsyth, the then Minister for Education and Health (of the Westminster government, the Scottish Parliament not having come into effect until 1999), gave the introduction to the conference. His introductory speech entitled “The way ahead” showed that the government had realised the importance of the teaching of modern languages in schools and was “headed in a new and exciting direction” (Forsyth, 1988, p.1).

After explaining the new idea of introducing a compulsory modern language for all secondary pupils until S4, he moved on to what he regarded as one of the most exciting new developments in their programme, namely the introduction of foreign languages teaching in primary school (Forsyth, 1988, p.3). Although aware of the failure of different experiments during the 1960's and 1970's, he went on to explain the Government's line of action which would start with discussions with Education Authorities on how to "make progress both in the short term through a series of pilot projects involving primary schools and their associated secondary school, and in the longer term by tackling the issues of teacher supply, pre-service and in-service training" (Forsyth, 1988, p.3). On January 12th 1989, The Scottish Education Department Circular No 1178 was issued where the "Languages for all" policy was first mentioned:

The Secretary of State is firmly of the view that the learning of foreign languages is a valid and useful educational experience which can benefit pupils across the whole range of ability. In the case of modern foreign languages their use as a means of communication must be a fundamental aim of study, but pupils should also be aware of the form and structure of any language they are studying. This can help the subsequent study of other languages. (SED circular 1178)

Regarding the primary stages, and although aware of early experiments' lack of success, the Secretary of State believed there was a case for beginning the study of a modern foreign language in primary school and he wished to examine ways to take this forward in Scotland. In his opinion, the problems faced by earlier experiments could be overcome by careful planning, an adequate supply of trained teachers and an appropriate level of resources committed to the project. In co-operation with education authorities, a series of pilot projects were to be established from school session 1989-1990 with financial support provided by the Department separately and in addition to the resources otherwise available to education authorities. In terms of secondary schools, the Secretary of State introduced a compulsory modern language for all pupils for at least the 4 years of compulsory education from S1 to S4.

For this Scottish Pilot project, HM Inspectorate decided to follow a linguistic competence programme as opposed to a language sensitisation or a language awareness one. According to HMI Giovanazzi's 1988 article "Curriculum

Development and Central Support”, this linguistic competence had to be achieved so that pupils could communicate and it could be achieved with the use of topics of interest to the primary aged pupils.

Language teaching itself has often been trapped in its own self-sufficiency. If language is a tool, then it needs to work on real materials, and that means real subject matter. In other words, the contexts which are used for language learning must be drawn more and more from the areas of students' other studies. For our aim is not so much to produce more linguists as to ensure that most people, whatever their occupation, are linguistically comfortable, and confident that they can use their language for real in their own reality. That is the challenge. We have the structures, we have the back-up, and now we have the will. (Giovanazzi, 1988)

As Low reinforced in her chapter “Modern languages” part of Bryce and Humes' *Scottish Education* (Bryce & Humes, 1999), the two main priorities of the HMI when setting these twelve projects were to opt for a language learning model rather than a language awareness model, and to avoid the mistakes which had led to the failure of the earlier experiments by ensuring an appropriate primary methodology and continuity of learning experience into secondary school (Low, 1999, p.753-754). At the time, Giovanazzi (HMI) stated that the failure of the 1960's and 70's attempts to teach French in Scottish primary schools was blamed on “no central ministerial policy stimulus” (Giovanazzi, 1988, p.9). On the other hand, he stated that the English project evaluated by NFER (Primary French in the Balance, Burstall, NFER, 1974) failed due to a problem of methodology “since the methods of the time assumed every child progressing at the same rate” (Giovanazzi, 1988, p.9). With the experience and findings of these two previous experiences, Giovanazzi was of the opinion that the pedagogic climate apparent in the failed experiments had changed as methods used in early secondary years were now closer to those used in upper primary stages. So in this new situation, a set of projects would be established in consultation with education authorities to study the teaching of FL in primary schools.

After consultation with different education experts, local authorities and teachers, in order to put the government ideas into practice, the National Pilots started in 1989-90 with 6 clusters, extended to 12 clusters in 1990-91. In these initial two phases, only P7 pupils were taught a foreign language. In 1991-92, the pilots

were extended to include P6 pupils in the first 6 pilots. By 1992-93, all the schools involved in the national pilot were teaching a foreign language in both P6 and P7 (pupils down to P4 were taught a Foreign Language in 2 clusters mainly due to composite classes). By this phase, 12 secondary schools, 76 primary schools and 4300 pupils were involved in the National Project. During this project, diversification of languages taught was also taken into account with 6 clusters teaching French, 4 teaching German, and one each for Spanish and Italian. Throughout the project, the idea of Primary/Secondary partnership was of major importance for its progress. The SOED view was that the project had to be developed on the basis of a partnership between primary and secondary schools, both at a management level and equally importantly at the level of the individual teachers participating in it (Pignatelli, 1993, p.3). As Dobson, Field Development Officer for the National pilot projects in Scotland said:

It has always been agreed in our projects that the experience of learning a foreign language in primary school is not an end in itself but is the first stage in the continuum of language learning. (Dobson, 1993, p.5)

The financing of this project was funded by the SOED who provided one extra specialist for each secondary school involved. This extra member of staff allowed the secondary Modern Languages Department to work with its associated primary schools. One authority decided to use the funding in a different way, and appointed a team of tutors to work with the primary teachers. Some more funding was also made available for teaching resources and for the secondment of two development officers who monitored the evolution of the project.

Apart from the National Pilot, several regional pilots were also developed. Pignatelli, then Director of Education of Strathclyde region, published an article "The future provision of modern languages in Strathclyde region" (May 1989) in which he explained how the ideas of both the Minister for Education and HMI had been put into practice in his own region in terms of the provision of modern languages in primary schools. Strathclyde Region was at the time the biggest local authority in the UK, with 900 primary schools and 175 secondary schools. In this region, ten pilot schemes involving 10 secondary schools and 50 primary schools were established for the teaching of French and German in primary schools from

October 1989 to complement the six national pilot schemes recently announced by the SOED. The first phase of the project was limited to the last year of primary education, Primary 7, being extended into Primary 6 in session 1990-91, with new projects added in Italian and Spanish. In line with regional, social and economic regeneration policies, these projects were based in all divisions in Strathclyde and gave experience of MFL to pupils in a full cross-section of schools including those serving areas of multiple deprivation. This idea was facilitated thanks to a major commitment in the provision of curricular and staff development on the part of the regional authority. As was the case with the national pilot, these regional projects followed the idea of relating the MFL to other areas of the curriculum, 'embedding' the MFL into the curriculum, and primary teachers underwent in-service training in language familiarisation to support the work of the visiting secondary specialist. By August 1992, 33 projects were in action in Strathclyde Region involving 200 primary schools and 9500 pupils. Out of those 33 projects, 3 were part of the National pilot funded by the SOED while the others were all funded by the region itself.

The national pilot projects went on until 1993-94 with two research projects commissioned by the SOEID. An independent research team from the University of Stirling, led by Johnstone and Brown, was asked to evaluate the pilot. The research was mainly interested in pupils' attainments rather than motivation and attitudes to the learning of a foreign language. The aims of their research were to assess the language attainments of children involved in pilot projects, including comparison with children not involved, and to evaluate courses and methods, and comment on factors which enhanced or inhibited the language performance of the children involved (Low, 1993, p.2). The evaluation of the Scottish National Pilot is analysed further in chapter 4, section 4.1.4.

3.3. 1993 - 2001: The national training programme

Towards the end of the Scottish pilot projects, a new staffing model was in mind. From now on, a change of direction would take place, where the teaching of MLPS would normally be provided by the primary teacher and not a visiting secondary specialist or a tutor.

On January 1993, a press release from the Scottish Office (0113/93) announced a major initiative to extend the teaching of modern languages into all Scottish primary schools which would build on the pilot projects which had been running since 1989. Hamilton, then Minister for Education for the Scottish Office, proposed that all Scottish primary schools should offer teaching in a modern European language: French, German, Spanish or Italian, ensuring that all pupils obtained a sound early basis for language learning which could be developed as their education progressed, and which should put Scotland among the European leaders. With this in mind, and in consultation with other interested parties, the Scottish Office Education Department devised an implementation strategy, including training arrangements, to provide larger numbers of primary teachers with the linguistic and pedagogic skills they needed to introduce a modern language into the primary curriculum.

In 1993, Boyes, Staff Inspector for Modern Languages in Scotland, stated that

It is because of the new ideas coming out of the pilot about the truly distinctive nature of the early start that we now see the role of the primary class teacher to be so crucial... It is for these reasons that we have arrived, pragmatically and after more than three years' experience in the pilot, at the point where we are formulating the thought that the person best placed to deliver the foreign language in the innovative ways described above, is the primary class teacher. (Boyes, 1993)

At that time the benefits of the primary teacher teaching MLPS, instead of a secondary specialist, were perceived as: primary teachers are in constant use of teaching methods adapted to pupils from that age group; there are more possibilities of the teacher 'embedding' the ML into the other areas of the curriculum (mainly if the class teacher is the ML teacher); it is easier to make the ML part of the everyday life of the class; it shows that ML are something that everybody can do and, finally, pupils usually know the teacher better and can approach her/him more comfortably (when it is a teacher from the same school).

In his article "The Strathclyde Primary Foreign Languages Project", Pignatelli concluded that, although in favour of this new change of direction, he felt

it had to build on the principles underlying the success of the pilot projects, namely the establishment of systems that assured continuity and progression in learning from primary into secondary; the embedding of the foreign language learning in the primary curriculum; and finally the provision of appropriate resources. (Pignatelli, 1993, p.4)

With the positive experience of the Pilot, HM Inspectorate also decided to centre this phase on pupils' linguistic competence with a cultural awareness component. However, as HMI Boyes explained in 1993, teachers had to achieve a linguistic competence but also required a sound pedagogical one by which they could transfer their linguistic knowledge to their pupils in a way suitable to the pupils' ages.

Linguistic competence alone, we are beginning to understand, however much it is a necessary condition, is not sufficient for the successful taking forward of this initiative... To return to the necessary and sufficient conditions mentioned earlier: linguistic competence is the variable that can and must be altered. Countries like Italy and France have recognised that same truth and have put in place major programmes of language training for their primary teachers. (Boyes, 1993)

Between January and April 1993, the National Extension Programme was developed. A consultative phase took place carried out by Her Majesty's Inspectors who consulted members of the Directorate, Advisory Services and Field Development Officers for the Pilot Projects, and by the National Development Officer who consulted schools, teachers, advisors, teacher trainers and the field development officers. The Training Programme which was devised included findings from past experiences such as the French Pilot in England reviewed in the previous chapter (section 2.1) and would be delivered in 27 days covering 160 contact hours with material provided both for the tutors delivering the course and the teachers being trained. Each course would normally have two tutors, at least one of whom was a native speaker who could provide correct native pronunciation as well as an insight into the culture of the country where the foreign language was spoken. This new Training Programme had two aims: (1) to develop the participants' linguistic competence and (2) to develop their skills in introducing the foreign language in appropriate ways to pupils in the primary classroom. The training programme was

offered in the 4 main ML taught in Scotland: French, German, Spanish and Italian. The French course started from the premise that the primary teachers had some previous knowledge of the language, although very often, different degrees of knowledge were present in the same group. In German, Spanish and Italian different starting points were assumed in the teachers.

Throughout this stage, as had been the case in the previous one, the importance of the cluster principle was kept. So, from each primary school in a cluster, a teacher was identified to be trained. The language in which he/she would be trained depended mainly on the secondary school provision. So if a secondary school taught only French in their first year, all the cluster primary schools would be trained in French. However, if a secondary school taught two different languages in first year, the primary schools would be divided proportionally, some teaching one of the languages and the others, the second.

The training was delivered during the working week with the teachers normally leaving their school once a week for 27 weeks between October/November and the following September/October. The cover for the teacher being trained and indeed all the other costs incurred in the training (resources, tutors, venues) were funded by the SOEID. The first phase of this new stage in the teaching of modern languages in primary schools started in November 1993.

On the subject of this new phase in the area of MLPS in Scotland where primary teachers were trained to teach the MFL, as opposed to visiting secondary teachers as had been the case in the Pilot projects, Wilson, then Scottish Education Minister, showed his support for the programme by increasing the number of teachers taking part in the training:

This is a programme to which I attach great importance. I will be taking particular interest in this area of the curriculum and it is my hope that we can provide Scottish pupils with a coherent and rewarding modern languages experience in primary schools.... This is a vitally important programme and I believe it can make a significant, necessary and welcome contribution to improving the language proficiency of young people in Scotland. It has my full support. (SO; News release 1480/97)

By September 1999, a total of 4500 teachers had been trained in Scotland (77% in French, 19% in German, 3% in Spanish and 1% in Italian) and by September 2000, the teachers trained in this programme reached 5200. Later in 2001, McConnell, the then Education Minister for Scotland, announced that the central funding for the MLPS national training programme would be discontinued and would be replaced by money paid directly to local authorities for a wide range of language initiatives, including MLPS, and to be used according to each authorities' needs and priorities (See section 3.9. of this chapter). However, although Scotland had learned from the findings of the English Pilot Scheme in terms of primary teacher training, it has to be said that little was done to train Scottish secondary teachers who were also finding that pupils were coming into their classes with very different experiences in the foreign language. This situation created problems in terms of liaison and continuity between primary and secondary which have been explored as part of this research (see chapter 6).

In Scotland, the starting point was set when pupils were in P6, when most pupils would be aged 10. However some authorities saw the start of Modern Language teaching as early as P4 due mainly to the situation of composite classes in smaller schools. According to the July 1999 survey on the provision of modern languages in Scotland undertaken by Tierney and De Cecco, 82% of schools in Scotland were teaching P6 + P7, with 14% only teaching P7 and 4% only teaching P6. However, 547 schools were identified in Scotland as teaching a modern foreign language in stages P1-P5 (Tierney, D and De Cecco, J, 1999).

The idea of embedding the modern language into the curriculum was also a main point in the Scottish programme although the SOEID advised the schools to adapt the teaching of the modern language to their own circumstances depending on factors such as “the competence and confidence of the teacher, the length of time available or provided for the foreign language, and whether the foreign language trained teacher is teaching his or her own class or the class of a colleague.” The advice document highlighted that “there is no ‘right’ or ‘wrong’ approach. It is

equally valid to teach the foreign language through stand alone units or to link it to the work of the class” (SOEID, 1998, p.11).

In terms of embedding the FL in the curriculum this is easier achieved when the class teacher is the FL teacher. In the 1999 survey carried out by Tierney and De Cecco in Scotland (see table 6.1 in chapter 6), 39% (1141) of teachers trained in a foreign language taught only their own class and 25% (724) taught their own class plus another. This added up to two thirds of classes (64%) being taught by their own teacher while 61% were taught by a ‘drop-in’ teacher. As a teacher mentioned in this 1999 survey:

This session, our P7 pupils are being taught by teachers of P5/6 and P1. The logistics of teachers swapping classes has meant there is a significant reduction in time allocated to MLPS this session compared to last session when the P7s were taught by their own teacher.
(Tierney, D & De Cecco, J, 1999; Appendix 4)

However, as this present thesis will later reveal (see figures 6.1, 6.2 and 6.3 in chapter 6), during the three years this research concentrated in primary schools (1998 – 2001), the number of Spanish trained teachers teaching their own class decreased from 54 % in 1998-1999 to 39 % in 2000-2001, with the number of ‘drop-in’ teachers also dropping from 84% to 69%. This high number of drop-in teachers made the idea of ‘embedding the ML into the curriculum more difficult’.

3.4. 1998: HMI Report: Standards and Quality in Primary and Secondary Schools: 1994-1998; Modern Languages

In November 1998, Her Majesty’s Inspectors of Schools produced the document *Standards and Quality in Primary and Secondary Schools 1994-1998: Modern Languages*. This evaluation was based on the evidence collected from the inspections of 108 secondary schools in 1994-98, and 42 primary schools in 1996-98. In his foreword, HM Senior Chief Inspector of Schools, Osler stated:

The report is not reassuring. It demonstrates quite clearly that, while there is some good learning and teaching in modern languages, the situation overall is far from satisfactory despite the extensive effort which has been put into transforming the teaching of modern languages in recent years and encouraging uptake by pupils. (HMI, 1998, p.3)

Although depicting a rather gloomy picture, HM Chief Inspector still identified some good points of practice:

Some successes have been achieved, such as improvement in many pupils' willingness to try speaking a foreign language, the enthusiasm of pupils and parents to a start in primary school and the skills which many teachers of modern languages displayed in extending foreign languages learning to pupils of all ability levels. (HMI, 1998, p.3)

In general, most of the criticism present in this HMI report was aimed at national and local authority level, while the work of the schools and teachers was often praised. In terms of Modern Languages in the Primary School, Osler noted that "the potential benefits to pupils arising from the study of a modern language in primary schools are not yet being fully realised" (HMI, 1998, p.3). The SOEID news release from 26/10/98 highlighted some of the points included in the report.

The report indicates early successes in the introduction of a modern language into primary schools. However, it is apparent that the position of modern languages in the primary curriculum is far from secure. There is a need for further guidance at a national level and support at local authority and school level to ensure that all pupils in P6 and P7 receive quality teaching in a foreign language from well supported teachers. (SOEID, 2178/98)

In its summary, the report identified some Key Strengths and Points in Primary Schools, such as the enthusiasm and motivation shown by almost all pupils; the high attainment achieved by some very able pupils; the examples of good and very good teaching present in 85% of schools, and the very good organisation of resources and classroom display in many schools. However, the report also identified some major weaknesses and recommended to schools, head teachers and authorities that the study of a modern language be included in the curriculum of all pupils in P6 and P7; the time allocated to foreign language be broadly consistent within and across schools; courses include elements of reading and writing; appropriate links be made with other curricular areas, particularly English language, and with the local secondary school; teachers record pupils' attainment; and that appropriate time and support be provided for staff teaching modern languages to maintain their skills, prepare work and consult with other teachers. (HMI, 1998, p.8)

Some of the weaknesses the HMI identified between 1994 and 1998, were unfortunately still present at the time of the research for this present thesis between

January 1999 and June 2002 (see chapters 6 and 7 of the present thesis). During these three and a half years, some implementation problems were detected in the primary schools visited, due to teacher movement, trained teachers' absences not covered by ML trained teachers and in some schools, also due to time management where the ML lesson was not always maintained if there were other issues arising in the school such as Christmas plays, confirmation preparation, bicycle ability tests or other activities.

A Ministerial Statement in October 26th 1998 followed this report. In this statement, Liddell, then Scottish Education Minister, advocated the creation of the Action Group on Languages and a new 5-14 National Guidelines document for modern languages that would take into account the introduction of modern languages in the primary school and the 'Languages for All' policy.

The SALT conference held at the University of Stirling in November 1998 was the first time a large group of ML teachers from all around Scotland met together after the HMI report and the mood was a rather solemn one. As Munro reported in his 13/11/98 TESS article:

The annual conference of Scotland's foreign language teachers trod a fine line last week between resentment at attacks on modern language teaching and acknowledgement that all was not well. (TESS, 13/11/98)

At the conference, HMI McGregor pointed out that the report did not signal ML teachers as the sole culprits of the negative aspects of the report, but that the issues to be improved had to be addressed "not just by teachers but by the Scottish Office, teacher education institutions, education authorities and the curriculum council" (TESS, 13/11/98). At the same time she highlighted the positive aspects of the report.

It did not say that modern languages in primary schools was a failure, it did not say that standards in French and German were plummeting and it did not say the teaching of foreign languages was atrocious... There were a very, very few instances where provision was judged to be unsatisfactory indicating major weaknesses. (TESS, 13/11/98)

3.5. The Ministerial Action Group on Languages

As stated in their web-site (<http://www.svtc.org.uk/modlang/>), in October 1998, the then Scottish Education Minister, Liddell, in response to the report *Standards and Quality in Primary and Secondary Schools 1994-1998: Modern Languages*, set up an Action Group on Languages (AGL) to work with the Scottish Consultative Council on the Curriculum on a range of tasks that would review the 5-14 Guidelines on Modern Languages; secure the place of Modern Languages in the 5-14 programme; develop exemplar materials and assessment materials for 5-14 Modern Languages and, advise on attainment targets for Modern Languages in primary and secondary and on further training of teachers on Modern Languages 5-14. The AGL started meeting in December 1998, with a monthly meeting until the production of their final document in December 2000. This report made recommendations to the Minister of Education, National Organisations involved in languages, Local Authorities, Inspectorate and Teacher Education Institutions and will be examined later in this review (Section 3.8). As stated in the minutes of their first meeting held on December 4th 1998, Mulgrew, the Chairman, noted that there were some broad headings under which the Group's concerns and related agenda for action could be listed. These included motivational issues; positive messages; curriculum guidelines; target setting; staff development issues; parental interest; business concerns and attitudinal and cultural issues and technology.

In November 1999, in a conference for senior pupils in Orkney (Scotland), Galbraith, then Scottish Minister for Children and Education, expressed his support for the work of the AGL and stated:

I have a vision of Scotland as a multi-lingual society able to communicate in this ever-shrinking world. This vision can only be achieved if languages skills and abilities are afforded their proper recognition.
(Scottish Executive, SE1456/1999)

The topic of MLPS was one of the many discussed throughout the group's meetings. In this first meeting, HMCI Fairweather noted that MLPS was now in Phase 6 and there would soon be the need to look at the future and other options such as pre-service training, top-up courses and continuity. In a TES article from 12/2/99,

Muir, MLPS Co-ordinator for Highland Council, stated his views on what the AGL should look at. Three important aspects he highlighted were: how to ensure the quality of teaching when non-specialist teachers were involved and enjoyment was to be kept high; what kind of assessment or record keeping should be kept on pupils' attainment; and the need to introduce modern languages into Initial Primary Teacher Education.

In the AGL third meeting on March 17th 1999, the two MLPS national development officers (Tierney and De Cecco) gave an interim report on the stage that MLPS had reached in Scotland. In their presentation, the NDOs noted that: "In 1993, the aim had been to train one teacher for every primary school. The initial target was later amended to train one teacher for two classes in P6 and P7. Both targets had been exceeded by MLPS, which had now trained more than 4000 teachers ... because of teacher movement however there remained a need to continue with training teachers". After the presentation, the members of the AGL identified a number of issues for consideration and analysis, and felt that a national framework for MLPS was needed that would take into account issues such as:

- how to achieve an adequate supply of properly qualified / trained primary teachers;
- sustaining teachers' competence through continuing staff development;
- pre-service training 'compulsion' to take a foreign language in ITE (primary);
- the need for a national coherence;
- local authority management;
- the role of foreign language assistants;
- the need to assess teachers of MLPS;
- how to develop proper primary-secondary links, locus of principal teacher of modern languages in the primary school;
- the decision to choose one model of provision or diversity; and
- the place of modern languages in a structured and balanced 5-14 curriculum.

The training of MLPS teachers was discussed at the AGL sixth meeting on 02/07/99. In the minutes of the meeting areas of concern in this respect were identified as: the preponderance of French over other languages, the role of TEIs and University Departments of Education in the training of primary teachers for ML, the future in-service needs of the teaching staff, the possibility of time abroad during

training courses and the possible need for an entrance qualification for B.Ed. primary courses with languages.

In the long term all students will have had a minimum of 6 years ML. In the short term different entry levels should exist with a suggested future baseline of Standard Grade at Credit or Intermediate 2. At the end of B.Ed. courses, students would have attained a national baseline competence with those entering with a Higher or above having progressed beyond this and be more ready to substantively teach at P6/P7.
(AGL minutes, 02/07/99)

However, Johnstone suggested the need for a more radical solution due to the fact that Scottish Primary Schools might be seeking to achieve European and international ethos which had to be reflected in initial teacher education. The AGL concluded that “the existing set of competences for national training courses and the SOEID competencies should be audited by the TEIs to produce one set to take forward the training in modern languages”.

In 2001, with the last phase of National Training, this was still an unsolved problem in Scotland where teachers had been taking part in a 27-day intensive training course with no qualification or certificate to show for their work. The situation in Scotland in 2003 was that some Initial Teacher Education (ITE) institutions had included a modern language, usually French, as an elective in their B.Ed. programme. However, a review of Teacher Training was taking place during the time of this research, and a decision with regard to the provision of MLPS in pre-service training was expected. This problem had been addressed in England early in the programme with the TTA working with different ITT institutions to offer MLPS training to their students (see chapter 2, section 2.6).

At the 11th meeting of the AGL on 13/12/99, the General Teaching Council for Scotland was invited to express their views on the teaching of Foreign Languages in Scotland. The minutes of that meeting indicated that the main concerns remained post-training support for teachers; the ability of schools to release staff for training; the varying quality of cluster management, and maintaining the supply of ML-trained teachers expected to deliver. The GTC for Scotland felt that lessons might be learnt in these respects from Gaelic-medium training.

At this meeting, the Headteachers' Association for Scotland (HAS) also expressed their concerns in the situation of foreign language teaching, namely the drop in uptake at S5/S6; the lack of appeal in the subject for boys; the lack of purpose behind the lower levels of Standard grade; the patchiness of 5-14 implementation and the inadequacy of the 27 days of training if assessment at D level was required. In the association's opinion "the biggest challenge for the future lay in making delivery at P6 and P7 compulsory when provision at the moment was patchy. A further challenge lay in making pre- and post-training provision match the guidelines" (AGL, 13/12/99). In these respects, HAS saw a role for HMI in helping primary teachers to become familiar with assessment in P6 and P7.

3.5.1. The Review and Development Group

Along with The Action Group on Languages (AGL) worked the Review and Development Group, established by Scottish Consultative Council on the Curriculum (SCCC). The remit of this group was

- to advise the AGL and the SCCC on the development and implementation of policy on Modern Languages for pupils in the 5-14 stages of schooling;
- to prepare new Guidelines for Modern Languages for consultation in school session 1999-2000 and implementation thereafter;
- to develop advice on attainment targets for Modern Languages in primary and the first two years of secondary school;
- to specify the exemplar and support materials required to support effective learning and teaching of Modern Languages 5-14, and finally
- to advise the AGL and SCCC staff on development, ICT and research issues relating to the teaching of Modern Languages in Scottish schools.

This group worked along with the Action Group on Languages, referring to them issues such as training at pre- and in-service levels for primary and secondary modern languages teachers; cohesion of Modern Languages Guidelines and other publications; diversification issue; continuity from P6 to S4, and the use of technology in the Modern Languages classroom. Finally, the group produced the 5-14 Modern Languages National Guidelines for consultation in October 1999

(reviewed in the next section 3.6), followed by the final version of those Guidelines, almost two years later, in October 2001 (reviewed in section 3.10 of this chapter).

As was the case in England, two main issues were apparent in the world of MLPS in Scotland. Firstly, the presence of a high number of groups discussing issues concerning modern languages in education and making recommendations to the British government or the Scottish Executive. Unfortunately, those recommendations were not always based on sound and recognised educational research but on discussions and opinions of different parties interested in languages and education. Secondly, a long delay between the creation of the group, the publication of their recommendations and the final action from the government or the institution involved was apparent in many instances.

3.6. 1999: Modern Languages 5-14. National Guidelines for Consultation

The Review and Development Group's immediate priority was to work on the publication of a new 5-14 Guidelines document which would take into account the introduction of modern languages in the primary school and the "Languages for all" policy. For this, the group assumed several minimal starting points namely: the primary teaching staff trained to a minimum level of competence (27 days); the minimum time commitment to the teaching and learning of a modern language which was of one hour per week; the P6 start of the majority of pupils, but also keeping in mind the schools that introduced an earlier start; and finally the issues of continuity between primary and secondary, but also those arising from supply cover for illness, moving of teachers due to promotion or other reasons. In the production of these guidelines, the Review and Development Group tried to achieve a balance between raising standards of attainment in the foreign language and, at the same time, making realistic demands on MLPS trained primary teachers.

The immediate priority for the Review and Development Group, established by Scottish CCC, has been the production of revised Guidelines, which will secure the place of Modern Languages in the 5-14 curriculum, and more adequately embed the languages dimension of the curriculum for all stages five to fourteen. In undertaking this task, the Review and Development Group has taken careful account of the Modern Languages in the Primary School initiative (MLPS), the considerable range of good practice, both in Scottish schools and internationally, as

well as a range of research findings into aspects of learning and teaching.
(SCCC, 1999; III)

In September 1999, the SCCC (later part of Learning and Teaching Scotland following its merger with SCET) approved the consultation guidelines which were then published in October 1999 and sent to all local authorities, schools, TEIs and other bodies involved in the teaching of modern languages along with a questionnaire. A consultation period was open until December 17, where everybody interested in the topic could forward any comments and suggestions to the document. All these new ideas were then collated by SCRE but unfortunately the final document was not made available to the public until October 2001 (see section 3.10 of this chapter). This delay in the publication of the final guidelines was mainly due to two main events in the Modern Languages teaching area in Scotland which were also overdue. First the publication of the AGL report in December 2000 (see section 3.8 of this chapter), and then the response from the Scottish Executive which was not made public until September 2001 (see section 3.9).

The starting point of these Guidelines was the assumption that all pupils in Scottish schools would start learning a foreign language in P6. However “the guidelines would also allow the introduction of modern languages at an earlier stage, where local and individual circumstances support this” (SCCC, 1999; p.1). As stated earlier, in Scotland this was often the case mainly in smaller schools where composite classes were the norm. In some cases, a teacher had pupils from P4 to P7 and it was rather difficult to separate them to allow the teacher to teach the foreign language only to the P6 and P7 pupils. Some authorities in Scotland were also experimenting with the introduction of a foreign language in nursery schools or early stages of primary schools although this was not a common trend as yet. The National Guidelines mainly aimed to help all those involved in the teaching of MLs (primary teachers, teachers of modern languages, teachers in special schools and head teachers) by ensuring “that all pupils experience an inclusive, coherent, continuous and challenging programme of work at all stages of their modern languages learning” (SCCC, 1999; p.1).

In terms of the primary level, the main idea behind these Guidelines was the transition “from language to languages”. Primary pupils could be shown how to relate their knowledge of English, or their first language if different, to the knowledge of other languages, but also to accept the existence of different languages and cultures around them.

The Guidelines for consultation were structured in four sections. The Rationale (Section 1) sought to promote a sound balance between languages as communication and languages as an intellectual discipline; to reflect the new Europe in which Scotland would play a strong role and in which a modern language capability was increasingly important; and to reflect the increasing influence of new technologies on the nature and purpose of modern language learning (SCCC, 1999; p.1). The Guidelines stressed that the learning of a Modern Language was important at an early age because, like the mother tongue, the Modern Language is a means of communication. Through the learning of a Modern Language, the child would also develop other skills that were transferable to their personal development; it would help young people to develop intercultural awareness to understand the need to act with empathy and responsibility towards others; it would develop and enhance the essential skills of literacy, personal and interpersonal skills, communication and ICT skills, and finally it would encourage young people to take responsibility for their own learning, to assess their own strengths and weaknesses and to develop an awareness of the needs of others. (SCCC, 1999; p. 7)

In general the 5-14 document stated that the study of a Modern Language would promote:

- the development of communicative competence;
- the development of positive disposition and personal and social skills;
- the development of the ability to contribute more effectively to modern contemporary society;
- the development of learner autonomy;
- the development of learning and thinking skills.

(SCCC, 1999; p. 8-9)

In the second section, The Guidelines for consultation identified four main attainment outcomes each then divided into different strands.

Listening:	Listening for information and instructions Listening and reacting to others Listening for enjoyment
Speaking:	Speaking to convey information Speaking and interacting with others Speaking about experiences, feelings and opinions
Reading:	Reading for information and instructions Reading aloud Reading for enjoyment
Writing:	Writing to exchange information and ideas Writing to establish and maintain personal contact Writing imaginatively / to entertain

Importantly, Knowing about Language (KAL) was not set as a separate strand but featured in the Guidelines as an integral part to the four modes of teaching. These strands in the guidelines were then described in terms of attainment targets at six levels of attainment from Level A to level F. As is the case with all other subjects included in Scottish 5-14 documents, Level A is the level that should be attainable in the course of P1-P3 by almost all pupils; Level B by some P3 pupils, but by most in P4; Level C by most pupils in the course of P4-P6; Level D by some P5-P6 pupils, but by most in P7; Level E by some P7-S1 pupils, but by most in S2 and finally Level F by some P7 to S2 pupils. So pupils learning a FL in Scotland would all start from level C, even when they could be at a lower level in English or other areas of the curriculum.

All through the Guidelines the main emphasis of assessment (section 3) was that it “should be developed as an integral part of classroom learning and teaching, and will be the main source of advice and support to schools about how to develop their own assessment policies to complement the 5-14 curriculum and programme” (SCCC, 1999; p.39). The aim of the assessment should always be to show what the pupil can achieve as opposed to what he/she has failed to achieve and a means to give positive feedback on their progress and attainments to learners, to identify the

next steps in the learning process and to raise self-esteem, confidence and achievement (SCCC, 1999; p.40).

In terms of methodology, the Guidelines identified some characteristics for the teacher in an effective modern languages classroom such as:

- He/She values and builds on the prior learning experiences of all pupils;
- He/She shares the learning objectives with the pupils;
- He/She makes the connection between what is learnt in class and how it can be used in real situations for real purposes;
- He/She encourages the use of self- and peer-assessment;
- He/She uses a variety of techniques, such as mime and other non-verbal gestures, to facilitate comprehension;
- He/She provides challenging and stimulating tasks such as discussion in groups, creative writing and note-taking, where appropriate;
- He/She makes useful links to first language with similar words and phrases in English and to other areas of the curriculum;
- He/She demonstrates memorisation techniques to all learners to assist them in future learning;
- and finally, an effective modern languages teacher includes the use of technology in classroom activities wherever practical.

(SCCC, 1999; p.42)

Most of the points in the box above were part of the training of teachers in the Scottish MLPS programme. However, teachers should also be kept up to date in methodology aspects as well as their linguistic competence by means of in-service courses held by the local authorities once their training is finished. The guidelines also indicated important aspects to be taken into account in a modern language classroom for the pupils. The main aspect was that the environment should be non-threatening and enjoyable, where all learners would be encouraged to:

- see themselves as capable of making progress in their learning;
- develop their own potential for learning;
- make use of all available classroom resources;
- see classroom time as an opportunity to interact directly with the teacher and to seek assistance wherever necessary;
- understand the learning of a modern language as the acquisition of a valuable social, economic and lifelong skill.

(SCCC, 1999; p. 42)

Once the Guidelines were published for consultation, two Development Officers (DO) toured the country visiting 31 authorities in what became known as “the 5-14 Roadshow”. This tour gave the DOs the opportunity to explain the thinking behind the published guidelines, and many other parties involved in the teaching of

Modern Languages a chance to express their views on the document. At the end of the Roadshow, the DOs reported to the AGL expressing the main views encountered throughout the country. On 13/12/99, McGhie highlighted some of the issues frequently raised during the presentations in local authorities:

- The myth that reading and writing were not to be included in course programmes in P6 and P7. (Inappropriate advice had been given by some MLPS tutors.)
- Policies on primary-secondary liaison at cluster level were lacking in some authorities.
- Some schools were sacrificing continuity of language in the interests of preserving certain languages.
- The absence of foreign language assistants was raised by practitioners in several authorities.
- The arrangements for continuing the national training programme until 5-14 was in place.
- Modern language components in Initial Teacher Education.
- The perceived disappearance of the 'fun' element in primary languages.
- The perception that the previously voluntary nature of primary languages was moving to something more rigorous.
- The comparison was made with the finance provided for the Early Intervention scheme.

After the consultation period, on January 31st 2000, the AGL drew a set of recommendations to accompany the 5-14 Modern Languages Guidelines stating that education should include:

- Regular ML components in the current B.Ed (Honours) course and in the PGCE(P) course.
- Reassurance given by local authorities about continuing funding for MLPS training until the alternative model is in place.
- Interim models of support for MLPS being aware of the optimum position towards which they should progress.
- Continuity of ML learning for pupils from P6 to S2.
- A clear statement by the AGL about the optimum quantity of time to be spent on the modern language in the primary sector.
- Effective cross-sectional liaison.
- Support for primary teachers in the period after the completion of their training in modern languages.
- A timescale for implementation of the 5-14 Guidelines.

Reactions to these Guidelines for Consultation were soon to follow from different groups. For primary schools, the Scottish Parent Teacher Council favoured the introduction of basic statements in different languages, as well as teaching pupils

how languages worked. In terms of secondary schools, this group supported an idea of ‘immersion’ periods in S1 – S3, the introduction of more written work as opposed to a predominance of speaking activities, and the possibility of opening specialist languages schools for pupils over 16 who wanted to develop their linguistic skills and knowledge.

Muir, in his TESS article dated 07/01/00, highly praised the opportunity the Roadshow had given practitioners to air their views and to contribute to the discussion of the document. However, he also underlined a number of fears expressed by primary teachers which were mainly focused on the possibility of their knowledge being assessed on HMI visits after only 27 days training. Primary teachers also expressed concerns as to the more formal status assessment might give to a subject they were teaching on a voluntary basis but which would also affect the “fun” element of the MLPS so praised by pupils.

The Association of Directors of Education in Scotland (ADES) also expressed their misgivings about the 5-14 document. The main issues dealt with the lack of proper training of primary teachers to deliver the guidelines, the problems rising from using the same ‘age and stage’ descriptors as with other subjects that start in P1, and finally, the little mention the document made of diversification of languages.

The final 5-14 Guidelines were published two years later in October 2001 and are reviewed in section 3.10 of this Chapter.

3.7. December 2000: Pilot Assessment of Achievement Programme report in Modern Languages

The purpose of the Assessment of Achievement Programme (AAP) is to provide information on the achievements of pupils across a representative sample of Scottish pupils. In Scotland, up to the year 2000, three main areas of the curriculum had been involved in this programme: English, Mathematics and Science (more

information on AAP can be found in the chapter from Stark, Robertson and Napuk in *Scottish Education*, Bryce & Humes, 1999). For these studies, as Low stated in the Pilot AAP Modern Languages report, pupils were assessed at Primary 4 (P4), Primary 7 (P7) and Secondary 2 (S2) in order to provide cross-sectional data for the same curricular area, though a longitudinal element can be built in by tracking the same pupils from P4 English to P7 English, or from S2 mathematics to Standard Grade (S4) mathematics. In Scotland, although Modern Languages had been taught in many schools since the early 1990s, no AAP monitoring had taken place. This encouraged the SOEID to commission an independent study of pupils' attainment in the form of a Pilot Assessment of Achievement Programme, carried out between 1995 and 1998, and a subsequent full scale national AAP undertaken in Spring 2001 (findings from the National AAP were not published until 2003 and are not included in this thesis). This AAP would be different in the sense that it would concentrate in two stages, P7 and S2, as opposed to the three stages involved in the other AAPs, P4, P7 and S2. The research team presented a report on the pilot findings to the SOEID in April 1999 and made it available to the public in December 2000 in the CILT website. (The findings of the Pilot AAP are analysed in chapter 4 section 4.1.5)

The main aims of the pilot AAP were to develop, implement and evaluate assessment instruments and procedures for an AAP in modern languages within the larger national AAP sample for English (1998), and to develop an initial picture of pupils' achievement in French and German P7 and S2.

At the time of the AAP pilot the future of MLPS was not very clear, mainly due to the problems arising from the provision of MLPS teachers. During the process of the AAP, the Ministerial Action Group on languages had been studying the situation of the teaching of MFLs in Scotland and had produced a set of recommendations along with their report in December 2000 (see section 3.8). McConnell, the Scottish Education Minister at the time, responded to these recommendations in a statement made public on September 26th 2001, International Day of Languages, and showed his support to the future of the teaching and learning of MFL in Scottish schools (see section 3.9).

As a conclusion, regarding the future of the teaching and learning of MFL in Scottish schools, the AAP team highlighted a number of positive aspects such as the work primary teachers had done to build up pupil confidence and enthusiasm. However, they did find a worrying gap between higher achievers' capacity and the performance of lower achievers in the assessment exercise. The team found that lower achievers lacked confidence and felt very nervous in speaking tasks mainly in S2. In this respect, the team felt that some research was needed in the area of lower-achievers assessment.

3.8. December 2000: "Citizens of a Multilingual World"; Ministerial Action Group on Languages Report

As a response to the HMI report on modern languages (section 3.4), Liddell, then Scottish Education Minister set up an Action Group on Languages (Section 3.5). The broad aims of the AGL were to secure the place of modern languages within the curriculum; to improve the quality of modern languages at Standard Grade and to ensure a greater degree of continuity in language learning in schools.

The Action Group on Languages (AGL) met first in December 1998 and held different meetings until May 2000. On December 12th 2000, "Citizens of a Multilingual World", the Ministerial Action Group on Languages report, was launched in Edinburgh. In a press release dated 12/12/00, the then Minister for Education, Europe and External Affairs, McConnell, stressed the Scottish Executive's support for modern languages in schools.

2001 is the European Year of Languages so it is fitting to set out today how best to ensure Scotland's young people learn a modern language... although this report marks the end of the work of the group, it signals the start of a significant task for the Scottish Executive. It is clear if we expect teachers to deliver quality language education, they must be given the tools and support necessary... I can reassure teachers that although revised 5-14 guidelines for foreign languages will be issued to schools next year, there are aspects of these which will not be implemented until further training and support has been given. I am determined policies will direct all our efforts to deliver quality in the classroom. Delivering the National Priorities I outlined recently will ensure that Scottish children develop the confidence, skills and knowledge to prosper in society. (SE3197/2000)

The AGL report consisted of three main parts. A main section which included the Key Issues forming the basis for the AGL Recommendations and 2 companion documents: A Rationale entitled “Why are Languages Important”, and the AGL’s recommendations. The Key Issues section of the report will not be considered in great detail in this chapter as the information gathered in that document was background information that led to the production of the other two documents of the report.

3.8.1. The Rationale

The Rationale’s key points were summarised and integrated in the first Recommendation “The relevance of learning other languages” and highlighted the AGL’s views on why MLs should be taught and learned in Scottish schools. In this Rationale, the AGL recognised that although all language teachers were aware of the importance of learning a ML, other members of staff who influenced pupils’ choices in Scottish schools, such as guidance staff and senior management, as well as some parents, were not always aware of the benefits this subject could bring to their lives. The AGL also highlighted the serious problem of demotivation apparent among Scottish pupils in terms of language learning and saw as a major factor the fact that pupils often did not see the relevance learning a ML could have to their immediate future life. In order to tackle this lack of awareness of the benefits of language learning, the AGL incorporated in their Rationale aspects such as ‘motivation’, ‘relevance’ and ‘lifelong learning’. In the final part of the document, the AGL advised the different bodies involved and interested in the learning and teaching of MLs in Scotland, to adapt this Rationale to their own public and to make it available to all highlighting different aspects of a Scottish person’s everyday life that would benefit from knowing a ML such as mobility, citizenship values, the use of ICT and others.

In the present world where borders are disappearing in Europe and people tend to travel from one country to another because of work commitments, learning a ML would contribute to the ability of Scottish pupils to become part of this “diverse,

multilingual and global society". The AGL believed that learning a ML would "provide all students at school in Scotland with the knowledge, transferable skills and human qualities that will enable them to be internationally mobile". Although this might be aiming too high in terms of what a pupil leaving school might achieve, it highlighted the support the business community gives to the knowledge of a ML in their employees. The business community in Scotland felt that "a capacity in an additional language is an indicator of the flexible, mobile, communicative and culturally aware talent that they are seeking to recruit" and they were keen to remind students that jobs using MLs were not only available for high flyers but were present "across a wide spectrum of achievement and activity".

Another aspect the AGL was keen to point out was the contribution learning a ML provided to the citizenship aspects of our lives. Learning another culture's language made students more sensitive to others' differences and "more likely to understand others and be respected by them". In this way, Scottish pupils would contribute in the making of a "more open, democratic and inclusive" society. This acceptance of the varied aspect of the world around us would also benefit the ethos of Scottish schools, and help students to accept Scotland's multicultural and multilingual society with all its inhabitants' different community languages and heritage languages, as well as, the modern languages spoken by the many tourists that visit Scotland every year.

Learning a ML could also benefit the Scottish pupils' participation in the virtual world and encourage the use of ICT, but the AGL saw that the benefits could be reciprocal with ML benefiting from the interest shown by learners in ICT. As earlier mentioned, demotivation was a major hurdle to overcome in ML learning, and as recent research had shown, ICT seemed to enhance learners' motivation and engage "them in new forms of ML interaction with a variety of native speakers on topics that are relevant to them and up-to-date". Another aspect to take into account when speaking of ICT was the influence it had on the business community who felt that "in order to attract inward investment, it is increasingly accepted that high levels of ICT and language skill are advantageous". These two aspects of the use of ICT in

our everyday lives reinforced the AGL's view that "an ICT component should be built into all modern language courses from P6 to S4".

Another aspect the AGL was very keen to stress was the problem created by the supremacy of French as the main ML taught in Scottish schools. In the AGL's opinion, different languages should be given the same priorities and that diversity in the first ML a pupil learns, might increase uptake of a second ML at a later stage of the pupil's education. In general, the AGL felt that learning a ML would highly benefit the basic transferable skills of a person in different areas of their education in life.

Learning a ML will help students to develop strategies for learning and using language that will assist them not only with their current ML but with others also that they may subsequently learn. It will encourage them to appreciate and participate in cultural and linguistic diversity, both in Scotland and across the world, and in new and up-to-date ways it will bring languages into Scottish family life at home. (AGL, 2000, p.9)

3.8.2. Recommendations

In the AGL's view, their recommendations should address issues such as:

- developing a rationale for learning and promoting languages in which the central aims of languages education at school would be clarified;
- considering the basis for a languages entitlement for all students;
- addressing the 'climate of negativity' surrounding languages despite many examples of enthusiasm, commitment and good practice also included negative attitudes, low motivation, and high 'language anxiety';
- encouraging and supporting innovation and ownership by local authorities and schools, as they would have to be the main driving force for change, with national bodies supporting them in this;
- considering how languages might be more effectively promoted, even 'marketed', both at school and in the wider society;
- considering which modern languages should be taught, and their relationship to heritage (Scots, Scottish Gaelic) or community languages (e.g. Urdu, Cantonese) spoken in Scotland;
- reviewing the provision for modern languages at primary school, in terms of who should teach them, starting age, time allocation and support for learning;

- securing, through improved arrangements for Initial Teacher Education and Continuing Professional Development, a more coherent and effective provision of appropriate teachers for languages in primary and secondary schools;
- ensuring that language learning at school was effectively linked to language learning in formal and informal education post-school and in employment and leisure, and finally,
- promoting lifelong language learning.

In this sense, the Action Group on Languages made 14 recommendations, 8 of which involved MLPS. Recommendations 1, 2, 5, 6, 7, 8, 10, 11 and 12 which pay particular attention to the future of MLPS in Scottish schools are considered here:

1. The relevance of learning other languages

Up-to-date information on languages should be made available both in schools and in the wider society, so that proficiency in languages is perceived as being achievable, relevant and useful.

With this recommendation in mind the AGL included a Rationale in their report that specified why languages were important in our society. This Rationale was to be used and adapted by all institutions with an interest in languages in order to make the relevance of modern languages to everyone clearer.

2. A Languages Entitlement for all within education 5-16

All students should be entitled to an experience of learning a modern language which:

- begins no later than Primary 6;
- builds on their prior experience of first and other language development, learning and use;
- is continuous and progressive in the same language;
- covers a minimum of six years study or its equivalent of approximately 500 hours; at P6 and P7 classroom contact with the language should amount to not less than an average of 75 minutes per week, ideally distributed across each day;
- develops a usable competence in the language which is sustained through regular opportunities for interaction with native speakers and for accessing information by means of modern technologies;
- is delivered effectively through high-quality programmes of study by appropriately qualified teachers;

- provides regular, reliable and helpful feedback of their progress;
- promotes positive attitudes to other cultures and develops strategies for learning other languages;
- leads to a National Qualification, thereby placing students in a framework that contains flexible routes to further qualifications if they so choose;
- allows for the study of an additional language during their period of compulsory schooling;
- provides well-informed and up-to-date guidance concerning the advantages of continuing to study and use modern languages post-16.

In order to put this recommendation into practice, the AGL suggested that a pupil should receive 75 minutes of ML learning per week in P6 and P7, followed by 400 hours of the same language in secondary. Ideally, the 75 minutes in the primary school should be phased during the week with a 15-minute slot every day. In their 1999 national MLPS survey, Tierney and De Cecco found that in Scotland the FL was usually taught as a once per week slot of between 40 and 60 minutes. Some schools also taught two slots of 30 minutes but they were the minority.

While the evidence from NDO school visits indicated a fairly even split between once per week / twice per week, the statistics from this survey show a move towards a once per week model of delivery. 1149 of 2143 schools are teaching a language on a once a week model. From NDO visits we suspect that this had been done in an attempt to minimise disruption. 669 are teaching MLPS twice per week.
(Tierney, D & De Cecco, J, 1999, p.9)

As part of the present research, during visits to different schools teaching Spanish between May 1999 and June 2001, most teachers agreed with the idea that a little Spanish every day was better than a whole one-hour lesson per week (see chapter 6). However, some teachers who had been following the daily teaching model were thinking of switching to the one or two slots per week model in P7. The thinking behind this was that it would help the pupils in their transition to the secondary school and it would also facilitate the teaching and use of writing and reading skills if the lessons were longer. This is still an area that would benefit from research.

3 & 4: Local innovation and ownership

Modern languages should be declared a priority area for innovation and training.

A special Languages Innovation and Training Fund (LITF) should be established, allowing local authorities and other organisations to bid for national funding in support of local innovation and specialised training for teachers.

5 & 6: Diversification of languages

At the national level, a variety of languages rather than French alone, and including heritage and community languages such as Scottish Gaelic and Urdu, should be taught as first modern language.

Local authorities should generally be responsible for ensuring a diversified provision of first modern language within the authority if not within each school.

Even when the AGL supported diversification of languages they recognised that French would still be the prevalent language taught in Scotland. In the report, they placed some responsibility for this on the Initial Teacher Training Institutions who should cater for different languages mainly in their provision for training for primary teachers.

7 & 8: Virtual and real content

Information and Communications Technology should have a central role in supporting language-learning and -use from P6 onwards.

Although the AGL recognised the need for the use of ICT in language learning, it also stressed the need for training, further research and support in this respect for all teachers involved, as well as the need for financial investment that could be supported by different businesses.

Opportunities should be greatly increased for pupils to put their languages to real use in contact with native speakers, including with foreign language assistants.

Some local authorities have abandoned the use of FLAs due mainly to economic restrictions. The AGL recognised the value of these native speakers as an opportunity for the pupils of “real access to the language but also of a major source of motivation” and supported their return to the ML classes.

9: Languages in the upper secondary school

The place of languages should be made more central and secure in the curriculum and in examinations arrangements for the upper secondary school.

10 & 11: Initial teacher education for languages

All Initial Teacher Education courses for primary school teaching should include a core modern language component that is coherent, progressive and sufficient to deliver the revised 5-14 Guidelines.

In order to put this recommendation into practice, the AGL suggested that all entrants to a primary teaching course should have either a modern languages Credit award at Standard Grade or a pass at Intermediate 2 or an equivalent qualification. In terms of the already trained primary teachers who had not been accredited (those in the SOEID training courses), the AGL suggested that their skills and dedication ought to be recognised “by recommending that their initial training be accredited and that they receive further Continuing Professional Development support”. The head teacher and local authority of those teachers should consider who is eligible for accreditation.

All Initial Teacher Education courses for languages for primary teachers and for secondary modern languages teachers should provide students with knowledge of children’s first and second language development, substantial training in ICT for languages and strategies for promoting the benefits of language learning.

The issue of Initial Teacher Training had still not been solved by June 2003 in Scotland.

12: Supporting teachers

In order to deliver the pupils' entitlement to languages through high-quality courses, all those teaching languages in primary and secondary schools should in turn be entitled to receive substantial and continuing material and Continuing Professional Development (CPD) support from national and other bodies.

Local authorities and the Central Bureau (organisation that facilitates the contracting of FLA for schools) should explore sources of funding to support teachers if they wished to go on training courses abroad or in teacher exchange programmes that would benefit the teacher, the pupils and the school. Unfortunately many of these courses were already available but teachers were often not aware of them. This is an area that Local authorities along with other organisations should focus on.

13: Contributing to economic regeneration

Scottish Enterprise, Highlands & Islands Enterprise and local enterprise bodies should audit and publicise the country's needs and opportunities for languages in respect of employment, training and career.

14: Lifelong language learning

There should be widespread promotion of lifelong language learning in formal and informal education, leisure and work, building on the full entitlement that will have been delivered during the compulsory period of education at school.

3.8.3. Reactions to the AGL report

As seen in section 3.5 of this chapter, before the publication of the final report and through their website, the AGL published its progress report and draft forms of different documents they were considering. One of these was a draft version of the

Rationale which provoked some responses on the part of Wilson, head of Lifelong Learning in Clackmannanshire and a person involved in the MLPS programme in Scotland since its beginnings in the late 1980s. In an article by Henderson in the TESS 10/03/00, the author of the article summarised issues raised by Wilson which showed his reservations towards the work of the AGL. According to Wilson “the AGL is running away from fundamental issues and unlikely to produce any imaginative plan for reviving language teaching.” In the same article, Henderson cited Wilson as qualifying the recommendations the AGL planned to make as “disappointingly conservative” and claimed they would “reinforce the status quo”. In his opinion, they failed to address important issues such as the starting age, the lack or loss of pupils’ motivation, and it was unpractical to expect that “school leavers should have levels of linguistic competence to enable them to take a placement abroad.”

Wilson’s concerns towards the issue of motivation were later taken up by Forrester in the TESS of 13/10/00, and once again by Wilson himself in an article to the Scotsman on 01/11/00. In his article, Wilson related the problem of motivation apparent in Scottish schools to the “Languages for All” policy adopted by the Scottish Office in 1989. In his opinion, this idea had failed Scottish teenagers because they were worried “about who they are, what the world is all about, how they are going to cope with relationships, with family stress... Most pupils feel alienated by their study of modern languages, failing to see a direct relevance for their immediate needs or future career aspirations.” As a consequence, Wilson hoped that the AGL would make some recommendations on the issue of how to motivate Scottish pupils to learn a ML. However, in the meantime, Wilson offered a possible solution the AGL could consider, consisting of focusing on different aspects of language learning at the different stages of the pupils’ education. From his experience he recognised that for younger pupils the ML was “a source of pride” as opposed to a “source of conflict or embarrassment” in older pupils. Young learners enjoyed games, stories, doing PE in the ML and saw it as a normal and useful tool, while older pupils perceived the ML as an obstacle they had to overcome and often felt very conscious of speaking in front of others. Although Wilson recognised the

benefits of the MLPS programme, he was also aware of the limitations the trained teachers' confidence and competence might impose on their teaching. In the article, Wilson supported and hoped for an expansion in Primary language learning, but he also advocated the right to choose in secondary age pupils. "Those who wish to continue should be entitled to do so. But equally those who do not should be allowed to stop ... with an option to return to language learning when they are ready for it" either in upper secondary or later in life. Finally, Wilson reminded the AGL of the many different situations available in Scotland and, although he believed the AGL should set national aims in terms of language teaching, it should also "allow for a diversity of approach in different parts of Scotland, according to local circumstances."

After the publication of the AGL report, reactions from different practitioners were not long in coming. In an article in the TESS of 12/01/01, Caldwell summarised the views of different people involved in the teaching of MLs on this report. "By and large, reaction to the report from teachers have been positive", however some concerns were emerging in respect to different issues. In terms of the Languages Innovation and Training Fund (recommendation 4) most groups supported the idea, and Larkin, Development Officer for Inverclyde Council described it as "vital". However, some people expressed their concern on the bidding processes that would be involved in this fund. In this respect, Allan, Principal Teacher of ML in a school involved in the present thesis, said that he "would like to know what innovative approaches would be given priority." (TESS 12/01/01)

Another aspect that raised both positive and negative reactions was the idea of local authorities' ownership to devise and run their own language strategies as part of a National programme (recommendations 5 & 6). However, some people predicted problems arising from how "a national provision with parity across the country will be established."

The use of ICT and virtual learning (recommendation 7) was also welcomed by all practitioners. Nevertheless, many were also aware of the difficulty of fulfilling

the suggested “provision of a computer in all language classrooms and departmental bases in the course of this school session” (TESS, 12/01/01) and of the training implications of this recommendation. Although supportive of the use of ICT, Allan voiced some concerns in this respect: “Technology is obviously important but I do not see it as a panacea for language learning. It’s not enough just to say that ICT is central to modern language teaching. It’s what we do with it that’s important and the training of teachers is essential.” (TESS; 12/01/01)

Another aspect touched upon in the reactions published in the 12/01/01 TESS, was the initial training of teachers (recommendations 10 & 11). The AGL recommended the incorporation of a language module in all B.Ed. courses. Tierney, National Development Officer for MLPS between 1992 and 2000, felt that “it is important that we get all student teachers at least to the linguistic level of MLPS training” where teachers followed an intensive 27 day course. The idea of including a ML component in initial teacher training was also supported by Howard, Education Officer for Aberdeen City Council, but in her opinion, this “has to be tempered with consideration of other subject interests of undergraduate teachers.” (TESS 12/01/01)

The most problematic issue in the report was created by the term “entitlement”. According to the report, all pupils aged 5 to 16 should be entitled to 500 hours ML study between P6 and S4 (Recommendation 2). Some people supported this notion, and appreciated the flexibility it would provide. However, many were not happy about this step perceived as backward in the teaching of ML in Scotland, and did not see it as a solution for the motivational problem apparent in schools. Tierney stated that “the report is correct to highlight the need to address the national attitude to language learning and to call for measures to address that. It is curious then that language learning is so important that it is to be called an ‘entitlement’ rather than a core component, as it is in other European countries” (TESS; 12/01/01). Johnston, Principal Teacher of ML in Eyemouth High in the Scottish Borders, was also enraged by this ‘entitlement’ notion:

It is unfortunate that the action group seems to withdraw from the notion of compulsory languages intending rather to 'imply a responsibility to make due provision for every student who wishes to see their full entitlement through'. What about the pupil who does not want to? Apparently positive marketing will persuade them! Comparison with other European countries was not helpful, since the latter appear to be highly motivated linguistically. (TESS; 12/01/01)

In a later article, Forrester, former depute general secretary of the Educational Institute of Scotland, expressed his rejection of the impractical recommendations of the AGL. He qualified the notion of 'languages entitlement' as "a non-statutory right (which is a contradiction in itself)" (TESS, 09/02/01). In terms of the idea of 'entitlement' it is apparent that in Scotland pupils do not have a choice of whether they want to learn Maths or English, which are considered core subjects and part of every pupil's curriculum. However, as Hansard stated in the TES of 22/02/02:

If we are honest, much of the maths curriculum is not easy to justify. Many adults never need to solve equations, find missing lengths in triangles, or recognise a rhombus. Yes, it can be said that having skills like these can open doors and nobody can be certain of their future. However, it is still tempting to focus on everyday basic arithmetic.

The use of skills developed through studying maths and their possible use in later life is a benefit that can also be applied to modern languages (as highlighted throughout this review). Looking around to Europe and the rest of the world, it would seem rather ironic to move to an 'entitlement' to learn a FL when other countries are making it compulsory at a younger and younger age. With the use of new technologies (e-mail, internet, video conferencing), contact with people from other countries is much easier at present than in the past. Not so long ago, people had to travel to a different country to be able to practise modern languages. Nowadays, pupils in schools can use their modern languages skills everyday to keep in contact with possible e-pals, to read papers or journals for children from other countries, or to find information on their favourite star or about the place they are going on holidays.

One often quoted reason (or excuse?) in support of 'entitlement' is the lack of enthusiasm in some secondary age pupils. Arguably, many secondary pupils would drop a number of subjects (perhaps especially Maths) at the first opportunity! In the

light of this debate, the present research looked in more depth at S1 pupils' choices of languages for S2 after having studied Spanish for one or two years in primary school. Results on this will be found in chapter 8, section 8.5 and give an idea of what a sample of pupils from the West of Scotland would do if they had the choice of continuing or dropping languages.

Although the report addressed most issues related to ML teaching in Scotland, some seemed to have been left out. The issue of diversification of languages in Scottish schools was one that Tierney believed should have been addressed in such a report: "It is also puzzling that there is not a national strategy for diversification. We have seen diversification reports come and go and yet French (wrongly in my opinion) continues to dominate. This report will not stop that." (TESS, 12/01/01)

Two other issues not addressed in the report, and which are inter-related, were class sizes and motivation. Tierney wished for a more in-depth analysis of issues linked to motivation and Allan for smaller classes. Grigas, a French teacher in a partial immersion project school in Aberdeen, related the two factors and wished "the action group had recommended more practical ways to implement languages for all. Class size is not mentioned and it is often in over-crowded classes that problems, and thus demotivation, occur."

In Forrester's opinion the current poor state in languages was "the result of the lack of priority on the part of school management teams, guidance staff and pupils and parents" (TESS, 09/02/01), and this report did not go far enough to solve it. The GTC for Scotland also qualified the report as "unrealistic and unworkable", although they recognised there was "a clear need for some form of specialised delivery of modern languages in primary schools."

In June 2001, Scottish CILT organised a conference "Modern Languages: Policy and Practice twelve months on" which aimed "to promote strategic thinking about how Scotland may move forward with modern languages". Presentations were

made by well known personalities in the field of modern languages (Mulgrew, Pignatelli, McPake and Johnstone) on areas such as policy issues in Scotland, the role of Local Authorities, age factor, and immersion programmes and learning other subject content in secondary schools through the ML. Participants also had the opportunity to meet and discuss issues such as: What picture of languages in education should we be pressing to achieve in five years' time? And how to get there? The Participants were divided into eight groups (1 for Local Authorities; 1 for Higher Education, Further Education and Teacher Education Institutions; 4 for secondary education and 2 for Primary) and the reports of their discussion groups later made available in the SCILT website (www.scilt.stir.ac.uk). The two groups from the primary sector supported the inclusion of a ML component in all B.Ed. courses and highlighted the need for MLPS to be considered a priority for policy by school management and not the first thing to go when time was needed for something else, as is usually the case at present. At the same time, they felt that "some provision of shared courses with PGCE MFL1 students should be welcomed" (p.11) apart from ongoing support once teachers had been trained. The major concern for most primary teachers was their linguistic competence and most would welcome support, especially in this area. FLAs were also seen as necessary to support primary teachers and maybe "a supportive infrastructure of, for example, a floating team of specialist teachers (secondary) available to offer regular advice and support" (p.11).

One possible way by which primary and secondary teachers benefited from each other and worked together could be a form of co-operative teaching which would create a two-way process where both sectors benefited from each other. In Scotland after the pilot project (1989-1992) it was decided to follow the class teacher model. There remain some problems to be solved even after around 10 years of the new programme with primary teachers teaching the MFL. During the present research, many Scottish practitioners, from both the primary and secondary sectors, were not too clear about the way ahead. Some teachers saw the positive aspects the primary teacher could bring into the early language learning experience, but they also recognised the limitations the Scottish national training programme had and they felt that a co-operative teaching situation between the two sectors might be a solution.

In this writer's opinion, this co-operative teaching between primary and secondary teachers might be the best way forward. The benefits the primary teacher offers as an MFL teacher cannot be overlooked, namely: he/she knows the pupils better than a visiting 'outsider' to the school; the primary teacher is in constant use of teaching methods adapted to pupils from this age range and can use his/her expertise in literacy, numeracy or other areas of the curriculum to teach the MFL; when the class teacher is the MFL teacher, this also helps the pupils to experience the MFL used for communication in everyday situations such as handing out books, organising lunches or asking to go to the toilet. Unfortunately, in practice the class teacher is not often the MFL teacher (see chapter 6), but even when there is an MFL primary teacher as part of the school community, pupils tend to address this teacher in the foreign language, even if it is only to say 'Bonjour' or 'Hasta mañana' when they meet her/him in the corridors. Finally, when a primary teacher is the MFL teacher, the pupils see that using a MFL is a skill that everybody can master.

With a co-operative teaching model, the suitable methodology for the age range of the pupils and the regular/daily contact with the MFL would be provided by the primary teacher as well as the linguistic competence at a level suited to the primary teacher's confidence. The secondary teacher's role would be to support the primary teacher, either by teaching new language to the pupils when the primary teacher did not feel confident to do so, or by discussing with the primary teacher language progression, assessment or any other issues raised by him/her. However, this solution has considerable funding implications that would have to be considered and is probably unlikely to be adopted because of these.

The following section looks at the response the Minister for Education gave to these recommendations, almost a year later.

3.9. September 2001: Scottish Executive Response to “Citizens of a Multilingual World”

Scotland should be a multi-lingual, culturally aware country capable of communicating in this ever-shrinking world. This vision can be more effectively achieved if language skills and abilities are improved.

I am convinced that language skills are a positive advantage in every walk of life and I recognise the value and importance of language learning in securing the future of our young people. Being able to converse and communicate with others will not only raise our self-esteem as individuals, it can raise the profile and success of Scotland across the world. (Scottish Executive Response, 2001, Foreword by Minister)

On the European Languages Day, 26/09/01, McConnell, then Scottish Minister for Education, Europe and External Affairs gave his response to the AGL report published in December 2000 (section 3.8). The Ministerial response dealt with three main issues: entitlement; flexibility and training and the minister accepted its recommendations highlighting his points of action. In a press release, McConnell said:

I am particularly pleased to accept the Action Group’s recommendation that all pupils should be entitled to learn a language. I intend to issue shortly, to all pupils in Scotland and their parents, an information leaflet which will explain the aims of entitlement and which draws on the excellent rationale for language produced by the Group...

I am therefore pleased to announce that I intend to establish a new system of assisting local authorities to make language education provision which responds to the Action Group recommendations while meeting local needs. These revised arrangements will allow local authorities to meet the recommendations to reflect the individual needs of their pupils and teachers. To support these new arrangements, an additional £500,000 will be added to current levels of education funding in this year with £1m added for each of the following two years. (SE4050/2001; 26/09/01)

In terms of ‘entitlement’ the Minister’s response was not very clear. In page 4, the Minister said that “the Group recommends a package of entitlement to language learning which should be made available to all pupils” and he considered this “the right way ahead for schools”. However, in the following page where the role of HM Inspectors of Education was highlighted, the minister stated “a general expectation that a progressive and coherent experience of a modern foreign language would feature in the programmes of almost all pupils, some exception always being required if individual pupils had specific learning difficulties”. In this respect, the Minister did not seem to offer a solution to the concerns felt by many practitioners. This ambiguity could create situations where some authorities made the MLs an

option and not a compulsory subject as was the case with the “Languages for all” policy. At the beginning of the 2001-2002 school year, some of the secondary schools visited for the purpose of the present thesis were already aware of views circulating round their authorities which showed a possible change in their authorities’ point of view in terms of the compulsory nature of MFLs.

At the SALT conference held in November 2001, McKinstry HMIE tried to clarify the ‘entitlement’ issue. In his address, he highlighted that the Minister saw the ‘entitlement’ package set out by the AGL, as part of the ‘Languages for all’ policy in use since Circular 1178 from 1988, and as a way to strengthen the current provision of modern languages in schools, taking into account the circumstances and needs of each authority in order to reduce the variable provision of MLs in the country. In this respect he stated that:

The Action group has not recommended that any pupil should be encouraged or allowed to opt out of taking his or her full entitlement. There is nothing in the action group report which indicates or implies that a modern language should be placed as an optional choice alongside other subjects in a particular column of a school’s timetable. (SALT, 2002, p6)

The ‘Languages for all’ policy had had a bad press and many voices had been heard highlighting its poor results. In order to clarify this, McKinstry quoted some figures (Table 3.1) from the results of Standard Grade exams in Scotland for 2001, comparing figures in three areas of the curriculum: English, Maths and Modern Languages.

Table 3.1. Numbers of pupils taking Standard Grade exams in 2001:

English	60081
Maths	59577
Modern Languages	58310

Taking the English number as a reference, pupils taking ML exams represented 97% in Scotland, while the equivalent figure was 65% in England and 32% in Wales. Looking more closely at the different awards gained by Scottish Standard Grade pupils (Table 3.2) the statistics were also encouraging:

Table 3.2. Overall pass rates in Standard Grade exams in 2001

	Credit	General	Foundation
English	42%	52%	45%
Maths	33%	40%	26%
Modern Languages	40%	42%	12%

Another important figure quoted by McKinsty was the number of pupils who had not gained any awards. In Modern Languages, 6% of pupils did not get an award, 13% in Science and 8% in Craft and Design. Looking at these results, the inspector felt that it could not be said that Scottish pupils found languages too difficult, nor should it be removed from the general curriculum. These two issues were integrated in the investigations for the present research and pupils' perceptions of the difficulty of Spanish and their choices of languages for S2 are analysed in Chapter 8 of this thesis.

In his response, and as stated in the above press release, the Minister provided flexibility for local authorities to meet their own needs using the resources available to them. Linking this idea to the earlier 'entitlement' notion, McConnell said that "using this entitlement package for language education strengthens current provision by offering a flexible approach to language learning which can be adapted to suit local circumstances and individual needs" (Scottish Executive, 2001, p.4). This flexible approach to Language Learning would have to follow guidelines provided in Circular 3/2001 "Guidance on Flexibility in the Curriculum". At the same time, the Scottish Executive highlighted the importance of "delivering against National Priorities [achievement and attainment; framework for learning; inclusion and equality; values and citizenship; and learning for life] in a way which recognises their local circumstances and the needs of their individual pupils" (Scottish Executive, 2001, p.5).

The flexibility the Minister provided to local authorities was also reflected in terms of funding when he decided to "discontinue the centralised approach to funding primary school language education training and its delivery in primary schools and establish a new system of assisting local authorities to make language education provision which responds to the Action Group recommendations while

meeting local needs” (Scottish Executive, 2001, p.6). In this respect, McConnell supported the AGL’s view that any funding should also address education concerning heritage and community languages. Although McConnell recognised the need for teacher training, he did not highlight any specific action points as the provision of Initial Teacher Training was already undergoing a review at the time of his response and the inclusion of a possible ML was already an issue being considered. However, by June 2003 no modifications had been made to the Initial Teacher Training courses for primary teachers in Scotland.

Table 3.3 below, published as part of the Minister’s response, summarised the action the Minister intended to take to develop each of the AGL’s 14 recommendations.

Table 3.3. Recommendations from the AGL and action proposed by the Scottish executive

Recommendation (December 2000)	Action (September 2001)
1. Up to date information on languages should be made available both in schools and in the wider society so that proficiency in languages is perceived as being achievable, relevant and useful.	The Rationale published as a separate document. Further information to be developed aimed specifically at parents and pupils.
2. All students should be entitled to experience of learning a modern language.	Local authorities will be provided with financial support to help them ensure that this entitlement is available in schools in their area.
3. Modern languages should be declared a priority area for innovation and training.	Direct funding should enable local authorities to set their own priorities and develop ways in which they can be met.
4. A special Languages and Innovation Training Funding (LITF) should be established, allowing local authorities and other organisations to bid for national funding in support of local innovation and specialised training for teachers.	Revised funding arrangements will be set in place following consultation with Association of Directors of Education.
5. At the national level, a variety of languages rather than French alone, and including heritage or community languages such as Scottish Gaelic and Urdu, should be taught as a first modern language.	As recommendation 3 & 4.

Table 3.3(cont). Recommendations from the AGL and action proposed by the Scottish executive

Recommendation (December 2000)	Action (September 2001)
6. Local authorities should generally be responsible for ensuring a diversified provision of first modern language within the authority if not the school.	As recommendation 3 & 4.
7. Information and Communications Technology should have a central role in supporting language learning and use from P6 onwards.	As part of the National Grid for Learning, Learning and Teaching Scotland and Channel 4 have developed a website for language learners and teachers on http://dev.scet.com/channel4/
8. Opportunities should be greatly increased for pupils to put their languages to real use in contact with native speakers, including foreign language assistants.	As recommendation 3 & 4.
9. The place of languages should be made more central and secure in the curriculum and examinations arrangements for the upper secondary school.	As recommendation 3 & 4.
10. All Initial Teacher Education courses for primary school teaching should include a core modern language component that is coherent, progressive and minimally equal to the current 27-day programme for teachers in post.	This will be considered as part of the review process currently being developed.
11. All Initial Teacher Education courses for languages for primary teachers and secondary teachers should provide students with knowledge of children's first and second language development, substantial training in ICT for languages and strategies for promoting the benefits of language learning.	As recommendation 10.
12. In order to deliver the pupils' entitlement to languages through high-quality courses, all those teaching languages in primary and secondary schools should in turn be entitled to receive substantial and continuing material and Continuing Professional Development support from national and other bodies.	This will be considered as part of the ongoing work to develop CPD. CD roms already developed in French and German. Spanish and Italian to follow.
13. Scottish Enterprise, Highlands and Islands Enterprise and local enterprise bodies should audit and publicise the country's needs and opportunities for languages in respect of employment, training and career.	Will consult with Languages National Training Organisation on ways in which this can be implemented.

Table 3.3. (cont) Recommendations from the AGL and action proposed by the Scottish executive

Recommendation (December 2000)	Action (September 2001)
14. There should be widespread promotion of lifelong language learning in formal and informal education, leisure and work, building on the full entitlement that will have been delivered during the compulsory period of education in school.	<i>learn direct scotland</i> in an ideal position to promote lifelong language learning.

3.9.1. Reactions to the Minister's Response

At the SALT conference of 03/11/01 in Stirling, The Scottish Association of Language Teachers made public their response to the Minister's response. SALT welcomed the Minister's response feeling "delighted that he recognises that language skills are a positive advantage in every walk of life and that they are central in our curriculum" (SALT, 2002, p.22), however they still felt that "many issues remain unclear and unresolved" (SALT, 2002, p.26).

The positive actions SALT highlighted in their response were the announced distribution of the 5-14 guidelines which had been delayed since the end of the consultation period in December 1999 and that had provoked tension mainly among primary teachers. The idea of the need for further training for languages teachers was also positive in SALT's opinion, although they were not sure "where the funding for this extra training" would be coming from and had "grave concerns that the level of funding being made available will not allow for the recommendations to be met in full" (SALT, 2002, p.24). SALT welcomed the Minister's intention to distribute the Rationale to different groups within education and industry. However, they pointed out the fact that according to Recommendation 1, this Rationale should be adapted to the different readership it aimed at and were concerned that "specific reference has not been made to head teachers, community organisations, the media and, above all, to pupils" (SALT, 2002, p.23).

Regarding the 'entitlement' to learn languages, SALT supported the Minister's idea of publishing an information pack for pupils, parents, head teachers and staff involved with guiding Scottish pupils in their subject choices clearly explaining the notion of 'entitlement' and what it involved. However, SALT supported an entitlement to "*all pupils*" (their italics) as learning a language "is a right that should not be denied to any student in Scottish schools ... and is for all, regardless of ability" (SALT, 2002, p.23). SALT showed their concern about the Minister's following sentence about including MLs into the programme of "*almost all pupils*" (their italics) excluding "pupils with specific learning difficulties" (SALT, 2002, p.23). SALT reminded the Minister that during their work the AGL met with groups involved in the teaching of MLs to pupils with special needs hearing "convincing arguments as to the benefits that pupils with learning difficulties can derive from the study of a modern foreign language" (SALT, 2002, p.23). In SALT's opinion, this exclusion would contradict "both the spirit and the letter of the entitlement as outlined in recommendation 2, and goes against current perceptions of the importance of inclusive education" (SALT, 2002, p.23). Finally, on the notion of 'entitlement', SALT was of the opinion that the delay of the Minister's response and the publication of Circular 3/2001 on flexibility in the curriculum did not help the misinterpretation of this principle and had already created some tensions in some authorities where "some Head Teachers, Senior Managers in schools and Local Authorities have already put in place measures to allow pupils to opt out of the study of a language" (SALT, 2002, p.24).

Regarding the AGL recommendations 3 and 4, SALT was pleased that "languages are recognised as playing a key role in delivering national priorities" but allowing Local Authorities to "take into account local circumstances" (SALT, 2002, p.24). However SALT felt disappointed "that the Minister did not place greater emphasis on the need for ensuring diversified provision in our schools as a prerequisite for the implementation of recommendation 13, Contributing to economic regeneration" (SALT, 2002, p.24).

In terms of Initial Teacher Training, SALT showed disappointment as the Minister did not give “a clear indication that he accepted in full recommendations 10 and 11” (SALT, 2002, p.24) and although aware of the ongoing review in ITT, the association showed its concern for the further delay another review would involve. Recommendation 12 involved the Continuing Professional Development of Scottish Languages teachers and SALT welcomed the publication of CD-Roms in the four main foreign languages taught in Scotland. However, they hoped that support would not be restricted to one single area of Modern Languages Education, but would involve all the different stages in a pupil’s education.

Recommendations 13 and 14 involved lifelong language learning and SALT considered that “no attention is paid to the essential linkage between Secondary, Further and Higher Education establishments” (SALT, 2002, p.25). Other important aspects the Minister did not address in his response, according to SALT, were the use of ICT (recommendation 7), the benefits of Foreign Language Assistants (recommendation 8) and the securing of the place of Modern Languages in the Upper Secondary (recommendation 9).

As stated earlier, the Scottish Executive’s response to the AGL report created some ‘misinterpretations’ of the notion of ‘entitlement’ on the part of some secondary school head teachers. As McGugan MSP asked Stephen, deputy minister for Education and Young People, in the Scottish Parliament, on December 20, 2001:

Is the minister aware that there is widespread misinterpretation of the principle of entitlement to learn a foreign language as it is set on the Action Group report which has fuelled speculation that entitlement, far from being a right to be welcomed, is an option that may be rejected, and is he concerned to know that there is already anecdotal evidence that in some schools measures have already been put in place to allow pupils to opt out of the study of a foreign language?

In order to allay these misinterpretations, SALT, on behalf of its membership of teachers of modern languages, sent a letter to secondary schools and directed to head teachers and principal teachers of Modern Languages, support for learning and guidance. In this letter SALT highlighted three main points:

- McConnell, then Minister of education, had accepted the full entitlement package, set out by the Action Group on Languages, of 500 hours language study between P6 and S4.
- HMIE wanted full justification for any pupils who would not get that entitlement, judging on their own merits “all instances of curriculum variation from national guidelines, including modern languages” as outlined in Circular 3/2001 “Flexibility in the Curriculum”.
- Exam results gave no reason to reduce the role of Modern Languages in the Scottish education system. Supporting this, SALT quoted the statistics explained by McKinstry in the SALT conference.

In order to clarify any issues rising from the publication of Circular 3/2001 and the Scottish Executive’s response to the AGL report, SALT closed their letter to the secondary institutions with the following paragraph:

The Minister’s response applies flexibility to Circular 1178 by allowing schools to consider how best to organise the 500 hours’ entitlement mentioned in the action group report. As representatives of HMIE have made clear in public observations since the issue of Circular 3/2001, Circular 1178 has not been withdrawn, merely updated. At least one modern language must therefore continue to be part of the education of all but a tiny minority of pupils, until the end of compulsory schooling at least.

In January 2002, Stephen, deputy minister for education and young people, sent a letter to local authorities where he stressed that “HMIE will play a key role in monitoring the effective delivery of language education opportunities in schools and by local authorities. This will include monitoring the place of language courses in school timetable models”. HMIE and local authorities would play a monitoring and evaluating role in respect to this entitlement issue. If a change to the full entitlement to all pupils had been decided in a school or authority, these would have to be able to prove to HMIE that all the benefits of language learning had been explained and that valuable alternatives had been offered to those who had chosen not to learn languages. In terms of local authorities, they would have to show improvements in language learning as a consequence of the extra funding made available to them.

In that letter, Stephen explained that the national funding for the ML training of primary teachers would be replaced by “a formula distribution of the available funding” which “would recognise pupil numbers and the urban/rural location of each local authority” and would be ring-fenced. However, some participants at the Third MLPS Jordanhill conference in February 2002 expressed their concern that the money had to be spent before the end of the financial year (March 2002) when the letter had just been sent in January. The letter also informed the authorities of the amount of funding available for each authority, the expected use of the funding, the expected outcome of adequate use of funding and how its use and impact would be monitored and evaluated. In that letter extra funding was announced for support for innovation in languages education. This funding would be administered centrally and would be of £700,000 in each of the next two years and would “provide local authorities with greater flexibility in meeting priorities for the effective provision of foreign language education”. In this respect, he wrote that

The Scottish Executive response outlined the intention behind the direct distribution of funding to local authorities as being primarily to work towards the full implementation of pupil entitlement to language education. In practice, I would expect to see all elements of entitlement available to all pupils in all schools, from at least P6. **The entitlement to language education does not replace the “Languages for All” policy outlined in circular 1178 and the supporting circular 6/90. Rather it sets “Languages for All” in a contemporary context reflecting the greater use of flexible and innovative curriculum design and delivery, putting pupils needs and wishes at the centre of curriculum policy and providing a benchmark against which pupils can gauge whether their language needs are being met by schools.**

In February 2002, the Scottish Executive started implementing the action points highlighted in their response to the AGL report. The first step was the publication of two leaflets explaining the notion of entitlement to parents of P5/P7 and S1/S2 pupils and to S1/S2 pupils. “These leaflets encourage young people to study a language and gain a national qualification, and illustrate how beneficial foreign language skills are in terms of employment and development.” (SE, news release SE5387/2002)

However, the time delay between the creation of an investigative group (AGL, December 1998), the publication of their recommendations (December 2000) and the response by the Scottish Executive (September 2001) is of concern. Over

three years had elapsed since the publication of the HMI report which encouraged the setting up of the action group, and by 2003, few of the minister's actions had been initiated. This delay was also apparent between the end of the consultation period for the 5-14 Guidelines for Modern Languages in December 1999 (section 3.6) and the publication of the final guidelines, reviewed in the following section, in October 2001.

3.10. October 2001: Modern Languages 5 – 14 National Guidelines

During October/November 2001 the long awaited 5–14 revised National Guidelines for Modern Languages were finally made available to schools in Scotland after the publication of the Minister's response to the AGL report. Between October and December 1999, a consultation process had taken place on the contents of the draft Guidelines published in October 1999 (section 3.6). The final version of these guidelines took into account the findings from that consultation process as well as the recommendations made by the AGL in their "Citizens of a multilingual world" report (section 3.8 of this chapter).

The final Guidelines seemed to be more concise and better organised than the consultation document but no major changes were present in terms of content. The Consultation document had included four main sections: rationale; attainment outcomes, targets and exemplification of activities in the four attainment outcomes for each level from A to F; assessment, learning and teaching and finally, methodology. In the new Guidelines, the exemplification section had been withdrawn and the information on methodology (section 4) included in the "Teaching, Learning and Assessing Modern Languages" section. The new document contained six sections:

- Section 1: Rationale which set out "the aims of teaching and learning in modern languages developed in the rest of the guidelines." (Learning and Teaching Scotland, 2000, p.1)
- Section 2: Framework for Modern Languages described according to the four attainment outcomes of listening, speaking, reading and writing and each including four progressive strands.

- Section 3: Planning for Modern Languages which was “based on the central outcomes of the 5–14 curriculum: breadth, balance, coherence and progression” and which “provides guidance on ways in which schools and clusters can plan for overall provision in modern languages in a collaborative way.” (Learning and Teaching Scotland, 2000, p.1)
- Section 4: Teaching, learning and assessing modern languages which included advice on recording and reporting progress.
- Section 5: Modern Languages and Information and Communications Technology.
- Section 6: Attainment Outcomes: Strands and Targets in Modern Languages

A main aspect of the Rationale was explaining the move from language to languages, where pupils should use the knowledge they had of English, being their first or second language, in order to learn a foreign language.

Effective learning strategies developed in the first, and for some, second language should be used and further developed in the learning and studying of a foreign language. This can best be described as a development from language to languages. Consequently, the guidelines set out at levels A and B, targets that are drawn in the first instance from the national guidelines for English language, but also from Gaelic, mathematics, expressive arts and environmental studies. (LTS, 2000, p.9)

As had been the case with the consultation document (section 3.6 of this chapter), the Rationale also highlighted the benefits learning a foreign language could have in Scottish pupils and set out the five aims learning a ML would promote as was earlier cited in section 3.6 of this chapter:

- The development of communicative competence;
- The development of positive dispositions and personal and social skills;
- The development of the ability to contribute more effectively to modern contemporary society;
- The development of learner autonomy;
- The development of learning and thinking skills.

(LTS, 2000, p.4)

The second section of the National Guidelines set out a Framework for Modern Languages based on three main aspects: Attainment outcomes; Levels of attainment, strands and attainment targets; and, finally progression. This framework aimed to provide a “manageable means of organising what pupils should know and be able to do as a result of their learning of modern languages” (LTS, 2000, p7). In the consultation document, part of this section was dedicated to the exemplification of the different levels and strands. As Hurrell explained at the Third Annual Primary

Languages Conference held at the University of Strathclyde in Glasgow on 23/02/02, after much discussion between the two main writers of the guidelines (herself and Laird), examples for each level and strand were withdrawn from the final guidelines.

In terms of Attainment Outcomes, the four outcomes stated in the consultation document (section 3.6 of this chapter) were maintained as Listening, Speaking, Reading and Writing. The Guidelines reinforced the idea that all skills should be developed in the process of learning a foreign language, although they recognised that the listening and speaking skills might be predominant in the early stages of language learning. In this final document, each of the four outcomes had four strands, knowing about language (KAL) being one of them. In the consultation guidelines although KAL was not set as a separate strand it implying that it was part of the four attainment outcomes. In this final document, the different strands for each attainment outcome were presented in the form of the table below which was not present in the consultation document.

Listening:	Knowing about language Listening for information and instructions Listening and reacting to others Listening for enjoyment
Speaking:	Knowing about language Speaking to convey information Speaking and interacting with others Speaking about experiences, feelings and opinions
Reading:	Knowing about language Reading for information and instructions Reading aloud Reading for enjoyment
Writing:	Knowing about language Writing to exchange information and ideas Writing to establish and maintain personal contact

(LTS, 2000, p.8)

In terms of progression, the guidelines acknowledged the possibility that pupils might not “progress through attainment targets across the four outcomes of modern languages in a consistent way” (LTS, 2000, p.9) and recommended that

learning programmes and teachers should provide for these differences in pupils' learning development by allowing "all pupils to demonstrate and celebrate their achievements at whatever level they may operate." (LTS, 2000, p.10)

In the consultation document, an issue that raised concern among practitioners was the fact that all pupils were expected to start the learning of a MFL at level C, rather than A as was the case with other subjects at the beginning of their study, usually P1. In this respect, the Guidelines stated that "the level C targets incorporate aspects that allow consolidation of level A and B targets. A very few pupils may find it difficult to move beyond level A or may remain working towards level A. Barring exceptional circumstances, this should not preclude them from access to the modern language curriculum." (LTS, 2000, p.10)

The third section of the 5–14 National Guidelines for Modern Languages, which was not included in the consultation draft, gave advice on the planning for modern languages and stated that "it is essential that staff from primary, special and secondary schools be involved in the design of a joint, agreed teaching and learning programme for P6-S2 that ensures *breadth, balance, coherence, continuity* and *progression*" (LTS, 2000, p.11) which were the five central outcomes of all 5-14 National Guidelines in Scotland. Breadth should be provided by covering a comprehensive range of learning areas; balance by ensuring an appropriate time allocation and variety of activities and topics in languages at all levels; coherence through links with other areas of the curriculum; continuity by building on pupils' previous experience and attainment; and finally, progression by providing pupils with an "increasing depth of experience and with a series of challenging but attainable goals" (LTS, 2000, p.11).

In terms of planning, the guidelines recognised three levels:

- Cluster planning which should "provide an at-a-glance outline of the teaching and learning programme within each stage".

- Long-term planning which “ensures that all aspects of modern languages receive attention over time” and “enables teachers to see a full session’s work in simple outline.”
- Short-term planning that shows “what pupils are expected to know, understand and be able to do at the end of the learning activity.” (LTS, 2000, p.12)

Section 4 of the final guidelines dealt with issues concerned with teaching, learning and assessing modern languages. The first part of this section centred on the principles accepted as a basis for good practice in teachers for an effective teaching and learning environment in any subject, namely: “making learning clear for the learner, using a variety of approaches to match different learning purposes and giving and receiving clear and regular feedback” (LTS, 2000, p.13). As had been the case with the guidelines for consultation (section 3.6 of this chapter), this section of the final guidelines also included the characteristics an effective modern languages teacher should have, as well as the aspects a pupil should be encouraged to do in an effective ML class. In terms of Assessment, the final Guidelines reinforced the belief that it should be part of the classroom process of teaching and learning; based on the experiences the pupils had in the modern language class; recorded in a simple and manageable way and reported to parents.

In the final Guidelines a new section, not included in the consultation draft, concentrated on the relationship between Modern Languages and Information and Communications Technology (ICT). In this respect ICT was seen as playing a key role in the learning and teaching of modern languages in Scottish schools as it could enhance the pupils’ language skills as well as help them to acquire “additional ICT skills, which will be valuable both in future learning and later in the work place” (LTS, 2000, p.19). Although the 5-14 National Guidelines for ICT identified 7 strands (creating and presenting, collecting and analysing, searching and researching, communicating and collaborating, controlling and modelling and developing informed attitudes), the Modern Languages guidelines included only 3 as mainly relevant to this subject area:

- Creating and presenting: in publishing documents, project work or web pages;

- Searching and researching: in using search engines to find information on websites and in comparing information retrieved;
- Communicating and collaborating: in composing and preparing individual and group communications through e-mail. (LTS, 2000, p.19)

The final section on attainment outcomes – strands and targets in modern languages highlighted what the pupils should be able to do in each of the four attainment outcomes (listening; speaking; reading and writing), for each of their four strands and at each level (A to F).

3.11. Thoughts on the development of MLPS in Scotland

As has emerged throughout this chapter, the time taken in implementing policies has been a rather unfortunate feature of MLPS in Scotland, as had been the case in England. Following the pattern of the final thoughts in the previous chapter, the following quotes summarise the main events of MLPS in Scotland.

1988: Forsyth, MP and then Minister for Education and Health in Westminster

We know that there will be difficult problems of teacher training and teacher supply and of ensuring consistency of standards and continuity of experience with secondary schools. These problems will need to be addressed, but I believe they can be overcome and we shall be opening discussions very shortly with Education Authorities about how best we can make progress both in the short term through a series of pilot projects involving primary schools and their associated secondary school, and in the longer term by tackling the issues of teacher supply, pre-service and in-service training.
(Forsyth, 1988, p.3)

1989: SED Circular 1178

The Secretary of State is firmly of the view that the learning of foreign languages is a valid and useful educational experience which can benefit pupils across the whole range of ability. In the case of modern foreign languages their use as a means of communication must be a fundamental aim of study, but pupils should also be aware of the form and structure of any language they are studying. This can help the subsequent study of other languages.
(SED circular 1178)

1993: Boyes, Staff Inspector for Modern Languages in Scotland

It is because of the new ideas coming out of the pilot about the truly distinctive nature of the early start that we now see the role of the primary class teacher to be so crucial... It is for these reasons that we have arrived, pragmatically and after more than three years' experience in the pilot, at the point where we are formulating the thought that the person best placed to deliver the foreign language in the innovative ways described above, is the primary class teacher.

(Boyes, 1993)

1997: Wilson, Scottish Education Minister (on the national training programme)

This is a programme to which I attach great importance. I will be taking particular interest in this area of the curriculum and it is my hope that we can provide Scottish pupils with a coherent and rewarding modern languages experience in primary schools.... This is a vitally important programme and I believe it can make a significant, necessary and welcome contribution to improving the language proficiency of young people in Scotland. It has my full support.

(SO; News release 1480/97)

1998: Osler, HM Senior Inspector of Schools

The potential benefits to pupils arising from the study of a modern language in primary schools are not yet being fully realised.

(HMI, 1998, p.3).

1998: SOEID, 2178/98 (On the HMI report on Modern Languages)

The report indicates early successes in the introduction of a modern language into primary schools. However, it is apparent that the position of modern languages in the primary curriculum is far from secure. There is a need for further guidance at a national level and support at local authority and school level to ensure that all pupils in P6 and P7 receive quality teaching in a foreign language from well supported teachers.

1998: Liddell, Scottish Education Minister

Children must have the chance to learn modern languages at an early age. We must have more teachers in the primary classroom who are confident and proficient in foreign language teaching. I have therefore asked my officials to strengthen the guidelines for Initial Teacher Education to ensure that as many students as possible are encouraged to develop skills in this area during their initial teacher education.

(SOEID, 2178/98)

1999: Galbraith, Scottish Minister for Children and Education

I have a vision of Scotland as a multi-lingual society able to communicate in this ever-shrinking world. This vision can only be achieved if languages skills and abilities are afforded their proper recognition.

(Scottish Executive, SE1456/1999)

2000: McConnell, Scottish Minister for Education, Europe and External Affairs (On the launch of the AGL report)

2001 is the European Year of Languages so it is fitting to set out today how best to ensure Scotland's young people learn a modern language.
(SE3197/2000)

2001: McConnell's response to AGL report

I am particularly pleased to accept the Action Group's recommendation that all pupils should be entitled to learn a language. I intend to issue shortly, to all pupils in Scotland and their parents, an information leaflet which will explain the aims of entitlement and which draws on the excellent rationale for language produced by the Group...

I am therefore pleased to announce that I intend to establish a new system of assisting local authorities to make language education provision which responds to the Action Group recommendations while meeting local needs. These revised arrangements will allow local authorities to meet the recommendations to reflect the individual needs of their pupils and teachers. To support these new arrangements, an additional £500,000 will be added to current levels of education funding in this year with £1m added for each of the following two years. (SE4050/2001; 26/09/01)

2002: Stephen, Deputy Minister for Education and Young People

(On the leaflets explaining the entitlement notion to parents and pupils)

These leaflets encourage young people to study a language and gain a national qualification, and illustrate how beneficial foreign language skills are in terms of employment and development.
(SE, news release SE5387/2002)

Once again, it is apparent that an important issue, raised as early as 1988 by Forsyth, the training of teachers has still not been resolved in 2003. Although following the Scottish Executive's response to the AGL report, an important phase in the learning and teaching of modern languages in Scottish schools began, many of the decisions taken have been made without a sound research base. This leads to the next chapter which examines some of the research undertaken in MLPS and the research needs identified by key writers, and sets out the questions the present research aims to answer.

CHAPTER 4

RESEARCH INTO MODERN LANGUAGES IN PRIMARY SCHOOLS

As indicated in the previous chapters on the developments in MLPS, with the commencement of the new millennium the teaching of modern foreign languages in pre-secondary education became more stable and part of the curriculum in Scotland. As a relatively new area of education MLPS provision enjoys (or suffers) great diversity within the European Union but also within countries themselves, as is the case with the UK. In Europe, the teaching of MFL in primary education is quite widespread and pupils in different countries start learning a MFL at different ages. However in the UK, the situation is different where a National Training Programme for MLPS has been in place since 1993 in Scotland, while England has a number of LEA-led initiatives as part of a gradual national development.

In any case, even with the different forms of implementation in different countries of the world and even in different areas within each country, it is generally accepted that the teaching of ML at the primary stages should be part of education in this 21st century. With this in mind, it is pertinent to look at the research which has already been undertaken in the subject and what appear to be future needs, in terms of research, in order to improve the quality and provision of ML in pre-secondary education; to stabilise the situation within different countries which, in the future, may even become one single project across the whole of the European Union.

As Edelenbos and Johnstone (1996) highlight, the differences which are apparent in MLPS programmes throughout Europe have affected the research undertaken in this area. According to these authors, this diversity is apparent in at least two contexts which affect the implementation of the different programmes:

- Diversity in the social and political context of the different countries in terms of the importance of MFL and the accessibility to different MFL which affects the relevance of learning MFL in different countries. In this sense, the UK is in a very detrimental position due to the primacy of English as a worldwide language and pupils here have very little contact with other languages in their everyday lives. For example, pupils from countries such as the Netherlands, where MFL teaching is more advanced and has been going on for a long time, have access to English speaking television.
- Diversity in the aims and approaches that underlie the different developments in Europe and which will affect the nature of the teachers and training needed. Needs for programmes which follow a linguistic competence objective, as is the case with Scotland, have different needs from programmes concerned with sensitisation of pupils to different languages and cultures.

However, apart from these differentiating aspects, these authors also identify some common strands which are apparent in most of the programmes in Europe; specifically, the emergence of a strong role for national or federal state ministries in developing the different programmes in place, and the problems which different countries face in implementing new programmes and policies in MLPS across all the primary schools in their area. Due to this, they believed that:

It will therefore take a considerable amount of time before most countries in Europe have reached the point at which they could claim they are implementing anything like their preferred model of MLPS, based on an adequate supply of teachers who have been appropriately trained for the purpose. It is therefore not only MLPS-research that is in a state of transition but also the very developments off which the research often feeds. (Edelenbos & Johnstone, 1996; p. 75)

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According to the writers, two consequences stemmed from this situation. First, the findings of any research would have to be examined within the particular context of the programme researched (implementation model, training of teachers, teaching methods) and might not be able to be transferred to any other countries or programmes in different contexts. And second, due to the diversity of developments, many research projects could be undertaken in this area opening a new and developing field of work for educational researchers and increasing the opportunities for undertaking research in this area.

Looking at the research conducted up to that date (1996), this was diverse in terms of aims and the researched communities. As Edelenbos and Johnstone said in 1996:

A complete picture of research into MLPS in European countries cannot be drawn, but this brief analysis has shown that research into MLPS is very diverse, in the sense that in the five countries under review there is no predominant approach to research.
(Edelenbos & Johnstone, 1996; p. 77)

As indicated earlier, this thesis looks at four main aspects of the Scottish MLPS programme: the implementation practicalities of a MLPS programme; the teachers involved in MLPS; the pupils' attitudes and the pupils' linguistic competence. Table 4.1 outlines national and international research published up and until the year 2001 on these four main aspects of MLPS. (Some of the main UK based research projects identified in this table are analysed further in the next section.)

Table 4.1. Past research in MLPS

Author Year	Language Country	Implementation Practicalities	Teachers	Pupils' Attitudes	Pupils' Linguistic Competence
Edelenbos 1990; 1993	English Holland	Approach to MLPS teaching. Goals, content, structure and transition issues.	Primary versus Secondary teachers' competence.		Assessed by teachers. Primary versus non-primary experience.
Vinje 1993	English Holland				Command of English at the end of primary school.

Table 4.1. Past research in MLPS (Continued)

Author Year	Language Country	Implementation Practicalities	Teachers	Pupils' Attitudes	Pupils' Linguistic Competence
Cullen 1993 (MA Thesis)	French Northern Ireland			Attitudes to French in primary schools.	
Gangl 1994	English Austria	Comparison of two language acquisition models. FL as target language versus FL as part of everyday classroom work.		Motivation towards foreign language learning.	Linguistic attainment. Oral and written competence.
CILT 1995	French German Spanish Italian UK	Survey of MLPS provision.			
Low et al 1995	French German Scotland	Different teaching models (Secondary visiting teacher versus teachers' tutor). Continuity problems	Influences of methods in pupils' linguistic attainment		Primary versus non-primary experience pupils' linguistic competence.
Kahl & Knebler 1996	English Germany				Linguistic attainment
Gregory 1997 (MEd Thesis)	French England			Influences, attitudes and effects of learning and teaching French in primary schools	
Tierney & De Cecco 1999	French German Spanish Italian Scotland	Survey of provision of MLPS			
Poole 1999 (PhD Thesis)	French England	Different starting ages comparison.	Class teacher versus specialist visiting teacher.	Affective responses to learning a FL and to activities	Linguistic competence in two schools with different teaching models.

Table 4.1. Past research in MLPS (Continued)

Author Year	Language Country	Implementation Practicalities	Teachers	Pupils' Attitudes	Pupils' Linguistic Competence
Martin 1999 (PhD Thesis)	French German Spanish England	Encounter model. Liaison, classroom practice, project management and organisational structure.	Use of foreign language assistants.	Did the initiative promote positive attitudes?	
Driscoll 2000 (PhD Thesis)	French England	Contrasting two teaching approaches	Specialist teacher versus generalist teacher.		
Low et al 2001	French German Scotland				AAP.Pilot project. Linguistic competence in P7, S2.

4.1. Research in MLPS in the UK

Chapters 2 and 3 identified a number of the research projects in MLPS included in the table above and these are analysed further below. In England these were the Burstall evaluation of the French Pilot Projects (chapter 2, section 2.1), Martin's review of research in MLPS commissioned by the QCA (chapter 2, section 2.10) and a survey of MLPS in England undertaken by the University of Warwick for the QCA (Chapter 2, section 2.10). In Scotland, Scottish CILT had been involved in two major research projects: the evaluation of the Pilot projects (chapter 3, section 3.2) and the AAP pilot (chapter 3, section 3.7).

4.1.1. Burstall's Evaluation of the French Pilot

As indicated in chapter 2, a Pilot Scheme for French in primary schools took place in the 1960s in England and Wales and was evaluated by a team led by Burstall. The findings of this evaluation explained below are based on the 5 main aspects it concentrated on.

1. Do other aspects of education and general intellectual development gain or suffer from the introduction of French teaching in the primary school?

The introduction of French did not exert any significant influence on children's other attainments ... At primary level, then, neither profit nor loss. (Burstall et al, 1974, p. 242).

The evaluating team noticed no effect on the children's development of basic literacy and numeracy skills in the mother tongue, nor any influence in their achievement in other areas of the curriculum. However in her PhD thesis, Poole expressed the view that these results might have been influenced by the methodology used in the teaching, which centred on an audio-visual course, and the research methods used in the evaluation process. In her opinion, "the original questionnaire would seem rather 'naïve' in light of the methodology applied at the time and these findings should not have come as a surprise" (Poole, 1999, p. 34). However, the methodology alone cannot be blamed; many other factors could also have influenced this result such as the teachers' competence, continuity problems where pupils might have been going over the same topics, and so forth.

2. Are there levels of ability below which the teaching of French is of dubious value?

Even the least able could achieve some measure of success in the early stages of learning French although this success was rarely of a lasting kind...

Unless there is a sustained effort to redefine the objectives of teaching French in order to meet pupils' differing needs, some children will not realise their full potential, while others will inevitably experience failure ... It is clear from the results of the evaluation that some children developed a sense of failure during their first year of French. After an initially hopeful start, negative attitudes were established which eventually led to the pupils 'dropping' French as soon as they were permitted to do so, convinced that foreign language learning was beyond their capabilities. For these children, learning French was a profitless experience.

(Burstall et al, 1974, p. 242-243)

The main conclusion on this aspect was that at the beginning all pupils seemed to be taking advantage of the teaching of French, however, this became a little bit more selective once the activities were more difficult and the skills of reading and writing were introduced. This issue was also encountered by many Scottish teachers participating in the present research.

An aspect encountered in many ELL programmes is the positive effect it has on lower achieving pupils. Many practitioners have found that pupils who have difficulties in other areas of the curriculum feel a boost of confidence when starting to learn a foreign language as they see themselves at the same level as their peers. Unfortunately this situation tends to disappear, as Burstall also found, when reading and writing activities are introduced into the foreign language class (although this could also be due to the increase in difficulty of the language learned). However, many teachers still feel it is a positive experience for those pupils and that this opportunity should not be withdrawn from them.

3. Is any substantial gain in mastery achieved by beginning to learn French at the age of 8?

This question can be answered unequivocally in the negative.
(Burstall et al, 1974, p.243)

After the English pilot evaluation, different opinions emerged on the 'younger is better' issue. Researchers differed in their views depending on the aspects they had based their research on, such as phonology, syntax, morphology, development of vocabulary or others.

Where the pupils taught French in the primary school do appear to gain is not in 'mastery' but in attitude. ... This more positive attitude is not reflected in a correspondingly higher level of achievement.
(Burstall et al, 1974, p. 244)

Among many practitioners, it was/is commonly argued that even if there is no clear attainment in mastery, it is a good idea to introduce younger pupils to another language and culture in present-day multi-cultural society. Through the learning of a ML, the pupils will also learn to accept differences in people who speak or look different and come from a different country. They will acquire a more positive attitude to the learning of different languages and might even gain some learning techniques and strategies that could be adapted to other areas of their learning in life. In this present research, many Scottish secondary teachers pointed out that they had noticed a marked difference in the attitude of first year pupils since they had started to learn

Spanish in primary school. According to them, S1 pupils felt more confident about speaking out in front of the class, and their pronunciation seemed to be more accurate and to give them less trouble. These gains in pronunciation are also frequently claimed in research (Low, Johnstone and Cohen, 1991; Kovocenic, 1993; Vilke, 1998; Martin, 2000; Driscoll, 1999).

4. What methods, attitudes and incentives are the most effective in promoting the learning of French?

“No single method is equally appropriate for all pupils” (Burstall et al, 1974, p. 244).

On the other hand, the team did identify some methods that were not too popular with pupils “such as the enforced passivity, repetition and incomprehension associated with the use of the tape recorder, and the practice of reading French aloud, which for most pupils acts as a source of embarrassment and a barrier to understanding” (Burstall et al, 1974, p. 244).

The methodology which the learning and teaching of foreign languages suffered from during the 1970s has to be considered when analysing the French Pilot projects. For the English and Welsh Pilot the methods used were based on two audio-visual courses “Bonjour Line” and “En Avant”, reinforced with some teaching material produced by the Nuffield Foundation and the teachers themselves. At present, the approach is much more communicative and pupils learn to communicate in the foreign language from a very early start. Fortunately, more and more publishers are providing resources for this sector although the balance strongly goes towards French to the detriment of the other languages. What the team did find was a relation between a successful early experience of learning French and the attitudes to the learning later on in life. In her PhD thesis, Poole highlighted that “a more positive attitude, however, was not reflected in a correspondingly higher level of achievement” (Poole, 1999, p. 37).

The level of achievement and pupils' attitudes to any learning experience can be related to the atmosphere of the learning environment. In the early 1980s, Krashen drafted his second language acquisition theory which was based on five hypotheses:

- Acquisition – Learning distinction;
- Natural order hypothesis;
- Monitor model hypothesis;
- Input hypothesis;
- Affective filter hypothesis.

With respect to early language learning, the affective filter hypothesis is of great importance. In terms of second language acquisition, Krashen identified three main factors that influence the learner's affective filter: motivation, self-confidence and anxiety. According to him, for an easier language acquisition process, motivation and self-confidence should be high, while anxiety low. This situation will produce a low affective filter which will ease second language acquisition. Following this thinking, it could be said that pupils' ability to learn a foreign language is not the only factor that will determine their ability to learn a language, but that there are also some affective and contextual factors which influence the process. Following his theory, Krashen believed that

the effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.
(Krashen, 1982, p. 32)

The environment is of great importance to the pupils' attitudes to learning the language. The class environment, the teacher and the activities used in the foreign language class will all be factors that could lower or raise Krashen's affective filter, making the learning easier or more difficult. This is an aspect which has received great attention in Scotland where, during the National Training Programme, primary teachers were always encouraged to make the learning of the modern language a fun activity which could be enjoyed by most pupils and where they would not feel threatened but willing to participate. As will be later shown in the results of this research (section 8.1 of chapter 8), this fun aspect of the learning of Spanish was seen

to be an important motivational point in the questionnaires completed by the pupils involved in it.

5. What organisational and teaching problems are posed by the introduction of French teaching in the Primary School?

Three main problems were identified by the evaluating team in this respect: the provision of suitably qualified primary teachers; the continuity between primary and secondary sectors due to the intake of pupils in secondary schools with different French learning experiences; and the existence of groups of pupils with different aptitude and achievement levels but being taught to achieve the same goals. At the end of the evaluation, Burstall et al finally concluded:

Now that the results of the evaluation are finally available, however, it is hard to resist the conclusion that the weight of evidence has combined with the balance of opinion to tip the scales against a possible expansion of the teaching of French in primary schools.
(Burstall et al, 1974, p. 246)

As stated in chapter 2 the findings of the evaluation led the government to withdraw the funding of this project.

After the publication of the NFER report, a number of ML and education specialists expressed their agreement, disagreement or reservations about the report. In 1976 Buckby published an article "Is Primary French really in the balance?" (Audio Visual Language Journal, 14, 1, p.15-21) where he questioned the findings of the NFER report. In his article Buckby aimed to "show that the common interpretations of the NFER report's final sentence [above] are unfounded and, secondly, that the report itself is not (nor, indeed, does it claim to be) a basis for future decisions or planning about foreign language teaching at primary level" (Buckby, 1976, p.15). Buckby based his opinion on four main reasons: not all factors affecting the learning of a FL in primary school had been considered; he found it questionable whether the conclusions of the report were supported by the findings; he had reservations about the validity of the tests used, and finally, he questioned the generalisability of the report as he felt it was "rather a survey of some aspects of French being taught in the

rather special context of the Pilot Scheme” (Buckby, 1976, p.15) than an evaluation of the possibility to introduce French in primary schools.

In the NFER report, environmental factors affecting the learning of a FL in primary schools such as social, political, educational and psychological aspects had not been taken into account at all times. Although the team considered the different achievements of boys and girls, and rural and urban pupils, these factors were not taken into account when analysing the findings of the achievements of pupils who had started learning French at 8 with those who had started at 11.

In terms of the evidence behind the conclusions of the report, Buckby analysed separately the findings in terms of the pupils’ achievements and those about the attitudes of those involved in the Pilot Scheme. In terms of the achievement tests used in the evaluation, a number of issues were highlighted by Buckby:

- The comparisons the team made were not the most effective ones to consider whether an earlier start was beneficial or not. The experimental group (pupils who had started at 8) was compared with control groups (pupils who had started at 11). Both groups had been put in the same class in secondary school, with the same teacher, methods and objectives. In this sense it would be expected that the experimental pupils would feel frustrated having to learn the same language again (an issue also apparent among some pupils in this thesis as will be explained in chapters 6 and 8), and those who were new to this language learning experience had the advantage of being in a close learning environment with pupils who had prior FL learning experience.
- The team had taken the view that “it may well be, as Carroll has suggested in his theoretical model of school learning (Carroll, 1963a), that one of the most important variables in the learning process is the total amount of time spent actively in the learning of a given task” (Burstall et al, 1974, p.34). However, if the learning of a FL was not initiated in primary school, it would be very difficult to increase the time spent on it.

When considering the “balance of opinion” mentioned in the concluding sentence of the NFER report, this was based on the opinions of primary and secondary teachers and head teachers, the pupils and HMIs. The evaluating team did not consult parents or LEA ML advisers, although these were very few at the time of the report. However in terms of the teachers and head teachers involved, the evaluating team found a clear support for the teaching of French in Primary schools. HMI was also “in favour of primary French up to the end of the first two years of secondary school” (Buckby, 1976, p.17). In terms of pupils, at all times more than 52% of pupils had positive attitudes to French and “those pupils starting at 8 are reported as having maintained significantly more favourable attitudes to speaking than did those who started at 11” (Buckby, 1976, p.18). However the evaluating team did not consider two aspects of the pupils’ attitudes. On the one hand (in contrast to the present thesis) the attitudes of the pupils before they had embarked on the learning experience had not been taken into account. In this sense no conclusions could be made on whether the attitudes were more positive or negative after learning French. On the other hand, although the achievement in other areas of the curriculum had been considered in the evaluation, the attitudes to other subjects were not included.

Another issue Buckby questioned in his article was the validity of the tests used. In terms of the achievement tests a number of aspects concerned the author:

- The tests used to draw conclusions on the achievement in primary schools were administered when the pupils were in secondary school;
- The tests administered to 16 year old pupils did not assess the pupils’ pronunciation or their conversational ability;
- The activities and the language included in some tests were not familiar to the pupils. “They [the tests] do not test some of the most important learning objectives and contain tests of techniques and language items which were not part of the learning objectives for these pupils” (Buckby, 1976, p.19). In this sense, in the present research, as chapter 5 explains, care was taken to use resources and activities the pupils were familiar with and the language taught during the year had been researched before the linguistic attainment interviews took place.

At the time of the report a number of LEAs had projects where a FL (mainly French) was being taught in primary schools. However after the conclusions “against a possible expansion of the teaching of French in primary schools” (Burstall et al, 1974, p.246) some LEAs had taken the decision to stop these projects. In this sense Buckby warns about the dangers of generalising the results of the evaluation which concentrated on a particular and specific project, the Pilot Scheme, which used draft materials and inexperienced teachers. At the same time a revolutionary aspect of the Pilot Scheme was that the FL was introduced to pupils of all abilities. In this sense, Buckby warned that the findings for “introducing French at 8 have often been confused with the problems involved in teaching French across the ability range” (Buckby, 1976, p.20).

After having analysed the NFER report and some of its criticisms, this researcher considered that although the NFER report is an important item in the MLPS literature, it also has some weaknesses:

- The (research) tests used were not always appropriate to the pupils’ age, and knowledge and experience of the FL;
- The comparison of results between different cohorts were not always the most effective ones to assess whether it was beneficial to introduce a FL in primary school;
- A number of issues were left unaddressed, such as the skills and training which teachers needed to teach a FL in primary schools; and the attitudes of pupils before they embarked on the FL learning experience.

4.1.2. An analysis of national and international research on the provision of modern foreign languages in primary schools, by Martin, University of Reading.

This report and the following one from the University of Warwick were part of the QCA feasibility study for the introduction of a MFL in KS2 indicated in chapter 2, section 2.10. In this report, Martin reviewed the situation of the research available in terms of: the age at which a foreign language is introduced; patterns of provision; duration of foreign language courses; time allocation and distribution; curriculum planning for linguistic progression; progression and continuity into the secondary phase; staffing provision; Initial Teacher Training; Continuing Professional Development; and finally resources. After an exhaustive examination of the research published in the past 35 years in the UK and more recently abroad, and experience learned from programmes in Scotland, the Republic of Ireland, Wales, France, Germany and other European countries, some of the key findings of this report were:

- **Starting age / time**

Starting earlier does not on its own guarantee an advantage. The extra time allowed by starting earlier should be matched with quality teaching and methods suited to the pupils' age.

- **Allocation of time**

Time allocation should be consistent within and across schools and throughout the year. It is better to have short and frequent sessions rather than one-hour blocks where pupils lose their interest and attention.

- **Aims**

There should be greater clarity on the aims of the language programme: language proficiency/competence, sensitisation/encounter, language awareness, European awareness. A combination of sensitisation and competence is the most advantageous to pupils this age. The aims of the language programme should be part of the general school commitment to languages.

- **Content of early MFL programmes**

The methodology used should be appropriate to the pupils' age and development stage. The programme should start with aural/oral work to take into consideration the children's ability to pronounce accurately and without inhibition. But written and reading activities should also be included at the right time. The embedding programmes offer advantages but are difficult to carry out if the MFL teacher is not the class teacher.

- **Links with L1 / literacy / knowledge about language**

Pupils should be drawn to the knowledge they already have of their mother tongue in order to understand how languages work and be able to make comparisons between the different models.

- **Progression / Continuity**

Secondary teachers should use ways that are based on what the pupils have already learned in primary, and adapt their course books which might not take this primary experience into account to their new pupils. Continuity should be kept both in terms of the language taught but also in terms of language competence / areas.

- **Lower achieving pupils**

There is evidence that lower achieving pupils gain in confidence through aural/oral work. Teachers should take advantage of this and include these pupils in the MFL programme.

- **Managing the transition**

“The transition to secondary school should be viewed as part of a coherent whole rather than thinking in terms of separate primary and secondary FL programmes” (Martin, 2000a, p.72). Strategies used in primary that have been shown to be successful, should be used in the first years of secondary schooling to make the transition less stressful to pupils.

- **Assessment and record keeping**

Record keeping should be used as part of the transfer process between primary and secondary schools. Assessment, if used, should be by means of

familiar activities to the children, and primary teachers should have received training and support in the best ways of assessing the pupils' competence.

- **Liaison**

Schools should work as clusters with the full support of the managerial team and where all teachers are treated as equal and work in collaboration.

- **Training needs**

The training of the teachers should be adapted to the different categories of teachers (secondary specialist, foreign assistant, primary trained). This training should be on-going and substantial. Time should also be given to primary teachers to meet with secondary specialists.

- **Research, evaluation and development**

According to Martin, "initiatives in primary MFL must continue to be accompanied by research in relation to both outcomes and contextual factors, and the processes of early foreign language learning" (Martin, 2000a, p.74). Following the realisation of this need in this area of education, the present thesis is concerned with both the process and the outcomes of Spanish teaching in primary schools in Scotland.

Martin also investigated the different views emerging from different researchers depending on the aspects they had based their research on such as phonology, syntax, morphology, development of vocabulary or others.

In respect of phonology, researchers cited in Martin's 2000 work supported the idea that children have phonological advantages in foreign language learning, as opposed to adult or adolescent beginners, such as their ability to mimic unknown sounds. In this respect, Martin highlighted Freudenstein's 1998 work where, although he accepted that older FL learners might learn languages more quickly, he also believed that children learn languages in a way that will help them lay foundations for any future language learning experience. Johnstone (1996) also found gains in meta-linguistic awareness 'under certain circumstances' in younger learners. From her review of research on phonological aspects, Martin concluded that:

There is definitely evidence that 'younger' is 'better' as far as the development of the phonological system goes.
(Martin, 2000, p.14)

In 1996, Johnstone identified some advantages younger foreign language learners might have over older ones such as: more time at their disposal; they approach foreign language learning in a non-problematic way; they are intuitive and have a better pronunciation; their speed of recall is quicker; and their foreign language contributes to their personal and social development. Martin's report provides a substantial account of a high number of investigative projects in MLPS and their findings. It highlights the key issues and arguments and is therefore a report that should be read by any future researchers in this area of education. However it does not provide information on the different methods used by different researchers or teams which could be of help to future researchers.

4.1.3. Analysis and evaluation of the current situation relating to the teaching of Modern Foreign Languages at Key Stage 2 in England, by the University of Warwick

In December 2000 the team from the University of Warwick produced their report on the situation of the teaching of MFL in key stage 2 in England commissioned by the QCA as part of their feasibility study. In order to publish their results, the team consulted generalist primary and specialist language advisers and inspectors, head teachers from various sectors and stages, language teachers, both established and peripatetic, from state-maintained and independent schools, heads of languages departments, parents, teacher trainers and primary, middle and secondary school pupils. The findings highlighted in the report were drawn from 5 sets of information gathering instruments: LEA surveys (108 out of 150 returned: 72%); Key Stage 2 surveys (825 out of 2000 returned: 41%), Secondary School surveys (181 out of 400: 45%), Initial Teacher Training surveys (44 out of 86 returned: 51%) and case studies. Finally, the team published their report in December 2000 and divided their findings and recommendations to the QCA in 4 areas: curriculum; links with work in

Key Stages 3 and 4; staffing and impact of learning MFL at Key Stage 2 on pupils' achievement and attitudes.

In terms of curriculum, the survey found that the provision of MFL at key stage 2 was very varied. 21% of schools provided some access to a MFL although in different forms: half of the schools provided the MFL within the school day, while others offered it as a separate subject outside school hours. In this situation, pupils had usually to pay for the lessons and this provision was found more commonly in state maintained schools as opposed to independent schools. A small number of special schools were also offering a MFL although in a smaller scale. However, a decline in the provision of a MFL at key stage 2 was apparent in the past 5 years mainly in state-maintained schools. This was due to the obligations schools had to fulfil in terms of the statutory requirements of the National Curriculum such as the National Literacy and Numeracy strategies. Another issue that also affected the fall in schools offering a MFL, were problems arising from the supply of teachers, the cost involved and the lack of parental support. In terms of languages, French was found to be the main language taught followed by German, Spanish and Italian. In terms of parental preferences, the report highlighted that parents seemed to prefer a "single language 'developing competence' model rather than one exposing children to more than one language". The time spent teaching the MFL seemed to be higher in independent schools where 1 hour was dedicated to the MFL every week, as opposed to 45 minutes in state-maintained schools.

As was the case in many other aspects of the teaching of a MFL in key stage 2, the purpose perceived by the different groups involved was varied and covered aims such as seeing the MFL as a means to help pupils in their future language learning experience by developing language learning skills, developing cultural awareness in the pupils, broadening their experience and improving their competence in English. Most teachers surveyed in primary schools tended to produce their own resources as opposed to using commercially available ones. A low usage of ICT was also perceived, as well as no great scope for exploring the cultural aspects a MFL

could provide. Although primary teachers were aware of the potential of linking the MFL to the Literacy strategy, few were putting it into practice or knew how to go about it. Finally, most primary teachers were aware of recent developments in ELL such as the European Languages Portfolio or the Schemes of Work.

Regarding the links with the work covered in Key Stages 3 and 4, the surveys showed a lack of links between key stages 2 and 3. This was often due to the fact that some secondary schools had up to 40 feeder schools and it was very difficult to link with all of them. This large number of feeder primary schools also involved many different models of provision which often forced secondary teachers to start teaching the MFL from scratch, without taking into account any previous knowledge the pupils might have received in key stage 2. This situation affected the motivation of Year 7 pupils and the team found some loss of enthusiasm in those pupils as early as November. Another gap between the primary and secondary sector was the different views of aims held by primary and secondary teachers. The research team witnessed a “mismatch between the aims of primary MFL teachers and the objectives assumed by secondary language teachers, the latter having higher expectations of language acquisition than are justified” (Powell, et al, 2000, p.8). In their report, the University of Warwick team highlighted the good work done by Language Colleges and thought this would have to be investigated further.

Another aspect the team was interested in was the staffing issues that arose in ELL. Although most teachers teaching the MFL in key stage 2 were members of staff in the school, some external peripatetic teachers were also used, although they often felt isolated and not fully part of the school life. However the team found an “almost universal agreement that MFL in primary schools is best done by specialist language teachers” (Powell, et al, 2000, p.9). Head teachers were always very supportive of the MFL teachers but did find it difficult to replace them when a MFL teacher left the school. In terms of teaching strategies used in key stage 2, the team witnessed lively teaching through which pupils were gaining immense pleasure and satisfaction, although a limited range of different activities was apparent, as well as little evidence

for pupils to be creative. In terms of training, teachers had little support, although, at the same time, Teacher Training Institutions reported problems in student recruitment for courses in this area.

A last aspect the team looked at in this survey was the impact of learning a MFL had at Key Stage 2 on pupils' achievement and attitudes, although the team recognised the limitations they had in commenting on pupils' achievement due to the shortness of the study (6 months). In terms of attitudes, both parents and teachers mentioned some benefits they could see in their children learning a MFL in key stage 2. These were "increased motivation, enthusiasm for more language learning, developing confidence, increased attention (ability to concentrate and listen for specific information) and accuracy in written work" (Powell, et al, 2000, p.11). At the same time, parents were found to be very supportive and proud of their children's developing competence in the target language. The introduction of a MFL in year 5 and 6 also affected the whole school positively through the celebration of 'language days' and performances involving all pupils in the school. In general, the team found a high support for the idea of foreign languages in primary schools, however they felt that "the strong opposition of a significant number of primary heads, even those who understand the value of early foreign language learning, to the introduction of another subject into the curriculum, cannot be overlooked"(Powell, et al, 2000, p. 12).

Finally, another aspect highlighted in the report, was the problem of the supremacy of French over the other languages. In this respect they did point out the fact that "where languages other than French are taught at primary level, many of the problems associated with primary-secondary transfer are reduced or even non-existent" (Powell, et al, 2000, p.12). In order to support this idea the team suggested that a complete scheme of work for German, Spanish and Italian should be made available.

From all these findings, the University of Warwick made some recommendations that were taken into account in the final decision of the QCA to

advise against the statutory introduction of a MFL at key stage 2 at the time (March 2001). Some of these recommendations were that:

- The MFL should only become statutory when provision has been made to have a sufficient supply of suitably qualified teachers;
- Training options should be investigated for native speakers who have no teaching qualifications and for inactive language teachers who might need linguistic and methods training;
- The QCA should provide information on how the MFL can be linked to other areas of the curriculum;
- More information on the use of ICT and on ways to explore the cultural aspects of a MFL should be available;
- The QCA should support at least the main four European languages equally;
- Teachers should be made aware of what happens in key stages 2 and 3 through reciprocal class observations;
- The outreach Language Colleges work should be investigated to see if it could be widened;
- Secondary teachers should be aware of de-motivating pupils by repeating the work they have already covered in key stage 2;
- Initial Teacher Training should be reviewed and possibly a module in ELL introduced;
- Bursaries should be available to encourage inactive trained language teachers to return to the classroom;
- A study of pupils' achievement in primary schools and its impact on performance at secondary level should be undertaken maybe linking it to the Language Colleges outreach work.

The Warwick university report was based on the results of a statistical survey of ML provision in KS2. The results are of great interest to government bodies, LEAs, ITT institutions and researchers however they do not provide an analysis of the causes or effect of the different provision models.

4.1.4. SCILT Evaluation of the Scottish Pilot Project

The evaluation of the Scottish Pilot led by Johnstone and Brown was mainly interested in pupils' attainments rather than motivation and attitudes to the learning of a foreign language. The aims of their research included the outcomes of the project by assessing the language attainments of children involved in pilot projects, including comparison with children not involved, and the processes by evaluating courses and

methods, and comment on factors which enhanced or inhibited the language performance of the children involved (Low, 1993, p.2).

Through this evaluation the team wanted to build a picture of the situation of the Pilot Project in Scotland. In order to do this they used a number of research instruments with the support of the teachers involved. The evaluating carried out paired interviews with pupils to assess their linguistic attainment and observed different FL lessons to take note of the different activities used in the lessons. The teachers video recorded some lessons and assisted the team in the evaluation of the writing and reading skills by providing examples of their work. Apart from these, additional data was collected by a vocabulary retrieval exercise and questions on the pupils' views of their FL learning experience (included in the linguistic attainment interviews), and finally the results for National exams (when pupils were 16) were also taken into account.

In their research, with respect to the learning and teaching of the foreign language, the team observed that:

Most classes were held in the foreign language with a whole class teaching approach being most common;

The emphasis of the teaching was on communicating meaning with a high level of pupil involvement and participation;

In terms of skills, listening and 'doing' activities were the most common ones, with speaking, reading and writing being used in a smaller scale;

Finally, mainly topics related to the pupil's interest and day-to-day experience were taught in the FL lessons.

In terms of pupils' language attainments, the research found that:

- Pupils who had studied a foreign language in primary school had an advantage over the others in terms of pronunciation and intonation, ability to initiate and respond in conversations and the use of phrases rather than words for communicating;
- Progress from P7 to S2 was revealed in that pupils used longer utterances with a variety of vocabulary (nouns, verbs, adjectives...);

- In terms of the different skills used in the language class, the project pupils seemed to be more confident in oral work and in the use of the foreign language by the teacher. In terms of the introduction of writing, there were different opinions between primary and secondary teachers as to when this should take place.

In the conclusion to their report, the team found that both staffing models, the visiting secondary teacher as well as the staff tutor used in one of the pilots, were effective. In their opinion, the key factors for this success were the commitment of all the teachers and tutors involved in the projects, as well as the quality of the support provided by the authorities. However, the team believed that with the new staffing model in mind, training primary teachers to teach the FL, would also be successful.

The National Pilot evaluation team wished to provide a picture of the situation of MLPS in Scotland taking into account the four languages taught in primary schools (French, German, Spanish and Italian). The present research aims to provide the picture of Spanish teaching in West Central Scotland where most of the Spanish teaching is to be found. In this sense it has adopted some of the instruments used by the National team. However, the National evaluation gave priority to the linguistic competence of the pupils while the present research concentrates on many aspects of Spanish teaching but with priority on pupils' attitudes to learning the FL and the activities used in the lessons. The Pilot evaluation concentrated on cross-sectional research, choosing different pupils at the same time in each year group. This thesis on the other hand concentrated on the longitudinal aspect following a group of pupils during four years (from P5 to S1). In terms of the linguistic attainment the Pilot team interviewed pupils in pairs. The children had been selected by the teachers who predicted whether their attainment would be "high / mid / low". Care was taken to interview the same number of boys and girls for each level. These were important factors the present researcher considered when designing her research strategy. However, the evaluating team worked with a large number of researchers (with inevitably some problems of inter-observer variation) and the present research has

been undertaken by a single person. More information on the research strategy used in this thesis can be found in the following chapter (chapter 5).

4.1.5. December 2000: Pilot Assessment of Achievement Programme (AAP) report in Modern Languages

As explained in chapter 3, section 3.7 the SOEID commissioned an independent study of pupils' attainment in the form of a Pilot Assessment of Achievement Programme, carried out between 1995 and 1998. In the pilot project, 10 primary schools teaching French and 10 schools teaching German in P7 took part, as well as, 10 secondary schools teaching French and 10 German in S2. For the purpose of this chapter, the assessment instruments used in P7 and the pilot team's findings in respect to P7 are summarised, making occasional reference to the S2 findings.

This pilot exercise undertaken between 1995 and 1998 was the first AAP in Modern Languages involving primary schools and, as such, faced a series of problems identified by the AAP team in their report. A first major issue was the different status of the MFL compared with other subjects. The situation of learning a Modern Language in school is very different to any other subject as pupils have no incidental learning outside the classroom contact with the foreign language. Due to this, and the fact that the teaching of a MFL usually started in P6 in Scotland, it had to be assumed that pupils had a very limited knowledge of the subject and, as a consequence, an elementary proficiency should be expected.

Another issue was the 'scaffolding' of pupils in primary MFL lessons where teachers of MFL in primary schools usually 'scaffold' or support their pupils until they are ready to undertake the activities in the FL. In primary MFL lessons, pupils often get used to a certain order in the development of their class activities and become very dependent on the previous activity to know what is happening next or what is expected of them. The AAP team found that, although this method was very

encouraging and provided excellent results in a teaching environment, it could be problematic when assessing the attainment of the pupils. However, as the author cited in the report, it posed a problem with regard to assessment, particularly when this was of the 'one-off' variety as represented by an AAP. The problem the team faced was how, in a short space of time, to provide a sufficient degree of 'scaffolding' that would allow pupils at an elementary level of language proficiency to 'get into' their assessment tasks while, at the same time, 'testing' rather than 'teaching' them, including testing their ability to summon up relevant prior information for themselves.

Another obstacle was the lack of national guidelines of what should be taught in Primary schools. By the time the AAP team was involved in this pilot exercise (1995-1998) there were no 5-14 guidelines relevant to MLPS. In October 1999, a 5-14 document was published for consultation until December 1999 (section 3.6), but the final 5-14 Guidelines did not become available to schools until October 2001 (section 3.10) after the Minister's response (section 3.9) to the Action Group on Languages recommendations (section 3.8). So, during the Pilot exercise no national guidelines were available to the team to base their assessment instruments on. The main consequence of this was that schools had different views of what had to be covered in the primary stage and what in the secondary stage. Therefore, before drawing up their pilot assessments, the team had to question many primary schools on what topics they covered in each stage and then be ready for situations where time had prevented a school from covering all the topics they expected to do, or where schools had changed some topics because of different reasons. This exercise of contacting all schools involved was also undertaken for the purpose of this thesis and the writer was also often faced with the same problems the AAP team had encountered (where schools did not cover all the topics they had planned or had changed the topics they had finally taught).

Finally, the amount of research published in the UK and internationally was relatively poor in terms of assessment or evaluation tools for MLPS. So the team had to prepare their own assessment tools and pilot them themselves. The following

chapter looks in more depth at some of the research available in MLPS until 2000 and the research needs identified in this area for the future.

As indicated in the Pilot report, the main aims of the pilot AAP were to develop, implement and evaluate assessment instruments and procedures for an AAP in modern languages within the larger national AAP sample for English (1998), and to develop an initial picture of pupils' achievement in French and German P7 and S2. However, the team saw a possible 'added value' benefit which could provide initial research-based information on content coverage, assessment instruments and procedures, and pupils' attainment that might be of value to the then Scottish Consultative Council on the Curriculum's (SCCC) 'Review and Development Group' who, between 1998 and 1999, were engaged in revising the National 5-14 Guidelines for Modern European Languages to include P6 and P7 stages.

In terms of the assessment tests to be used in this pilot and due to the great variety in the provision of MFLs in primary schools, the research team decided "against trying to construct assessments which would test P7 pupils' knowledge of a common corpus of language, but instead construct tasks which would be sufficiently flexible for children to bring to them the foreign language they knew" (Low, 2000, Chapter 3). This was also an idea underlying the assessment instruments used in the assessment of pupils of Spanish in this thesis, as will be later explained in Chapter 5. As earlier explained, the first exercise for the AAP team was to contact the schools involved in the exercise and find out what topics were covered in P6 and P7. This was followed by consulting different advisory documents to help the team identify a "common core of language for P6 to S2 that would form the basis on which to construct the pilot assessments."

It was decided to test the P7 pupils in pairs "in order to minimise anxiety" (Low, 2000, chapter 9). Pupils had been selected by the teachers and "were rated by their teachers as being 'high', 'middle' or 'low' attainment for languages" (Low, 2000, chapter 9). The assessments were audio-recorded for future reference. For the present

thesis, the pupils were tested individually. In terms of the selection of pupils taking part in the linguistic competence exercise in this thesis, in order to minimise the anxiety factor, pupils were asked who would want to come and talk to the researcher and, from the volunteers the teacher selected different ability pupils. The interviews were also audio-recorded. More information on the assessment exercises used in the present thesis is available in Chapter 5.

For the pilot AAP, an initial test was drafted which included 10 tasks covering the four skills. However, after piloting, these tasks were reduced to 7 covering only speaking and listening skills. This reduction in the number of tasks was due to problems such as: the time the process was taking for each pair of pupils; the fact that Reading task 7 (matching pictures with phrases/sentences) did not seem to be sufficiently discriminating; the situation where pupils generally seemed to be producing very short 'minimal' responses, and finally problems with Listening task 4 (understanding a simple narrative, with visual support) which seemed to be testing vocabulary rather than more inferential listening comprehension. If the pupils knew a particular form, they could recognise it, but were not able to recognise it in another form. As a consequence, some changes were made to the initial test with the final form consisting of 7 tasks covering speaking, listening and reading skills. Pupils were tested in pairs and two assessors were involved: a native speaker for tasks 1-6 and a non-native speaker for task 7. The test was as follows:

Task 1: Speaking	Vocabulary recall via discussion of recently studied topics.
Task 2 : Speaking	Spontaneous question-and-answer session with the assessor, mainly personal language
Task 3: Speaking	Description of a colour visual: selection of different animals or people of varying appearance with names and ages given.
Task 4: Listening	Understanding the subject and message of a short narrative on personal language and recalling and summarising it in English
Task 5: Listening	Understanding short dialogues set in different places in town. Recognition of setting via selection of the correct setting from a variety of options.

Task 6: Listening	Vocabulary recognition via the recognition of 5 visuals mentioned in 5 sentences on clothes, food and drink, parts of the body, pets, weather.
Task 7: Reading, Translation; Meta-linguistic discussion	Reading aloud three short sentences, understanding them and discussing their linguistic content in English.

(Based on Low, 2000, appendix 5)

A section of the report on the Pilot AAP concentrated on the assessors' comments about the testing instruments used, highlighting benefits and problems arising from the different tasks of the tests. As will be explained in chapter 5, this test and the assessors' comments were taken as a basis in this thesis for assessing the linguistic competence of Scottish P7 and S1 pupils studying Spanish.

Apart from the pupils' linguistic attainment, pupils' perceptions of learning a modern language were also recorded with a post-test pupil feedback questionnaire. This exercise included questions on how they felt about the test they had just undertaken, their language(s) knowledge apart from the one taught in school, their feeling towards learning French or German, and their use of the foreign language outside school.

One question used in the AAP questionnaire was:

How easy or difficult do you find French / German at school?				
Very easy	Easy	Average	Difficult	Very difficult

In terms of pupils' perceptions, the AAP team found that at P7 pupils were generally enthusiastic and very few considered learning a modern language to be 'difficult', but by S2, the perception of difficulty had increased (French 24% and German 18%) and boredom was setting in (French 33% and German 19%). The same question was used in the present thesis (see chapter 8, section 8.4) with Spanish

learning pupils in P7 and then in S1. In terms of pupils' linguistic attainment in French and German, the AAP research team found that at P7 all pupils participated willingly in all tasks although this was not always the case in S2. This could be due to the pupils' enthusiasm in primary school, while in secondary they became more self-conscious and realised they were being tested. In S2, the team saw that "some pupils had decided that non-response was a better option than risk-taking or guesswork." (Low, 2000, Chapter 9)

Regarding attainment in listening comprehension tasks, the team found that in P7 there was a high performance in both French and German. Their interpretation of these results was that the tasks might not have been demanding enough and in the future they intended to include a more demanding task. However, this could also have been due to the fact that most of the work in primary schools is oral/aural and therefore pupils had a very sound listening ability that helped them in their future performance in the foreign language. The pupils' speaking skills was another area tested in the AAP. According to the results this was the area where more differences appeared between the different ability pupils. "The best pupils at P7 showed confidence and enthusiasm for speaking and were prepared to 'take risks' by going beyond what they had learnt, even if this entailed making a mistake" (Low, 2000, Chapter 9, p. 4). In S2, there were also pupils who 'played safe' and made sure they were correct instead of trying possibly wrong answers. In the speaking tasks "there was clear evidence that the attainment of the best and average pupils were higher in S2 than at P7" (Low, 2000, Chapter 9, p. 4). This could be due to the fact that by S2 pupils had a greater chance to work in a differentiated environment. In primary schools, due to the sometimes lower linguistic competence and confidence of the teachers, differentiated activities were not often used. In terms of lower achievers, the team found that "progression from P7 to S2 was often not evident. Although both groups were able to recall at least some words or phrases, the P7 pupils showed better understanding of the questions that were put to them and were more able to produce key words in response. Both groups, however, showed a marked lack of confidence" (Low, 2000, Chapter 9, p. 4). This could be due to the situation in some

secondary schools where the low achievers were all put in one class and they were not pushed to their limits.

Finally, a finding the team made in terms of pupils' linguistic attainment was what they called 'Partial Competence', where pupils knew different words and sentences and recognised different aspects of how the MFL worked. However, these needed 'fine-tuning'.

A marked feature of the performance of most pupils was what the research team termed 'partial competence', which showed that many pupils had partly but not fully internalised many of the linguistic features they were learning, whether these applied to vocabulary, morphology, syntax or meaning... Our 'partial competence' data suggests strongly that many pupils have learnt a lot, for which credit is deserved, but that over time some fine-tuning of their language systems (not only their grammatical morphology and syntax but also their spelling and their semantics) would be beneficial. (Low, 2000, Chapter 9, p. 5 & 9)

In general, throughout the Pilot exercise, the AAP team found that teachers' and head teachers' perception towards an AAP exercise in MLs had changed. In primary schools, teachers had often felt that MLs should not be assessed as they had not been trained in forms of assessment and they assumed that they were teaching the ML on a voluntary basis. The situation of MLPS in Scotland however might change as a consequence of the Minister for Education's statement in September 2001 where he supported the idea of an "entitlement for almost all pupils" in terms of MFL (section 3.9). In terms of the participating pupils, the research team found that "the pupils were generally not intimidated by their participation in the assessments" but rose to this challenge which was also an aspect encountered in the process of the present thesis. However, the AAP team expressed concern for the lower-achieving pupils who found the speaking assessments rather stressful, mainly in S2.

The issue of 'partial competence' was also perceived as an important one to further study according to the SCILT team. In this respect, the team believed that this was a clear sign of what is called in second language acquisition theories 'inter-language', "it confirms that language development proceeds in a natural way through

a series of ‘successive approximations’ before attaining more mature and ‘correct’ forms” (Low, 2000, chapter 9). However, they saw the need for “helping pupils at all levels to develop more accurate control”. The team also found the introduction of an element of meta-linguistic awareness or knowing how the language works very useful, and pupils both in P7 and S2 could cope with it. However, they found the best tool to measure the pupils’ knowledge in this aspect was by asking them direct questions rather than by a writing exercise. For the future, the team believed that this element should be part of any attainment assessment and it could be linked to the pupils’ knowledge of English. In terms of a future AAP or any future assessing instruments for MFL, the team felt that a more demanding listening task should be introduced to push the higher-achieving pupils in P7 but that “a less stressful way of assessing lower-achieving pupils in speaking” should also be investigated.

The findings of this pilot exercise were of great importance in Scotland as they represented the first data on the performance of primary pupils. However, this researcher felt that although the instruments used (video based interviews and exchanges) could have been beneficial for the aims of the AAP, they did not fit well with the interest of the present thesis. As had been the case with the National Pilot evaluation, the team of researchers involved was also very large and as highlighted in their report the evaluating process was very time consuming.

4.1.6. Theses and dissertations on MLPS

Table 4.1 shows that apart from British and Scottish governments led research, a growing number of theses and dissertations have been published in the UK since 1993. Five of these are analysed below in more depth concentrating on the areas of MLPS researched as well as the research instruments and samples used.

In 1993, Cullen published her MEd dissertation entitled “Attitudes to French in Primary School”. Cullen’s research was based in Northern Ireland where, at the time the ML was taught “on a voluntary basis in relative isolation” (Cullen, 1993,

p.2). It investigated the pupils' attitudes to French language, people and culture, as well as the continuity difficulties faced by the schools involved in the project. The areas of the provision of the FL Cullen concentrated on were: classroom ambience, methodology, time allocation and the quality of teaching. The sample was based on a target group (a class of 30 P7 pupils) which was taught French by the researcher herself without the presence of a class teacher during a period of 5 months (January – May 1993). These pupils received one 40-minute lesson every week and the teaching concentrated on language learning with no specific cultural input. In contrast to this target group, there was a larger group (183 pupils from 8 P7 classes) which did not receive any FL teaching. In this project, 2 questionnaires were used to assess the pupils' attitudes, one before embarking on the French learning experience (December 1992) completed by the target group only, and the other one at the end of the project (May 1993) which was completed by all pupils. The 2 questionnaires were based on 49 and 40 statements respectively with pupils having to tick a column with statements ranging from 'strongly agree' to 'strongly disagree'.

At the end of her investigations, Cullen concluded that:

The teaching programme delivered to the target group did not impact significantly on the pupils' attitudes towards learning the French language or toward French people and their culture. If the purpose of a programme is to enhance positive attitudes toward learning a second language, and towards the target community and their culture, then other models of primary school languages programmes ought to be considered in preference to this one. (Cullen, 1993, p.49)

The programme had not included any cultural input and the present researcher believes this might have been one of the aspects that could have influenced the little impact on the pupils' attitudes to the FL learning experience. From her research, Cullen identified a number of issues that should be taken into account if FLs were to be introduced in primary schools. The learners' strengths, interests and needs should be assessed, appropriate methods and resources should be devised; the teaching qualifications needed by the teachers involved should be defined; adequate time provision should be granted to the FL in the primary curriculum; and continuity between primary and secondary stages had to be ensured. Cullen's M.Ed was

published in 1993 and the some of these requirements were once again highlighted later by a number of bodies and researchers as previously seen in chapters 2, 3 and the previous sections of this chapter.

Cullen's project was helpful for the present research in terms of models of questionnaires, however it was felt that they were too complex for the initial age of the pupils to be used in this research (9 years old), there were too many statements (49 – 40) and sometimes these were not very clear. Another aspect to take into account was also that this being a MEd dissertation, the research time (January – May) was shorter than what a PhD thesis allows and hence the effects of the pupils' learning might not have been clearly identifiable.

Another project analysed during this research was Gregory's 1997 M.Ed dissertation "Primary Foreign Languages Teaching – Influences, Attitudes and Effects". This dissertation provided a rich literature review on factors influencing pupils' attitudes to FL learning and was used as a base for the pupils' attitudes questionnaire used in this thesis (see chapter 5). The research concentrated on 2 small village schools in North Yorkshire where French was already established in the KS2 curriculum. It involved parents, teachers and pupils from Year 6 (KS2) and year 7 (KS3) and lasted 18 months. The data gathering procedure was repeated three times (May 95, October 95 and May 96) and used a number of different methods in order to triangulate responses: cue cards with different activities which pupils had to place under a number of headings (like, dislike, enjoy, useful, interesting, fun, easy, difficult...), pupils' diaries, observations, case studies, teachers' questionnaires and interviews and parents' questionnaires. The questions included in the pupils' questionnaires and in the cue cards had been elicited from the children from a pilot school and also from information gathered from previous projects such as Burstall's evaluation. The cue cards were only used in the case-study schools but all pupils were encouraged to make note of their feelings about their learning experience in the questionnaire.

Gregory found positive attitudes in the pupils' involved in her research which were mainly influenced by: the perceived usefulness of an early start; the contact with French, French people and the country; the teacher's personality and enthusiasm; and the active 'fun' approach of the French lessons. However, in order to have a successful programme, Gregory suggested that other schools embarking in a MLPS programme should ensure that:

- "the teacher is both competent in French and confident in his/her ability to deliver through enjoyable, practical and active learning." (Gregory, 1997, p.116)
- the foreign language is embedded in the curriculum;
- a silent period is allowed for the pupils to assimilate the patterns of the new language;
- early efforts on the part of the pupils are encouraged by the enthusiastic teacher;
- contact is made and kept with French culture, country and visitors through visits to the country or French guests to the school;
- continuity is kept between the primary and secondary levels, where there is a "need to build on existing positive attitudes" (Gregory, 1997, p.117)

The methods used in Gregory's research were considered in depth by the present researcher as a basis for her project, mainly in terms of the instructions given to the pupils where they had to tick the sentences they agreed with, although they also presented limitations. The cue cards activity was useful in the small sample used in Gregory's research (2 schools), but the higher number of schools involved in this research made it difficult to put into practice. However, the idea was used in the pupils' questionnaires when they were provided with a box where they could write what they liked most or least from their Spanish lessons.

In 1999, two PhD theses were published on MLPS: Poole's "Is younger better? A critical examination of the beliefs about learning a FL at primary school", and Martin's "Burstall revisited: Foreign Languages at Primary School. The Encounter Model (BL)". Poole's thesis aimed to ascertain whether 'younger was better' comparing two very different schools. School 1 was a middle class school where 28 pupils between 8 and 9 years old were learning French in a disciplined and organised environment. The French teacher was the class teacher and although she was not a languages specialist, she was the French co-ordinator and had attended a

number of in-service training sessions in French. The teaching in school 1 focused on the spoken word with “no explicit teaching of formal aspects of language” (Poole, 1999, p. 269). School 2 was a co-educational state junior school with a large ethnic community, a high number of lone parents and unemployed parents but with a very positive multi-cultural and multilingual ethos. Five different Year 6 classes (10-11 years old) were involved in this school and were taught French on a rota basis for a term by a visiting teacher who had a French Diploma Qualification. The teaching in this school also included “some explicit grammar teaching” (Poole, 1999, p.314). In her research, Poole used a number of methods: case studies (with pupils selected by the teacher), class observations, semi-structured interviews (to clarify the pupils’ reactions in class) and questionnaires to school 2 pupils “to provide insights into children’s perceptions of the four skills” (Poole, 1999, p. 264). The questionnaire had a number of different types of questions (sentence completion ticking, open-ended questions) which the present researcher did not find would be suitable for the age range of pupils involved in her research.

In her research, Poole found a number of reasons that would not support the early introduction of a FL in primary schools. In terms of linguistic considerations, she found that pupils had problems “adapting pre-rehearsed language chunks to new situations or to create novel utterances” (Poole, 1999, p.348) and with questions and pronunciation; they had poor listening skills, and difficulties with reading, writing and numbers. Although Poole found that younger pupils were more confident and enthusiastic than older ones, in her opinion this could have been due to the “more ‘fun’ approach focusing on imitation and reproduction rather than on production” used with the younger pupils (Poole, 1999, p.352). However, she could not find a link between ability in the FL and enthusiasm towards it. In her conclusion, Poole advocated a ‘learning how to learn’ and knowing ‘how’ approach rather than one based on ‘learning a FL’ or knowing ‘what’.

If profitless experiences are to be avoided, the logic of the situation would seem to demand that 'learning how to learn' should be the major concern of any programme. 'FL education' in the primary school could be seen as an opportunity to do a number of things, for example to help children towards increasing their awareness of language and to arouse their curiosity about languages, to provide them with fundamental, generic and transferable skills, to foster positive attitudes towards different cultures and speakers of their languages, to develop their thinking skills and to develop personal and social skills... Knowing 'how' rather than knowing 'what' is likely to result in more positive experiences and in less confusion and frustration at a later stage. (Poole, 1999, p.363-364)

Although Poole's research was informative due to its extensive literature review, this researcher felt that the schools involved in it had too many differing elements which could influence the findings on whether 'younger is better'. In this researcher's opinion it might have been better to find schools that had similar socio-economic and geographical backgrounds and compare a school where French was taught earlier than in the other.

The second thesis published in 1999 was Martin's research into the Encounter Model which "included an entitlement to the FL encounter for pupils between the ages of 5-11 in several primary schools" (Martin, 1999, p.204). The aim of the programme was to raise "attitudinal and language and cultural awareness" (Martin, 1999, p.213) and to develop

only limited FL competence along with a number of more general skills, including the ability to concentrate, to respond to a linguistic stimulus, to cope in a FL environment, to interact in pairs or in groups and to speak in front of others in different situations. (Martin, 1999, p.126)

In this programme, pupils encountered three languages (French, German and Spanish) which were taught by young native FLAs who rotated between the schools to provide that encounter with the three FLs. The focus of Martin's research was on whether this project promoted positive attitudes in the pupils; on classroom practice; and on school management and organisation including the staffing model chosen. The use of FLAs as the deliverers of the FL caused some problems mainly in terms of their support and training on aspects such as the use of the target language in their teaching, how to give instructions that the pupils would understand and how to introduce and practice vocabulary in varied ways. The continuity of the FL taught and

the programme itself also proved problematic as FLAs usually stay in the UK for one year, or two at the most. The programme was mainly based on oral/aural activities which made the keeping of records from pupils' work and progress rather difficult and posed problems in secondary schools which recurred due to the 'starting from scratch' strategy. However, Martin felt that:

findings from all stages of the research indicate that, properly supported (and funded), FLAs can make a vital contribution to the work of the primary school. (Martin, 1999, p.181)

Although aware of the above problems, Martin observed a positive aspect of the encounter model she investigated in both the vertical (between primary and secondary schools) and horizontal (between primary schools) liaison arrangements in place. In her opinion, a good liaison strategy is crucial for a good MLPS programme.

Overall there needs to be more awareness on both sides not only of what is taught (content) but also of how the FL is being taught (methodology)... It is vital to view early foreign language learning as part of a primary-secondary continuum. (Martin, 1999, p.208)

Although Martin recognised that the gains of an Encounter Model programme would be "largely psychological rather than linguistic" (Martin, 1999, p.212), she felt that this could be an alternative model which would be

a holistic learning experience with three strands: foreign language learning in the sense of skills acquisition; the promotion of cultural awareness; and the development of children's metalinguistic aptitudes. (Martin, 1999, p.214)

Although the model used by the schools involved in Martin's research was very different from the schools participating in the present one, her thesis provided this researcher with a view on a different model with which she was not very familiar. The methods used by Martin were interviews with head teachers, teachers and FLAs, class observations and questionnaires.

Finally, the last thesis evaluated in this research was Driscoll's "MFLs in English Primary Schools: an investigation of 2 contrasting approaches". In this research Driscoll compared the model of generalist primary teachers teaching French to their classes (in a LEA named Westshire for the purposes of the research) with that of a group of peripatetic French specialist teachers teaching the FL in a number of

classes (in a LEA named Avalon). Driscoll hoped to find out “what were the essential dimensions of difference, the relationship between these dimensions, and how these differences can be accounted for” (Driscoll, 2000, p.2). 6 peripatetic teachers who taught French in 14 schools and 11 generalist teachers from 11 schools were involved in her research. In contrast to the present thesis which concentrates both on the classroom processes and the outcomes (pupils’ attitudes and competence), Driscoll’s ethnographic research focused “on the detail of the classroom processes rather than pupil learning outcomes” (Driscoll, 2000, p.3). Her aim was “not to conduct an evaluation of the 2 programmes, but instead to map the issues in this emerging aspect of the primary curriculum” (Driscoll, 2000; p. 3). Driscoll concentrated on the two different teaching models focusing on the teachers’ biographies and their position in the school and LEA, how they handled the content to be taught and the pedagogical approaches and methods they used. In order to do this, Driscoll used mainly classroom observations throughout 5 terms supported by interviews and conversations with teachers, head teachers and pupils.

In her conclusions, Driscoll recognised the importance of the teacher’s expertise in this area of education, but also of the whole entourage of which the teacher is part.

It became apparent very early in the field work that the teachers’ expertise is a significant, if not the most significant factor, in determining the type of provision and the nature of classroom practice. The ‘teachers’ expertise’ encompasses their subject knowledge, professional experience and beliefs about the subject and about teaching and learning, but what emerged from the study was the idea that the teachers’ expertise in this case was also bound up with their position in relation to the school and their membership of a ‘community of practice’. (Driscoll, 2000, p.320)

In her research, Driscoll found that specialist teachers included all four skills in their teaching and that their wider subject knowledge enabled them to:

- bring to the classroom more complex language forms and grammatical constructions...
 - facilitate a more acute attention to error...
 - predict areas of difficulty and attribute significance to the children’s stumblings...
 - explore links between the target language and English...
 - include the teaching of language learning skills.
- (Driscoll, 2000, p.198)

On the other hand, generalist teachers only included two skills in their teaching (speaking and listening); they were more concerned about “the immediate steps in language learning, judged difficult by their observations of pupils’ response rather than in a relation to a longer term view of the structure of language” (Driscoll, 2000, p.198). Writing was generally not included in the generalist teachers’ lessons due to their “lack of confidence in their own ability to spell and write in French” (Driscoll, 2000, p. 199).

In general, she found that the teachers’ main purposes were different when teaching the FL.

The central concern of the teacher in Westshire [generalist] was the development of positive attitudes to language learning, whereas, in Avalon [specialist] this could be seen to be a side issue. In the specialists’ lessons the central aim appeared to be concerned with the building of linguistic competence. (Driscoll, 2000, p.201)

This difference in aims affected the classroom practices of the two models of teachers. The specialist teachers’ approach was “highly structured and carefully sequenced... There was a balance between whole class teaching and pair work, and in most lessons the pupils worked individually in their books which was often linked to writing tasks” (Driscoll, 2000, p.335). The researcher felt that their teaching was less pupil-centred than the generalists’, although the specialists themselves talked about it as “pupils-centred, creative and interactive” (Driscoll, 2000, p.243). The teaching was assessment driven and pupils’ records were kept which ensured some sort of continuity of learning.

On the other hand, the generalist teachers based their teaching on a video programme provided for them and they “tended to alter the programme according to their perceptions of the pupils’ collective mood and receptivity to particular activities and topics. This focus on pupil motivation led to a slower pace of progress” (Driscoll, 2000, p.335). In their case, assessment was part of the teaching and learning experience, group focused, and they “did not set targets based on clear subject-related

criteria. Their implicit criteria were mostly concerned with attitudes, levels of confidence and enjoyment” (Driscoll, 2000, p.240).

In her concluding remarks, Driscoll felt that the expertise of the generalist teachers should be taken into account but ensuring that they received adequate training and support, that the content of the programme was clearly set, and that the teaching of a FL had a time allocation in the primary curriculum.

Overall it is a significant finding of this study that it is indeed realistic to expect that MFL can be taught by primary class teachers who have limited subject knowledge, with support and training.

This research shows that there were significant differences in the level of content in the two cases. The implication would appear to be that, if MFL is to be taught in every primary school, the level of content would need to be relatively low...

The time allocation is crucial and will set limits on the content of the programme. (Driscoll, 2000, p.347-348)

Driscoll’s research is a thorough study of two different teaching models which highlights the characteristics of each and analyses the benefits or disadvantages of each model. Her final chapter provides excellent reference tables which summarise the main characteristics of the two models and which should be very helpful to anyone interested in this area. Most of the findings are based on data gathered through a large number of classroom observations (68 specialist teachers and 78 generalist teachers) although other methods were also used in order to validate the findings. As chapter 5 will explain, the present researcher used this triangulation-of-findings method where questionnaires and interviews clarified or validated the findings of classroom observations.

4.2. What are the research needs of MLPS at present?

In addition to the above and in order to assess the research needs in MLPS for this chapter, three main publications were consulted:

- *Researching languages at primary school. Some European Perspectives.* (1996) edited by Edelenbos and Johnstone and which highlighted the research undertaken in early language education in five countries of Europe (Germany, Hungary, Italy, Holland and Scotland).

- *Foreign languages in primary and pre-school education. A review of recent research within the European Union.* (1998) by Blondin, Candelier, Edelenbos, Johnstone, Kubanek-German and Taeschner. This publication was the result of an invitation by the European Commission to look at the research published to date where the researchers examined a wide range of published reports on the teaching of modern foreign languages in primary schools. Unfortunately they did not find any clear answers to most of the questions that are still present in this area.

During the last few years a very large number of publications have been devoted to the teaching of foreign languages in pre-secondary education across the members states of the current European Union. Too often these only serve, in repetitious fashion, to make claims that have not in fact been grounded in genuine research or to describe situations that are too specific to permit generalisation of conclusion ...

In spite of considerable efforts to find suitable publications in the form of official reports, theses, articles, etc... that met our minimal criteria, the number of texts that were assembled was not large. This seems all the more so when compared with the very much larger number of un-researched publications containing recommendations on aims, policy, methods and activities that have been devoted to this area. Indeed our research proved a fascinating if somewhat daunting task. It was made all the more difficult, since there is at present no such thing as a community of European language researchers that uses a common pool of journals through which to share with each other the fruits of their research. (Blondin et al., 1998; p. 2)

- *An analysis of national and international research on the provision of modern foreign languages in primary schools.* (Martin, 2000) (Report analysed earlier)

Other publications were also consulted for this assessment of research needs in MLPS such as Johnstone's chapter setting an "Agenda for research in MLPS" in Driscoll and Frost (1999) and Sharpe's "Modern Foreign Languages in the Primary School. The what, why and how of early MFL" published in 2001.

For the purpose of this review, these aspects have been divided into four main sections: research concerning implementation and input models, the teachers, the pupils and resources.

4.2.1. Research concerning implementation and input models

4.2.1.1. – Continuity of language

A policy apparent in most countries where a foreign language is taught at primary levels is that of continuing into secondary levels with the same language that has been learned in primary. However, different voices, such as Johnstone, questioned this policy and asked for research into its benefits or disadvantages, as highlighted in Driscoll and Frost (1999). Martin's PhD thesis (1999) studied the Encounter Model where pupils in primary level were taught three different languages (French, German and Spanish) by young native foreign language assistants. In her conclusion Martin found that "the majority of children encountering these foreign languages were positive about their experience and wanted to continue learning several languages at primary and go on with a foreign language at secondary" (Martin, 1999, p. 205). In Scotland this very issue was also questioned in February 2000 by a language advisor:

It would be interesting to know whether any research (at school level or wider) has been undertaken to show that pupils who switch language between P7 and S1 perform as well, better or worse at S2 or at Standard Grade than those who continue with the same language from P6 to S4 ... This authority (Clackmannanshire) believes that, until there is any real evidence that a switch of language leads to a lower level of achievement, there is no reason to follow advice that continuity should be imposed. (Comment from Wilson on the issue of continuity of language P6-S4 in <http://www.svtc.org.uk/modlang>)

4.2.1.2. – Different input models

What is the most appropriate model for the teaching of foreign languages to primary age children? Is it immersion? Partial immersion? Sensitisation programme? Linguistic competence programme? Short and daily lessons? Longer weekly lessons? Teacher teaching own class? Visiting teacher? Specialist peripatetic teacher? Secondary teacher? These are all options that could be used. However, when considering their benefits or problems many points should be taken into account such as pupils' interest, training of teachers, implication in primary school curriculum, cost, etc...

Johnstone considered this was a major area of research that had to be investigated “exploring the relationships between different input models (e.g. MLPS, early partial immersion, and points in between these), process factors (what takes place overtly and covertly when the language is taught, learnt and used), and outcomes (in terms of language proficiency, metalinguistic awareness and attitudes)” (Driscoll & Frost, 1999; p. 206).

In England, since 1999, two major PhD theses researched this aspect of MLPS. Martin (1999) looked at the Encounter model where primary pupils received short taster courses in different languages. In her conclusion, Martin highlighted the lack of research in terms of single foreign language teaching:

Approaches based on the learning of a *single* foreign language have not yet been shown to have a positive effect on the development of children’s metalinguistic competence, which is now recognised as important for foreign language learning (Genclot 1996 in Blondin et al. 1998, Low et al. 1993). In contrast approaches based on a *number* of languages, not only foreign, but also first and second languages, dialects and minority languages have been found to have a positive effect (Luc 1992, Bailly and Luc 1992, Charmeux 1992, Nagy 1996 in Blondin et al. 1998). (Martin, 1999, p. 213)

Driscoll (2000) concentrated on two models of teaching approach: a visiting peripatetic teacher as opposed to the generalist primary class teacher. Her conclusions on the different teacher models are analysed further in section 4.2.2 which concentrates on teachers.

4.2.1.3. – Differentiation

Most primary classes have children of different levels of ability. In most areas of the curriculum teachers are able to offer different work to pupils according to their abilities. However the benefits of ability groupings are not straightforward. Many teachers have seen lower ability pupils burgeoning when learning a foreign language; their confidence has received a boost because they are able to do what the other pupils are doing as they have all started at the same level. This issue should be researched to see if ability groupings should also take place in the foreign language in

the primary school or should be left until the secondary school, so that all pupils have a chance to start learning the foreign language at the same level.

In terms of the effects of differentiation, both ends of the spectrum should be looked into. How does it affect the lower ability pupils? But also how does it affect the more able pupils and how can we encourage them without undermining other pupils? Linked with these differentiation aspects is the role MFL learning and teaching can play in pupils with learning difficulties. In this respect, many Special Education Needs (SEN) projects are starting to introduce the teaching of a MFL to their pupils and further research is needed into the benefits or disadvantages such an introduction could have and, into the best methods to implement the teaching and learning of MFL in SEN institutions.

4.2.2. Research concerning the teachers

As stated earlier, in 2000, Driscoll published a PhD thesis contrasting two different approaches to the teaching of MLPS: the specialist peripatetic teacher as opposed to the generalist primary teacher model. One of the main findings to emerge from this study was the importance the teacher had in any educational programme and also in ELL. In her final findings, the researcher stated that: “It became apparent very early in the field work that the teachers’ expertise is a significant, if not the most significant factor, in determining the type of provision and the nature of classroom practice” (Driscoll, 2000, p. 220). In this respect, research concerning teachers of foreign languages is crucial but has to be adapted to the different contexts each MLPS programme might have such as the aims of the programme, the training the teachers have received or the length and frequency of the FL lessons.

4.2.2.1. – The effective foreign language teacher

According to Creemers (1994) one of the characteristics of effective teaching, in general, is the behaviour of the teacher. Pupils should feel able to approach the teacher and be confident that the teacher is doing his/her best to help and educate

them. However, there have not been many projects looking into pupils' views of what a good teacher should be like. In Edelenbos and Johnstone's opinion this is one of the points that could be researched to help the education community to provide the best teachers possible.

Teachers who teach effectively have hardly been identified in the studies presented in this book, though a number of interesting hypotheses are suggested that undoubtedly merit further exploration, e.g. in the research reported from Italy. There is, though, an almost complete absence of research that provides a view from the pupils themselves as to what constitutes effective foreign-language teaching. ... It would therefore be well worthwhile to investigate what, if any, would be the special characteristics of a good *foreign-language* teacher, as perceived by learners, and to relate these to aspects such as pupils' age and stage of learning. Do pupils at primary school value the same characteristics of good foreign-language teaching as students in upper secondary, for example?

(Edelenbos & Johnstone, 1996; p. 79)

4.2.2.2. – Teacher training

The training of teachers is a very important aspect of any educational enterprise and also of any early language learning programme. However, the training of the teachers will depend on the model of ELL chosen by the authorities. A programme which aims to achieve an acceptable linguistic competence in pupils will require different abilities in the teacher, than a programme which aims to familiarise pupils with different languages or mainly with the foreign culture. However, although at different levels, at all times teachers should be trained both in the linguistic aspect of the foreign language as well as in the use of the most appropriate methods to teach the foreign language to primary aged pupils. In this respect, research should focus on what is the best training by which teachers would become competent in the foreign language and ways to teach it, but at the same time, feeling confident that they are addressing the right issues in the foreign language and are able to assess their pupils' competence according to the model of programme they are teaching in. As Sharpe said:

We need to know more about how primary teachers' conceptions of their role and what they are able to do can be shaped by training experiences.
(Sharpe, 2001, p. 194)

4.2.2.3. – Teachers' linguistic competence

As mentioned above, one part of teacher training should be linguistic training in the foreign language. In the past, many programmes did not expect teachers to be specialists in the foreign language, although this might be a new approach in the primary sector in the future. In a study carried out by Edelenbos in 1993, the proficiency of teachers in the foreign language seemed to be a crucial factor in primary foreign language education, and employing authorities like to know and have relevant, trustworthy and solid information on the competence of their teachers. In this respect, there is a need for appropriate instruments for measuring that competence, taking into account each teacher's need for the language, depending on the purpose for which they would use the foreign language.

In Scotland, the national training programme undertaken in the 1990s prepared the teacher to teach the MFL in a linguistic competence programme. However, if an authority decides to go for an encounter programme, as was the case explained in Martin's 1999 thesis, or for a languages awareness programme, the linguistic needs of the teachers involved are different. In her thesis, Driscoll reported that the linguistic competence needs of teachers are different if the MFL teacher is a visiting peripatetic teacher as opposed to a generalist class teacher. However, research should investigate the idea whether different linguistic competences are needed in MLPS for the different teaching approaches. For example, if the teacher is actually teaching the language as the only teacher or as a reinforcement exercise during the week after a specialist teacher has taught the lesson, are the needs of these two types of teachers the same?

4.2.2.4. – Teaching methodology competence

Primary ML teachers need to be aware of general second language acquisition concepts and methods that can be used with pupils of that specific age range. In the past, different teaching methods have been used in modern languages classes (translation based methods, physical response, communicative approach, topic based teaching) with the support of different resources (language labs, video, IT). However,

research is needed to find the most appropriate way(s) of teaching young learners, taking teachers' expertise into account, and with a view to smoothing the transition from primary to secondary.

As part of this research on different methods of teaching, it would also be of interest, to study the reactions of pupils to different types of activities which would give an idea of methods that could be used in the classroom and, at the same time, appeal more to the different age and ability pupils.

4.2.2.5. – Use of target language

Linked to teachers' competence, both in the foreign language and in early language teaching methods, is the use of the target language in the classroom. The benefits of it when teaching a foreign language have been accepted in the past in terms of second language learning. However, many questions are being raised in this respect regarding primary schools. Should teachers teach about the foreign language in the pupils' first language? Should they use the target language to introduce activities? These are questions that are of great interest which could affect the type of training required by teachers to teach the foreign language. However, as Johnstone stated, "a legitimate and thus far unanswered research question does arise concerning the optimum balance between the development of metalinguistic awareness through L1 and the implementation of classroom activities in L2" (Driscoll & Frost, 1999; p. 203).

4.2.2.6. – Involving teachers in research

A point Johnstone found of interest was the fact that very few research projects had been undertaken by teachers themselves. This could be, on the one hand, due to the fact that primary teachers have not been involved in the teaching of the foreign language for that long. However, on the other hand, this could also be due to the fact that primary teachers are busy people who have often just enough time to teach their pupils and complete the assessment and administrative tasks required in the

primary sector without the added burden which a research project could present. However, as Martin's and the Nuffield Languages Inquiry reports recommended, it would still be advantageous to find a way to encourage teachers to do research in this field so that professional researchers and authorities could see what is really happening in the every day life of the modern language classroom, possibly by funding "more joint work involving teachers and researchers" (The Nuffield Languages Inquiry, 2000, p. 81).

4.2.3. Research concerning the pupils

4.2.3.1. Factors influencing foreign language learning in pupils in this age range

Much research has been undertaken into the factors affecting foreign language learning, however, most of this research has concentrated on adult learners or teenagers and secondary school age pupils. In terms of younger pupils, it is not clear whether the factors influencing ML learning would be different or not. This is an area which would benefit from further research and might suggest better teaching methods to use, the best implementation models (short daily lessons versus one longer period per week) and what should be included in the training of teachers.

It is certainly not the case that competence in another language is acquired exactly the same ways as competence in other subjects, though research does not yet provide a clear picture of the precise processes by which foreign-language competence is in fact developed in individuals within school contexts. There still appears to be considerable uncertainty as to the relative balance of biological factors, innate factors (e.g. universal grammar), cognitive learning factors and social-interactive factors, and of the impact of the other levels of factors on these, in accounting for the development of a second or foreign language in learners at school.

(Edelenbos & Johnstone, 1996; p. 82)

4.2.3.2. Saturation level in learners.

Students of a foreign language go through a 'saturation threshold' where they do not seem to acquire any more new knowledge in the foreign language as Genelot (1996) found in the research undertaken in France. According to Johnstone (Driscoll & Frost, 1999), the causes or factors affecting this saturation level should be

examined. Might this level depend on: length of lessons; methods used in the classroom; affective factors external to the school; teacher/pupil interaction?

The notion of saturation threshold is interesting and has also been mentioned by teachers outside France as a possible factor. This is an area well worth exploring. What does this apparent threshold consist of? Is it similar to the notion of threshold or “plateau” that is a well-attested characteristic of second language acquisition? What are the factors that appear to cause this threshold, and can they be manipulated in such a way that children progress beyond it? (Driscoll & Frost, 1999; p. 201)

4.2.3.3. Effect of second language on first language

Many parents are worried that the introduction of a foreign language in the primary curriculum could affect the learning of the basics such as English and Maths. On the other hand, others believe that the teaching of a foreign language can widen the knowledge of pupils at this young age in terms of social skills, and enhance the acceptance of different cultures and communication skills different from the spoken or written language. With this in mind, it would be interesting and beneficial to parents to study the effects learning a foreign language might have on the pupils’ first language.

4.2.3.4. Attitudes to foreign languages

As seen in the previous chapter on the history of MLPS in the UK, a main issue identified in language learning is pupils’ motivation. Many documents reported in that chapter highlighted the importance of motivating UK pupils to learn a FL and to help them see the value of foreign languages in the present world and for their future lives. In this respect, research is needed into the factors that motivate pupils to learn or to abandon a MFL during their schooling, but also into the attitudes pupils have towards foreign languages. In this area, two different factors can be identified for research: factors affecting pupils’ attitudes to the FL learning process itself, and factors affecting the views of pupils of the culture and people of the country of origin of that FL.

From the 1990s, a number of university dissertations and theses have concentrated on this aspect of early language learning (Cullen 1993, Gregory 1996,

Martin 1999, Poole 1999, and Young 1999 among others), and some influences upon the attitudes of pupils have been identified. Some of these factors are the 'fun' environment in which learning usually takes place in primary schools; the importance of the teacher's competence; the active and varied nature of the methods used; the learning of the FL as part of the everyday life of school and not as a separate subject (as is the case in secondary schools); the continuity between primary and secondary stages, and the contact with the culture of the language in question. However, most of these researchers' work has concentrated on one language: French, so it would be interesting to investigate pupils' attitudes to other languages, particularly Spanish.

4.2.3.5. Pupils' linguistic competence

What pupils are able to do at the end of each year in primary school and how to assess their knowledge is an important aspect requiring further research.

Another aspect of ML learners' learning, well worthy of further investigation by research, must of course be what they in fact learn to do – the levels of knowledge, skill, competence, proficiency and other aspects that they in fact develop as they progress through their primary and secondary schooling.

(Edelenbos & Johnstone, 1996; p. 82)

Four years later, in 2000, in her report to the QCA on the research available in Early Language Learning, Martin concluded that "a linguistic analysis of primary children's performance over time, over a range of tasks needs to be carried out, the findings of which might enable the National Curriculum levels to be refined" (Martin, 2000, p. 29). In Scotland, some of this research has already taken place, although mainly in French and German through the AAP project described in the previous chapter (chapter 2, section 2.2.7). In 2001, new 5-14 National Guidelines for Modern Languages were published giving information on what pupils should have achieved by the end of P6, P7, S1 and S2. These guidelines used some information from the results of the Pilot AAP programme undertaken between 1995 and 1998, but were not otherwise based on classroom research.

4.2.3.6. Continuity of pupils' knowledge from primary to secondary

Apart from the progress between P6 and P7, it is also important to research the progress between the primary and the secondary levels of education. This progress should be assessed in terms of pupils' competence but also in terms of continuity of syllabus in the secondary level.

A major component of any future research agenda for MLPS must therefore be to follow children's progress through their primary education and at least the initial years of secondary, in order to ascertain whether (and if so, in what ways and to what extent) their experiences at secondary do actually build on what the research has indicated they experienced at primary.

(Driscoll & Frost, 1999; p. 198)

4.2.3.7. Assessment instruments

Assessment is an area of MLPS that has attracted many contrasting views. On the one hand, many primary teachers feel they are not able to assess the pupils' competence in a subject where they themselves do not feel confident in their own ability. On the other hand, government agencies and authorities want to assess how the programme they have spent so much money on is working. With this in mind, it would be interesting to study the setting of valid instruments of assessment of the pupils' competence in the foreign language which would be suitable both to the pupils and the teachers who will use them.

The above discussion makes it clear that a substantial component of our future research agenda must pertain to the description, analysis and assessment of children's developing competence in a foreign language during their primary and early secondary education ... What we therefore need to put on the research agenda is the development of sensitive, user-friendly assessment instruments that can be used comfortably by busy teachers and that will do a valid and reliable job.

(Driscoll & Frost, 1999; p. 203-204)

As explained earlier, the AAP pilot programme undertaken in Scotland between 1995 and 1998 concentrated on the assessment of pupils' attainment in French and German. As no previous AAP exercise had taken place in Modern Languages, one of the first aims of this Pilot was to develop appropriate assessment

instruments and procedures for a pilot AAP in modern languages in P7 and S2 and then to evaluate the effectiveness of the instruments and procedures that had been adopted to be later used in a national scale AAP programme. The findings from the Pilot were reported in the previous chapter (section 2.2.7), but by June 2003 the report of the national AAP had not been published so no conclusions on the effectiveness of their assessment tools could be reported at this stage.

4.2.4. Research into resources

4.2.4.1. – Use of video

The use of video is a new resource that is becoming more common in the foreign language classroom. Many publishers have been publishing new video teaching programmes for modern languages directed at primary schools. However, as with all new resources, this area needs research into its effective use in the classroom, its appropriateness for younger pupils and how teachers might use the video effectively in the MFL class.

4.2.4.2. – Use of new technologies

In this era of emerging new technologies one cannot ignore what is becoming part of the everyday life of schools and of pupils themselves. A Modern Language is a great tool in terms of world communication through e-mail, Internet, and even video conferencing. These new resources could make the link with Europe easier and more real for pupils who should be able to use the foreign language to communicate with pupils in a different country of the world. However, the use of these new instruments should be well researched in order to clarify potential benefits, but also the challenges they might create for pupils and teachers.

4.3. The present research project

Table 4.1 reveals a lack of research in Scotland, in Spanish and covering all four main aspects of any educational programme. Table 4.2 below shows this present

research concentrates on those four aspects focusing both in the context and the outcomes of teaching and learning Spanish in primary and early-secondary schools in West Central Scotland.

Table 4.2. Objectives of the present thesis

Author Year	Language Country	Implementation Practicalities	Teachers	Pupils' Attitudes	Pupils' Linguistic Competence
Gallastegi 2004	Spanish Scotland	Timetable arrangements. Liaison arrangements. Transfer of records.	Class teacher versus drop-in teacher. Methods used. Skills taught. Use of target language. Training.	Attitudes to learning Spanish. Attitudes to activities. Perceptions of difficulty. Perceptions of usefulness of primary FL learning experience. Language choice for S2.	Linguistic competence in P6, P7, S1.

4.3.1. Why in Scotland?

In Scotland an evaluation of the pilot project took place between 1991 and 1995. However, a new phase of MLPS commenced in 1993-1994 (with not inconsiderable funding from SOEID and later the Scottish Executive) where the primary teacher was trained to teach the foreign language, as opposed to the pilot projects where the teaching was mostly undertaken by visiting secondary teachers. The evaluation of the pilot projects centred mainly on two aspects: the pupils' linguistic competence; and the courses and methods used for the evaluation programme. The present researcher participated in the Scottish MLPS generalisation programme from its commencement, initially as a tutor in the training courses and subsequently as a peripatetic teacher in schools where the teachers were being trained or where the trained teachers were no longer available due to illness or promotion. Throughout her experience, she found considerable enthusiasm in the teachers during their training, and then in the pupils in the schools. However, although most people involved in the Scottish MLPS programme acknowledged the positive attitudes present among

participants, these were based on personal experience rather than upon school-based research. In 1999, a report was published by the National Development Officers for MLPS (Tierney & De Cecco) on the situation of MLPS in Scotland but it concentrated mainly on the organisational aspects of the programme and not on pupils' and teachers' competences or the pupils' attitudes to learning a foreign language.

4.3.2. Why Spanish?

Seeing this gap in the MLPS programme in Scotland, for the purpose of this present PhD research the decision was taken to concentrate on the teaching and learning of Spanish in primary and early secondary schools in West Central Scotland. Spanish was chosen firstly, because of the researcher's own involvement in the training of primary teachers in Scotland between 1994 and 1999, and, secondly, due to the virtual absence of research in this language. In terms of modern languages, the languages most commonly researched are French, German and English as a foreign language. However, Spanish is one of the most spoken languages in the world and, in Scotland, more people go on holiday to Spain than to France or Germany and should be able to use the foreign language learnt in school. As Sharpe stated:

Every year after labouring through hard hours of learning French, youngsters board fast jet planes and fly right over France for the family holiday in Spain, Portugal, Italy or Greece. Given that what we are concerned with now is communicating it could be argued that it would be better to teach the languages of these countries. (Sharpe, 2001, p. 73-74)

In this respect, Benítez, then Language Advisor at the Consejería de Educación in London (education advisory service from the Spanish Education ministry) published an article in the Early Language Learning Bulletin in September 2001 highlighting some benefits of learning Spanish in primary schools. In her opinion, Spanish was "the perfect choice" because:

- Spanish gives people access to a lively culture;
- Spanish is easy to learn due to its simple phonological system with its one-to-one correspondence between writing and pronunciation;

- Spanish is spoken by about 350 million native speakers worldwide and it is the official language of 21 countries, and as highlighted in the “Citizens of a Multilingual World” Rationale: “Spanish is the second most widely spoken first language in the world, after Mandarin, and ahead of English in third place” (AGL, 2000, Rationale).
- Spanish can open up many professional opportunities in the future for all pupils;
- Spanish is the language of the future. At its present rate of growth, it will soon become the second language for international communication after English.

Finally, West Central Scotland was chosen as the area of research because the researcher was based in Glasgow, and this is the area where most Spanish teaching primary schools are situated (although the areas around Dundee and Aberdeen also have a number of Spanish teaching primary schools).

4.3.3. Research questions

The present research concentrated on four important aspects of MLPS: the implementation practicalities in schools teaching Spanish in the West of Scotland; the primary teachers involved in the teaching; and the attitudes and the linguistic competence of the pupils involved in the learning. It aimed to answer the following 14 research questions.

Implementation Practicalities

1. Who teaches Spanish in primary schools? (Class teacher / Drop-in teacher). What are the benefits or disadvantages of each according to the practitioners?
2. How long and often is Spanish taught in primary schools?
3. What are the liaison arrangements between primary and secondary institutions?
4. What, if any, form of record keeping and transfer of information takes place between primary and secondary schools teaching Spanish?

Primary teachers

5. What methods do primary teachers use to teach Spanish?

6. Are all skills taught in primary schools? To what extent?
7. Do primary teachers use the target language in the Spanish class? When?
8. What training have the primary teachers received? What do they feel they need in this respect?

Pupils

In terms of the pupils learning Spanish in primary and early secondary schools, two main aspects were researched in this thesis: their attitudes to the FL (questions 9, 10, 11, 12, 13) and their linguistic competence in the FL (question 14).

9. Why do pupils feel happy or unhappy about learning Spanish? Do these feelings change between P5 and S1?
10. What activities do pupils prefer to do in the Spanish class? Do these change from P6 to S1?
11. How easy or difficult do pupils feel Spanish is in P7 and S1? Does their opinion change between P7 and S1?
12. How useful do S1 pupils feel their Spanish learning experience in primary school has been?
13. Given the choice, what languages would S1 pupils choose to learn in S2?
14. What can the pupils understand and produce in Spanish at the end of P6, P7 and S1?

The following chapter looks at the research instruments used to investigate the above questions.

CHAPTER 5

DESIGN OF STUDY

As table 4.2 in the previous chapter showed, this thesis investigates four main areas of the teaching and learning of Spanish in West Central Scotland: implementation practicalities of the programme; the primary teachers involved in it; the pupils' attitudes and the pupils' linguistic competence.

5.1. The sample

The majority of Scottish schools teaching Spanish are denominational (Catholic) schools and are to be found in three local authorities in West Central Scotland. In Scotland 'denominational catholic' schools are state comprehensive schools where the majority of pupils attend according to their catchment areas and not through selection by their parents or payment of fees (occasionally a family might decide to send a child to a school that would not correspond to them due to work issues or others). In terms of MLPS, French is the main language taught in primary schools. Spanish and Italian are generally taught in primary schools that are denominational (Catholic) and German is mainly taught in non-denominational schools. In terms of the effect the different ethos of the schools could have on pupils' attainment or their attitudes to learning, although a few studies have been undertaken, no clear quantitative findings indicate differences being due to the schools being denominational or not. In this sense, this research should not be linked to the denominational status of the schools involved per se, rather it pertains to foreign language provision in comprehensive state schools. According to the Tierney

and De Cecco 1999 report on provision of MLPS in Scotland, a total of 2280 primary schools were teaching a FL in 1998-1999. Of those, 76% taught French, 21% German, 2% Spanish and 1% Italian. In Scotland, there are 32 local authorities of which only 10 taught Spanish at that time. Although some authorities in the North and East of Scotland also teach Spanish, this FL is mainly taught in West Central Scotland with the three authorities selected for this research including 70% of the schools teaching Spanish in Scotland. At the commencement of the research (January 1999), in these three authorities there were 39 primary schools associated with 9 secondary schools teaching Spanish and the research sample was drawn from them. The type of school varied widely, from very small schools that had mainly composite classes, to bigger schools with 2 or 2.5 classes for some stages. As mentioned above, the areas where the schools were situated also differed greatly but all were denominational (Catholic) schools. However, this study concentrated on the general picture of the teaching and learning of Spanish. As explained in the previous chapter, Poole investigated the assertion of whether “younger is better” taking into account the different socio-economic background of two schools. However, it will be for another study to look at the effects, if any, of size, location or social background of the schools in Scotland.

Spanish was chosen as the language to be researched because, as table 4.1. showed, most of the research in MLPS to that date had concentrated in French or English as a foreign language, and very little research had focused on Spanish. Furthermore, the researcher had considerable personal involvement in the training and teaching of Spanish in primary schools. In Scotland, as explained above, Spanish is usually taught in catholic schools and many of them are located in deprived or ‘run down’ areas. In other instances, some schools are located in middle class areas with new houses being built in the outskirts of Glasgow or within commuting distance. However, when visiting all the schools, it became apparent that most of the children had been to Spain on holidays so from one perspective, as Benítez (ELL Bulletin, September 2001) and Sharpe (2001, p.73-74) suggested, it could make sense to teach Spanish instead of French or German.

In May / June 1999, 39 primary schools were visited when pupils were in P5: 24 in Authority A, 6 in Authority B and 9 in Authority C (see table 5.1). It was thought sensible to make contact with all of them at the beginning in order to ensure a viable sample (anticipating withdrawals due to teacher movement, absence, or timetable problems).

In May / June 2000 and 2001, 23 primary schools were visited: 13 in Authority A, 3 in Authority B and 7 in Authority C in 2000 and 12, 3 and 8 respectively in 2001. The reasons for the drop in the number of schools involved varied. Some schools had stopped teaching Spanish and started to teach French because the secondary school was now only teaching French in S1. In other schools, the teacher trained in Spanish had left or was on long-term absence with no supply available. Some teachers had just started to teach Spanish in November 1999 after they had finished their training in October. In these cases, it was decided not to visit those schools in May / June 2000 so as not to put too much pressure on the teachers involved. However, contact was kept with them through phone calls and teachers' questionnaires concerning their programme and implementation models. Finally, a few other schools were not visited due to timetable restrictions on the part of the school or the researcher's. Quite often, visits which had been arranged with a primary school were thereafter cancelled due to other priorities in the school. Whenever possible, if a visit was cancelled, an alternative date was arranged. However, in two or three instances, even after having arranged up to 4 visits with one school, some unforeseen circumstance finally prevented the visit taking place.

In terms of the Secondary schools, 9 schools were involved in the research in 2001/2002: 4 in Authority A, 2 in Authority B and 3 in Authority C. As can be seen in table 5.1 below, these schools had in total 36 Spanish classes, with a total number of 860 pupils completing the attitudes questionnaire in S1. Unfortunately, after lengthy negotiations, some teachers in one secondary school were not too keen to take part in the research after seeing the pupils' attitudes questionnaire (See appendix E.14). Due to the location of the school in a deprived area of the authority, teachers already had a difficult task to make pupils understand the point of learning Spanish.

In this situation, the teachers did not feel comfortable with the question “If you could choose next year, would you like to...?”. This section had been introduced in the questionnaire following the debate on ‘entitlement’ earlier discussed and proved to be as contentious amongst teachers as the Minister’s statement had been. To appease this situation, an agreement was reached to withdraw that section of the questionnaire in that particular school.

Table 5.1. Number of schools and pupils involved in present research

Authorities	Secondary schools number	Secondary pupil sample	Primary schools number	Primary pupil sample
Authority A	4 (19 S1 Spanish classes)	468	P5: 24 P6: 13 P7: 12	P5: 624 P6: 269 P7: 256
Authority B	2 (6 S1 Spanish classes)	141	P5: 6 P6: 3 P7: 3	P5: 169 P6: 80 P7: 73
Authority C	3 (11 S1 Spanish classes)	251	P5: 9 P6: 7 P7: 8	P5: 294 P6: 146 P7: 203
Total	9 (36 S1 Spanish classes)	860	P5: 39 P6: 23 P7: 23	P5: 1087 P6: 495 P7: 532

5.2. The timescale

This research was undertaken on a part-time basis between January 1999 and March 2003, with the field-work being carried out between April and June 1999, 2000, 2001 and 2002. Following consent from the Education Departments of the three selected Councils (Appendix E.1) in March 1999, the school visits were undertaken between April and June each session, and contact with the schools was maintained during the school year, mainly by phone. Apart from the data collected from school contacts, a continuous and extensive literature review exercise was also undertaken as part of this research (as reported in chapters 2, 3 and 4). Throughout the study, each year was divided into three main research periods:

- January to April: Literature review, investigation and design of questionnaires, telephone contact with schools to find out timetables and implementation models and visits to schools arranged.
- April to June: School visits for classroom observations, completion of pupils' attitudes questionnaires and pupils' linguistic competence interviews.
- July to December: Data collation and literature review.

In the case of both the primary and the secondary schools involved in the present research, an initial visit was made, in May 1999 and August – October 2001 respectively, to explain the research to the primary Head Teacher and the secondary Modern Languages Principal Teacher or Liaison representative in some cases. At this initial visit to the primary schools, consent letters (Appendix E.2) were left in the school for P5 parents or tutors to sign to allow their children to be involved in the research. These letters were later collected in the June 1999 visit. In May 2000, a second set of consent letters (Appendix E.3) was also sent for the P6 pupils selected to be involved in the second cohort of linguistic competence interviews. The school visits were completed in June 2002 and the writing up of the present thesis undertaken between then and June 2003.

5.3. Pre-data collection reading

Before starting the data collection exercise (May 1999), information on the teaching of Modern Languages in Primary Schools was gathered drawing on publications both from the UK and elsewhere in Europe, and from discussions with practitioners, colleagues and supervisors. Documents such as “Advice for schools”, published by the SOEID every year between 1995 and 2000, and others highlighting the developments in this area of the curriculum in Europe were also consulted. From these documents and conversations, conclusions were drawn on the information to be gathered from schools in order to investigate the MLPS issues in Scottish schools teaching Spanish.

In 1989, the Council of Cultural Co-Operation in the Council of Europe launched the ML project “Language Learning for European Citizenship”. Later, in 1997, Doyé and Hurrell produced a report, published by the Council of Europe, containing information from different workshops held throughout Europe as part of the project. In this report, the editors published 8 recommendations for the introduction of FL in the primary sector (see Doyé & Hurrell, 1997). As has been discussed in Chapters 2, 3 and 4, other documents, sets of recommendations (Nuffield 2000, AGL 2000, QCA 2001), and a number of dissertations and theses were also published during the period of the present research. However, in order to create the questionnaires completed by primary head teachers and teachers, and secondary ML principal teachers, the recommendations from the 1997 Council of Europe publication were used. Most of the information gathered from those questionnaires provided information on the first two issues investigated in this exercise, namely the implementation issues arising from MLPS and issues pertaining to primary teachers.

Doyé and Hurrell’s recommendations for the introduction of MFL in primary schools.

Although other recommendations for the introduction of MFL in primary schools were issued later, prior to starting the data collection exercise for this research, the Council of Europe publication was an important one. The recommendations issued in 1997 by Doyé and Hurrell were:

(The numbers in brackets refer the reader to notes following the box below)

1. Foreign Language Education should become an integral part of primary education in Europe. In order to fulfil their primordial function, namely helping children to acquire the basic competences needed for a full and active participation in society, European primary schools have to include foreign languages and cultures in their curricula.
2. The organisation of such FLE will necessarily vary from country to country, but experience has shown that it is particularly successful,
 - if it starts before the age of nine,
 - if it is integrated into the primary curriculum and
 - if it is conducted by well-trained classteachers. (1)

3. As the overall purpose of FLE is considered to be intercultural communicative competence, FLE in primary schools should aim at laying a solid foundation for this competence. (2)
4. Secondary schools have to build their foreign language teaching on the foundations laid in primary schools, i.e. continuity from the primary to the secondary level must be ensured. (3)
5. Specific methods have to be used in primary FLE. Above all, they must be child-centred, appropriate to the age of the learners and in accordance with the principles of primary education as a whole. (4)
6. The existing variety of suitable resources – realia, materials and media – has to be exploited in order to support the learning processes and to make FLE successful.
7. Programmes and curricula have to be evaluated carefully and their results have to be assessed systematically. Regular evaluation and assessment should become an integral part of FLE in primary schools in order to identify deficiencies and to make modifications and adaptations to meet new educational needs. (5)
8. A condition of greatest importance for the successful introduction of FLE into the primary schools is the supply of suitably qualified teachers. These teachers have to be experts both in primary education and in foreign language pedagogy. They should gain their qualification through initial studies at colleges and/or universities and through in-service training.

(Doyé & Hurrell, 1997, p 96-97)

- (1) As Hurrell had stated in one of her earlier writings, these class teachers should have both an acceptable linguistic competence, but also “the ability to present the Foreign Language appropriately to children, to paraphrase when children’s understanding breaks down, and to amplify for those children who wish to push their knowledge of the language further”. (Hurrell, 1995, p. 78-79)
- (2) “The aim of the curriculum at this stage of primary school – as repeated on many occasions during workshops – is not to teach a Foreign Language but to teach how to communicate in a Foreign Language” (Doyé & Hurrell, 1997, p. 20). In this respect, the focus should be in teaching primary pupils sentences and structures they can use in different situations when in contact with the FL, rather than vocabulary lists in the FL.

(3) Different ways of ensuring this continuity were identified in this report by Komorowska as awareness raising; collaboration; transfer of information; transition of activities; dissemination and training.

(4) With regards to the methods to be used in MFL teaching in primary schools, Ytreberg believed that

The overall aim of the teaching methods is to work through natural communication in the target language. At all times fluency is more important than accuracy, and interaction between the pupils, and between the pupils and the teacher, should encourage this natural flow... It must also be accepted that many children have a silent period before they try to speak. (Doyé & Hurrell, 1997, p. 25-26)

(5) As Edelenbos stated in that report, assessment should be goal related, integrated in the process of teaching and learning, take place when pupils are ready for it, be a positive account of what the pupil can do and adapted to each task and, transparent to those it is aimed at (pupils, parents, secondary teachers...).

Assessment at primary school should consist of observing, analysing, describing and reporting on the progress of the learners in the development of their proficiency in the Foreign Language and possibility of other constructs such as their attitude, their awareness of language and of culture and their personal development. (Doyé & Hurrell, 1997, p. 70)

Taking these recommendations and some other factors identified by later research reviewed in Chapters 2, 3 and 4 as a theoretical basis for a successful MLPS programme, the rest of this chapter concentrates on the instruments used in the present research for each of the four aspects under investigation: implementation issues, primary teachers, pupils' attitudes and pupils' linguistic competence. The research aimed to highlight the differences, if any, between the arguments produced by the different reports reviewed in Chapters 2 and 3, and the practice present in the Scottish schools participating in this investigation.

5.4. Research instruments used for each part of the investigation

The researcher had, some years previously, trained almost all the teachers participating in the research and had taught as a peripatetic Spanish teacher in some of the schools involved. In this sense it was important to ensure the objectivity of the present research and to make sure the teachers and head teachers were aware of her new role as an impartial researcher who wanted to collect the facts of the MLPS situation in their schools. In order to achieve this, triangulation of findings was used based on different research methods. Both quantitative and qualitative methods were used in the investigation, the quantitative instruments (questionnaires) providing greater objectivity to the more qualitative ones such as the classroom observations and interviews. Questionnaires and semi-structured interviews were used in the primary and secondary schools, and classroom observations were conducted in primary schools.

Questionnaires were the main instrument used to gather data as they could provide information on a large sample with standardised questions which could not be influenced by the researcher. However they also had some problems that had to be taken into account. When children are asked to complete questionnaires instructions must be clear and it should always be expected that some pupils might not complete the questionnaire efficiently. In order to handle this, pupils completed questionnaires with the researcher present herself. As is later explained the researcher's role was simply to give instructions and read out the different options the pupils had to choose from. However, when collating the data, not all pupils had followed the instructions correctly which made it more difficult for the researcher to analyse. In those cases, if the pupils' choice was not clear the researcher counted that answer as "void". In terms of the questionnaires for primary teachers and head teachers, in order to achieve objectivity they were asked to complete the questionnaires in their own time (not in the presence of the researcher) and a stamped addressed envelope was provided for its return to the researcher. Once the researcher had received the questionnaire, clarifications could be made on her next visit or by phone if any of the answers were not clear to the researcher. The semi-structured interviews held during

the visits to the schools also helped to clarify or go deeper into some of the issues raised in the questionnaires. Another aspect of triangulation of the information gathered through questionnaires were the class observations held in P6 and P7. In terms of the secondary school questionnaire, this was completed with the researcher as most of the information gathered was on practical issues such as timetabling, numbers of students or resources used in the Spanish lessons.

For the linguistic competence aspect of the research two instruments were used: individual interviews with the researcher for the listening, speaking and reading competence and pupils' attitudes questionnaires for the writing competence. More on the choice of these instruments is explained in section 5.4.4 of this chapter.

The box below summarises the numbers of questionnaires, interviews and class observations carried out in the present research.

- 2974 pupil questionnaires on their attitudes to learning Spanish were completed. (1087 in P5; 495 in P6; 532 in P7 and 860 in S1; providing a longitudinal study of close to 490 pupils' attitudes)
- 197 interviews were carried out to investigate the pupils' linguistic competence (82 in P6; 80 in P7 and 35 in S1).
- 41 Spanish primary lessons were observed (22 in P6 and 19 in P7).
- 43 questionnaires were completed by primary head teachers (36 in 1999 and 17 in 2000).
- 30 questionnaires were completed by primary teachers teaching Spanish in 1999.
- 9 questionnaires were completed by secondary ML principal teachers in 2002.

5.4.1. Implementation practicalities in primary and secondary schools teaching Spanish in the West of Scotland. (Chapter 6)

As stated in the previous chapter, the questions to be investigated in this section were:

- Who teaches Spanish in primary schools? (Class teacher / Drop-in teacher) And what are the benefits or disadvantages of each according to the practitioners?

- How long and how often is Spanish taught in primary schools?
- What are the liaison arrangements between primary and secondary institutions?
- What form, if any, of record keeping and transfer of information takes place between primary and secondary schools teaching Spanish?

For this aspect of the research, primary teachers and head teachers, and modern languages principal teachers and teachers from the secondary schools were involved. Apart from semi-structured interviews and telephone conversations, three questionnaires were used to collect information on these issues:

- May 1999: Primary Head Teachers' questionnaire 1 (Appendix E.4).
- May 2000: Primary Head Teachers' questionnaire 2 (Appendix E.5).
- August – October 2001: Secondary Modern Languages Principal Teachers' questionnaire (Appendix E.6).

5.4.1.1. May 1999: Primary head teachers' questionnaire 1 (Appendix E.4)

In terms of the primary schools, questionnaire 1 (Appendix E.4) was delivered in May 1999 to the initial 39 schools in the visit to explain the research. 36 out of 39 schools returned the questionnaire, providing a 92% return. The information required from the schools concentrated on the implementation models used in each school and the liaison arrangements with the secondary school and other cluster primary schools and included three sections. The first section included general information on the school such as contact details (telephone number and address), Head Teacher's name, associated secondary school (or other schools the pupils transferred to), the composition of classes between P5 and P7 and the number of pupils in those stages. The second part of the questionnaire concentrated on the teaching of Spanish in the school and covered information such as the number of teachers trained in Spanish in the school and the classes they taught (both for Spanish and as a class teacher); the pattern of Spanish teaching for each stage (once/twice per week; everyday...); the amount (in minutes) of Spanish taught in each stage every week; and finally, the availability or not of a programme of study in the schools and information on how it had been drawn up.

In terms of liaison arrangements, the publication *Review of recent research within the European Union* (CILT, 1998) identified five elements which impeded a good working liaison environment between primary and secondary schools, namely: the presence of a communication gap between staff (management and teachers) involved in primary and secondary education; the lack of fine tuning and compatibility of aims at several intermediate stages; the differences in approaches, topics covered and in linguistic insight; the reluctance at the secondary level to acknowledge the learning that had taken place at primary, and finally, shortcomings in initial teacher education and in provision for teachers' continuing professional development to address the above mentioned problems (CILT, 1998, p. 39). Based on this information, questions to primary head teachers, concerning the liaison arrangements with the secondary school, centred on the presence, or not, of regular meetings with the secondary school to discuss the teaching of Spanish; the keeping, or not, of pupils' progress reports in Spanish; the availability of joint in-service sessions with the secondary ML department; and, the presence of reciprocal visits between the primary and secondary school both for teachers and pupils. The information collected from these questionnaires was mainly used to gather data on the different implementation models (teacher teaching own class, own class + 1 drop-in class, teacher teaching 1 drop-in class, teacher teaching 2 drop-in classes), timetable arrangements for Spanish (class duration, classes per week) and issues arising from the liaison arrangements in place between primary and secondary school. Information from these issues can be found in Chapter 6 of the present thesis.

5.4.1.2. May 2000: Primary Head Teachers' questionnaire 2 (Appendix E.5).

In May 2000, questionnaire 2 (Appendix E.5) was given to the 23 schools visited of which 17 were returned, 74%. This questionnaire concentrated on the primary Head Teacher's personal views of the MLPS programme and consisted of four main areas: Spanish in the school; liaison arrangements; support for Spanish and the future of MLPS as seen by the Head Teacher. The aim of this more personal questionnaire was, to compare and contrast the theory of MLPS, drawn by different government or advisory bodies, with its practice in schools as seen by the

practitioners. In the first section, the head teacher was asked to provide his/her own view on whether the MLPS programme was progressing to their satisfaction in their school; the benefits the programme had brought to the school and whether it had interfered with the general school life. Additionally, head teachers were asked about their views of the feelings of the Spanish trained teachers, the other teachers in the school and the pupils involved in the programme. Finally, they had to identify the main advantages and the main problems apparent in the programme. In terms of liaison arrangements with the secondary school, primary head teachers were asked about the present situation (May 2000), whether the arrangements in place worked better or worse for Spanish than those for other areas of the curriculum, and how they would like to see them work in the future. The third section of this questionnaire was on the support available to their school and teachers in terms of Spanish, and once again, their feelings about the presence or lack of this support. Finally, the fourth section concentrated, on the one hand, on the head teacher's view of what the future developments of the MLPS programme would be, bearing in mind the current situation in their own school, and, on the other hand, the future developments they would like to see. In the May / June 1999, 2000 and 2001 visits to primary schools, a short semi-structured interview was also held with most primary Head Teachers to discuss the answers to the two above questionnaires or any other matters related to the teaching of Spanish in their school.

In the 1999-2000 and 2000-2001 school years, the information on timetable arrangements and implementation models was collected through phone calls to the primary schools in March/April of each year. This was used in favour of another questionnaire as it was seen to be less time consuming for the teachers and a response was more likely to be obtained from all schools through this more direct approach. Although not all the initial 39 schools were being visited in these two sessions, all the primary schools still teaching Spanish at the time were contacted to find out their Spanish teaching timetable and teacher allocation. Findings from these questionnaires are analysed in Chapters 6 and 7 of this thesis.

5.4.1.3. August – October 2001: Secondary Modern Languages Principal Teachers' questionnaire (Appendix E.6).

In terms of Secondary Schools, in August 2001 a letter was sent to the 9 schools to be involved in the research followed by a phone call explaining the research that had been developing in their associated primary schools since 1999. A first visit to all secondary schools was arranged and completed between August and October 2001 to meet the Modern Languages Principal teacher and any other teacher involved in the MLPS programme. During this visit, a questionnaire (Appendix E.6) was completed between the researcher and the teacher present (usually the ML Principal Teacher) in order to record information on different aspects of the Modern Languages department.

The Secondary Schools questionnaire centred first on the languages taught in the school, the teachers and Foreign Language assistants available, and the number of S1 classes and pupils for all languages. These questions concentrated on S1 as the research only involved S1 pupils. Another aspect of the secondary school's questionnaire was their relationship with their associated primary schools in terms of Modern Languages taught in the primary school, contact with the primary staff and pupils, and transfer of pupils' records from the primary institution. Finally, the teacher involved in the interview was asked about the resources used in the S1 Spanish lessons.

Most of the information gathered through the secondary school's questionnaire was later used to set up the pupils' attitudes questionnaires and linguistic competence interviews later reviewed in this chapter. At the same time, the aspects of liaison as viewed by the secondary staff would be contrasted with the findings from the primary head teachers' questionnaires and interviews. The findings in response to the research questions on implementation issues of the teaching of Spanish in primary and early secondary schools are contained in Chapter 6.

5.4.2. How do primary teachers teach Spanish in the West of Scotland? (Chapter 7)

In this area of the research four questions were to be answered:

- What methods do primary teachers use to teach Spanish?
- Are all skills taught in primary schools? To what extent?
- Do primary teachers use the target language in the Spanish class? When?
- What training have the primary teachers received? What do they feel they need in this respect?

Three different methods were used to investigate the above questions: a questionnaire to primary Spanish trained teachers in October 1999, classroom observations in May / June 2000 in P6 and May / June 2001 in P7, and semi-structured interviews with the primary teachers involved.

5.4.2.1. October 1999: Primary Spanish teachers' questionnaire (Appendix E.7)

In October 1999, a questionnaire (Appendix E.7) was sent to all the schools involved in the research (N=38). (By this stage one primary school had dropped out as the secondary school had decided to teach French in S1 instead of Spanish). The aim of this questionnaire was to obtain information on the implementation models, timetable arrangements, topics to be covered in P6, methods used and the teachers' own feelings about the MLPS programme. 30 out of 38 questionnaires were returned (79%).

This questionnaire first asked the primary teacher to identify their own class (P1 to P7) and the stage or stages where they taught Spanish. Concentrating on their work as Spanish teachers, they were then asked about the frequency of the lessons (once / twice per week; everyday...), the total amount of teaching time in minutes per week, and the day and time the Spanish lesson took place with the P6 class. This information was required to facilitate the organisation of the class observations to be completed in May / June 2000. In the same questionnaire, the primary Spanish teachers were asked to identify the topics they planned to cover with their P6 class until Christmas 1999 and until June 2000. This information gave the researcher an

idea of what areas of language could be used in the pupils' linguistic competence interviews to be held at the end of the school year. Unfortunately, as will be explained later, this information was not always accurate and many teachers had not covered all the topic areas identified in the questionnaire, or had included new ones.

The following section concentrated on the activities used in the Spanish lesson and how often teachers used them. All four skills were included in this part of the questionnaire and the activities included were based on the researcher's experience as a tutor in the training programme, as well as her experience in teaching Spanish in P6 and P7 and on discussions with primary teachers. The information gathered in this section was used to draw up the questionnaire on pupils' attitudes to activities, and also to make the linguistic competence interview exercises as close as possible to the activities the pupils were used to in Spanish lessons. Finally, the Spanish trained primary teachers were asked to express their feelings about teaching Spanish and the support they received or would like to receive.

The information collected in these questionnaires was later validated by classroom observations and semi-structured interviews with the primary teachers. Some of the information gathered in this questionnaire was also used for other aspects of the research such as MLPS implementation practicalities (chapter 6), pupils' attitudes to activities used in the Spanish lesson (chapter 8, section 8.2) and to set up the linguistic competence exercise (chapter 9).

5.4.2.2. May/June 2000 and 2001: P6 and P7 Classroom observations (Appendix E.8)

In May and June 2000 and 2001, 23 primary schools were visited in the three authorities, and 22 and 19 Spanish lessons observed in P6 and P7 respectively. Originally it was thought to video record the lessons but most teachers did not feel comfortable with that prospect and so recording was not carried out. In order to collect the data required from the classrooms, a simple observation sheet was designed. Before the final version was selected, different models used by other researchers were identified and explored for their appropriateness for use regarding

the aims of the present research. The aims of the classroom observations in this study were to identify: the activities used by the primary teacher and the time spent on each; the skills developed through the different activities; the grouping arrangements used in the teaching of Spanish and the language used by the primary teacher. The final version used in the class observations in P6 and P7 is given in figure 5.1. (Appendix E.8)

Figure 5.1: P6 and P7 Classroom observation record (Appendix E.8)

School: Teacher:		Date:		Time: Class:	
Time	Type of activity	Skills involved L / S / R / W	Participants T / C / G / Pa / Pu	Resources	Comments

After the class observation, a short interview was held with the primary teacher to clarify situations that arose in the class or any other matters involving the teaching of Spanish in their school. Findings involving the primary Spanish teachers can be found in Chapter 7.

5.4.3. Pupils' attitudes to Spanish (Chapter 8)

In this area of the research five main questions were to be answered:

- Why do pupils feel happy or unhappy about learning Spanish? Do these feelings change between P5 and S1?
- What activities do pupils prefer to do in the Spanish class? Do these change from P6 to S1?
- How easy or difficult do pupils feel Spanish is in P7 and S1? Does their opinion change between P7 and S1?

- How useful do S1 pupils feel their Spanish learning experience was in primary school?
- Given the choice, what languages would S1 pupils choose to learn in S2?

In order to research the attitudes of pupils to the study of Spanish, a longitudinal approach was adopted where pupils completed a questionnaire four times: at the end of their P5 year, before they had started to learn Spanish (May/June 1999; Appendix E.9) and at the end of their P6 (May 2000; Appendix E.10), P7 (May 2001; Appendix E.11) and S1 (April/June 2002; Appendices E.12 & E.13) years while they were studying Spanish. In terms of the attitudes to the activities used in the Spanish lessons, the same questionnaire was used from P6 to S1 although it was adapted to the activities used at each stage. The questionnaires were completed every year in May or June and the data from them collated in June/July of each year. The questionnaires were colour coded (P5: yellow, P6: green; P7: pink; S1: blue) to facilitate their organisation in the growing amount of data gathered in this research (by the end, close to 3000 pupils' questionnaires were accumulated). However, this simple device proved attractive to the pupils who remembered the colour of the questionnaire they had last completed. Even S1 pupils who had only completed the P5 questionnaire remembered the 'happy' and 'not very happy' faces once shown the questionnaire.

The questionnaire was always delivered by the researcher herself to the pupils. In primary schools, the class teacher was always present, but in secondary schools some teachers felt it would be easier for the pupils to complete the questionnaire if the class teacher was not present. In some schools where the class teacher had to be present, they usually sat at the back of the class so pupils were not especially aware of their presence. In P5, for the completion of the questionnaire, all the speech bubbles were read out and pointed to in an A3 version of the questionnaire in order that pupils who might have difficulties could follow the speech bubble in question. Later, the A4 version of the questionnaire was used as pupils were familiar with the format and because the researcher could make notes on

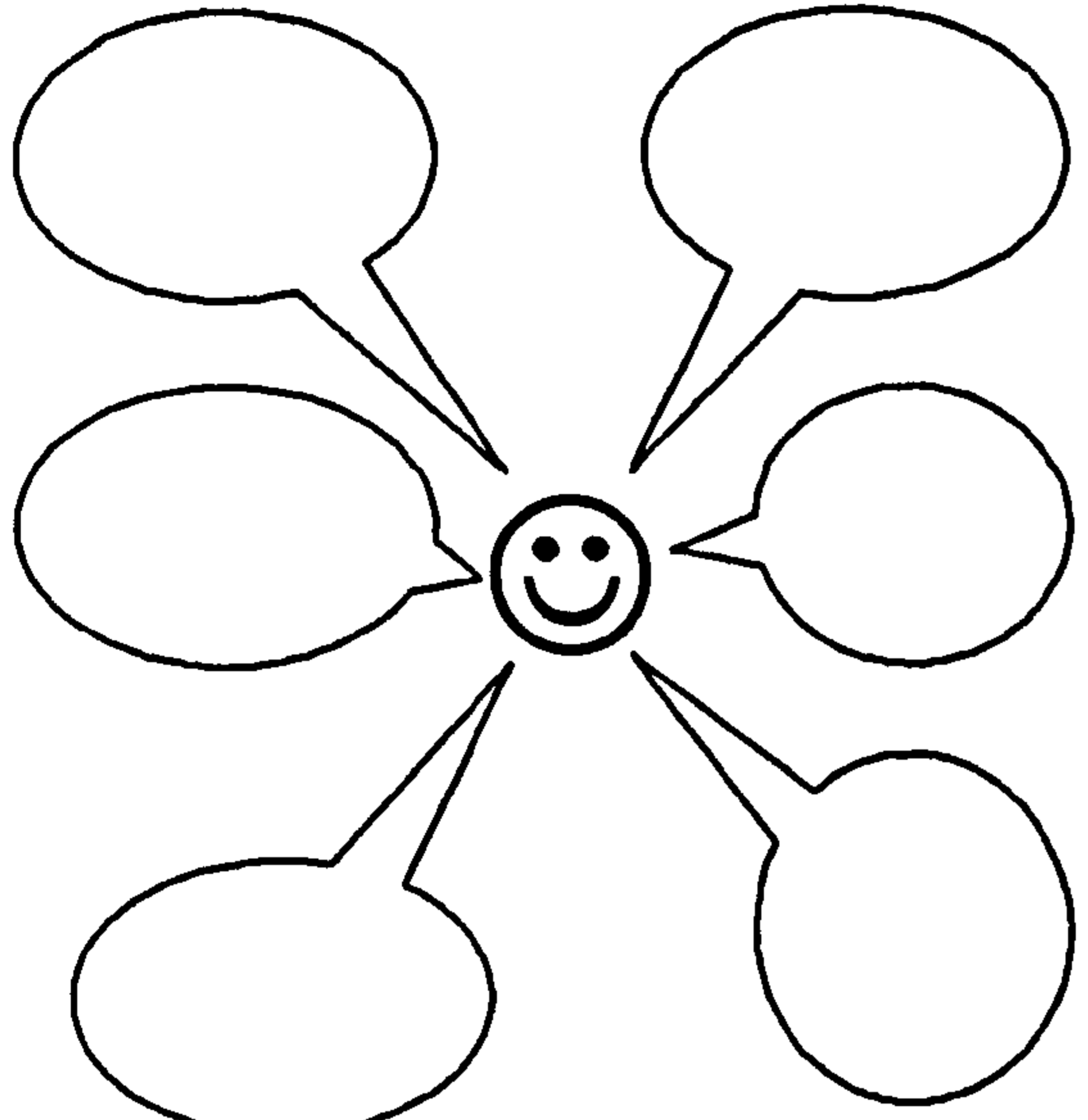
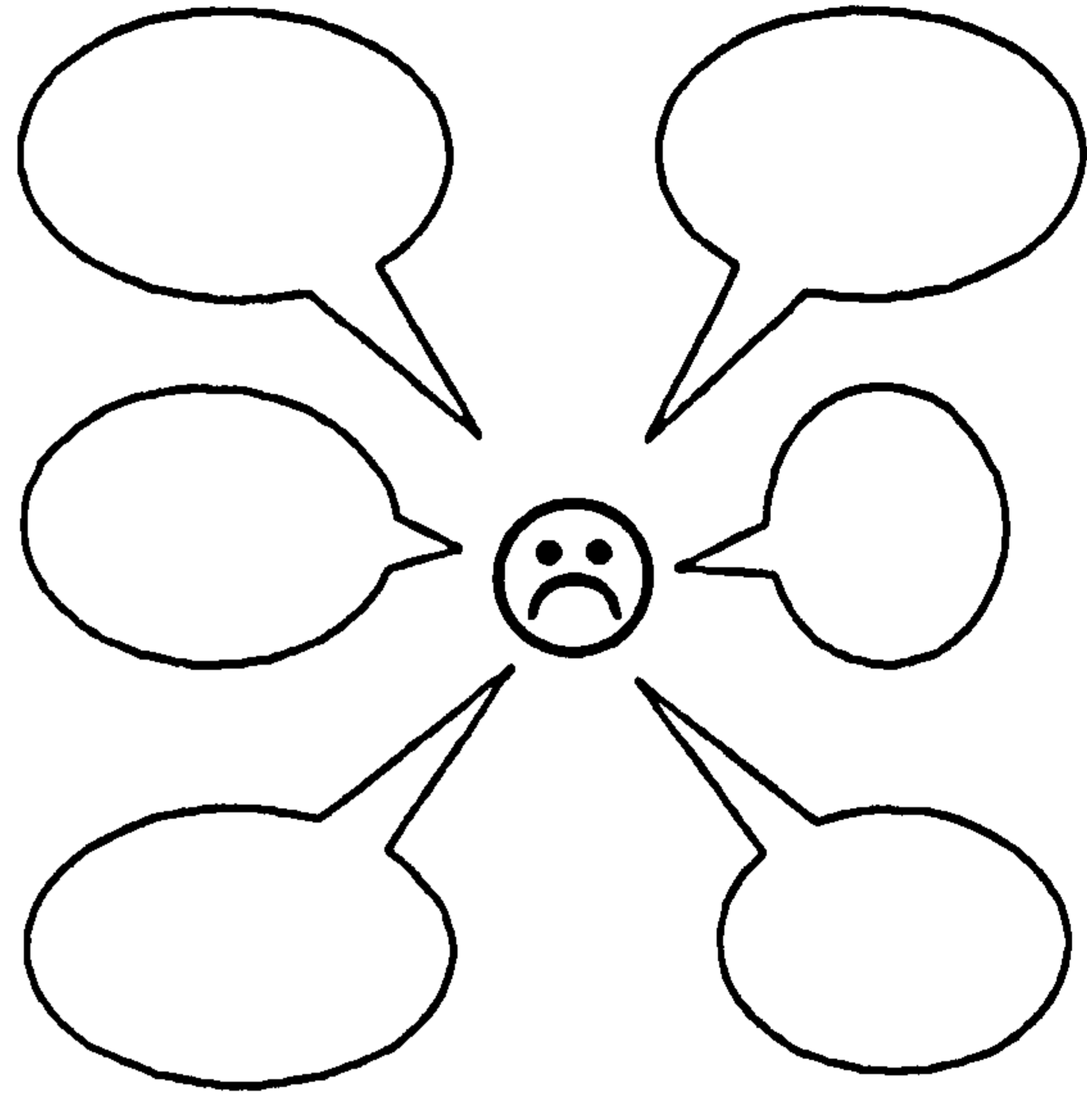
her own copy of any issues arising during the completion of the questionnaire. For those few pupils whose reading skills were poor, the class teacher kindly worked with them, reading out and pointing to all the different bubbles.

Before starting the completion of the questionnaire, the researcher introduced herself to the class and asked if anybody remembered her from previous visits. Most pupils remembered and those who did not initially, realised they had, once shown the questionnaire they were to complete. Following this, the researcher explained that the exercise they were about to embark on was not a test but a survey about their feelings about learning Spanish. Pupils were then told that whatever they wrote in that survey was only between them and the researcher and that nobody else would ever see it, not even their teacher. After those initial clarifications, pupils were asked if they would be willing to help the researcher in this important exercise and they all happily agreed.

5.4.3.1. Pupils' attitudes to learning Spanish from P5 to S1 (Chapter 8, section 8.1)

The format of the questionnaire had to be a child-friendly format but one that would at the same time not feel too childish for S1 pupils. Different formats were looked at (Cullen, M, 1993; Gregory, A, 1997; Poole, B, 1999) and ideas used from some of them. After several drafts and discussion with primary teachers, colleagues, friends with children and supervisors, the final format of a 'happy' face and a 'not very happy' face with 6 speech bubbles each was chosen. At all times during the questionnaire the two sides were called the 'Happy side' and the 'Not very happy side' as opposed to the 'sad side'. Figure 5.2 shows the format used for this area of the research and the specific questionnaires used in P5, P6, P7 and S1 can be found in Appendices E.9 to E.13.

Figure 5.2. Questionnaire format used for pupils' attitudes to learning Spanish.

I am happy about learning Spanish because:	I am not happy about learning Spanish because:
	

Once the main format was selected, the next step was to decide which were the aspects that could make a child feel 'happy or not happy about learning Spanish'. In her 1997 M.Ed. thesis, "Primary Foreign Language Teaching- Influences, Attitudes and Effects" (see chapter 4, section 4.1.6), Gregory identified five groups of factors that influenced a pupil's attitude to foreign language learning:

- Factors relating to the pupil: age, gender, personality ...
- Factors relating to the pupil's close circle: family and friends.
- Factors relating to the school environment: teacher, class peers, teaching styles, methods, activities and the 'fun' element.
- Factors relating to the pupil's wider environment: where he/she lived, views and ideas of the target country and language...
- Factors relating to the perceived usefulness of the target language: in the immediate future, in the medium term, long term, for work or leisure.

Based on these five groups, on ideas from other researchers, people involved in the teaching of Spanish and supervisors' advice, 5 influential aspects were identified and selected to be used in this questionnaire. With respect to the aspects that made pupils happy to be learning Spanish, these drew on the fun aspect of the way it is taught in primary schools; Spanish being something new and different from

the other subjects; the importance of the teacher; being able to help the family during holidays in Spain; and being able to make Spanish friends. On the other hand, the five aspects that might make a pupil not very happy about learning Spanish drew on the possibility that the pupil already found the other work in school difficult; the difficulty aspect of the new subject; the lack of usefulness of learning Spanish; the pupil's view that there were already many things that were done in school, and the apprehension pupils might feel about speaking Spanish in front of the class. In both the 'happy' and the 'not very happy' sides, it was also decided to leave an empty bubble for pupils to add their own comments if they so wished.

Before using the questionnaire in the schools involved in the research, the P5 questionnaire was piloted in a school teaching French in April 1999. Following this pilot one main change was made. In the fourth aspect of the 'happy side' the wording was initially "I go to France on holidays and I'll be able to help my mum and dad". After the pilot, it was decided to change that to 'my family' as many households in Scotland might not have the traditional setting of a two-parent family. Thanks to this pilot exercise, some problems were identified in the delivery of the instructions with the questionnaire and these were included in the final instructions to be given to the P5, P6, P7 and S1 Spanish pupils. These instructions were written down and the same format of instructions used in all the schools involved in the four years of the project. The most important aspects of the instructions were that:

- Pupils had to tick all the speech bubbles they agreed with.
- Pupils could tick as many speech bubbles as they wanted on both sides; the 'happy' side and the 'not very happy' side.
- Pupils had to tick the bubbles inside them, not next to them.
- If any pupil had some other reason for being happy or not very happy about learning Spanish, they could write about it in the empty speech bubbles. But it was stressed that this was optional.

5.4.3.2. Pupils' attitudes to activities in the Spanish class from P6 to S1

These questionnaires were used in P6, P7 and S1 and were part of the same questionnaire described above (Appendices E.9 to E.13). Again the child-friendly format was important to the wording of the text used in the questionnaire and

problems that had been identified in other researchers' work were taken into account. In P6, this section of the questionnaire had two main parts: How do you feel when you do these activities in class? And what did you like most / least in Spanish? In P7, two additional sections were added: How did you find learning Spanish? And write five things in Spanish.

In S1, the section "What did you like most/least in Spanish?" was withdrawn. One of the main aspects of this research was to identify the primary pupils' vision of learning Spanish, so it was decided that this section should be withdrawn from the S1 questionnaire in favour of other questions that were, at the time and in the researcher's opinion, of higher interest following the different developments highlighted in Chapters 2 and 3. Accordingly, the S1 pupils' attitudes questionnaire included two extra sections:

- Do you feel learning Spanish in primary school helped you for the work this year? And,
- if you could choose next year, would you like to:
 1. carry on learning Spanish?
 2. carry on learning Spanish and start learning another language?
Which language?
 3. stop learning Spanish but start learning another language?
Which language?
 4. stop learning languages completely? Why?

In the section on the pupils' attitudes to the activities used in the Spanish lessons, the 'happy' and 'not happy' faces were used. Pupils had a list of 9 activities in P6, 11 activities in P7 and 16 activities in S1. For each activity the pupils had to tick the correct column: I am happy ☺, I am not happy ☹, I am not sure 😐. Not all the teachers involved in the research used all the activities in the questionnaire. In those cases, when completing the questionnaire, the researcher made a note of it on her own copy and pupils were asked to leave that line empty. As with the previous part of the questionnaire, all the sentences were read to the pupils and pointed to in the researcher's own copy. The number for each statement was read in Spanish and

pupils were asked to indicate the number in English so that everybody could follow. Towards the end, pupils themselves were saying the numbers in Spanish, making it more enjoyable for them.

In October 1999, 30 out of 38 primary teachers had completed a questionnaire (Appendix E.7) on the different methods and activities they used in the Spanish class. The information gathered from those questionnaires along with the researcher's past experience as a tutor in the training programme and as a peripatetic Spanish teacher in primary schools, together with ideas from other practitioners and colleagues helped identify the main activities used when teaching Spanish in primary schools. The following nine activities were identified as those most used in a primary foreign language lesson and became the basis of this present investigation on the pupils' attitudes to different language learning activities:

1. When I learn new words in Spanish;
2. When we do games with cards with the teacher;
3. When we do games with cards with other friends, in groups;
4. When the teacher talks Spanish;
5. When I speak Spanish to the teacher;
6. When I speak Spanish to a friend;
7. When I write in Spanish;
8. When I do what the teacher tells us in Spanish;
9. When I sing in Spanish

After the P6 visits, some teachers indicated that they were going to be using a new video resource recently purchased by the schools and that they were going to start using computers in Spanish. So for the P7 questionnaire two more aspects were added:

10. When I watch a video in Spanish;
11. When I use the computer in Spanish.

In terms of the S1 questionnaire, five new aspects were also added from the information gathered in the questionnaire (Appendix E.6) completed by the researcher with the ML Principal Teacher in August - October 2001:

12. When I use the Spanish book
13. When I speak to the Spanish assistant
14. When I do exercises with a listening tape in Spanish
15. When I record myself speaking Spanish on a tape
16. When I do tests in Spanish.

At the end of the pupils' questionnaire in P6 and P7 (Appendices E.10 & E.11), two empty boxes were available for the pupils to write what had been their favourite thing in Spanish and what thing they liked the least. For this, pupils were asked to think about all the things they had done in the Spanish class and to write their favourite one and the one they liked the least. Pupils could write types of activities or topics they had covered. If they did not have a favourite or least favourite activity they could leave the box empty. This part of the questionnaire was withdrawn for the S1 pupils for two reasons. As earlier indicated, in P7 (Appendix E.11) two new parts were added to the P6 pupils' attitudes questionnaire:

5.4.3.3. How did you find learning Spanish? (Chapter 8, section 8.3)

This question was included after the publication of the initial report on the Pilot AAP in Modern Languages in December 2000, where the attainment of P7 and S2 pupils was recorded for French and German. Even though the results were not available at the time, the researcher felt it would be interesting to see if there was a difference between the different languages. This question was also used in the S1 questionnaire, as opposed to the AAP study. Following the AAP model, pupils had five answers they could choose from: Very easy; Easy; Average; Difficult; Very difficult. The five options were each in a box and following the pattern of the whole questionnaire the pupils had to tick inside the box they agreed with as figure 5.3 shows.

Figure 5.3. Question to investigate P7 and S1 pupils' perceptions of difficulty in learning Spanish

How did you find learning Spanish? (Tick one box)				
<input type="checkbox"/> Very easy	<input type="checkbox"/> Easy	<input type="checkbox"/> Average	<input type="checkbox"/> Difficult	<input type="checkbox"/> Very difficult

5.4.3.4. Write five things in Spanish (Chapter 9)

This was the last aspect of the P7 and S1 questionnaires (Appendix E.11 – E.13). This question was not related to attitudes but to the pupils' linguistic competence. It was decided to include it in the questionnaire, as opposed to the individual interviews, as it would provide a more general picture of what pupils in P7 and S1 could write. In primary schools a lot of the writing is based on copy writing, writing selecting words or sentences from a variety. Due to this it was found that including the writing element in the linguistic competence interviews would on the one hand make these much longer (and time restrictions in schools was an important issue in this research), and on the other hand the quantity of data would be rather small. The interest of the researcher in this area was on the choice of structures (words/sentences/questions) the pupils would choose to write, the topics they would write about and the accuracy of their writing, so a wider sample would provide a more general picture.

For this section, pupils were given five lines on which they could write anything they wanted in Spanish. Pupils could write words, sentences, questions, anything they wanted. It was stressed that this was not a test, that the researcher would not show any of these surveys to anyone, that they should not look around the class and copy words from the displays, and that if they were not sure how to write something, they could have a guess. This could create a problem in terms of the validity of the findings in terms of pupils' linguistic knowledge. However it was felt that writing had to be included in the pupils' linguistic competence aspect of the

research as it was part of the MLPS programme, and taking into account the time limitations and that this was only one aspect of the whole research, as opposed to the Scottish Pilot evaluation, it was decided to follow the model where all pupils wrote what they could. Results on this aspect of the questionnaire are analysed in Chapter 9 of this thesis. As previously mentioned, two new sections were added to the S1 pupils' attitudes questionnaire. (Appendices E.12 & E.13)

5.4.3.5. Do you feel learning Spanish in primary school helped you for the work this year? (Chapter 8, section 8.3)

To answer this question, and following the pattern used in most of this questionnaire, pupils were offered three boxes of which they had to tick the one they agreed with.

Figure 5.4. Question to investigate S1 pupils' perceptions of the usefulness of their Spanish learning experience.

Do you feel learning Spanish in primary school helped you for the work this year? (Tick one box, please)		
<input type="checkbox"/> A lot	<input type="checkbox"/> A little	<input type="checkbox"/> Not at all

One of the issues highlighted in Chapter 4 was the lack of research into pupils' perceptions of ELL projects. Although many adults believe that learning a FL is beneficial to the child, the researcher felt it would be interesting to find out the opinion of the S1 pupils who had learned Spanish for up to two years in primary school. In some schools, a number of pupils had come from a non-Spanish teaching primary school. In those cases, before reading this section, the researcher asked if anybody had not studied Spanish, and those pupils were asked to write a note saying they had learned French, German or Italian, and they did not have to complete this section.

5.4.3.6. If you could choose next year, would you like to ... (Chapter 8, section 8.5)

In September 2001, the Scottish Executive, followed by the Westminster Government in February 2002, introduced the notion of a pupil's 'entitlement' to learn languages as opposed to their previously compulsory status. As reported in Chapters 2 and 3, this new notion initiated a debate among practitioners both in Scotland and the rest of the UK, but no information was available on pupils' feelings on this aspect of their education. Additionally, in her PhD thesis on the Encounter Model (see chapter 4, section 4.1.6), Martin found that "as a result of the contact with native speakers the majority of children encountering these foreign languages (French, German and Spanish) were very positive about their experience and wanted to continue learning several languages at primary and go on with a FL at secondary" (Martin, 1999, p. 205). Although the teaching model researched by Martin was based on Native Foreign Language Assistants teaching the language, it was felt it would be good to establish the position of the Scottish pupils who had no access to a FLA in primary schools but had (generally) only had their own primary teacher as a model.

In this section of the questionnaire, pupils had four options of which they had to choose one by ticking the correct box. When giving instructions, the researcher made very clear that this was an imagination exercise, that they did not really have the choice, but to imagine what they would like to do. Pupils were made aware that they had to choose between four options so it was important that they heard the four options first before deciding which box they wanted to tick.

Figure 5.5: Question to investigate S1 pupils' choice of languages to learn in S2

If you could choose next year, would you like to ...	
1. carry on learning Spanish?	<input type="checkbox"/>
2. carry on learning Spanish and start learning another language?	<input type="checkbox"/>
Which language?	
3. stop learning Spanish but start learning another language?	<input type="checkbox"/>
Which language?	
4. stop learning languages completely?	<input type="checkbox"/>
Why?	

5.4.4. Pupils' linguistic competence in Spanish from P6 to S1 (chapter 9)

This was the final aspect to be investigated in the present research and corresponds to the last research question stated in Chapter 4: What can pupils understand and produce in Spanish at the end of P6, P7 and S1? For the assessment of P6, P7 and S1 pupils' linguistic competence, the P6 Spanish teacher was asked to identify 3 or 4 pupils from different ability groups and these pupils were asked to a short interview with the researcher. Pupils were offered the possibility of withdrawing from the interview if they did not want to participate, but it was found that more pupils than could be allocated time were willing to take part in the interviews. The use of volunteers in research can always influence the findings. In this particular situation, the researcher chose to use volunteers rather than force pupils to come to interviews where they would not say a word or would feel very distressed and perhaps hate learning Spanish because of it. When volunteers are asked to come forward for linguistic competence assessment, the problem could be that only pupils who feel confident with their knowledge would come forward and hence give a very good image of the group's competence. In the present research, it was seen that pupils from different ability levels volunteered and the researcher, with the support of the teacher, used the possibility of asking pupils to come along taking their ability level into account. A pupil ranked in the lower level would be followed by one in the middle set and then by one in the top set. If time allowed, this was repeated. Thus, although a voluntary approach was used, the researcher, aided by the teacher, ensured that a representative sample of ability levels was achieved. The voluntary nature also helped to minimise anxiety.

Table 5.2: Number of pupils involved in linguistic competence interviews

	P6	P7	S1
Cohort 1	43	41	35
Cohort 2	39	39	X
Total	82	80	35

The first P6 interviews were carried out in May / June 2000 and 43 pupils were interviewed in 14 schools. After this, it was decided to include a second cohort of pupils to increase the sample as not all those pupils interviewed in P6 would be able to be interviewed in P7 because some schools were not following a very regular pattern of teaching Spanish (due to the Spanish teacher leaving the school or due to long term absences by the Spanish trained teachers). For this second cohort, parental consent (Appendix E.3) had to be obtained in May 2001 and in June 2001, 39 P6-pupils from 10 schools were interviewed bringing the total of P6 linguistic competence interviews to 82. Although not all the schools in the first cohort were used for the reasons mentioned above, the schools used in both cohorts were the same.

In May / June 2001, the first cohort of pupils were interviewed in P7. As explained above, one school had lost their Spanish teacher in January and had been replaced by a non-Spanish trained teacher, and in the other school, the Spanish teacher was in long-term absence. In some schools, where only one pupil had been interviewed in P6 due to time restrictions, other pupils were also interviewed in P7. In total, 41 pupils were interviewed in 12 schools. The second cohort's P7 pupils' linguistic competence interviews took place in June 2002 and 39 pupils were interviewed in 10 schools, bringing the total of P7 pupils participating in this aspect of the research to 80.

In the P7 interviews, pupils were asked to identify the secondary school they would attend. Of those pupils, one was to attend a non-Spanish teaching secondary school so his / her progress was not followed. For the other pupils, when the first contact visit was made to the secondary schools in September / November 2001, the names of the pupils involved in this exercise were identified to the Modern Languages Principal Teacher for a future interview in May / June 2002. However, even when pupils had told the researcher in P7 that they were going to a particular secondary school, it was later found that some pupils had eventually gone to a different school. Another problem arising in the secondary schools and which affected the linguistic competence interviews was pupil absenteeism. Due to the

above reasons, the final number of pupils interviewed in S1 dropped from 41 in P7 to 35.

The interviews were not carried out in the classroom but in a different part of the school where some privacy could be guaranteed. This was easier to arrange in some schools than in others, but it has to be said that most schools involved in this aspect of the research were very accommodating. The interview was audio recorded to enable the researcher to listen to what the pupil had said at a later stage and, during the interview notes were also taken in a separate form produced for each stage (Appendices E.14 & E.15). Pupils came individually to the interview and at the beginning it was explained that this was not a test, but an opportunity to 'show off' and let the researcher know everything they could remember from Spanish. The sentence 'you remember' was preferred to 'you have learned' as it was seen to be less threatening. At the beginning, the use of the audio recorder was explained and permission was sought from the pupils who all agreed. It was also made clear that no other person than the researcher would listen to those tapes and that, if they did not know something because they could not remember it or because they had not done it in school, they just had to say so. The first questions at all the stages were icebreakers such as: Do you like Spanish? Have you been to Spain? Did you like it? What is your favourite word in Spanish? As these were used to make the pupil comfortable and used to the recording, the setting of the assessment and the researcher, the information collected in them was not used as part of the findings. If during the interview a child seemed to be stressed, the interview was stopped and through an informal conversation all efforts made to calm him or her. Fortunately, this only happened once and the pupil did voluntarily return later to finish the interview.

A major problem in these interviews was the time constraint. In the primary schools, it was generally easier to arrange the interviews when the class teacher was the Spanish teacher, as no other teachers or classes were involved. In some cases, Spanish was taught at the end of the day and although attempts were made to arrange a new date to return to the school, a few schools were not too keen. In secondary

schools, arranging the linguistic competence interviews was a very difficult task as some schools had high numbers of absent pupils. Without imposing too much on the school's daily life, efforts were made to return to schools until all the involved pupils were interviewed but this was not always possible due to exclusions from schools or other discipline issues with some of the pupils selected in primary schools.

As mentioned earlier it was decided to interview pupils individually as opposed to in pairs as pertained in the Scottish Pilot evaluation (Low et al, 1995). It was considered easier to identify what individual pupils had learned and to differentiate levels in the same class group. The format of the test was based on the researcher's own experience as a Spanish primary teacher and as a tutor in the MLPS training programme; on information gathered from the Scottish Pilot evaluation report; on discussion with colleagues and advice from supervisors. For the P7 test, the AAP pilot exercise in modern languages published in December 2000 was taken as a base. After discussions with supervisors and other practitioners, it was decided to give the S1 linguistic competence interview the same format as the P7 interview. The main aspect of the research was the pupils' progress in primary school and the interest of the S1 interviews lay in finding if there had been any developments in the complexity of the pupils' linguistic ability. Keeping the same format the researcher would be able to check if there had been any progress or lack of it in pupils' Spanish and if they could produce longer and more complex sentences and structures than they had done in P7. In all the interviews only the listening, speaking and reading skills were assessed. As explained earlier, the writing skill was included in the pupils' attitudes questionnaire completed by all pupils.

5.4.4.1. The P6 pupils' linguistic competence assessment interview (Appendix E.14)

The activities and resources used in these interviews were familiar to the pupils as most teachers used them in class: answering questions, picking up cards when they heard a word, pointing to a number / picture, reading from a card. The topics selected for assessment were provided by the questionnaire the teachers had completed in October 1999 (Appendix E.7) and on the basis of personal experience in teaching Spanish in P6 and P7.

Unfortunately, and due to time restrictions, it was not possible to pilot the testing instrument. This was overcome by the experience from the first schools that were used for the assessment and which showed that the prepared P6 test was too ambitious. Unfortunately, due to implementation practicalities, most schools had not been able to cover all the areas the teachers had identified in the October 1999 questionnaire and a topic included in the test such as “family” was left for P7 while others such as “parts of the body” or “time” (which were easier) included. Once this was realised, after some interviews, it was decided to ignore that part and ask pupils if they remembered other topics they had learned and what they could say about them. This information was always later validated with the teacher.

The researcher herself was always the person who carried out the linguistic competence interviews. Using the first person, the pupils were put in some situations and asked how they would react to them in Spanish. As table 5.3 shows, the P6 interview had 7 parts:

Table 5.3: P6 pupils’ linguistic competence interview format

Topic	Task
Greetings:	Pupils were asked what they would say to the interviewer in Spanish if they saw her in the morning, afternoon or evening, and what they would say when she left the class.
Personal information:	Pupils were asked to ask the interviewer about her name, where she was from, where she lived and how old she was. Then they were asked to give their own answers to those questions.
Numbers:	In this area three exercises were devised to test listening, speaking and reading skills. First the researcher said some numbers in Spanish and the pupil had to point to them in a handout. In the second exercise, the pupil had to say a series of numbers in Spanish. In the last exercise, the pupils had to read numbers in Spanish and then say the English for them. All the numbers were in ascending order and two numbers were selected for each ten. When selecting the numbers to be used, care was taken to use all the different numbers in both situations: tens and units.

Table 5.3 (cont): P6 pupils' linguistic competence interview format

Topic	Task
Calendar:	Pupils had to put the days of the week and the months of the year in order. These were on cards taken from the pack provided by the local authority and which teachers used regularly in class. Pupils were also asked about the day's date and their birthday date.
Weather:	Pupils were given cards for the different weather types and they had to say the Spanish for each one. Once they had finished with those they remembered, the written sentences were shown to see if they could match the rest.
Colours:	As above, the pupils were given cards of the colours and had to say the Spanish for them. If they had problems, the interviewer said the colours and pupils had to indicate the correct card.
Any other topic:	At the end, pupils were asked if they could remember any other topics they had learned in Spanish and to tell the interviewer a few words in Spanish.

5.4.4.2. The P7 and S1 pupils' linguistic competence assessment interview (Appendix E.15)

As mentioned earlier, the same interview format was used in P7 and S1 based on the pilot AAP in Modern Languages analysed in Chapter 4, section 4.1.5. After having read the December 2000 report, the problems they had encountered and the advice from the examiners were taken into account to devise an assessment instrument for this research. A visit to the SCILT research team in May 2001 helped finalise the evaluation instrument. Table 5.4 shows the P7 and S1 linguistic competence interview which had 5 tasks and was devised around skills, as opposed to topic areas as in P6. Results from the pupils' linguistic competence research can be found in Chapter 9 of the present thesis.

Table 5.4: P7 and S1 linguistic competence interview format

Task	Areas of Interest
<p>1. Speaking (icebreaker) What topics have you covered? What can you tell me about them in Spanish?</p>	<p>Establish topics covered; Vocabulary recall; Pronunciation / Intonation / Accuracy; Length of Utterance.</p>
<p>2. Speaking – Listening (interaction) Question and answer session on personal information, age, nationality, family, date, weather...</p>	<p>Ability to ask questions; Different verb forms (I/You); Ability to take initiative; Pronunciation / Intonation / Accuracy; Length of utterance; Listening / Speaking to establish relationships.</p>
<p>3. Speaking – Listening (description) Pupils had to describe a coloured picture in Spanish and understand and answer questions on the picture.</p>	<p>Pronunciation / Intonation / Accuracy; Length of utterance; Pupil's own initiative; Agreement of adjectives; Vocabulary recognition and recall; Comprehension skills.</p>
<p>4. Listening and interpreting Pupils listened to a text read in Spanish to them. They had to say in English what they had understood. Finally they were asked about different verb forms.</p>	<p>Listening for information; Message extraction; Recalling information in English; Understanding of grammatical features; Awareness of different verb forms (1st and 3rd persons).</p>
<p>5. Reading and Knowledge about Language Pupils had to read sentences in Spanish and interpret them in English. Pupils were asked about gender and number differences in adjectives.</p>	<p>Phonic ability; Pronunciation / Intonation / Accuracy; Reading for information; Understanding of grammatical features; Awareness of gender and number forms in adjectives.</p>

The following chapters 6 to 9 present the findings of this research. Chapter 6 concentrates on the implementation issues encountered by schools teaching Spanish in West Central Scotland.

CHAPTER 6

IMPLEMENTATION ISSUES IN SCHOOLS TEACHING SPANISH

As seen in chapter 4, the research undertaken for this thesis aims to answer four questions related to the implementation issues arising in Scottish primary schools teaching Spanish, namely:

- Who teaches Spanish in primary schools? (Class teacher / Drop-in teacher). What are the benefits or disadvantages of each according to the practitioners?
- How long and often is Spanish taught in primary schools?
- What are the liaison arrangements between primary and secondary institutions?
- What, if any, form of record keeping and transfer of information takes place between primary and secondary schools teaching Spanish?

In order to answer these questions, different instruments were used including questionnaires and interviews with primary head teachers and Spanish trained primary teachers, and secondary Modern Languages Principal Teachers, along with class observations in primary schools.

In this chapter, and in the following three, the findings for each research question have been analysed individually, followed by a conclusion with a summary of the main findings. The tables with the numerical data corresponding to the figures in this chapter can be found in appendices F.1 to F.5.

**6.1. Who teaches Spanish in primary schools? (Class teacher / Drop-in teacher).
What are the benefits or disadvantages of each according to the practitioners?**

In order to answer these questions, a three-year survey was completed with the primary schools teaching Spanish in the three authorities involved in the research. Generally, contact was maintained by phone calls with the head teacher of the primary schools in order to find out who was teaching Spanish at the different stages. This information was then confirmed by visits to the P5, P6 and P7 classes in May/June 1999, 2000, 2001 respectively. In October 1999, primary teachers trained in Spanish were also sent a questionnaire (Appendix E.7) in which they had to specify their own class, as well as the class or classes where they taught Spanish during that school year. Following the pattern used by Tierney & De Cecco (1999) in their National MLPS survey, the table below shows the information gathered for the present study during those three years. Teachers were divided into four groups: those teaching Spanish to their own class only (Own class), teachers teaching Spanish to their own class and as a drop-in teacher in another class (Own class + 1), teachers teaching Spanish as a drop-in teacher in one class (Drop-in once) and, finally, teachers teaching Spanish as a drop-in teacher in two classes (Drop-in twice).

As figures 6.1, 6.2 and 6.3 (and appendix F.1) show, the main teaching model used in the primary schools involved in this research changed from teachers teaching their own class plus one other class in 1998-1999 (38%), to those who dropped into only one class to teach the language in 1999-2000 (34%) and 2000-2001 (44%).

Figure 6.1. Teaching models in primary schools in 1998 – 1999

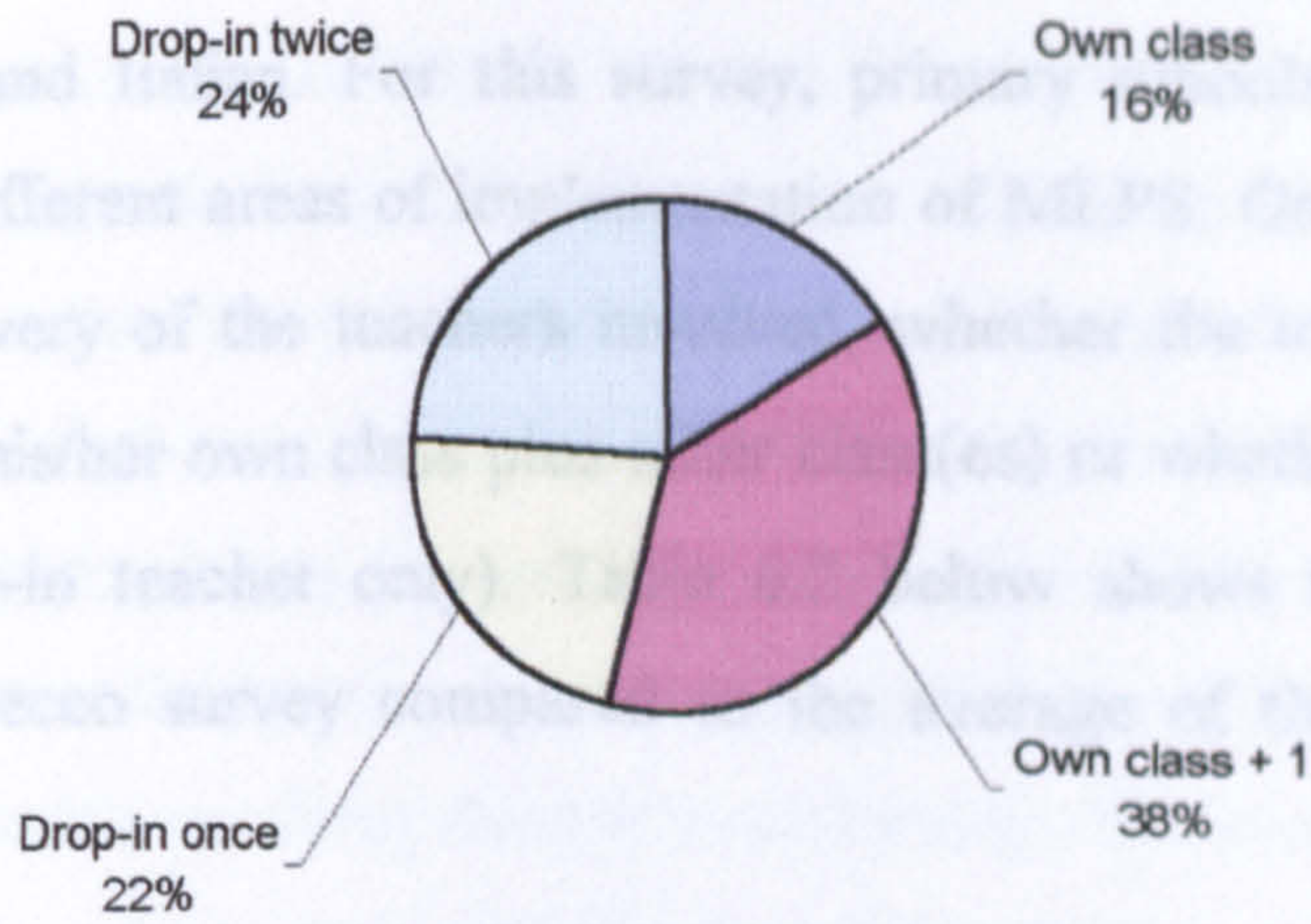


Figure 6.2. Teaching models in primary schools in 1999 – 2000

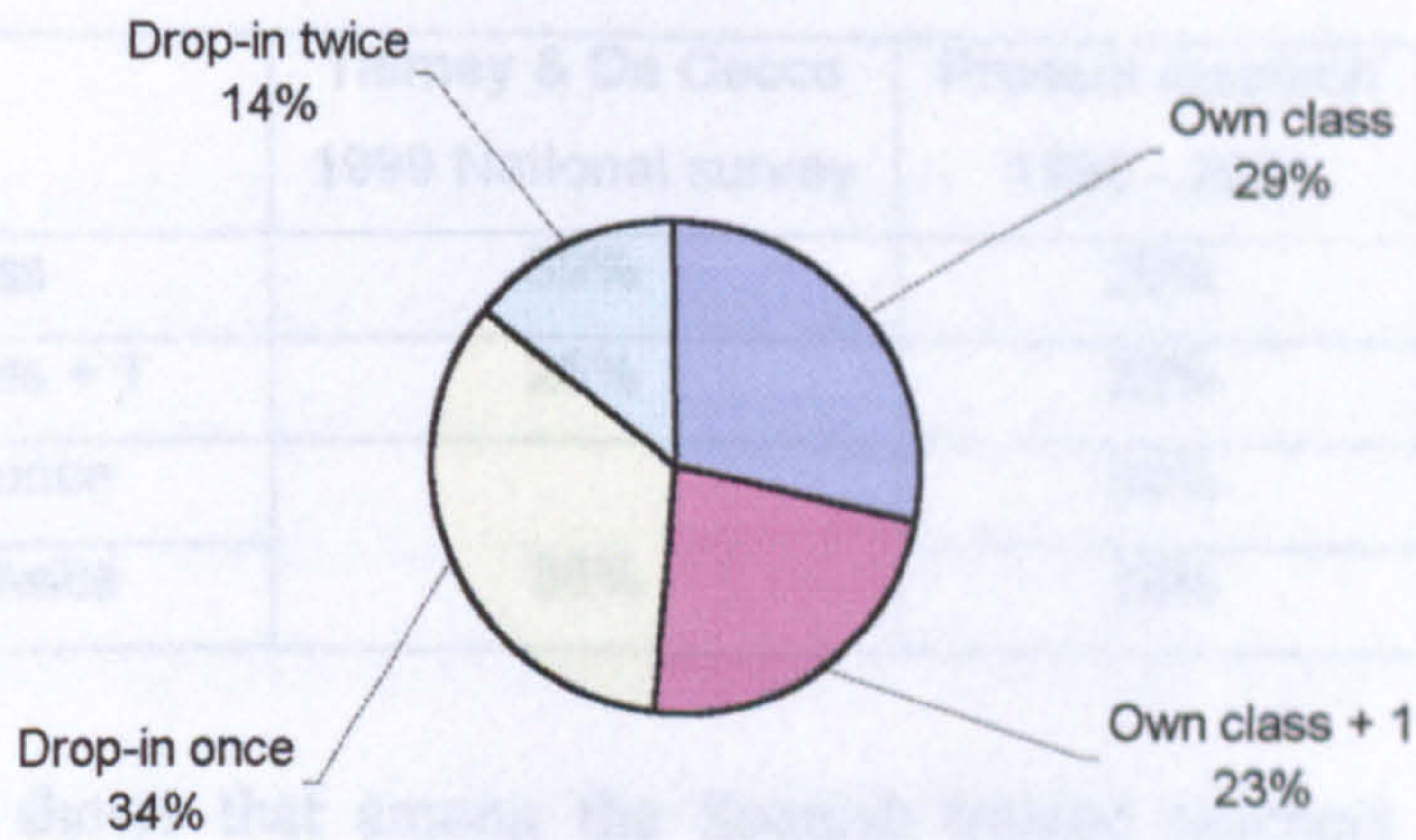
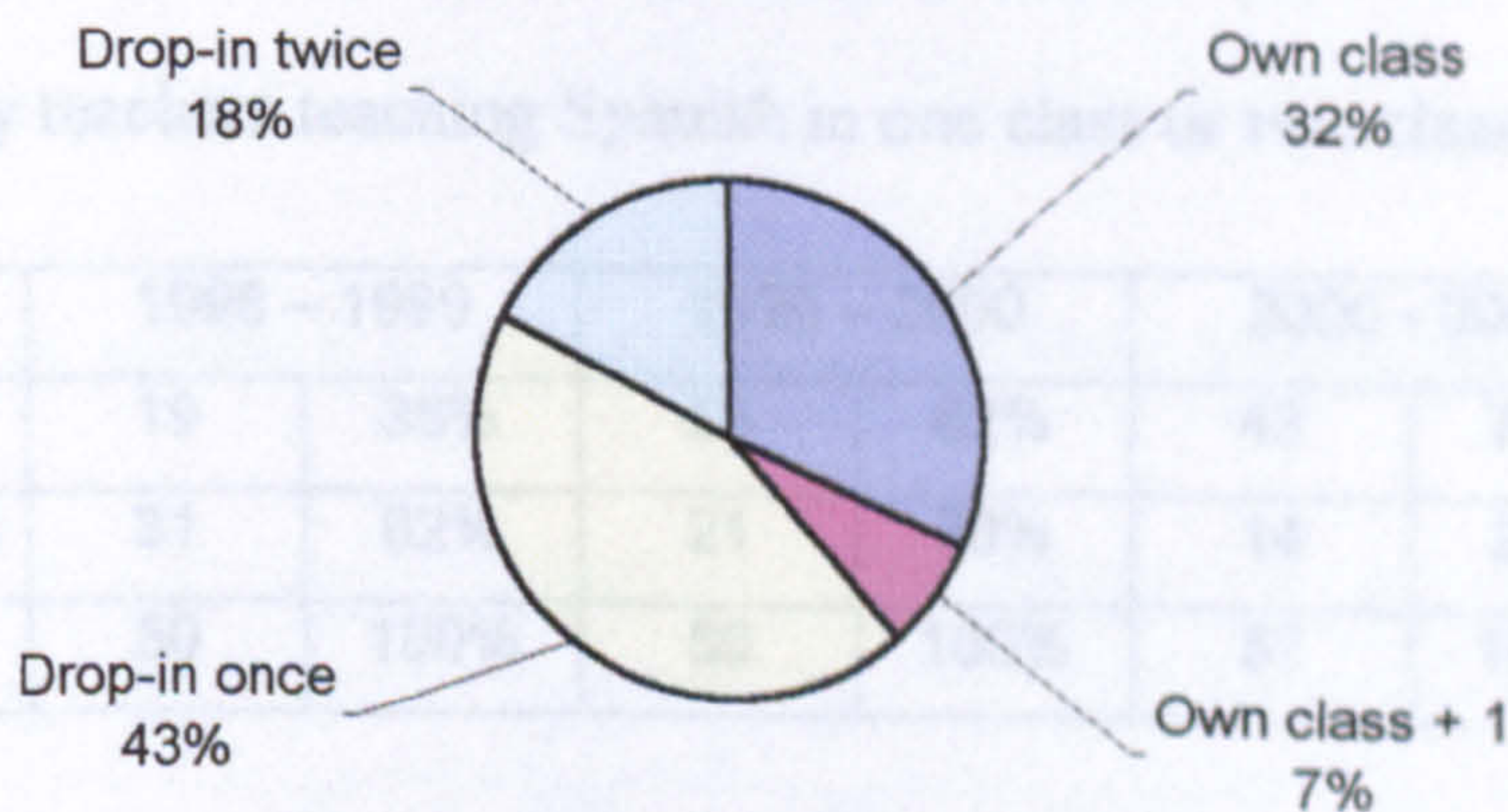


Figure 6.3. Teaching models in primary schools in 2000 – 2001



In July 1999, Tierney and De Cecco published a national survey of MLPS in Scotland involving 2143 (94% of the total) primary schools teaching French, German, Spanish and Italian. For this survey, primary schools had to complete a questionnaire on different areas of implementation of MLPS. One of these areas was the pattern of delivery of the teachers involved, whether the trained teacher taught his/her own class, his/her own class plus other class(es) or whether they taught other classes (as a drop-in teacher only). Table 6.2 below shows the results from the Tierney and De Cecco survey compared to the average of the three years of the present research.

Table 6.1. Teaching models from 1999 National MLPS survey and the average from the present research

	Tierney & De Cecco 1999 National survey	Present research 1998 - 2001
Own class	39%	26%
Own class + 1	25%	22%
Drop-in once	36%	34%
Drop-in twice		18%

Table 6.1 shows that among the Spanish trained teachers involved in this research, a lower percentage of teachers taught their own class (48%) than the national average (64%), but a much higher number of Spanish teachers (74%) dropped-in to other classes to teach Spanish than the national average (61%).

Table 6.2. Primary teachers teaching Spanish in one class or two classes.

	1998 – 1999		1999 – 2000		2000 - 2001	
One class	19	38%	35	62%	43	75%
Two classes	31	62%	21	38%	14	25%
Total	50	100%	56	100%	57	100%

In terms of the number of classes each teacher taught, table 6.2 shows that in the last two years of the survey, there was a move towards teachers teaching only one class as opposed to two classes which was the more common pattern in the first year

of this survey 1998-1999. This move highlighted the higher number of Scottish teachers who had been trained in the National Training Programme which aimed to train enough teachers to cover all the P6 and P7 classes in Scotland. However, a considerable number of teachers still had to teach more than one class. The research found that this situation created different feelings among teachers. Some teachers liked teaching Spanish in two classes as they did not have to prepare one other area of the curriculum (P.E., drama, computing) which was usually taught by the teacher from the drop-in class. However, other teachers found that when they had to teach in two classes, they ended up doing double work because the teacher from the drop-in class did not always take on responsibility to teach one area of the curriculum in the Spanish teacher's class and the Spanish teacher had to prepare the Spanish lesson as well as some work for the incoming teacher to do with his/her class.

Apart from covering the majority of P6 and P7 classes, another idea emerging from the Scottish Pilot Project was that the foreign language had to be embedded in the school's everyday life. The best situation for this was for the class teacher to be the Foreign Language teacher, as he or she would be able to use the FL to set up activities or organise the class in a more communicative way where the pupils would be able to experience the use of the FL at first hand. However, as table 6.4 shows, during the three years this survey took place, there was a higher number of drop-in teachers than those who taught their own class. Some teachers (19 in 98-99; 13 in 99-00; and 4 in 00-01) taught their own class as well as a drop-in class which explains that when both numbers are added the total is higher than the total number of teachers surveyed.

Table 6.3. Primary teachers teaching Spanish to their own class and as drop-in teachers

	1998 – 1999		1999 – 2000		2000 - 2001	
Own class	27	54%	29	52%	22	39%
Drop-in	42	84%	40	71%	39	69%
Total teachers	50		56		57	

During this research, primary teachers and head teachers were asked on a number of occasions about the problems the MLPS project had created in their school and about their views on the development of the project. Amongst primary teachers teaching Spanish, all of them said they enjoyed teaching Spanish although fewer than 10 teachers pointed out that they did enjoy teaching their own class more than as a drop-in teacher. Primary teachers teaching Spanish felt that when they taught their own class, pupils perceived the FL experience in a more natural way, where even when they were doing maths, the teacher could ask for books or rulers to be handed out in Spanish. In the May 1999 questionnaire to head teachers (Appendix E.4), two primary head teachers stressed that

- Unless you are teaching the class on a daily basis I feel the effect of learning Spanish is not as effective.
- In the 'Spanish teacher's class' it permeates through all their class work. Children greet visitors in Spanish.

However, some teachers also felt it was easier to make sure Spanish was given an adequate amount of time in the week when it was timetabled in their daily programme as a drop-in teacher. These timetabling issues were also highlighted by many primary head teachers in the May 2000 questionnaire (Appendix E.5). Head teachers were asked whether the MLPS project had interfered in the everyday life of their school. Although the numbers of head teachers answering that it did interfere (8 out of 17 responses) and those feeling it did not interfere (7 out of 17 responses) were very close, more head teachers who felt it interfered chose to add an explanation to their answer. Some of the answers from those head teachers were:

- Yes to an extent. 5 classes have been involved and language teachers have to swap with class teachers.
- Yes, required careful timetabling and supply teacher cover to release Spanish trained teacher to work with P6 and P7.
- Yes, it takes up valuable time in an already overcrowded curriculum. Special timetable arrangements necessary if teacher is not from P6/P7.

Problems arising due to composite classes in their school were also an issue often highlighted by primary head teachers in those questionnaires, as in:

- Yes to an extent. Spanish teacher is not class teacher. Also issue of composite classes P5/6.
- We have a P6/7 composite class. P7 were so much more ahead so we had to split the class and have 2 sessions. This caused staffing problems.

However, one school seemed to have solved this issue through co-operative teaching:

- Composite classes caused timetabling problems and required to teach co-operatively. This has worked out satisfactorily.

Another issue primary teachers and head teachers often mentioned was one that the SOEID had foreseen and for which it gave recommendations in their "MLPS. Advice for schools" document published every year while the training of teachers continued. According to the advice document, when a Spanish trained teacher had to swap his/her class to teach Spanish in P6 or P7, the P6/P7 teacher should take over and teach one area of the curriculum in the Spanish trained teacher's class. Although this was working satisfactorily in some schools, thanks to a high personal commitment from all involved, others still had to resolve the difficulties:

- The teaching of Spanish works very well in my school because when I teach P7, the P7 teacher teaches my class music. This means I don't prepare music for my class and therefore don't spend extra time preparing Spanish.
- Good teaching arrangement. When the trained teacher (job share) takes P6, the P6 teacher takes her class for PE. When the trained teacher takes P7, the P7 teacher takes her class for computers. Stress on importance of personal commitment.
- Staffing issues concerning who will cover the 'Spanish teacher's class' and what area of the curriculum they will teach.

In the May 2000 questionnaire (Appendix E.5), head teachers were asked whether they felt their Spanish trained teachers were happy with the development of the project. In general, 15 out of 17 head teachers felt they were happy although 6 accepted that timetable issues when teachers were absent and pressures on teachers to cover all the curriculum were often affecting the development of the MLPS project as the following statements demonstrate:

- Yes with the project itself but it is difficult with other pressures on the curriculum to find time for Spanish.
- P6/7 teacher enjoys teaching Spanish and is very committed but feels more time is needed to prepare resources, meet other Spanish teachers and have access to 'better refresher courses'.
- Not enough members of staff in school to give support. Overload of work, difficulty in maintaining timetable.
- No, because in event of absent teacher, Spanish time can suffer, and teachers and children don't like this lack of continuity.

6.2. How long and often is Spanish taught in primary schools?

In terms of the length and frequency of Spanish lessons, a wide variety was apparent among the Scottish schools teaching Spanish.

6.2.1. How long is Spanish taught in primary schools?

Although some authorities had advised schools to teach sixty minutes per week in P6 and ninety minutes in P7, most schools did not reach this target. In September 2001, with the Education Minister's response to the AGL report (Chapter 3, section 3.9), this was changed to 500 hours in six years, between P6 and S4. This would mean 90 minutes per week in P6 and P7. However, as the data gathered for this thesis showed, this target was hardly ever reached by most schools due to pressures from other curriculum areas.

6.2.1.1. Minutes taught per week in P6

In the first two years of the survey, the majority of schools (44% and 61%) taught Spanish for 45 minutes per week in P6. However, in 2000-2001, the vast majority of schools (91%) had moved to teaching the 60 minutes per week recommended by most authorities. Apart from following the advice from the authorities, another explanation for this rise in Spanish teaching time could be due to the creation of a Learning Community in one of the clusters involved in the survey. This enabled this cluster, formed by the secondary school and its 12 feeder primary schools, to employ two peripatetic teachers who visited all the primary schools teaching Spanish. Most head teachers and teachers involved in this project were quite happy with its progress and felt this was a solution to their staffing and timetabling problems. Having a visiting teacher coming once every week (or twice in some cases), secured the place of Spanish in their school's timetable and curriculum without adding any pressure to their own teachers' workload. During this time, 3 teachers who had been trained in Spanish did not teach the FL but concentrated on their own class, and others did some consolidation work with their own class if it was a P6 or P7 class who were otherwise taught Spanish by the visiting teacher.

However, although most of those involved, both in the primary schools and the secondary school, felt this was a good experience which benefited everybody, this programme was discontinued the following year due to a lack of resources.

Figure 6.4. P6 minutes taught per week in 1998 – 1999

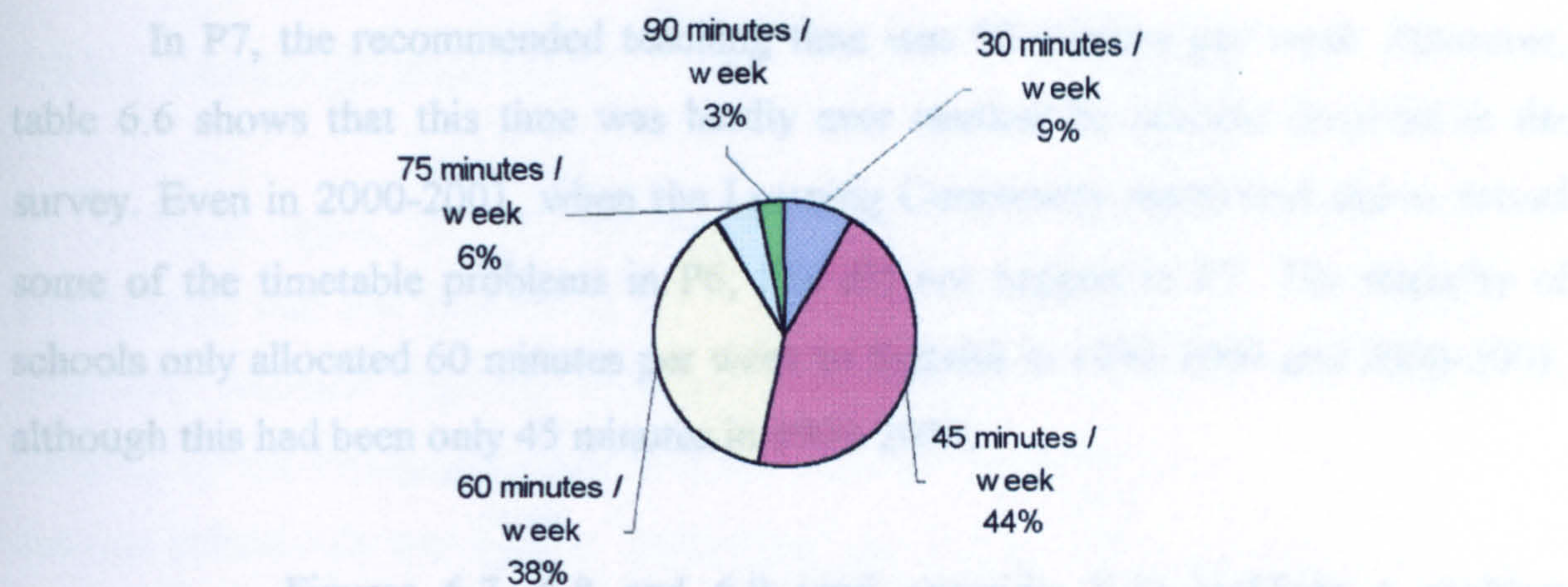


Figure 6.6. P6 minutes taught per week in 1999 – 2000

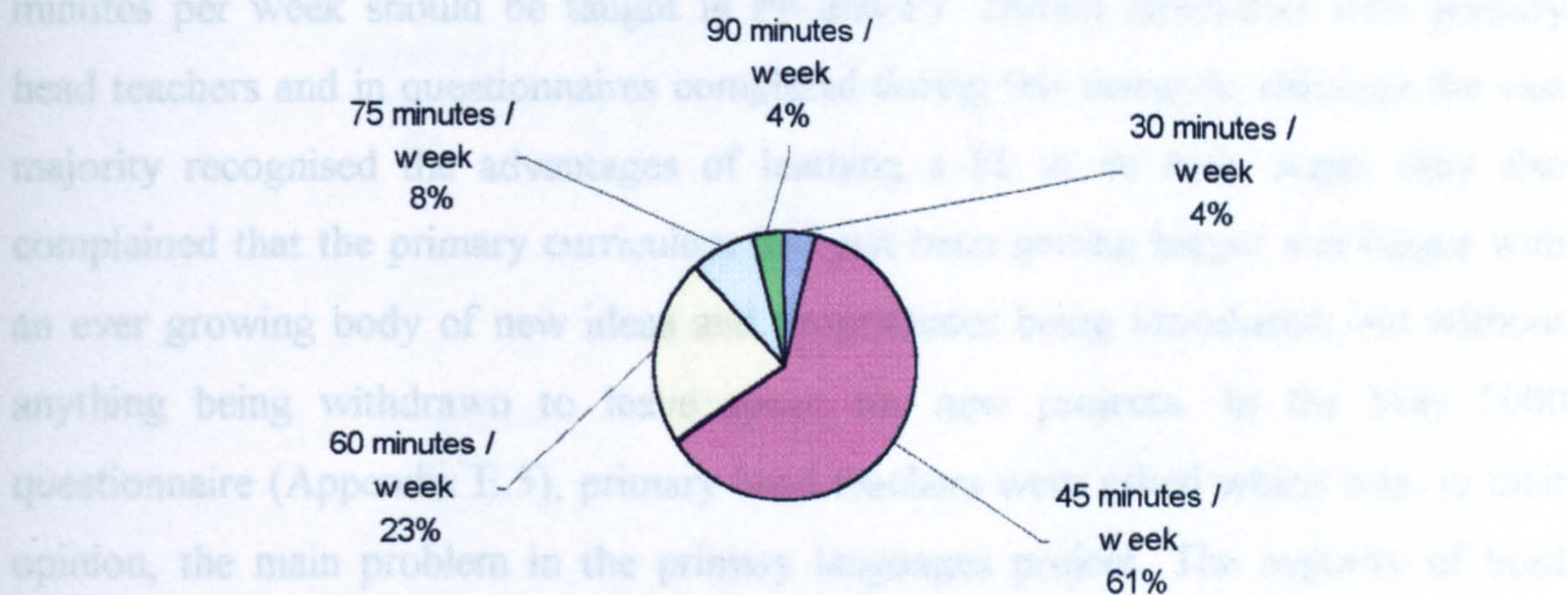
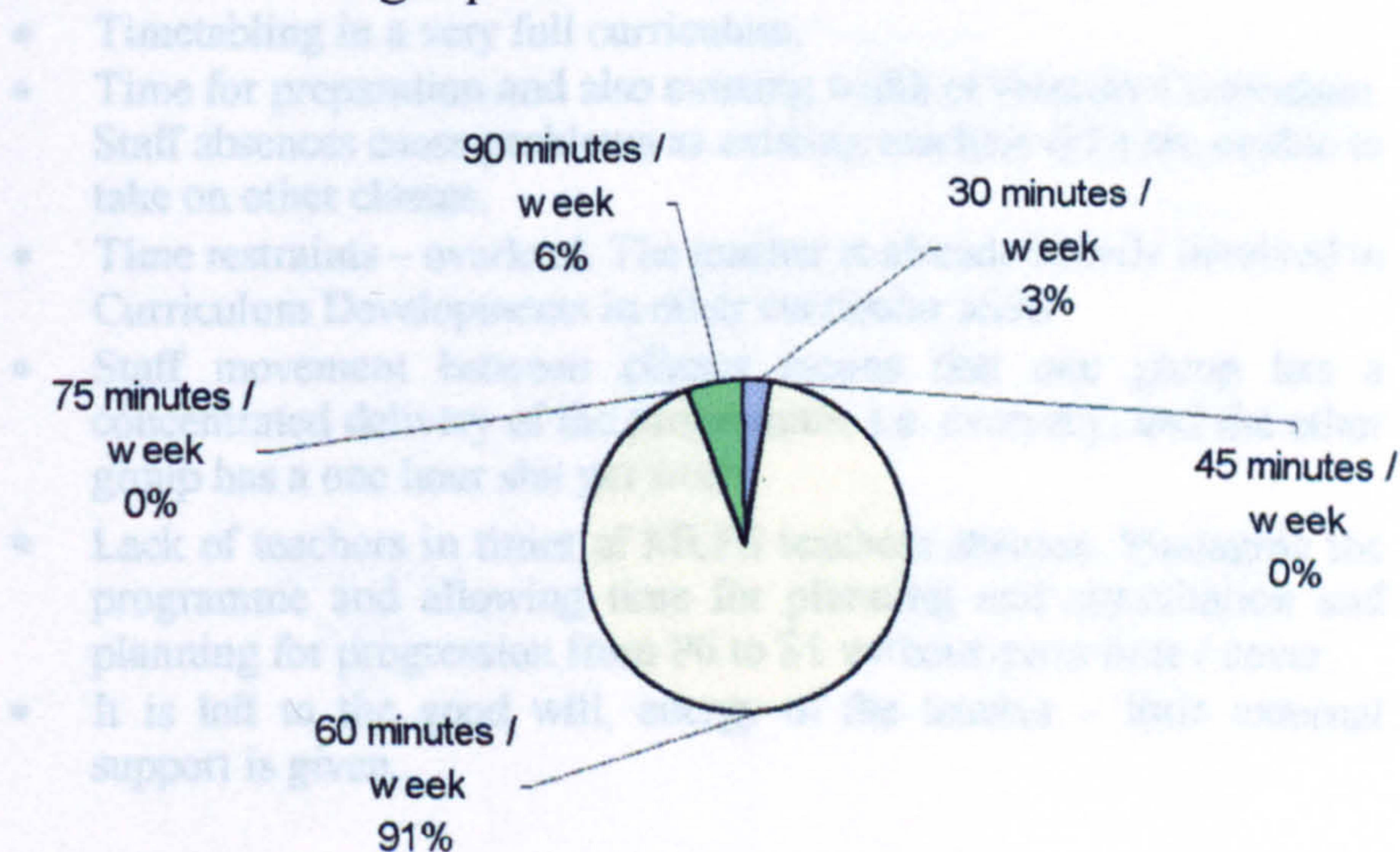


Figure 6.6. P6 minutes taught per week in 2000 – 2001



6.2.1.2. Minutes taught per week in P7

In P7, the recommended teaching time was 90 minutes per week. However, table 6.6 shows that this time was hardly ever reached by schools involved in the survey. Even in 2000-2001, when the Learning Community mentioned above solved some of the timetable problems in P6, this did not happen in P7. The majority of schools only allocated 60 minutes per week to Spanish in 1998-1999 and 2000-2001, although this had been only 45 minutes in 1999-2000.

Figures 6.7, 6.8 and 6.9 (and appendix F.3) highlight a problem authorities need to address and which the Ministerial Action Group and the subsequent Ministerial Response might have overlooked when they recommended 90 minutes per week should be taught in P6 and P7. During interviews with primary head teachers and in questionnaires completed during this research, although the vast majority recognised the advantages of learning a FL at an early stage, they also complained that the primary curriculum had just been getting bigger and bigger with an ever growing body of new ideas and programmes being introduced, but without anything being withdrawn to leave space for new projects. In the May 2000 questionnaire (Appendix E.5), primary head teachers were asked which was, in their opinion, the main problem in the primary languages project. The majority of head teachers, 9 out of 17, mentioned time, 5 staffing and 5 lack of support for trained teachers, as exemplified by the following responses from some of the head teachers:

- Timetabling in a very full curriculum.
- Time for preparation and also existing width of Primary Curriculum. Staff absences cause problems as existing teachers (FL) are unable to take on other classes.
- Time restraints – overload. The teacher is already heavily involved in Curriculum Developments in other curricular areas.
- Staff movement between classes means that one group has a concentrated delivery of the programme, i.e. everyday, and the other group has a one hour slot per week.
- Lack of teachers in times of MLPS teachers absence. Managing the programme and allowing time for planning and consultation and planning for progression from P6 to S1 without extra time / cover.
- It is left to the good will, energy of the teacher – little external support is given.

Figure 6.7. P7 minutes taught per week in 1998 – 1999 (Appendix F.7)

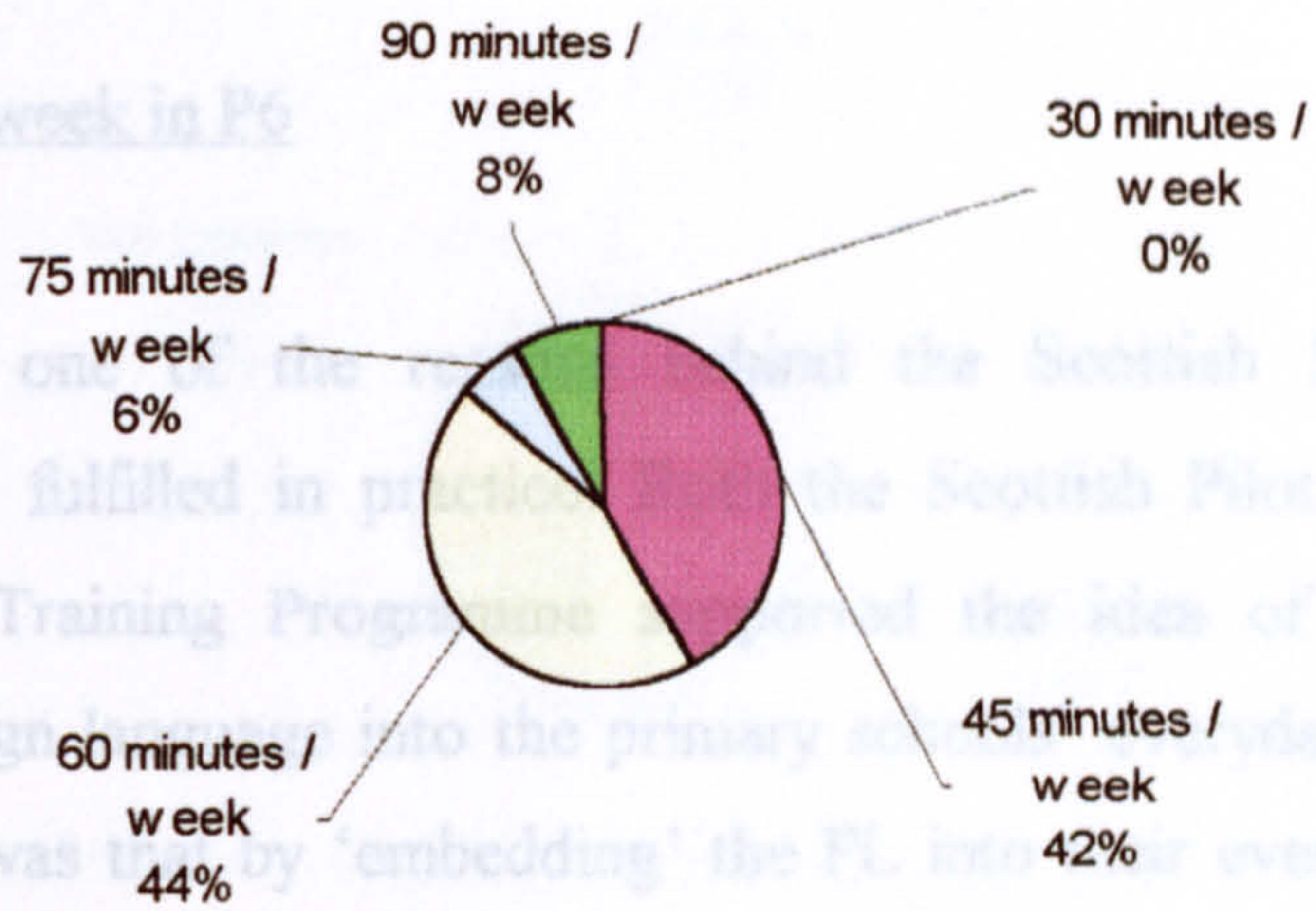


Figure 6.8. P7 minutes taught per week in 1999 – 2000 (Appendix F.8)

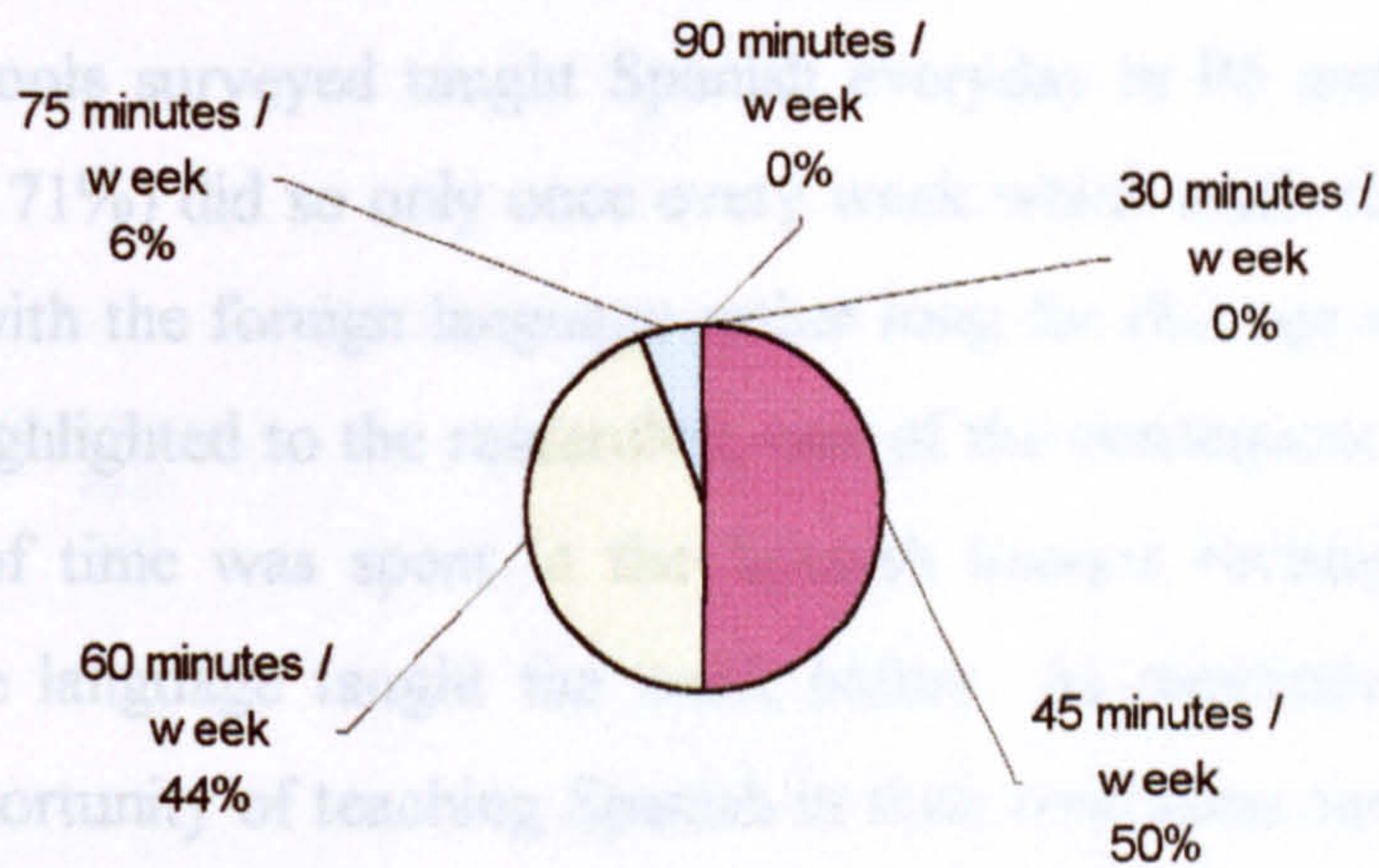
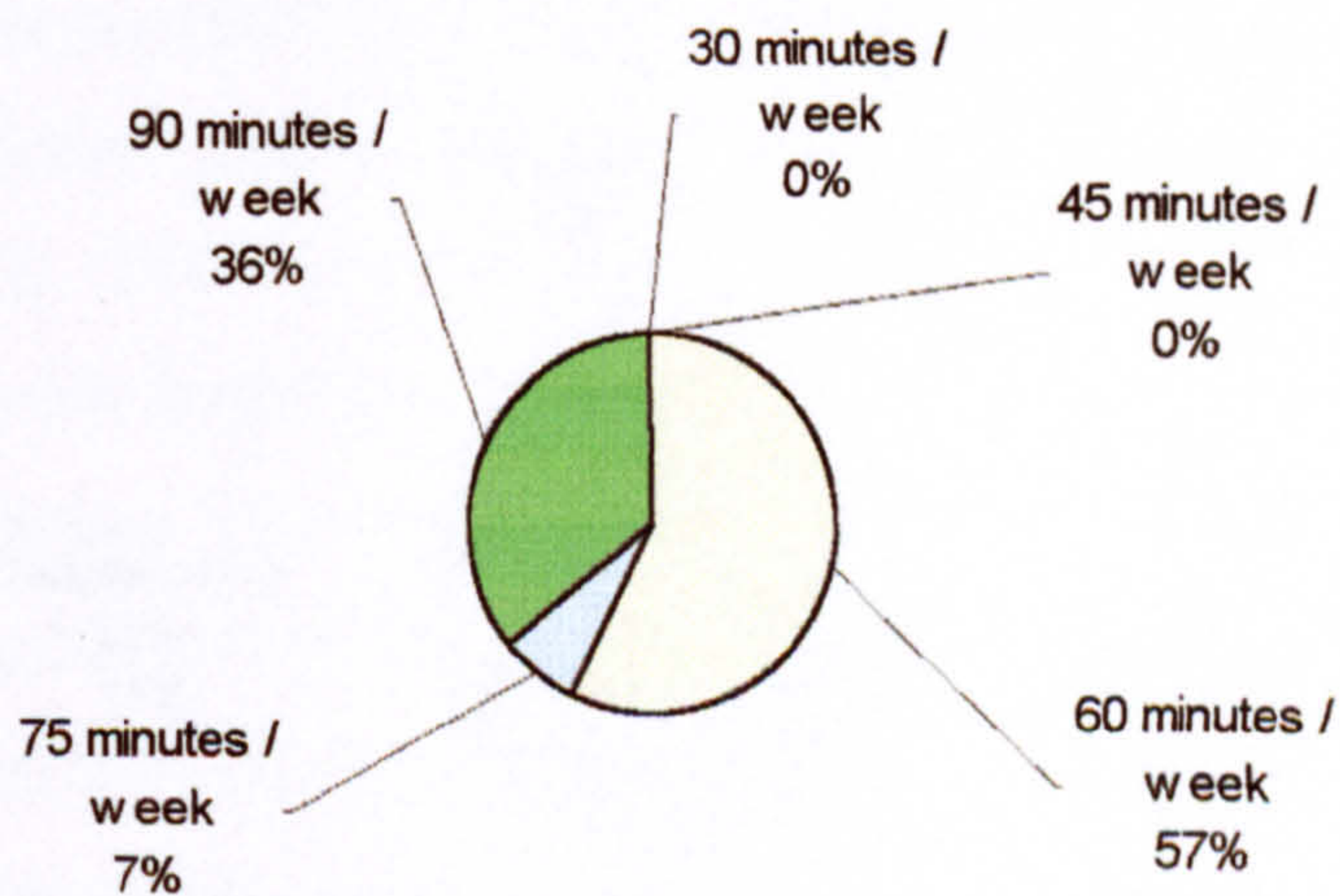


Figure 6.9. P7 minutes taught per week in 2000 – 2001 (Appendix F.9)



6.2.2. How often is Spanish taught in primary schools?

6.2.2.1. Lessons per week in P6

Once again, one of the reasons behind the Scottish National Training Programme was not fulfilled in practice. Both the Scottish Pilot projects and the following National Training Programme supported the idea of ‘embedding’ the teaching of the foreign language into the primary schools’ everyday life. One of the reasons behind this was that by ‘embedding’ the FL into their everyday lives, pupils would perceive the FL as a communication tool between the teacher and themselves and not as something that is learned in school but has no relation to their own lives. However, as figures 6.10, 6.11 and 6.12 (and appendix F.4) show, a minority (up to 17%) of the schools surveyed taught Spanish everyday in P6 and the vast majority (between 61 and 71%) did so only once every week which made the gap between the pupils’ contact with the foreign language rather long for this age range of pupils. As many teachers highlighted to the researcher, one of the consequences of this situation was that a lot of time was spent in the Spanish lessons revising, re-teaching and consolidating the language taught the week before. As mentioned earlier, teachers who had the opportunity of teaching Spanish in their own class and in a drop-in class indicated that their own class pupils acquired and memorised the foreign language much quicker as it was often used in a more natural way during the day in every day situations, such as organising lunches or lining up to go out for the break.

Figure 6. 10. P6 lessons per week in 1998 – 1999

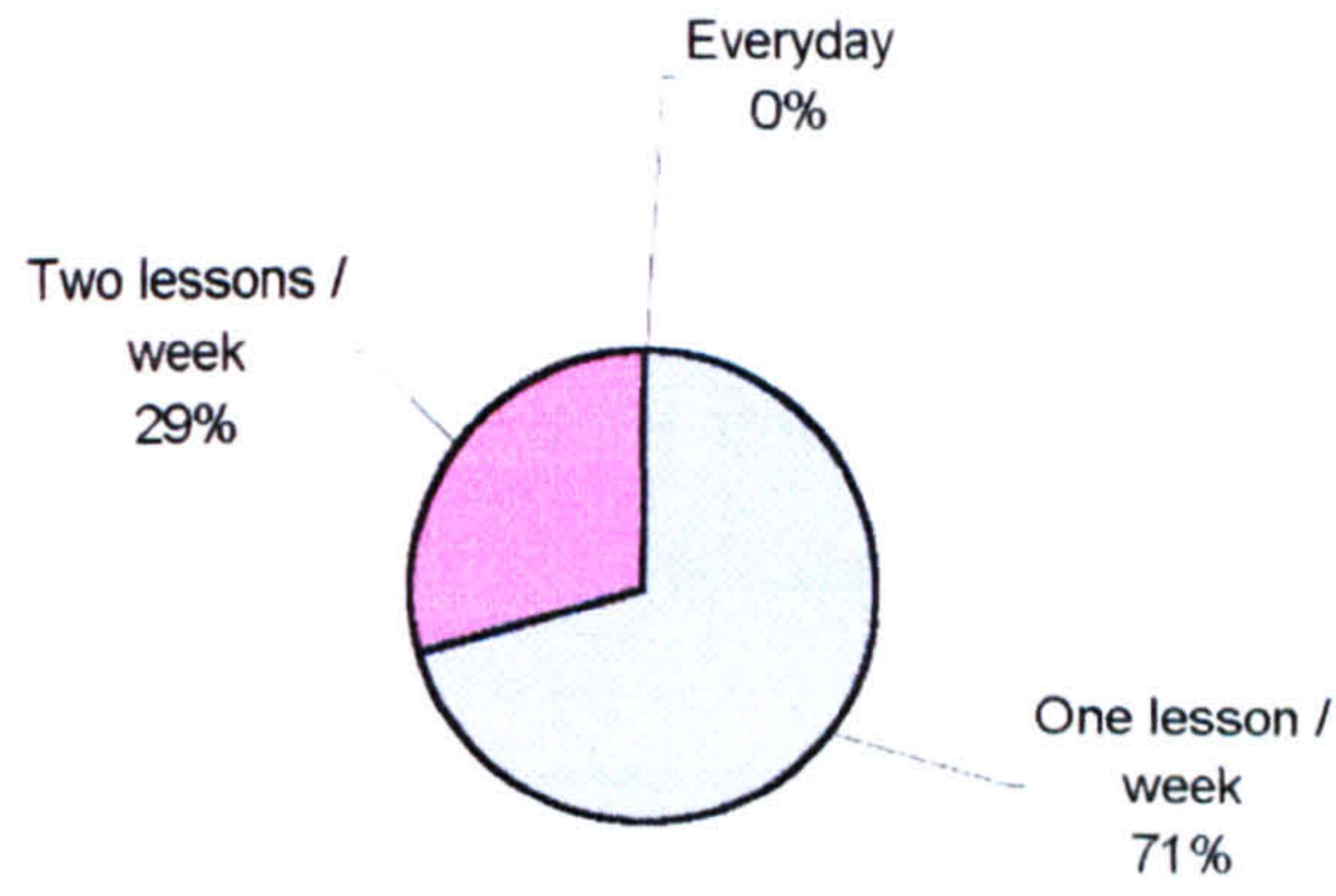


Figure 6.11. P6 lessons per week in 1999 – 2000

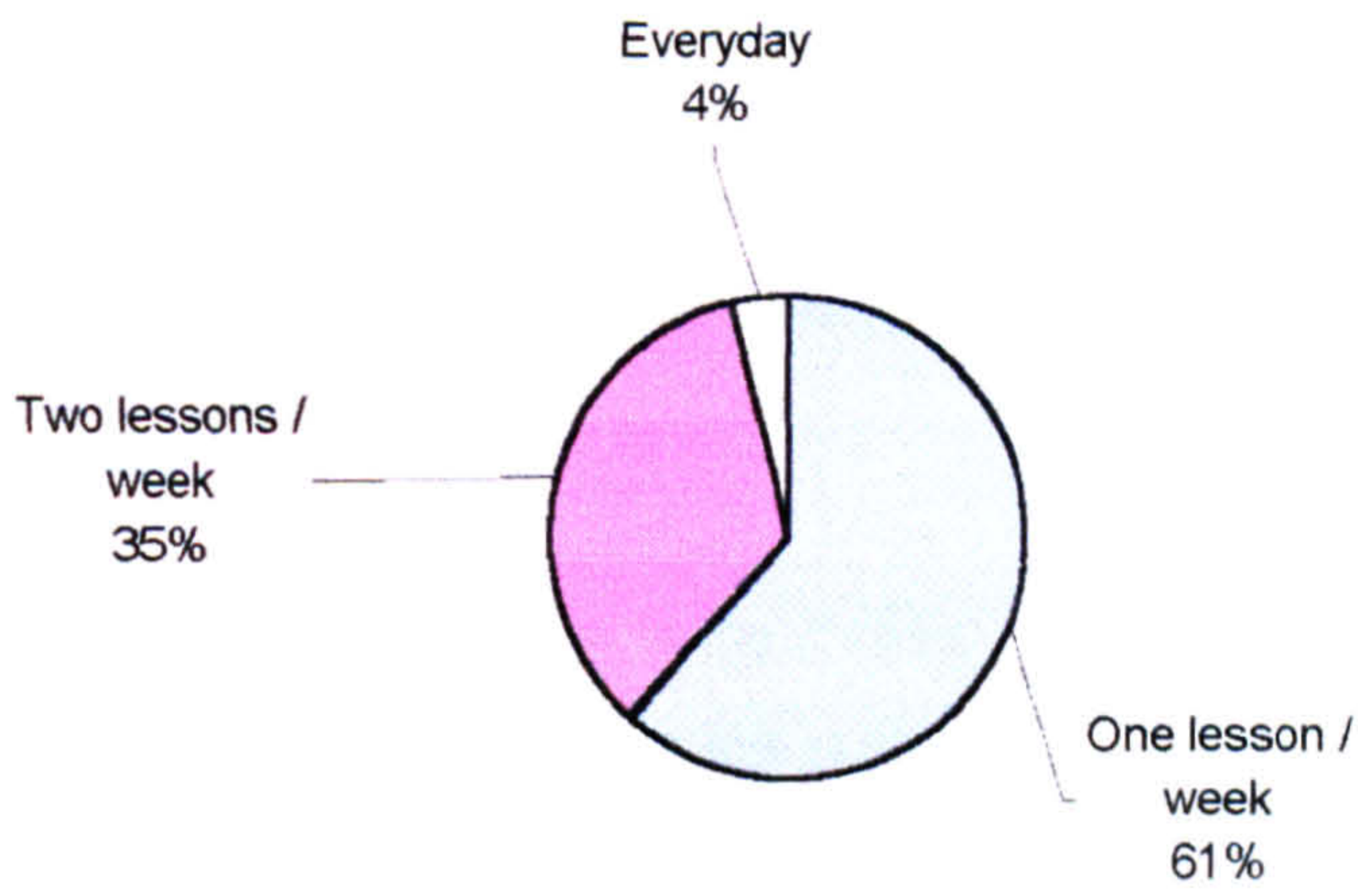
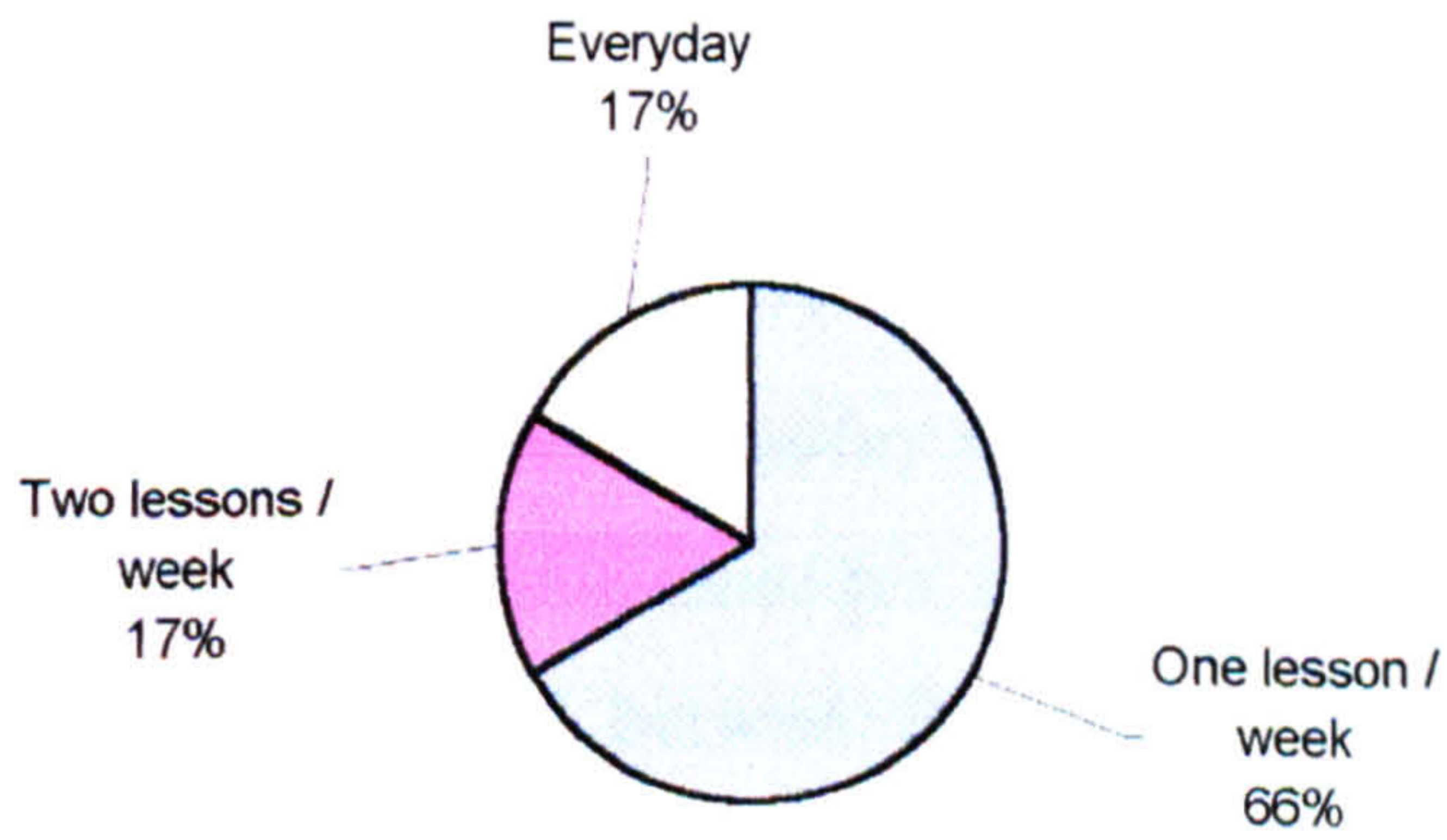


Figure 6. 12. P6 lessons per week in 2000 – 2001



6.2.2.2. Lessons per week in P7

In P7, as figures 6.13, 6.14 and 6.15 (and appendix F.5) show, the situation was the same as in P6, where the majority of schools (between 54% and 72%) only taught Spanish once per week. However, a small rise (from 0% to 29%) was evident in 2000-2001 in schools teaching Spanish everyday.

In the 1999 Tierney and De Cecco Scottish survey of MLPS referred to earlier, another area included in the primary questionnaires was the timetabling arrangements and whether the FL was taught once a week, twice a week or other. However, this survey did not distinguish between the stages taught as the case was with this present research. Table 6.4 shows the results for the 1999 National survey compared to the average figures for the present research between 1998 and 2001.

Table 6.4. Frequency of ML lessons in the 1999 national MLPS survey and the present research

	Tierney & De Cecco 1999 National survey	Present research 1998 – 2001
One lesson / week	57 %	65 %
Two lessons / week	33 %	26 %
Other / Everyday	10 %	9 %

Table 6.4 shows that more schools involved in the present research taught Spanish as a single lesson per week (65%) than the national average (57%). Even for the same school year, 1998 – 1999, the present research showed higher percentages of schools teaching one lesson per week (71% of P6 classes and 67% of P7 classes) than the national average. The “other” category in the 1999 national survey included schools teaching the FL between three times per week and everyday which was often the case with schools teaching the FL between P1 and P4. In the present research, the other option available to the schools was “everyday”, so although the averages were very close, they cannot be compared directly.

Figure 6. 13. P7 lessons per week in 1998 – 1999

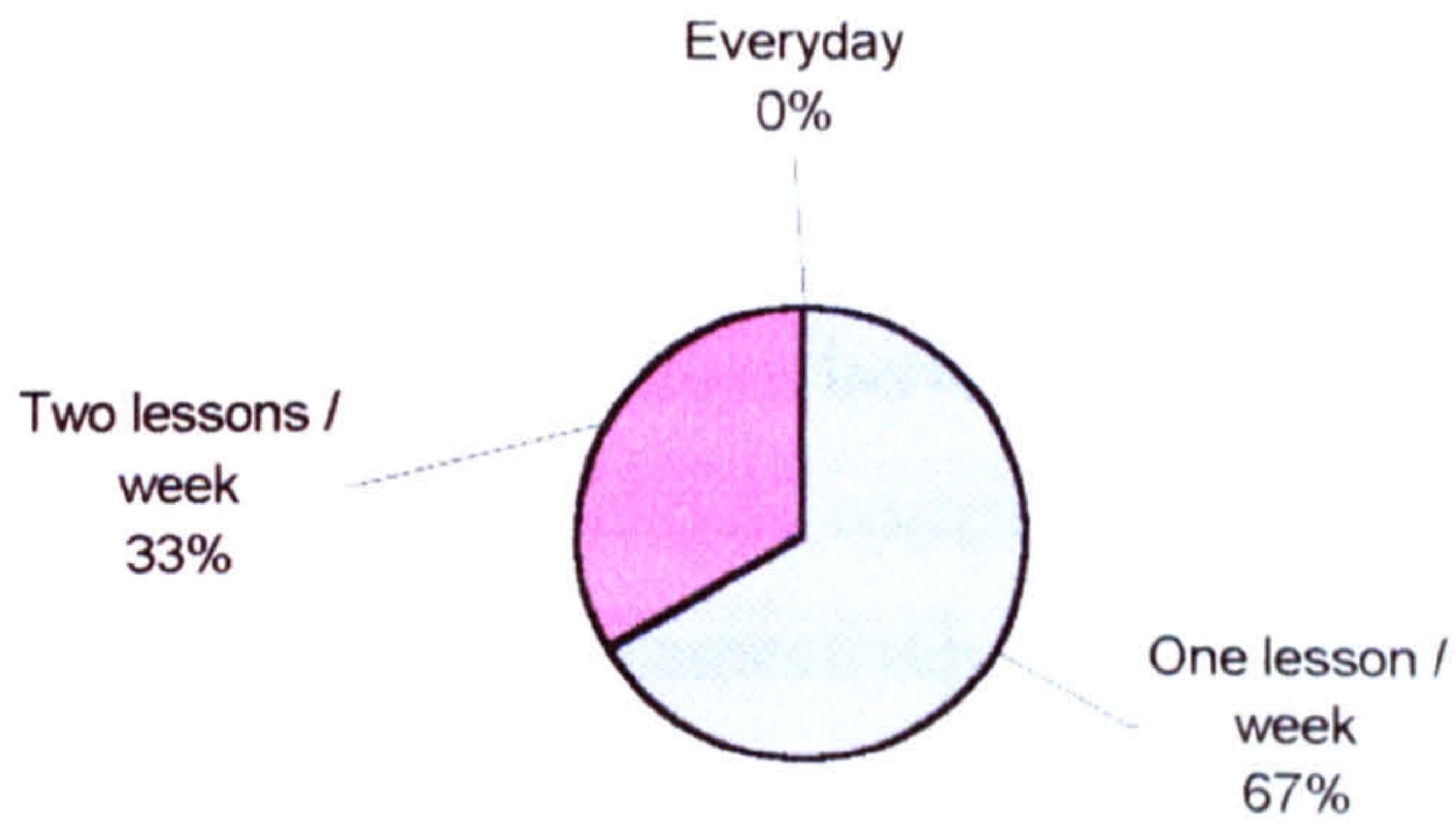


Figure 6.14. P7 lessons per week in 1999 – 2000

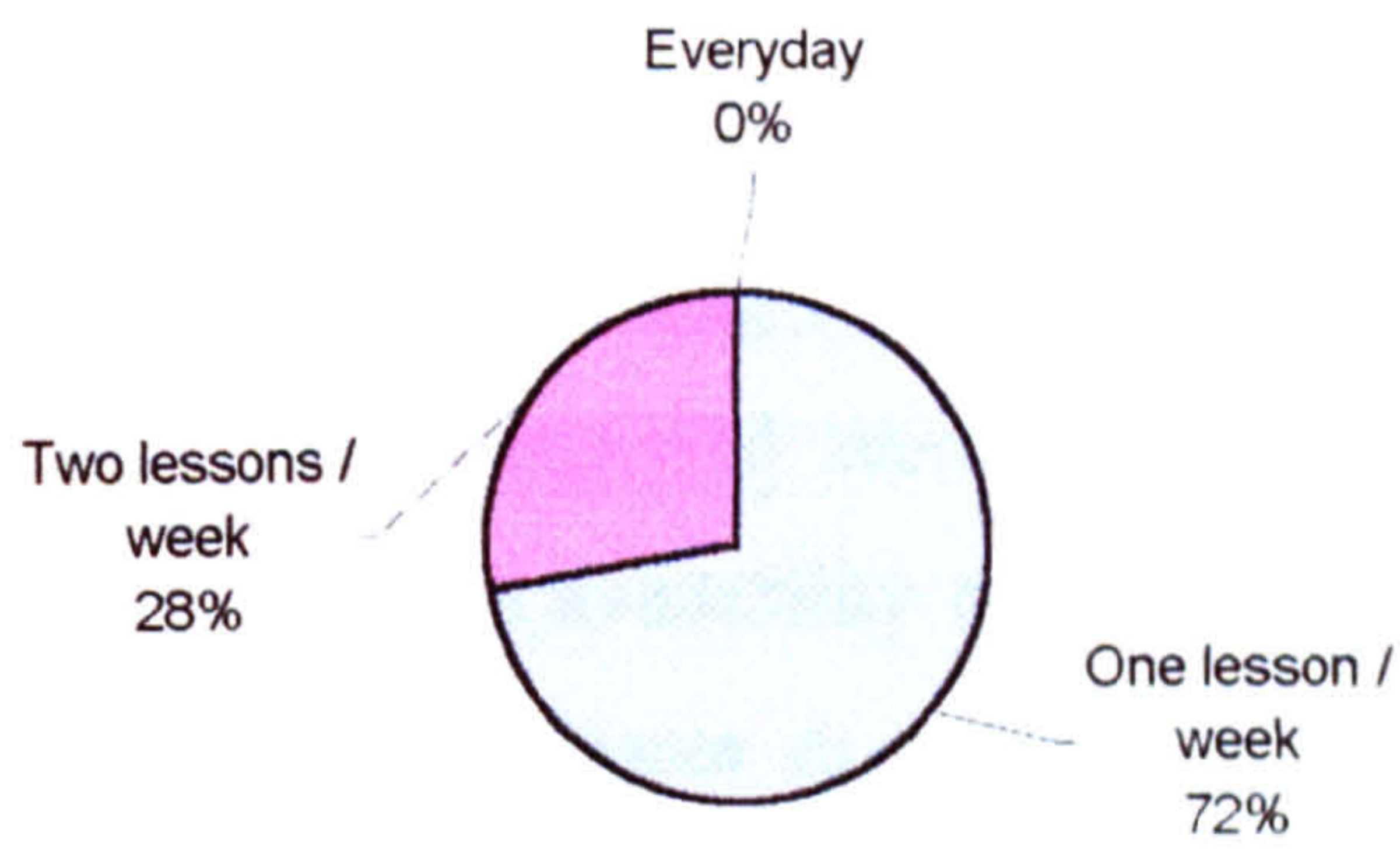
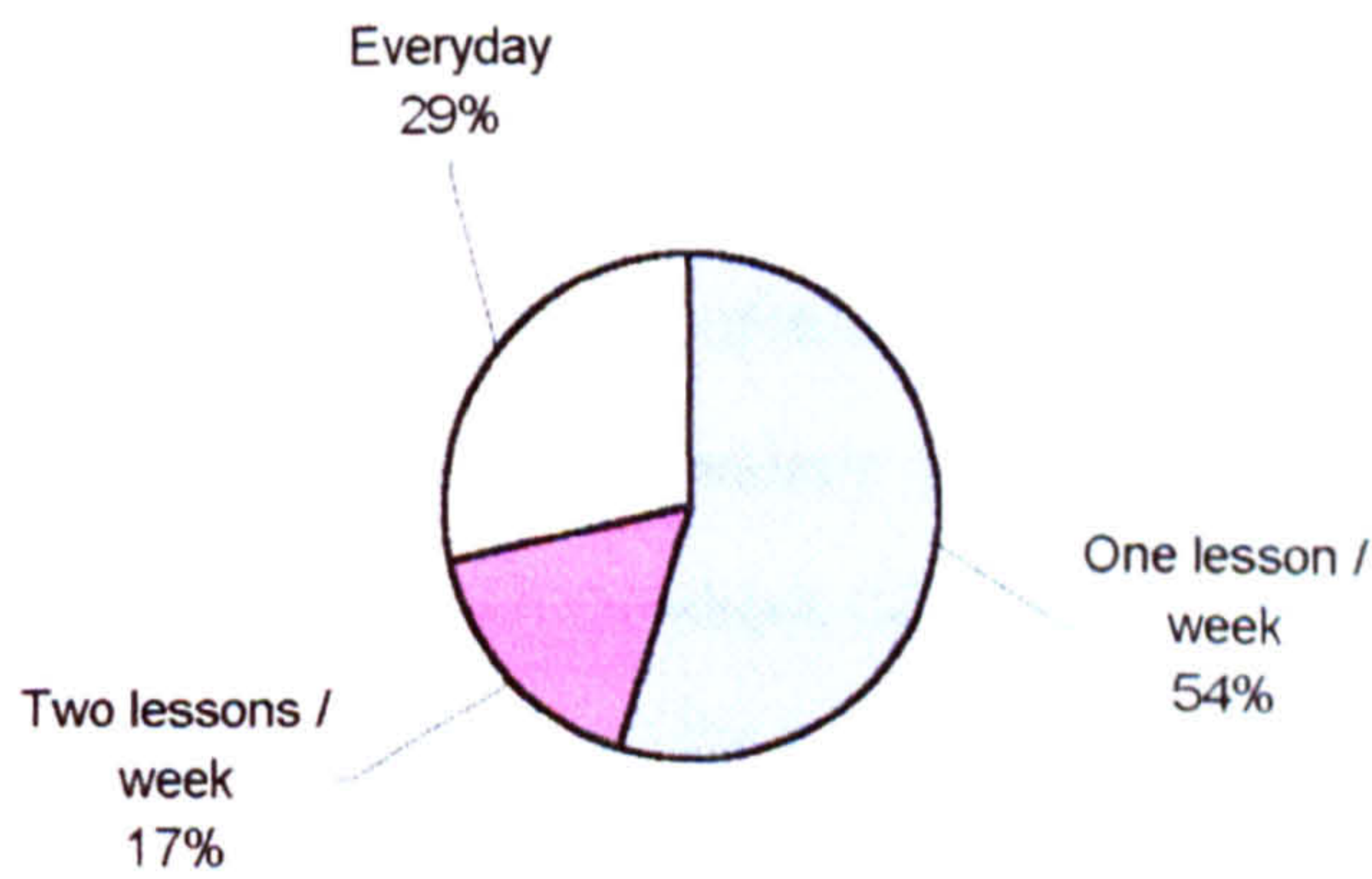


Figure 6. 16. P7 lessons per week in 2000 – 2001



6. 3. What are the liaison arrangements between primary and secondary institutions?

In terms of liaison arrangements between primary and secondary schools, Head Teachers from the primary schools completed 2 questionnaires in May 1999 and 2000 (Appendices E.4 and E.5 respectively), and secondary Modern Languages Principal Teachers completed one in August/October 2001 (Appendix E.6), with 36 out of 39 schools returning the first one, 17 out of 23 the second one and all 9 secondary schools completing theirs. The questions on liaison concentrated on different aspects schools used: meetings, visits, report exchange.

In terms of meetings between the primary and secondary schools, most clusters held one meeting every year although this was usually a general meeting which did not concentrate on the teaching of Spanish. When Spanish was included on the agenda, the main areas discussed were usually the programme of work covered in the primary schools, the availability of resources or other issues such as problems arising from composite classes in smaller schools, the lack of Spanish assistants and any other matters arising during the school term.

In 6 out of 9 secondary schools Modern Languages teachers did not visit Primary schools. If a visit was arranged, it was usually the Secondary ML principal teacher or the teacher in charge of liaison arrangements who visited the primary school. In one case, when the secondary school had enough staff and could afford the time and resources, a secondary teacher taught Spanish regularly in the primary school due to a trained teacher's absence, if a trained teacher had been promoted or had left the school. In 2 clusters, a secondary teacher visited the primary school, during a period between 3 to 9 weeks, to meet the P7 pupils and teach a unit of work agreed with the trained primary teacher. One secondary school had also designed a "bridging unit" for all their associated primary schools which P7 pupils completed during their last term in primary school. Teachers from all the schools involved were

very happy with this idea and felt it helped the pupils get ready and acquainted with the type of work they would encounter in their secondary school experience

In Scotland, most P7 pupils visit their future secondary school, at least once in their final year in primary school. However, not all the secondary schools involved in this research arranged for their future pupils to visit the ML Department to see a Spanish lesson or to meet their teachers. In the cases when primary pupils visited the ML department during their induction visit, 2 schools asked the pupils to complete a small questionnaire on their ML experience in the primary school with questions on the topics and activities they liked most or least. Apart from the arrangements already in place between primary and secondary institutions, in May 1999, primary Head Teachers were also asked whether they were happy with these or not.

Table 6.5: Primary Head teachers' feelings about liaison arrangements with their associated secondary school (May 1999)

Total	Very happy	Quite happy	Unhappy	Very unhappy	No answer
34	3	14	10	4	3
%	9%	41%	29%	12%	9%

Table 6.5 shows that half of the 34 primary head teachers who returned the questionnaire (Appendix E.4) felt very or quite happy with the liaison arrangements in place. Amongst the schools who were happy with the liaison arrangements, one explained that

- It was useful to have meetings and guidance in the first year and I know that they are there if I need help. It might be worthwhile to have at least one meeting of the cluster per year to discuss any problems, new ideas or resources.

However, many emphasised the need for cooperation between both primary and secondary level institutions and teachers:

- Liaison will be improved in the future. I feel that the secondary school are very willing to help and become more involved with Primary Spanish and that the learning is a two way process.

- Throughout the time we have been teaching Spanish we have maintained close links with the High School. This is seen as a priority by the Principal Teacher of Modern Languages in the High School and by all Head Teachers in the cluster group. The value of P7 teachers being given time out to meet and discuss matters in the High School and with each other is clearly understood by all concerned even if it can only be arranged once per year.

In that questionnaire, 15 out of 34 primary head teachers also highlighted issues they wanted solved such as discontinuity between primary and secondary curriculum; some secondary teachers' apprehension about primary teachers teaching the foreign language or others, such as:

- Some dissatisfaction about progression and 'new start' in secondary.
- Too many burdens of the curriculum seem to overwhelm MLs as a major focus.
- Little support from specialists.
- Once a year is not enough for someone who is very limited in the knowledge of Spanish and unlike Secondary teachers does not teach this subject every day.
- Importance should be placed in the need to know at first hand: a) pupils and their needs to ensure continuity; b) staff to ensure progression in teaching programme.
- We are between two areas of opinion regarding the teaching of Spanish (secondary school not happy about primary staff teaching, not experts). Secondary school are not able to assist with their staffing allocation.

This last issue of secondary teachers not being too happy with the work primary teachers were doing was an aspect of the MLPS project that has been present since its 'generalisation' in Scotland. During the Scottish Pilot Project, secondary ML teachers used to teach the ML in most primary schools. However, the 'generalisation' of the programme saw primary teachers being trained in the ML to teach it in their own schools. This transfer of teaching from the secondary specialist teachers to the primary generalist teachers was not always well regarded by secondary specialists and this researcher still detected these bad feelings amongst some secondary teachers during her research. Although a growing number of secondary teachers were happy with the primary teachers' work in terms of foreign languages, many were still sceptical about their ability to teach the foreign language properly. One secondary teacher who had been part of the pilot project and involved in this research felt that

- It worked better when we went down [sic] to the primaries.

Although this type of comment was generally found among teachers who had been part of the Pilot project, they were rather negative towards the MLPS programme in general and could be very offensive to the primary teachers who were doing their best. However, on many occasions, those comments were based on the secondary teachers' experience and on the problems they are facing since the generalisation of the MLPS programme. According to a number of secondary teachers, if they taught the FL in their associated primary schools, as was the case during the pilot project, by the time pupils came to S1, the teachers would know exactly what had been taught in the primary school. At the same time, all pupils coming from the associated primary schools would have covered the same areas of language, and the FL would be taught every week without the timetable problems many primary schools faced due to teachers' absenteeism, Christmas plays or other situations that arose in the primary school.

Another issue a few secondary teachers complained about was the bad pronunciation habits some pupils had when they arrived to S1. This was an issue that primary teachers were very aware of and felt very conscious about. Some pupils had come back to their primary school for a visit and had told their Spanish primary teacher that they had been taught wrong. This was a very worrying aspect and showed the need for continuous linguistic refresher courses for the primary teachers teaching modern languages at all levels.

Finally in terms of liaison, in the May 2000 questionnaire (Appendix E.5), primary head teachers were asked how they would like to see the liaison arrangements working in the future. Some opinions voiced by head teachers were:

- I feel it is essential that the weekly input is maintained and therefore regular contact with secondary specialist is essential.
- More time to discuss delivery of programme and to prepare with secondary / cluster group.
- More contact, with specialist able to support the primary teacher with time and resources.
- Visits from Modern Languages Department.
- Regular termly meetings. High School Spanish teachers visiting on a timetabled basis the Primary schools.

6. 4. What form, if any, of record keeping and transfer of information takes place between primary and secondary schools teaching Spanish?

In terms of record keeping and transfer of information between the primary and secondary sectors, two different areas had to be looked at. First, the issue of records of the topics and linguistic structures covered in the primary school and the transfer of information concerning them to their associated secondary school. The second aspect was the *record keeping of pupils' attainment* in the FL in the primary school and its transfer, or not, to the secondary school. In chapter 4, section 4.1 3.6, the importance of the continuity of the syllabus between primary and secondary levels was highlighted in a quote from Driscoll and Frost (1999), where they believed it was important “to ascertain whether (and if so, in what ways and to what extent) their [the pupils'] experiences at secondary do actually build on what the research has indicated they experienced at primary” (Driscoll & Frost, 1999, p 198).

During visits to the primary and secondary schools involved in this research, transfer and continuity were often discussed with head teachers and teachers. In most cases, the topics to be taught in primary had been discussed and agreed with the secondary school and all the primary schools in the cluster. In some cases, advice or support had also been provided by the local authority. These meetings usually occurred at the end of the school year where the programme set for that year was evaluated and when necessary, adapted for the following year according to the primary schools' experiences on the topics and areas they had been able to cover or not. This record of topics covered in the primary schools took different forms. In some cases, the cluster or the authority had devised a set of checklists for each topic highlighting the vocabulary and structures to be taught. In other situations, the primary teacher provided a list of the topics they had covered in P6 and P7, and on a few occasions, the pupils' Spanish jotters (notebooks) were used.

However, although the transfer of information might have taken place, in some clusters, 2 out of 9 secondary schools did not take into account the work tackled in primary schools and started teaching Spanish from scratch. This situation

could have been due to different reasons. Although the cluster might have agreed a syllabus, not all the primary schools had been able to cover the same topics, so the secondary school decided to ignore all the work done in the primary schools. In other cases (a minority), all the primary schools in the cluster had not agreed a common syllabus, so pupils arrived at secondary school with different Spanish backgrounds. Finally, a few secondary schools had some feeder primary schools teaching French and others Spanish. In these situations, the secondary school received a high number of pupils who had learned different languages, so they had decided to start teaching Spanish from scratch.

All the above situations highlight the varying amounts of time the pupils had learned the FL in their primary experience (as described in section 6.2). An issue that had not been investigated was the amount of weeks Spanish was taught during the school year. However, during interviews with head teachers and teachers it became apparent that this also varied greatly. In general, primary schools started teaching the FL after the October holiday week and finished around May. However, a number of schools visited during this investigation had not started until January due to staff shortages or other matters arising in the school. Another issue raised by many Spanish primary teachers was that the FL classes were often discontinued during the month of December due to Christmas plays, pantomimes or other festivities. Once again, the month of June was often lost with trips, visits to the secondary school, tests or tidying up. This reinforces the idea that, until the FL is included in the curriculum with its own place, varied models of implementation are going to be the norm. These will affect the amount of time the pupils have been learning the FL and the level at which they arrive in secondary school.

The problems with continuity of syllabus found in some secondary schools where Spanish was taught from scratch highlighted once again the problems arising due to the different situations they found themselves in respect of Spanish trained staff and the teaching of Spanish in general. However, it should not be taken as only occurring in these schools but more as a general issue evident in many clusters of primary and secondary schools around Scotland. Even after over ten years of the

MLPS programme in Scotland, continuity was still not good and many differences appeared between schools which made the optimal implementation of the programme difficult.

Also to be transferred was a record of the pupils' attainment in the FL. In most areas of the primary curriculum, the pupils' progress and attainment is assessed and reported to parents, secondary schools and authorities following a national or local set of grades. Although the issue of evaluation of the pupils' attainment in primary schools was a problematic one among FL trained primary teachers (see chapter 4, section 4.1.3.7), some form of record keeping should be used by primary schools in order to convey this information to the secondary school and to solve the issue discussed above of starting teaching the FL all over again. Regarding the schools involved in this research, about 50% did record and transfer individual pupils' Spanish information. However, this took many different forms. In some cases, it took the form of the pupils' primary Spanish jotter being passed to the secondary school. In other cases, the Spanish trained teacher had a section to complete in the school's report where he or she could write an opinion on the pupil's progress in the FL. However, this created some unrest in some schools where the drop-in teachers had to complete reports for one or two classes apart from their own class.

6.6. Conclusions on implementation issues in schools teaching Spanish

In 1995, CILT's national (UK) survey on the teaching of foreign languages in primary schools found that at that time the provision was "varied, patchy and generally uncoordinated" (CILT, 1995, p.3-5). The pattern of provision varied from schools teaching 10 minutes-per-week to others teaching 120 minutes every week; and that the model of provision was also very varied with some schools providing daily short lessons and others weekly longer sessions, and some embedding the FL in the school day while others taught the FL as a separate subject.

Four years later, in 1999, Tierney and De Cecco's Scottish national survey of MLPS also provided "evidence that there is a degree of mismatch in the provision of MLPS teachers and classes in some authorities" although the teaching of MLPS was widespread (Tierney & De Cecco, 1999, p.1); that there had been a move towards the once per week model of delivery; the number of minutes allocated per week varied widely from 20 minutes to 120 minutes per week; the average time allocation was 60 minutes; and that in 64% of cases pupils were being taught by their own teacher (Tierney and De Cecco, 1999, p. 17).

In 2002, CILT published *Early Language Learning. Curricular Models* analysing different curricular models examined during the Good Practice Projects (see chapter 3, section 3.6). A number of staffing issues were highlighted for consideration when embarking on a MFL teaching experience:

- The appointment of an MFL subject co-ordinator;
 - Which language is most appropriate;
 - The provision of teaching MFL in the secondary school(s) to which most of the pupils will go;
 - How to assure continuity of teaching when staff leave;
 - The appointment or sharing of a Foreign Language assistant (FLA);
 - What support is available;
 - The arrangements for professional development.
- (CILT, 2002b, p. 2)

In the present research, although during the first year (1998-1999) more teachers taught two classes (62%) than just one, the figures were reversed by 1999-2000 to 62% of teachers teaching only one class and 75% by 2000-2001. One of the aims of the Scottish national training programme was initially to train one teacher for each primary school in Scotland, moving later to one teacher for every two classes of P6 and P7. However, although the figures from this research show a higher availability of Spanish trained primary teachers, a quarter of teachers in 2000-2001 were still teaching two classes.

Another idea emerging from the Scottish Pilot project and initially transferred to the national training programme, was that the ML was better learned if it was embedded in the school's everyday life. In order to achieve this, the easier model is

for the class teacher to teach the FL every day, as opposed to a drop-in teacher who teaches the FL once or twice per week. The situation among the schools involved in this research was the opposite, with 84% of teachers teaching as a drop-in teacher in 1998-1999, 71% in 1999-2000 and 69% in 2000-2001 (these figures also include teachers who taught both their own class and a drop-in class). In the Tierney and De Cecco survey, the national average of pupils being taught by their own teacher was 64%. However, the figures found in the present research were lower (54% in 1998-1999, 52% in 1999-2000 and 39% in 2000-2001) which represented a move towards drop-in teachers which would make the idea of embedding the language into the child's school life more difficult.

In terms of the amount of FL time the pupils received in primary schools, in September 2001 (see chapter 3, section 3.9), the Scottish Executive recommended it should be 90 minutes per week in P6 and P7. However, this research, along with the 1999 Scottish national survey of MLPS, found that the majority of schools only taught the FL for an average of 60 minutes per week. The majority of P6 classes were only taught Spanish for 45 minutes in 1998-1999 (44%) and 1999-2000 (61%), while in 2000-2001, 91% of schools taught Spanish for 60 minutes every week. In terms of P7, in 1998-1999, 44% of schools taught Spanish for 60 minutes per week and 42% for 45 minutes per week. In 1999-2000, more schools taught Spanish for only 45 minutes per week (50%) as opposed to 44% teaching the FL for 60 minutes per week. In the last year of this research, 2000-2001, 57% of schools taught Spanish for 60 minutes per week in P7, along with 36% of schools teaching Spanish for 90 minutes per week in P7. However, the higher percentages in 2000-2001 were facilitated by the presence of two extra members of staff who worked as peripatetic Spanish teachers in all the primary schools involved in the Learning Community created in one of the clusters. The figures above indicate that schools involved in this research were experiencing problems in finding 60 minutes-per-week to teach Spanish. This leaves the 90 minutes-per-week recommended by the Scottish Executive in 2001 as a very difficult target to reach by the majority of schools if the primary curriculum is not altered in some way.

In terms of the frequency of the lessons, although the embedding model works best with daily FL contact, this research found that the majority of schools taught Spanish once per week. Although by the last year of this research (2000-2001), the schools teaching Spanish daily grew to 17% in P6 and 29% in P7, these figures were still the minority and made the implementation of an embedding model difficult.

A main issue emerging in terms of liaison arrangements between primary and secondary schools was the continuity of syllabus or lack of it. As with many other earlier documents, the 2002 CILT document *Early Language Learning. Curricular models* highlighted different areas that might ensure continuity and progression from class to class:

- Linguistic progression;
 - The sustainability of language teaching throughout the school;
 - The provision of staff;
 - The provision of resources;
 - In-service training and staff-development, including language ‘refresher’ courses;
 - Collaboration with secondary schools.
- (CILT, 2002b, p. 3)

Many primary head teachers and teachers involved in the present research complained that the secondary schools did not take into account the work done in the primary schools. However, the differences in models of implementation and in frequency and length of Spanish lessons revealed earlier made the situation difficult for secondary schools receiving pupils with different Spanish learning experiences. A cluster of schools involved in the Good Practice Projects south of the border solved this problem by teaching all the pupils with less FL experience in a special “catch-up” class during their first year in secondary school. However, this solution would be difficult to implement in some Scottish secondary schools due to the vast variety they experience in terms of the numbers of associated primary schools and pupils.

With respect to liaison arrangements, these were often rather weak, as they were usually based on a single yearly meeting which was dedicated to the whole

be drawn in order to achieve a smoother implementation of the teaching of FL in *Scottish schools*:

- More trained primary teachers need to be available to teach *the FL in all* the P6 and P7 classes and to cover for absenteeism among practitioners
- The already overcrowded primary curriculum needs to be adapted to include the teaching of a FL.
- The FL needs to be given its place and status in the primary curriculum along with the other areas already taught in primary schools.
- Efficient liaison arrangements need to be reinforced by authorities with time provided for primary and secondary institutions to work co-operatively.
- A common syllabus should be agreed by clusters or authorities for all primary schools to implement to solve continuity issues.
- Some form of pupils' attainment record keeping should be designed to be transferred to secondary schools and parents.

The following chapter concentrates on the primary teachers teaching skills and methods in Spanish.

CHAPTER 7

PRIMARY TEACHERS' TEACHING SKILLS IN SPANISH

Having looked at the implementation practicalities of the MLPS programme, the present chapter concentrates on the teachers teaching Spanish in Scottish primary schools. The National Training Programme which has taken place since 1993 trained teachers both in linguistic competence and in skills which would help them introduce the FL to their primary age pupils. In this respect, and as set out in chapter 4, four research questions were identified:

- What methods do primary teachers use to teach Spanish?
- Are all skills taught in primary schools? To what extent?
- Do primary teachers use the target language in the Spanish class? When?
- What training have primary teachers received? What do they feel they need in this respect?

As indicated in chapter 5, the methods used to investigate these areas involved a questionnaire completed by 30 primary teachers in October 1999 (Appendix E.7), followed by 22 and 19 classroom observations (Appendix E.8) of P6 and P7 Spanish lessons in May/June 2000 and 2001 respectively.

7.1. Teaching methods used by primary teachers and the skills developed in Spanish classes.

In the October 1999 primary teachers' questionnaire, teachers were asked how often they used a number of activities in their Spanish lessons. This information was later validated by the class observations carried out in P6 and P7 and was also used as the basis to prepare the pupils' attitudes questionnaire concerning the activities used in the Spanish lessons (and analysed in chapter 8, section 8.2). Teachers had five options to express the frequency with which they used the activities: most times, often, sometimes, seldom and never.

7.1.1. Speaking activities

In terms of speaking, 11 activities were included in the questionnaire:

1. Introduction of vocabulary with flashcards
2. Introduction of vocabulary with real objects (eg: fruits; parts of the body)
3. Vocabulary reinforcement with flashcards (whole class)
4. Vocabulary reinforcement with card activities (groups)
5. Vocabulary reinforcement with board games (groups)
6. Speaking in pairs activities (find your partner)
7. Speaking to others (survey activities)
8. Asking for help
9. Role-play activities
10. Storytelling
11. Other (please specify)

All 30 teachers who returned the questionnaire used flashcard activities to introduce new vocabulary in Spanish and, when the topic was appropriate, real objects such as fruits, clothes or classroom objects were also part of the lesson. In terms of vocabulary reinforcement activities, 23 out of 30 teachers used whole class activities most times with between 17 and 20 using group activities such as card games and board games sometimes, seldom or never, mainly due to time restrictions. 13 teachers used speaking activities where pupils had to find a partner with the same information or some complementary information most times or often although 12 used them sometimes. However, surveys, where pupils had to find information from

their peers, were less often used (8 teachers used them sometimes and 4 seldom) Role-plays were sometimes used by 14 primary teachers, although 12 did not use them very often. Finally, in terms of storytelling, the majority of teachers (19) only used this type of activity seldom or never.

7.1.2. Listening activities

13 listening activities were included in the teachers' questionnaire:

1. Recognising a picture from different options (pick up the correct picture)
2. Recognising a word from different words (word-cards or worksheet)
3. Listen and draw activity
4. Listen and write activity
5. Listen and colour activity
6. Listen and do activity
7. Bingo
8. Listening for information (survey activities)
9. Listening to recorded material
10. Activities based on video
11. Storytelling
12. Classroom language
13. Other (Please specify)

The majority of teachers answering the survey used vocabulary recognition activities either with pictures (24) or with words (21) adding a reading element to the listening activity. These could be whole class activities using flashcards, group and pair activities with smaller cards or individual activities using worksheets. Listen and draw, write, colour or do activities were also generally used by the majority of teachers (by 23; 24; 21; 26 teachers respectively). Bingo activities which revised the vocabulary learned in a fun way were used by 23 teachers. However, this activity was often seen as a prize for the pupils if they had finished their work early. The class teachers who did not teach Spanish also used this type of activity when some free time was available.

Once again, survey activities where pupils had to listen to and collate their peers' information were hardly ever used, although 12 teachers did not answer this

section, perhaps not recognising the activity in question. Listening activities with recorded materials were sometimes used by the majority of teachers (22), although 7 seldom or never used them. According to the teachers, this was generally due to a lack of resources or to the inappropriate nature of the resources available. *The use of video in Spanish primary classes in 1999-2000 was very restricted with the majority of teachers (22) not having access to any video resources. However, in the following years of this research (2000-2002), although still the minority, an increasing number of schools used video in their FL lessons.*

Storytelling has been recognised as a very useful activity in early language learning both in terms of the pupils' mother tongue as well as in second or foreign language learning. In stories, pupils experience the language in context and for communication. They see that the language they have learned has a purpose: to understand the story, and in the future to act it out or tell the story themselves. At the same time, this activity is enjoyed by many pupils as it takes them back to their early school years. Many pupils are not aware of the linguistic implications listening and understanding a story has and they see this activity as a relaxation time from the rest of class-work. Storytelling is also an important activity that develops all the skills included in any language learning experience: listening, speaking, reading and, although to a lesser extent, writing. When pupils have had experience with stories in foreign language classes, they have a feeling of achievement because although initially, they might not think they can understand a story in the FL, after working with it they realise they can do it and are very keen to act it out or tell it to their parents or other pupils in the school. Unfortunately, although many teachers were aware of the advantages storytelling had for their pupils, the primary teachers involved in this research did not often use this type of activity in their Spanish lessons. Due to the lack of time available, or a lack of confidence, training or available stories to use, many teachers did not use stories as a teaching tool.

Finally, in terms of listening activities, Spanish classroom language was used in most lessons by all the teachers although to different extents (9 most times; 11 often and 5 sometimes). A higher use of the language necessary to organise activities

and every day actions was always apparent among teachers who taught Spanish to their own class as opposed to drop-in teachers. However, as will be later seen when considering the teachers' use of the target language (section 7.2), the majority of teachers recognised that they did not use Spanish as often as they would have liked to.

7.1.3. Reading activities

13 reading activities were included in the teachers' questionnaire. It has to be borne in mind that many of these activities also included a writing component which would be difficult to separate. The activities included in the questionnaire were:

1. Matching word to picture activity (whole class – flashcards)
2. Matching word to picture activity (group/pair – mini-cards)
3. Matching word to picture activity (individual – worksheet)
4. Word search activities
5. Word formation activity (putting letters in correct order; adding missing letters)
6. Putting words in order activity
7. Read and draw activity
8. Read and colour activity
9. Read and do activity
10. Reading aloud for pronunciation
11. Reading for information (read and answer questions activity)
12. Finding and handling information (dictionary work)
13. Other (please specify)

Reading activities where pupils matched words to pictures were generally used by 22 teachers. These were mainly used in whole class situations, followed by individual work in the form of worksheets where pupils had to write the correct words. The least often used activity by Spanish primary teachers was group and paired work activities with small cards (12 only using it most times or often), due to lack of time in the class, but also preparation time to cut up and laminate enough sets for the whole class.

Word searches were an activity that the majority of teachers used often (5) or sometimes (14) in order to ask pupils to recognise the words they had learned on a specific topic. Some word searches used in the Spanish lessons were commercially

produced, others were designed by the teachers, and pupils had also sometimes the opportunity to create their own activity. On the other hand, word and sentence formation exercises where pupils had to put letters or words in the correct order, or where pupils had to write the missing letters or words, were not used very often (8 sometimes; 6 seldom and 8 never). These are exercises that could help pupils move from the word level to the sentence and text level of the FL as highlighted in the 5-14 guidelines (see chapter 3, section 3.10). However, Spanish primary teachers did not seem to be aware of the benefits of these types of activities. Activities such as read and draw, colour and do, earlier seen as listening activities, were less often used to develop reading skills (19; 21; 13) than listening ones (23; 21; 26), but they were still used quite regularly by many teachers.

A large number of teachers said they seldom (8) or never (7) used activities where pupils read aloud for pronunciation. However, in most classes observed for this research, pupils frequently read from the board, cards, wall displays or worksheets. As had earlier been the case with surveys, teachers did not seem to recognise all the activities they actually used in their Spanish lessons when asked about them. This is a worrying issue as one of the purposes of the National Training Programme was to make teachers aware of the methodology to use when teaching a FL to primary aged pupils, and of the benefits those methods had for the children. In this sense, there seemed to be a gap in the teachers' training where, although most were aware of the different methods available to be used in the FL class, many were not sure of the aim or the purpose of each one.

15 teachers said they never used reading for information activities where pupils had to read a text and answer questions about it, either in English or Spanish. This is another worrying issue as this strand is part of the 5-14 guidelines for Modern Languages and should be included in the pupils' teaching experience from its beginning in P7.

Finally, dictionary work was seldom or never used by 25 teachers. Although the majority of classes had Spanish/English dictionaries, many teachers found them

too advanced or difficult for their pupils and they missed a more child-friendly dictionary to use in the primary stages.

7.1.4. Writing activities

In terms of writing, only 4 activities were included in the teachers' questionnaire. However, it has to be borne in mind that many of the previous activities already included some form of writing in them. The activities in the questionnaire were:

1. Copying from the board onto a Spanish jotter / folder
2. Copying from a worksheet (writing word under picture from a selection of words given)
3. Directed writing (fill in the blanks)
4. Other (please specify)

In terms of writing, the majority of teachers used copy-writing exercises in P6 and P7, either from the board (27) or from a worksheet (26). One school had decided not to introduce any writing to their P6 pupils but later found that the pupils wanted to see the written version of the new words they learned and decided to change the policy for the following years. Directed writing exercises where pupils had to complete blanks in a text with different words was not an activity often used by many Spanish teachers involved in this research with 11 teachers using it sometimes and 4 never.

7.1.5. Conclusions on teachers' methods and skills developed in P6 and P7.

Among the primary teachers involved in this research, the majority used a wide variety of methods covering the four learning skills: speaking, listening, reading and writing. In the Scottish 5-14 Modern Languages Guidelines (chapter 3, section 3.10), Knowing about Language (KAL) was a strand included in each one of the four outcomes (skills). Among the classes observed, the teachers interviewed and the pupils participating in the linguistic competence interviews (chapter 9), it was apparent that Knowing about Language was embedded in most lessons. Teachers used every opportunity they had to highlight the differences in gender and number of

nouns, adjectives or verbs, between English and the FL. This situation showed a positive development in the teaching of FL since the unsuccessful Pilot Projects of the 1960s in England (see chapter 2, section 2.1) where there was a problem with the methods used. At that time, the Pilot project was based on audio-visual courses where pupils often learned set phrases or question and answer pairs without understanding how they were formed. To a certain extent, this has changed in the schools visited during this research. Although some pupils still learned sets of phrases and pairs of questions and answers, they were made aware of how the FL worked and what would have to change if they wanted to say something different. In this respect, without making it too difficult for their pupils, the teachers managed to help them understand the FL and compare it to their own language.

In terms of groupings, teachers used a wide variety of activities involving the whole class, small groups of 4 to 6 pupils, pair work or individual work. Most lessons started with class work revising the language covered the previous session, and then moved into smaller groups or individual work according to the activities used.

However, some activities which put into practice a number of the strands included in the 5-14 guidelines for modern languages were not used by most teachers. All these activities were perceived to be important tools which reinforce the pupils' learning in different ways and using more than one skill. At the same time, they make the pupils use the FL they have learned in order to communicate with others, either in the spoken or the written form, and they can see that what they have learned has a real and immediate use. They are also activities which can support the teacher in terms of differentiation matters, by making the same task more easy or difficult for each pupil according to their ability. The information below identifies the activities referred to above and the strands of the 5-14 Guidelines that are reinforced by means of each activity.

- Survey activities:
 - Listening for information
 - Listening and reacting to others
 - Speaking to convey information
 - Speaking and interacting with others
 - Speaking about experiences, feelings and opinions
 - Reading for information and instructions
 - Reading aloud
 - Writing

- Storytelling
 - Listening for enjoyment
 - Listening for information
 - Speaking to convey information
 - Reading for information
 - Reading aloud
 - Reading for enjoyment
 - Writing imaginatively, to entertain

- Video activities
 - Listening for information and instructions
 - Listening and reacting to others
 - Listening for enjoyment
 - Speaking and interacting with others
 - Speaking about experiences, feelings and opinions

- Word / sentence formation exercises
(word searches, crosswords, fill in the blanks exercises)
 - Listening for information and instructions
 - Speaking to convey information
 - Reading for information and instructions
 - Reading aloud

- Reading / Listening comprehension exercises
(answer questions on a text)
 - Reading for information and instructions
 - Reading aloud
 - Reading for enjoyment
 - Listening for information and instructions
 - Listening and reacting to others
 - Writing to exchange information and ideas.

- Dictionary work
 - Reading for information

7.2. Primary teachers' use of the target language

During the SOEID training period (see chapter 3, section 3.3), an advice document was issued to all schools involved in the programme every year. This document recognised that

It is desirable to expose the pupils to as much of the foreign language as the teacher feels able to do, but not at the expense of the teacher's confidence, or language competence. It is preferable for the teacher to limit her or himself to known contexts, rather than to risk making too many errors or confusing the pupils. (SOEID, 1998, p.13)

The majority of Spanish lessons observed during May and June 2000 and 2001 were not conducted in the target language, Spanish. However, all the teachers observed did use the target language on many separate occasions throughout the lessons, although the majority said they would like to use more target language in their lessons in order to expose their pupils to as much FL as possible. This situation was, to a point, related to time restriction and lack of support issues. Teachers often felt it was easier and quicker to explain activities in English so the pupils would have more time to practise their own Spanish, than explaining activities in Spanish and spending most of the lesson trying to make them understand these instructions. Some teachers also explained how, with all the other needs of the primary curriculum, they had just enough time to prepare and make sure the vocabulary they were going to teach their pupils was right, and hence, they did not have time to prepare and learn Spanish instructions for different activities or exercises. Some teachers learned and tried to use some new organisational sentences every month, but they felt this was not enough. The majority of teachers highlighted the fact that they did not feel confident to use more Spanish in their lessons as they had not spoken Spanish (apart from the restricted amount with the P6 or P7 class) since they had been trained, between three and seven years previously. This issue, support for teachers, is discussed in the next section (section 7.3) which concentrates on the training received by primary teachers and their perceived needs.

When Spanish was used in the class this was mainly in organisational and praising or encouraging situations. In terms of organisational language, teachers used the target language to take the register, to ask the children to get into groups, sit

down, join hands for prayers or to give out worksheets, jotters or other resources they needed. However, as could be expected, the use of Spanish was much more prominent among teachers who were class teachers as opposed to drop-in teachers. In this respect, many teachers said they would like to use more Spanish in their class but, the pressure of the language to be covered at each stage, along with time management issues in the schools, made this difficult.

In terms of language to organise activities in the Spanish class, most teachers accepted that they did not use a lot of Spanish although they would have liked to use it more often as they understood the benefits their pupils could gain from a more communicative use of the FL. In terms of the activities the teachers used in the majority of the lessons, such as flashcard activities to introduce or practice vocabulary or writing in the Spanish jotter, all teachers used Spanish to give short instructions such as “mirad” (look), “repetid” (repeat) or “escribid” (write).

Another instance where the use of the target language was prominent in the Spanish lessons observed was moments when the teacher encouraged or praised the pupils’ work. Encouraging pupils to participate in the Spanish lesson and praising them for their effort, even if what they had said was not completely correct, created a very positive and enjoyable atmosphere in the Spanish class. Words such as “¡Estupendo!” (Great!), “¡Muy bien!” (Very good!), “¡Excelente!” (Excellent!), “¡Ánimo!” (Come on!) or “¡Cuidado!” (Careful!) were often heard during the Spanish lessons and the receiving pupil would often look at the researcher to check if she had been aware of their success in that particular exercise.

One main issue became apparent among a small number of teachers observed during these investigations. Some teachers had a poor Spanish pronunciation or made some errors which were being transferred to the pupils. Most were aware of their limitations in this respect and often asked for support from other teachers in their school, secondary school teachers or friends. However, not all teachers had access to this type of support and felt their pupils were losing out in this aspect. This weakness in teachers also affected their use of the target language, believing it was better for

pupils to be given the instructions in English rather than in incorrect Spanish. Some examples of mispronunciation perceived among the primary teachers observed during this research were: “lier” for “leer”; “diportivas” for “deportivas”; wrong stress in “árbol”; pronouncing the ‘u’ in “vaqueros”; English pronunciation for “televisión”, or the more serious problem of saying “cochina” for “cocina” due to the teacher’s knowledge of Italian. In terms of grammatical errors some teachers had problems with genders saying “unos chancletas”, “los partes del cuerpo” or “un mano”. However, it has to be stressed that these errors were only present in a small minority of teachers.

7.3. Training received by primary Spanish teachers and their perceived needs

All 38 primary teachers involved in this research, except two, had completed the Scottish National Training Programme consisting of 27 days. One of the two had studied Spanish as part of her Initial Teacher Training and spent some time in a Spanish speaking country, while the other one had not undergone any MLPS training but was confident in her Spanish to teach it in her school as there was only one other teacher who had been trained in Spanish. As was explained in chapter 3, section 3.3, the Scottish National Training Programme, which took place from 1993 onwards, aimed to develop the participants’ linguistic competence, as well as their skills in introducing the foreign language in appropriate ways to pupils in the primary classroom. Unlike the French training course, no previous knowledge of the Spanish language was required. However, during the seven years this researcher worked as a tutor in those courses, the background of the participating teachers varied widely. Some teachers had had no experience of Spanish or any other FL before starting the course, while others had learned a different language, generally French or German, while in secondary school. Other teachers had taken part in some evening courses, such as Spanish for holidays or Tourist Spanish, offered by local colleges or universities. A number of them had some school qualification (Standard Grade, Higher or A level equivalent) in Spanish but awarded some time ago, and a few had had the opportunity of living in Spain for a period of time. Finally, a very restricted number of teachers were language graduates who might have started teaching in

secondary school but then transferred to primary teaching. However, this last group of teachers did not have to attend the whole course and only came to the final seven days when the classes were more practical and concentrated on putting into practice the methods to be used with primary aged pupils.

Among the teachers participating in this research, a wide variation was apparent in terms of linguistic competence. The majority of teachers had started the training course with no Spanish background and had achieved different levels of competence by the end of their training. These levels became apparent during the classes observed as part of this research. However, it has to be said that very often, the teachers with the weaker linguistic competence compensated for this by using the most suitable, and often enjoyable, methods with their pupils. In this researcher's experience as a tutor, as a peripatetic teacher and as a researcher, it was often observed that teachers who had a better command of the foreign language wanted to display their skills and made the lessons too serious, at too high a level for their primary aged pupils, or used less child friendly activities. In contrast, teachers less confident in their Spanish competence, compensated for this with excellent ideas to teach different areas of the curriculum with a wide range of activities that seemed to appeal more to primary pupils.

In informal conversations with the teachers during the school visits, many highlighted the fact that they had not had any extra training once they had started to teach Spanish in their school. On a number of cases, their local authority had organised in-service training sessions but these had been cancelled for reasons such as insufficient attendance or for other reasons which had not been communicated to the teachers themselves. Some teachers had attended in-service training sessions but these were mainly directed to the French teachers and Spanish ones felt they had been left out and had gone to the session under false pretences.

Other organisations, such as the Spanish Consejería (education office), the University of Strathclyde or SALT, organised Spanish or MLPS days but the majority were held on Saturdays, in the teachers' own free time. In these cases, many

teachers complained that when the in-service session was for another area of the curriculum such as Maths, Language or Environmental studies, this was usually organised during the school week with cover provided by the school or the authority. This situation made Spanish trained teachers feel that even the authority was not taking the teaching of ML in a serious way.

Many teachers (between 5 and 7 depending on the years) participating in this research did attend Spanish classes in the evenings but these were more for their own personal development as opposed to their professional one, and most times the courses did not have much relevance to what they were teaching their pupils. In some cases, the head-teacher or the authority had supported these courses financially but this was dependent on the funds available and the head-teacher's good will.

In terms of the support primary Spanish teachers perceived they needed, a wide range of areas was apparent. Some teachers felt they needed more support on the introduction of reading and writing activities. Others wanted more training in the use of Spanish during the lessons. However they recognised they were not sure if, even having had more training they would be able to use it. Some teachers were very interested in introducing ICT and video resources to their lessons but were aware of their limitations in terms of time to investigate any new resources available and then about the best way to use the resources in the Spanish class. The majority of teachers were also very apprehensive about the implementation of the new 5-14 guidelines (see chapter 3, section 3.10) in 2002-2003 and the possible introduction of testing and inspections in MLPS. In 2002-2003, some authorities had started to investigate and design testing instruments which matched the 5-14 levels of competence and some teachers involved in this research were participating in that project.

7.4. Conclusions on the primary teachers teaching Spanish

In this chapter four main aspects were investigated. In terms of the activities of the Spanish lessons, primary teachers used a wide variety of methods to teach the FL in whole class, group, pair and individual settings. Most lessons started with the whole group involved in different activities to move to smaller group or pair work exercises. The majority of the lessons finished with pupils reinforcing the vocabulary or structure learned in the lesson by doing some individual writing activity which generally involved copy writing from the board, from a worksheet or from a game they had previously played in a group or pair. This varied slightly from the findings of the Scottish Pilot Evaluation, with secondary specialists teaching the FL in primary schools, where the whole class teaching approach was more common.

Although teachers used *activities* to support the four skills: listening, speaking, reading and writing, the majority of the lessons concentrated on *aural and oral work* with a small part of each used for reading or writing activities. The Evaluation of the Pilot projects found that listen and ‘doing’ activities were the most common ones in the FL primary lessons, with speaking, reading and writing being used to a lesser degree. Although this research also found that reading and writing exercises were used on a smaller scale, it discovered that pupils participated actively in all classes with a large amount of time being devoted to encouraging and promoting the pupils’ speaking skill.

In P6, the teachers involved in this research seemed to use more speaking and listening activities, reinforced with simple copy writing and reading activities. In P7, more complex writing activities were included such as directed writing exercises where pupils had to write a sentence or paragraph following a model, or some freer writing in the form of letters to pen friends or pupils in twinned schools. The reading activities were also more complex in P7 where pupils had to read longer texts which sometimes included vocabulary they had not learned but which meaning they had to deduce or guess by the context.

A positive issue observed, in terms of the skills included in the Spanish lessons, was the introduction of basic grammar notions in the pupils where teachers often pointed out the differences between Spanish and English in some words such as gender. This teaching of the way the language worked was later reinforced in the pupils' linguistic competence interviews where most pupils were aware of differences between genders and verb endings, although they could not always apply the rule correctly when using the target language. This situation was in contrast with findings from earlier Pilot Programme evaluations, both in England in the 1960s and in Scotland in the 1980s, where pupils learned chunks of vocabulary but did not understand how the different items of language related to each other. However, as chapter 9 emphasised, although the pupils in this research were aware of different agreement rules, only a few actually used them correctly at this stage in their development.

In terms of the teachers' use of the target language in the Spanish lessons, as opposed to the findings of the Pilot Evaluation, where the classes were taught by visiting secondary specialists and the majority of lessons were held in the FL, the majority of primary teachers involved in this research did not use Spanish as the main language of the lesson. Most teachers used some Spanish phrases in two main contexts: in everyday activities pupils were used to, such as repeat, listen, take your jotters; or for praising and encouraging pupils in their work. Although it might be beneficial for pupils to have more contact with the FL, it has to be said that the little use the teachers made of it was very effective and had positive effects on the pupils. Although the teachers did not spend time teaching the pupils how to say these instructions, when the pupils had the opportunity to write in Spanish in their attitudes questionnaires, many included sentences the teacher used in the lessons. This demonstrated that although they had not been taught that vocabulary, they had acquired some from hearing them many times. The other instance of target language used by the teachers was when praising pupils about their work and this had a very positive effect on the pupils who really appreciated the "¡Estupendo!" or "¡Excelente!" the teacher had told them. These instances also reinforced the teacher-pupil relationship which is so important to primary age pupils and which promotes

positive attitudes towards learning which could be maintained throughout the pupils' learning life.

Sharpe (1992) named twelve propositions in his 'manifesto' for good practice in primary MFL teaching. Among them, proposition 10 stated that: "It is a prime responsibility of the primary MFL teacher to foster pupil confidence in handling the L2 being taught" (Sharpe, 2001, p. 155). In this respect, this research found that all the teachers involved fulfilled this proposition which could be one of the origins of the high number of positive attitudes unveiled in chapter 8.

Finally the most problematic issue in respect of the teachers was the training provided for them. As was said earlier, most had followed the national training programme but the majority had had very little extra training since its completion. In the teachers' opinion, to a certain extent, this was adversely affecting their teaching as they did not feel very confident in their linguistic competence and they also felt that they did not try new activities that could be more enjoyable or beneficial to their pupils. Proposition 11 of Sharpe's 'manifesto' stated that: "Teachers need to feel confident too" (Sharpe, 2001, p.155). In this respect, authorities should provide more continuous support and training for the primary teachers involved in the Scottish MLPS programme in order to build up their confidence in their linguistic competence.

In general, the teachers involved in this research showed very good teaching methods and a very encouraging attitude towards their pupils. However they also displayed a lack of confidence in their linguistic competence which was affecting their use of target language and which might be solved with more regular training for primary teachers or with a support team for primary teachers. This support team could be formed by native speakers and/or teachers who would have regular contact with the MLPS teachers and could be contacted to clarify pronunciation or linguistic queries or to provide training on new resources or ICT. At the same time, whenever needed, members of this support team could cover for absent teachers or team-teach with MLPS teachers who felt they needed the extra support. However this would

have financial implications which authorities and the Scottish Executive would have to consider.

In 2002, CILT highlighted that “successful Modern Foreign Language teaching and learning depends on the linguistic competence and confidence of the teachers. Accurate pronunciation and knowledge and understanding of how the foreign language works are paramount. Knowledge of effective teaching methods and materials suitable for primary schools is essential” (CILT, 2002b, p. 2).

However, some experts in the field, and this researcher, believe that the pedagogy behind the teaching of MFL to young learners is more important than the teacher’s linguistic competence. If the methods used by teachers when pupils first make contact with the FL learning experience are not appropriate and do not build up their confidence, this can alienate children and make them dislike the FL. As Sharpe concluded in his 1995 article “The primacy of pedagogy in the early teaching of modern languages” describing the Kent project of the early 1990s (see chapter 2, section 2.3.1)

In mundane terms, the [Kent] Project’s positive results could be said to appear to imply that it is better to have a successful teacher with a limited subject knowledge than an unsuccessful one with thorough subject knowledge. Given the unavailability of foreign language specialists referred to earlier this is clearly a case of virtue arising out of necessity... Yet it seems *prima facie* to be mastery of just these theories and the pedagogic practices which arise from them that has enabled primary school teachers in Kent to ensure the county is in the vanguard of achievement in ETML nationally. (Sharpe, 1995, p. 42)

Some years later, in his 2001 book *Modern foreign languages in the primary school. The what, why and how of early MFL teaching*, Sharpe reinforced his belief in the ‘primacy of pedagogy’ over the linguistic competence of teachers.

It cannot be too strongly argued that good teaching of MFL in the primary school depends on mastery of effective teaching techniques and the establishment of positive teacher-pupil relationships. Crudely it could be said that there are really two things which are needed to provide sound primary MFL teaching: linguistic knowledge and pedagogic expertise... For the most part, therefore, a choice has to be made between those who are high on flexibility in relation to language knowledge [specialist teachers] and those who are high on flexibility in relation to pedagogic expertise [generalist teachers]. It is my view that the latter should be chosen. (Sharpe, 2001, p. 118)

This ‘primacy of pedagogy’ is supported by the findings of this research which emphasised that although some teachers doubted their linguistic competence and did not have confidence in it, the methods used, the enjoyable and stress-free atmosphere of the lessons as well as the teacher-pupil relationship in the Spanish lessons were successful in fostering positive attitudes in the pupils.

However, the issues raised in terms of the use of the target language and the teachers’ linguistic competence could be solved if teachers trained as FL teachers in their ITT. Unfortunately, ten years after the start of the generalisation programme where primary teachers teach the FL, no change has occurred in the provision of ITT for primary modern foreign languages in Scotland.

In general, the majority of teachers observed during this research were enthusiastic about teaching Spanish, enjoyed it and were competent in their teaching skills. However, a number of aspects for improvement were identified:

- A wider variation of reading and writing activities should be included in the lessons (storytelling, surveys...)
- Teachers complained of a lack of resources to reinforce pupils’ listening skills and make them familiar with native accents.
- Ways of supporting the teachers in using the target language more and improving some teachers’ pronunciation should be investigated.
- More support should be provided to introduce the use of new resources such as video or ICT and testing.

The following chapter looks at the pupils’ attitudes to learning Spanish.

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Department of Language Education

Teaching and Learning Spanish

in

Primary and Early Secondary Schools

in

West Central Scotland

by

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CHAPTER 8

PUPILS' ATTITUDES TO SPANISH

This chapter aims to answer five of the research questions set in chapter 4, namely:

- Why do pupils feel happy or unhappy about learning Spanish? Do these feelings change between P5 and S1?
- What activities do pupils prefer to do in the Spanish class? Do these change from P6 to S1?
- How easy or difficult do pupils feel Spanish is in P7 and S1? Does their opinion change between P7 and S1?
- How useful do S1 pupils perceive their Spanish learning experience was in primary school?
- Given the choice, what languages would S1 pupils choose to study in S2?

Based on these five research questions, this chapter is divided into 6 main sections:

- 8.1. Pupils' attitudes to learning Spanish;
- 8.2. Pupils' attitudes to activities in the Spanish class;
- 8.3. Pupils' perceptions of difficulty in learning Spanish;
- 8.4. S1 pupils' perceptions of the usefulness of learning Spanish in primary school;
- 8.5. S1 pupils' choices of languages for S2;
- 8.6. Conclusions on pupils' attitudes to Spanish.

In each of these sections, the results for each school stage involved in the research will be examined individually followed by a comparison between all the stages involved. The tables corresponding to the figures in this chapter can be found in appendices H.1 to H.59.

8.1. Pupils' attitudes to learning Spanish

8.1.1. P5 Pupils' attitudes to learning Spanish (June 1999) (Appendix E. 9)

In June 1999, visits were made to 39 primary schools in the three Scottish authorities involved in this research. The aim of the visits was to identify the attitudes of P5 pupils to learning Spanish before they started the following term (October 1999) in P6. In this visit, the researcher generally worked with the P5 class. However, in some schools, due to the presence of only one Spanish trained teacher, the teaching of Spanish was restricted to the P7 class only. In these cases, the P6 pupils answered the questionnaire. The classes differed in size and the numbers of pupils completing the questionnaire ranged from 6 in one school to 57 in a larger school. As explained in Chapter 5, the questionnaire the pupils had to complete had two sections centred around a happy face ☺ and a sad face ☹, with six speech bubbles emerging from each face with a statement for each. Pupils had to tick all the statements they agreed with, and an "empty bubble" was also provided where they could write any comments they wished to add.

For the P5 questionnaire, the statements in the speech bubbles for the "I am happy about learning Spanish because" section were:

1. My friends say it is fun.
2. It will be something new and different.
3. We might get a different teacher.
4. I go to Spain on holidays and I'll be able to help my family.
5. I will be able to make Spanish friends.
6. (Empty bubble for own comments).

The statements for the "I am not happy about learning Spanish because" section were:

1. I already find the work we do in school difficult.
2. It might be hard.
3. I will never use it.
4. It will be something else we have to do, and we already do enough in school.
5. I think I might sound silly speaking Spanish in front of my friends.
6. (Empty bubble for own comments).

All schools were given the same instructions by the researcher who read the whole questionnaire for the pupils. Most times the class teacher was also present and helped the weaker pupils to complete the questionnaire. This caused a few problems in some cases where the class teacher told the pupils to write a comment on the last speech bubble without realising it was optional. A total of 1087 questionnaires was collected with the “happy” statements getting a much higher number of ticks than the “not happy” ones. The total percentages of statements chosen in the “I am happy” section ranged from 54% to 89% of the total number of pupils, while the “I am not happy” section, ranged from 9% to 67% for statement 2 “It might be hard”. Pupils could tick as many statements as they agreed with from both sides of the questionnaire. Following these instructions, some pupils just ticked one answer while others ticked more. On average, as can be seen in table 8.1, dividing the total number of bubbles ticked by the number of pupils completing the questionnaire, pupils chose a higher number of bubbles in the “I am happy” side (4.09 per pupil) than in the “I am not happy” side (1.47 per pupil).

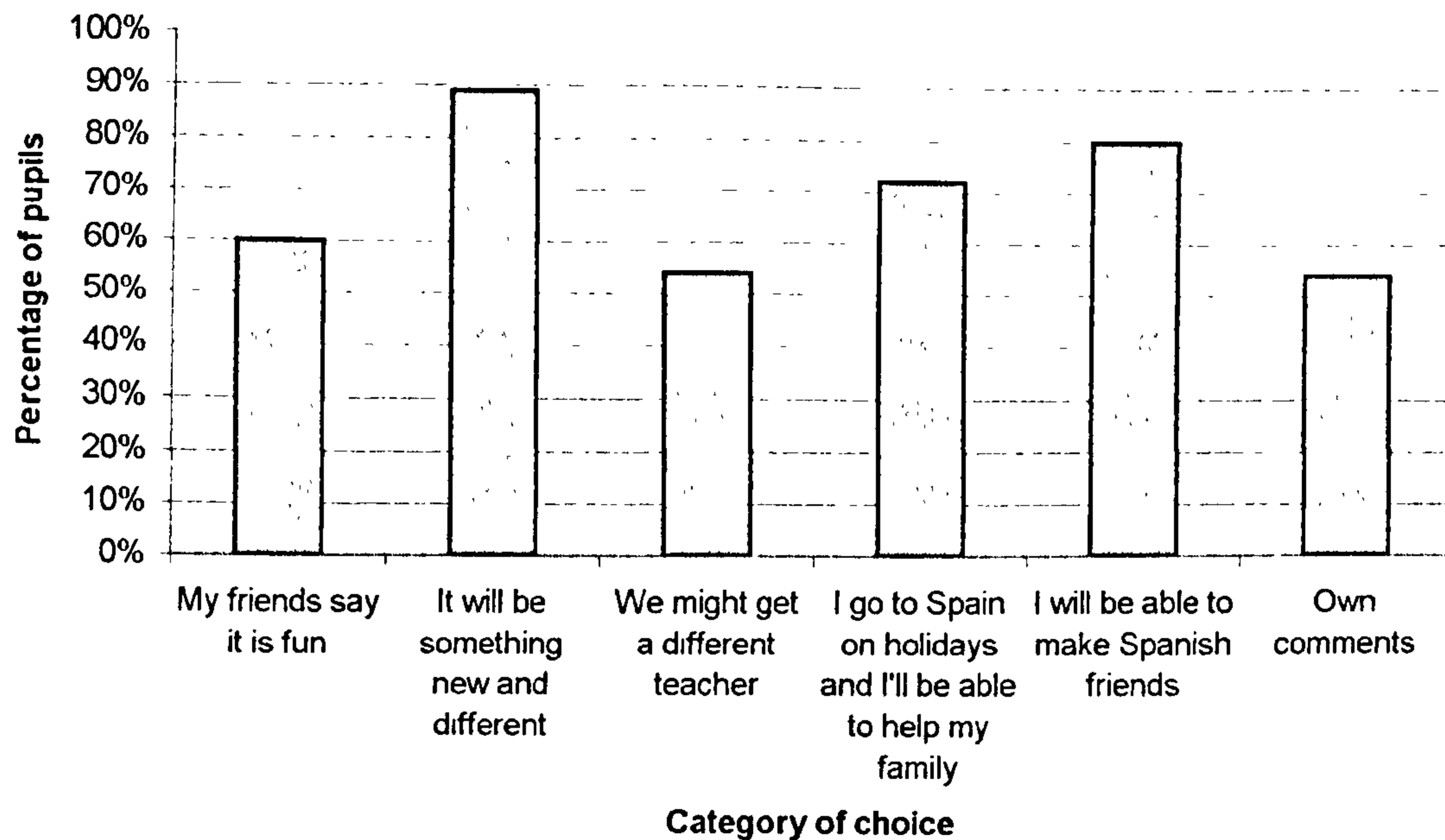
Table 8.1. Average number of attitude bubbles selected by pupils in P5

	Total pupils	I am happy		I am not happy	
		Total answers	Answers / pupil	Total answers	Answers / pupil
P5	1087	4443	4.09	1602	1.47

Before the delivery of the questionnaire, some informal predictions on answers were made by the researcher with her supervisors and some teachers involved in the research. Statements 2 of both sections (“It will be something new and different” and “It might be hard”) were expected to be the answers that would get the highest numbers of ticks. After the collation of results from the 1087 questionnaires, it was seen that the predictions had been right with 969 (89%) ticks for the “It will be something new and different” statement and 733 (67%) for “It might be hard”.

8.1.1.1. General results for “I am happy about learning Spanish” in P5

Figure 8.1. P5 pupils’ results for “I am happy about learning Spanish because” (Appendix H.1)



In the “I am happy” section the lowest percentages for a statement were for **statement 3** “We might get a new teacher” and the “Empty bubble”, both with 54%, although the actual values differed a little (582 against 585). (The results on the answers to the empty bubbles will be discussed later.) In terms of the “teacher” element in the teaching of a foreign language, this result could be interpreted in different ways. Pupils might not have ticked this option because:

- They were happy with their current teacher and did not want to change.
- They knew the Spanish teacher in the school and were not too keen on him/her.

On the other hand, they might have ticked this statement for the opposite reasons:

- They did not like their own teacher and would like to change.
- They knew the Spanish teacher and liked him/her.
- They thought they might get a new teacher to the school.

Statement 1, “My friends say it is fun”, had the third lowest number of ticks with 650 (60%). This could be related to the above reasons where pupils identified

the learning of an area of the curriculum with the teacher involved. On the other hand, it could also be an indication of the relationship between the P5 pupils and the P6/P7 pupils who were learning Spanish in the school.

Statements 4 “I go to Spain on holidays and I’ll be able to help my family” **and 5** “I will be able to make Spanish friends” involved Spanish culture or life and were chosen quite often: 784 times for 4 (72%) and 873 (80%) for 5. In terms of holidays, it should be borne in mind that Spain is one of the most popular destinations for holidays for people in the central belt of Scotland. However, the researcher was quite surprised at the high percentage for statement 4 as most of the schools involved in the research were situated in highly deprived areas with high rates of unemployment amongst parents and of single parent families. However, this statement also showed a sense of pride in the pupils who were happy to be able to help their families. This sense of pride will reappear later in the discussion of the comments in the “empty bubble”. The other statement “I will be able to make Spanish friends” showed the great importance relationships had for the pupils. Most importantly, these two statements indicated an awareness in pupils of the possible use of the foreign language in their every day life, as a means of communication, as opposed to a subject which was taught in school but had no practical use.

In terms of **Statement 6**, the empty bubble where pupils could write their own reasons for being happy about starting to learn Spanish, over half of the pupils in P5 chose to voice their own opinion (54%). Once all those views were collected, these were divided into eight main groups which will be used throughout this research to classify the pupils’ own comments, namely:

- Positive comments. These included comments on the advantages of learning a new language including feelings of pride and achievement. Some comments pupils wrote in P5 included: “It will be cool”; “I feel I’ll be a new person”; “I’ll have a new talent”; “It will be good education”; “People will be impressed”; “I’ll be the only child in my family who speaks two languages”.
- Spain and Spanish people. These comments expressed an awareness in the pupils that they could help Spanish people or use the language in Spain. Comments

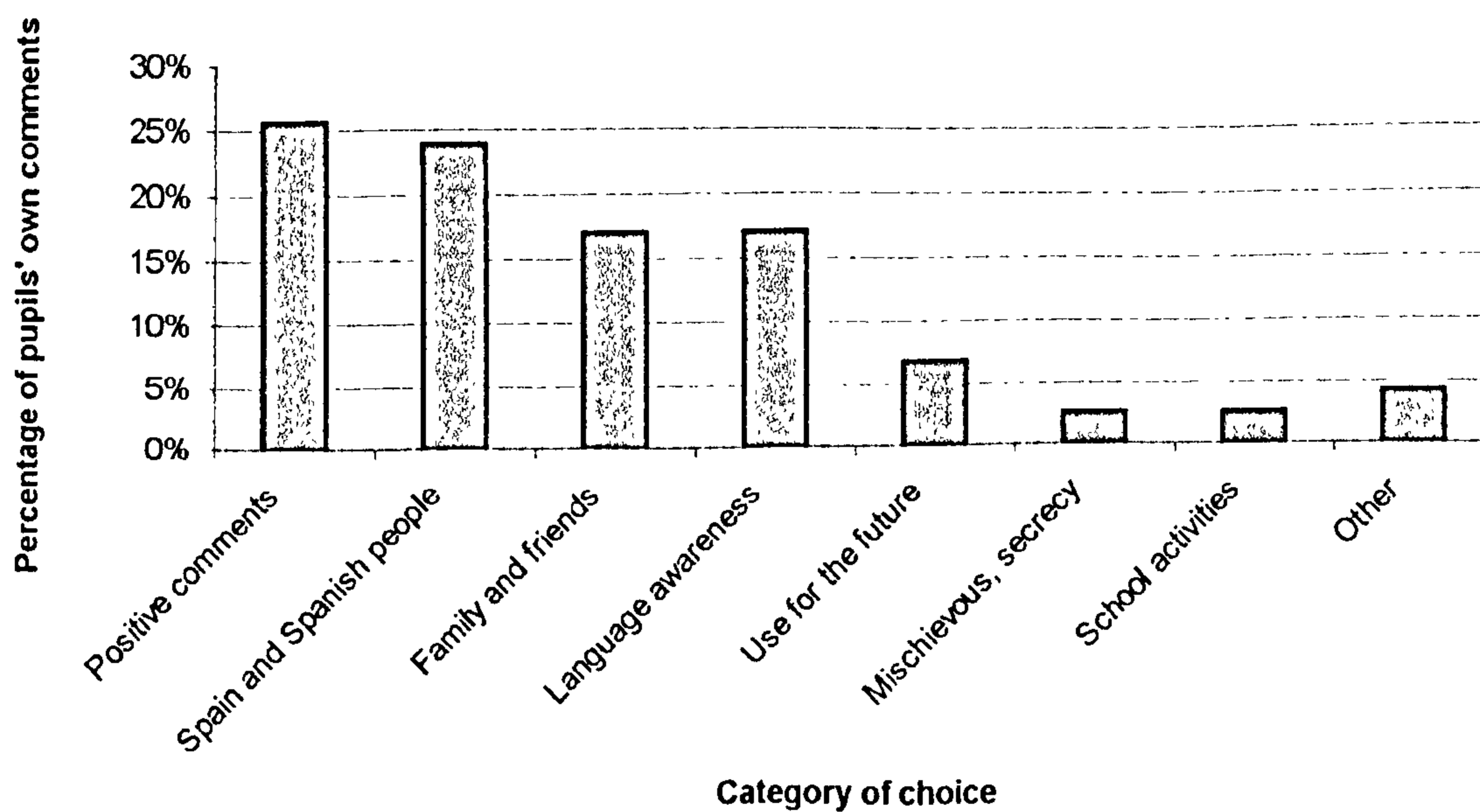
pupils wrote in P5 included: “I go to Spain and I can talk to Spanish people”; “It will be good to understand Spanish people”; “It will be good to communicate with others”; “I will be able to help visitors if they can’t speak English, so I’ll speak Spanish to them”; “To get Spanish pen pals”; “To meet new people”; “I’d like to speak Spanish to the Spanish drivers/the police”; “I’d like to speak Spanish like the football players”.

- Family and friends. The comments included here involved the relationship between the pupil and his/her family or friends. Comments included: “I’ll be able to teach my mum/relatives/friends”; “My brother/sister does it so I can talk to them”; “My uncle/aunt/gran lives in Spain”; “I’ll amaze my friends/family”; “My dad/parents will be proud of me”; “I’ll be able to order for myself in Spanish so my family doesn’t have to go through with so much trouble”.
- Language awareness. These comments demonstrated an awareness in pupils that there were different languages and cultures in the world. Comments included: “I always love learning different languages”; “I’ll be able to speak a different language than usual”; “I like different languages and the way they sound when you speak them in fluency”; “I’ll get to talk to people in a different accent”.
- Use for future. These comments showed the pupils’ perceptions of how useful learning a FL could be for them in the future. Comments included: “It will be a big help for High School”; “It might help in years to come”; “I might get a job in Spain when I grow up”; “I could teach Spanish”; “I want to be an air hostess”.
- Mischievous, secrecy. Through these comments pupils showed that they could use Spanish to keep secrets or in a mischievous sense. Comments included: “If you want to tell someone a secret in class, you can tell them it without the other person knowing”; “So my mum/friend doesn’t know what I’m saying”; “I can have people think I’m Spanish”; “I’ll be able to tell my friends that I don’t live in Glasgow”; “If you have a Spanish friend and you fall out with someone, you can talk about them in Spanish”.
- School activities. These comments included those where pupils mentioned activities they did in school, such as: “It will be different work”; “I’ll be able to count / to write letters to Spanish friends / to do the homework in P6”; “It will be better than most school work”.

- Others. This group included statements that were difficult to fit in the other categories, such as: “If I’m bored I’ll have something to do”; “I like it but it is hard to say why”.

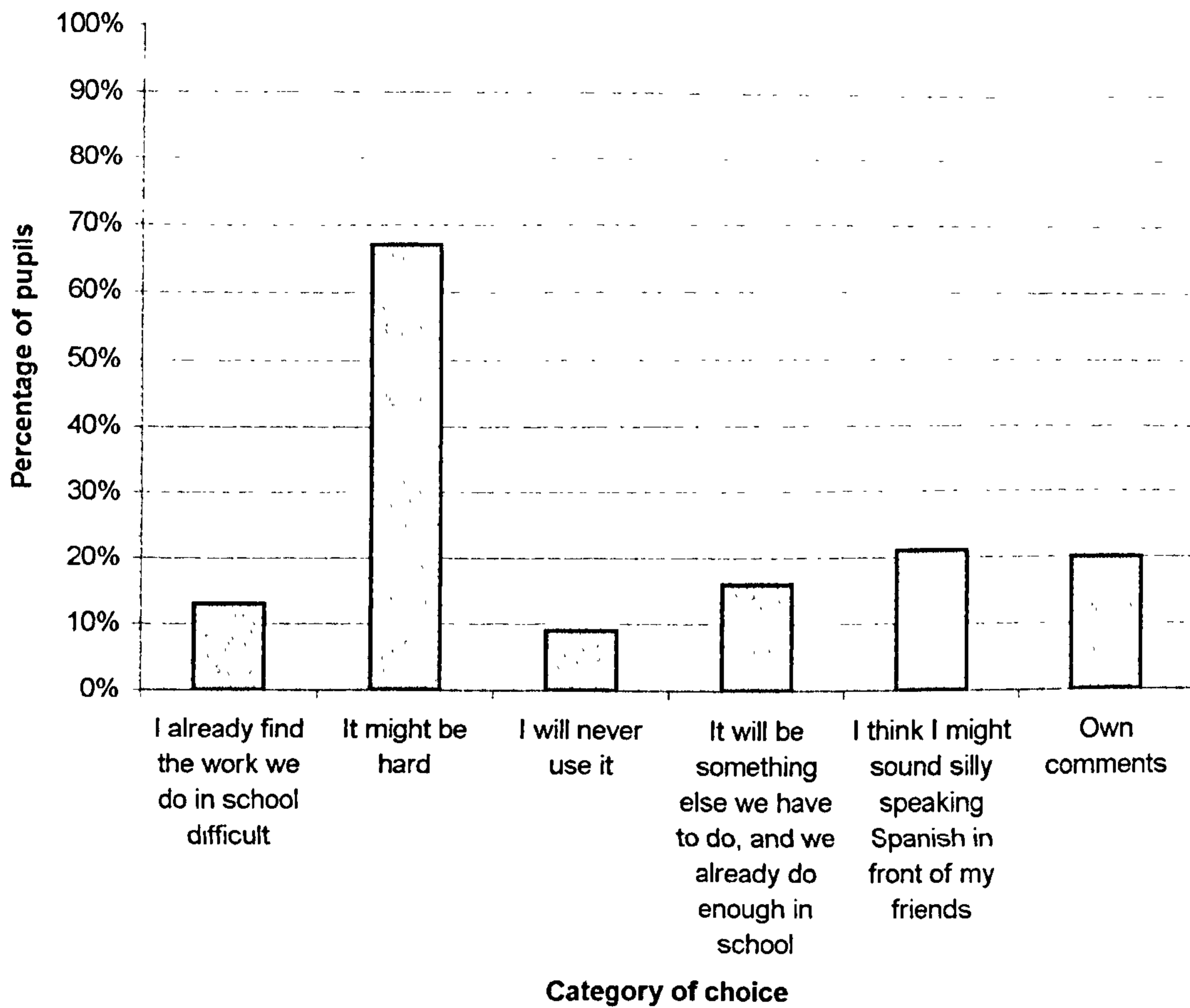
As figure 8.2 and appendix H.2 show, the highest percentages of additional comments P5 pupils wrote belonged to the positive comments section (26%) as well as to the section where pupils wrote their views on how learning Spanish could help them communicate or relate to Spanish speaking people (24%). As was the case with Statement 4, “I go to Spain on holidays and I’ll be able to help my family”, the importance of the pupils’ familiar and social environments was once again apparent with the third highest percentage of “own comments” for the family and friends group (17%). In P5, pupils did not seem to be clearly aware of the use learning Spanish could have for them in the future (7%), but a small number of them (3%) perceived the foreign language as a tool for keeping secrets or being mischievous with their peers and family.

Figure 8.2. P5 pupils’ own comments for “I am happy about learning Spanish because” (Appendix H.2)



8.1.1.2. General results for “I am not happy about learning Spanish” in P5

Figure 8.3. P5 pupils’ results for “I am not happy about learning Spanish because”.
(Appendix H.3)



The highest percentage in this section was for **statement 2** “It might be hard” 67%. This was an expected result as pupils at this age are usually worried about new situations. The low result for the **third statement** “I will never use it” (9%) coincided with the high percentages seen in statements 4 “I go to Spain on holidays and I’ll be able to help my family” (72%) and 5 “I will be able to make Spanish friends” (80%) in the happy section. In contrast with these results, and as highlighted earlier in the pupils’ own comments in the “I am happy” section, only 7% chose to write an additional statement on the use learning Spanish could have for them in the future. From these data, it could be said that most pupils in P5 believed they would use a FL in the future.

Statements 1 “I already find the work we do in school difficult” and **4** “It will be something else we have to do, and we already do enough in school” were both related to the pupils’ perceptions of school work. Both statements showed quite low results: 13% (146 pupils) for “I already find the work we do in school difficult” and 16% (171 pupils) for “It will be something else we have to do, and we already do enough in school”, although these could have different interpretations. Pupils might not have been too willing to select the statement “I already find the work we do in school difficult” as it would show an awareness, on their part, of their weakness in the class and pupils at this age might not be ready to accept this due to peer pressure. On the other hand, while the statement “It will be something else we have to do, and we already do enough in school” might express the feelings of some primary teachers and head teachers involved in this research, with the low percentage of pupils selecting this option it could be said that P5 pupils enjoyed choice and novelty in their curriculum, even if it meant extra work in school.

The second highest percentage in the “I am not happy” section was **statement 5** “I think I might sound silly speaking Spanish in front of my friends” with 21% (232). This was an expected result as most children at this age are very aware of their friends’ opinions. As was the case with statement 1, this concern reappeared in the comments the children made in the “empty bubble”. This was something the teachers trained in Spanish were made aware of at an early stage and, throughout their training great emphasis had been put upon the fact that some pupils would need to go through a “quiet period” and should not be forced to speak the foreign language until they were ready.

As was the case for the happy side, for **Statement 6** all the personal comments the pupils chose to write were collated and classified in eight groups:

- Self-conscious, insecurity. These comments included those where pupils showed some unrest about learning a new language: “I might not remember”; “It might make me feel/sound silly”; “I might not be able to pronounce properly and it might sound funny”; “I might get mixed up and say the wrong word”; “I’m

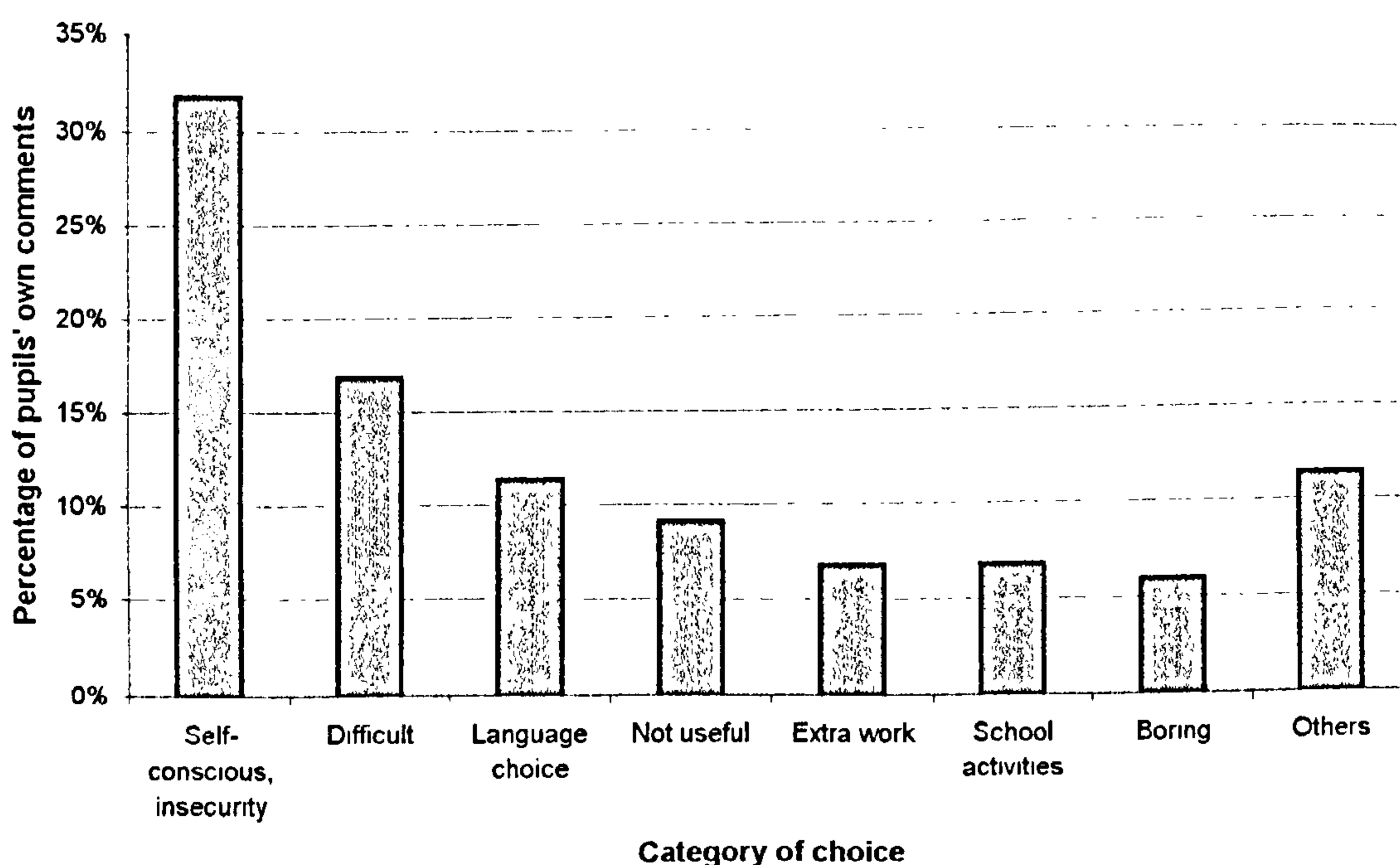
nervous/scared”; “I might make a fool of myself”; “I might not blend with the accent”.

- **Difficult.** Here, although pupils had already the option to tick the second bubble (It might be hard), some pupils still chose to write a personal comment along these lines: “It’s too hard for me”; “It’s a bit confusing”. However, some pupils still showed their willingness to try: “It might be difficult but you will learn it eventually / I’ll enjoy it”; “I’m not very good but it’s worth a try”.
- **Language choice.** Some pupils showed they were not too happy with learning a FL or the particular choice of Spanish in comments such as: “I don’t really like it”; “I might get mixed up with my own language”; “I might forget English”; “I like French much better than Spanish”; “I wouldn’t like to use Spanish”; “I don’t think we should learn Spanish”; “I already know English and I don’t need to know Spanish”.
- **Extra work.** Although statement 4 already gave pupils the opportunity to voice this opinion, some pupils complained that learning Spanish could create extra work for them: “It’s enough, too much”; “It will take a lot of my work time”; “I will have to get homework”; “I might have a lot of work when I go home”; “We work very hard, not that I don’t like working hard, I just have too much work because I am on level E”.
- **School activities.** Comments included in this group showed pupils expressing a problem or dislike towards the activities of the Spanish lesson: “I could fail the tests”; “I might not understand”; “I don’t like to do it in front of my friends”; “I might feel daft reading out in class”; “I might feel silly singing Spanish songs”; “I might not understand”.
- **Boring,** in comments such as: “It might be boring”; “It sounds boring”.
- **Others.** Comments that could not be classified under any of the other groups, such as: “It might be tiring”; “I don’t want a new teacher”; “I might not like the teacher”; “People might not listen to me but it’s still good to learn”; “If my friends don’t like it, it won’t stop me from liking it”.

In this case, as was expected, the highest percentages were found in the two choices involving the pupils’ insecurity towards something new (32%) and their

perceptions of difficulty (17%) of an unknown subject, as was the case with the high percentage for statement 2 “It might be hard” (67%). Two more groups, “Not useful” (9%) and “Extra work” (7%) already appeared in statements that pupils could choose in the speech bubbles, however it was clear that P5 pupils still felt that these two issues were important enough to write about them in their own words.

Figure 8.4. P5 pupils’ own comments for “I am not happy about learning Spanish because”. (Appendix H.4)



8.1.2. P6 pupils' attitudes to learning Spanish (May/June 2000)

(Appendix E. 10)

During the months of May and June 2000, visits to P6 classes in 23 schools teaching Spanish were undertaken. In those visits, the researcher observed a Spanish lesson, gave a questionnaire on their attitude to learning Spanish to all P6 pupils present on the day and, time permitting, interviewed a number of pupils in order to assess what they had learned in their first year of Spanish. In total, 495 attitudes questionnaires were completed by the P6 pupils. Most of these pupils had already completed a questionnaire at the end of P5 so it was decided to keep the same format although the wording of some options was changed to adapt it to the new situation they were in (at the end of their first year of Spanish learning). Most pupils remembered the visit from the researcher the previous year and the questionnaire they were presented with. The same instructions as in P5 were given to complete the questionnaire: pupils had to tick all the speech bubbles they agreed with. The researcher gave the instructions to the whole class, checked the pupils' understanding and then read out the questionnaire leaving pupils time to decide on their answers.

The questionnaire consisted of two main parts. The options pupils could choose from in the "I am happy about learning Spanish because" section were:

1. It is fun.
2. It is something new and different.
3. I like my teacher.
4. I go to Spain on holidays and I'll be able to help my family.
5. I will be able to make Spanish friends.
6. (Empty bubble for own comments)

In the "I am not happy about learning Spanish because" section pupils had the following speech bubbles to choose from:

1. I already find the work we do in school difficult.
2. It is hard.
3. I will never use it.
4. It is something else we have to do, and we already do enough in school.
5. I think I sound silly speaking Spanish in front of my friends.
6. (Empty bubble for own comments).

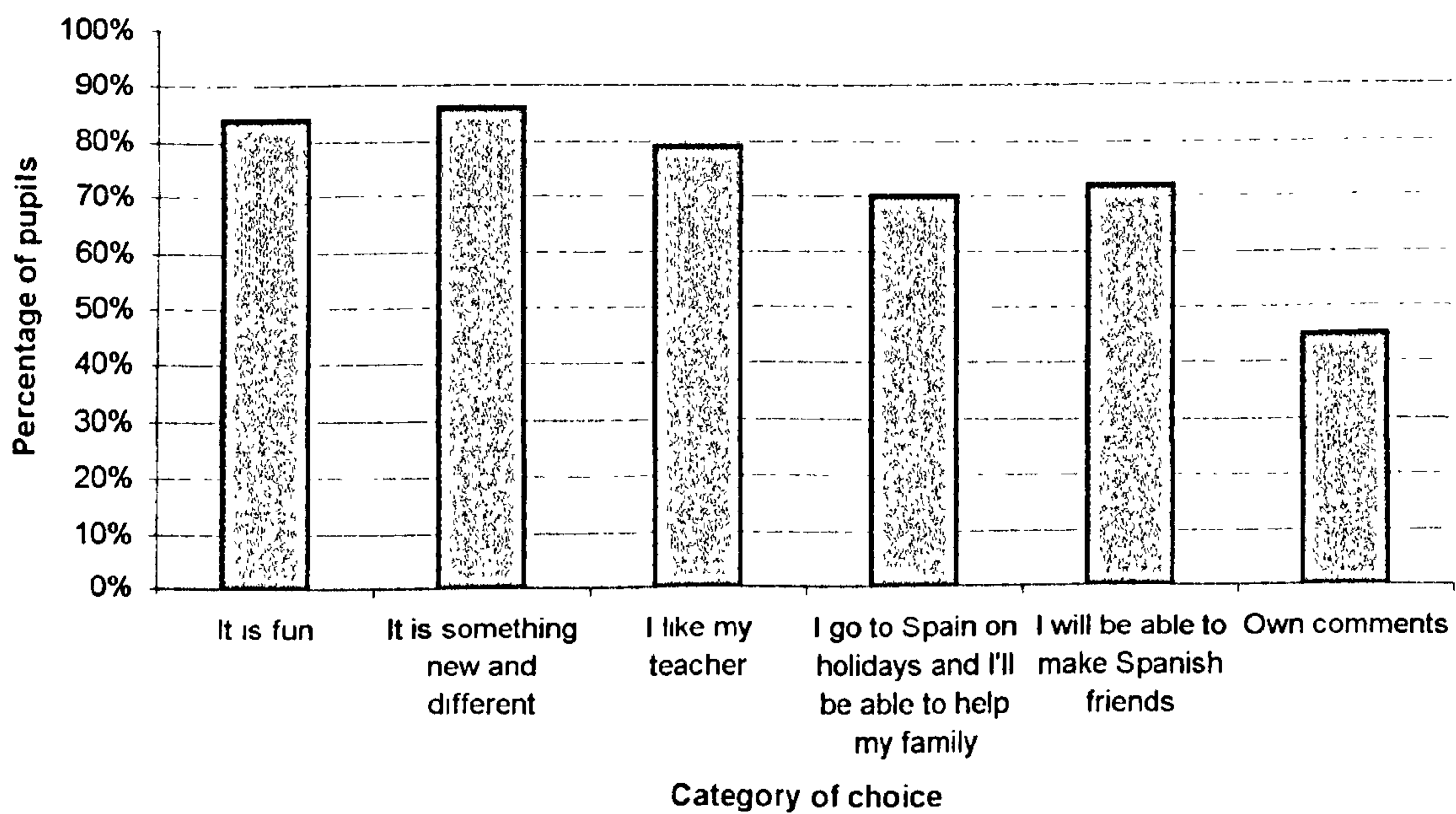
As can be seen in Table 8.2 and following the pattern in the P5 questionnaire results, the pupils chose more often options from the “I am happy” side (4.38 per pupil) than the “I am not happy” side (0.87 per pupil). As will be later seen, the positive choices ranged from 86% to 45%, while the negative ones were between 22% and 11%.

Table 8.2. Average number of attitude bubbles selected by pupils in P6

	Total pupils	I am happy		I am not happy	
		Total answers	Answers / pupil	Total answers	Answers / pupils
P6	495	2166	4.38	430	0.87

8.1.2.1. General results for “I am happy about learning Spanish” in P6

Figure 8.5. P6 pupils’ results for “I am happy about learning Spanish because” (Appendix H.5)



Statement 2 “It is something new and different” was the most ticked answer, 428 pupils out of 495 (86%) chose this option. This was something that was expected and could be related to **statement 1** “It is fun” which reached the second highest score, 418 out of 495 pupils (84%). This showed that pupils were enjoying the learning of this new subject and found it fun and exciting. However, many teachers mentioned their fears of losing their pupils’ enthusiasm when introducing more

difficult reading and writing activities and possible testing that could take the fun component away from the whole project. Some teachers expressed that they had already experienced this change of attitude in their P7 pupils. This possible change in pupils' attitudes is investigated later in section 8.1.3.1.

Statement 3 "I like my teacher" was the third highest score: 392 out of 495 answers (79%) reflecting the enthusiasm that the researcher found in the teachers in all the schools visited. The fact that teachers enjoy teaching the subject and pupils perceive this is of vital importance in any teaching/learning situation. Although most teachers were very enthusiastic, many also realised that they needed more support, on-going training and time in order to give the best of themselves.

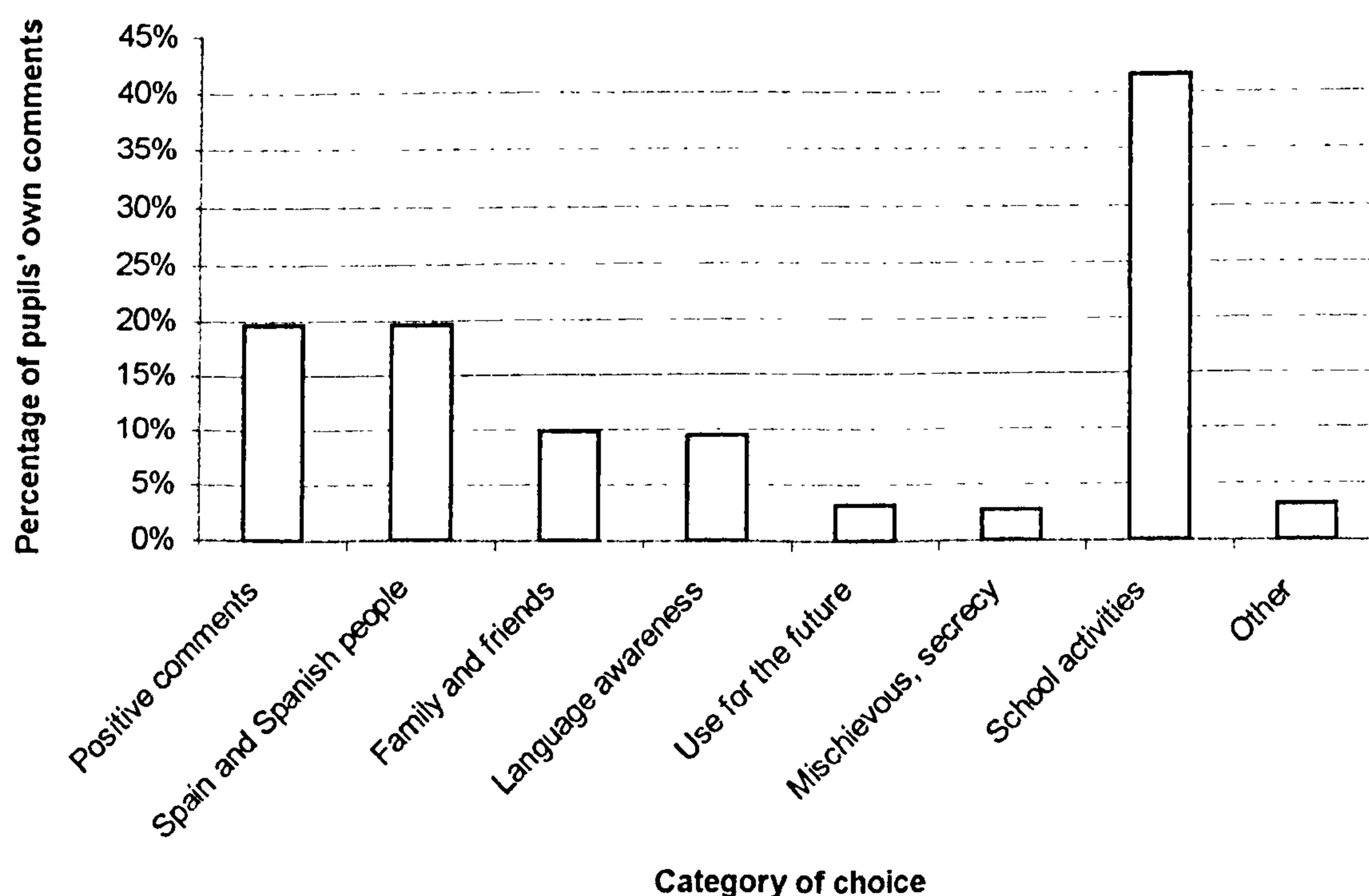
Both statements 4 and 5 were related to the possible use the pupils could make of their knowledge of Spanish. **Statement 5** "I will be able to make Spanish friends" scored the highest number with 358 out of 495 pupils (72%), while **Statement 4** "I go to Spain on holidays and I'll be able to help my family" was chosen 346 times (70%). This could be translated in the pupils' awareness of the use that a subject they study in school might have in their real life.

The last speech bubble which was left empty for the pupils' own comments, was only used by 224 pupils (45%). However, this could be have been influenced by the time factor as the questionnaire did not finish there, as was the case in P5, but continued onto other questions on the different activities they did in the Spanish class. Following the classification of these comments explained earlier for P5, figure 8.6 and appendix H.6 show the results of the comments P6 pupils chose to add to the statements already available.

In P6, most of the additional comments written by the pupils involved their happiness with the activities used in the Spanish class (42%). Games such as bingo, songs and learning new words were mostly mentioned by the pupils, as well as talking to friends in Spanish, writing to pen friends and the fact that Spanish was "better than everything else we do in school". Among the positive comments (20%),

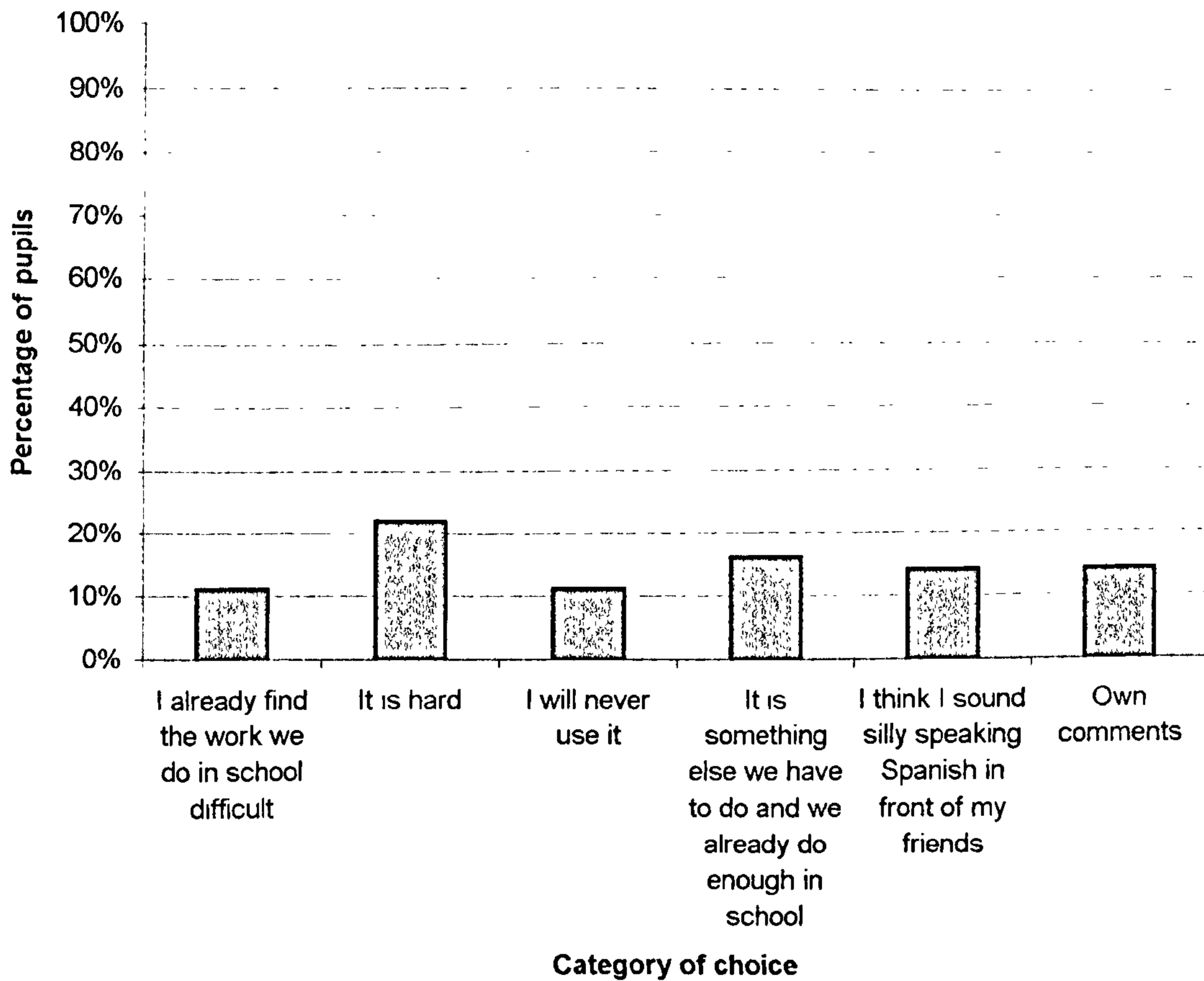
although pupils had already had the option of choosing “It is fun” in statement 1, many pupils chose to reiterate this feeling in the empty bubble along with other comments such as: “It’s good to learn”, “It’s relaxing”, “It makes you feel happy”. In statement 4, pupils had the opportunity to express their feelings about helping their family while on holidays in Spain. However, a number of them (20%) chose to write comments involving a wider new world for them: the Spanish people in comments such as: “I like being able to talk Spanish when I go to Spain” or “I’ll be able to understand the people from Spain”. Family and friends were also important for 10% of P6 pupils who liked to share their experience from school with other pupils: “I can talk to other friends from other schools”, or with their family: “I can tell my family about the new words I learn” or “I can help my mum/dad/sister”. In terms of the P6 pupils’ comments which expressed their awareness of other languages (9%), the possible use the FL had in their future (3%) or comments with mischievous or secrecy tendencies (3%), most comments were the same as in P5.

Figure 8. 6. P6 pupils’ own comments for “I am happy about learning Spanish because” (Appendix H.6)



8.1.2.2. General results for “I am not happy about learning Spanish” in P6

Figure 8.7. P6 pupils’ results for “I am not happy about learning Spanish because” (Appendix H.7)



As mentioned earlier, pupils ticked fewer bubbles on this side of the questionnaire. This could be interpreted as a positive sign in the learning and teaching of Spanish in the schools involved. As could be expected, the option most often ticked was **statement 2** “It is hard”. However, only around one fifth of the pupils chose this option (110 out of 495: 22%). It has to be taken into account that even though some pupils found it hard, most pupils still thought it was “fun” (84%).

The next statement in numbers of times selected was **statement 4** “It is something else we have to do, and we already do enough in school”. In the teachers’ and head teachers’ opinion this was the main problem the MLPS project suffered from: it had been added onto the curriculum but nothing had been taken away to fit

the Modern Languages in. However, it is significant and it should be taken into account that only 16% of pupils (78 out of 495) felt this way.

Statement 5 “I think I sound silly speaking Spanish in front of my friends” was next with 67 pupils choosing this option (14%). This could be expected as pupils this age (10-11) are starting to feel very conscious of themselves and may not like performing in front of their friends in any subject, not just in Spanish. However, the number was quite low and having witnessed many lessons in the different schools this could be thanks to the relaxed atmosphere the teachers created during the Spanish time in which he/she helped pupils to accept mistakes and learn from them.

Statement 1 “I already find the work we do in school difficult” was one of the least chosen bubbles, 55 pupils (11%), as was the case in P5. This low number may not be directly related to the Spanish learning situation and, even though some teachers mentioned the poor record of achievement many pupils had, pupils might not be ready to accept it on a questionnaire.

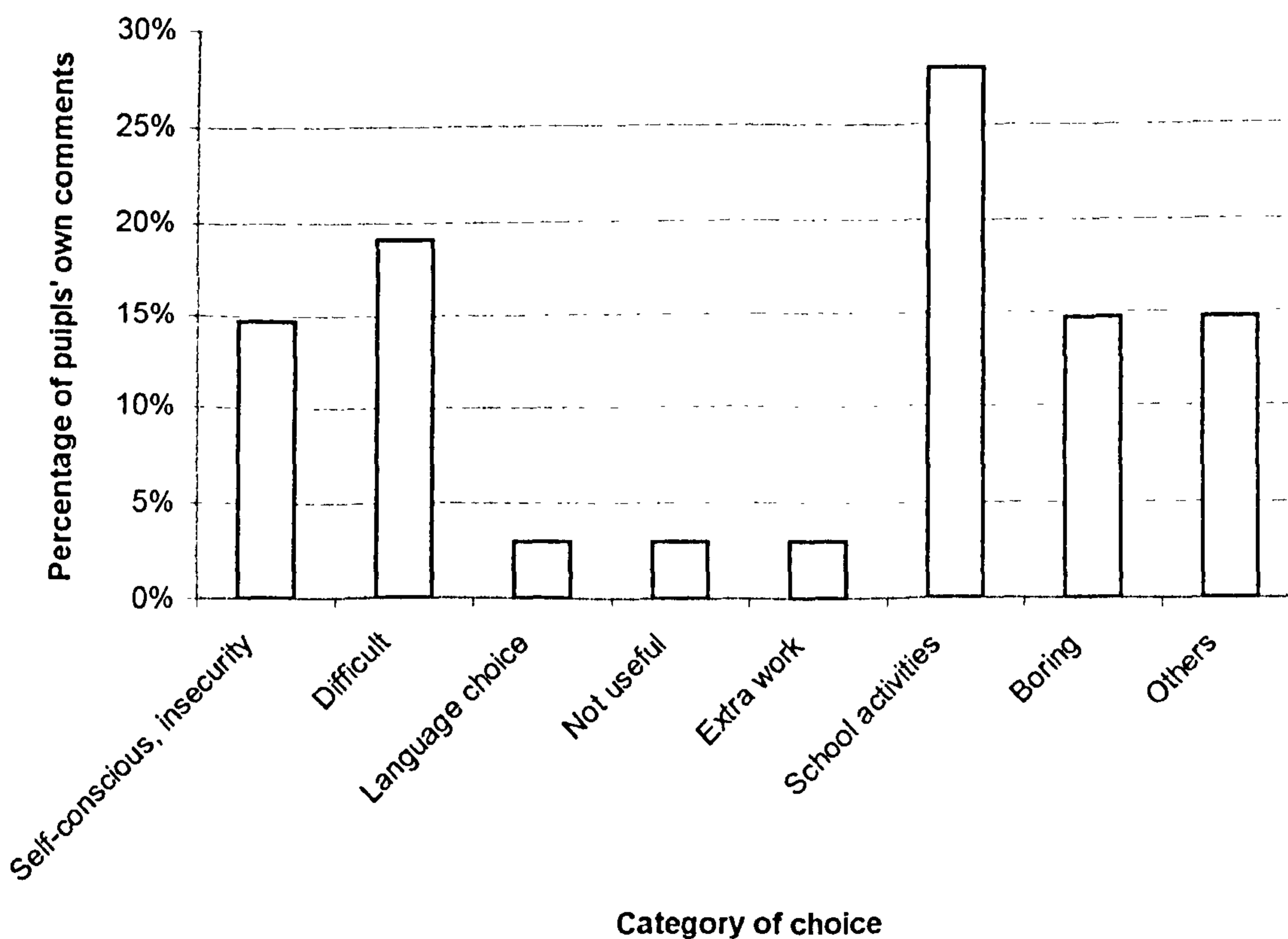
With the same percentage (11%) was **statement 3** “I will never use it” (52 out of 495) which was quite encouraging in terms of the pupils’ European awareness and the pupils’ perception of the usefulness of learning a FL. Finally, the empty bubble was used by 68 pupils (14%) and their comments classified following the 8 groups are shown in figure 8.8 following the pattern of the P5 results.

As was the case with P6 pupils’ own comments for the “I am happy” side, the activities used in the Spanish lessons showed the highest number of statements (28%). In the “I am not happy” side, the activities which pupils liked least were singing (which was also mentioned as one of the most enjoyed ones), speaking in front of friends, writing or situations “when the teacher says things and you don’t understand her”. Following this choice, the difficulty of learning Spanish (19%) was also often mentioned by P6 pupils along with the fact that “It can be boring” (15%).

Pupils in P6 also showed a high level of self-consciousness and insecurity (15%) when learning a FL with comments such as “I get stuck”. However, many of the comments written by the P6 pupils could also be applied to any other area of the curriculum as in “When I get asked hard questions” or “It’s embarrassing saying things in Spanish and getting it wrong”.

In terms of the comments included in the “Others” section (15%), some of those written by P6 pupils which did not appear in P5 were worth mentioning: “We never go to Spain on a school trip” or “The teacher doesn’t come every Wednesday”. The second statement highlighted issues earlier mentioned in Chapter 6 in terms of implementation problems in schools where there were staff absences or shortages. The first comment was worth highlighting as, perhaps at best, it showed that pupils were aware of the importance contact with the foreign language culture had, although more realistically, it might just show that they liked the sun or wanted a holiday in Spain.

Figure 8. 8. P6 pupils’ own comments for “I am not happy about learning Spanish because” (Appendix H.8)



8.1.3. P7 pupils' attitudes to learning Spanish (May/June 2001)

(Appendix E. 11)

During the months of May and June 2001, 23 primary schools were visited to give questionnaires to the P7 pupils. In total, 532 questionnaires were completed. Although 2 schools had not been visited in P6 due to staff absences, most pupils had been completing the same format questionnaire since they were in P5. As in the previous years, the same instructions were given: Pupils had to tick all the speech bubbles they agreed with; they could tick as many as they wanted and (if they wanted to do so) they could write their own feelings in the empty speech bubble provided on both "I am happy" and "I am not happy" sides.

The statements in P7 varied a little from the previous occasions. In the "I have been happy about learning Spanish because" section the speech bubbles were:

1. It has been fun.
2. It has been something new and different.
3. I liked my teacher
4. I go to Spain on holidays and now I feel I'll be able to help my family.
5. Now I feel I'll be able to make Spanish friends.
6. (Own comments).

For the "I have not been happy about learning Spanish because" section, the options were:

1. I already find the work we do in school difficult.
2. It has been hard.
3. I feel I will never use it.
4. It was something else we had to do, and we already do enough in school.
5. I think I sounded silly speaking Spanish in front of my friends.
6. (Own comments).

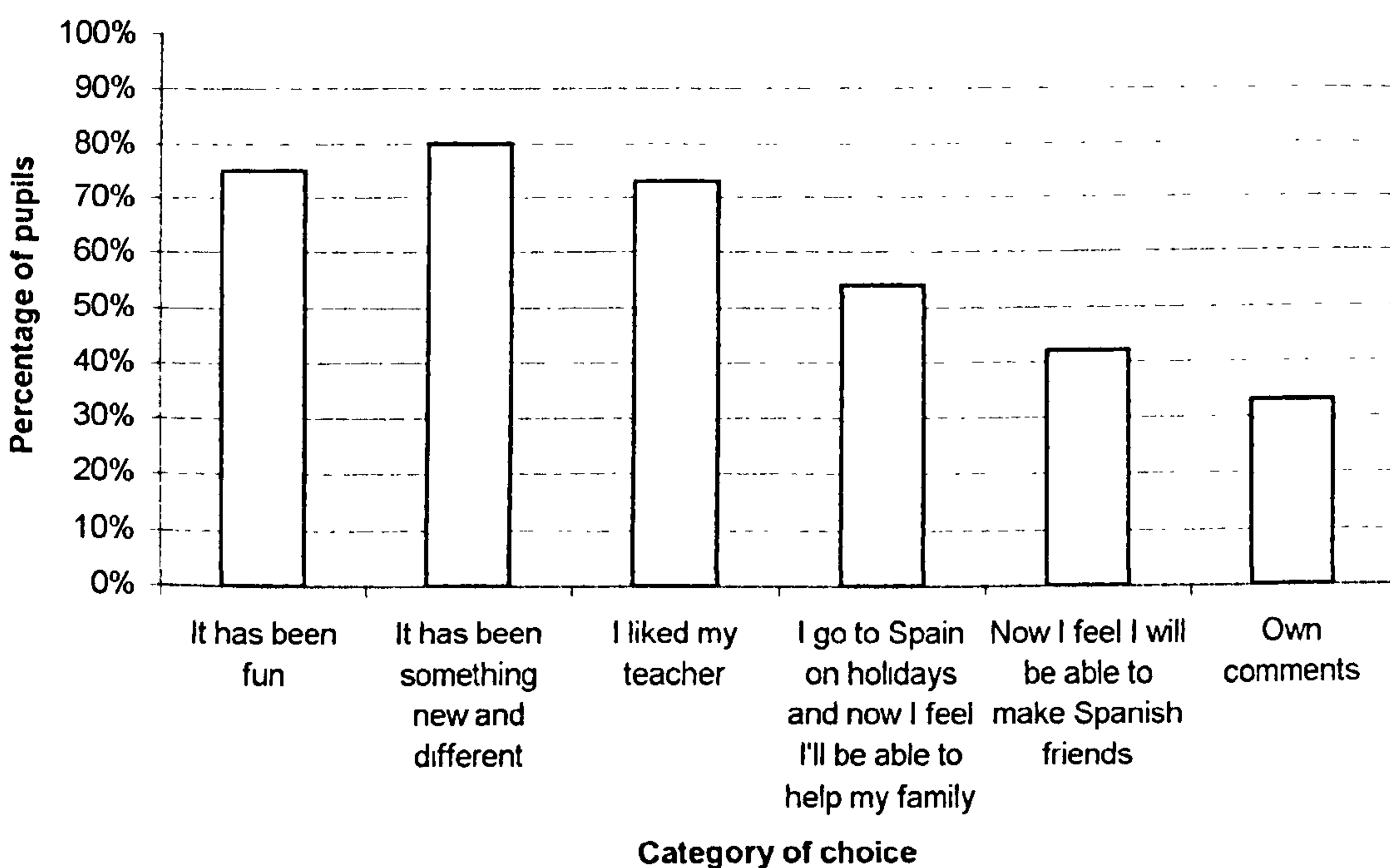
As can be seen in table 8.3, following the pattern in P5 and P6, the average number of answers the P7 pupils selected was still higher in the "I am happy" side (3.56 per pupil) than in the "I am not happy" side (1.41 per pupil).

Table 8.3. Average number of attitude bubbles selected by pupils in P7

	Total pupils	I am happy		I am not happy	
		Total answers	Answers / pupil	Total answers	Answers / pupils
P7	532	1893	3.56	750	1.41

8.1.3.1. General results for “I am happy about learning Spanish” in P7

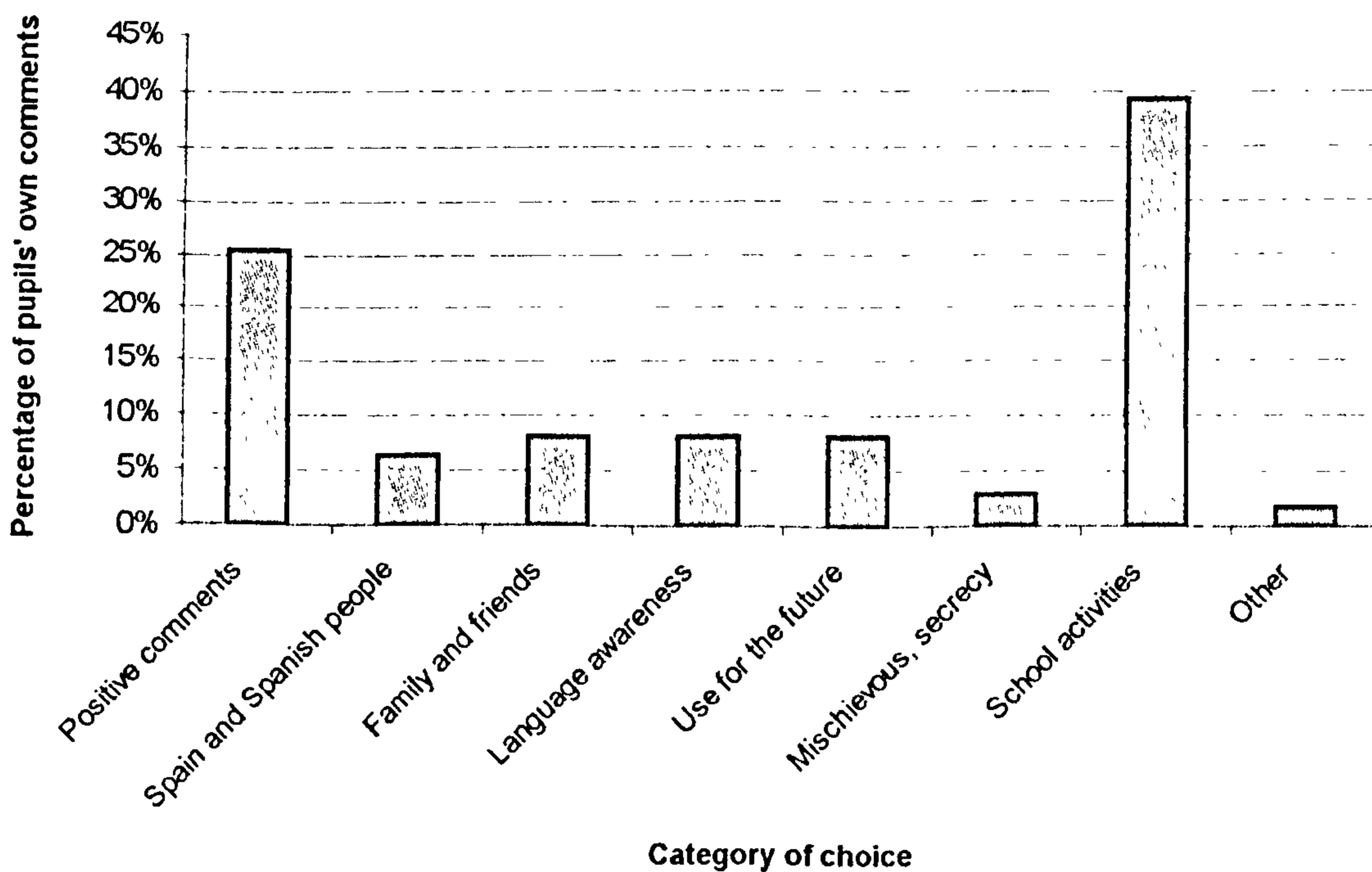
Figure 8.9. P7 pupils’ results for “I am happy about learning Spanish because” (Appendix H.9)



In P7, although pupils had been learning Spanish for two years (the questionnaires were always completed in May/June), 80% of pupils still chose to tick **statement 2** “It has been something new and different” making this one the most selected option. Next came **statements 1** “It has been fun” and **3** “I liked my teacher”, with 75% and 73% respectively. These high percentages highlighted the importance the “fun” element and the teacher have for the pupils in the early foreign language learning experience as well as in all other educational processes. Many P7 pupils also identified the use learning Spanish could have in their own social life, both to help their family while on holidays (**statement 4**: 54%) and to be able to make Spanish friends (**statement 5**: 42%).

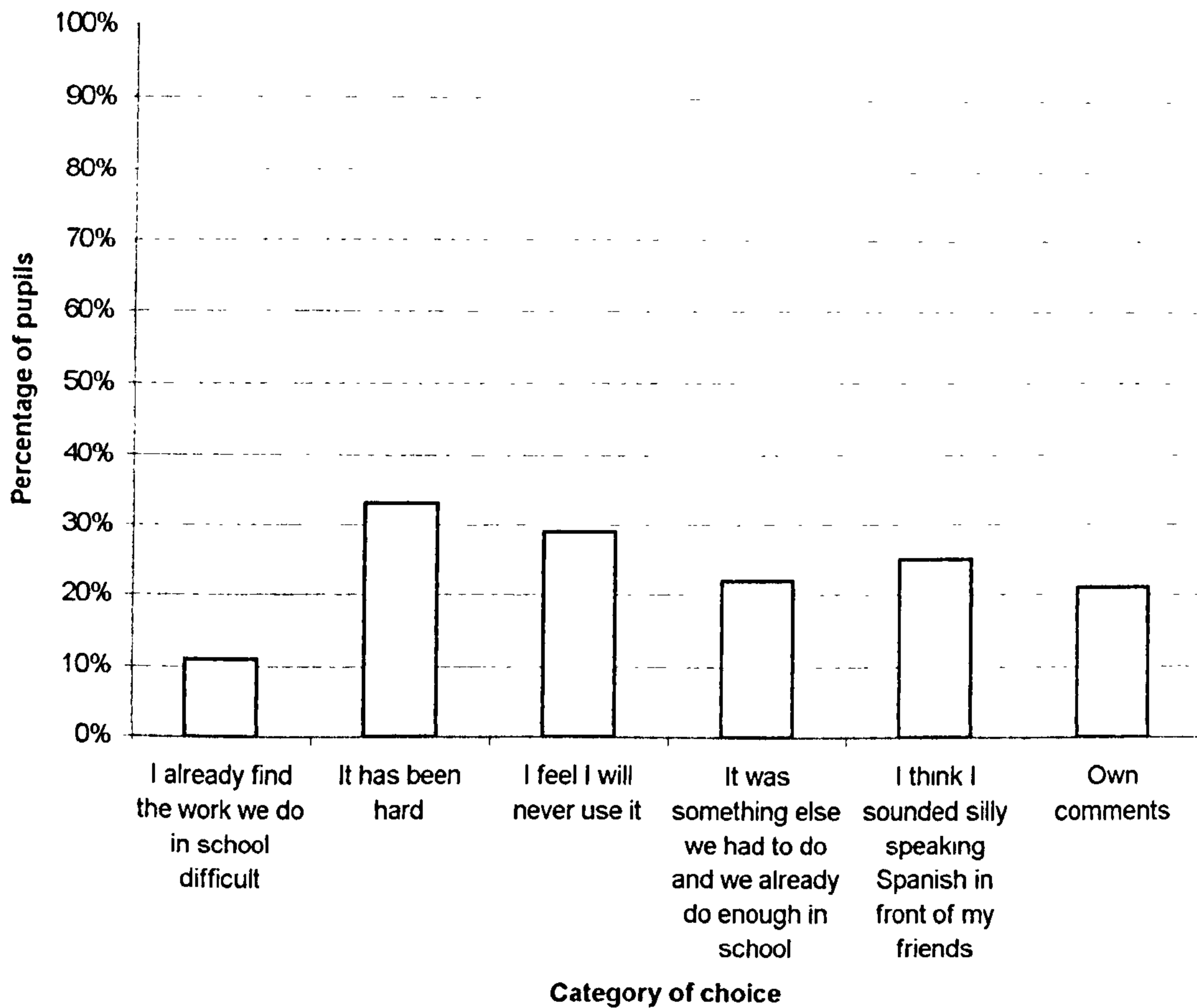
In terms of the P7 pupils' own comments, only one third of them chose to add one, although this could be due to the fact that the P7 questionnaire was longer than in P5 and P6 and writing their own comments was left to do at the end of the whole questionnaire. As in P5 and P6, all the comments written by the P7 pupils were classified in 8 groups as figure 8.10 and appendix H.10 show. As had been the case in P6, the activities undertaken in the Spanish class were those most often mentioned by P7 pupils in the "I am happy" own comments (39%) with games, songs and learning new words being, once again, mostly cited. In second place came the positive comments (25%) P7 pupils chose to make about their Spanish learning experience such as: "It was a challenge", "It's brilliant / groovy / cool / excellent / easy / fun", "I'm good at it", "It goes by quick" or "I'm happy because you'll be smart". After these first two groups, and with a wide gap from them, all the other groups were found with under 10% of pupils choosing to write comments on Spain and Spanish people (6%), family and friends (8%), languages awareness (8%), use for the future (8%), mischievous and secrecy comments (3%) or others (2%).

Figure 8.10. P7 pupils' own comments for "I am happy about learning Spanish because" (Appendix H.10)



8.1.3.2. General results for “I am not happy about learning Spanish” in P7

Figure 8. 11. P7 pupils’ results for “I am not happy about learning Spanish because” (Appendix H.11)



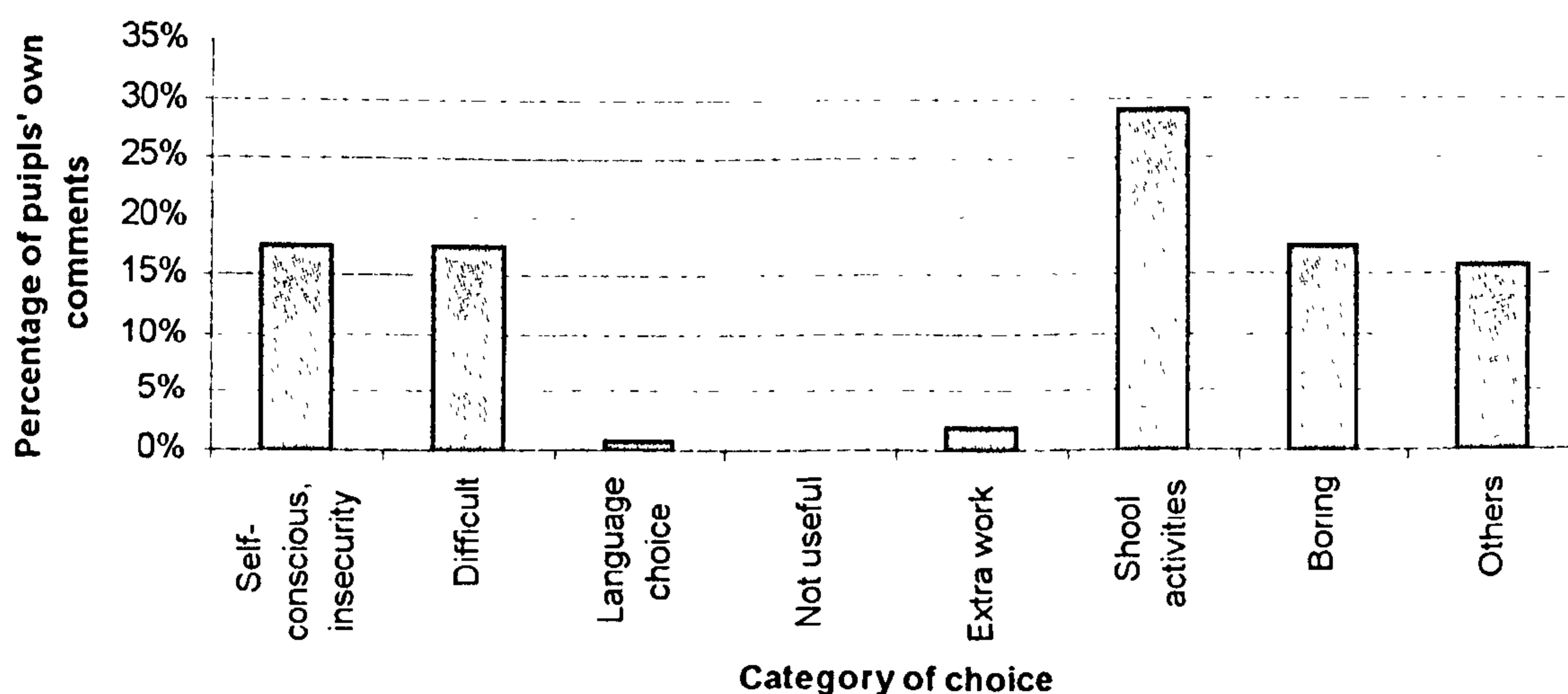
Once again the negative comments in P7 were selected less often than the positive ones with the highest chosen option, **statement 2** “It has been hard”, only reaching one third of pupils. This could be expected as most subjects increase their difficulty the longer the study time grows. However, a worrying issue was that 29% of P7 pupils felt they would never use Spanish, **statement 3**. This percentage was nearly three times higher than the P6 figure (11%) and should be looked at seriously to try and find out why pupils’ perceptions of the use of the FL changed so drastically in one year.

In P7, a higher percentage of pupils were also more self-conscious of speaking in front of their peers (25%), **statement 5**, although, according to most teachers, this situation was not peculiar to Spanish alone but was a fact of life with

11 and 12 year-old pupils in Scotland. **Statement 4**, “it was something else we had to do and we already do enough in school”, was selected by 22% of pupils which is higher than in P6 (16%). As had been the case in P5 and P6, the lowest or second lowest choice was usually **statement 1**, “I already find the work we do in school difficult” (11%).

In terms of the personal comments, only close to one fifth (21%) of the P7 pupils chose to write one. Figure 8.12 and appendix H.12 show that once again, the activities of the Spanish lessons (29%) were those mentioned most often with writing, speaking, singing and a new activity not apparent in P6: homework, taking the lead of the least liked activities. In second place and with 18% came the three groups including comments on pupils’ self-consciousness or insecurity, and the difficult or boring nature of the learning experience. Some new comments not apparent in P5 or P6 in these sections were: “It gets frustrating”, “It takes a while to learn and spell”, “It keeps getting harder”, “It’s difficult to learn the ‘la’-s and ‘un’-s and which words use what” and “Doing revision is boring”. Many of these statements showed that in P7, pupils started to be more aware of what was implied in learning a FL and the complexities of Spanish. Among the statements that could not be classified in the other seven groups, P7 pupils did not write any comments different from those apparent in P5 and P6.

Figure 8.12. P7 pupils’ own comments for “I am not happy about learning Spanish because” (Appendix H.12)



8.1.4. S1 pupils' attitudes to learning Spanish (April / May 2002) (Appendices E.12 and E.13)

Nine secondary schools were visited in April/May 2002 with a total of 860 pupils from S1 completing an attitude questionnaire in 36 classes. The visits to the secondary schools proved to be more difficult than those to the primary schools as the researcher had to work around the different schools timetables. The secondary schools involved in this research varied widely, with some schools only teaching Spanish in their first year, and others dividing their S1 classes between classes learning Spanish and French. This different organisation meant that the size of the sample involved in this research varied from schools with eleven S1 Spanish classes, to schools with only one S1 Spanish class. However, although the visits were time consuming for the researcher and at times intrusive to the schools, all schools were very accommodating and their help and support was very much appreciated. As had been the case from P5, the S1 pupils had to complete the same format questionnaire and although some pupils had only completed a questionnaire in P5, once they saw the questionnaire they remembered it and were willing to help the researcher in her project. The first part of the questionnaire in S1 had also two parts with the following statements included in the "I am happy about learning Spanish because" section:

1. It is fun.
2. It is something new and different.
3. I like my teacher.
4. I go to Spain on holidays, and I'll be able to help my family.
5. I'll be able to make Spanish friends.
6. (Own comments).

The comments included in the "I am not happy about learning Spanish because" section were:

1. I already find the work we do in school difficult.
2. It is hard.
3. I will never use it.
4. It is something else we have to do, and we already do enough in school.
5. I think I sound silly speaking Spanish in front of my friends.
6. (Own comments).

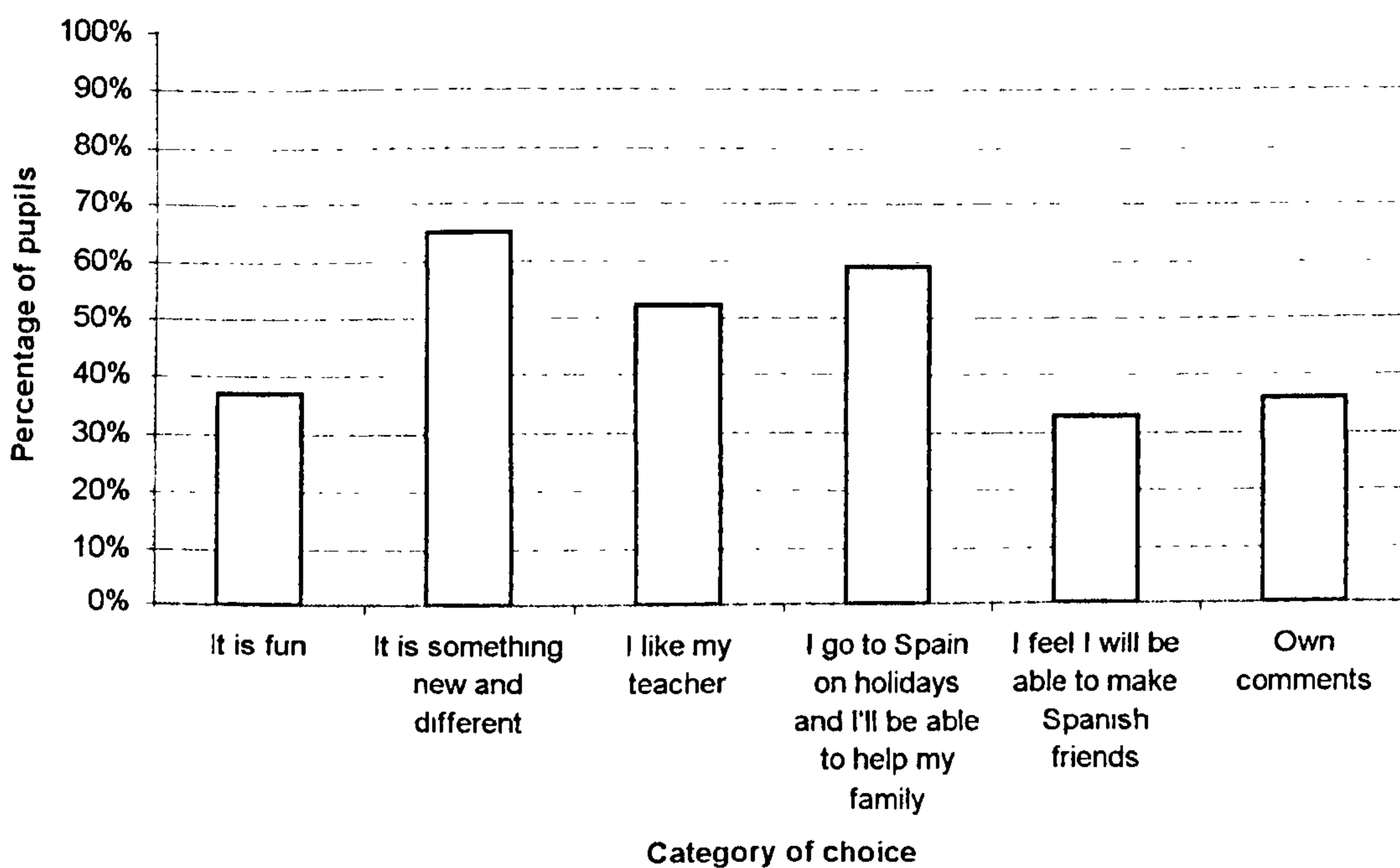
As can be seen in table 8.4, although the two averages were getting closer, the average number of statements selected by S1 pupils was still higher in the “I am happy” side (2.82 per pupil) than in the “I am not happy” side (2.19 per pupil). In S1, pupils still seemed to be happy about learning Spanish although to a lesser degree than in P6 and P8.

Table 8.4. Average number of attitude bubbles selected by pupils in S1

	Total pupils	I am happy		I am not happy	
		Total answers	Answers / pupil	Total answers	Answers / pupils
S1	860	2426	2,82	1887	2,19

8.1.4.1. General results for “I am happy about learning Spanish” in S1

Figure 8.13. S1 pupils’ results for “I am happy about learning Spanish because” (Appendix H.13)



As figure 8.13 and appendix H.13 show, the most chosen option in the “I am happy” side in S1 was still **statement 2** “It is something new and different” with 65% of pupils selecting this statement. Even when most pupils had been learning Spanish for three years by the end of S1, they still selected the option “new and different”. This could mean that although they did not perceive the subject as “something new” anymore, they still felt it was “different” from their other subjects

and chose this option. The fact that the subject was seen to be “different” from the others in the school curriculum could be one of the reasons for the higher number of positive comments selected by pupils from P6 to S1.

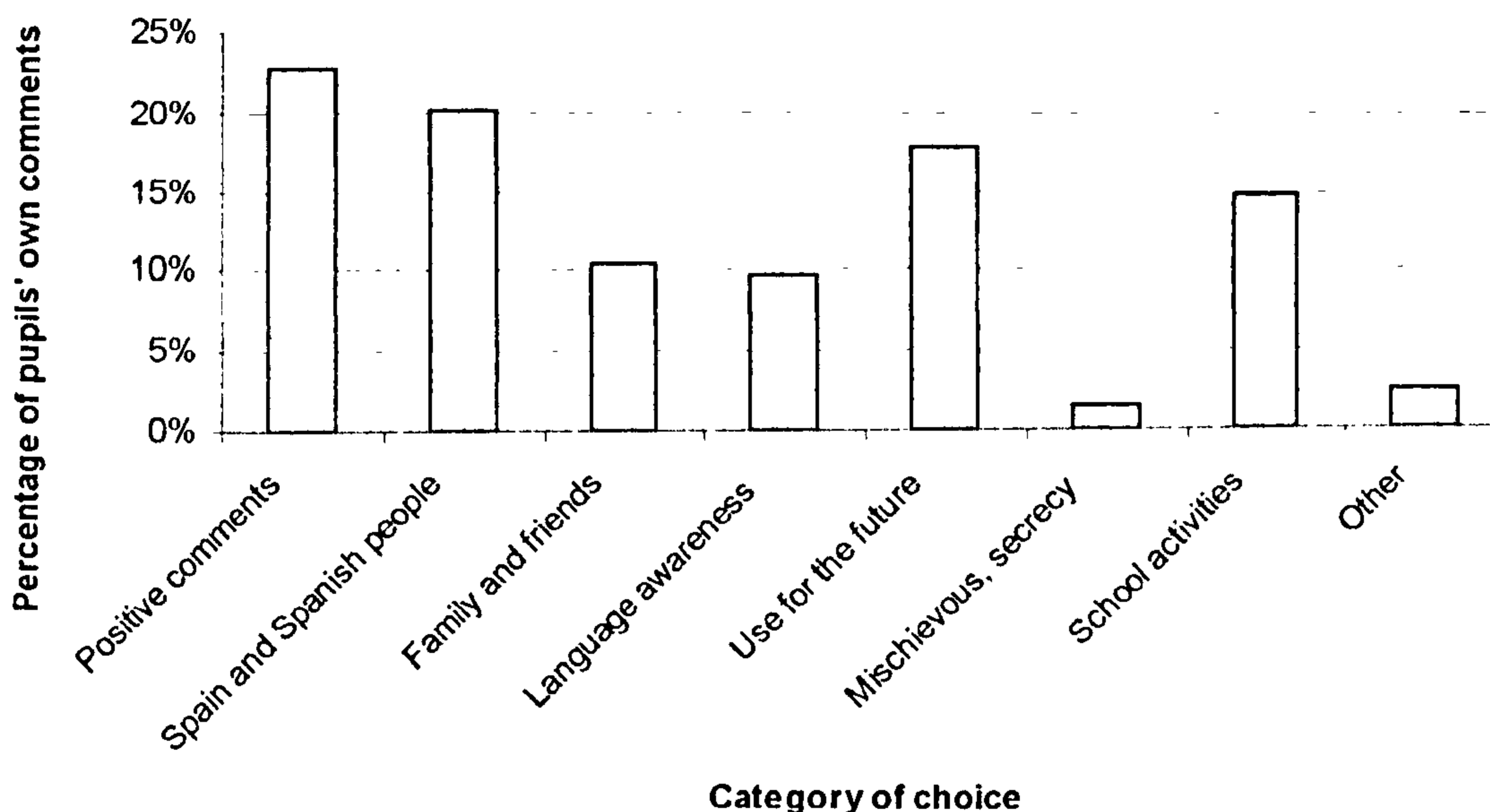
The second highest choice in S1 was the **fourth** comment “I go to Spain on holidays and I’ll be able to help my family” chosen by over half of S1 pupils (59%). This was in contrast to the lowest percentage (33%) achieved by **statement 5** “I feel I’ll be able to make Spanish friends” which was also related to the pupils’ perceptions of how useful learning Spanish in school could be in their everyday life. However, the difference in the percentages of pupils selecting these two options could also be due to the S1 Spanish curriculum which included topics dealing with the learner as a tourist, rather than topics that could be of interest to S1 pupils and which could help them relate to peers from other countries.

The third highest choice by S1 pupils, and still over the 50% mark (52%), was **statement 3** “I like my teacher”. It was apparent to the researcher that in classes where pupils had not selected this option, pupils very often had selected more negative comments than the others in general. Although still over a third of S1 pupils (37%) selected the **first statement** “It is fun”, this number was very much lower than in P6 (84%) and P7 (75%). This was a worrying figure which will be looked at closer later in this chapter when the progression of results from P5 to S1 is analysed in section 8.1.5.1.

In terms of the pupils’ own comments for the empty bubble available in the “I am happy” side, 36% of S1 pupils chose to write their own opinion. As figure 8.14 and appendix H.14 show, the highest percentage of own comments S1 pupils chose to write were from the “positive comments” category (23%), as opposed to the “school activities” which had been the highest percentages in P6 (42%) and P7 (39%) and which came in fourth place in S1 with only 15%. Apart from positive comments which had already appeared from P5 to P7, new sentences written by S1 pupils included: “It makes you learn something that you don’t really think you would learn”, “I like Spanish because it helps you think more” or “Because you learn

something new each day”. In terms of new school activities, S1 pupils mostly mentioned projects, games and watching videos.

Figure 8.14. S1 pupils’ own comments for “I am happy about learning Spanish because” (Appendix H.14)



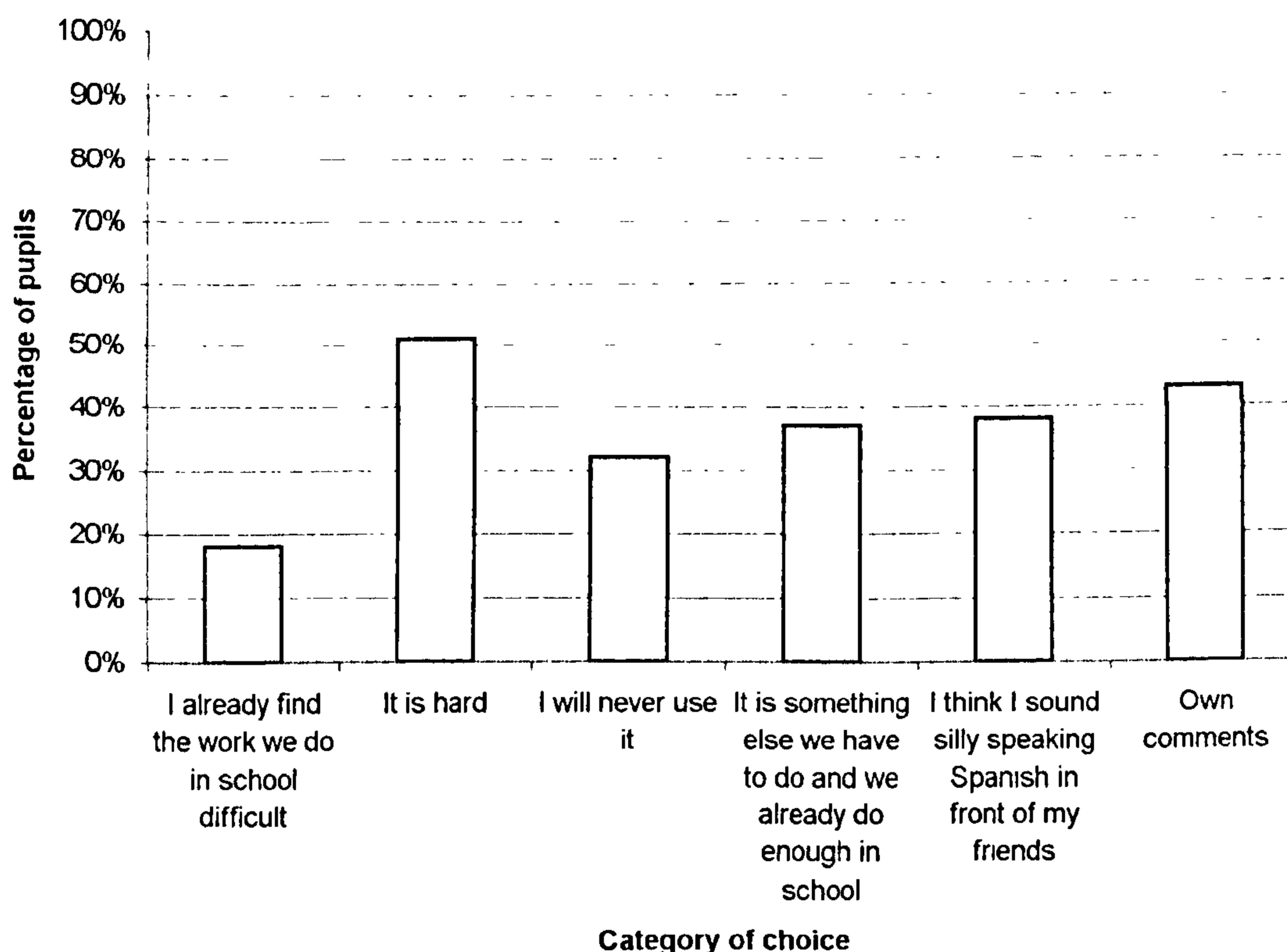
The following group contained the S1 pupils’ comments on “Spain and Spanish people” with 20% of pupils writing a comment along the lines of: “I enjoy learning about the country and the language”, “I’ll be able to speak to waiters in Spain and they’ll respect me more” or “I think I like that I feel more free to talk to people in Spain now”. 18% of those writing comments in S1 felt Spanish would be useful for the future, with many pupils mentioning that Spanish could help them for their future careers such as: aeronautical technician, teacher, holiday rep, air hostess, linguist, football player, or for their social life: “to chat up girls”.

In S1, only 10% of pupils writing comments mentioned the importance of their family and friends, or their awareness of different languages in the world. S1 pupils still said that Spanish would help them “show off” to friends and family or “teach” what they knew to others. Some pupils also highlighted the family involvement in their learning experience with comments such as “My dad likes to look at my vocabulary jotter and learn it”, “A lot of my family are learning it” or

“My mum can help me with homework because she knows it”. Finally, in terms of pupils’ language awareness, some new statements emerging in S1 were: “It is good to be able to speak/learn another language” or “Spanish is a good language to know”.

8.1.4.2. General results for “I am not happy about learning Spanish” in S1

Figure 8.15. S1 pupils’ results for “I am not happy about learning Spanish because” (Appendix H.15)



It has to be said that the percentage of pupils choosing statements in the “I am not happy” section rose in S1 for all the statements. For the first time since they started to learn Spanish in P6, more than half of the pupils (51%) selected the **second statement** “It is hard”. However, as had been the case for the other three years, the lowest percentage (18%) was for the **first statement** “I already find the work we do in school difficult” as pupils seemed to find it difficult to accept that school did present challenges.

From the other three given statements, the **fifth** one “I think I sound silly speaking Spanish in front of my class” was the highest percentage (38%) and could

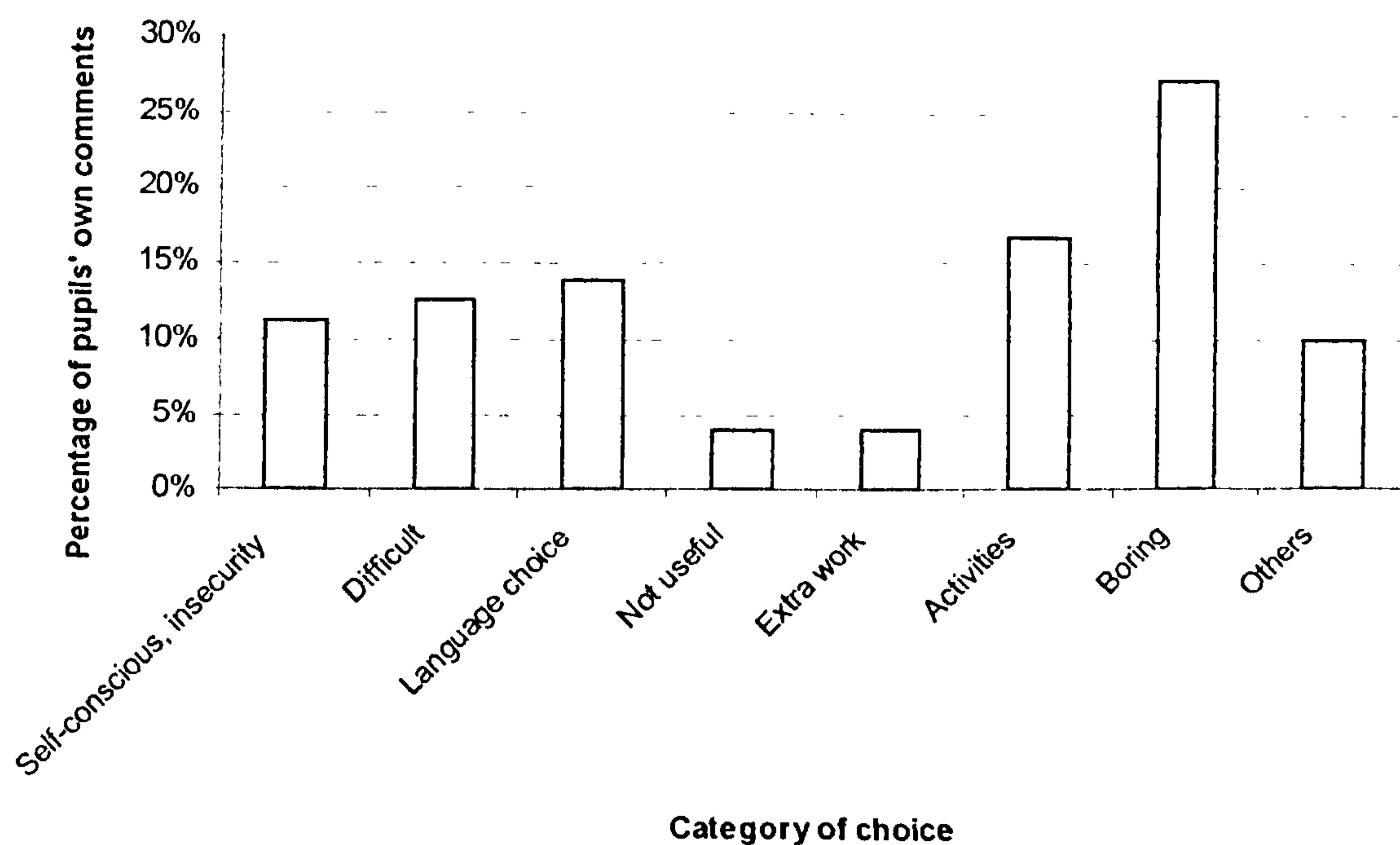
be due to two factors. On the one hand, this high percentage could be due to the difficulties S1 pupils, as 12-13 years old youngsters, have in speaking out in front of their peers in any subject due to their high self-consciousness or shyness, hence low self-confidence. On the other hand, it could also be due to the more protective nature of primary schooling where pupils are with the same classmates and teacher most of the day and feel more comfortable and less anxious talking in front of those they know well. These two situations could be linked to Krashen's Affective Filter Hypothesis (Krashen, 1982) which identified three main affective factors influencing a second language learner: motivation, self-confidence and anxiety. Krashen believed that if the motivation and self-confidence were high and the anxiety was low, the Affective Filter would be low and the acquisition of the second language would be easier. In the contrary, low motivation and self-confidence along with a high anxiety, raised the Affective Filter making the acquisition process more difficult. However, even though 38% of pupils said they felt silly speaking in front of their friends, many S1 teachers involved in this research mentioned that pupils seemed to be less shy about speaking out in the foreign language since the primary project had been established. In their opinion, the 'breaking the shyness' barrier was, very successfully, dealt with in primary schools.

More than a third of pupils (37%) selected **statement 4** feeling that Spanish was "something else they had to do and that they already did enough in school" with less than a third (32%) choosing **statement 3** "I will never use it".

In S1, being the second highest selected option, 43% of pupils chose to write their own comments for the "I am not happy" side. This could mean that by S1, pupils were more outspoken or had more definite ideas about their language learning experience. As in the previous years, the same 8 categories were also used to classify the S1 pupils' own comments. Figure 8.16 and appendix H.16 show how the S1 pupils' writings were classified in the "I am not happy section". In S1, over a quarter of pupils (27%) who chose to voice a personal comment wrote that they felt Spanish was "boring" with comments such as: "The lessons drag on" or "Some things are not as interesting as others". After this group, the following highest percentage included

comments on the school activities (17%) covered in S1 with issues about writing, homework, tests, speaking out in class and not doing games being often mentioned.

Figure 8.16. S1 pupils' own comments for "I am not happy about learning Spanish because" (Appendix H.16)



In contrast to the situation from P5 to P7, the choice of Spanish as the language pupils had to learn was quite an issue in S1 (14%). Many pupils said "I don't like Spanish", "Why learn Spanish, why not another language?", "We could do another subject" or "I think it's stupid because we were born to speak Scottish, so why are we learning Spanish?". As these comments demonstrated, many of the positive opinions pupils had about learning Spanish in primary school were starting to disappear. However, this could be a situation apparent in other subjects and it would be interesting to compare pupils' comments towards Spanish or any other foreign language and other subjects such as English or maths.

Although more than half of the S1 pupils (51%) chose statement 2 "It is hard", 13% of those choosing to write an additional comment in the "I am not happy" side also wrote about the difficulty of learning Spanish, with many voicing problems with pronunciation and spelling. In S1, only 11% of pupils who wrote comments highlighted a feeling of self-consciousness or insecurity, with many pupils

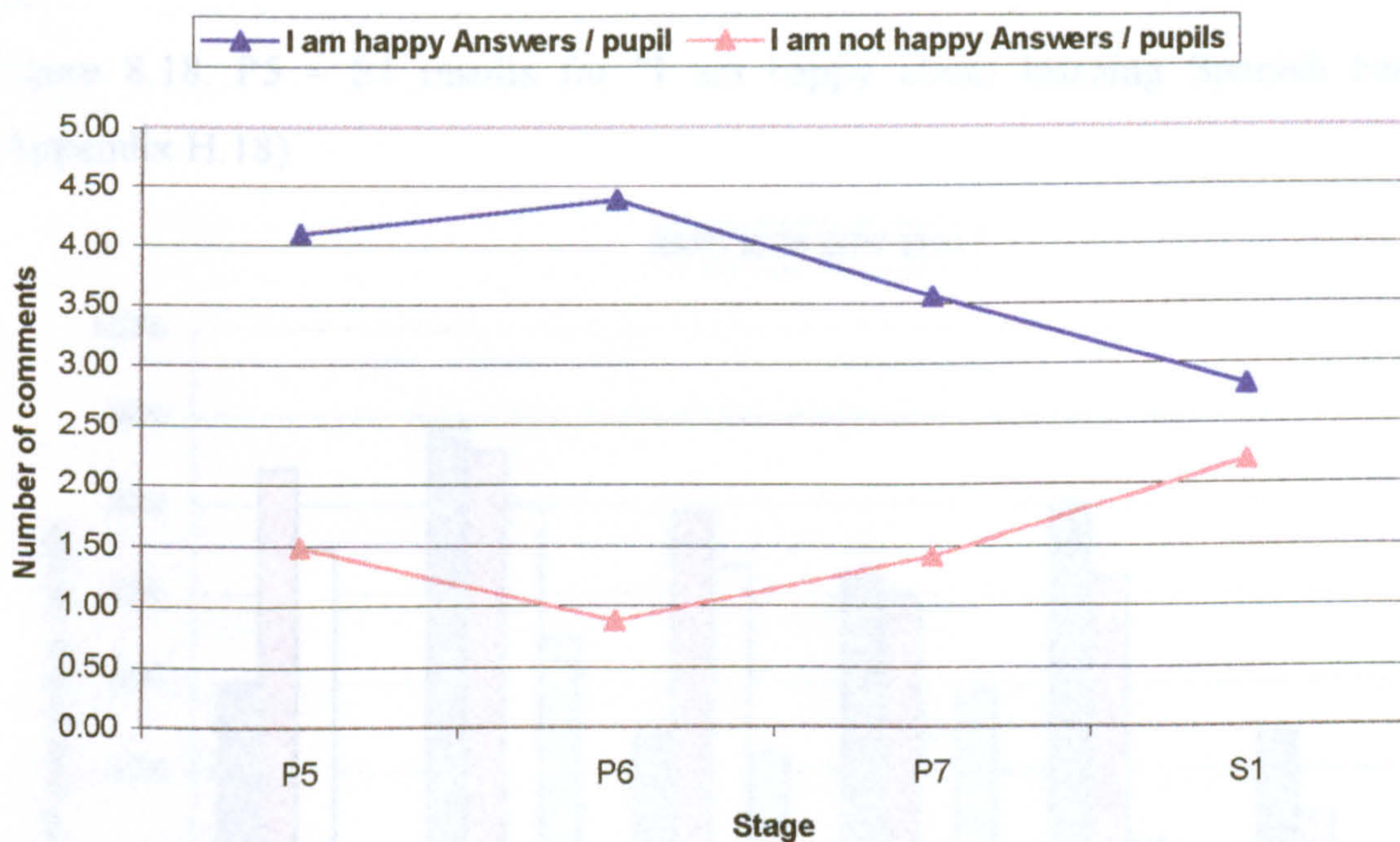
mentioning problems about forgetting words, not being good at it, or getting mixed up with their own language. Finally, only 4% of those writing comments felt that Spanish would not be useful to them. However, it should be borne in mind that 32% had already chosen statement 3 “I will never use it”.

The following section concentrates on the progression of the pupils’ attitudes to learning Spanish from P5 to S1.

8.1.5. P5 – S1 progression of pupils' attitudes to learning Spanish

Figure 8.17 and appendix H.17 show the variation in the average number of attitude comments selected by pupils in P5, P6, P7 and S1 for both sides of the questionnaire: “I am happy about learning Spanish because” and “I am not happy about learning Spanish because”.

Figure 8.17. Average number of attitude comments selected by pupils at different stages (Appendix H.17)

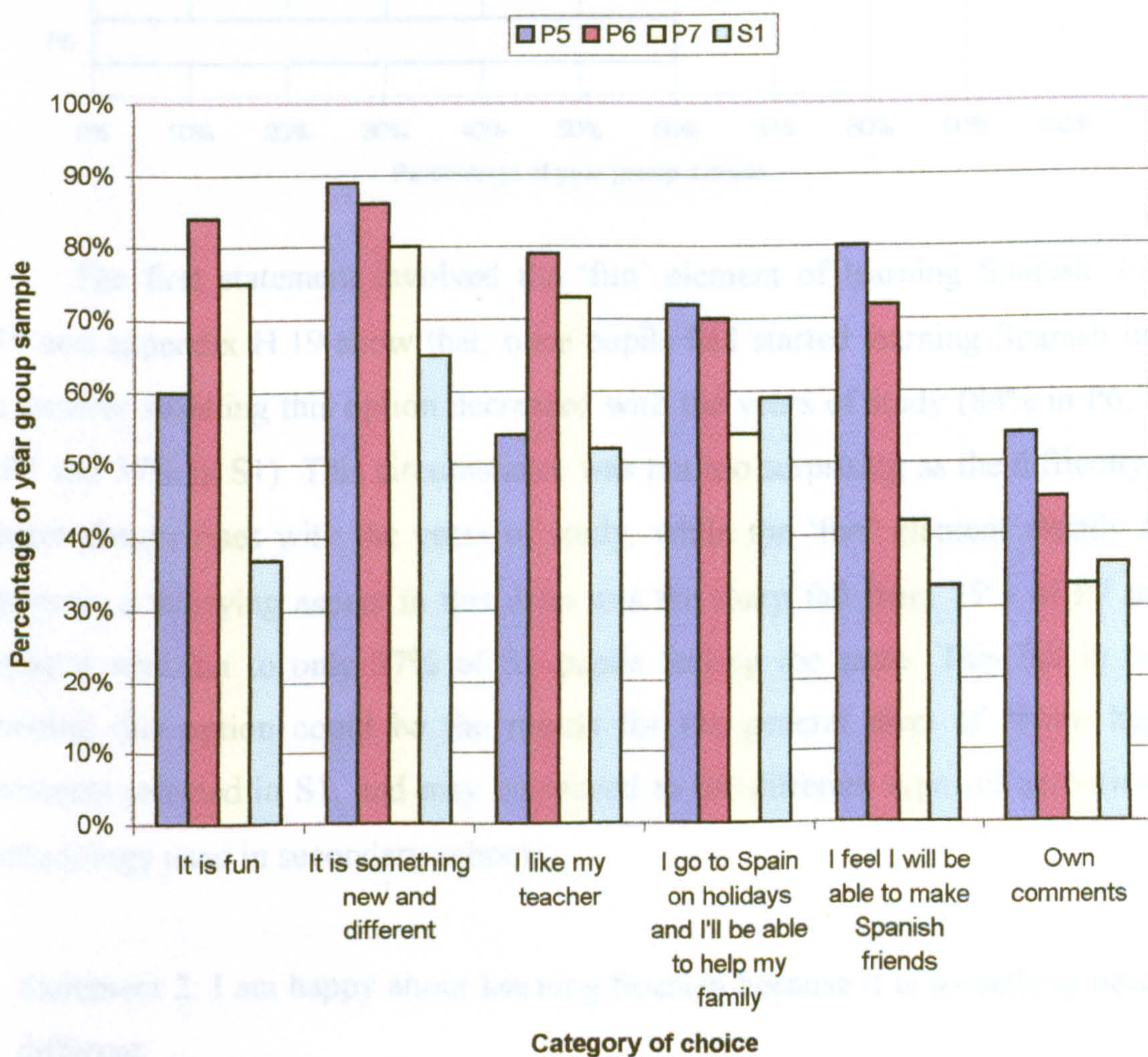


The instructions the pupils were given to complete the questionnaire were that they had to tick all the statements they agreed with, and that they could tick as many speech bubbles as they wanted on both sides of the questionnaire. Figure 8.17 and appendix H.17 show that, at all times from P5 to S1, pupils chose more statements from the “I am happy” side than the “I am not happy” side (4.09 and 1.47 in P5; 4.38 and 0.87 in P6; 3.56 and 1.41 in P7; 2.82 and 2.19 in S1). However, both lines get closer by S1 with positive comments being chosen less often every year, and negative ones more often. It would be interesting to see if by S2 the two lines cross each other, with S2 pupils choosing more negative statements than positive ones, and also to compare the results for Spanish to other languages or even other subjects in the Scottish curriculum.

Another point of interest is the rise of positive comments chosen between P5 and P6, along with the drop of negative choices. This showed that P5 pupils might have been somewhat anxious about the unknown, before starting to learn Spanish, but once they started, many of those worries seemed to have disappeared. This variation might have been due to the methods used by primary teachers teaching Spanish and the stress-free atmosphere these teachers conveyed to the whole Spanish learning experience.

8.1.5.1. General results for “I am happy about learning Spanish because” from P5 to S1

Figure 8.18. P5 – S1 results for “I am happy about learning Spanish because” (Appendix H.18)

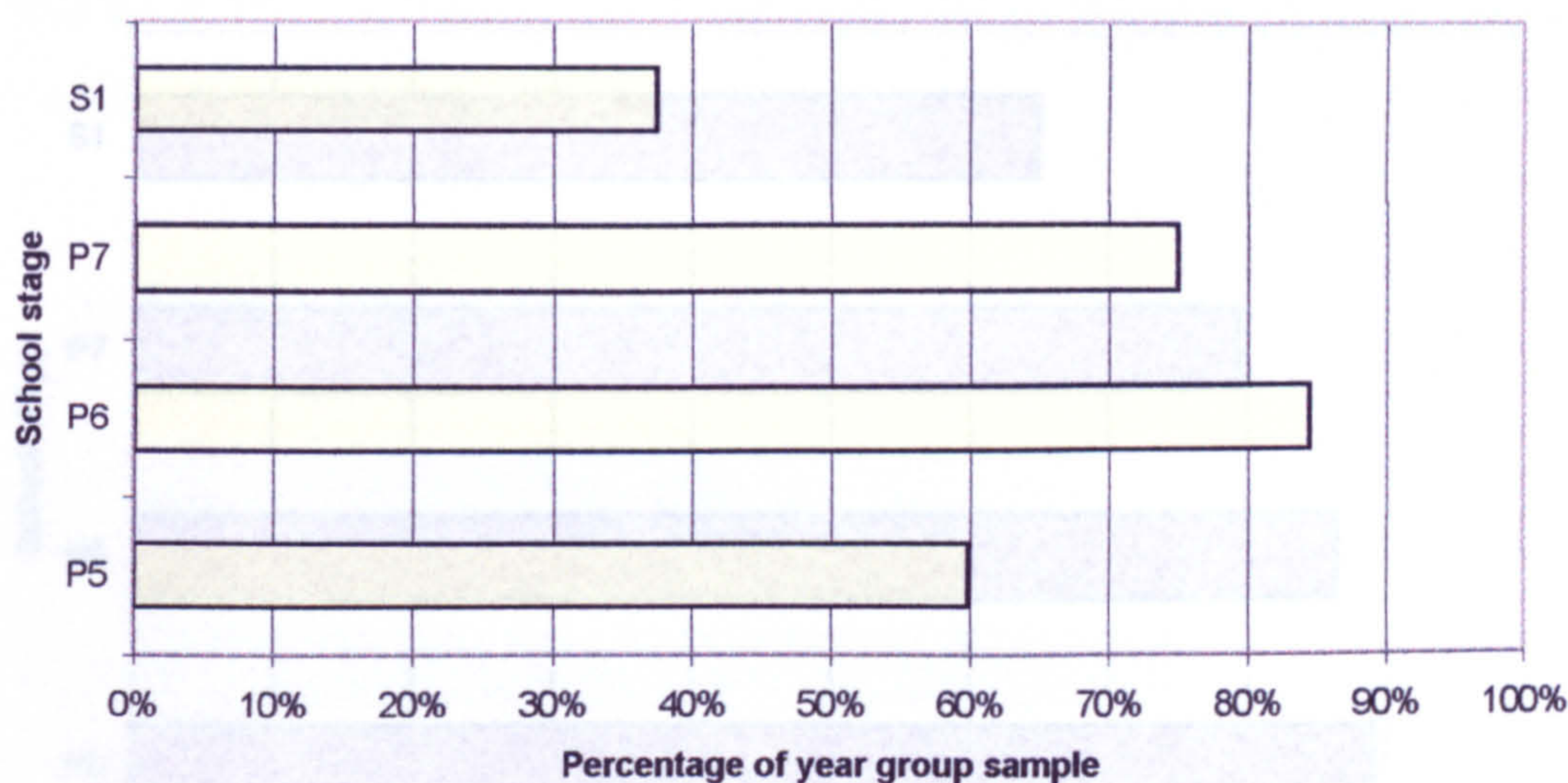


The progression of each speech bubble from P5 to S1 is analysed individually. However, it is worth mentioning that as figure 8.18 and appendix H.18 show, at all times during this research the most often selected speech bubble was the

second one “It is something new and different”, even by S1 pupils who had been studying the language for three years.

- Statement 1: I am happy about learning Spanish because it is fun.

Figure 8.19: P5 – S1 results for “I am happy about learning Spanish because it is fun” (Appendix H.19)



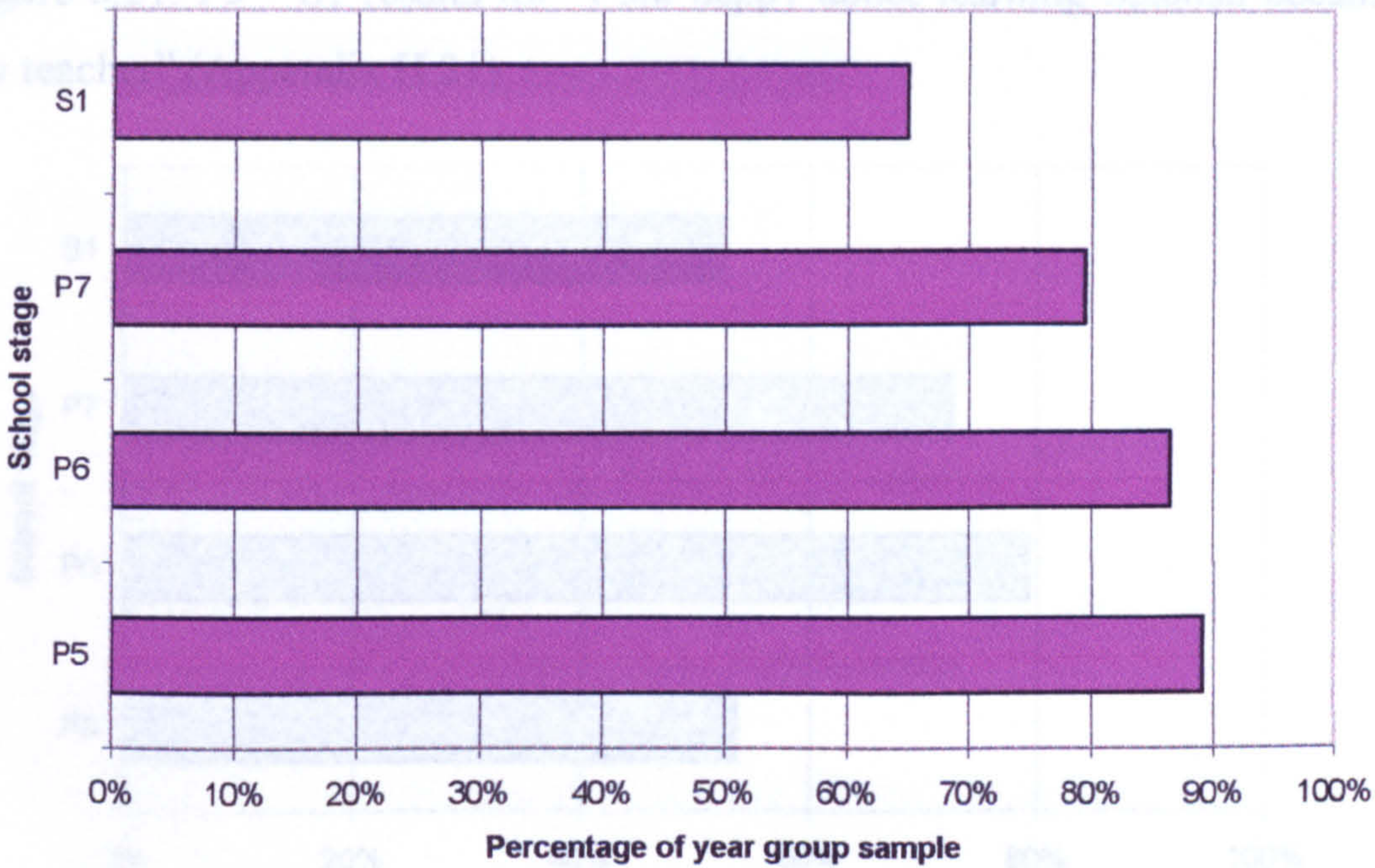
The first statement involved the ‘fun’ element of learning Spanish. Figure 8.19 and appendix H.19 show that, once pupils had started learning Spanish in P6, the number selecting this option decreased with the years of study (84% in P6; 75% in P7 and 37% in S1). This circumstance was not too surprising as the difficulty in a subject always rises with the years of study, while the ‘fun’ element usually falls. However, a worrying aspect in this drop was the sharp fall from 75% of P7 pupils saying it was fun to only 37% of S1 pupils feeling the same. This fall in pupils choosing this option could be the reason for the general drop of “I am happy” comments selected in S1, and may be related to the different types of activities and methodology used in secondary schools.

- Statement 2: I am happy about learning Spanish because it is something new and different.

Compared to the figures for statement 1, where only 37% of S1 pupils were happy about learning Spanish because it was fun, even after having studied Spanish for three years, 65% of S1 pupils still felt that Spanish was “something new and

different”. Although the percentage of pupils selecting this option was always quite high (89% in P5; 86% in P6; 80% in P7 and 65% in S1), the decrease in pupils choosing this option was perhaps an expected one.

Figure 8.20: P5 – S1 results for “I am happy about learning Spanish because it is something new and different” (Appendix H.20)



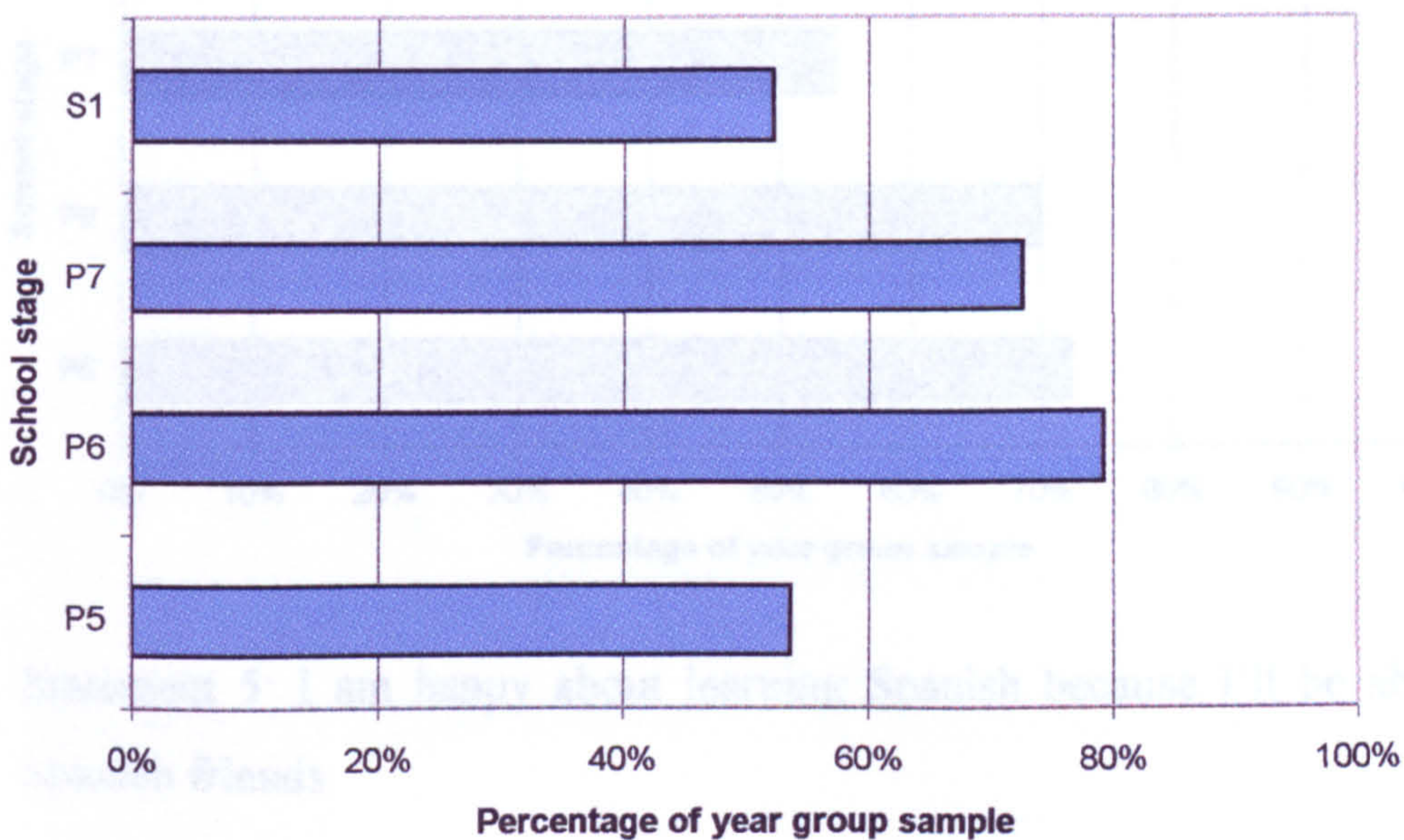
- Statement 3: I am happy about learning Spanish because I like my teacher.

In this statement, it has to be borne in mind that the P5 statement read: “I am happy about learning Spanish because I might get a new teacher”, which in the researcher’s opinion might have influenced the lower number of pupils choosing this option (54%). As was highlighted in section 8.1.1 of this chapter, the choice pupils made in P5 could have been because they liked the teacher they had at the time and, as he/she had not been trained in Spanish, pupils knew they would be getting a different teacher. On the other hand, this selection could have also been made because the pupils knew the Spanish trained teacher in the school and they were not too keen on him or her.

The important role the teacher has in all learning experiences is recognised throughout the curriculum. In the learning of Spanish, considerably fewer pupils

chose to select this option in S1 (52%) than in the previous years (73% in P7 and 79% in P6). Although this drop in S1 could be due to the fact that they actually did not like their teacher as much as they did in primary school, it could also be because pupils this age did not feel this was as important an element in their learning experience as they had felt while in primary school.

Figure 8.21: P5 – S1 results for “I am happy about learning Spanish because I like my teacher” (Appendix H.21)



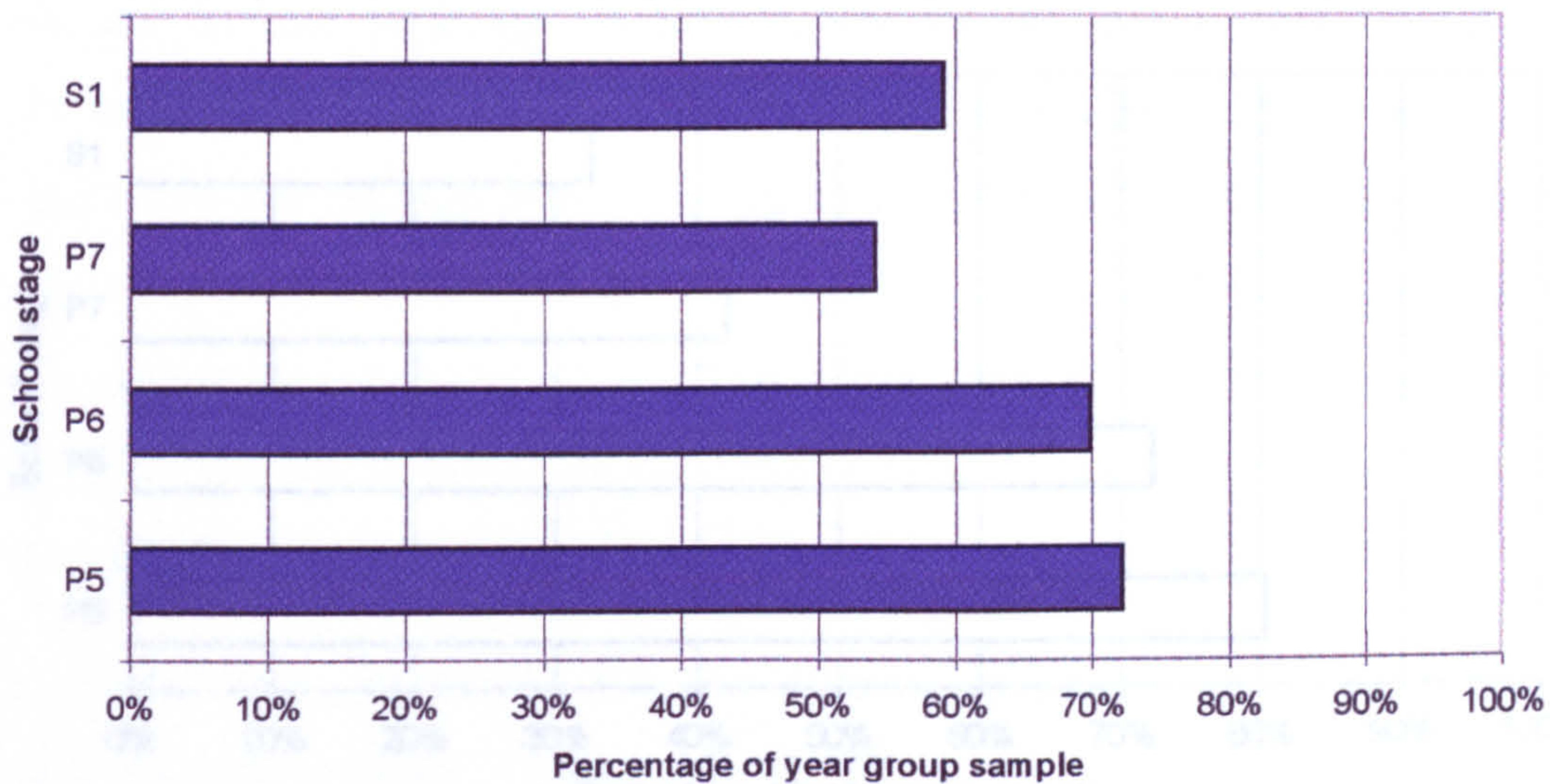
The following two statements involved the use the pupils perceived learning Spanish could have in their everyday life in order to help their family on holidays (statement 4) or to make Spanish friends (statement 5).

- Statement 4: I am happy about learning Spanish because I go to Spain on holidays and I'll be able to help my family.

In terms of helping the family while on holidays, although quite optimistic in P6 with 70% of pupils choosing this option, P7 pupils seemed to think that either what they had learned in the Spanish lessons might not really help them much, as only 54% of them chose this option, or that they were not likely to be going to Spain. However, this was the only option where the S1 pupils' choice (59%) had increased compared to P7 (54%). This could be due to the S1 Spanish curriculum which dealt

more with the learner as a tourist, with topics such as “At the tourist information office” or “At the cafe / restaurant”, than the P7 topics which centred more around the world of the pupil like “My family” or “Describing myself and others”.

Figure 8. 22: P5 – S1 results for “I am happy about learning Spanish because I go to Spain on holidays and I’ll be able to help my family”. (Appendix H.22)

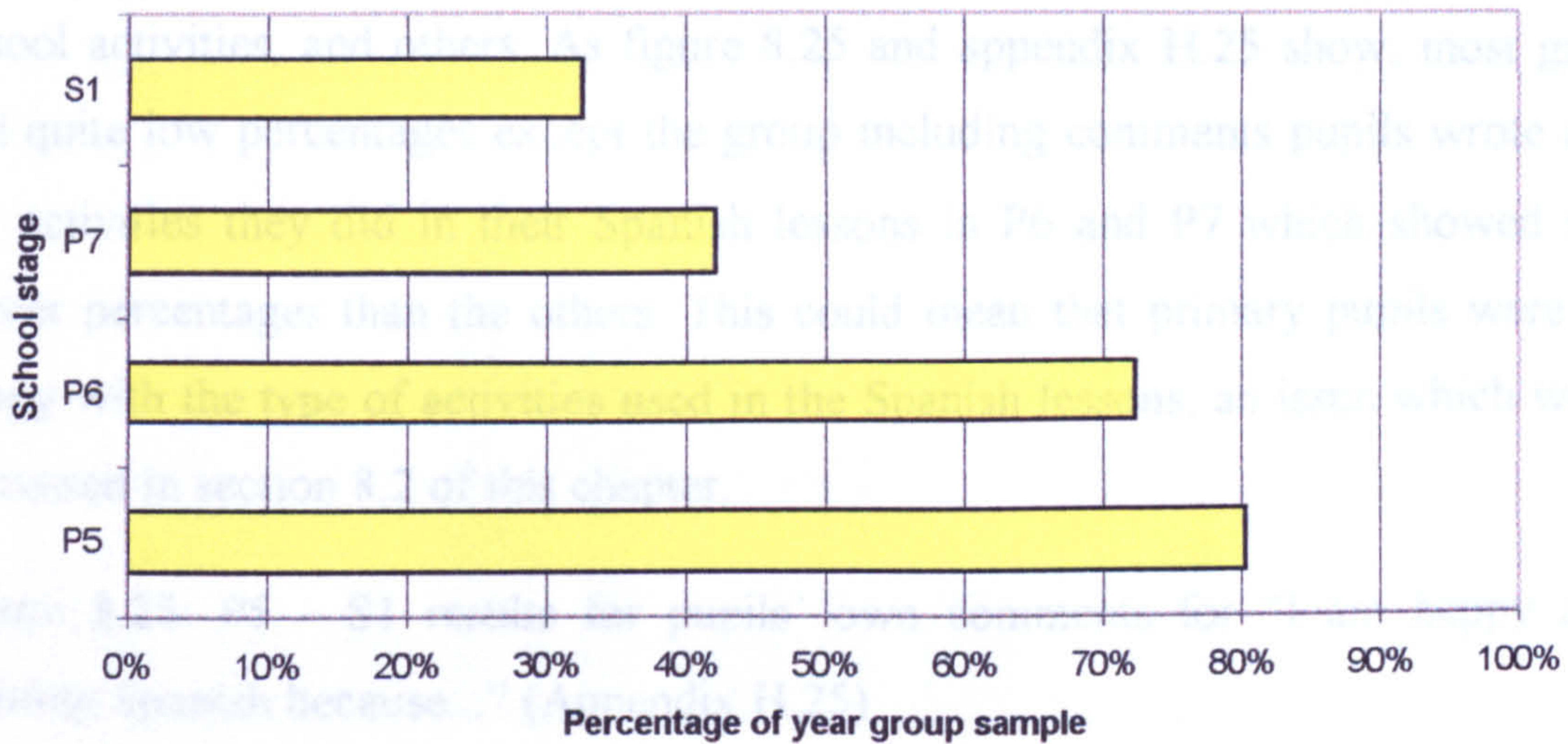


- Statement 5: I am happy about learning Spanish because I’ll be able to make Spanish friends.

In terms of using the Spanish learned in school to make Spanish friends, the number of pupils choosing this option decreased rapidly with time. This could have been due to two reasons. On the one hand, pupils’ expectations, which were quite high in P5 (80%) and P6 (72%) but fell deeply by P7 (42%) and even more by S1 (33%), could have been broken once they started to learn the language. On the other hand, this drop could also have been due to the fact that Scottish pupils would usually only meet Spanish speakers while on holiday. However, many pupils often told this researcher in her visits to their schools and while talking about their holidays in Spain, that although they did try to speak the language saying “¡Hola!” and “¡Gracias!”, most people spoke English. In this sense, the use of pen-friends by letter or e-mail and / or exchanges of videos or other resources with schools from the countries where the FL is spoken should be encouraged and supported by authorities and other institutions such as local businesses dealing with those countries. At the

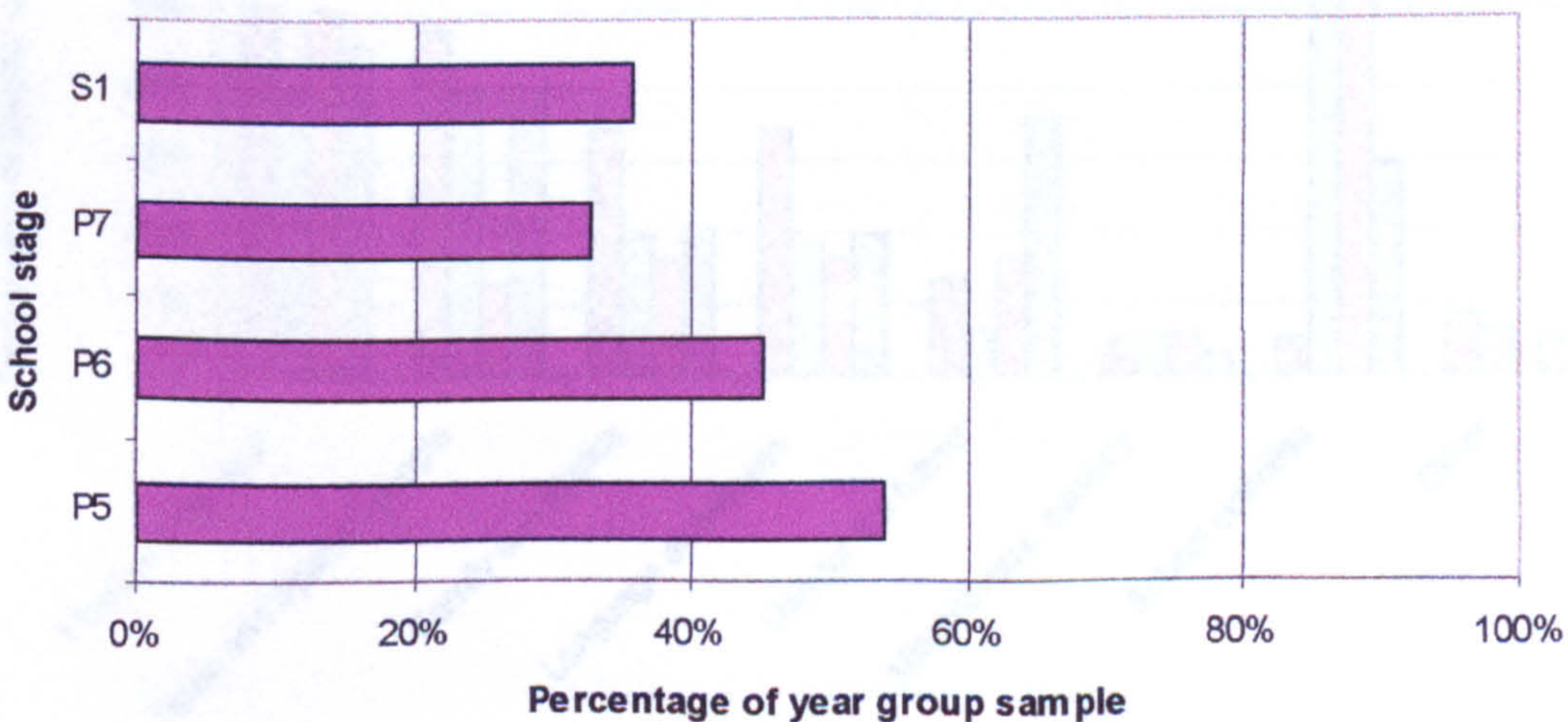
same time, this could be a way to use ICT in the MFL class in order to raise the pupils' enthusiasm towards the FL by showing them that the language they are learning has a purpose and helps them to communicate with people in other areas of the world.

Figure 8. 23: P5 – S1 results for “I am happy about learning Spanish because I’ll be able to make Spanish friends”. (Appendix H.23)



- Statement 6: I am happy about learning Spanish because ... (own comments)

Figure 8. 24: P5 – S1 results for “I am happy about learning Spanish because ...(own comments)” (Appendix H.24)



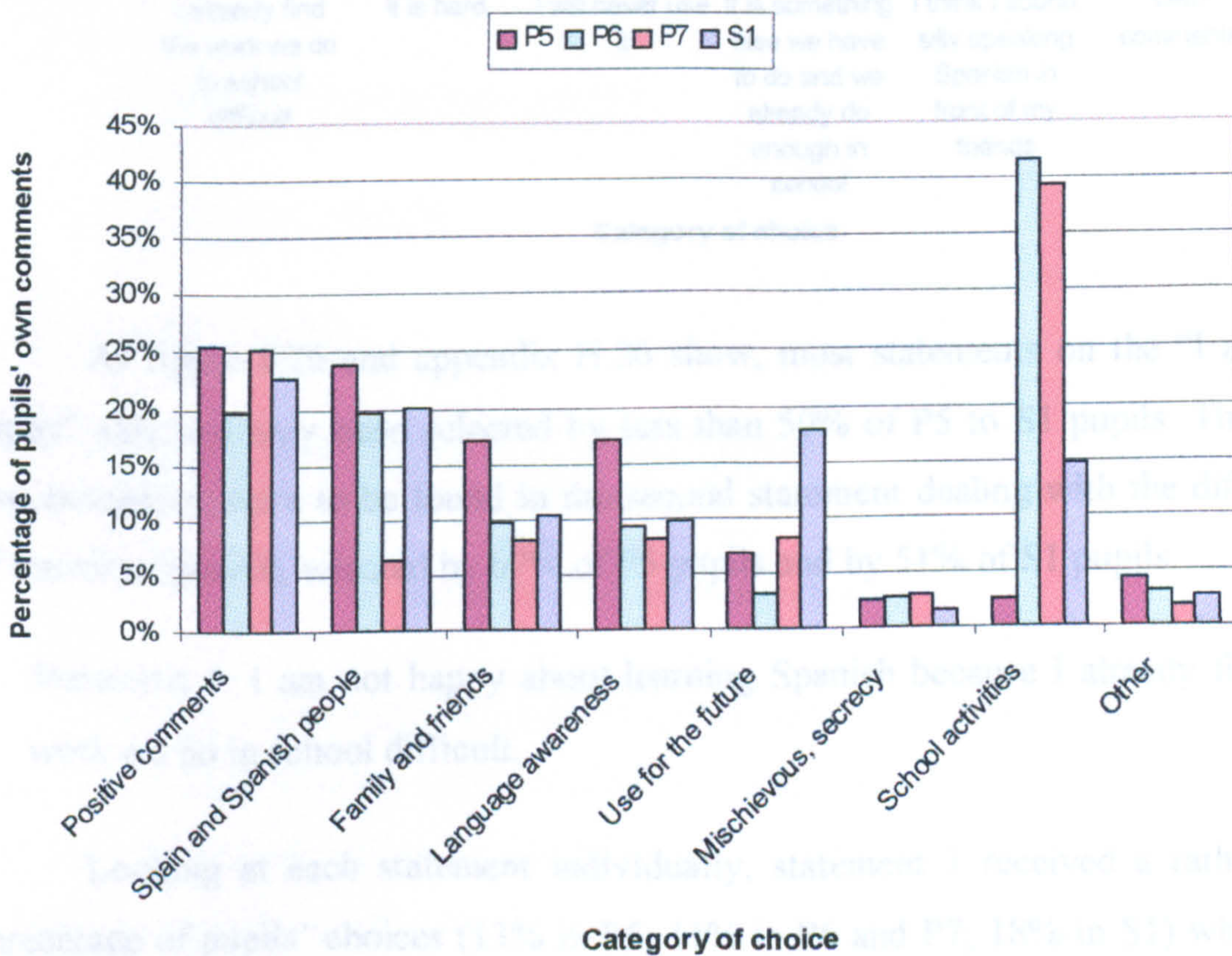
Bearing in mind that writing a personal comment in the empty speech bubble provided was something voluntary, it seemed that either primary pupils had less additional things to say the more they studied the language, or that they became less

interested in voicing their own opinion the older they got as 54% of P5 pupils wrote comments; 45% of P6 and 33% of P7. However, this trend changed in S1 when more pupils (36%) chose to write about their Spanish learning experience.

Appendix H.26)

In order to classify all the personal comments, these were divided into eight groups including statements on: positive comments; Spain and Spanish people; family and friends; language awareness; use for the future; mischievous, secrecy; school activities, and others. As figure 8.25 and appendix H.25 show, most groups had quite low percentages except the group including comments pupils wrote about the activities they did in their Spanish lessons in P6 and P7 which showed much higher percentages than the others. This could mean that primary pupils were very happy with the type of activities used in the Spanish lessons, an issue which will be discussed in section 8.2 of this chapter.

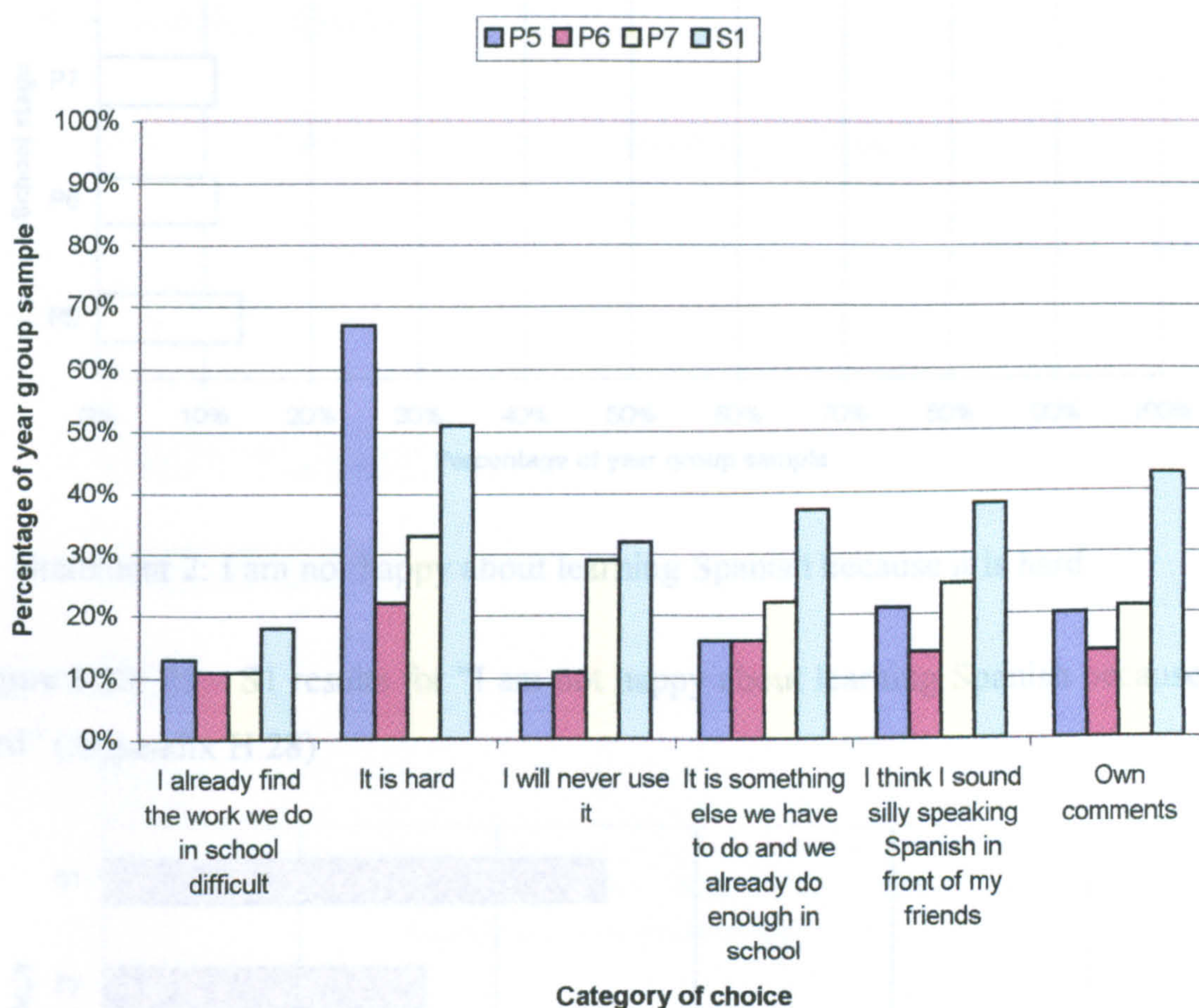
Figure 8.25: P5 – S1 results for pupils’ own comments for “I am happy about learning Spanish because...” (Appendix H.25)



The following section looks at the progression of pupils’ choices for the “I am not happy about learning Spanish” section between P5 and S1.

8.1.5.2. General results for “I am not happy about learning Spanish because” from P5 to S1

Figure 8.26. P5 – S1 results for “I am not happy about learning Spanish because” (Appendix H.26)

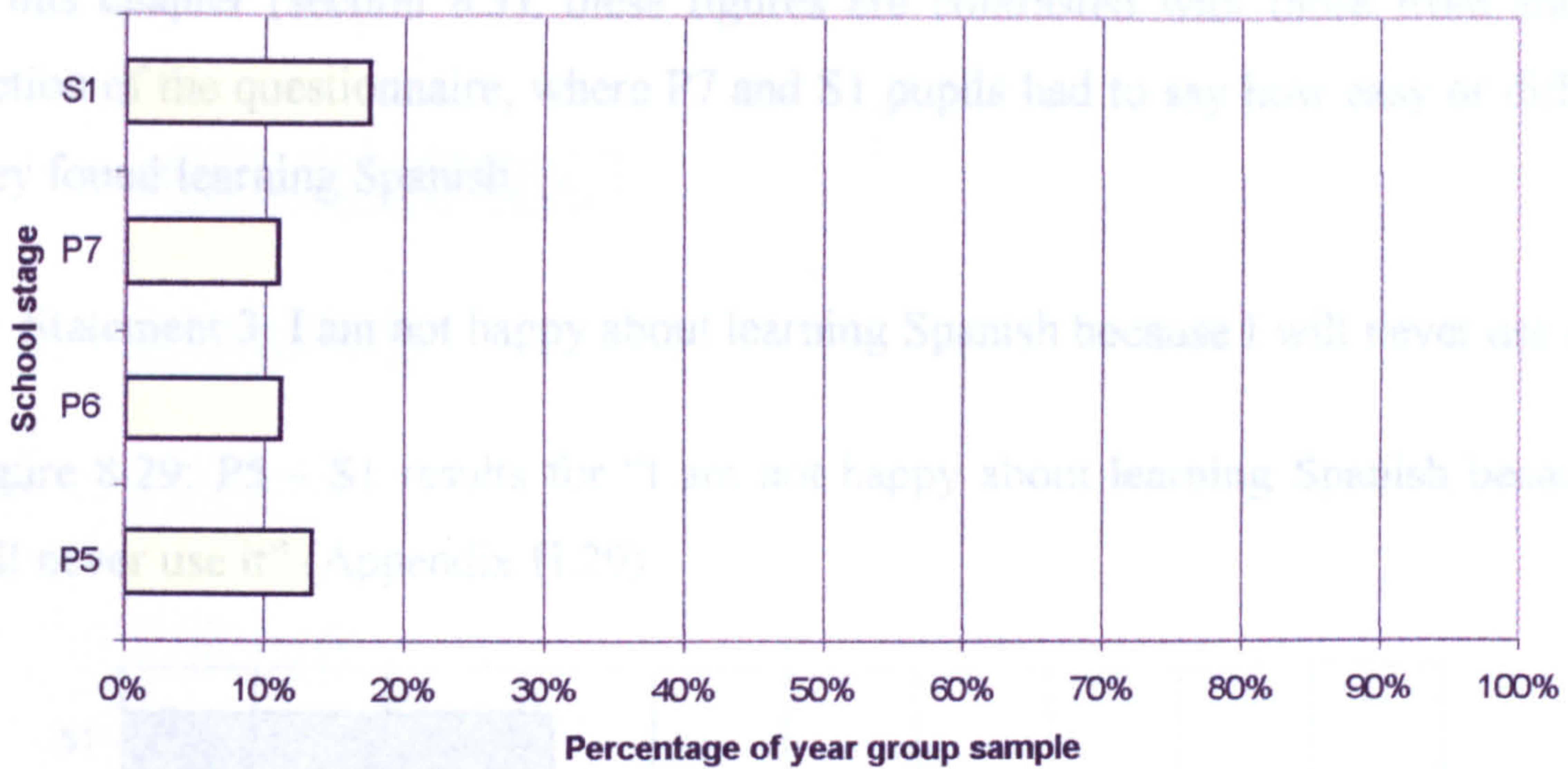


As figure 8.26 and appendix H.26 show, most statements on the “I am not happy” side had only been selected by less than 50% of P5 to S1 pupils. The only two exceptions were to be found in the second statement dealing with the difficulty of learning Spanish, selected by 67% of P5 pupils and by 51% of S1 pupils.

- Statement 1: I am not happy about learning Spanish because I already find the work we do in school difficult.

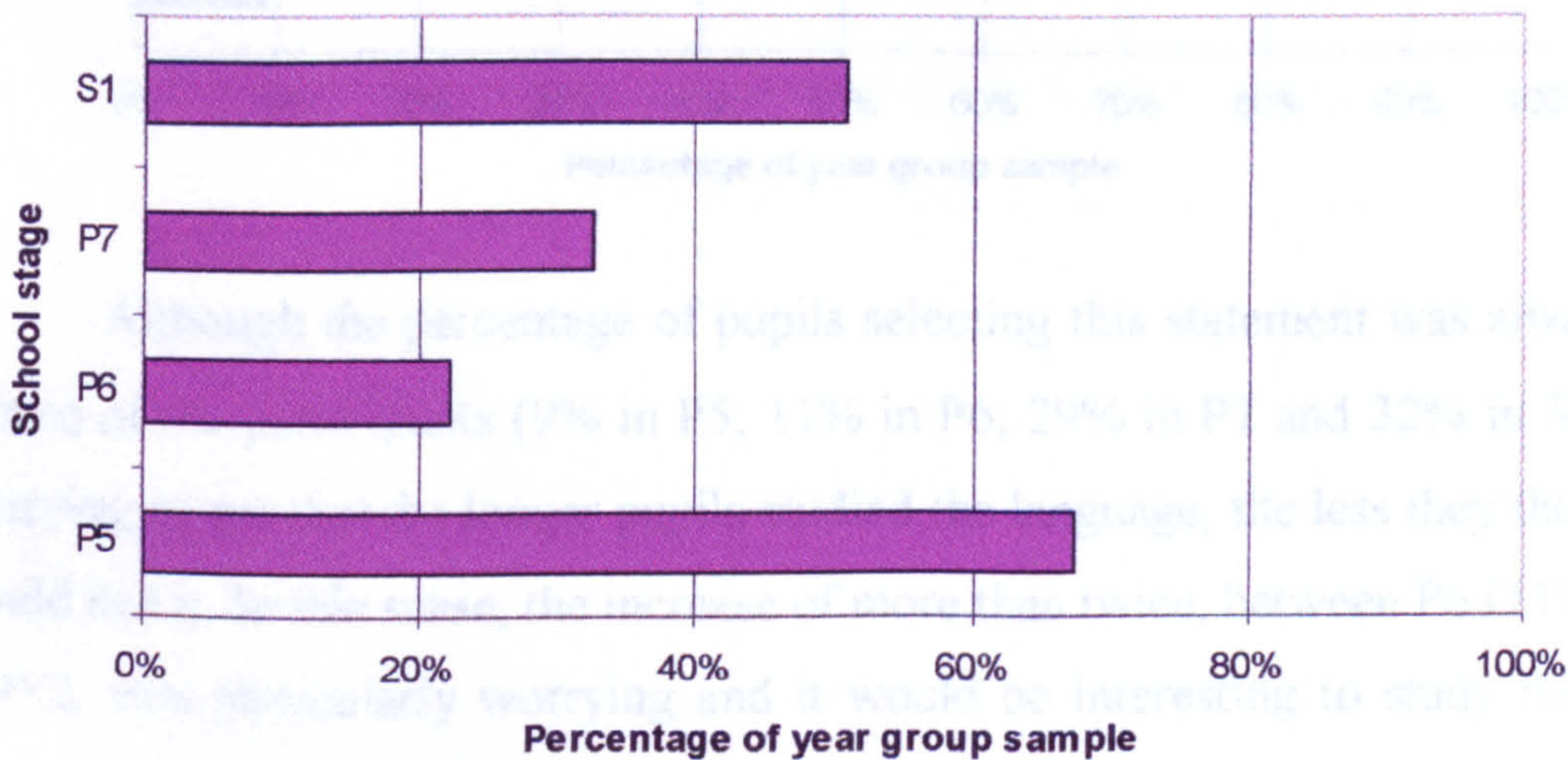
Looking at each statement individually, statement 1 received a rather low percentage of pupils’ choices (13% in P5; 11% in P6 and P7; 18% in S1) which, as has already been highlighted earlier, might just be a case of pupils finding it difficult to recognise they found school work difficult, hence could not be directly linked to the learning of Spanish.

Figure 8.27: P5 – S1 results for “I am not happy about learning Spanish because I already find the work we do in school difficult.” (Appendix H.27)



- Statement 2: I am not happy about learning Spanish because it is hard.

Figure 8.28: P5 – S1 results for “I am not happy about learning Spanish because it is hard” (Appendix H.28)

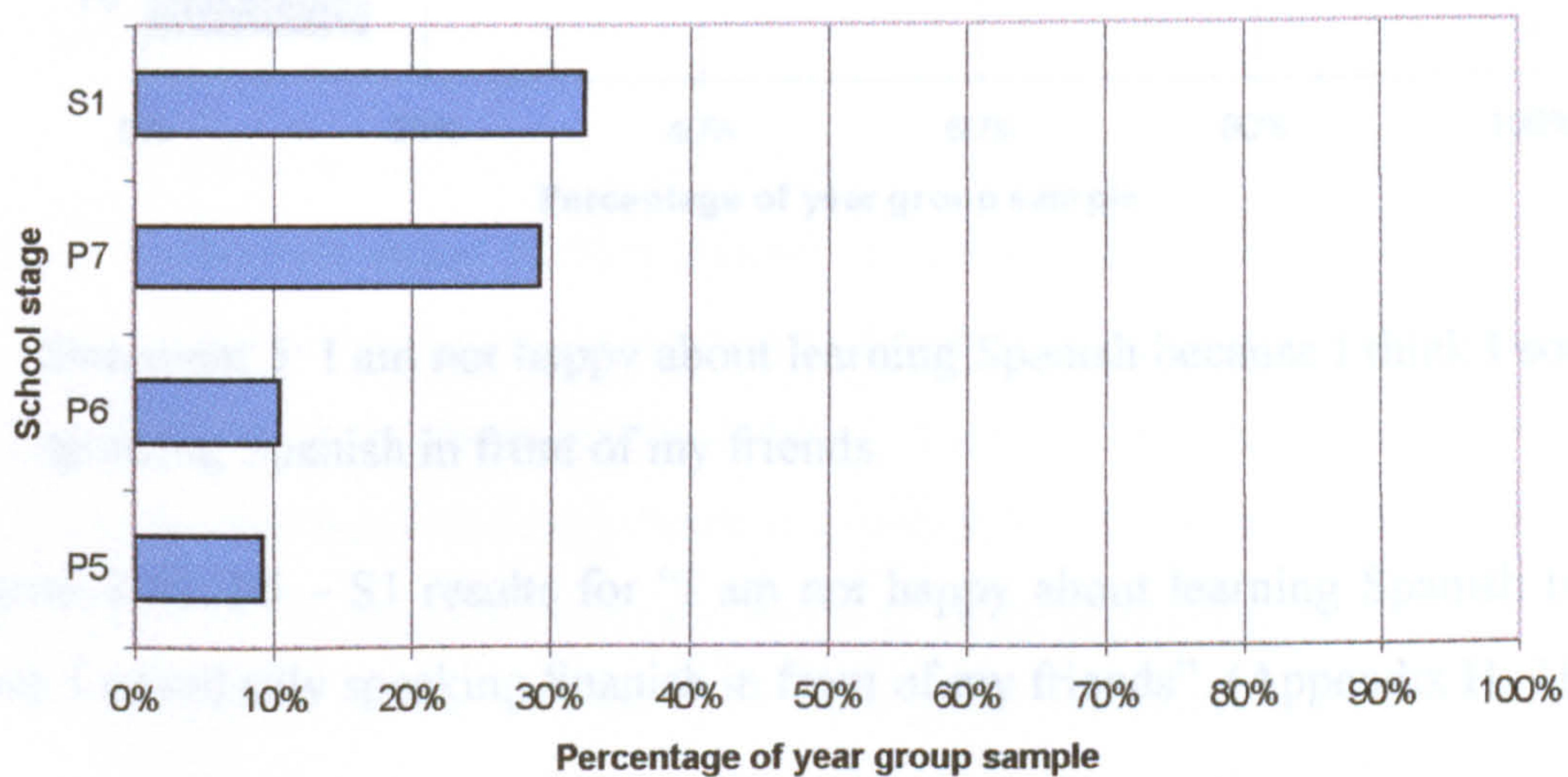


The high percentage of pupils selecting this second statement in P5 (67%) could be expected as many pupils might feel worried faced with a new subject they will learn in school. However, the drop of two thirds between 67% of P5 pupils feeling “It might be hard”, to 22% in P6 saying “It is hard” was a positive change and highlighted the teachers’ attitudes and the methodology used by them in order to make the subject as attractive and worry-free for pupils as possible. As could be expected, the percentage of pupils who said learning Spanish was hard rose in P7 and

S1 to 33% and 51% respectively. It would be interesting to compare the figures for Spanish with other languages or even other subjects in the Scottish curriculum. Later in this chapter (section 8.3), these figures are contrasted with those from another section of the questionnaire, where P7 and S1 pupils had to say how easy or difficult they found learning Spanish.

- Statement 3: I am not happy about learning Spanish because I will never use it.

Figure 8.29: P5 – S1 results for “I am not happy about learning Spanish because I will never use it” (Appendix H.29)

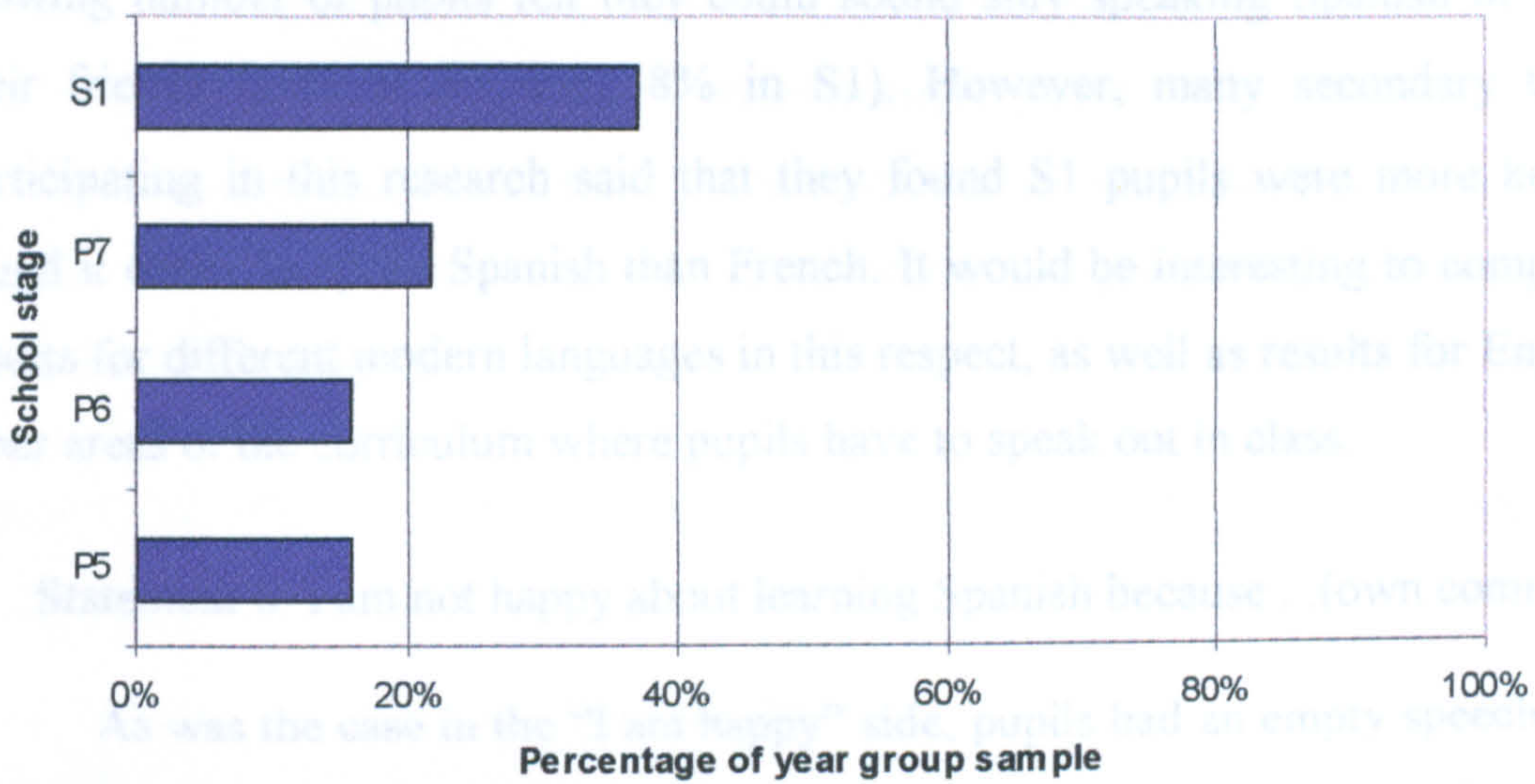


Although the percentage of pupils selecting this statement was always below a third of the participants (9% in P5; 11% in P6; 29% in P7 and 32% in S1), it was worrying to see that the longer pupils studied the language, the less they thought they would use it. In this sense, the increase of more than twice, between P6 (11%) and P7 (29%), was particularly worrying and it would be interesting to study the possible reasons for this rise.

- Statement 4: I am not happy about learning Spanish because it is something else we have to do, and we already do enough in school

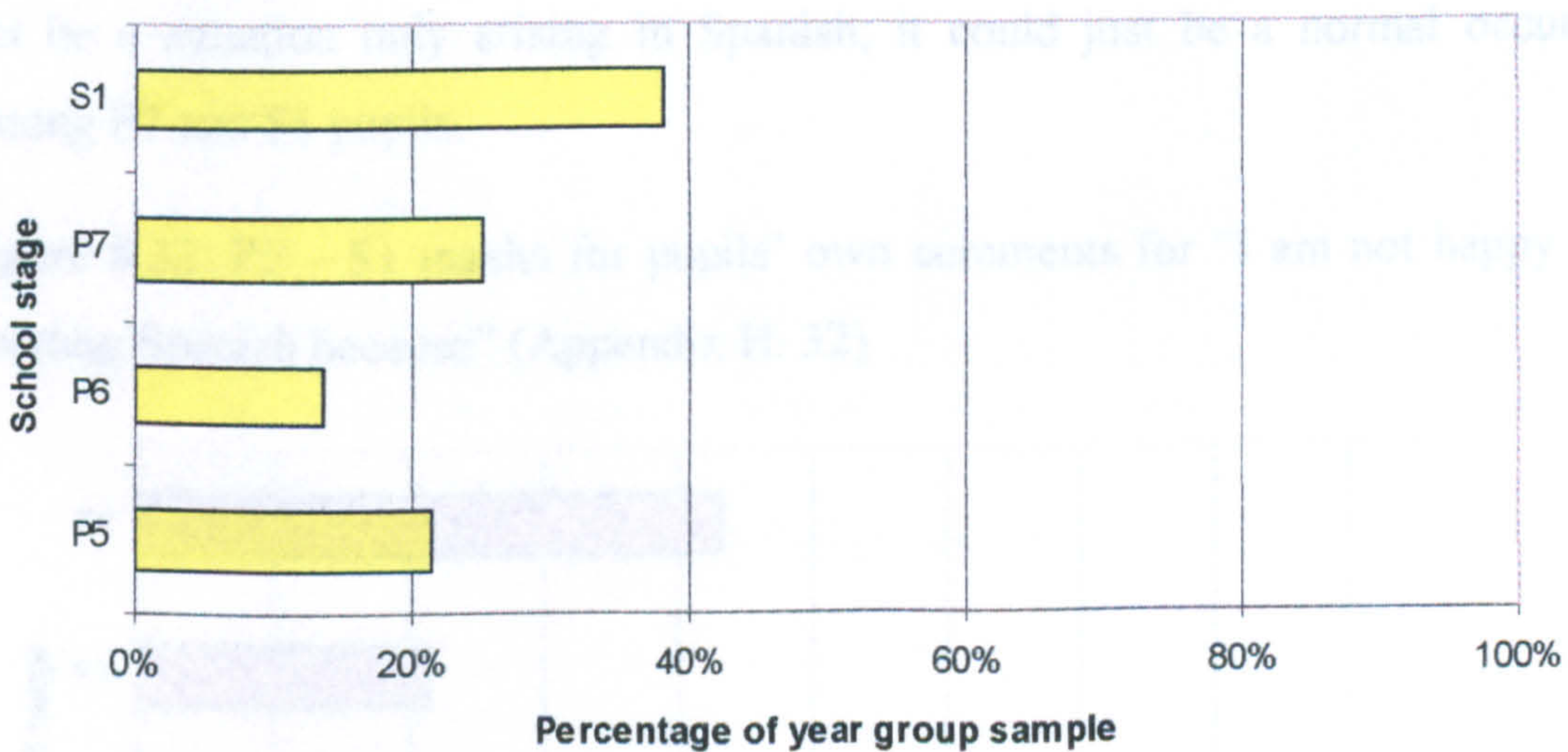
The progression in this figure was expected (16% in P5 and P6; 22% in P7 and 37% in S1) and showed the opinion among Scottish pupils that the curriculum might be too busy. An opinion that many head teachers and teachers participating in this research had already highlighted.

Figure 8.30: P5 – S1 results for “I am not happy about learning Spanish because it is something else we have to do, and we already do enough in school”. (Appendix H.30)



- Statement 5: I am not happy about learning Spanish because I think I sound silly speaking Spanish in front of my friends.

Figure 8.31: P5 – S1 results for “I am not happy about learning Spanish because I think I sound silly speaking Spanish in front of my friends”. (Appendix H. 31)



When analysing the results for this statement, the self-consciousness and the high or low self-confidence of pupils this age should be taken into account. In P5, before starting to learn the foreign language, it was encouraging to see that just over a fifth of pupils (21%) felt conscious about speaking out in front of their friends. By P6, this number had fallen to 14% which, once again, highlighted the stress-free

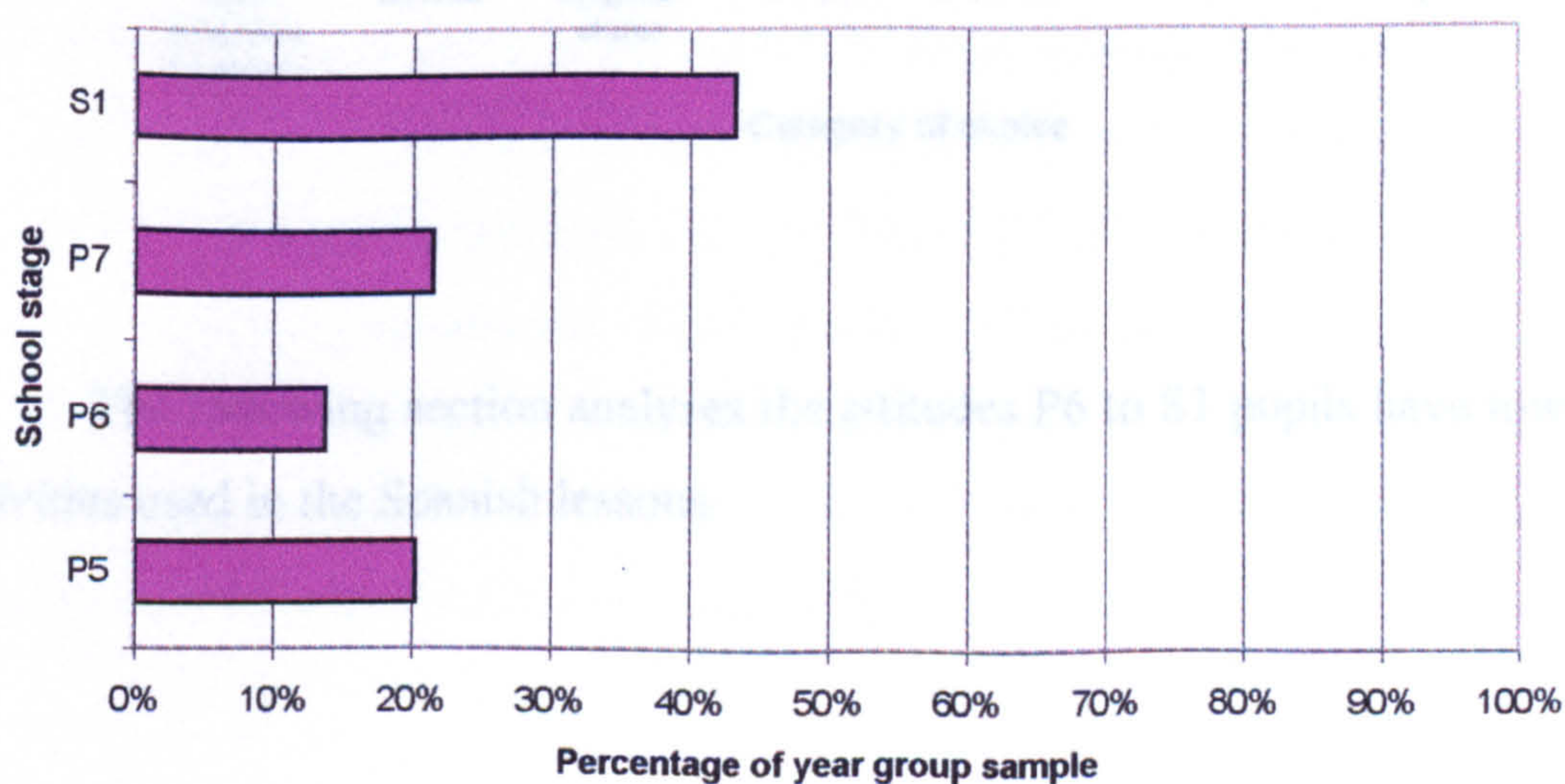
atmosphere that was encouraged by primary teachers in the Spanish lessons, as well as the 9-10 year-old pupils' lack of shyness when speaking the foreign language. However, as pupils got older, their self-consciousness became more apparent, and a growing number of pupils felt they could sound silly speaking Spanish in front of their friends (25% in P7 and 38% in S1). However, many secondary teachers participating in this research said that they found S1 pupils were more keen and found it easier to speak Spanish than French. It would be interesting to compare the results for different modern languages in this respect, as well as results for English or other areas of the curriculum where pupils have to speak out in class.

Figure 8.33: P5 – S1 results for pupils' own comments for "I am not happy about

- Statement 6: I am not happy about learning Spanish because ...(own comments)

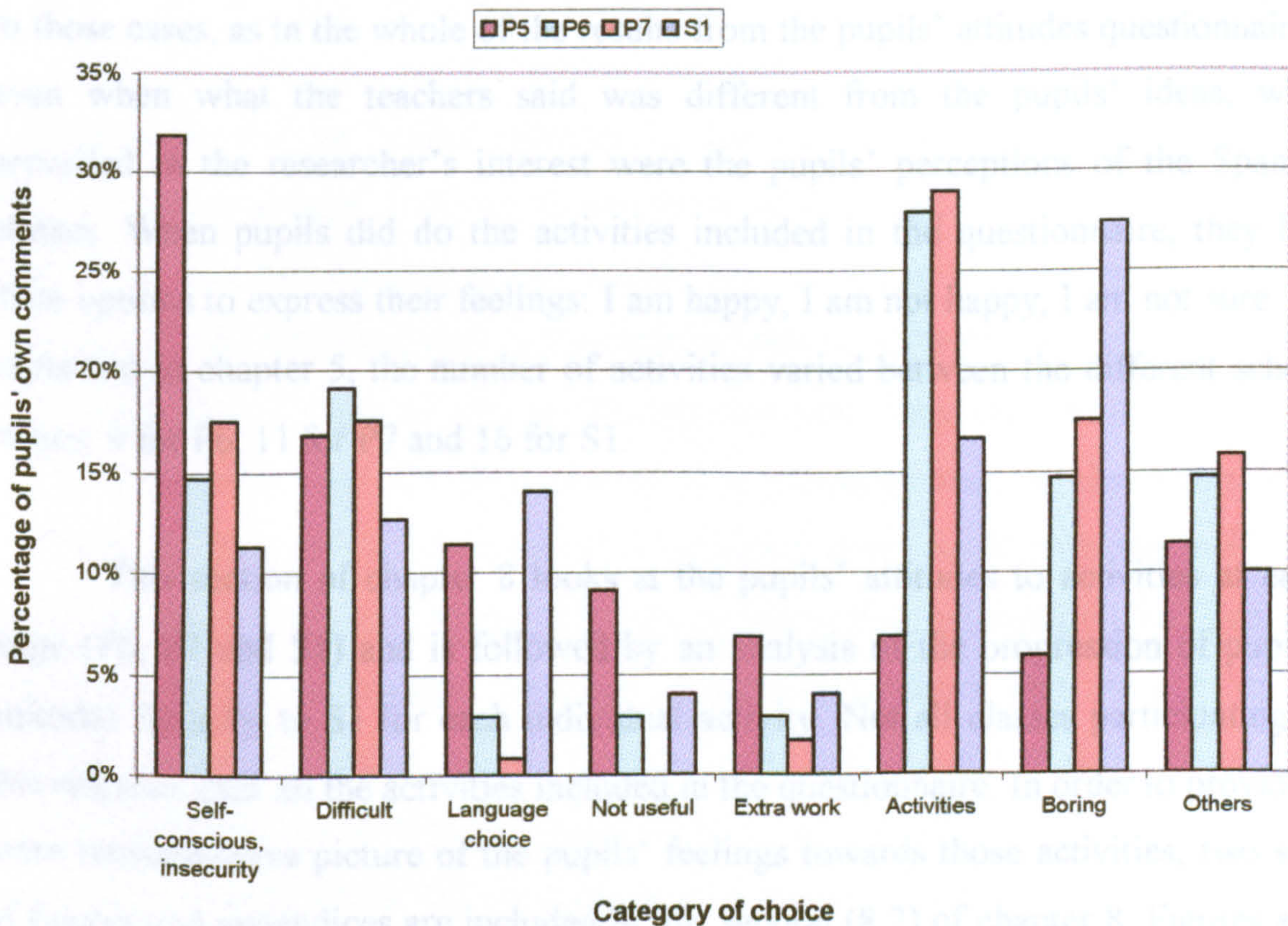
As was the case in the "I am happy" side, pupils had an empty speech bubble where they could write, if they wished to do so, any other feelings they had to express reasons why they were not happy about learning Spanish. As figure 8.32 and appendix H.32 show, from P6, the number of pupils voicing their opinion grew the longer they had been studying Spanish (14% in P6; 21% in P7 and 43% in S1). It was interesting to see that more than twice as many pupils felt they had something to add to the given speech bubbles in S1 than in P7. However, once again, this might not be a situation only arising in Spanish; it could just be a normal occurrence among P7 and S1 pupils.

Figure 8.32: P5 – S1 results for pupils' own comments for "I am not happy about learning Spanish because" (Appendix H. 32)



8.2. In order to analyse all the personal comments, these were classified into eight groups, namely: self-conscious, insecurity; difficult; language choice; not useful; extra work; school activities; boring and others. As these headings for the groups showed, although a number of them (self-conscious, insecurity; difficult; not useful and extra work) were already given options pupils could tick in the speech bubbles provided, a number of them felt they still wanted to add their own voice on these aspects. Figure 8.33 and appendix H.33 show the progression of pupils' own comments from P5 to S1.

Figure 8. 33: P5 – S1 results for pupils' own comments for "I am not happy about learning Spanish because" (Appendix H.33)



The following section analyses the attitudes P6 to S1 pupils have towards the activities used in the Spanish lessons.

8.2. Pupils' attitudes to activities in the Spanish class

As part of the pupils' attitudes questionnaire (Appendices E.9 to E.13), P6 to S1 pupils were asked about their feelings towards a number of activities in the Spanish lessons. While completing this section of the questionnaire, after the researcher had read each activity, pupils were asked whether they did this type of activity in the Spanish lesson or not. If pupils said they did not, they had to leave that line empty in the questionnaire and the researcher made a note of it on her own copy. This information was later verified with the teacher if he/she had not been present in the class. On one or two occasions, it came to the researcher's attention that although the teacher later said they did do those activities in class, pupils had said they did not. In those cases, as in the whole of the results from the pupils' attitudes questionnaires, even when what the teachers said was different from the pupils' ideas, what prevailed in the researcher's interest were the pupils' perceptions of the Spanish classes. When pupils did do the activities included in the questionnaire, they had three options to express their feelings: I am happy, I am not happy, I am not sure. As explained in chapter 5, the number of activities varied between the different school stages: 9 for P6, 11 for P7 and 16 for S1.

This section of chapter 8 looks at the pupils' attitudes to activities at each stage (P6, P7 and S1) and is followed by an analysis of the progression of pupils' attitudes from P6 to S1 for each individual activity. Not all classes participating in this research used all the activities included in the questionnaire. In order to provide a more representative picture of the pupils' feelings towards those activities, two sets of figures and appendices are included in this section (8.2) of chapter 8. Figures and appendices followed by the letter "a", i.e. figure 8.34a or appendix H.34a, represent the results of the questionnaires taking into account all the pupils participating in the research. On the other hand, figures and appendices followed by the letter "b", i.e. figure 8.34b or appendix H.34b, represent the feelings of only those pupils who actually used the activities in their Spanish lessons.

8.2.1. P6 pupils' attitudes to activities in the Spanish class

The nine activities included in the P6 questionnaire (Appendix E.10) were:

1. When I learn new words.
2. When we do games with cards with the teacher.
3. When we do games with cards with other friends, in groups.
4. When the teacher talks Spanish.
5. When I speak Spanish to the teacher.
6. When I speak Spanish to a friend.
7. When I write in Spanish.
8. When I do what the teacher tells us in Spanish.
9. When I sing in Spanish.

495 pupils from 23 schools completed this questionnaire and most schools used all the activities included in the questionnaire in their Spanish lessons. However, one school did not do “games with cards with the teacher” (activity 2) and a different one did not “write” (activity 7); four did not do “games with cards with other friends, in groups” (activity 3); and three did not “sing in Spanish” (activity 9). The school that had decided not to include any writing to their P6 pupils changed their opinion the following year as they realised that pupils were quite keen to see the new words they learned in writing. During that year, they had decided to let the pupils write what they felt they needed in a phonetic way, as the pupils said: following the “way the word sounded”. The teacher experienced problems in P7 due to this method because pupils had difficulty in letting this “phonetic writing” go and taking on the correct spelling. In terms of singing, teachers who did not like or thought they could not sing, usually did not teach Spanish songs to their pupils. This was also due to a lack of resources available with Spanish songs for pupils of this age group. The schools which did not include card games in groups were aware of the benefits of this type of activity but the teachers (who were mostly drop-in teachers) felt too much pressure to teach the agreed topic areas in the time available and left these activities to be done, as reinforcement activities, by the class teacher during any extra time she or he could find between the Spanish lessons. However, this time was seldom available and pupils in those schools did not get the opportunity to practise their Spanish with this activity perceived by many as enjoyable and rewarding.

Figure 8.34a: P6 pupils' attitudes to activities (Appendix H.34a)

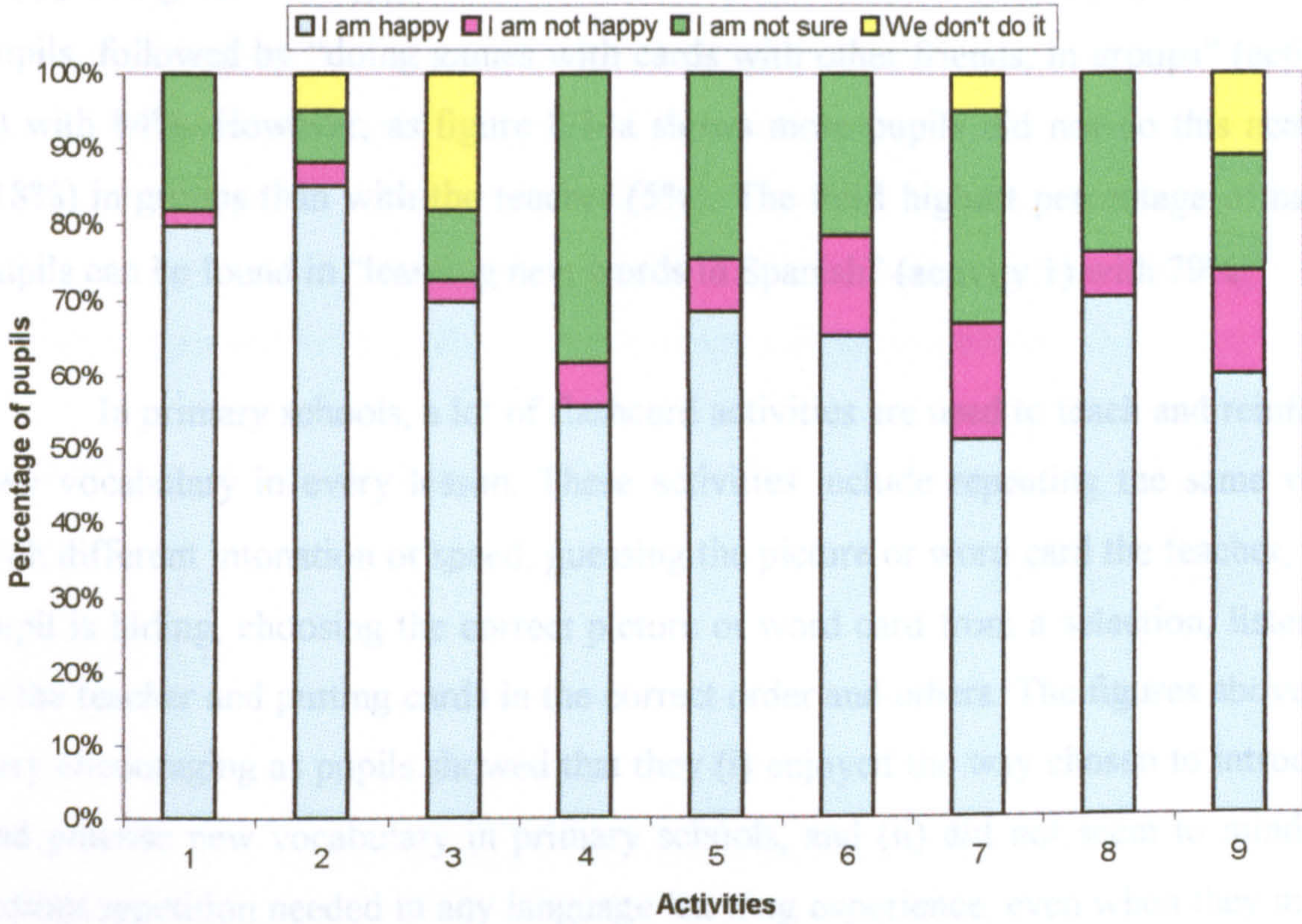
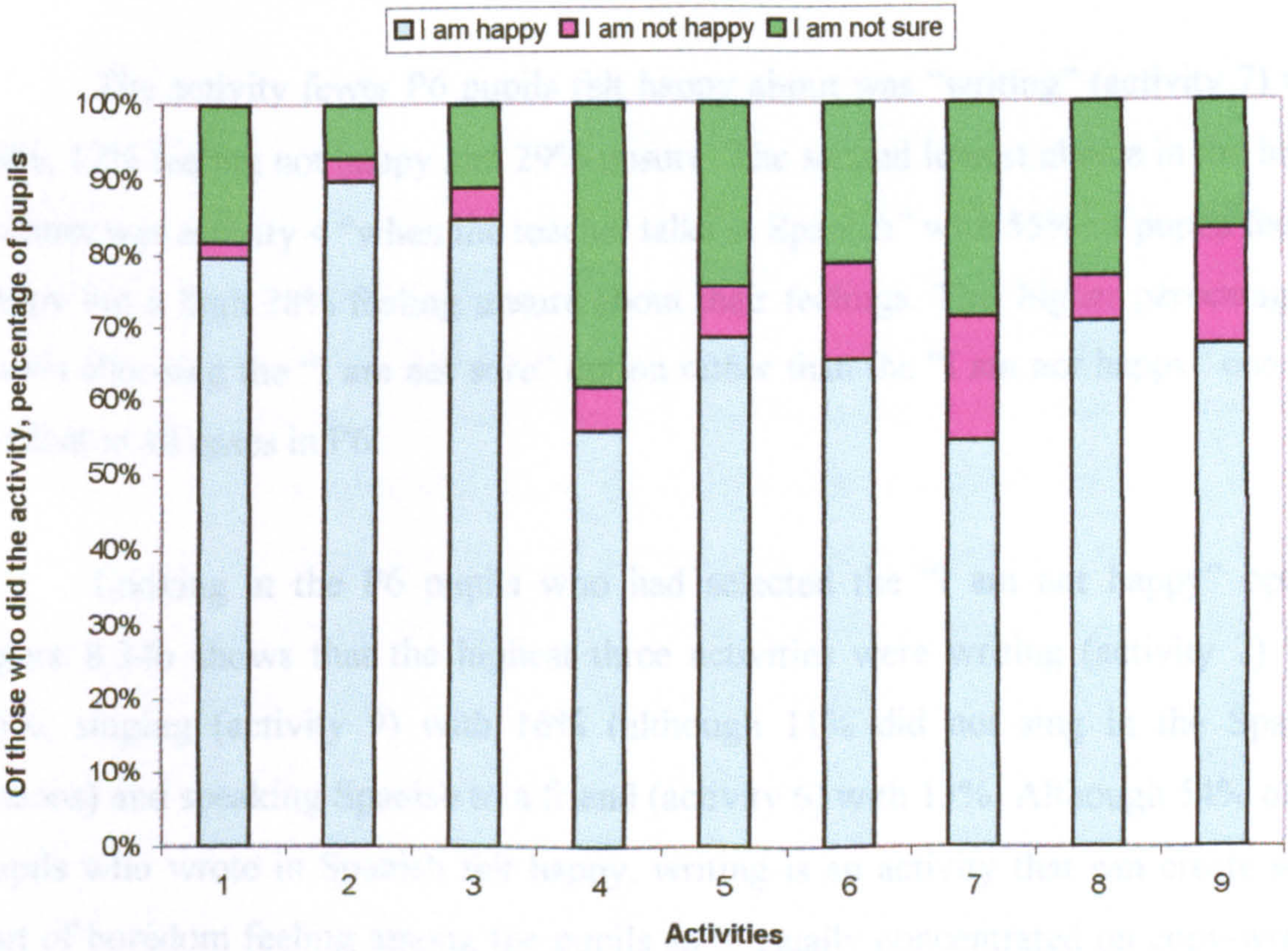


Figure 8.34b. P6 pupils' attitudes to activities among those who actually used them (Appendix H.34b)



As figure 8.34b and appendix H.34b show, the activity more P6 pupils were happy doing was “doing games with cards with the teacher” (activity 2) with 89% of pupils, followed by “doing games with cards with other friends, in groups” (activity 3) with 84%. However, as figure 8.34a shows more pupils did not do this activity (18%) in groups than with the teacher (5%). The third highest percentage of happy pupils can be found in “learning new words in Spanish” (activity 1) with 79%.

In primary schools, a lot of flashcard activities are used to teach and reinforce new vocabulary in every lesson. These activities include repeating the same word with different intonation or speed, guessing the picture or word card the teacher, or a pupil is hiding, choosing the correct picture or word card from a selection, listening to the teacher and putting cards in the correct order and others. The figures above are very encouraging as pupils showed that they (i) enjoyed the way chosen to introduce and practise new vocabulary in primary schools, and (ii) did not seem to mind the tedious repetition needed in any language learning experience, even when they might have repeated the same word ten times! The fact was that, thanks to the wide range of vocabulary introduction and practice activities the teachers could choose from, pupils did not seem to mind repeating the same words many times.

The activity fewer P6 pupils felt happy about was “writing” (activity 7) with 54%, 17% feeling not happy and 29% unsure. The second lowest choice in the happy column was activity 4 “when the teacher talks in Spanish” with 55% of pupils feeling happy but a high 38% feeling unsure about their feelings. This higher percentage of pupils choosing the “I am not sure” option rather than the “I am not happy” one was evident in all cases in P6.

Looking at the P6 pupils who had selected the “I am not happy” option, figure 8.34b shows that the highest three activities were writing (activity 7) with 16%, singing (activity 9) with 16% (although 11% did not sing in the Spanish lessons) and speaking Spanish to a friend (activity 6) with 13%. Although 54% of the pupils who wrote in Spanish felt happy, writing is an activity that can create some sort of boredom feeling among the pupils as it usually concentrated on copy-writing

in P6. In terms of singing (activity 9), although 16% felt unhappy, 67% felt happy, and 17% unsure. Although the percentage of happy pupils was much higher than the unhappy ones, this could also be the case in English, so no clear conclusions could be drawn in terms of Spanish. Finally, it was interesting to see that although the researcher felt pupils would prefer talking in Spanish to a friend (activity 6) than talking to the teacher (activity 5), only 7% said they were not happy talking to the teacher as opposed to 13% who were not happy talking to a friend.

8.2.2. P7 pupils' attitudes to activities in the Spanish class

11 activities were included in the P7 pupils' attitudes questionnaire (Appendix E.11)

1. When I learn new words.
2. When we do games with cards with the teacher.
3. When we do games with cards with other friends, in groups.
4. When the teacher talks Spanish.
5. When I speak Spanish to the teacher.
6. When I speak Spanish to a friend.
7. When I write in Spanish.
8. When I do what the teacher tells us in Spanish.
9. When I sing in Spanish.
10. When I watch a video in Spanish.
11. When I use the computer in Spanish.

532 pupils from 23 schools completed the P7 questionnaire and most used the majority of activities included. Two new activities had been included in this P7 questionnaire: watching a video (activity 10) and using the computer (activity 11). These had been added because during the P6 visits, some schools highlighted the fact that they had purchased new video and ICT resources and/or the school was going to be equipped with a computer suite, or at least one computer per class, so as a consequence they were planning on introducing these resources in their Spanish lessons. However, by the end of P7, 9 schools (out of 23) still did not use videos in their Spanish lessons, and only 4 schools used computers. In most situations, this was due to problems with the installation of computers in the school, or the difficulty of booking and/or transporting the TV and video set for the Spanish lesson. Among the teachers who used videos and computers in their Spanish lessons, the majority were class teachers as opposed to drop-in teachers. Even teachers who taught both models

said they found it very difficult to fit any different types of activities in the Spanish lesson when they acted as a drop-in teacher. Among all the schools, one school did not use “games with cards with the teacher” (activity 2) and two schools did not do “games with cards with other friends, in groups” (activity 3) or did not “sing in Spanish” (activity 9).

In P7, the activity the highest number of pupils were happy about was, as had been the case in P6, “doing games with cards with the teacher” (activity 2) with 88% (although 4% did not do it), followed by “games with cards with other friends, in groups” (activity 3) with 86% and 9% who did not do it. However in P7 “using the computer” (activity 11) became the first choice among pupils. Although 83% of the total number of pupils did not use computers in the Spanish class and this made it difficult to draw any strong conclusions, 88% of those having access to them felt happy, with no pupils feeling unhappy and 12% feeling unsure.

When taking into account the pupils who used the activities, the percentage of P7 pupils (figure 8.35b) selecting the “I am happy” option decreased compared to P6 (figure 8.34b), the lowest percentage being 37% for “When the teacher talks Spanish” (activity 4). In P6 (figure 8.34b), between 54% and 89% of pupils had chosen the “I am happy” answer, while in P7 (figure 8.35b), the percentages ranged between 37% and 88%. However, although the percentages decreased from P6 to P7, in all activities, more P7 pupils chose the “I am happy” option than the “I am not happy” one. At the same time the numbers of pupils choosing the “I am not sure” option were also higher than those selecting “I am not happy” in all cases except one. This was the case for “when I sing in Spanish” (activity 9). In P7, although 7% of pupils did not sing in Spanish, the majority of pupils who actually used this activity (figure 8.35b) were happy about singing (57%), with 25% saying they were not happy and 16% not sure. This situation could have been due to the fact that Scottish teachers did not have access to many Spanish songs suitable for P6 and P7 pupils, but it could also be because of the P7 pupils’ feelings towards singing in general. 48% of P7 pupils felt happy writing in Spanish (activity 7), although the highest

percentage of unhappy pupils was found in this activity with 25% not happy and 26% feeling unsure.

Figure 8.35a. P7 pupils' attitudes to activities (Appendix H.35a)

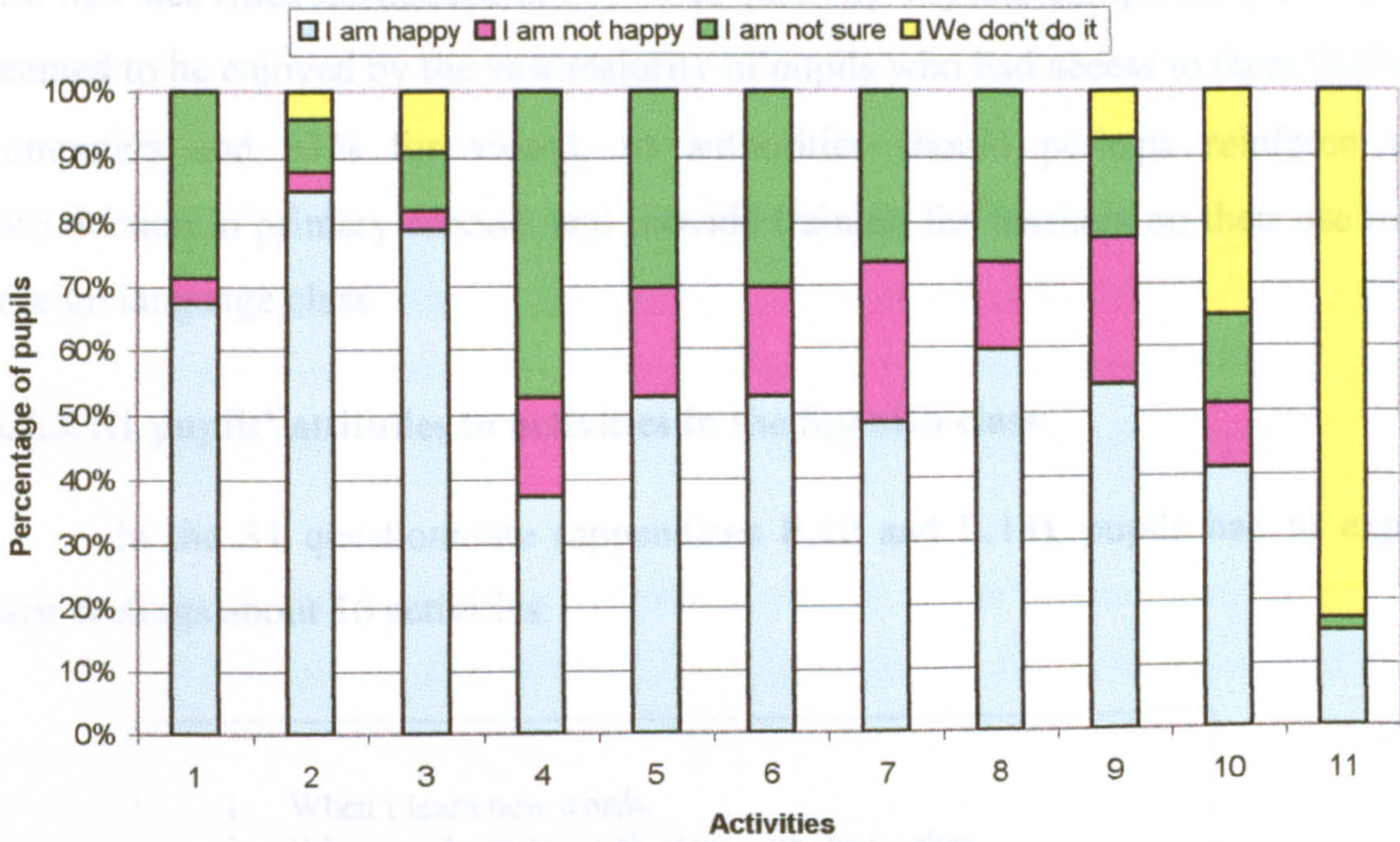
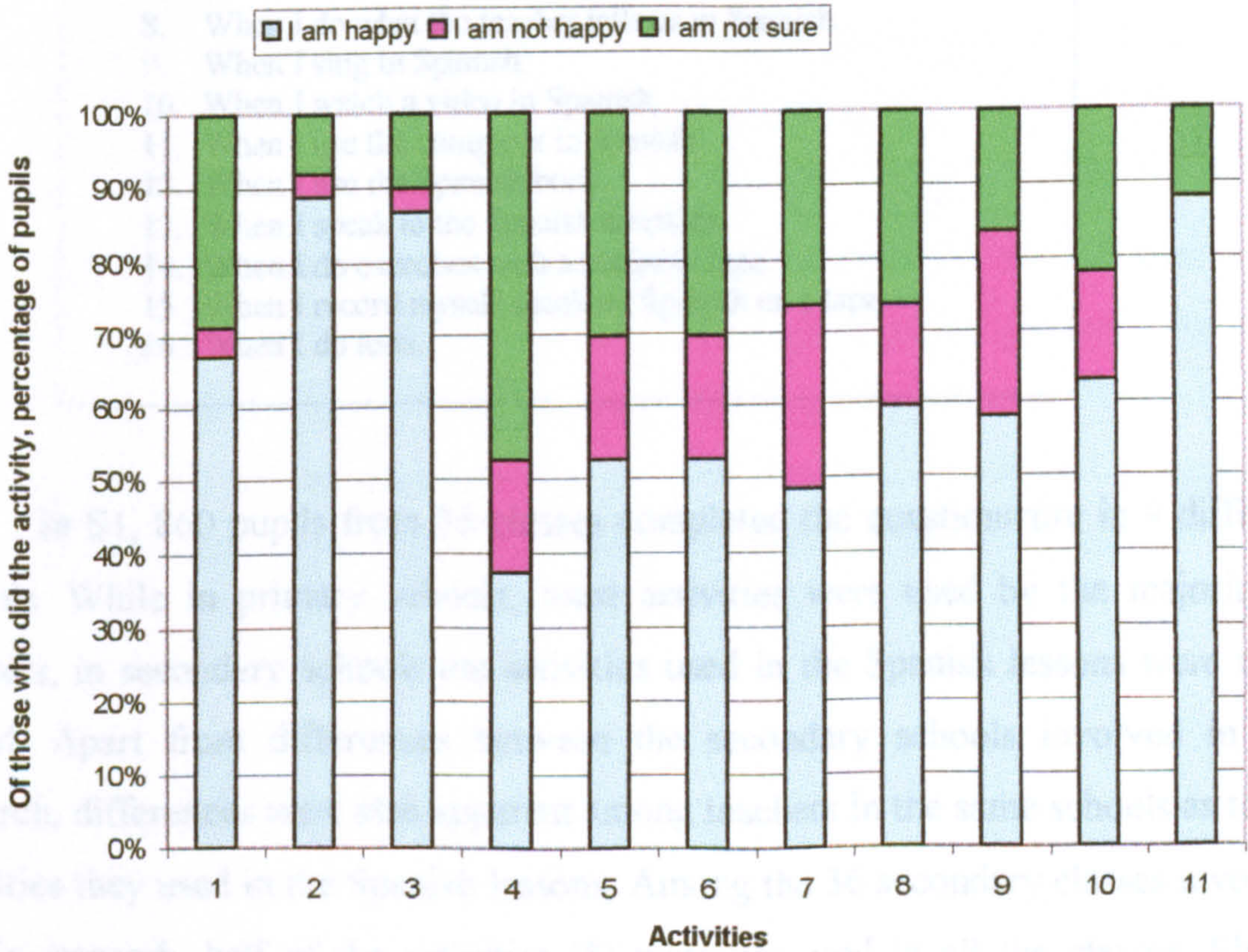


Figure 8.35b. P7 pupils' attitudes to activities among those who actually used them (Appendix H.35b)



In terms of the use of video in the Spanish lessons (activity 10), although 35% of pupils did not have access to this resource (figure 8.35a), 63% of pupils who used video in their Spanish lessons were happy, 15% unhappy and 22% unsure. The two new activities introduced in P7, video (activity 10) and computers (activity 11), seemed to be enjoyed by the vast majority of pupils who had access to them (88% for computers and 63% for video), so authorities should perhaps reinforce their introduction in primary schools and provide training for teachers on their use in the foreign language class.

8.2.3. S1 pupils' attitudes to activities in the Spanish class

In the S1 questionnaire (appendices E.12 and E.13), pupils had to express their feelings about 16 activities:

1. When I learn new words.
2. When we do games with cards with the teacher.
3. When we do games with cards with other friends, in groups.
4. When the teacher talks Spanish.
5. When I speak Spanish to the teacher.
6. When I speak Spanish to a friend.
7. When I write in Spanish.
8. When I do what the teacher tells us in Spanish.
9. When I sing in Spanish.
10. When I watch a video in Spanish.
11. When I use the computer in Spanish.
12. When I use the Spanish book.
13. When I speak to the Spanish assistant.
14. When I do exercises with a listening tape.
15. When I record myself speaking Spanish on a tape.
16. When I do tests.

In S1, 860 pupils from 36 classes completed the questionnaire in 9 different schools. While in primary schools, most activities were used by the majority of teachers, in secondary schools the activities used in the Spanish lessons were more varied. Apart from differences between the secondary schools involved in this research, differences were also apparent among teachers in the same schools as to the activities they used in the Spanish lessons. Among the 36 secondary classes involved in this research, half of the activities (8) were not used in all the classes. Eleven classes did not do "games with cards with the teacher" (activity 2); 29 did not do

“games with cards with other friends or in groups” (activity 3); 13 did not “sing” (activity 9); 21 did not “watch videos” (activity 10); 29 did not “use computers” (activity 11); 33 did not “speak to a Spanish Assistant” (activity 13); and 32 did not “record the pupils speaking Spanish on a tape” (activity 15). Pupils from one class also said they did not do exercises with a listening tape (activity 14). However, after discussing this issue with the teacher, it became apparent that pupils did use this type of activity in their Spanish lessons. In this class, the teacher had been absent for a long time and the Spanish lessons had been covered in school by other teachers, so no listening exercises had been done by the pupils for a long time, hence the pupils’ perceptions that these exercises were not usually done in the Spanish class.

A major change became apparent in the S1 pupils’ attitudes to the activities used in the Spanish lessons. When taking into account the total number of pupils completing the questionnaire (figure 8.36a), for all activities, the percentage of pupils selecting the “I am happy” column was always under 50%. This was worrying as it highlighted a big change from the situation in P6 (figure 8.34a), where the choices for the “I am happy” column had been between 51% and 85%, and between 37% (15% for using computers but 85% did not do it) and 84% in P7 (figure 8.35a). S1 pupils’ attitudes also showed the first instance where percentages for the “I am not happy” option were higher than the “I am not sure” option.

Taking into account only those pupils who actually used the activities in the Spanish lessons (figure 8.36b), the highest percentage of pupils choosing the ‘I am happy’ option was for “when I use the computer” (activity 11) with 72% (although 82% of pupils did not use computers in Spanish), closely followed by “doing games with cards with the teacher” (activity 2) and “with friends” (activity 3) with 71%.

Figure 8.36a. S1 pupils' attitudes to activities (Appendix H.36a)

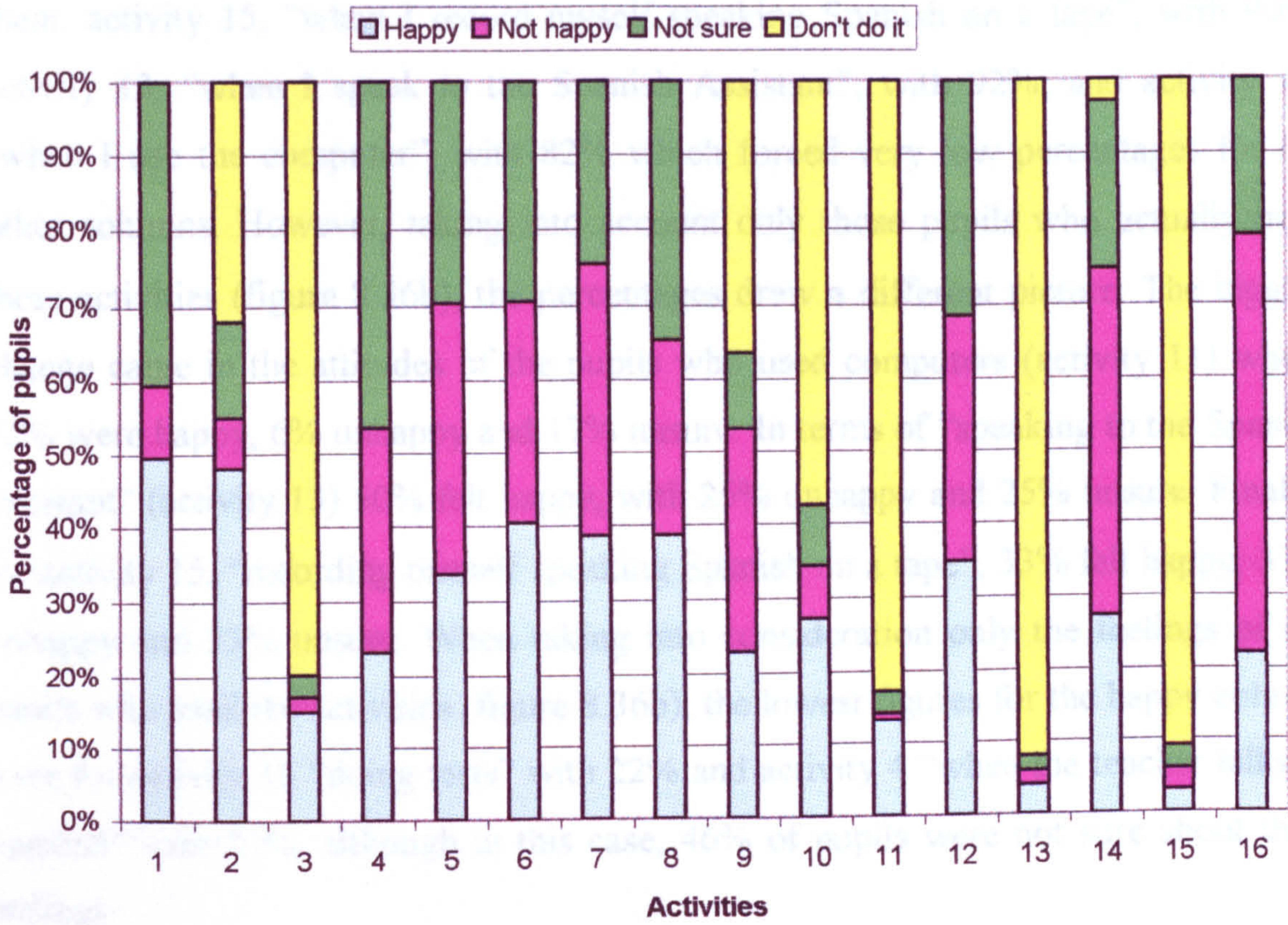
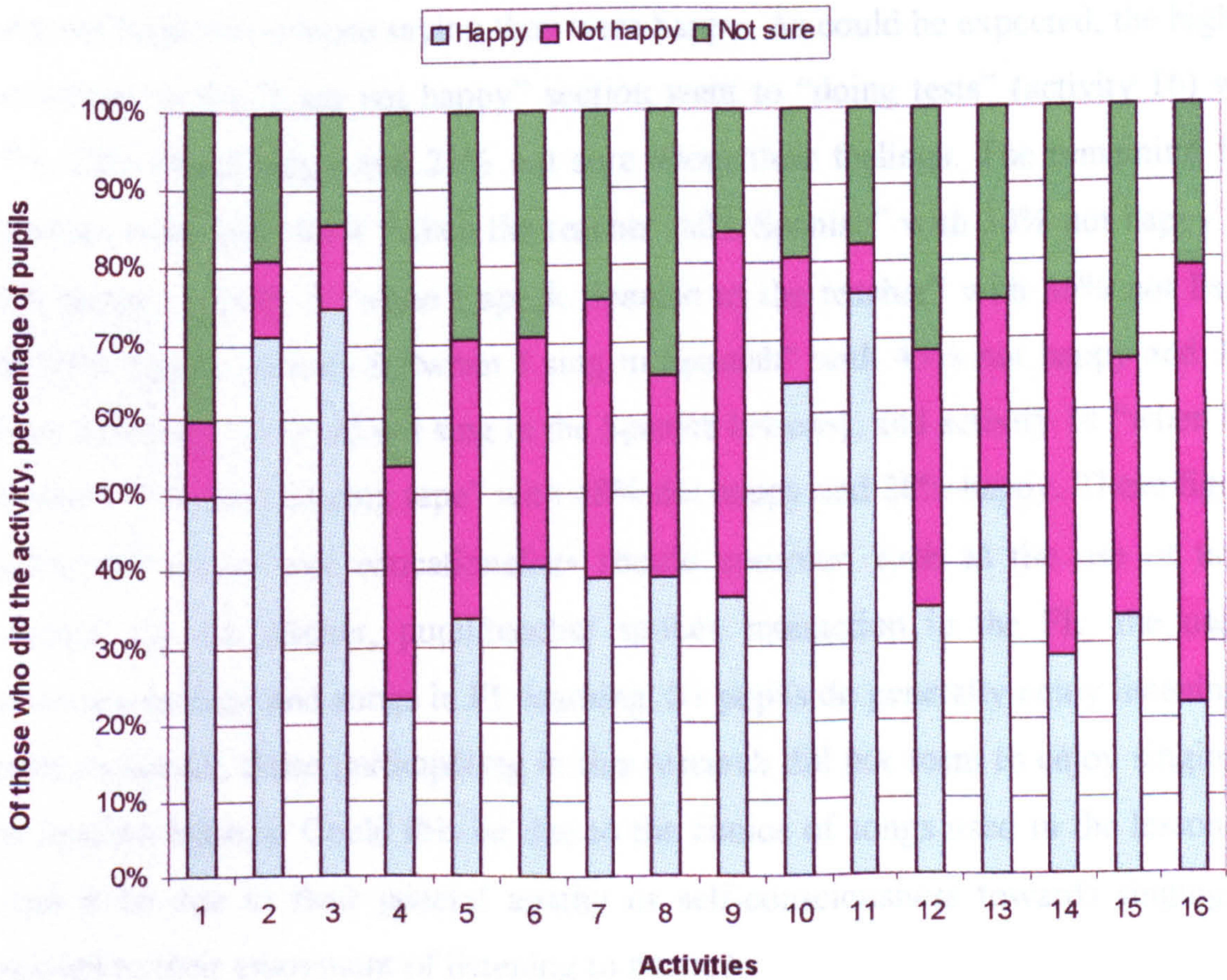


Figure 8.36b. S1 pupils' attitudes to activities among those who actually used them (Appendix H.36b)



Three activities displayed the highest percentages of pupils who did not do them: activity 15, “when I record myself speaking Spanish on a tape”, with 90%; activity 13, “when I speak to the Spanish Assistant”, with 92%; and activity 11, “when I use the computer”, with 82% which forced very low percentages for the other columns. However, taking into account only those pupils who actually used these activities (figure 8.36b), the percentages drew a different picture. The biggest change came in the attitudes of the pupils who used computers (activity 11) where 72% were happy, 6% unhappy and 17% unsure. In terms of “speaking to the Spanish assistant” (activity 13) 50% felt happy, with 25% unhappy and 25% unsure. Finally, for activity 15, “recording oneself speaking Spanish on a tape”, 33% felt happy, 33% unhappy and 33% unsure. When taking into consideration only the feelings of the pupils who used the activities (figure 8.36b), the lowest figures for the happy column were for activity 16 “doing tests” with 22% and activity 4 “when the teacher talks in Spanish” with 23%, although in this case, 46% of pupils were not sure about their feelings.

Five activities showed a higher percentage among S1 pupils who said they were not happy than those saying they were happy. As could be expected, the highest percentage in the “I am not happy” section went to “doing tests” (activity 16) with 57%, 22% being happy and 21% not sure about their feelings. The remaining four activities were: activity 4 “when the teacher talks Spanish” with 30% not happy and 23% happy; activity 5 “when I speak Spanish to the teacher” with 36% not happy and 33% happy; activity 9 “when I sing in Spanish” with 45% not happy and 34% happy (although 35% did not sing in the Spanish lessons); and activity 14 “when I do exercises with the listening tape” with 48% not happy and 28% happy. These figures highlighted issues that educationalists should consider, such as the use of target language by the teacher, pupil/teacher spoken interaction in the FL, the use of listening exercises and songs in FL learning. S1 pupils do generally enjoy listening to music, however, those participating in this research did not seem to enjoy singing in the Spanish lessons. Could this be due to the choice of songs used in the lessons or could it be due to their general apathy or self-consciousness towards singing, as opposed to their enjoyment of listening to music?

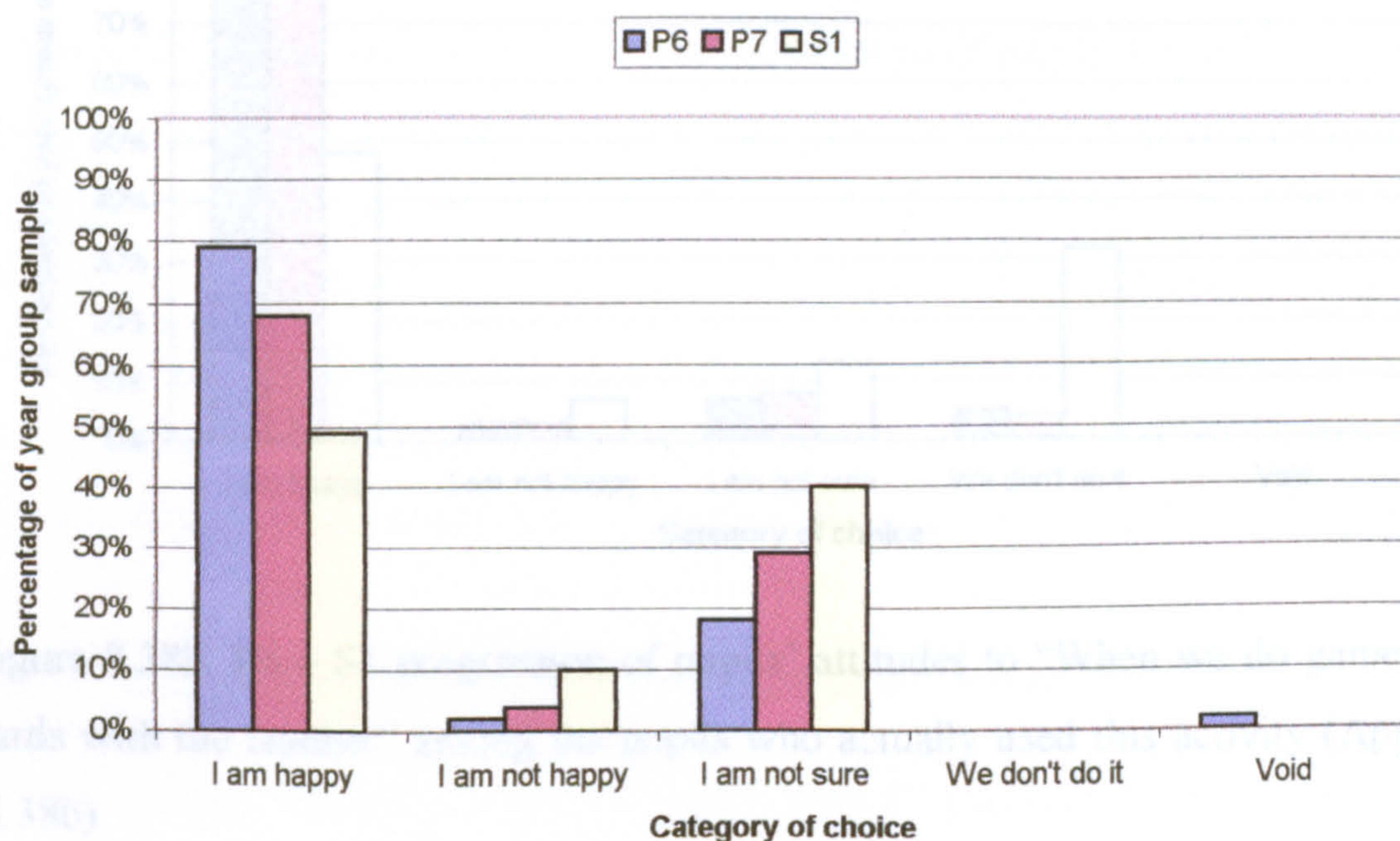
Although in Scottish primary schools no book was used to teach Spanish, the S1 pupils' feelings on the book they used in the Spanish lessons (activity 12) were quite balanced with 34% saying they were happy, 33% not happy and 31% not sure. However, this could be due to the innovation factor, so it would be interesting to assess those feelings in S2 and S4 after the pupils had used the book for two or four years.

Having looked at pupils' feelings towards the activities used in the Spanish lessons for each school stage, the following section concentrates on the variation in feelings for each individual activity from P6 to S1, or for the years the activity was included in the questionnaire.

8.2.4. P6 – S1 progression of pupils' attitudes to activities

8.2.4.1. When I learn new words in Spanish

Figure 8.37a. P6 – S1 progression of pupils' attitudes to "When I learn new words in Spanish" (Appendix H.37a)



At all times more pupils were happy about "learning new words" (79% in P6; 68% in P7 and 49% in S1) than not happy (2% in P6; 4% in P7 and 10% in S1). However, a considerable drop (30%) was perceived among pupils who were happy between P6 and S1. Although more pupils were not sure (18% in P6; 29% in P7 and 40% in S1) about their feelings than 'not happy' at each stage, the numbers of both sets of pupils rose steadily between P6 and S1.

8.2.4.2. When we do games with cards with the teacher

As was the case with the previous activity, a decrease from P6 to S1 was apparent among pupils who felt happy and a corresponding increase in those feeling not happy or not sure about their feelings.

Figure 8.38a. P6 – S1 progression of pupils’ attitudes to “When we do games with cards with the teacher” (Appendix H.38a)

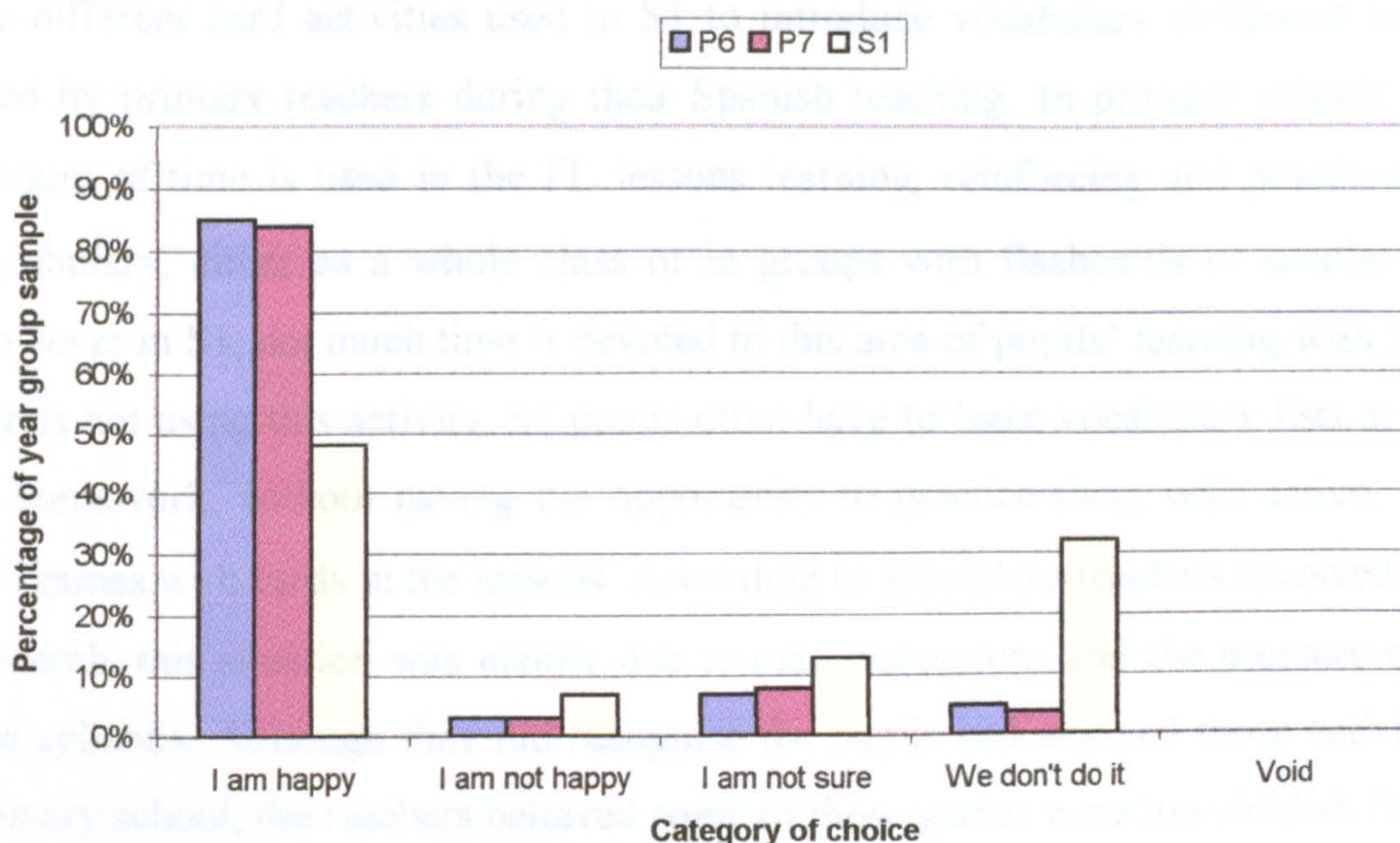


Figure 8.38b. P6 – S1 progression of pupils’ attitudes to “When we do games with cards with the teacher” among the pupils who actually used this activity (Appendix H.38b)

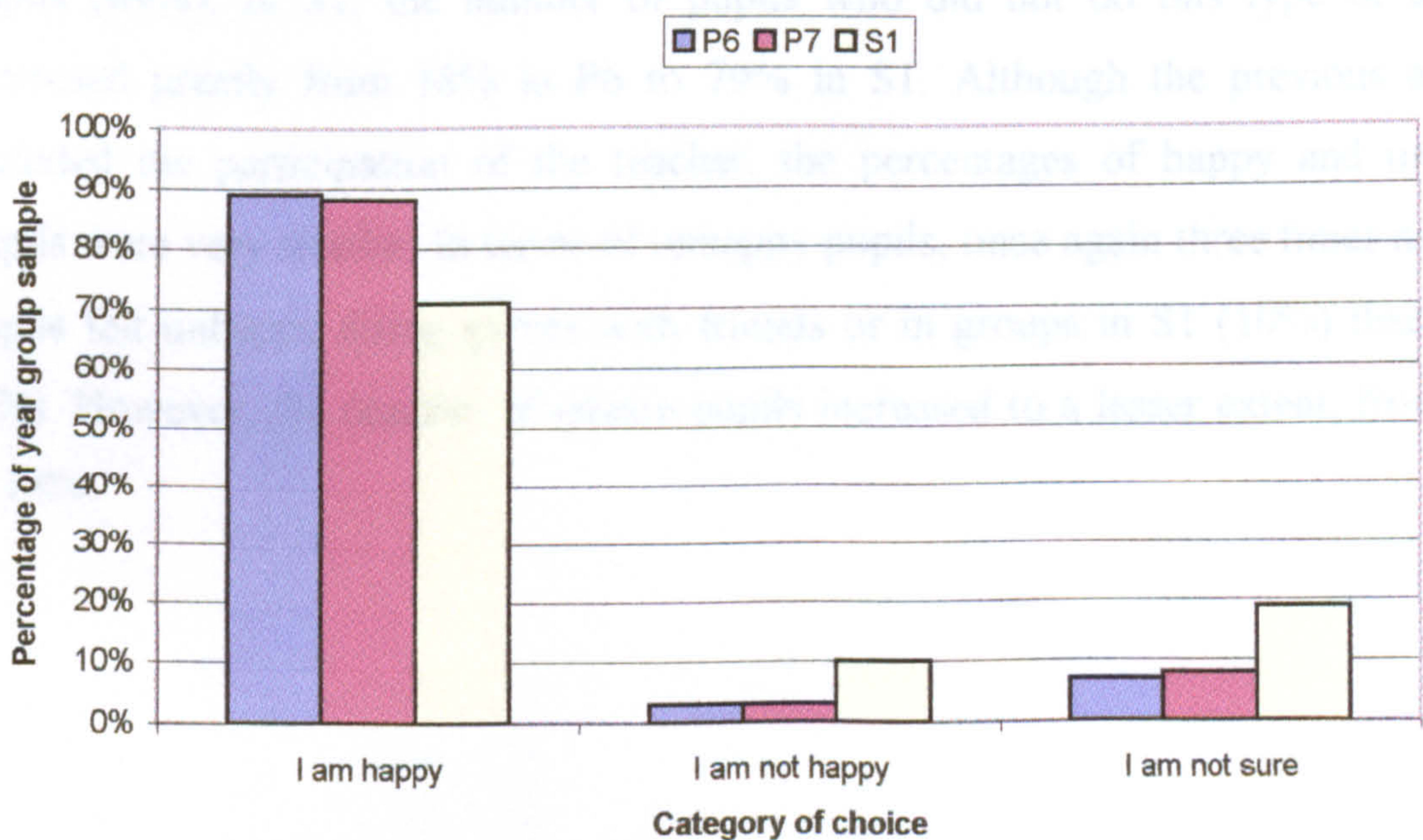


Figure 8.38b and appendix H.38b show a gradual decrease between P6 to S1 pupils feeling happy, with a considerably higher difference between P7 (88%) and S1 (71%), than between P6 (89%) and P7 (88%). However, more worrying were the figures for P7 and S1 unhappy and unsure pupils. Over three times more S1 pupils

(10%) felt unhappy than in P6 and P7 (both 3%), while over twice as many pupils felt unsure in S1 (19%) than in P6 (7%) or P7 (8%). This situation could be due to the different card activities used in S1 to introduce vocabulary compared to those used by primary teachers during their Spanish teaching. In primary schools a vast amount of time is used in the FL lessons learning, reinforcing and practising new vocabulary, either as a whole class or in groups with flashcards or smaller cards. However in S1, not much time is devoted to this area of pupils' learning with 32% of pupils not using this activity. S1 pupils often have to learn vocabulary lists at home, as homework, without having the opportunity to practice them with active, 'hands on' games with cards in the lessons. According to secondary teachers involved in this research, this situation was mainly due to time restrictions and the pressure of tests and syllabus. Although they did recognise the pupils had enjoyed those activities in primary school, the teachers believed some of those games were too childish for S1.

8.2.4.3. When we do games with cards with other friends, in groups

This activity was the first one where more P7 pupils (86%) felt happy than P6 pupils (84%). In S1, the number of pupils who did not do this type of activity increased greatly from 18% in P6 to 79% in S1. Although the previous activity included the participation of the teacher, the percentages of happy and unhappy pupils were very similar. In terms of unhappy pupils, once again three times as many pupils felt unhappy doing games with friends or in groups in S1 (10%) than in P7 (3%). However, the number of unsure pupils increased to a lesser extent, from 10% to 14%.

Figure 8.39a. P6 – S1 progression of pupils’ attitudes to “When we do games with cards with other friends, in groups” (Appendix H.39a)

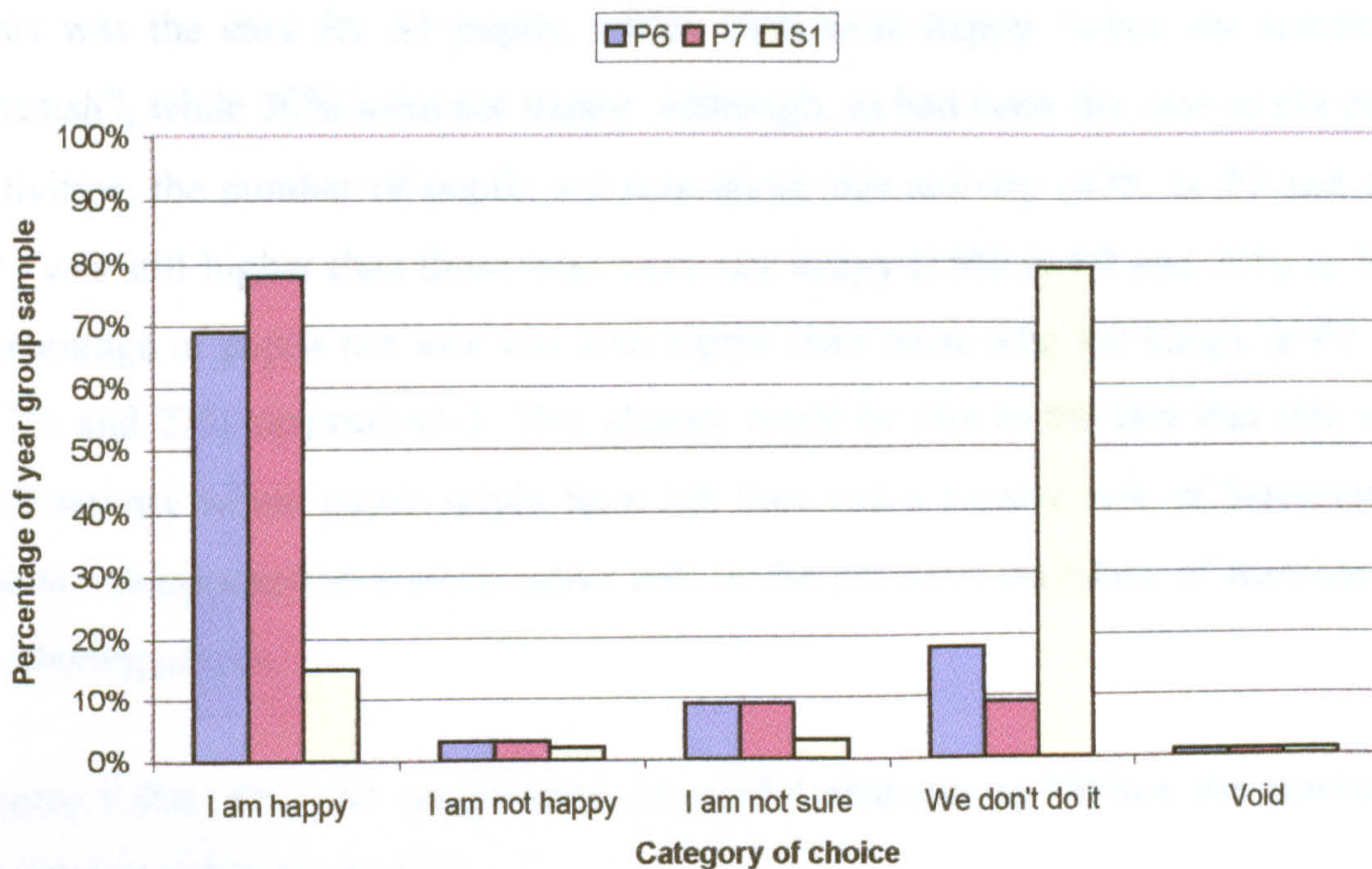


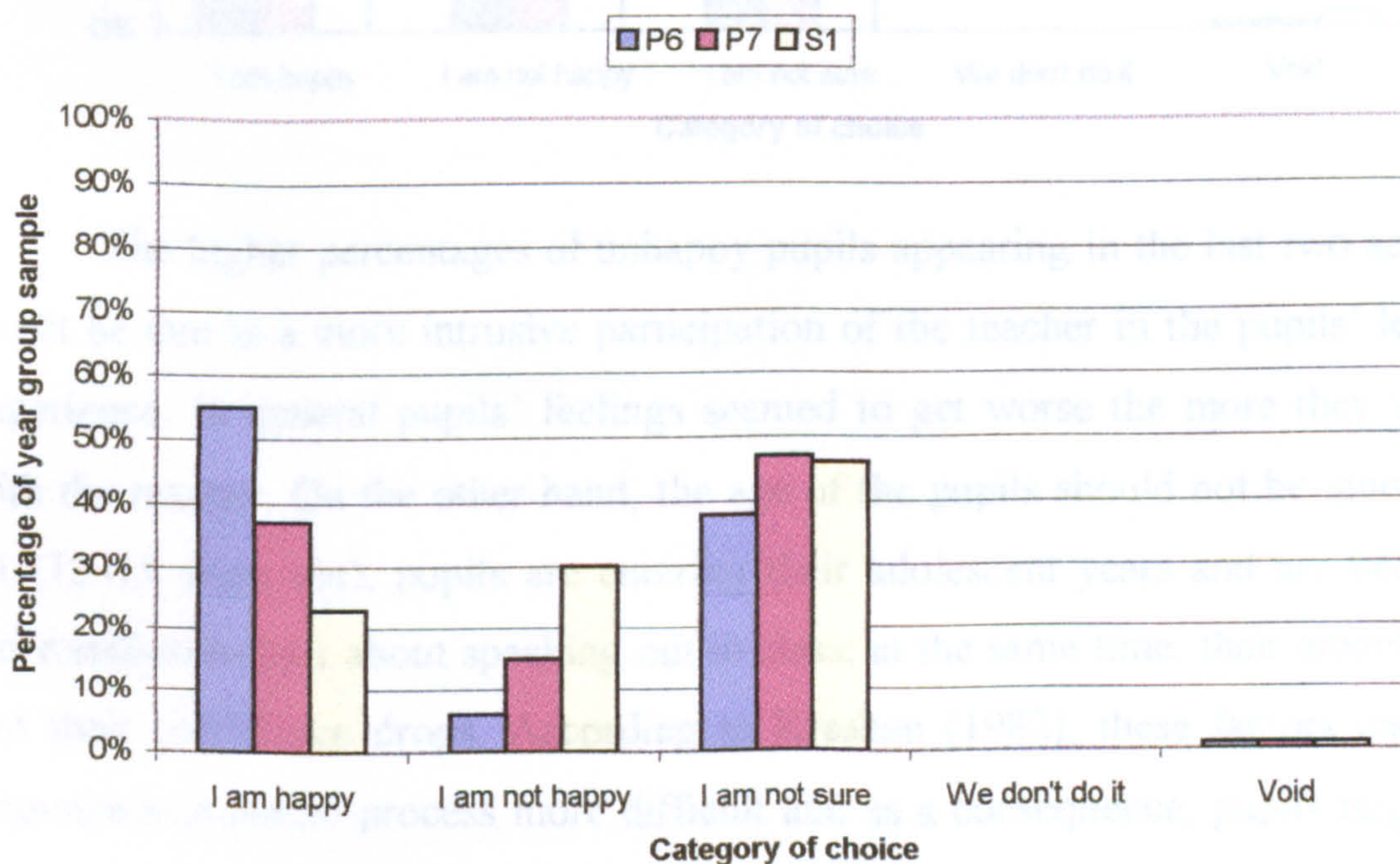
Figure 8.39b. P6 – S1 progression of pupils’ attitudes to “When we do games with cards with other friends, in groups” among those who actually used this activity (Appendix H.39b)



8.2.4.4. When the teacher talks Spanish

For the first time, more pupils were not happy about an activity than happy. This was the case for S1 pupils, where 23% were happy “when the teacher talks Spanish”, while 30% were not happy. Although, as had been the case in the previous activities, the number of pupils not sure about this activity (47% in P7 and 46% in S1) was still higher than those who were not happy (15% in P7 and 30% in S1), the percentage of pupils not sure was also higher than those who felt happy in P7 and S1 (37% and 23% respectively). This change could be due to the fact that this was the first activity where pupils might have felt they had a passive role of listening to the teacher as opposed to a more active role in the previous activities of learning words or playing games.

Figure 8.40a. P6 – S1 progression of pupils’ attitudes to “When the teacher talks Spanish” (Appendix H.40a)

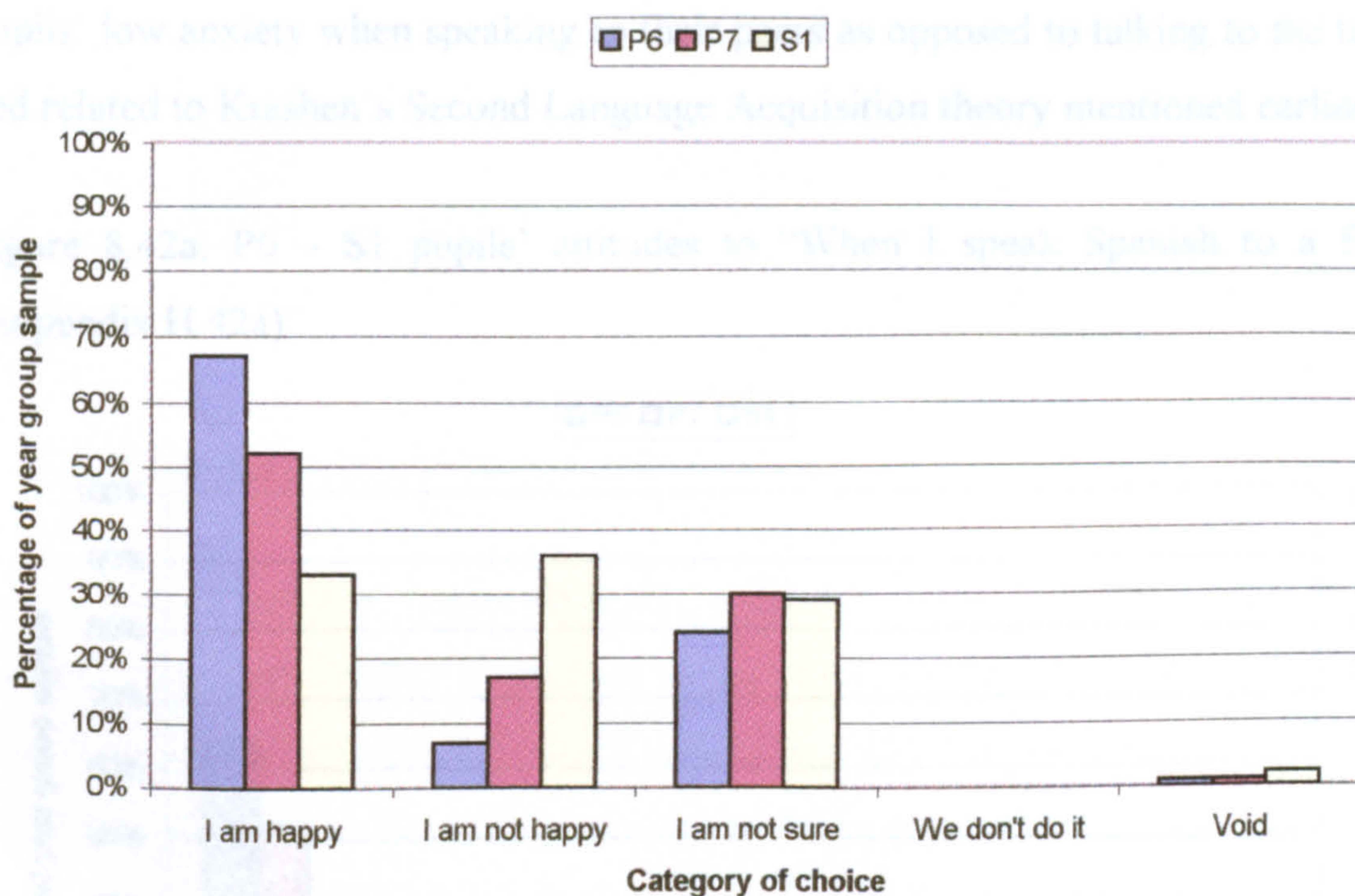


8.2.4.5. When I speak Spanish to the teacher

In terms of the pupils speaking Spanish to the teacher, a drop was once again perceived among pupils who felt happy between P6 (67%) and S1 (33%), with a consequent rise among those not happy (7% in P6 and 36% in S1). In this activity,

more S1 pupils (36%) were not happy about speaking Spanish to the teacher than those who were happy (33%) or not sure (29%).

Figure 8.41a. P6 – S1 progression of pupils’ attitudes to “When I speak Spanish to the teacher” (Appendix H.41a)



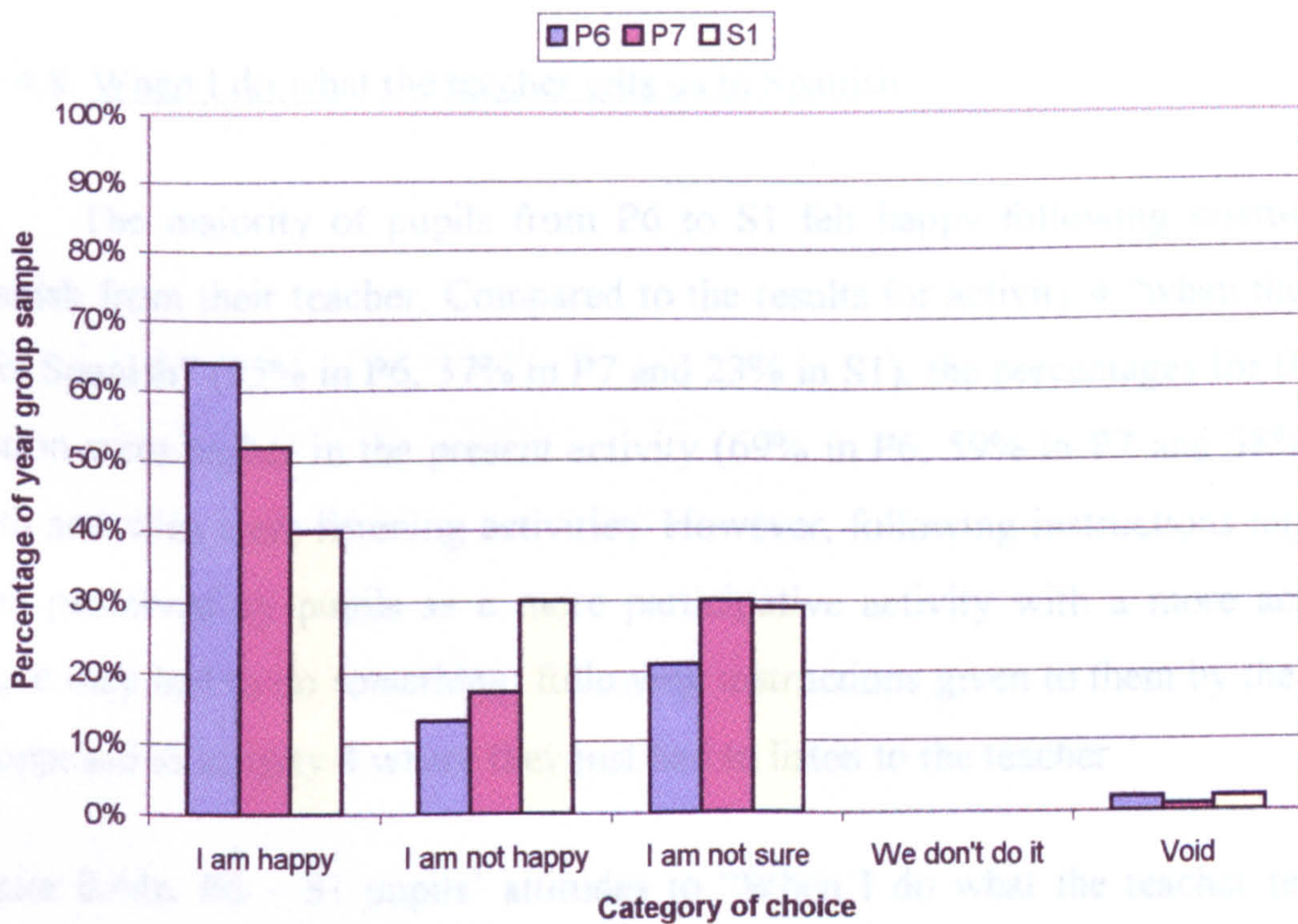
The higher percentages of unhappy pupils appearing in the last two activities might be due to a more intrusive participation of the teacher in the pupils’ learning experience. In general pupils’ feelings seemed to get worse the more they worked with the teacher. On the other hand, the age of the pupils should not be ignored. In S1 (12–13 years old), pupils are entering their adolescent years and are becoming more self-conscious about speaking out in class; at the same time, their anxiety rises and their confidence drops. According to Krashen (1982), these factors make the language acquisition process more difficult and as a consequence, pupils might feel less happy in their class environment.

8.2.4.6. When I speak Spanish to a friend

In this activity the teacher’s role was not apparent, pupils spoke to other pupils in Spanish and the balance found in the first three activities where the pupils had a more active role was recovered with more pupils feeling happy about doing the

activity than not happy or not sure. However, comparing the figures for the unhappy pupils when speaking to the teacher (P6 – 7%; P7 – 17%; S1 – 36%), with those when the pupils spoke to their peers (P6 – 13%; P7 – 17%; S1 – 30%), it could be said that, surprisingly to this researcher, in P6 pupils preferred speaking to the teacher, while in S1 they preferred to talk to their peers. This could be due to the pupils' low anxiety when speaking to their peers as opposed to talking to the teacher and related to Krashen's Second Language Acquisition theory mentioned earlier.

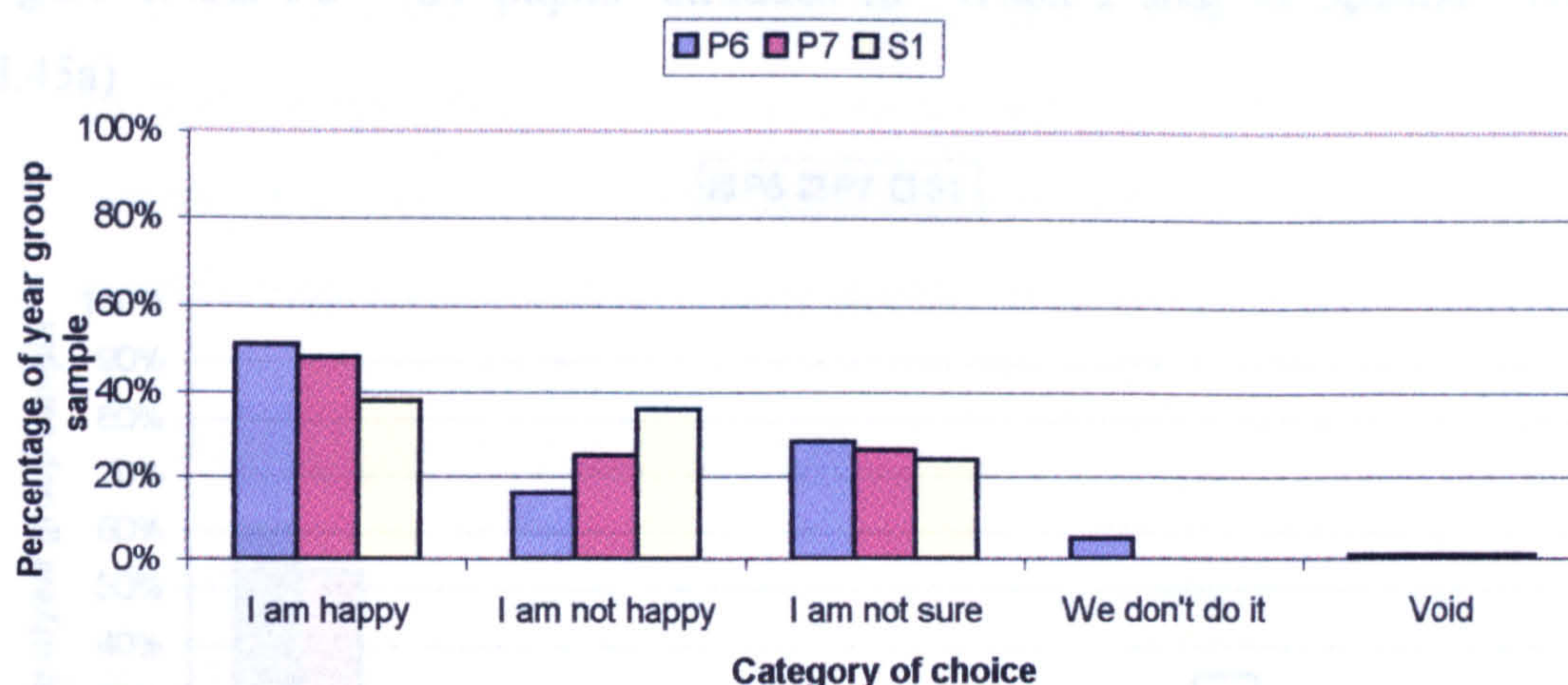
Figure 8.42a. P6 – S1 pupils' attitudes to "When I speak Spanish to a friend"
(Appendix H.42a)



8.2.4.8. When I write in Spanish

Although more pupils always felt happy (51% in P6; 48% in P7 and 38% in S1) about writing than not happy (16% in P6; 25% in P7 and 36% in S1) or not sure (28% in P6; 26% in P7 and 24% in S1), the figures for S1 pupils were very close with only 2% more feeling happy than those feeling not happy. In this case, once again, those feeling not sure about the activity were fewer than those not happy in S1, as opposed to the situation in P6 and P8.

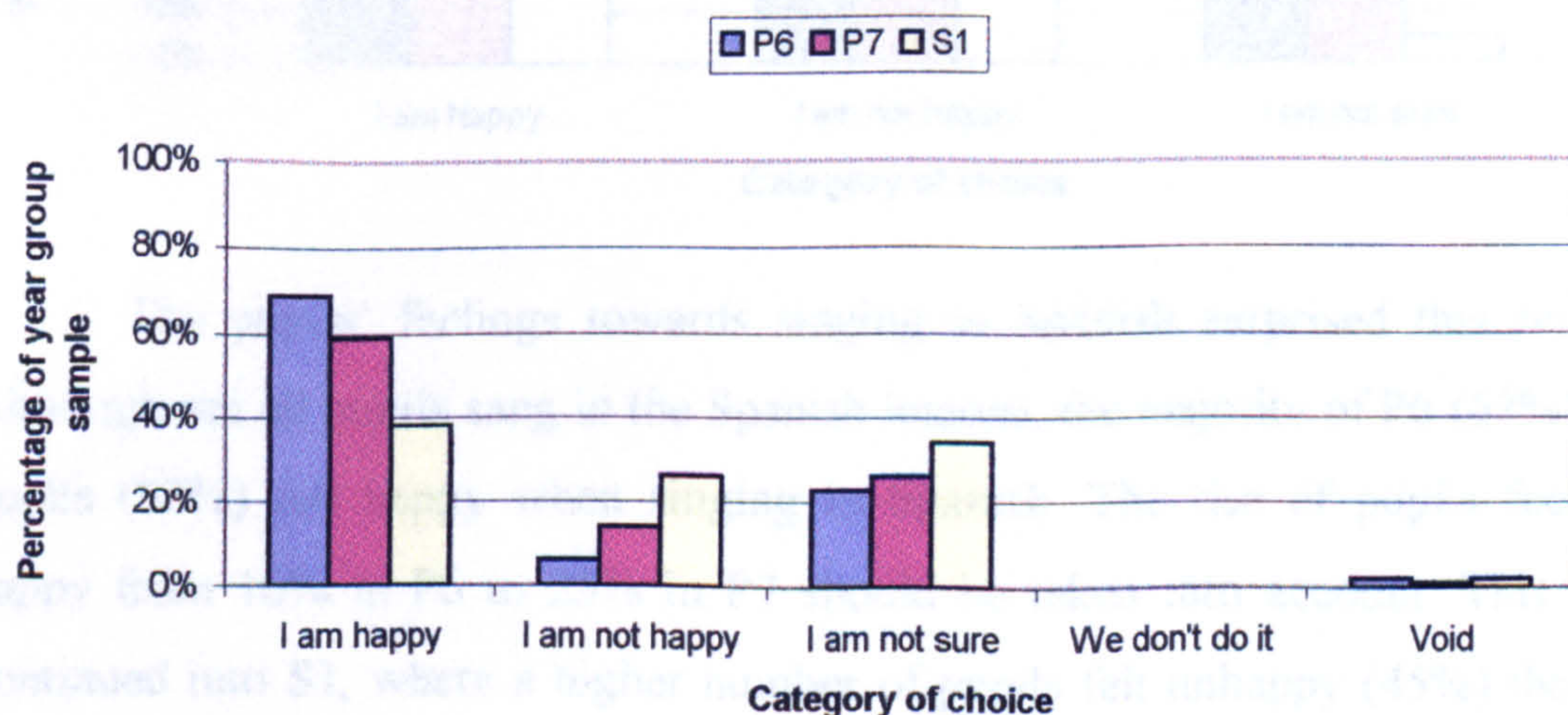
Figure 8.43a. P6 – S1 pupils’ attitudes to “When I write in Spanish” (Appendix H.43a)



8.2.4.8. When I do what the teacher tells us in Spanish

The majority of pupils from P6 to S1 felt happy following instructions in Spanish from their teacher. Compared to the results for activity 4 “when the teacher talks Spanish” (55% in P6, 37% in P7 and 23% in S1), the percentages for the happy section were higher in the present activity (69% in P6, 59% in P7 and 38% in S1). Both activities were listening activities. However, following instructions might have been perceived by pupils as a more participative activity with a more active role where they had to do something: following instructions given to them by the teacher, as opposed to activity 4 where they just had to listen to the teacher.

Figure 8.44a. P6 – S1 pupils’ attitudes to “When I do what the teacher tells us in Spanish” (Appendix H.44a)



8.2.4.9. When I sing in Spanish

Figure 8.45a. P6 – S1 pupils' attitudes to "When I sing in Spanish" (Appendix H.45a)

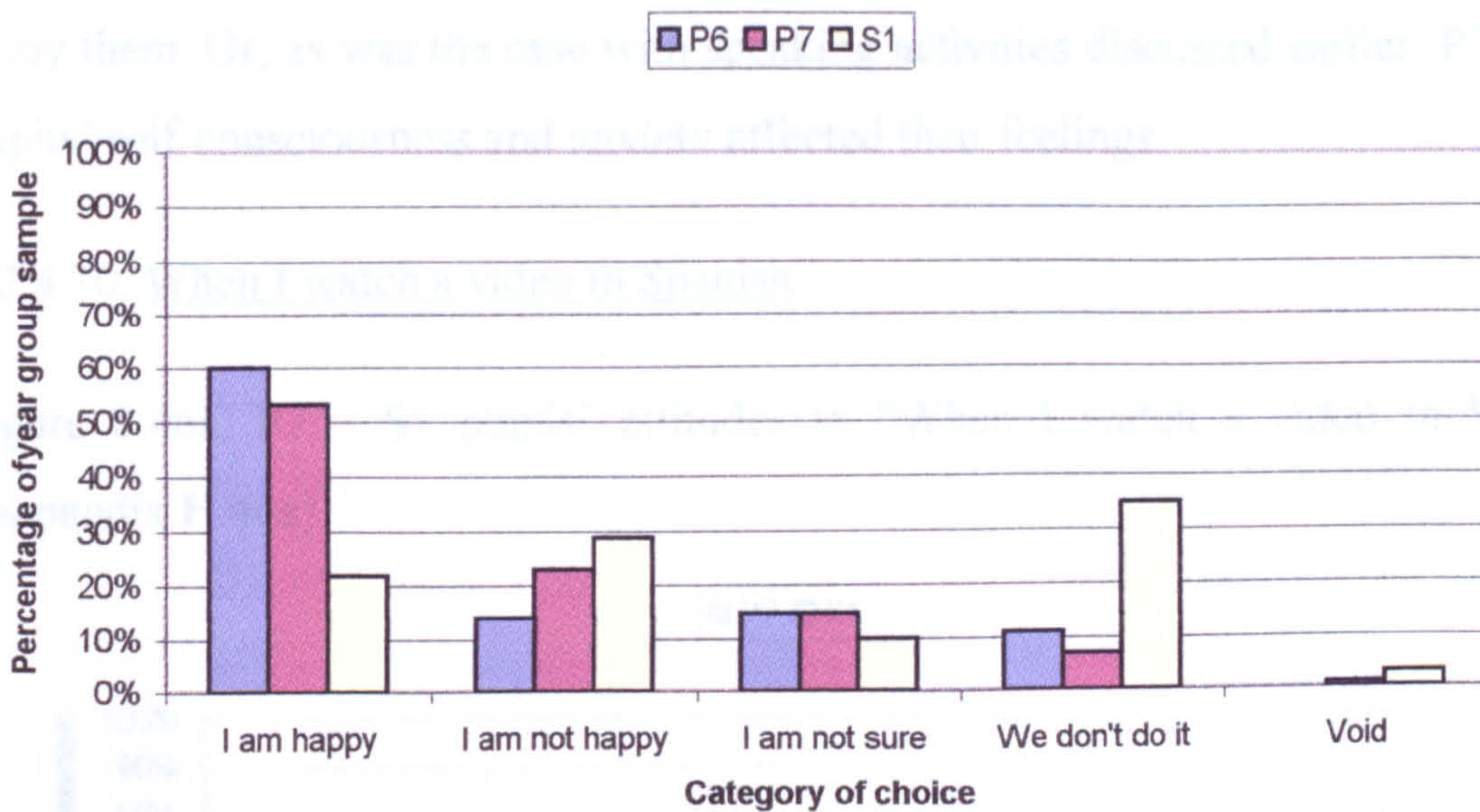
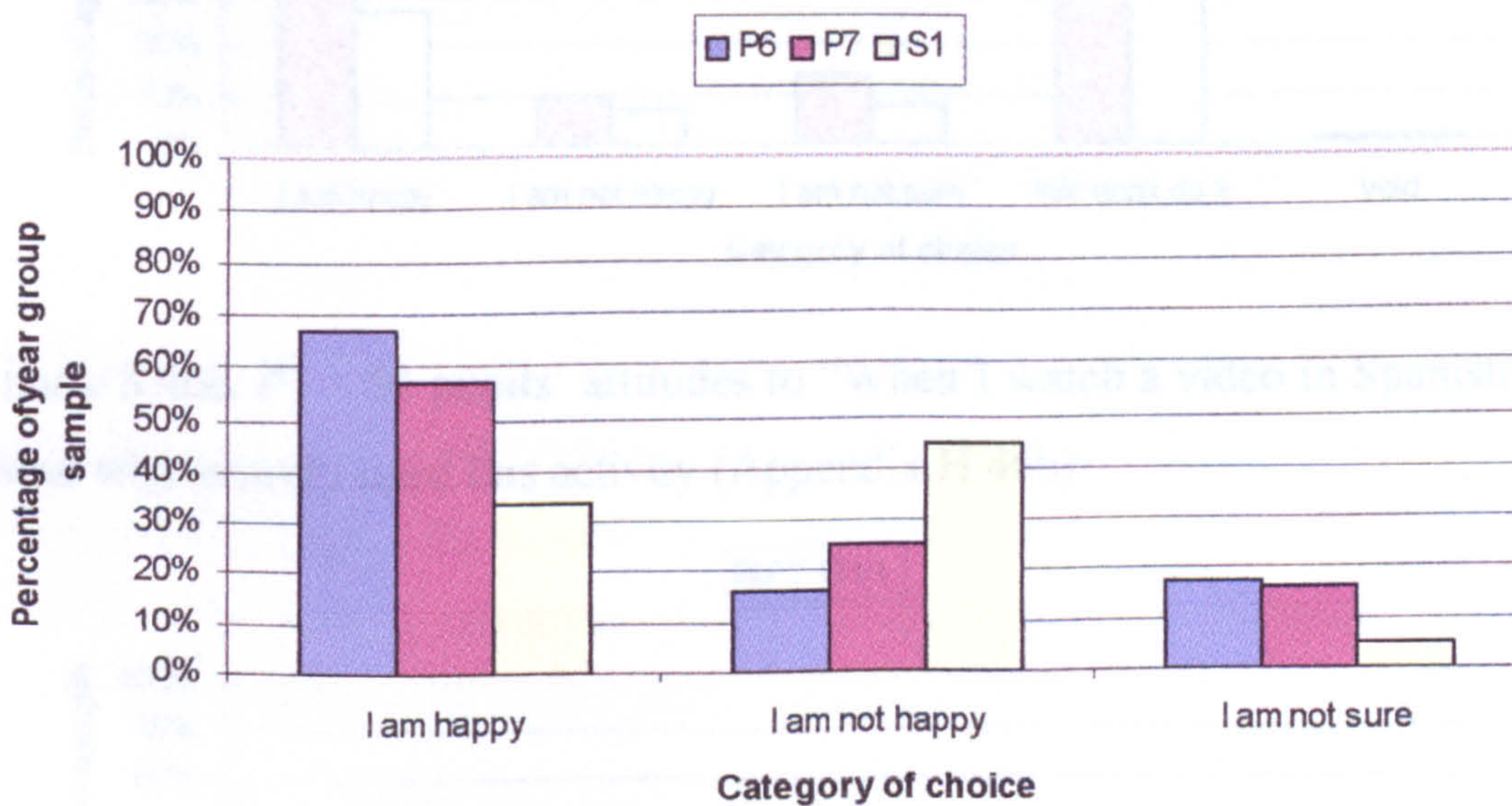


Figure 8.45b. P6 – S1 pupils' attitudes to "When I sing in Spanish" among those who actually used this activity (Appendix H.45b)



The pupils' feelings towards singing in Spanish surprised this researcher. Although not all pupils sang in the Spanish lessons, the majority of P6 (67%) and P7 pupils (57%) felt happy when singing in Spanish. The rise of pupils feeling not happy from 16% in P6 to 25% in P7 should be taken into account. This increase continued into S1, where a higher number of pupils felt unhappy (45%) than happy (34%) about singing in the Spanish class. A great amount has been written about the

didactic value of songs and rhymes in Early Language Learning. However, the number of pupils unhappy about singing increased greatly from P6 (16%) to S1 (45%). A reason for this could be that the songs used as part of the FL lessons are too childish for this age group and pupils who are between 9 and 12 years old do not enjoy them. Or, as was the case with speaking activities discussed earlier, P7 and S1 pupils' self-consciousness and anxiety affected their feelings.

8.2.4.10. When I watch a video in Spanish

Figure 8.46a. P7 – S1 pupils' attitudes to "When I watch a video in Spanish" (Appendix H.46a)

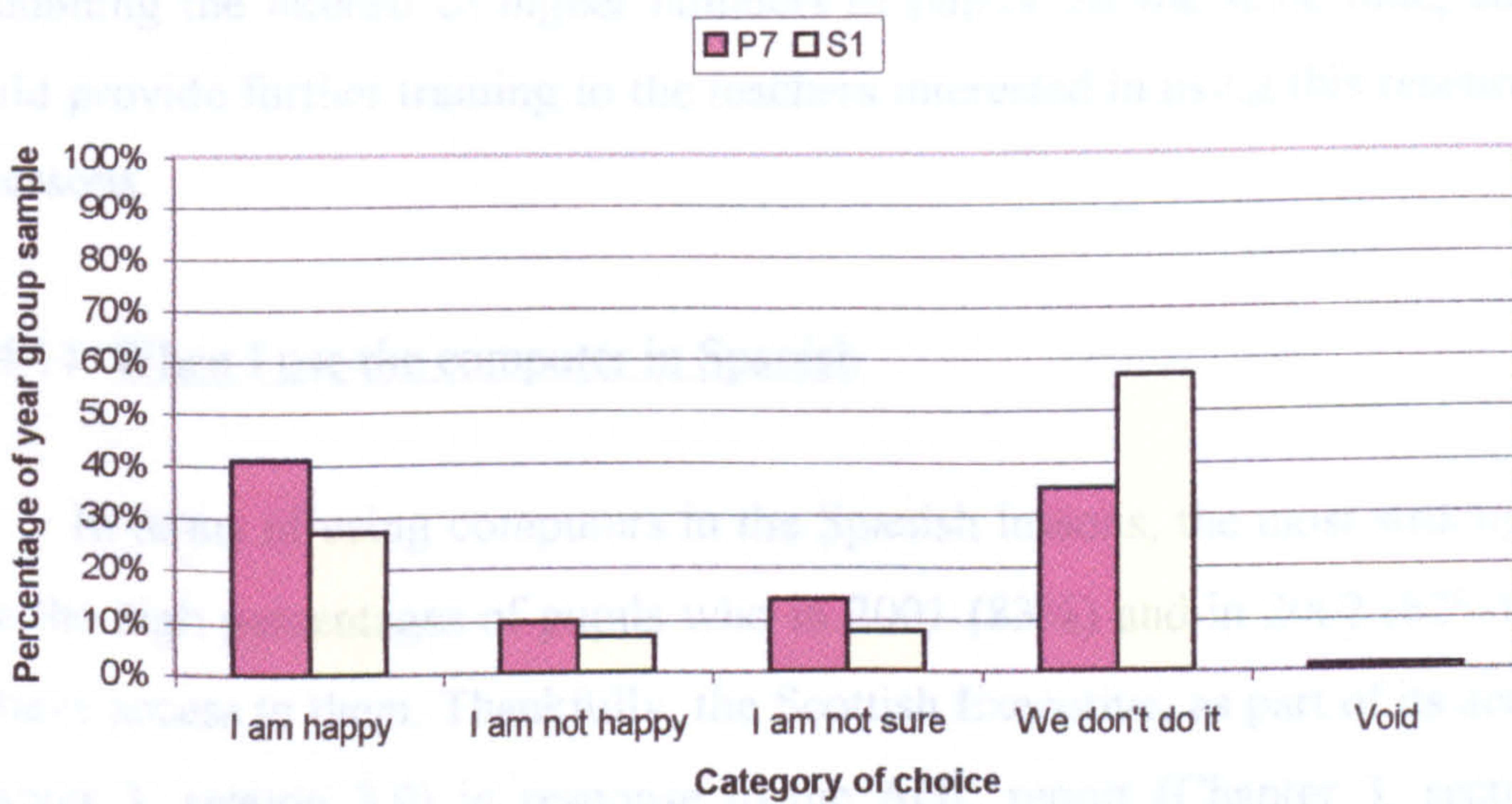
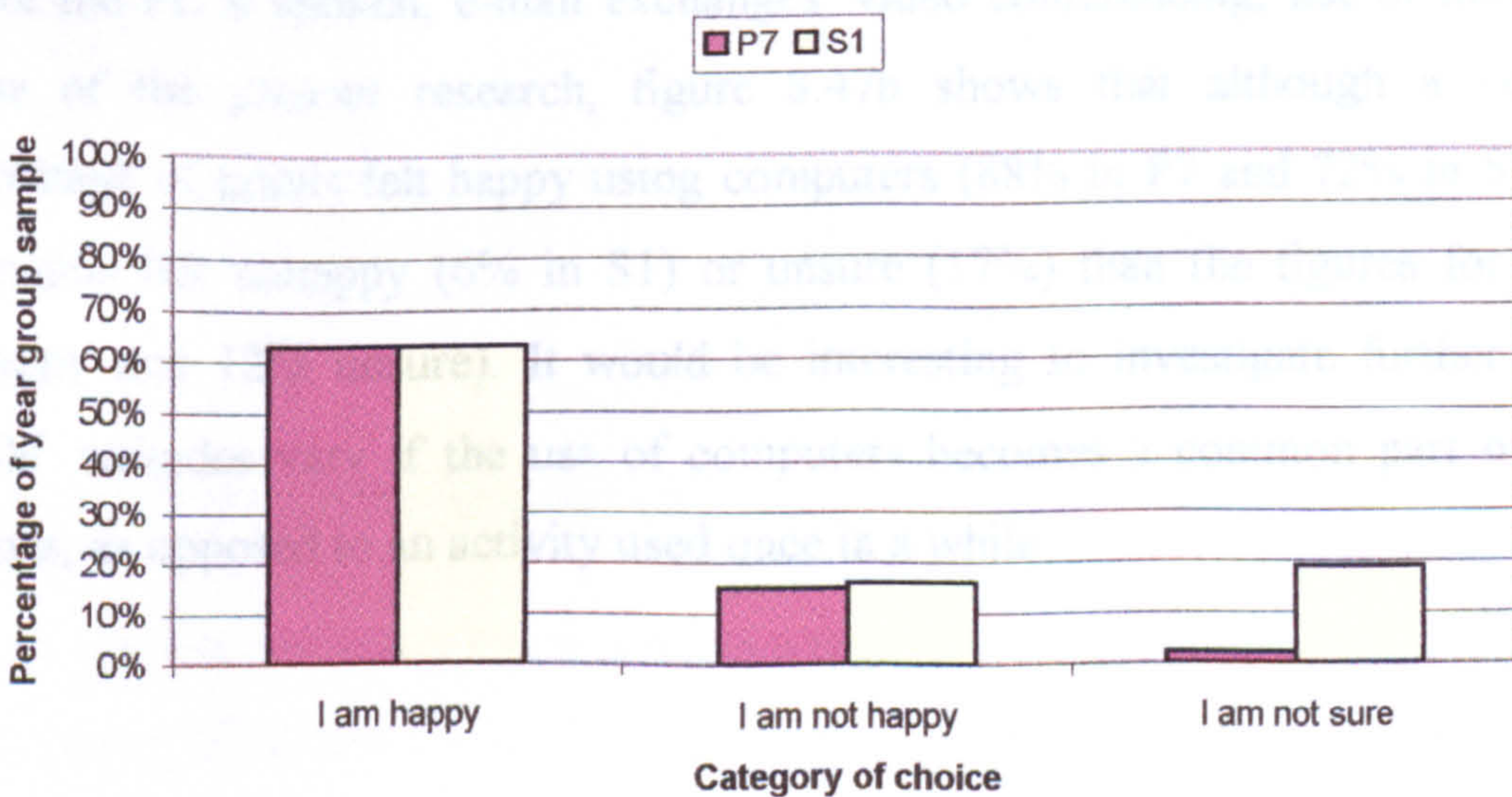


Figure 8.46b. P7 – S1 pupils' attitudes to "When I watch a video in Spanish" among those who actually used this activity (Appendix H.46b)



Watching a video in Spanish was a new activity included in the P7 and S1 questionnaires which proved to be very popular among the pupils who used it in the Spanish lessons. However, high numbers of pupils (35% in P7 and 57% in S1) still did not have access to Spanish videos in their lessons. As figure 8.46b shows, this was the first activity where, among the pupils who used video, the number of pupils feeling happy did not change between P7 and S1, being in both cases 63%. At the same time, the number of unhappy pupils only increased slightly from 15% in P7 to 16% in S1, while the percentage of unsure pupils decreased from 22% in P7 to 19% in S1. Seeing these positive attitudes among the pupils using videos, FL publishers should perhaps look into this resource as a possible means of attracting and maintaining the interest of higher numbers of pupils. At the same time, authorities should provide further training to the teachers interested in using this resource in the FL lessons.

8.2.4.11. When I use the computer in Spanish

In terms of using computers in the Spanish lessons, the most striking figures were the high percentages of pupils who in 2001 (83%) and in 2002 (82%) still did not have access to them. Thankfully, the Scottish Executive, as part of its action plan (Chapter 3, section 3.9) in response to the AGL report (Chapter 3, section 3.8), planned to support the use of ICT in MFL lessons at all levels as the benefits of new technologies in MFL learning had been often highlighted (contact with countries where the FL is spoken, e-mail exchanges, video conferencing, use of internet). In terms of the present research, figure 8.47b shows that although a very high percentage of pupils felt happy using computers (88% in P7 and 72% in S1), more S1 pupils felt unhappy (6% in S1) or unsure (17%) than the figures for P7 (0% unhappy and 12% unsure). It would be interesting to investigate further whether pupils' attitudes vary if the use of computers becomes a common part of the FL lessons, as opposed to an activity used once in a while.

Figure 8.47a. P7 – S1 pupils’ attitudes to “When I use the computer in Spanish” (Appendix H.47a)

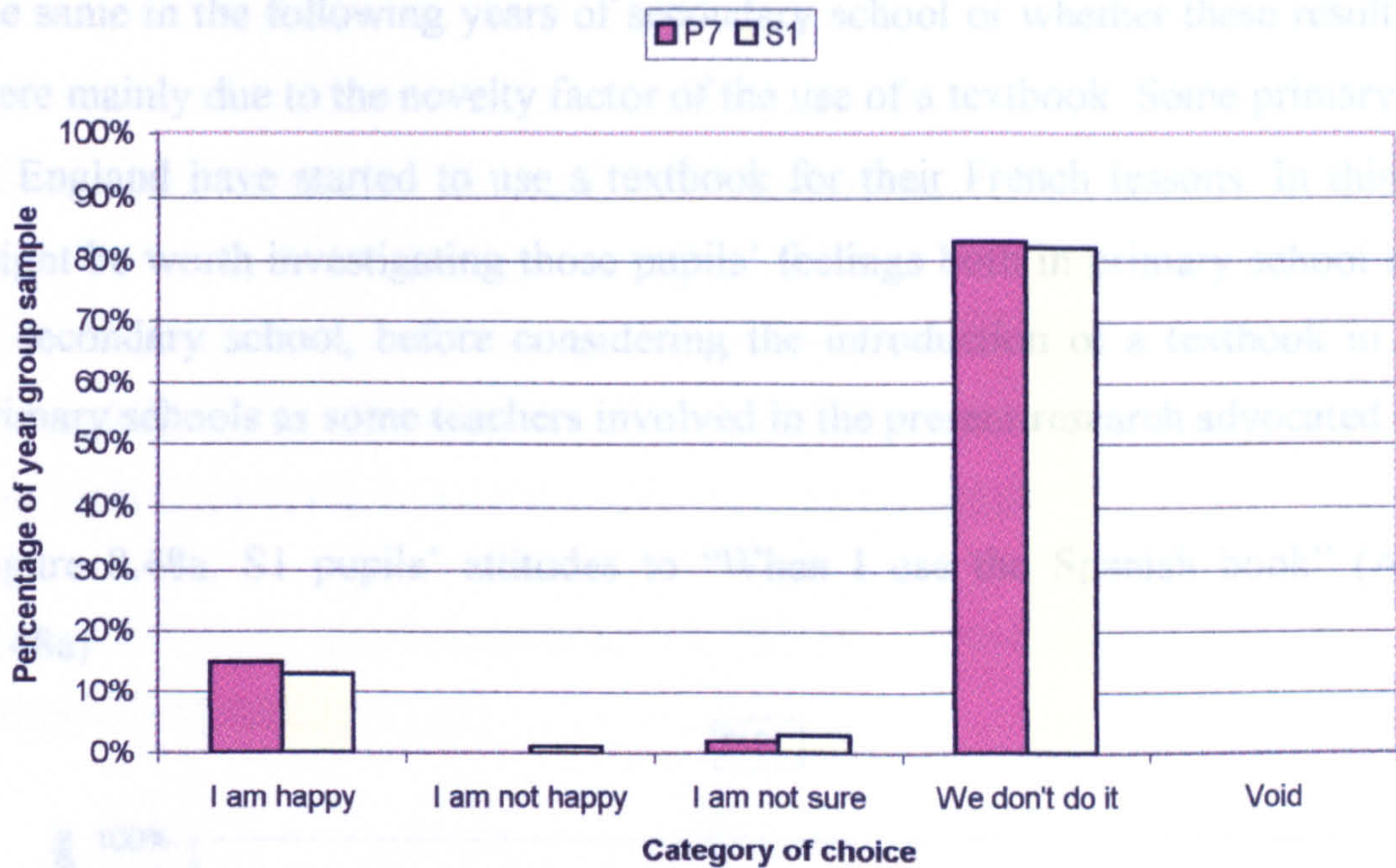
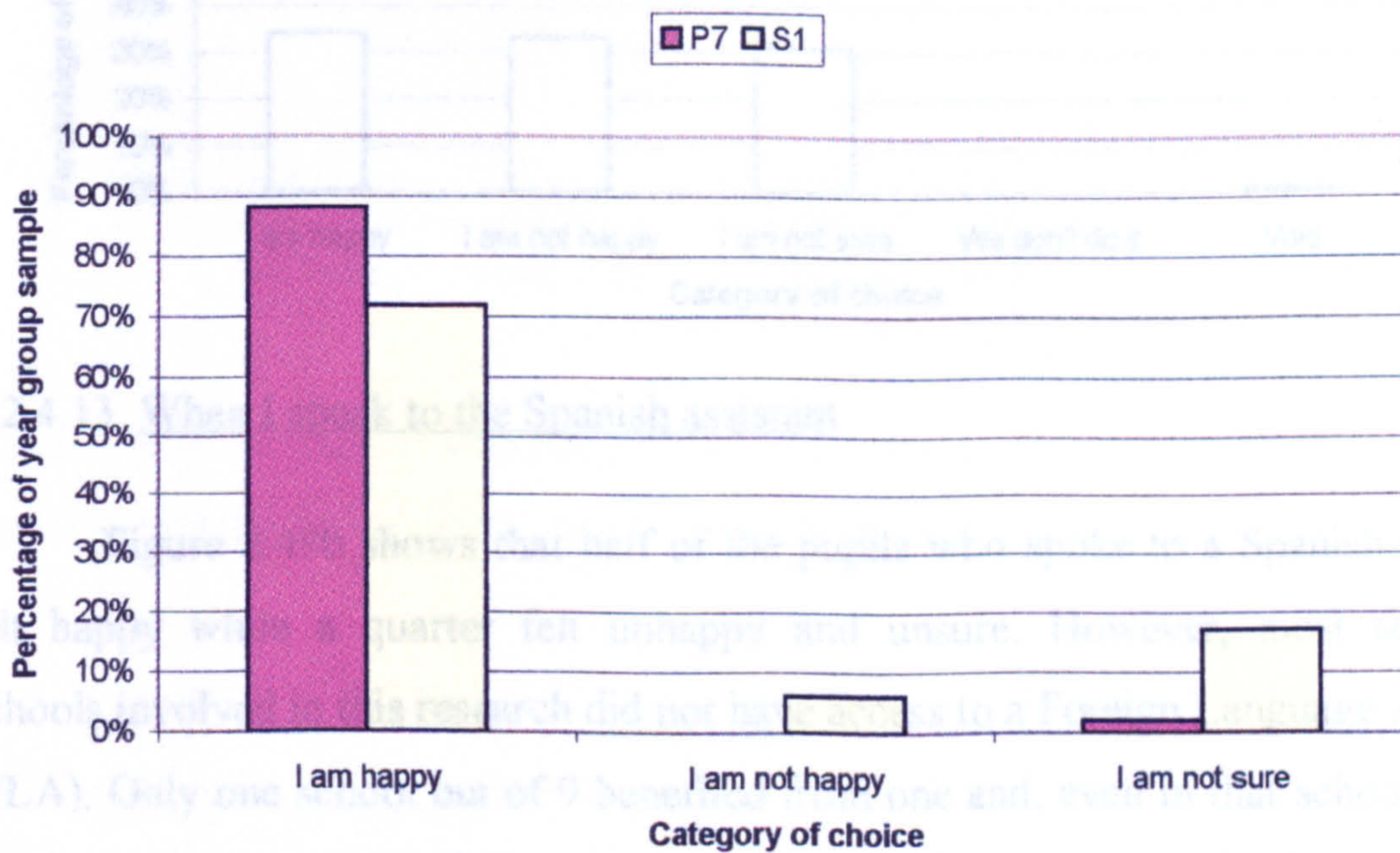


Figure 8.47b. P7 – S1 pupils’ attitudes to “When I use the computer in Spanish” among those who actually used this activity (Appendix H.47b)

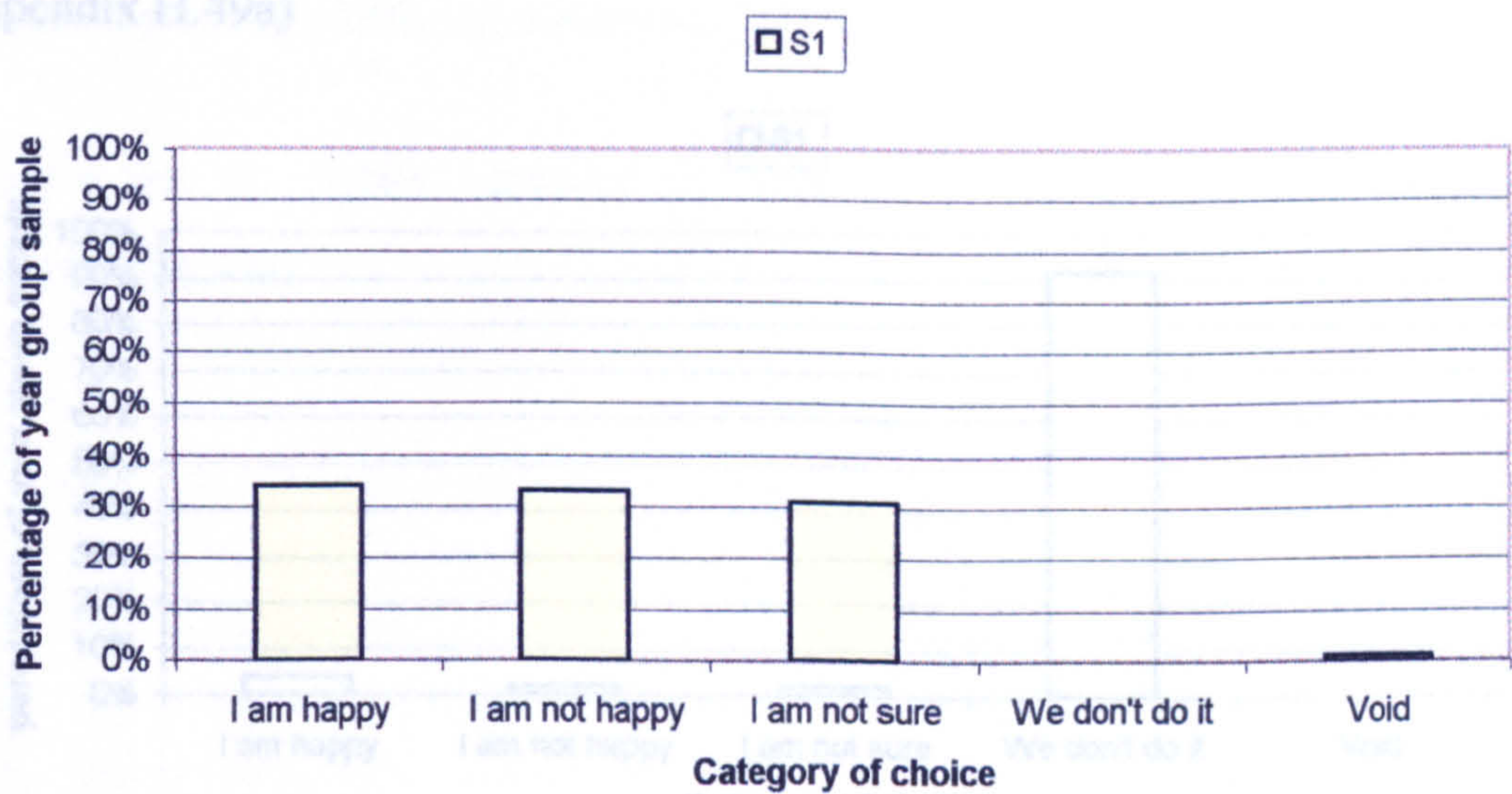


8.2.4.12. When I use the Spanish book

In most Scottish primary schools a textbook is not used in the FL lessons. On the contrary, all secondary schools involved in this research used a textbook (Nuevo Vaya, Arriba or Aventura). The feelings of S1 pupils towards the use of the book

were quite balanced with no major differences between pupils feeling happy (34%), not happy (33%) or not sure (31%). It would be interesting to see if these feelings are the same in the following years of secondary school or whether these results for S1 were mainly due to the novelty factor of the use of a textbook. Some primary schools in England have started to use a textbook for their French lessons. In this case, it might be worth investigating those pupils' feelings both in primary school and later in secondary school, before considering the introduction of a textbook in Scottish primary schools as some teachers involved in the present research advocated.

Figure 8.48a. S1 pupils' attitudes to "When I use the Spanish book" (Appendix H.48a)



8.2.4.13. When I speak to the Spanish assistant

Figure 8.49b shows that half of the pupils who spoke to a Spanish assistant felt happy while a quarter felt unhappy and unsure. However, most secondary schools involved in this research did not have access to a Foreign Language Assistant (FLA). Only one school out of 9 benefited from one and, even in that school, not all S1 classes had access to his/her support. In terms of the primary schools, only one or two had had access to a Spanish Assistant, as part of some inter European exchange programme such as Comenius or Erasmus, or thanks to a supportive authority who had provided the extra funding. In these cases, although the high proportion of schools not having a Spanish assistant do not permit general conclusions to be drawn, all those involved (school community, teachers and pupils) felt and

recognised the benefits the contact with a young native speaker provided to the pupils. Most literature on FL learning recognises the importance of pupils' contact with a native speaker. In Scotland, FLAs are available in a restricted number of authorities and, where available, are mainly used in secondary schools. This situation leaves a high number of FL pupils at a disadvantage as they might not have contact with the FL country in their own social lives which leaves them feeling that learning a FL is no use to them. Although the role of FLAs in language learning was also highlighted in the AGL report and the minister's response, to date no major change has taken place in the authorities involved in this research.

Figure 8.49a. S1 pupils' attitudes to "When I speak to the Spanish assistant" (Appendix H.49a)

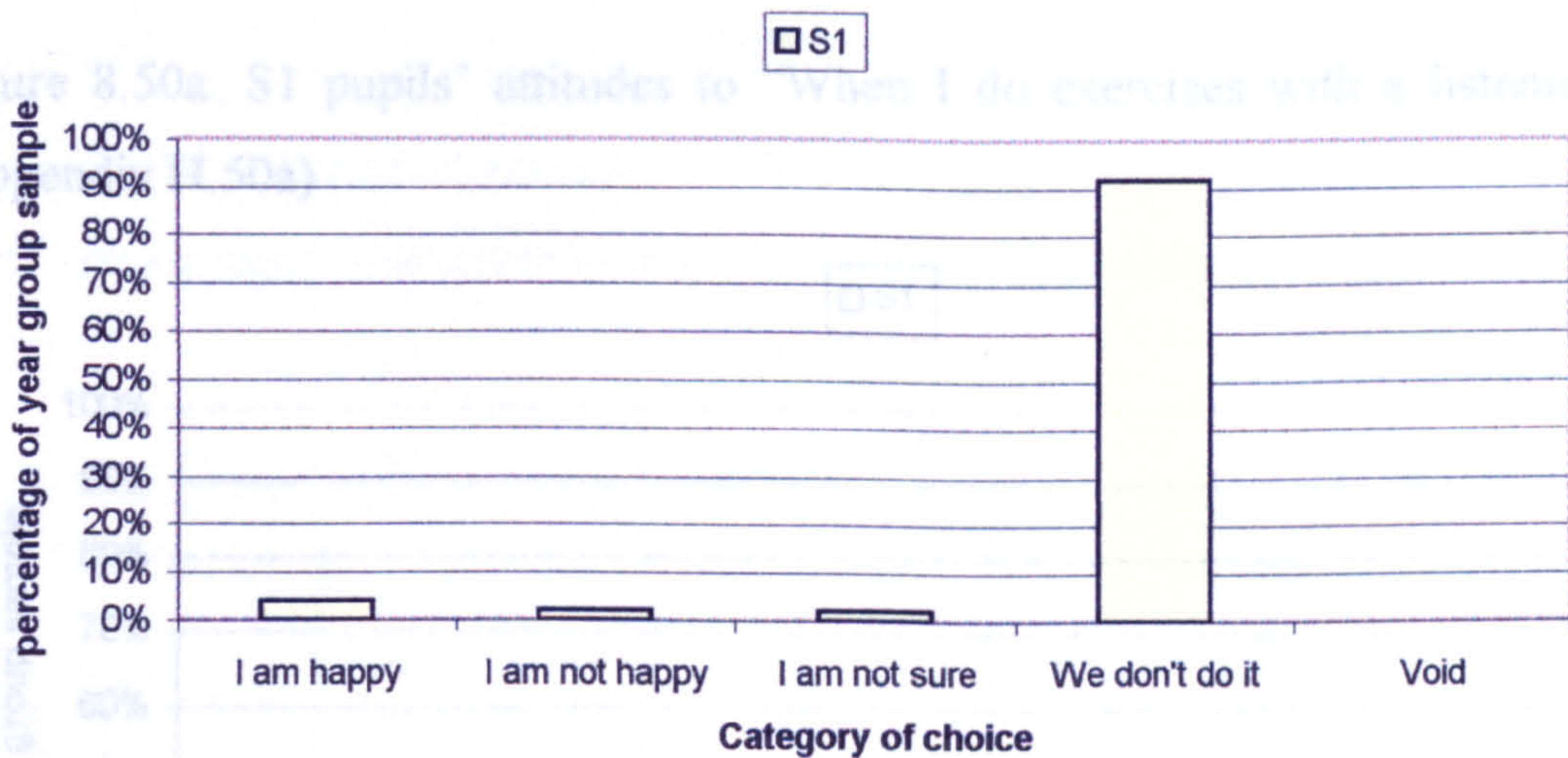
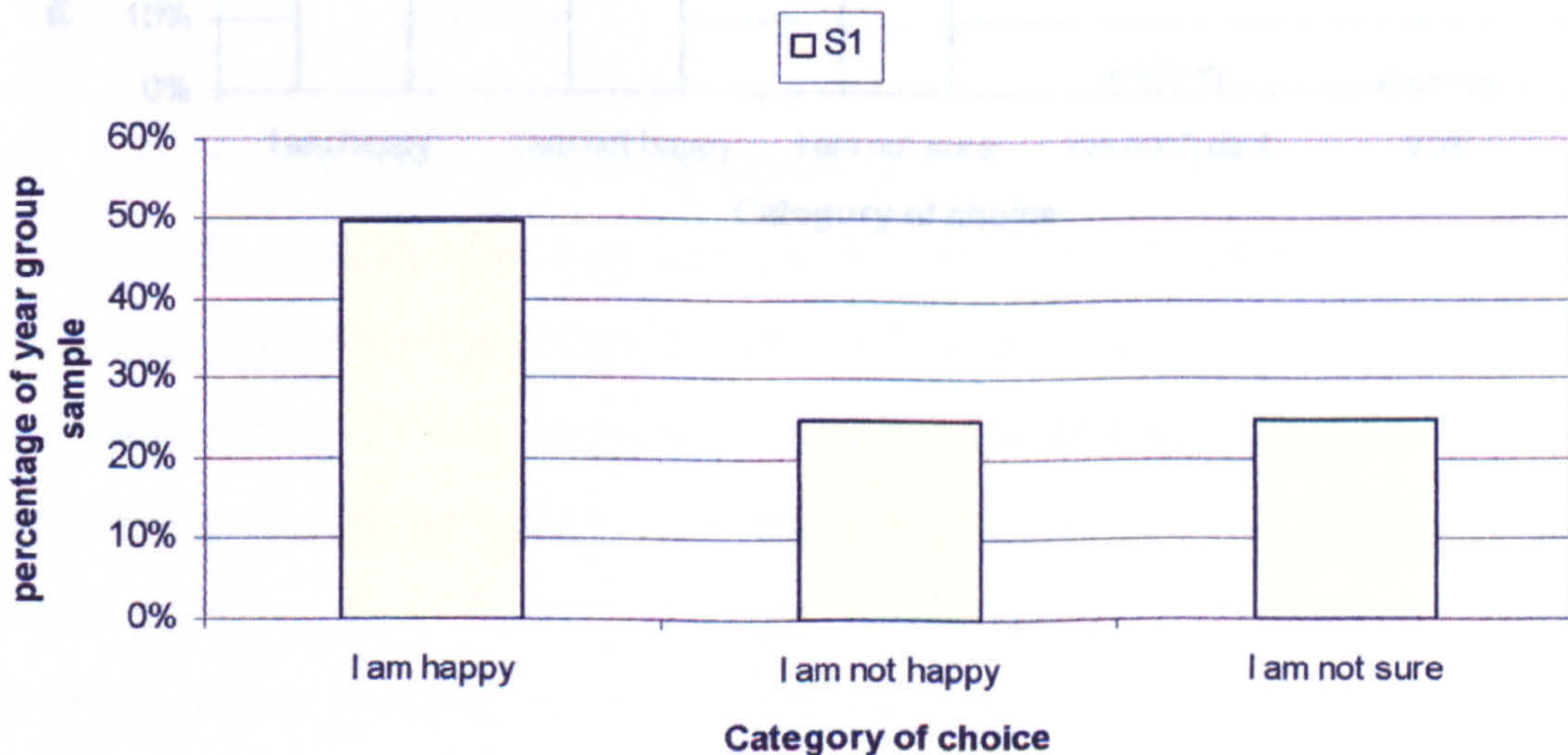


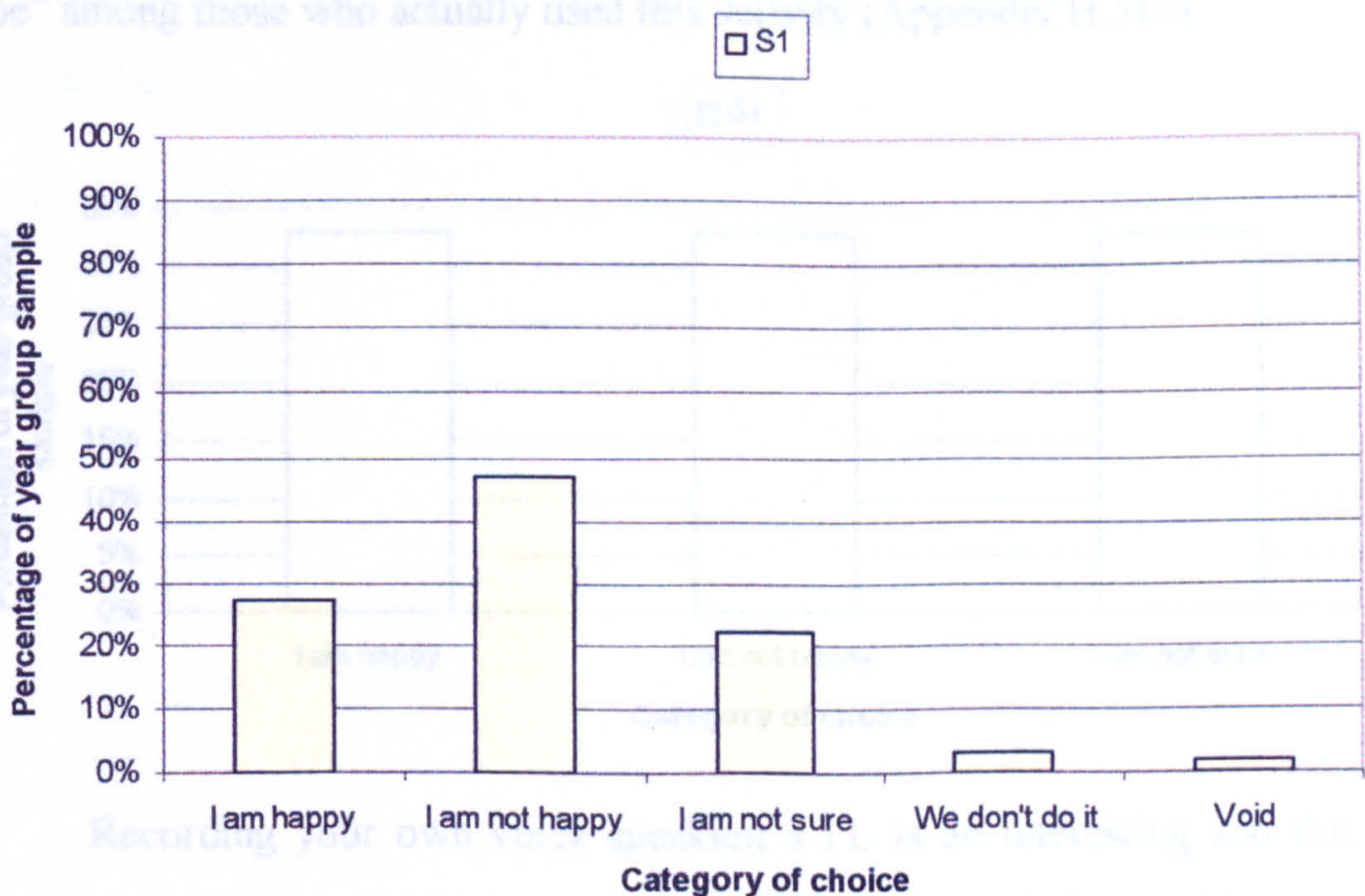
Figure 8.49b. S1 pupils' attitudes to "When I speak to the Spanish assistant" among those who actually had access to one (Appendix H.49b)



8.2.4.14. When I do exercises with a listening tape

Listening exercises with a tape were clearly not enjoyed by S1 pupils (27% were happy; 47% not happy and 22% not sure). Many teachers believed this was due to bad quality tapes, or to the fact that pupils were not interested in the information they had to gather from those exercises. Looking at the positive results the use of video received among S1 pupils, publishers should investigate the possible use of video listening exercises rather than audio ones. A possible idea could be for textbooks to include a teenager's diary in the form of a video which pupils could follow during their FL learning experience and which they could reproduce making themselves the main character. This could also be used to encourage exchanges between schools in different countries.

Figure 8.50a. S1 pupils' attitudes to "When I do exercises with a listening tape" (Appendix H.50a)



8.2.4.15. When I record myself speaking Spanish on a tape

Figure 8.51a. S1 pupils' attitudes to "When I record myself speaking Spanish on a tape" (Appendix H.51a)

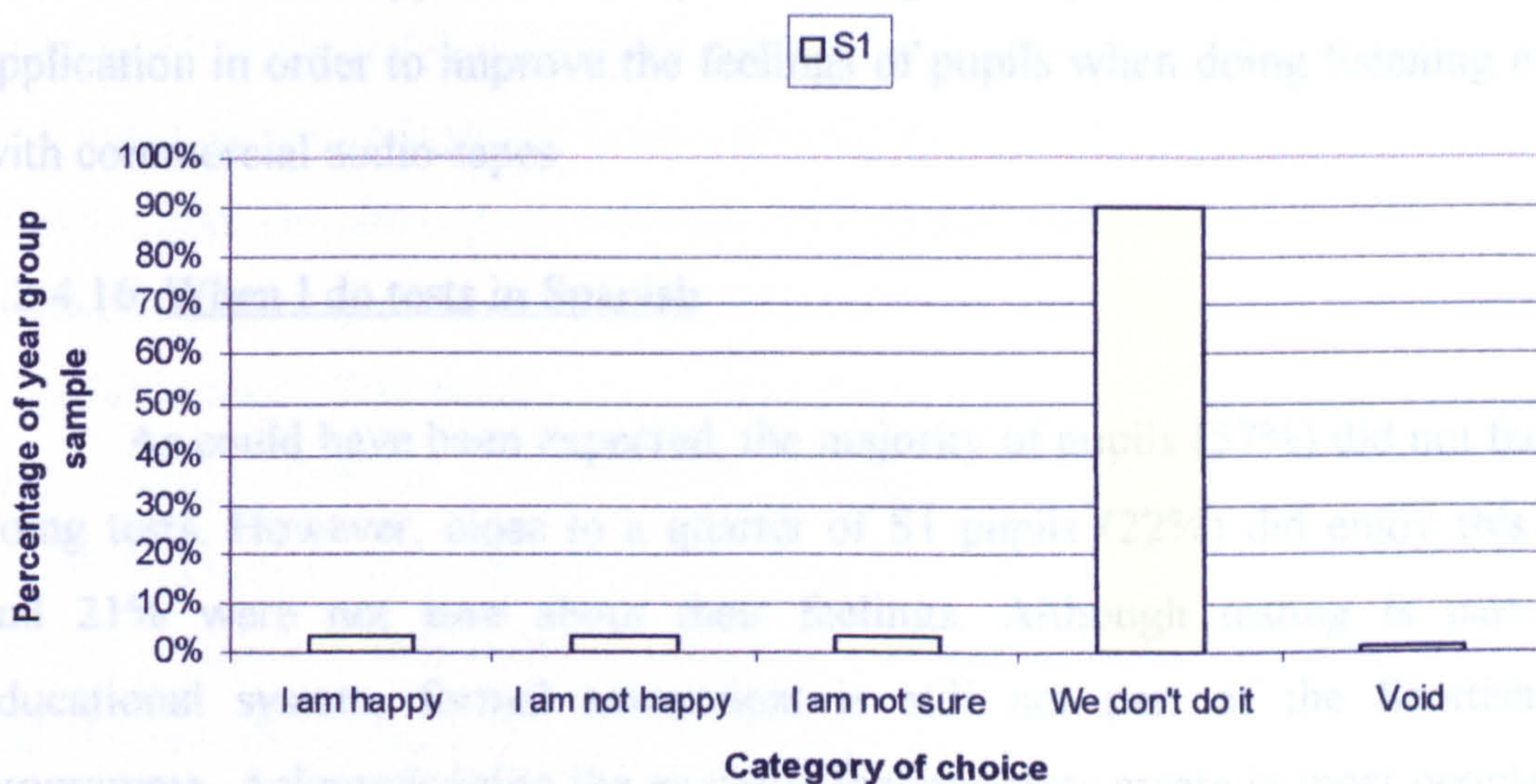
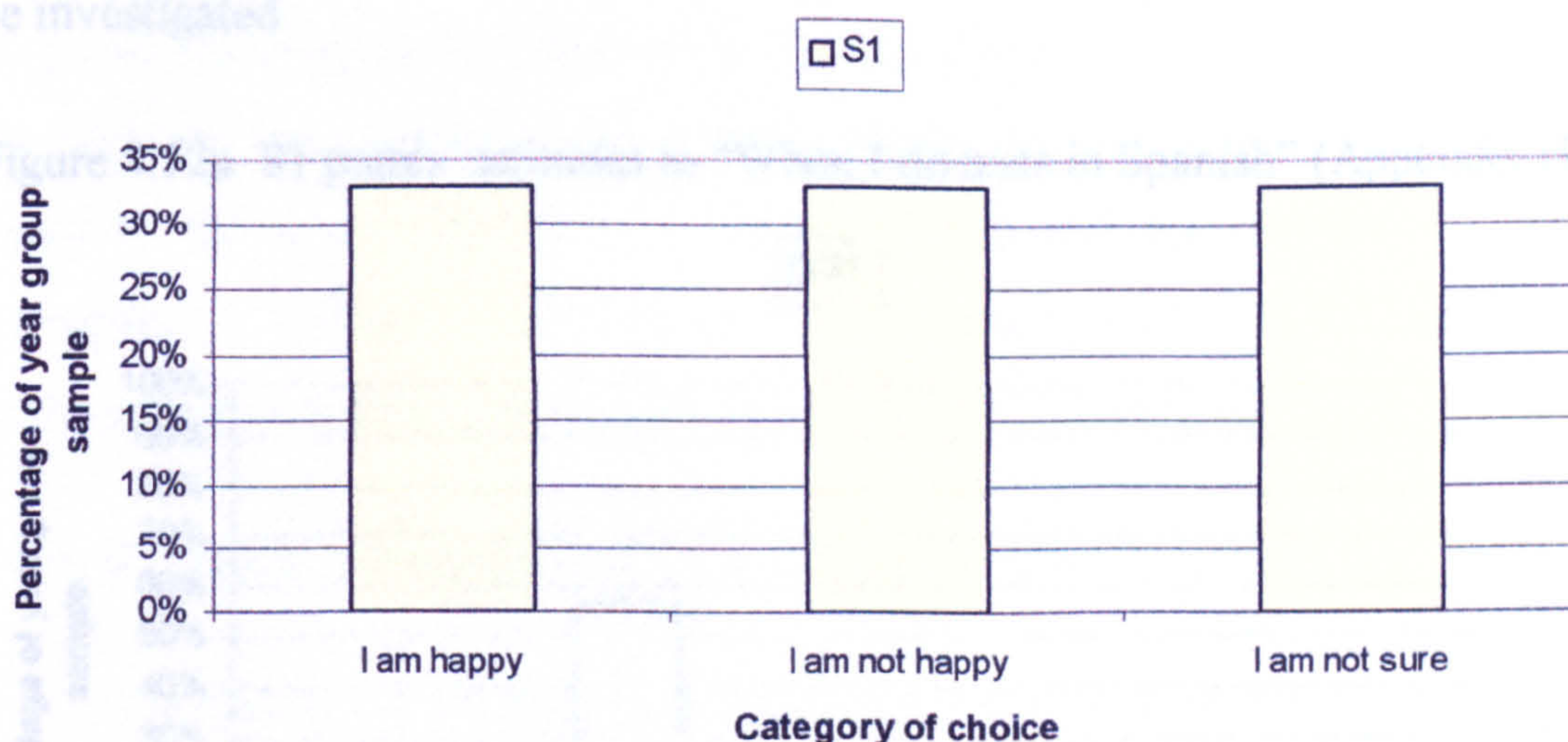


Figure 8.51b. S1 pupils' attitudes to "When I record myself speaking Spanish on a tape" among those who actually used this activity (Appendix H.51b)



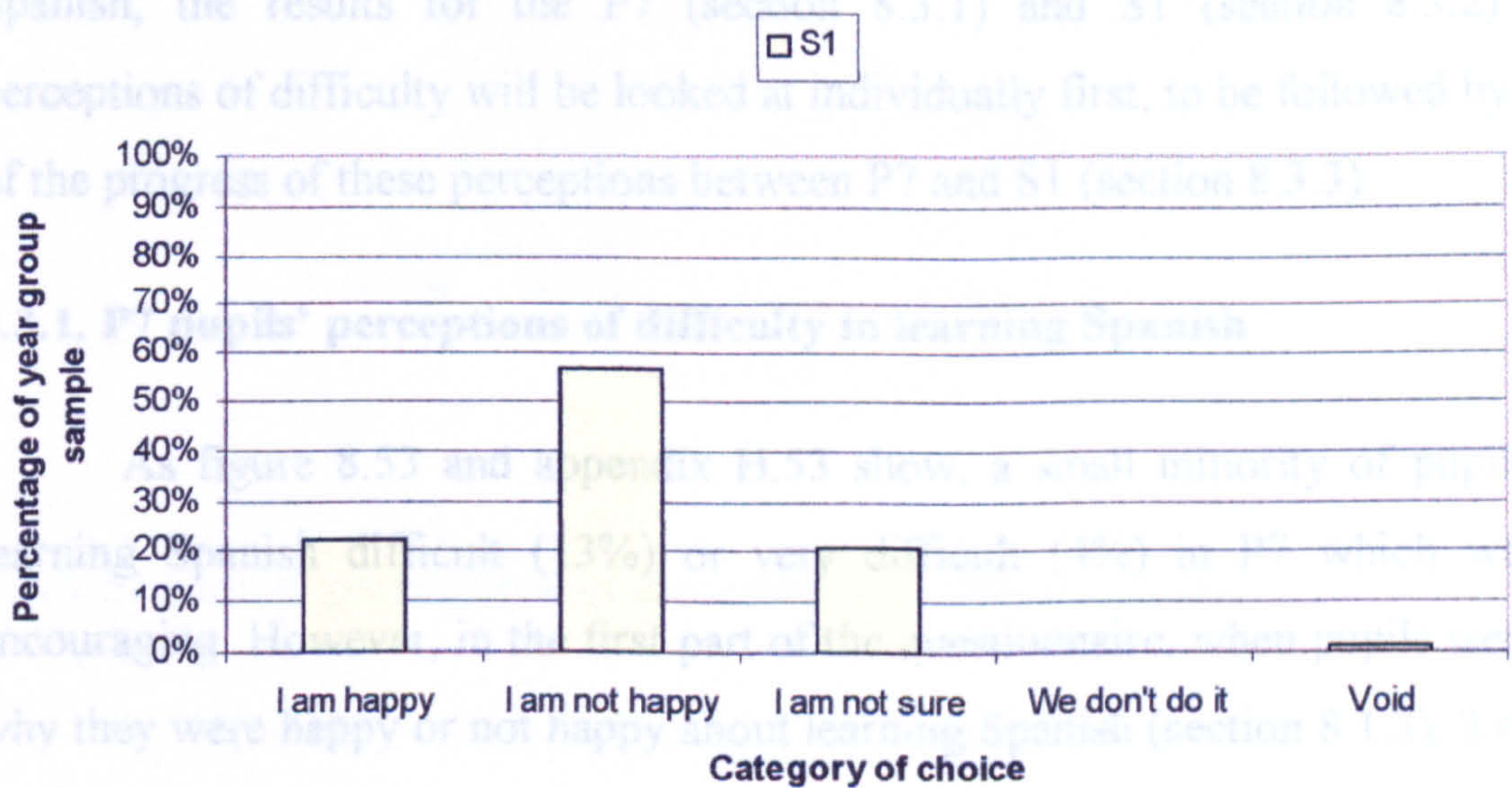
Recording your own voice speaking a FL is an interesting and fun activity and can help learners recognise and correct their pronunciation problems. Although the pronunciation and grammar might not always be correct, this tape can also be used later as part of a listening activity to exchange among pupils who might be more interested in their peers' information than the information of an unknown person they might listen to in a commercial tape. However, most secondary pupils (90%) involved in this research did not use this method in their Spanish lessons. Figure

8.51b shows that among the few pupils who did record themselves speaking Spanish on a tape, their feelings were not very clearly defined and the same proportion of pupils (33%) felt happy, unhappy and unsure. It would be interesting to investigate the effects of this type of activity on a larger sample of pupils and its possible application in order to improve the feelings of pupils when doing listening exercises with commercial audio-tapes.

8.2.4.16. When I do tests in Spanish

As could have been expected, the majority of pupils (57%) did not feel happy doing tests. However, close to a quarter of S1 pupils (22%) did enjoy this activity and 21% were not sure about their feelings. Although testing is part of any educational system, formal assessment is still not part of the Scottish MLPS programme. Acknowledging the negative feelings tests create in most people, before introducing any formal testing into this programme, assessment instruments that are not threatening and that can be included as a non-intrusive part of FL lessons should be investigated.

Figure 8.52a. S1 pupils' attitudes to "When I do tests in Spanish" (Appendix H.52a)



The following section analyses the pupils' perceptions of difficulty in learning Spanish in P7 and S1.

8.3. Pupils' perceptions of difficulty in learning Spanish

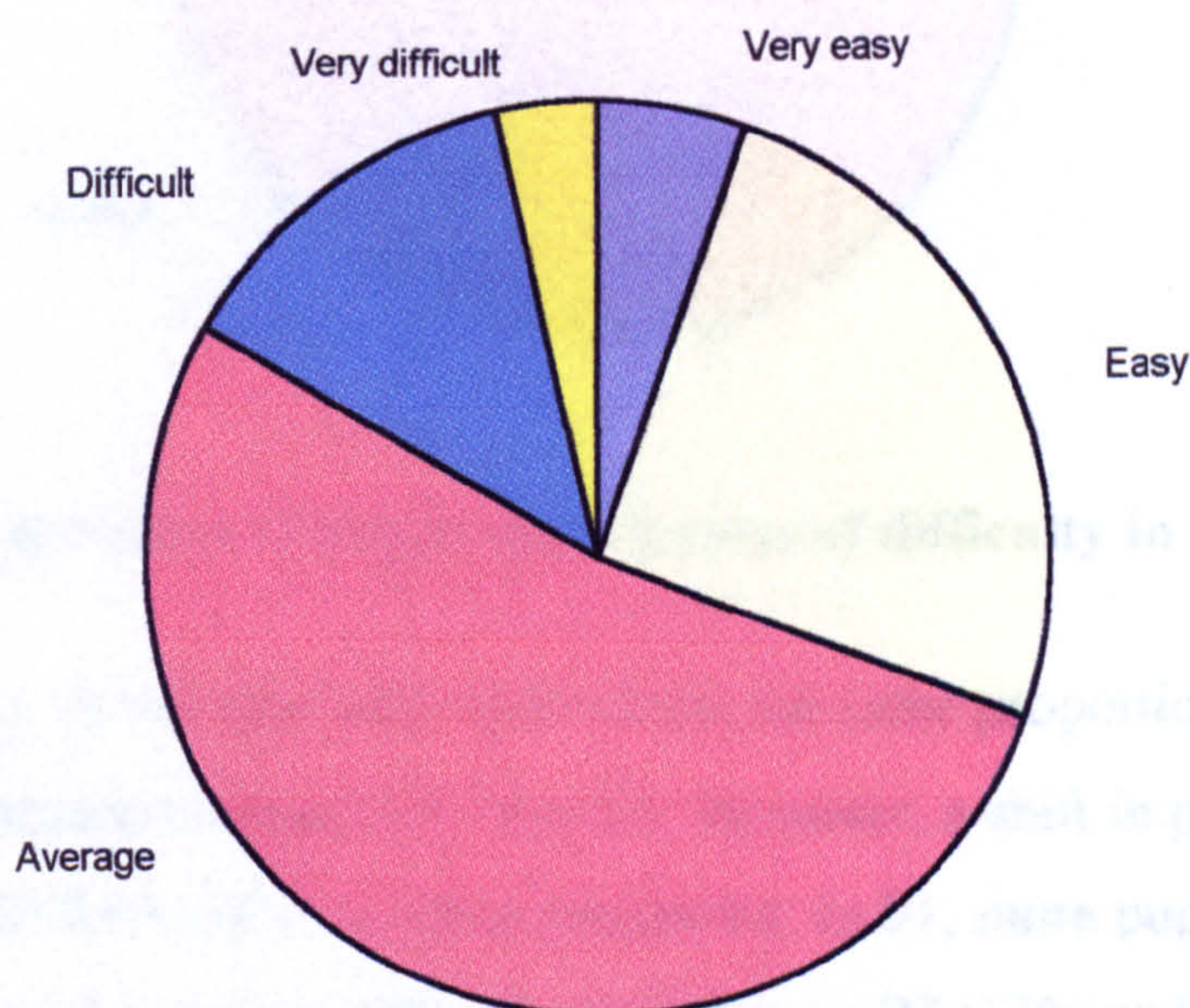
In December 2000, SCILT published the report on the Pilot Assessment and Achievement Programme (AAP) in Modern Languages undertaken in Scotland between 1995 and 1998 (Chapter 3, section 3.7). This Pilot programme concentrated on P7 and S2 pupils learning French and German in Scottish primary and secondary schools, with the subsequent national AAP taking place in Spring 2001. One of the questions pupils had to answer in this exercise was: How did you find learning French/German? The pupils had five possible answers to choose from: very easy, easy, average, difficult, very difficult. Although only pupils who had been selected by the teachers from different ability ranges participated in the Pilot AAP, for this present research it was deemed interesting to ask all pupils learning Spanish in P7 and S1 the same question. The data gathered in this present research allow two comparisons to be made. On the one hand, it gives the opportunity to see the progression of the perceptions of Spanish learning pupils from P7 to S1 (section 8.3.3), and on the other hand, it gives an opportunity to compare the perceptions of P7 pupils learning Spanish with those learning French and German (see section 8.6). As with the previous sections in this chapter, analysing the pupils' attitudes to Spanish, the results for the P7 (section 8.3.1) and S1 (section 8.3.2) pupils' perceptions of difficulty will be looked at individually first, to be followed by a study of the progress of these perceptions between P7 and S1 (section 8.3.3).

8.3.1. P7 pupils' perceptions of difficulty in learning Spanish

As figure 8.53 and appendix H.53 show, a small minority of pupils found learning Spanish difficult (13%) or very difficult (4%) in P7 which was quite encouraging. However, in the first part of the questionnaire, when pupils were asked why they were happy or not happy about learning Spanish (section 8.1.3), 33% of P7 pupils chose to tick the speech bubble saying "It was hard", and 18% of those writing comments in the empty bubble, chose to write sentences highlighting the difficulty of the language. In total, 194 out of 532 pupils (36%) said Spanish was hard in P7 in the first part of the questionnaire, compared to only 88 pupils (16%) who said they found it difficult in this section. Over half of those who did not like learning Spanish

because it had been hard in the first section were not keen to accept they found it difficult. This could mean that although many pupils (194; 36%) accepted the fact that learning Spanish was in general a hard task, only less than half (88; 16%) accepted they had found it difficult. This situation can be paralleled to the one found earlier in the first section of the questionnaire where pupils did not want to say they already found the work they did in school difficult. Over a quarter of pupils had found learning Spanish easy (25%) or very easy (5%) in P7 with 52% finding it average. The total of these two figures is quite high and might be related to the high numbers of P7 pupils choosing positive comments in the first section of the questionnaire. If they had found it more difficult, would they have chosen so many speech bubbles from the “I am happy” side?

Figure 8.53. P7 pupils’ perceptions of difficulty in learning Spanish (Appendix H.53)

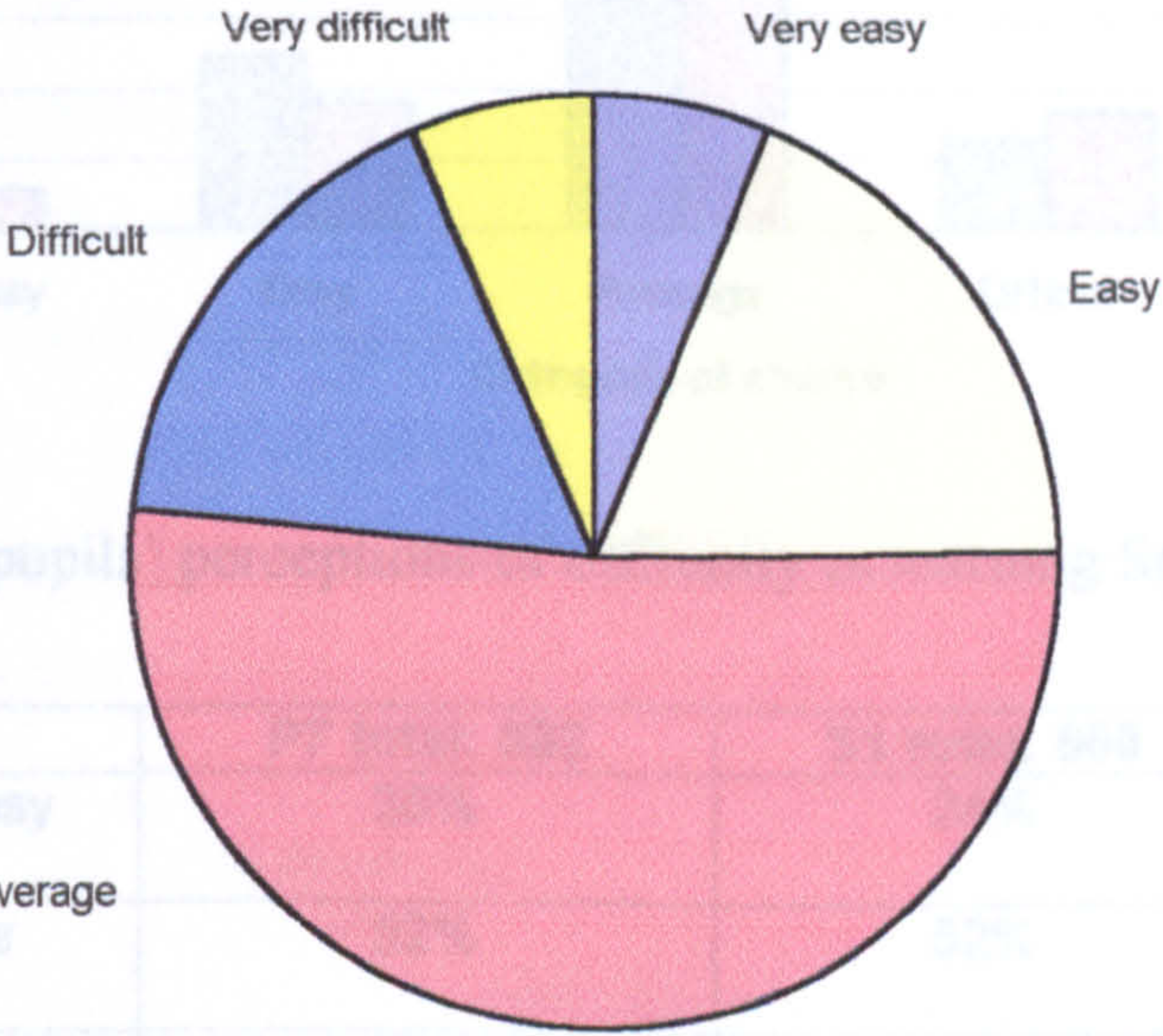


8.3.2. S1 pupils’ perceptions of difficulty in learning Spanish

In S1, a big majority of pupils (76%) still found learning Spanish average, easy or very easy (52%; 18% and 6% respectively) while under a quarter of S1 pupils (23%) found it difficult or very difficult (17% and 6% respectively). Once again, this last percentage was in contrast with the number of S1 pupils (51%) who selected the “It is hard” speech bubble and those who wrote comments on the difficulty of learning Spanish (43% of those choosing to write comments). In terms of numbers of

pupils, in this section, 199 out of 860 pupils (23%) said they found learning Spanish difficult or very difficult, while in the first section, 437 pupils (51%) ticked the “It is hard” bubbles with an additional 47 (5%) choosing to write comments on the difficulty of the language. However, an encouraging 52% of S1 pupils still found learning Spanish a task of average difficulty.

Figure 8.54. S1 pupils’ perceptions of difficulty in learning Spanish (Appendix H.54)



8.3.3. P7 – S1 progression of pupils’ perceptions of difficulty in learning Spanish

As figure 8.55 and appendix H.55 show, the same proportion of pupils (52%) found learning Spanish average in P7 and S1. However, a shift in pupils’ perceptions on the easy and difficult sides could be perceived. In S1, more pupils found learning Spanish difficult (17%) or very difficult (6%) than in P7 (13% and 4% respectively). At the same time, fewer S1 pupils (18%) than P7 pupils (25%) found it easy, while slightly more S1 pupils found it very easy (6% to 5% in P7).

The following section looks at the perceptions of S1 pupils of the usefulness of learning Spanish in primary school.

Figure 8.55. P7 – S1 pupils’ perceptions of difficulty in learning Spanish (Appendix H.55)

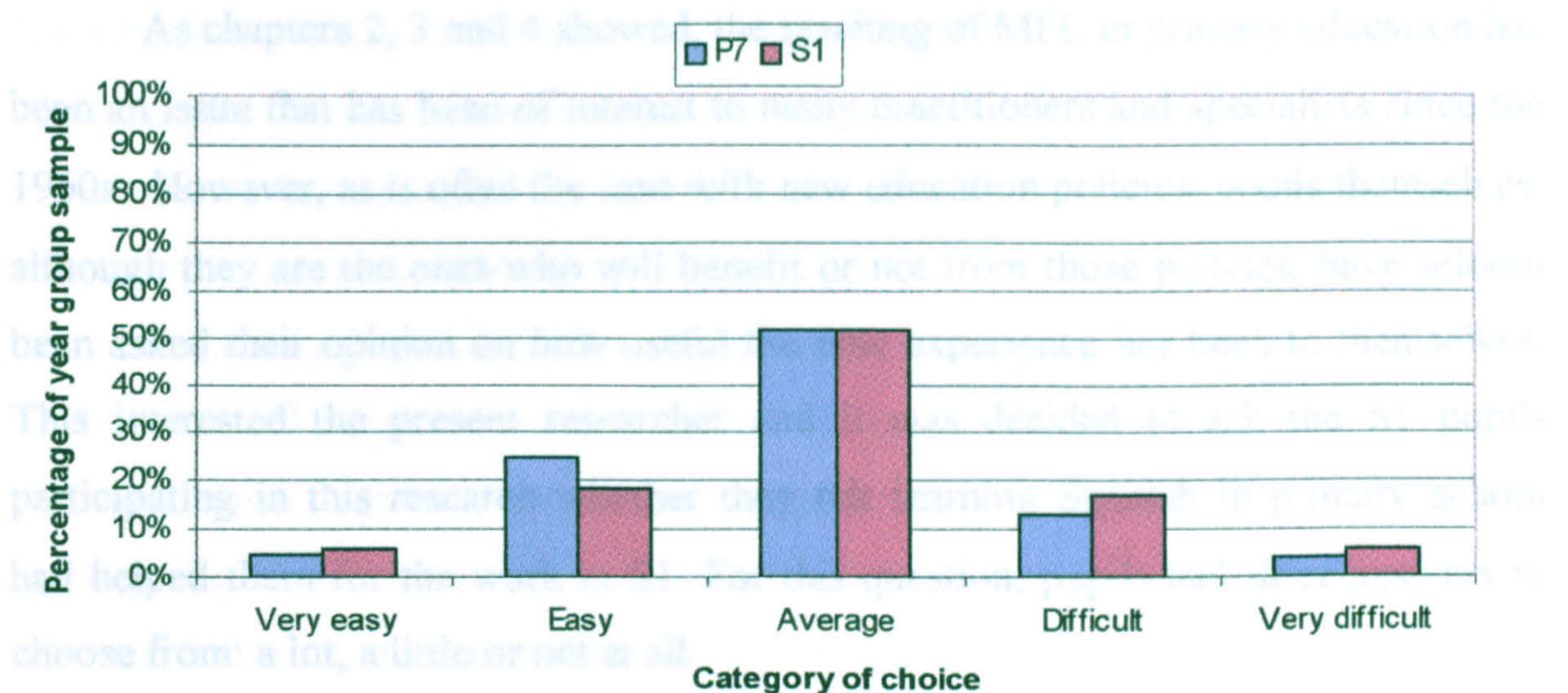


Table 8.5. P7 – S1 pupils’ perceptions of difficulty in learning Spanish (2)

	P7 total: 532	S1 total: 860
Very easy	30%	24%
Easy	24%	18%
Average	52%	52%
Difficult	17%	23%
Very difficult	6%	6%

Table 8.5 shows that 6% of pupils moved from finding learning Spanish very easy or easy in P7 to finding it difficult or very difficult in S1. This made the number of pupils finding learning Spanish difficult and easy much closer in S1 (23% and 24%) than in P7 (17% and 30%). It would be interesting to see if by S2 these two numbers overlap each other, as with the average number of pupils’ choice of positive and negative comments in the first section of this chapter (section 8.1.5).

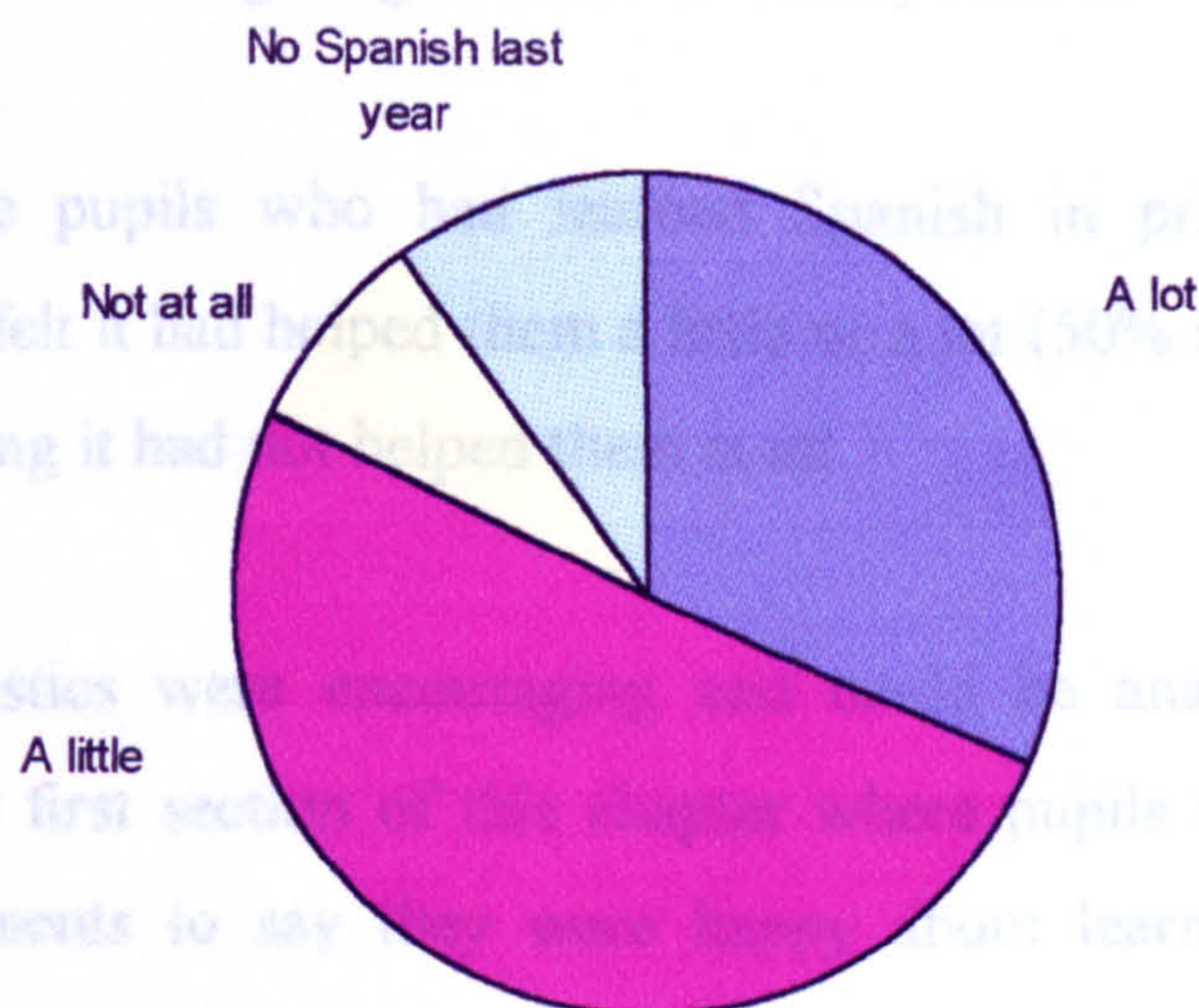
The following section looks at the perceptions of S1 pupils of the usefulness of learning Spanish in primary school.

These pupils had studied French or German and had come from a primary school that was not part of the secondary school cluster. This is always a situation arising in secondary schools because of families moving home or families choosing to send their children to a different school from their locally allocated one due to travel issues or the perceived secondary school’s status. However, another reason for becoming year 5 in this

8.4. S1 pupils' perceptions of usefulness of learning Spanish in Primary school

different patterns were present. Some alternated between Spanish and French teaching. As chapters 2, 3 and 4 showed, the teaching of MFL in primary education has been an issue that has been of interest to many practitioners and specialists since the 1960s. However, as is often the case with new education policies, pupils themselves, although they are the ones who will benefit or not from those policies, have seldom been asked their opinion on how useful the new experience has been to themselves. This interested the present researcher and it was decided to ask the S1 pupils participating in this research whether they felt learning Spanish in primary school had helped them for the work in S1. For this question, pupils had three answers to choose from: a lot, a little or not at all.

Figure 8.56: S1 pupils' perceptions of usefulness of learning Spanish in primary school (Appendix H.56)



Among the pupils who had studied Spanish in primary school, a very encouraging 81% felt it had helped them in S1 (50% and 31% respectively) with only 8% feeling it had helped very little. These statistics were analysed along with the results seen in the first section of this chapter where pupils from P5 to S1 always chose more statements to say they were happy about learning Spanish than not happy. When analysing the success or failure of a new programme, educational institutions and authorities usually concentrate on tests results. In terms of FL learning, many different linguistic competence measurement tools have been used and tested, with weaknesses being identified in the majority. In terms of the S1 FL/PS programmes, as of 2001-2002, no formal assessment had been introduced in primary schools and many practitioners did not favour the future possibility of the school cluster. This is always a situation arising in secondary schools because of families moving home or families choosing to send their children to a different school from their locally allocated one due to travel issues or the perceived secondary school's status. However, another issue also became apparent during this

research. Although all of the secondary schools involved taught Spanish in S1, different patterns were present. Some alternated between Spanish and French, teaching Spanish one year to all the S1 classes and French the following year, while others taught Spanish to some S1 classes and French to others in the same year. In the clusters where French and Spanish were taught in the secondary school, the primary schools were either divided between French and Spanish teaching primary schools, or primary schools had staff who had been trained to teach French as well as staff for Spanish. However, although the average percentage of S1 pupils not having studied Spanish in primary schools was 10%, three secondary schools, out of the nine participating in this research, were found to have rather higher percentages (43%, 18% and 15%). Most times this was due to the primary Spanish trained teacher being absent, having moved or being promoted, with no substitute Spanish teacher having been supplied by the authority. This situation was already highlighted in chapter 6 and is an issue that could become problematic if more pupils come to S1 without any experience in the MFL being taught in the secondary school.

Among the pupils who had learned Spanish in primary school, a very encouraging 81% felt it had helped them a little or a lot (50% and 31% respectively), with only 8% feeling it had not helped them at all.

These statistics were encouraging and could be analysed along with the results seen in the first section of this chapter where pupils from P5 to S1 always chose more statements to say they were happy about learning Spanish than not happy. When analysing the success or failure of a new programme, education institutions and authorities usually concentrate on tests results. In terms of FL learning, many different linguistic competence measurement tools have been used and tested, with weaknesses being identified in the majority. In terms of the Scottish MLPS programme, as of 2001-2002, no formal assessment had been introduced in primary schools and many practitioners did not favour the future possibility of the introduction of tests. In this situation, and taking into consideration the difficulties involved in measuring learners' linguistic competence, account needs to be taken of factors such as pupils' attitudes and perceptions of their learning experience. In this

respect, all the findings from this research showed that pupils' feelings corroborate the professionals' opinions that learning a FL is something primary pupils enjoy and which they find useful for their Secondary school experience. However, will these feelings change once formal assessment is introduced in the Scottish MLPS programme?

The following section looks at the languages S1 pupils would choose to learn the next year.

8.5. S1 pupils' choices of languages for S2

During the 2001 – 2002 school year, a debate started among ML practitioners on the compulsory status (or not) of learning ML in secondary schools. After the 1998 HMI report on ML in Scotland (chapter 3, section 3.4), a Ministerial Action Group on Languages (AGL) was set up to study the situation of ML in Scottish education. This group published a report in December 2000 (chapter 3, section 3.8) which made fifteen recommendations to the Scottish Executive intended to improve the role and status of ML in Scotland. In September 2001, the then Scottish Minister for Education, McConnell, gave his response to the AGL report (chapter 3, section 3.9), stating the entitlement of almost all Scottish pupils to learn a modern language for at least six years, normally from P6 to S4.

As explained in chapters 2, 3 and 5, this 'entitlement' notion created some unrest in the world of ML teaching as some saw it as a door to let pupils' choose whether they wanted to learn languages in secondary schools or not. This was clarified in January 2002 by a subsequent statement from the Schools Minister, Stephen in which he said that "In practice, I would expect to see all elements of the entitlement available to all pupils in all schools, from at least P6. **The entitlement to language education does not replace the 'Languages for All' policy outlined in Circular 1178 and the supporting Circular 2/90**". However, some secondary teachers visited for this research between April and June 2002 still expressed their worries about the direction their authority and school seemed to be taking in terms of ML.

In the midst of this debate, it was considered interesting to ask the S1 pupils themselves whether, if they had the choice in S2, they would continue learning languages or not. In order to investigate this issue, a question was included in the S1 pupils' attitudes questionnaire (Appendix E.12) where pupils were asked:

Figure 5.5: Pupils' choice on learning languages in S2

If you could choose next year, would you like to ...

1. carry on learning Spanish?
2. carry on learning Spanish and start learning another language?
Which language?
3. stop learning Spanish but start learning another language?
Which language?
4. stop learning languages completely?
Why?

As explained in chapter 5, one secondary school did not agree to include this section in their pupils' questionnaire so it was withdrawn for that school, hence the lower number of total answers in this section (826) than in the other sections involving S1 pupils (860).

Figure 8.57: S1 pupils' choice of languages for S2 (Appendix H.57)

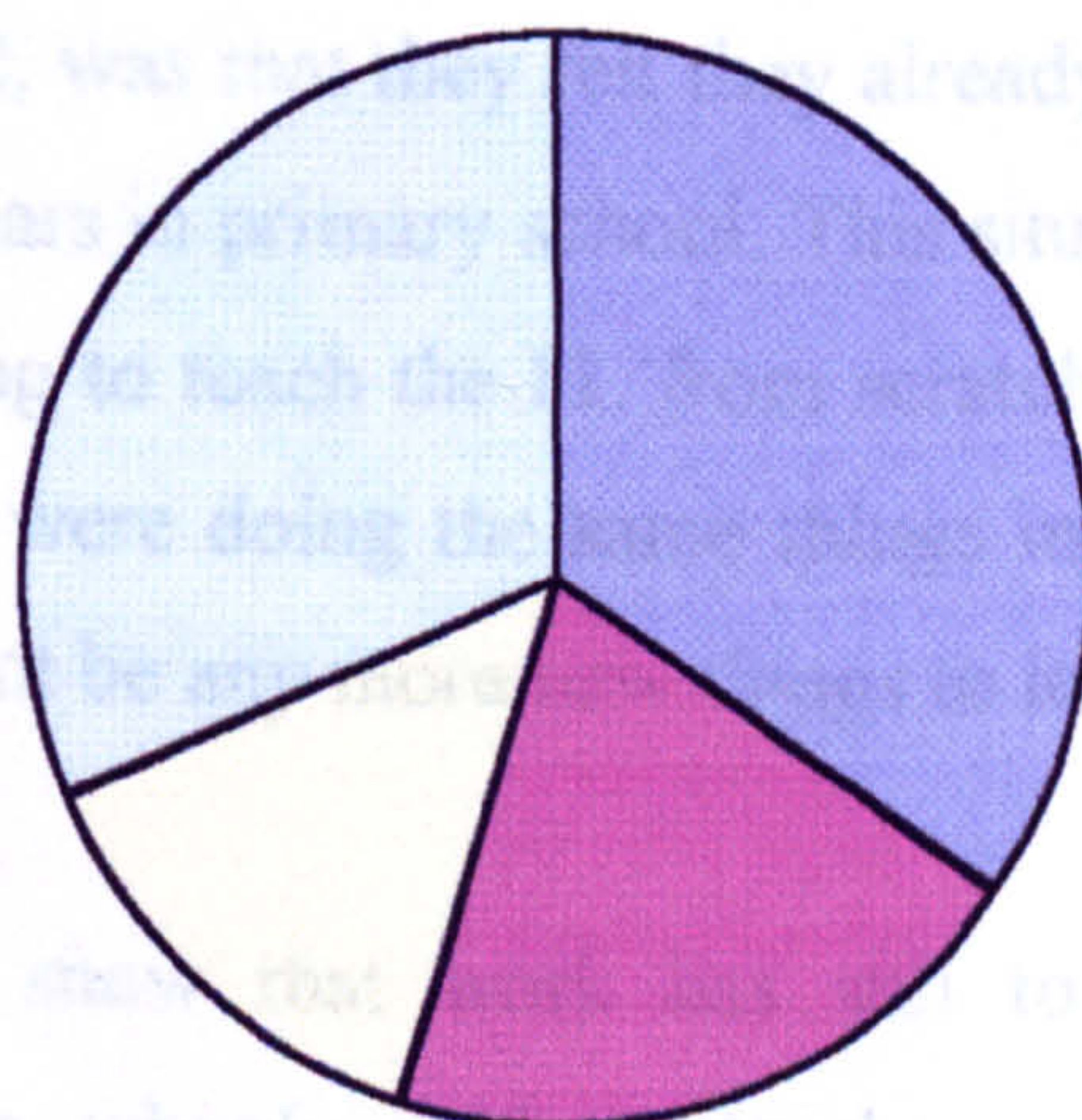
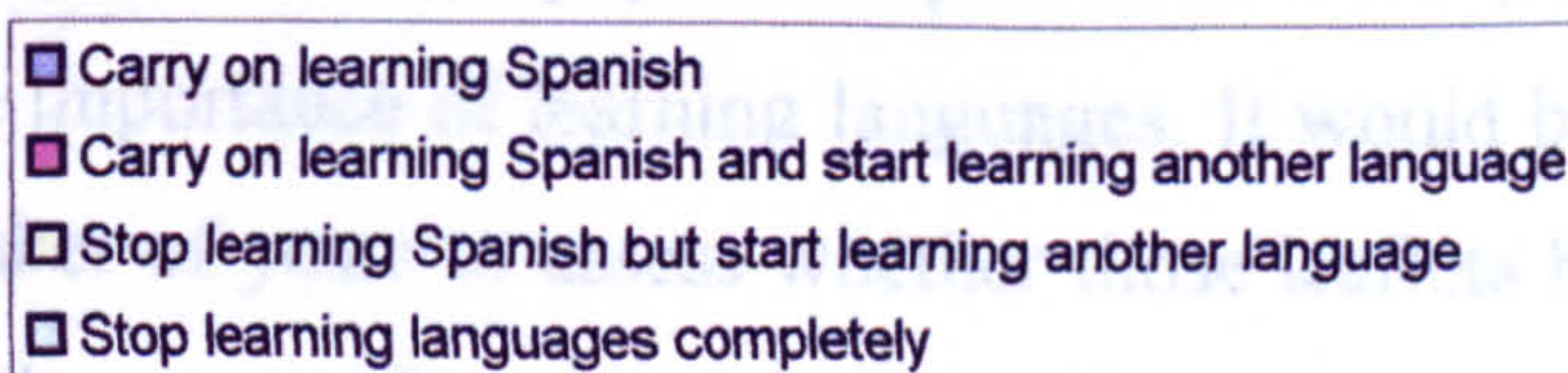


Figure 8.57 and appendix H.57 show that, given the choice, less than a third of S1 pupils (31%) would choose not to learn a ML in S2. Reasons for wanting to stop learning languages completely in S2 were generally because it was hard, boring, they did not like learning languages or they felt foreign languages were not, at

present, or would not be, in the future, useful to them. However, some interesting comments were also written by S1 pupils in this section:

- I feel I don't need to learn languages and if I go to Spain I already know what I'll need.
- I feel I have learned enough Spanish.
- I don't understand why we need to learn it.
- You don't need them. They are no use. You go to Spain and they talk English.
- I don't think it's very important to know how to speak Spanish.
- Because as long as you can speak English you have nothing to worry about.
- I can't see how they'll help me in the future.

These illustrative and representative comments highlighted two main issues. On the one hand, by the end of S1, having studied Spanish for close to three years, pupils still did not understand the benefits learning a FL could bring to their working life in the future or to their social life. In order to solve this problem, the Scottish Executive published handouts for pupils and parents in 2002 (see chapter 3, section 3.9) explaining the importance of learning languages. It would be interesting to visit S1 pupils in a number of years to assess whether those leaflets have had the desired results or not. Another aspect that also emerged in the S1 pupils' reasons for wanting to stop learning MLs in S2, was that they felt they already knew enough after having studied Spanish for two years in primary school. This situation could have arisen from the issue of schools starting to teach the FL from scratch in S1, where pupils might have believed that if they were doing the same things in S1 as they had done in P6 and P7, then there might not be any more new things to learn in Spanish.

These two issues show that work has still to be done by the Scottish Executive, local authorities, schools, guidance teachers and everyone involved in FL education in order to get across the message of the need and use of learning FL.

Over half of the S1 pupils surveyed wished to continue learning Spanish in S2 (55%), with 48% wanting to learn only one ML in S2, while 20% wanted to learn two languages, Spanish being one of them. In this section of the questionnaire, pupils were given the opportunity to specify which other language they would like to study

along with Spanish or instead of Spanish. The most named languages in both situations were the other three main modern languages taught in Scotland, in the following order: French, Italian and German. In Scotland, as a whole, the numbers of pupils studying languages is the highest in French, followed by German, Spanish and finally Italian. It is interesting to see that S1 pupils studying Spanish would choose more often to study Italian than German. This could be a reflection of the segregation of languages that exists in Scottish secondary schools, where denominational schools usually teach French, Spanish and/or Italian, while non-denominational schools generally teach French and German.

Regarding the other language, Swedish, this choice might not be too surprising. In terms of other languages S1 pupils chose to mention as languages they would like to learn in S2, a wide range was apparent, although some interesting selections appeared both in choices of languages to be learned along with Spanish (figure 8.58) or instead of Spanish (figure 8.59).

Figure 8.58. S1 pupils' choice of languages to study in S2 along with Spanish (Appendix H.58)

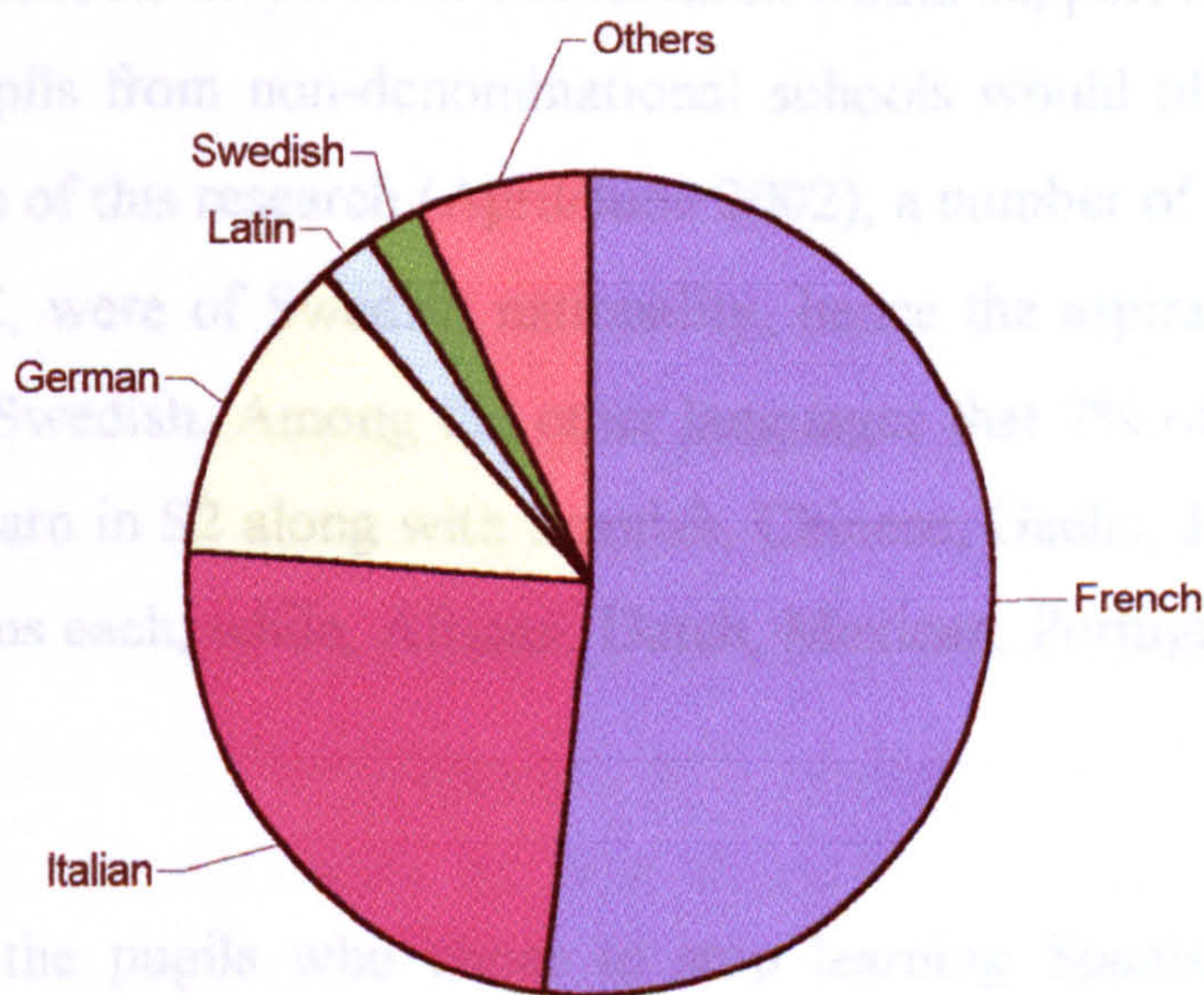


Figure 8.58 and appendix H.58 show the statistics for the S1 pupils who would like to continue learning Spanish along with starting another language. Among the 185 pupils who chose to learn two languages (Spanish being one of

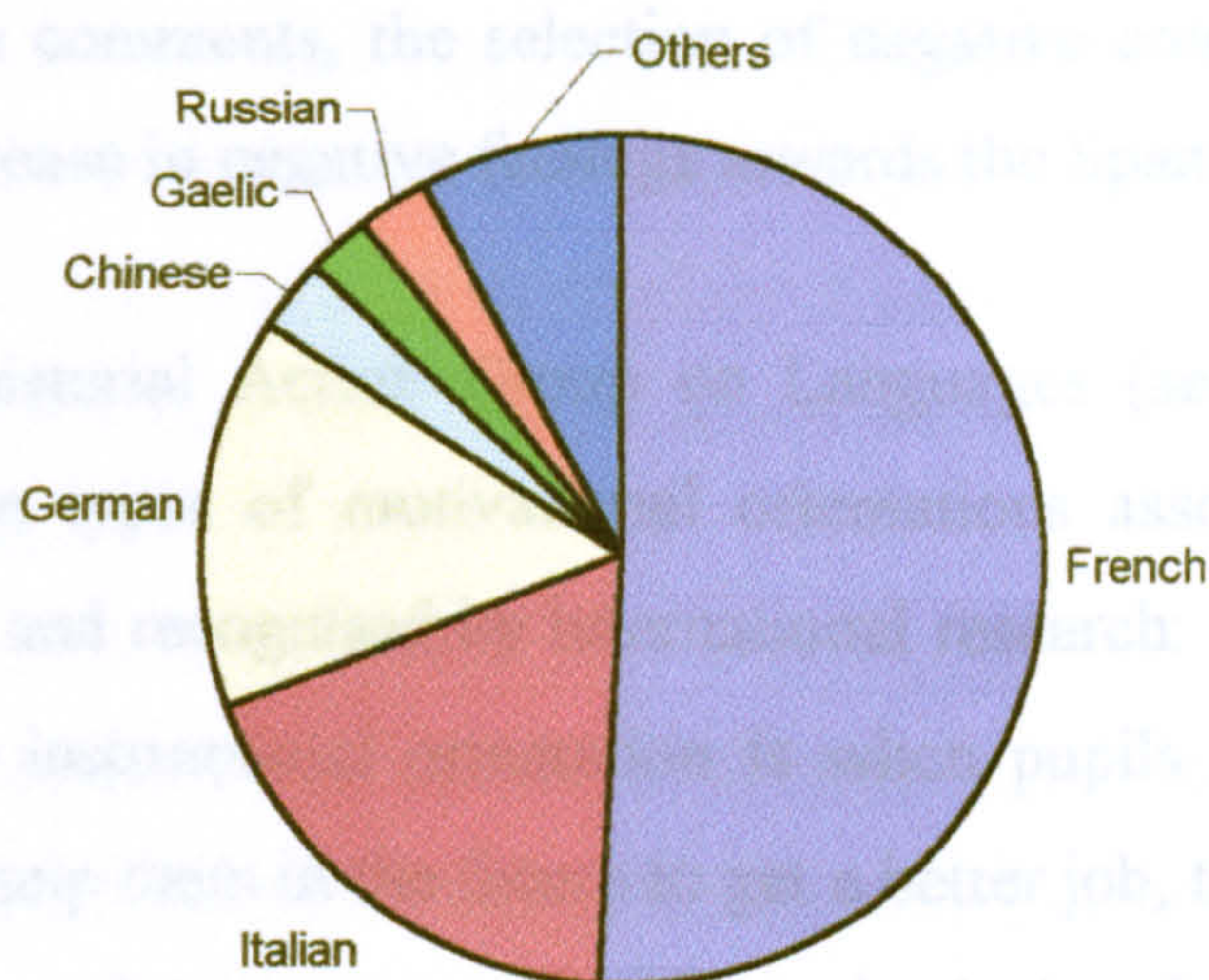
them), 52% of them (96) selected French, followed by 24% (45 pupils) Italian and 12% (23 pupils) German. Following these three first options, and with a much lower number of choices each, came: Latin and Swedish with 4 pupils choosing each (2%). Looking more closely to these languages, the researcher found that the four pupils saying they wanted to learn Latin were from two schools, both pupils coming from the same class in each school. This could be due to the teacher in that class having mentioned that he/she might have learned Latin in school and how this language had helped him/her to learn other languages.

Regarding the other language, Swedish, this choice might not be too surprising knowing the background of Scottish secondary schools teaching Spanish and the role football plays in society in the West of Scotland. As highlighted earlier, all the schools involved in this research were denominational (Catholic) state schools. In Glasgow, there are three main football teams two of which are very identified with the religious divide found in the city and the West of Scotland in general. One team is often linked to Protestantism (Rangers F.C.) while the other one is linked to Catholicism (Celtic F.C.). Following this division, most of the pupils studying in the schools involved in this research would support the same team (Celtic F.C.), while pupils from non-denominational schools would often support Rangers F.C. At the time of this research (April/June 2002), a number of very popular players from Celtic F.C. were of Swedish nationality, hence the aspiration of a number of pupils to learn Swedish. Among the other languages that 7% of S1 pupils said they would like to learn in S2 along with Spanish, Chinese, Gaelic, Japanese and Russian had two mentions each, while, African, Dutch, Mexican, Portuguese and Panjabi had one each.

Among the pupils who chose to stop learning Spanish but start learning another language (figure 8.59), the same languages were mentioned in the first three places: French (51%), Italian (18%) and German (15%). After these, three languages that are seldom taught in Scottish secondary schools appeared with three pupils saying they wanted to learn each of them: Chinese, Gaelic and Russian. Finally, among the other languages S1 pupils wanted to learn in S2 instead of Spanish,

Japanese was mentioned twice, while African, Cantonese, Korean, Greek, Mandarin, Portuguese and Swedish were only named once each. The appearance of Japanese and Korean could once again be linked to the love of football by many Scottish pupils. During May and June 2002 (when the S1 survey took place), the Football World Cup was taking place in Japan and South Korea and would have been followed by many of the S1 pupils participating in this research.

Figure 8.59. S1 pupils' choice of languages to study in S2 instead of Spanish (Appendix H.59)



The statistics in this section showed that Scottish S1 pupils learning Spanish and participating in this research were generally willing to learn languages, and having the choice, the majority of them would continue learning at least one language in S2. It would be interesting to see if the same statistics are obtained among pupils studying other languages such as French and German which would give researchers and authorities an idea of pupils' feelings in terms of language choice in Scottish education.

The following section provides general conclusions on the pupils' attitudes to learning Spanish.

8.6. Conclusions on pupils' attitudes to learning Spanish

Five main aspects were analysed in this chapter: why P5 to S1 pupils were happy or not about learning Spanish; what P6 to S1 pupils felt about the activities they did in the Spanish class; how easy or difficult P7 and S1 pupils perceived the learning of Spanish to be; how useful they felt their primary Spanish learning experience had been for their work in S1; and finally, having the choice, which languages would S1 pupils choose to learn in S2. In general it could be said that this research has found that pupils in primary schools were very positive and enthusiastic about their Spanish learning experience. In S1, although generally more pupils selected positive comments, the selection of negative comments rose considerably, revealing an increase in negative feelings towards the Spanish learning experience.

The Ministerial Action Group on Languages (see chapter 3; section 3.8) highlighted three types of motivational orientations associated with learning and using languages and recognised by international research: instrumental, intrinsic and integrative. The instrumental orientation is when pupils learn a language because they feel it will help them in the future to get a better job, to get into university or for their CV. Language learners are moved by an intrinsic orientation when they want to learn a language because they feel the learning experience will be fun, because they enjoy languages as such, or because they find them stimulating. Finally, the integrative orientation involves pupils being motivated to learn a language because they are interested in other cultures or the culture and country/ies of origin of the language in question.

Between P5 and S1, the majority of pupils selected the happy option “it was something new and different”. In this situation, pupils followed an intrinsic motivation based on the subject itself. The second most chosen option varied between the school stages involved in this research. In P5, pupils were happy about learning Spanish because they felt “it would help them to make Spanish friends”, they were stimulated by an integrative motivation which would help them become part of a new social environment. However, in P6 and P7 the focus was on the Spanish lessons themselves, intrinsic motivation, as opposed to the social use of the

FL, integrative motivation, with pupils' second highest choice being that "Spanish was fun". In S1, the majority of pupils reverted to the social use the FL could have for them choosing the option which stated they were happy because "it would help them while in Spain on holidays with their family" (integrative motivation) although it could also show instrumental aspects where pupils felt they could use the Spanish learned in school for their own use. This indicated a change in S1 pupils' attitudes to learning Spanish where by S1 they seemed to be instrumentally and integratively motivated and wanted to see a use of the MFL in their own life outside school, as opposed to simply enjoying learning Spanish because the lessons were taught in a fun way (intrinsic motivation). Among the reasons which pupils could choose from, none included a clearly instrumental motivation such as "because I will get a better job" or "because it will help me in secondary school or in the future". However, in the empty bubble provided, a small number of pupils (4% in P5; 1% in P6; 3% in P7 and 6% in S1) said they were happy about learning Spanish because it could be useful in the future.

It has to be borne in mind that at all times in this research, more positive than negative comments were selected. As was expected, the majority of pupils were not happy about learning Spanish because "it could be hard" in P5 or "it was hard" from P6 to S1. This choice again highlighted the importance of the intrinsic aspect of the learning experience to the pupils. The second highest choices also varied with each school stage. In P5, many pupils feared "sounding silly in front of their friends when speaking Spanish" which could be linked to the fear of the unknown highlighted earlier. However, this fear decreased in P6 and P7 thanks to the unthreatening atmosphere created in the Spanish lessons by primary teachers. In P6, many pupils felt that "Spanish was something else they had to do and that they were already doing enough in school" (displaying an intrinsically motivated reaction to FL learning). In P7, a worrying aspect emerged with many pupils feeling unhappy about learning Spanish because they felt "they would never use the FL", highlighting the realisation in pupils of the little instrumental motivation provided by their situation in Scotland and the lack of or little contact Scottish children have with the FL countries. In S1, the second highest negative choice was the empty bubble where pupils could write

their own comments. In this case, the majority of pupils choosing to express their feelings mentioned their unhappiness with the activities undertaken in the Spanish lessons, reverting to intrinsic motivation.

In terms of the progression of choice among pupils from P5 to S1, a drop in positive comments was clear between P7 and S1 along with an increase in negative comments. Only one statement showed an increase between P7 and S1, “I go to Spain on holidays and I’ll be able to help my family”, which showed that S1 pupils perceived the S1 curriculum to be more useful to them than the topics learned in P7, and that S1 pupils were moved by more instrumental attitudes. In terms of the positive comments, the importance of the teacher was highlighted in P6 and P7 with 79% and 73% of pupils respectively choosing “I like my teacher”, which, to some extent, supports the ‘primacy of pedagogy’ theory explained earlier.

The findings from this research reinforce some of the evidence of the AGL report “Citizens of a Multilingual World” (see chapter 3, section 3.8) and some of Nikolov’s findings in his research of 6 to 14 year old Hungarian pupils learning EFL (Nikolov, 1999). The AGL report had claimed that the languages curriculum was originally intrinsically motivating to primary aged pupils, but that this motivation declined in secondary schools. In the research reported here fewer pupils tended to select options related to this aspect between P5 and S1. In terms of instrumental motivation, the AGL report felt that “society and its schools are providing little instrumental motivation for learning languages” (AGL, 2000). However, the present research found that, although the numbers increased regularly from P5 to S1, the majority of pupils did not feel Spanish was something they would never use (only between 9% in P5 and 32% in S1 chose this comment). In terms of integrative motivation (pupils wanting to become closer to the culture of the FL), the AGL felt that “there is insufficient real contact with real speakers of the other language for a strong integrative motivation to develop” (AGL, 2000). However, this research found that a large number of pupils felt that by learning Spanish in school they would be able to help their family while on holidays (between 72% in P5 and 54% in P7 chose this option). Although to a lesser extent, a considerable number of pupils also felt

they would be able to make Spanish friends thanks to the Spanish learned in school (between 80% in P5 and 33% in S1). It would be interesting to compare these percentages with pupils learning e.g. French.

In his publication for the Council of Europe (2002) *Addressing 'the age factor': Some implications for language policy*, Johnstone noted that “observers in early language learning classrooms frequently report that the children seem highly motivated. To begin with, the motivation seems associated with pleasurable activities and then assumes a more intrinsic form as it is associated with the pleasure of learning and with cognitive challenge” (Johnstone, 2002, p. 12).

Johnstone cited Nikolov's 1999 research where she found that in the 8 to 11 year old group, both external and utilitarian reasons were more frequent in this age group than earlier (Nikolov, 1999, p.43). However, in the 11 to 14 year old group, “classroom related answers are frequent... the teacher is less frequently mentioned ... and external reasons are very rare” (Nikolov, 1999, p.43-44). In general, Nikolov found that:

In the Pécs study the most important motivating factors for children between 6 and 14 years of age included positive attitudes towards the learning context and the teacher; intrinsically motivating activities, tasks and materials; and they were more motivated by classroom practice than integrative or instrumental reasons. Knowledge as an aim gradually overtook the role of external motivating factors like rewards and approval. Instrumental motives emerged around the age of 11 or 12, but they remained vague and general. No trace of attitudes towards speakers of the target language was identified in the answers to the open questions. (Nikolov, 1999, p. 53)

The findings of this research support some of Nikolov's results. This research found that the main motivating factors for pupils between P5 and S1 (9 to 13 year olds) were intrinsic, as was the case in the Nikolov research, but the results in the present investigation, showed an appearance of integrative and instrumental motivation as early as P5 (9-10 year olds) and P7 (11-12 year olds) respectively.

Another aspect investigated in terms of pupils' attitudes was their feelings towards the activities in the Spanish lessons. Although most primary classes used the majority of activities included in the questionnaire, a wide variety of activities was

present in secondary classes. However, in both stages, the use of technologies, such as videos or computers, was still very restricted despite the recognition that they encourage pupils' positive attitudes. In most cases, according to the teachers, this was due to a lack of training in these new technologies, but also due to timetable restrictions, as they usually did not have time to prepare new lessons using them, or to availability restrictions as many schools had still not had computers installed. In general, pupils liked doing games and liked writing, contrary to many teachers' perceptions, however, as was expected, they did not like tests. Another issue apparent was the lack of access to a native speaker in the form of a Foreign Language Assistant (FLA) which would reinforce the integrative aspect of motivation. The use of a FLA could perhaps solve the P7 problem where some pupils did not feel they would ever use the FL, as well as provide a real contact with the FL country, culture and linguistic support for the teacher.

Regarding the activities pupils felt happy about, "doing games with cards with the teacher or in groups" usually received the highest percentage. However this could be due to the word "games" in the wording of the activity. "Learning new words" was also an activity that pupils rather liked, although the percentage of pupils feeling happy doing this activity fell from 79% in P6 to 49% in S1. On the opposite side, the activity the highest percentage of P6 and P7 pupils were not happy about was "writing" (17% in P6 and 25% in P7), although in both stages more pupils were happy than unhappy about it (54% in P6 and 48% in P7). These 17% and 25% might be due to the fact that a lot of writing is copy writing or directed writing and it might be beneficial to research new ways of introducing writing to language learners, writing that could have a purpose, such as letters or e-mails to friends abroad. In the primary stages, another activity pupils were not happy about was "when the teacher talks Spanish". However, as has been pointed out earlier in chapter 7, most primary teachers did not use the target language very often, and when they used it this was mainly to give instructions or praise the pupils' work. It would be interesting to investigate this situation further and find out why pupils were not happy when the teacher talked the MFL. Finally, in S1 the activity where most pupils were not happy was, of course, "doing tests" with 57%. This was hardly surprising but it should be

borne in mind if any form of assessment is introduced in MLPS, it should be child friendly and should not deter the pupils from their enthusiasm for the MFL. In her research, Nikolov also found that “the general tendencies reflected an enthusiasm towards playful language learning activities, intrinsically motivating tasks and materials, and a negative attitude towards tests” (Nikolov, 1999, p. 51). Apart from tests, in S1, the highest percentages of Scottish pupils who were not happy about doing certain activities were recorded in “doing exercises with a listening tape” (48%) and “singing” (45%), with “writing” being selected by 36% of pupils, although as had been the case in P6 and P7, a higher percentage, perhaps surprisingly and contrary to popular teacher perception, was happy about it (38%). This did not occur with the previous two activities which recorded 28% and 34% of happy pupils respectively.

Although from the first section of the questionnaire, a significant number of pupils were not happy about learning Spanish because it was hard, when asked directly how difficult they found the Spanish learning experience to be, the majority of P7 and S1 pupils (52%) perceived learning Spanish to be an activity of average difficulty. However, although more S1 pupils found it very easy (6% in S1 as opposed to 5% in P7), a higher number of S1 pupils also found it difficult (17% in S1 as opposed to 13% in P7). The Scottish AAP from 2001 asked the same question of P7 and S2 pupils learning French and German. From data kindly received from the team undertaking the research, “under half the group (46%) said they found learning a language difficult”, with 50% of French students and 40% of German students saying so. Although taking into account that both research exercises had very different aims and were carried out in very different settings, the numbers of pupils finding learning Spanish difficult and very difficult in the present research were very much lower: 17% in P7 and 23% in S1. A number of secondary teachers involved in this research had experienced this themselves and stressed it during interviews. This could be a strong point to support the diversification of languages in Scottish schools and to increase the amount of schools teaching Spanish. On the one hand, more people seem to be going to Spain on holidays, instead of flying over the country whose language they learn as Sharpe highlighted (Sharpe, 2002), so pupils would

have a stronger integrative motivation to learn it. On the other hand, if pupils find learning Spanish as their first foreign language easy, their learning experience might not be associated with anxiety which, according to Krashen, would facilitate learning, and pupils would not be put off through poor intrinsic motivation.

A striking figure in this research was that 10% of secondary pupils involved in this research had not learned Spanish in primary school. In some cases, pupils had come from a different cluster where they had learned another language (German, French or Italian). In others, their primary schools had had problems providing Spanish teaching because of the trained teacher's absence or promotion. This is a rather high figure which should not be appearing in a programme that has been in place in Scotland since the generalisation programme began in 1993, and is related to the implementation issues highlighted earlier in chapter 6. Among the pupils who had learned Spanish in primary school, 31% felt the primary experience had helped them a lot, 50% a little and only 8% found that it had not helped them at all in secondary school. This last figure could have two interpretations. Either they had not learned much in primary school, or they had worked hard in primary school but were doing the same things in secondary school. This issue has been discussed earlier in terms of liaison arrangements and should be promptly dealt with if higher figures of negative attitudes among FL learners are to be avoided.

Finally, in terms of language choices for S2, a very encouraging 69% of S1 pupils wanted to continue learning languages if they could choose. 55% of pupils wanted to continue learning Spanish, of whom 20% wanted to start learning a second language along with Spanish. 13% of S1 pupils wanted to stop learning Spanish but in order to study a different language. These figures should be taken into account by authorities or secondary schools who, in the light of the 'entitlement' debate raised during 2001-2002, were considering putting languages as an option, as opposed to a subject the majority of pupils had to learn until S4. The 31% of pupils who did not want to learn languages gave reasons such as Spanish being difficult or boring, or that they already knew enough. These last reasons could, once again, be related to liaison problems and/or to duplication. From the reasons given by these pupils to stop languages, a couple of conclusions can be drawn for the attention of authorities

and schools. Firstly, the use a FL has in the future of Scottish school pupils has to be emphasised and reinforced. This could be done by encouraging exchanges with the countries of origin of the FL, either virtually (e-mail, video conferencing...), or in real life (trips, exchange of material...). Secondly, by S1, some pupils felt that they already knew enough Spanish. This could be a consequence of secondary teachers re-teaching what pupils had learned in primary school. In this sense authorities should support the clusters of schools and identify ways for the secondary schools to build on what the primary schools had already taught.

In general, this researcher was very encouraged with the amount of positive feeling found among P5 to S1 pupils towards learning Spanish. This research found that the majority of pupils were very enthusiastic about their new experience although this enthusiasm seemed to decrease by S1 as shown by the lower percentages of positive choices in terms of attitudes and activities expressed.

In the report of phase 1 of the Early Language Learning Initiative published by CILT in 2002, the attitudes of pupils in the schools participating in the Good Practice Projects were highlighted in the following form:

Early language learning develops positive attitudes to language learning in children.

Many children are highly motivated, ready and able to make rapid progress, but hindered by lack of time on the curriculum...

There is concern that children will lose their positive attitudes to foreign language learning and regress in Year 7...

Some projects benefited from links with schools abroad/twinning/EU-funded projects. These links can provide a real purpose for learning and using a foreign language and motivate children to learn more.

(CILT, 2002a, p. 15)

However, a number of issues require to be dealt with if the positive attitudes found in children towards FL learning are to be maintained in the future:

- Secondary schools need to take on board what primary schools have taught;
- ICT should be introduced into FL lessons to benefit from the positive attitudes it typically generates;
- The introduction of FLAs in primary schools should be investigated to see whether they help pupils to see the usefulness of learning a FL, reinforcing the pupils' integrative motivation;
- Activities such as writing and listening to tapes should be adapted in order to appeal more to pupils and increase their intrinsic motivation;
- Testing instruments should be developed to make them a part of pupils' learning experiences and not simply built in as obstacles which pupils have to overcome;
- Pupils' perceptions of difficulty of the different foreign languages and of the future use of it, either for work or leisure, should be taken into consideration when schools and authorities determine the languages to be taught.

The following chapter analyses the pupils' linguistic competence in Spanish.

Chapter 9

Pupils' linguistic competence

Having looked at the Spanish MLPS implementation issues, primary teachers' competence and pupils' attitudes to learning Spanish, the final aspect of this research concentrated on pupils' linguistic competence: what can the pupils understand and produce in Spanish at the end of P6, P7 and S1? As explained in chapter 5, this investigation used two main research tools. Firstly, a number of pupils were interviewed individually in P6 (82 pupils), P7 (80 pupils) and S1 (35 pupils) in order to assess their listening, speaking and, to a smaller extent, reading competence in Spanish. As the main focus of this investigation was the primary pupils' linguistic competence, two cohorts were interviewed in P6 and P7 in consecutive years and only one S1 cohort. Secondly, the writing skill was investigated in P7 and S1. All pupils who had completed the attitudes questionnaire participated in the writing competence assessment by writing five things (questions, sentences or words) in their P7 (Appendix E.11) and S1 (Appendices E.12 and E.13) questionnaires, providing a total of 532 pupils in P7, and 860 in S1.

This chapter is divided into four main sections:

- 9.1. P6 pupils' linguistic competence
- 9.2. P7 pupils' linguistic competence
- 9.3. S1 pupils' linguistic competence
- 9.4. Conclusions on pupils' linguistic competence

For each school stage (P6, P7 and S1) the findings on the different skills assessed are described individually: listening, speaking and reading in P6 to S1, as well as writing and knowledge about language (KAL) in P7 and S1. The findings are analysed in a descriptive qualitative way supported by some quantitative information. The evaluation of the Scottish Pilot Project (see chapter 3, section 3.2 and chapter 4, section 4.1.4) concentrated on the pupils' linguistic competence in French and German and used a quantitative approach to assess this. However, the main focus of the present research was pupils' attitudes to Spanish, hence the detail of the previous chapter. In terms of the pupils' linguistic competence, this researcher's interest did

not lie in the number of nouns, verbs or adjectives pupils could say in Spanish (which might be of potential interest to some linguists), but in whether pupils could communicate in Spanish, whether they understood how the language worked and whether progression could be perceived in their competence between P6 and S1. By using a more descriptive reporting format, it was also considered that the findings would be of greater use to teachers and teacher educators.

9.1. P6 pupils' linguistic competence

The P6 linguistic competence assessment was based on topic areas and pupils were asked to demonstrate their knowledge in these areas. The main areas included in the pupils' interviews were: greetings, personal information, numbers, calendar, weather and colours. Some schools had also introduced other topics such as family, descriptions, parts of the body and time. In such cases, pupils were invited to show the researcher what they could say in Spanish from those topics. The reading skill was only included in three of those areas (numbers, calendar and weather), while the listening and speaking skills were assessed in all the vocabulary areas. As table 5.2 in chapter 5 showed, 43 pupils were interviewed in the first cohort of P6 pupils (June 2000) and 39 in the second (June 2001).

9.1.1. P6 pupils' listening competence

In P6, pupils demonstrated a good listening competence of the vocabulary they had covered in the class and often used guess work to try and predict what the researcher was saying, based on their prior knowledge of the language. For example, P6 pupils showed a clear understanding of how numbers worked in Spanish and liked guessing numbers they had not learned previously in their lessons. For example, when the researcher said "cincuenta y dos", a pupil said "I don't know the number but it finishes in 2". This showed an understanding of the word formation in this topic and highlighted the lack of fear of P6 pupils to guess information even if they made mistakes.

Another issue apparent among P6 pupils was that pupils who had a Spanish class teacher, as opposed to a drop-in teacher, were more used to listening to Spanish

and often recognised a wider range of vocabulary than the others. Clear examples of this situation were mainly apparent in greetings and dates where 43% of pupils with a drop-in teacher had problems saying different greetings and all the days of the week, while difficulties in this area were only found in 25% of pupils with a Spanish-teaching class teacher. In terms of greetings, pupils who had a drop-in teacher often had their greetings restricted to the time of the class, either “Buenos días” if it was in the morning or “buenas tardes” in the afternoon. This situation repeated itself in the areas of calendar and weather expressions where pupils who had drop-in teachers had a more restricted vocabulary range than the others, and would generally remember mainly the day they had Spanish.

A noticeable problem in the listening competence of P6 pupils was the ‘scaffolding’ issue that the Pilot AAP team highlighted in their 2000 report (see chapter 3, section 3.7 and chapter 4, section 4.1.5). Due to this, pupils get used to a common order in which they do different activities or are asked questions, and hence, know what to expect next and often answer the question they expect to follow without really listening to the question asked. This issue became apparent with P6 pupils mainly when interviewed about their personal information or in terms of numbers.

In the area of personal information, P6 pupils always recognised the question on name “¿Cómo te llamas?”. As had been the case with greetings and the days of the week, more pupils with a drop-in teacher (60%) had problems in terms of understanding personal information questions, than those with a Spanish-teaching class teacher (35%). In terms of their place of living “¿Dónde vives?” and of origin “¿De dónde eres?”, pupils had problems differentiating them. As it became apparent, pupils had often been taught just one single option to mean both. This might have been the teacher’s strategy to leave the second option for the following year in order to restrict the number of different structures P6 pupils were faced with in their first year of FL learning. The issue of ‘scaffolding’ became apparent when pupils always expected the researcher to ask them questions in the following order: their name, followed by where they lived, their age and their birthday. Very often if the researcher changed the order and asked about their birthday before their age, pupils

had problems and answered their age to the birthday question. In these cases, the researcher would repeat the question and ask them what they thought she was asking them. In these situations, many then realised it was the birthday she wanted to know as opposed to their age which demonstrated that those pupils did actually understand the question, but had not really listened to it. The issue of 'scaffolding' is a situation that is often encountered in beginner learners and which would benefit from further research in order to identify how teachers can approach different questions and answers without pupils expecting them to be in a given order.

In terms of numbers, the researcher started to say different numbers in Spanish from a handout the pupils were looking at. The numbers were in numerical order in the handout, however when the researcher felt the pupil was dealing well with this exercise, she would not say the numbers in the order given in the handout. In these cases, many pupils did not recognise the jump and continued giving the numbers as they came on the list. Once again 'scaffolding' appeared in numbers where pupils often had to count in their head when they saw a number instead of saying the Spanish for it straight away. This problem could be solved with teachers doing more random number exercises as opposed to counting regularly from 1 to 50, for example. Instead, teachers could count in twos, tens, or pupils could play games such as bingo or picking up number cards at random and saying them in Spanish.

The other topics included in the P6 interviews, calendar, weather and colours, did not create significant problems for the pupils' listening and the majority recognised all the vocabulary when said by the researcher. However, as was earlier highlighted, pupils who only saw the Spanish teacher on certain days, because they were drop-in teachers, had less difficulty recognising their Spanish day than the other days of the week (75% of Spanish-teaching class teacher pupils recognised most days as opposed to 57% of drop-in pupils).

9.1.2. P6 pupils' speaking competence

In this area more differences became apparent among pupils. The first issue highlighted in the listening skill in respect of the difference in recognising

vocabulary between pupils who had a drop-in teacher or a Spanish-teaching class teacher was not always apparent in the pupils' speaking competence.

In terms of personal information a main problem became apparent among the pupils interviewed. Pupils were first questioned on how they could ask somebody in Spanish what their name was, where they lived, how old they were or when their birthday was.

Table 9.1: P6 pupils' competence asking personal information questions

	P6 pupils with drop-in teacher	P6 pupils with Spanish-teaching class teacher	P6 average
All questions asked correctly	0%	0%	0%
Some questions asked correctly	21%	33%	27%
Meaning communicated	21%	10%	16%
No communication at all	50%	50%	50%
Needed prompting	7%	7%	7%

As table 9.1 shows, in most cases, no pupils could produce all the questions correctly, while those who asked some questions correctly were fewer among drop-in pupils (21%) than among Spanish-teaching class teacher pupils (33%). Some pupils (21% of drop-in pupils and 10% of class teacher pupils) tried to communicate with the researcher saying some of the words included in the questions such as “¿Cómo llamo?”, “¿Dónde vivo?” or “¿Años?”. In these cases, although pupils had not mastered the whole correct structure, it was apparent that they had identified some important words in the questions and answers they had heard in the class. However, half of the P6 pupils could not ask personal information questions that could be understood by the researcher. This high percentage was disappointing although it could be said that the same figure might have been found if pupils had started learning Spanish in S1, two years later. Another aspect to take into account in this figure is that the language taught in P6 is generally centred around the pupil him/herself and on “talking about me”: my family, my school, my town.... At the

same time it has to be borne in mind that few teachers used survey activities (see chapter 7) where pupils would have had to use a high number of questions. At this stage, although pupils used questions in order to find information about their friends, these questions were often made available to them on the board or a worksheet where they could read them when doing different exercises. In this sense although the figure is rather disappointing this researcher did not think it was a major weakness of the MLPS programme and felt that this number might have also been found in learners of a different age when questioning had also not been sufficiently practiced.

In terms of numbers, as had been the case with their listening competence, pupils showed an understanding of word formation and often tried to say numbers, following the pattern they had recognised in other numbers even if they had not learned them in school previously. Examples of these instances were “ochoenta” instead of “ochenta” following the pattern of “cincuenta, sesenta, setenta”, or pupils who said numbers when the researcher gave them the word for the 10s. In such cases, the researcher would say “sesenta” was 60, so pupils guessed and were able to say “sesenta y dos” or “sesenta y seis” correctly. In this vocabulary area, three main problems became apparent among P6 pupils. Although the topic of numbers is one that many pupils enjoy learning and is taught early on in P6, a large number of pupils still had problems. However, many of these problems were mistakes that the researcher had also encountered in her experience with beginner adult learners such as: pronouncing “sies” and “seite” for “seis” and “siete” or difficulties in pronouncing the sound “ein” in “veinte, treinta” (21% of drop-in pupils and 18% of class teacher pupils) ; saying “dieze” for “diez”, but “catorz” for “catorce” (14% of drop-in pupils and 8% of class teacher pupils); or missing out “y” in “treinta y uno”, “cuarenta y dos” (33% of drop-in pupils and 30% of class teacher pupils). In these cases, at all times more pupils with a drop-in teacher seemed to have pronunciation problems than those who had more contact with their Spanish teacher. However, these results did not take into account the teachers’ linguistic competence or pronunciation in Spanish. In this respect, it would be interesting to study whether the teachers’ linguistic competence had any influence on the pupils’ linguistic competence and on their attitudes.

Another issue perceived among pupils was the earlier described ‘scaffolding’ issue, where some pupils could say numbers in order, but not if they were chosen at random. In these cases, pupils tended to count up the numbers in their heads or whispered until they arrived at the number they saw on the handout in front of them.

The problem of missing out the “y” in the numbers was also found in dates where some pupils (14% of drop-in pupils and 10% of Spanish-teaching class teacher pupils) used “y” instead of “de”. Many pupils said structures such as “Lunes, trece y junio” as opposed to “Lunes, trece de junio”. This situation appeared in many schools and was not a mistake taken from a teacher, so it would be interesting to study the thinking behind this from the pupils’ perspective. However, this could also be related to Scottish/British learners of Spanish as, in the researcher’s experience, adult learners also experienced problems with words such as “de”, “y” “a” “en”. As had been the case with their listening skill, many pupils who had a drop-in teacher had problems saying all the days of the week and tended to use shorter sentences when saying the date. Pupils who had a Spanish-teaching class teacher often used the whole structure of “Hoy es miércoles, dieciocho de junio”, as opposed to “Miércoles, dieciocho de junio” for drop-in pupils. Although a lot of pupils had not learned about birthdays in school and did not recognise the question in Spanish, when asked to say their birthday date in Spanish many (17% of drop-in pupils and 45% of class teacher pupils) tended to follow the English pattern of month followed by date, “junio veinticuatro”, as opposed to the correct order of date and month, “el veinticuatro de junio”. In this situation, more pupils who had a Spanish-teaching class teacher tried to say their birthday date in Spanish, which could explain the higher percentage of wrong sentences in class teacher pupils. This situation usually arose in pupils who had also shown problems when saying the date. So, in these instances, although pupils demonstrated an ability to transfer one structure of the language, date, to a different context, birthday, unfortunately the structure was originally wrong.

Not all schools had covered the topic of colours. However, a number of interesting issues emerged in this vocabulary area. In this topic, another instance of ‘scaffolding’ was detected in a number of pupils when they followed the pattern of

previous colours in a list. For example, a pupil said “naranja, rosa, roja”, as opposed to “rojo” which would have been the usual form of the adjective, or “marrón, marado” as opposed to “morado” following the initial syllable in the previous word. Another issue apparent in a number of pupils was that they had seemed to learn descriptions, and following the idea of agreement of adjectives with nouns, they used some adjectives with plural endings such “verdes, azules, marrones” which would be related to eye colours, or “moreno” (which refers to hair colour) instead of “marrón”. An interesting situation occurred when a pupil used the song she had learned the colours with to say the colours. In this case, she said the structures from the song: “dan morado” for purple and “me gusta naranja” for orange.

In terms of weather, although all pupils could say two or three phrases without prompting, very few pupils could say all the weather sentences usually taught in P6. Although some problems were apparent in terms of the wrong use of the verb for each sentence with pupils often using “hace”, “hay” or “está” in the wrong place, it has to be borne in mind that this is a topic which uses quite complex structures and which also creates problems in adult learners.

As Mitchell, Martin and Grenfell (1992) highlighted, “previous research had not demonstrated beyond doubt that younger foreign language learners are more effective than older learners, hour for hour, with the possible exception of pronunciation. However, **there are other aspects of phonological development in which primary age children do show advantages**” (Martin, 2000, p. 11). One of these aspects was “the ability to imitate sounds accurately” (Sharpe, 2001, p. 33).

In terms of pronunciation, the present research found that P6 pupils did not feel shy about imitating the Spanish sounds the teacher was teaching them and most had no problems with the majority of them. However, some problems that emerged among P6 pupils were related to the diphthong “ei” pronounced “ie” or “ai” as in “veinte, treinta”; the tendency to put an “e” at the end of “diez” following the pattern in “once, doce, trece, catorce, quince”; problems with the pronunciation of “v”, “j” and “tr”. However, these mistakes had, once again, also been encountered by the

researcher in adult learners so they seemed to be related to the Scottish / British origin of the learner rather than to the age issue.

The intonation of P6 pupils was more difficult to assess due to the lack of sentences used by them and to the amount of single word sentences P6 pupils used to answer the researcher's questions. On the other hand, as the teacher had pointed out to the researcher beforehand, one P6 pupil had a very strong Andalusian accent. This pupil did not have any Spanish relatives and the only contact he/she had had with Spain had been some holidays in the past. Unfortunately, this pupil's school stopped teaching Spanish the following year and it was not possible to follow his/her progress further.

In this section the differences between pupils who had a Spanish teaching class teacher or a drop-in teacher have been highlighted. In her thesis, Driscoll (2000) contrasted the characteristics of two different teaching models: a generalist primary teacher and a specialist visiting teacher. It would be interesting to research the effects, if any, of a primary FL class teacher and a primary drop-in FL teacher on the pupils' linguistic competence.

9.1.3. P6 pupils' reading competence

The reading competence of P6 pupils was only assessed in three vocabulary areas: numbers, calendar and weather. In terms of vocabulary on calendar and weather, pupils did not have major problems reading the majority of the cards with the days and months shown to them by the researcher. However, some problems emerged such as the pronunciation of "j" and "v" in "Jueves"; the accent in "sábado"; and the influence of English when pronouncing "mayo" or "agosto" instead of "agosto", or the "h" in "hace" or "hay".

In terms of numbers, a common error in P6 pupils when saying the numbers disappeared when they read the words for them. When pupils were shown a number and had to say the Spanish for it, many forgot to use the "y" between the tens and the units, saying "treinta dos" or "cuarenta cinco". However, this problem disappeared

when they read the numbers in writing. As had been the case with the listening skill, many pupils also enjoyed guessing numbers they had not actually learned yet by applying their previous knowledge of how the numbers were formed in Spanish in order to read out the number in Spanish and say its English equivalent. In other cases, although pupils read out the numbers correctly, they could not say what the number was in English. Finally, a small number of pupils did not want to read out the number in Spanish aloud, but could give the number in English even if they had not learned it in class yet.

The following section looks at the pupils' linguistic competence in P7.

9.2. P7 pupils' linguistic competence

In P7 and S1, two different tools were used to measure the pupils' linguistic competence. On the one hand, pupils' listening, speaking and reading skills were assessed in individual interviews with the researcher. On the other hand, the writing skill was included in the pupils' attitudes questionnaire (Appendices E.11, E.12 and E.13) where pupils had to write five 'things' (words, sentences or questions) in Spanish. In total, in P7, 80 pupils took part in the interviews with the researcher, 41 pupils from 12 different primary schools participating in the interviews in the first cohort (June 2001), and 39 from 10 schools in the second cohort in June 2002 (see table 5.2 in chapter 5). In terms of writing, a total of 532 pupils from 23 primary schools completed the writing competence section in the P7 pupils' attitudes questionnaire. As was earlier highlighted in table 5.4 of chapter 5 reproduced below, the linguistic competence interviews in P7 and S1 included five tasks.

Table 5.4: P7 and S1 linguistic competence interview format

Task	Areas of Interest
1. Speaking (icebreaker) What topics have you learned? What can you tell me about them in Spanish?	Establish topics covered; Vocabulary recall; Pronunciation / Intonation / Accuracy; Length of utterance.
2. Speaking – Listening (interaction) Question and answer session on personal information, age, nationality, family, date, weather...	Ability to ask questions; Listening / Speaking to establish relationships; Different verb forms (I/You); Pronunciation / Intonation / Accuracy; Length of utterance.
3. Speaking – Listening (description) Pupils had to describe a coloured picture in Spanish, and understand and answer questions on the picture.	Pronunciation / Intonation / Accuracy; Length of utterance; Pupil's own initiative; Agreement of adjectives; Vocabulary recognition and recall; Comprehension skills.

Table 5.4(cont): P7 and S1 linguistic competence interview format

Task	Areas of Interest
<p>4. Listening, interpreting message and Knowledge about Language Pupils listened to a text read in Spanish to them. They had to say in English what they had understood. Finally they were asked about different verb forms.</p>	<p>Listening for information; Message extraction; Recalling information in English; Understanding of grammatical features; Awareness of different verb form (1st and 3rd persons).</p>
<p>5. Reading, message extraction and Knowledge about Language Pupils had to read sentences in Spanish and interpret them in English. Pupils were asked about gender and number differences in adjectives.</p>	<p>Phonic ability; Pronunciation / Intonation / Accuracy; Reading for information; Understanding of grammatical features; Awareness of gender and number forms in adjectives.</p>

The pupils' writing competence in Spanish was assessed in P7 and S1 by means of a free-writing exercise which was part of the pupils' attitudes questionnaire. In this questionnaire (see appendices E.11 to E.13), pupils were given five lines where they had to write five things in Spanish. The instructions were that they could write anything they wanted (words, sentences or questions) and that if they were not sure about how to spell them correctly, they could have a guess. An attempt was made to stress that this was not a test and that the researcher would be the only person seeing what they had written. Most of the classrooms had a lot of Spanish written on the walls, either in the form of posters, pupils' work or labels. Although this was supposed to be a free-writing exercise and the researcher asked pupils to concentrate on the Spanish "they had in their heads" and not what was on the walls, some did look at the walls and copied from them. Unfortunately, the researcher could not control this situation on her own and she was aware that this would affect the results. However, the samples were quite big (532 pupils in P7, and 860 pupils in S1) and the results still provided some information of what the pupils freely decided to write about in the foreign language, and the accuracy or problems they had in their writing. In order to analyse the pupils' writing competence, two main issues were recorded. Firstly, what the pupils had decided to write, whether it was words, sentences or questions, and the topics they wrote about. Secondly, the

accuracy and the errors the pupils committed in their writing. In respect of the first, the writing of the pupils was divided into three main groups: words, sentences and questions. The words group included single words, lists of words and expressions such as “good morning” or “a blue jacket” where no verb was used. The pupils’ writing was considered a sentence when a verb was present, even if it was grammatically incorrect. Finally, the questions were more difficult to classify as many pupils did not use question marks all the time. However, the pupils’ writing was included in the questions group when question words were present or a final question mark showed that it was a question. The second aspect investigated in the pupils’ writing competence was its accuracy and the mistakes they committed. All the mistakes were recorded and divided into three main groups: phonetic writing mistakes, errors related to Spanish specific characters or punctuation marks, and finally, grammatical mistakes.

All the examples included in terms of writing competence follow the pupils’ writing, without corrections from the researcher. In a few instances, due to problems reading some pupils’ handwriting, the researcher had to make some guesses based on the writing of that pupil in the rest of the questionnaire. In other instances, when the intention behind the pupils’ writing was not clear, the researcher had to discard that pupil’s writing. However, this did not occur very often and should not have affected the results to any great extent.

9.2.1. P7 pupils’ listening competence

During the interviews with the pupils, the researcher concentrated on a number of areas in terms of listening ability such as: vocabulary recognition, message extraction, listening for information and recalling information in English. The majority of P7 pupils recognised the vocabulary they had learned in the class when they heard it, although not all could reproduce it without prompting with up to 3% of pupils needing prompting. However, a problem was apparent among a number of pupils (10%) who found it difficult to recognise a known structure in a different environment. For example, P7

pupils generally recognised the question about their name: “¿Cómo te llamas?”, or about their siblings’ names: “¿Cómo se llama tu hermano / hermana?” However, although pupils could say the pets they had (“tengo un gato”, “un perro”), some showed problems understanding the question about their pet’s name “¿Cómo se llama tu perro / gato?” This could represent a difficulty in P7 pupils to transfer language from one topic area to another which was also apparent in P6 and in previous research such as the English 1960s Pilot Evaluation led by Burstall et al (see section 2.1 in chapter 2 and section 4.1.1 in chapter 4) and the Scottish Pilot Project evaluation in the 1980s led by Low (see section 3.2 in chapter 3 and section 4.1.4 in chapter 4).

Task 4 (see Appendix E.15), concentrated on the pupils’ ability to extract in English, the information read to them in Spanish. The text used for this activity was based on the topic of family, which the majority of pupils had covered by the end of P7, and included information on names, ages and descriptions of the different members of an imaginary family. Apart from familiar vocabulary to the majority of P7 pupils, the second sentence “Mis hermanos son Julio y Carlos. Tienen 10 años. Son gemelos” included an item that most of them would not have learned: “Son gemelos” (they are twins). This sentence had three main issues the researcher was interested in: firstly, pupils had to realise there were two brothers who were both ten by the ending of the verbs “se llaman” and “tienen”; secondly, the name of one of the brothers, Julio, was deliberately chosen so pupils could show their understanding that the text was describing the name of a person, as opposed to the month of July; and thirdly, although it was not expected that pupils had learned the word for twins “gemelos”, it was included to see if pupils could make deductions and guess its meaning. This gave an opportunity to see whether pupils would try to guess the meaning of the word from its context. On this occasion, many pupils (39%) recognised the verbs were referring to two or more people who were 10 years old, however only a very small number of pupils (3%) guessed that the word “gemelos” meant they were twins. In this sense, P6 pupils showed a higher tendency to guess vocabulary although in their case, the topic area was restricted to one:

numbers. In terms of the name “Julio” the vast majority of pupils realised the sentence was describing a boy and 14% said it referred to the month of July.

In terms of P7 pupils’ listening competence, it was apparent that a considerable number of pupils (28%) still had problems recognising the basic personal information questions which are usually part of the learning process from P6: name, origin, place of living, age and birthday. This could have been due to the fact that the topics taught in P7 were not so centered on the pupil but were about the people (family, friends) and environment (town places, café) around them.

9.2.2. P7 pupils’ speaking competence

In terms of speaking, the research concentrated on the pupils’ ability to recall vocabulary; their ability to establish relationships by asking questions; their pronunciation and intonation; their phonetic and grammatical accuracy; the length of their utterances, and their use of descriptive language and grammatical agreement rules. As was highlighted earlier, although most pupils recognised the vocabulary they had learned during the school year when they heard it, not all could say the words or sentences correctly. As table 9.2 shows, this was clear in terms of personal information questions.

Table 9.2: P6 and P7 pupils’ competence asking personal information questions

	P6 average	P7 average
All questions asked correctly	0%	13%
Some questions asked correctly	27%	28%
Meaning communicated	16%	12%
No communication at all	50%	39%
Needed prompting	7%	8%

In P7, more pupils (41%) could ask some or all the questions to the researcher correctly than in P6 (27%). However, fewer pupils (12%) were able to convey the meaning of their questions than in P6 (16%). The number of pupils who could not communicate at all in Spanish was lower in P7 (39%) than the alarming 50% in P6. Although these figures show an improvement in the pupils' speaking competence, they also highlight a greater reticence in the part of P7 pupils to use communication strategies in the FL when they do not know the words needed.

In task 3, pupils were shown a picture about a summer scene with three children playing in a field. Pupils were asked to say as much as they could about it in Spanish: what they could see, the colours they saw, how many people there were, what they looked like, what they were wearing and the weather. The first problem apparent in this task was that P7 pupils were not used to this type of exercise where they talked freely about a picture. This could be related to the teachers' infrequent use of storytelling in the class mentioned earlier in chapter 7. Storytelling could give pupils an opportunity to hear longer sentences in a context and to talk about pictures from a storybook. In P7, not many pupils (10%) used sentences in new contexts. Although more pupils (16%) responded with set sentences to questions on personal information or family, when faced with a new context such as the picture in task 3, very few pupils could use sentences such as "Hay dos chicos y una chica", or "el chico lleva.....". However, this could also have been related to the difficulty P7 pupils had when talking in the 3rd person, both singular and plural, as opposed to the 1st person singular.

Another issue that emerged in this task in terms of vocabulary was the problems pupils experienced with the words for "boy" and "girl". Although many pupils did not talk about "boys and girls" when describing the picture, 11% of pupils used the words for brother "hermano" and sister "hermana", as opposed to "chico" and "chica", or "niño" and "niña" used by 19%. This was a surprising occurrence but could be related to the teachers' restricted use of the target language in the Spanish lessons seen in chapter 7. Although these terms ("chico/niño" and "chica/niña") might not be vocabulary which

is specifically taught to the pupils, if the teachers used the TL more often, pupils would be used to hearing “Buenos días chicos y chicas” or to doing exercises where only the boys or the girls repeated certain vocabulary or did a specific exercise.

P7 pupils started to use a form of ‘inter-language’ which the researcher had not experienced in P6 and which emerged on a number of occasions in the P7 linguistic competence interviews, mainly in tasks 2 and 3. Many P7 pupils (25%) mixed Spanish and English when they wanted to say something and they did not know all the Spanish words for it. Instances of this ‘interlanguage’ were: “Tengo un hamster. **It’s brown and blanco**”; “**Cinco de October**”; “**Mis hermanos are K y V**”; “**There is verde trees, naranja trainers**”; “**It’s a chica**”.

In terms of grammatical accuracy when speaking, P7 pupils still had many problems with gender and number agreements, both in terms of article / noun / adjective and subject / verb formations, and with the use of third person singular and plural verb forms. Although many P7 pupils were aware of the agreement features (63% for article/noun/adjective agreements and 39% for subject/verb agreements) when asked about them in tasks 4 and 5, while speaking in Spanish, the majority made mistakes such as: “**azul zapatos**”; “**dos niño**”; “**es marrones**”. Although not always, 29% of P7 pupils used some article/noun/adjective agreements and 41% used the subject/verb agreements correctly. More on this area of the P7 pupils’ linguistic competence can be found in section 9.2.5 and tables 9.7 and 9.8 where the pupils’ knowledge of the FL is analysed. The utterances P7 pupils used were generally longer and more complex than in P6, although around 60% of pupils did not use sentences on many occasions and verbs were often missing. In terms of the P7 pupils’ pronunciation and intonation the same problems as in P6 emerged. However, P7 pupils seemed to link the words in the sentences more than the previous year giving a perception of a more fluent speaking ability. In P7, maybe due to the higher use of sentences, the pupils’ Scottish accent emerged in some sentences, although this did not impede communication with the researcher.

9.2.3. P7 pupils' reading competence

The pupils' reading competence was observed in task 5 where they had to read three sentences in Spanish which included vocabulary on descriptions and clothes. In this task, the researcher concentrated on the pupils' pronunciation, intonation and phonetic accuracy, as well as their ability to extract the message they had read in Spanish and explain it in English. In terms of the fluency of speech, a small difference was apparent in P7 pupils between their speaking and their reading intonation. When pupils read the sentences in task 5, pupils tended to concentrate more in reading accurately the sentences given and did not pay much attention to intonation. However, this is a problem that also emerges when pupils start to read in their mother tongue and it is a normal occurrence in the language learning process.

In terms of the accuracy of their pronunciation, as table 9.3 highlights, some common mistakes emerged in a number of pupils with many pupils saying the English "my" for "mi" (9%) and having problems with the conjunction "y" pronouncing it as "why" (14%) or just saying the English "and" (3%) for it. However, in general all the pupils tried to read all the sentences provided, although many had not seen some of the words, such as "deportivas" before which highlights the pupils' phonic ability reading Spanish by being able to transfer their knowledge of Spanish pronunciation rules to new words.

Table 9.3: P7 pupils' main pronunciation problems in reading task 5

Pronunciation problems with	P7 average
Double L	59%
U after Q	38%
V	31%
Z	20%
J or G	38%
E and I	20%
Final vowel	59%
Final letter	48%
Mi	9%
Y	17%

An issue emerging in the pupils' pronunciation was sometimes their over-reliance on the written word due to which they often made mistakes they had not made when speaking in Spanish earlier. The same problem was apparent in terms of the pupils' ability to extract the message from sentences they had read in Spanish (task 5), where some specific words created problems to the pupils in P7 due mainly to their close relationship with English words. Sentence 2 was a description of Julio, a boy. Although the rest of the sentence clearly described the boy and the clothes he was wearing, a fifth of pupils (20%) said it was referring to the month of July. In the previous task, pupils had been read a text where Julio was also included as a boy's name. It was interesting to see that when pupils listened to the sentences in task 4, less pupils (14%) had related it to the month of July, however, when they were faced with the written word, more pupils said it was the month of July although they then went on to describe a boy. Another issue related to false friends emerged with the phrase "tiene el pelo largo y liso". Although some pupils had earlier used the word "largo" for long hair, many translated it as "large hair" (19%) when they read it, without even trying to make sense out of that idea. These two examples show that when reading P7 pupils seemed to be more interested in trying to translate individual words without taking into account the whole context of the text, as opposed to their ability to extract message in its context more accurately when faced with a text they listened to. "Lleva un vestido negro" was another phrase where the pupils' English influence emerged. "Un vestido" (a dress) was a word that many pupils said they had not learned, however 9% of P7 pupils tried to guess its meaning from the context of the sentence and said it meant "a vest" due to its closeness to the English word.

9.2.4. P7 pupils' writing competence

Table 9.4: P7 pupils' choice in writing task

	P7
Words	67%
Sentences	20%
Questions	13%

In P7, although pupils were given the choice of writing anything they wanted, as table 9.4 shows, more pupils decided to write words (67%) than sentences (20%) or questions (13%). However, this varied with schools and some had more pupils writing sentences or questions than words.

In terms of the words the P7 pupils wrote, a number of vocabulary areas were covered: greetings, numbers, colours, days, months, sports or family members. In the majority of cases (82%), when the pupils had decided to write a noun, the article was included. This represented an awareness in the pupils of the importance of gender in Spanish which is an important first step in the learning of the way the language works and which demonstrated that the teachers had successfully instilled some basic rules of the language in their pupils.

In terms of the sentences and questions written by the P7 pupils, these were mainly set phrases the pupils had learned. They included sentences expressing the pupils' name, age, place of living and origin, birthday, family or likes and dislikes. Some P7 pupils also chose to write about the weather, their health or descriptions of themselves. Other pupils wrote phrases used by the teacher when giving instructions, as opposed to sentences about themselves. In P7, most of the sentences were written in the first person singular demonstrating the concentration on topics centred around the pupil in the first stages of FL learning in primary schools.

In terms of the questions the P7 pupils wrote, the same areas of vocabulary were covered with a concentration on asking somebody about their personal details. Other

questions the P7 pupils wrote were general questions the teacher would ask in the class such as the weather or the date. All the questions included in P7 were used in the 2nd person singular form, with the exception of questions on dates and the weather.

Table 9.5: P7 pupils' accuracy in writing task

	Correct	Incorrect
Words	73%	27%
Sentences	54%	46%
Questions	55%	45%

As table 9.5 shows, although the difference between correct and incorrect forms is expectedly higher for sentences and questions than for words, the accuracy of the pupils' writing in P7 was quite encouraging with the majority writing what they had chosen to include correctly. However, the researcher discovered a number of main areas where P7 (and S1) pupils had difficulties: phonetic writing, problems with Spanish specific punctuation or characters and, problems with grammatical structures such as gender and number agreements between articles and nouns, nouns and adjectives or subjects and verbs.

In general, P7 pupils are used to copy-writing, writing following a pattern or selecting and copying the right word from a given list. In this exercise, pupils were asked to write freely "off the top of their heads" without copying from a model. As table 9.6 shows, this created some interesting mistakes where pupils wrote phonetically the word or sentence they had chosen.

As the first three categories in table 9.6 show the major problems Scottish P7 pupils had when writing involved Spanish vowels and diphthongs. When they start to write, Spanish children have problems in two main areas: distinguishing between B and V, which have the same sound, and including or forgetting the initial H which is silent. This research found that a minority of Scottish pupils had problems in these areas, with 11% experiencing problems with B and V, and 4% with the silent H. It would be interesting to research further whether there are some similarities between the errors

pupils make when they start to write in their mother tongue and those made by pupils who learn that same language as a foreign language. Apart from these specific phonetic problems, P7 pupils had a large number of mistakes when writing numbers, for example: **ono, qautro, sies, sise, seite, oucho, deiz, oncie, binty, vientie, vintyuno, vienty ocho, thinkenta.**

Table 9.6: P7 pupils' main writing errors

Writing errors	P7 average
Problems between "i" and "e" in: mi llamo, bebo, me familia, si llama, me padre.	27%
Problems between "ei" and "ie" in: sies, diceimbre, viente, teine.	13%
Problems with other vowels or diphtongs in: athy sol, cincuenty, verda, unyos, dondi, qautro, anyous, ona, amirillo, mi mal, la cuidad.	40%
Writing "b" for "v" in: bibo, vibo, biernes, biento.	11%
Problems with "c" or "qu" in: quarto; quantos, chaqceta	14%
Problems with "c" or "z" in: athe sol; dothe, escothia, escotesa, gratheas, manthana, athul, thinco, dief, finco.	15%
Problems with "g" or "j" in: roho, rogo, roco, rocko, rocho, baco, ochos, un gardin, hamon, quamon.	6%
Problems with the silent "h" in: athe viento.	4%
Problems with "ll" in: te yamas, ti liamas, teiamus, me lyamo, mi lluamo.	11%
Problems with doubling of letters in: tress, la messa, la pizzara, ammirillo, morreno, se lamma, tiennes.	13%

In terms of Spanish-specific punctuation or characters, 61% of the pupils who wrote questions did not include the upside down question mark (¿) required at the beginning of all questions and less than 2% of all the pupils included accents in their writing. Another Spanish character pupils had problems with was the Spanish letter "ñ". In this case some pupils (15%) just wrote a normal "n", while 5% of pupils demonstrated being aware that it was a different sound than the normal "n" by writing words such as "anyos" or "anios".

In terms of grammatical structures, the main problems apparent in the P7 pupils' writing were mistakes in terms of gender, number and verb/subject agreements, articles,

pronouns, prepositions and the use of the wrong verb. At the noun level, although the majority of pupils (82%) included the correct article with the nouns they wrote, 11% had problems with gender writing: **la padre, un madre, un boca, un hermana, un regla** or **un tortuga**. One pupil also wrote “**el mano**” showing that he/she was aware that, although this was an exception, words ending in “o” were masculine and had the article “el”. Other problems with articles were the lack of number agreement as in “**un pantalones**” or problems with masculine singular articles such as “**uno hermano**”.

In P7 only 2% of pupils decided to write adjectives. However, among those who used adjectives, some had word order problems such as: **tengo azules ojos**. In this area also, some pupils had a tendency to add the preposition “de” when using colours as in: **Tengo el pelo de marrón**; or not using it when it was needed as in: **soy escocia**. In terms of pronouns, P7 pupils never used personal subject pronouns to emphasise their sentences, however 10% of pupils had problems with the “me” and “mi” pronouns writing phrases such as: **mi llamo** and **me padre**. However, these mistakes could also be due to the pupils’ phonetic writing discussed earlier and the problems between the vowels E and I. Finally, at the verb level, 4% of P7 pupils committed errors in terms of subject and verb agreement, where they wrote the wrong form of the verb or they just invented a new form: **tengo 1 herman sea llama K, se llamo K, mi hermano sa llama K tienes sies años**.

9.2.5. P7 pupils’ Knowledge about Language (KAL)

In terms of the pupils’ Knowledge about Language (KAL), the research concentrated on three main aspects: awareness and use of agreement rules between article/noun/adjective, and between subject/verb structures, and word order.

As table 9.7 shows, although most P7 pupils (63%) were aware of the meaning of the different endings for adjectives, nouns and articles in terms of gender or number, the majority (71%) did not use them correctly generally, with 19% using them correctly

occasionally . In task 3, pupils were asked to describe a picture and the clothes the children were wearing, but the majority experienced problems in this task producing expressions such as “azul zapatos”, “uno niña”, “dos niño” or “zapatos marrón”. Later in task 5, after having read some sentences in Spanish and having explained their meaning in English, pupils were asked about the endings of some particular adjectives such as: “negra” (when describing the female dog) as opposed to “un vestido negro”; “es blanca” (about the dog again), “unas deportivas blancas” and “zapatos blancos”; and finally “sus ojos son azules” and “una chaqueta azul”. Although the majority understood the different endings were related to male/female and singular/plural variations, some of the P7 pupils’ explanations were rather peculiar with some pupils thinking the endings depended on whether it was a boy or a girl who was talking.

Table 9.7: P7 pupils’ awareness and use of article/noun/adjective agreement rules

	P7 average
Pupils aware of rules	63%
Pupils used rules correctly at all times	10%
Pupils used rules correctly sometimes	19%
Pupils did not use rules correctly generally	71%

Table 9.8: P7 pupils’ awareness and use of subject/verb agreement rules

	P7 average
Pupils aware of rules	39%
Pupils used rules correctly at all times	3%
Pupils used rules correctly sometimes	38%
Pupils did not use rules correctly generally	59%

As table 9.8 shows, more problems were apparent among P7 pupils in terms of verb endings than in terms of article/noun/adjective agreements. By the end of P7, pupils have usually worked with 1st and 2nd person singular verb forms, as well as 3rd person

singular and plural forms. However, fewer pupils (39%) were aware of agreement rules between subject and verbs than those aware of article/noun/adjective agreements (63%). Once again, although many pupils (39%) recognised the different verb forms and knew who they were referring to when they read them or heard them from the researcher, very few pupils could use the 2nd and 3rd person forms when speaking correctly (3%) at all times. In many cases (38%), P7 pupils were aware of having to change the endings of some words but they did not always change all the endings needed. Examples of this problem were: “mi hermanos se llama E y A”; “se llamo”; “se llamo hermanos”; “mi hermanas tienes 5 y 8”. Although fewer than the pupils who generally did not use article/noun/adjective agreements (71%), a high 59% of P7 pupils generally did not use correct agreement rules between subject and verbs. However, it has to be borne in mind that many of these pupils simply did not use verbs when speaking Spanish and just answered by giving single word statements.

Finally in terms of word order, although the majority had mastered the subject/verb order, many still had problems with the noun/adjective order and used the English word order instead. This appearance of English word order was also apparent when pupils said dates in Spanish, using the month followed by the date, as opposed to the date followed by the month.

The following section looks at the pupils’ linguistic competence in S1.

9.3. S1 Pupils' Linguistic Competence

As had been the case in P7, the linguistic competence of S1 pupils was assessed in two different ways: an individual interview with the researcher to assess the listening, speaking and reading skills, as well as their knowledge of the language (appendix E.15); and a section of the pupils' attitudes questionnaire (appendices E.12 and E.13) where the pupils' writing competence was assessed. Between April and June 2002, 860 pupils from 9 secondary schools completed this writing competence section of the pupils' attitudes questionnaire, and 35 pupils were interviewed to assess their linguistic competence in 8 different secondary schools. The pupils participating in the interviews were from the first cohort of pupils, initially interviewed when they were in P6 in May/June 2000. Although when they were in P7, all pupils (41) had said they were going to a secondary school involved in the research, when the researcher contacted the secondary schools in August/November 2001, a number of pupils had not transferred to the school first mentioned, hence the lower number of S1 interviews. The researcher's main interest in terms of the pupils' linguistic competence was in the primary stages, and although it was important to see whether there had been any progress into their secondary schooling, it was decided to interview only the first cohort of pupils in S1.

As was explained in chapter 5 and in the previous section of this chapter, the interview in S1 followed the same format as the one in P7 (see table 5.4 and appendix E.15), as it was believed that pupils would feel familiar with the assessment tool and it could provide a clear picture of the presence, or lack, of any progress between P7 and S1. In this respect, it became apparent that the range of topics the pupils had learned during S1 was more varied than in P7. Different schools used different text-books and these often followed a different order for the topics covered. This aspect could have influenced the results of the test used as some pupils often said they had done that in P7 and could not remember it very well.

9.3.1. S1 pupils' listening competence

The two main aspects included in the listening competence of pupils were: vocabulary recognition and their ability to understand questions and to extract the message from a read text. In terms of understanding questions, S1 pupils showed an understanding of the majority of the personal information questions. However, although to a lesser extent, the 'scaffolding' issue present in P7 was still apparent in S1. This meant that some pupils expected the questions to come in a determined order and often answered the question they were expecting instead of the one actually asked by the researcher. Task 4 in the interview assessed the pupils' message extraction skills. In this exercise, the researcher read a text to the pupils in Spanish, and they had to say in English what the text meant. As had been the case in P7, the sentence that proved to be the most difficult for the S1 pupils was: "Mis hermanos se llaman Julio y Carlos. Tienen 10 años. Son gemelos" (My brothers are called Julio and Carlos. They are ten. They are twins). In S1, many pupils (37%) had problems recognising that the verbs "se llaman" and "tienen" were identifying two or more people as opposed to one single person. In this exercise, fewer S1 pupils (11%) than P7 pupils (14%) believed the text was saying that somebody's birthday was in July. In S1, no pupils ventured to guess what "gemelos" meant. In this instance, pupils seemed to be more adventurous in P7 than in S1 with more pupils (3%) venturing to guess the meaning of this word although not always correctly.

9.3.2. S1 pupils' speaking competence

In terms of speaking, the areas of interest were: the pupils' ability to recall vocabulary and to ask questions, their use of descriptive language, the length of their utterances, their pronunciation, intonation and accuracy, and their use of agreements in adjectives and verbs. In terms of recalling the vocabulary they had learned, S1 pupils were generally accurate and could remember many words on different topics. However, these words were very often given as word lists, without articles in many cases, as

opposed to sentences or structures the pupils could have learned in the different topics. The majority of S1 pupils also showed a problem with the use of the descriptive verb “hay” (there is/are) when talking about their family (60%) or when describing the picture in the third task (69%). Another issue that appeared in S1, but which the researcher had not encountered in P7, was that some pupils knew a Spanish word or phrase but did not know the English for it. For example, one pupil could say “un bolso de piel”, but he/she believed it was a leather jacket as opposed to a leather bag. Another pupil could mention all the different means of transport to go to school: “Voy en coche, en autobús, en avión...” (I go by car, bus, plane...). However, when questioned about how to say how he/she went to school, the pupils just said: “I don’t know how to say I go but it’s en autobús”. This situation highlights a problem some previous research had already identified where some pupils learn ‘chunks’ of language, but they cannot identify what each part of the sentence means or represents, and hence they cannot use that structure in a different context. This research found that although some pupils were aware of some basic grammatical rules they still found it difficult to put them into practice. This is an important issue in FL learning and teaching and strategies to solve this difficulty should be investigated further.

As table 9.9 shows, in S1, more pupils (56%) were able to ask questions on personal information than in P7 (41%), although these were not always correct. However, more S1 pupils (17%) could convey the meaning of the question they were trying to ask than in P7 (12%). This highlighted that some pupils were aware of the format some questions had with utterances such as the following being used by S1 pupils to ask somebody’s age: “¿Cuántas tú tienes?”, “¿Cuánto años tienes?”, “¿Tengo años?”, “¿Cuántos años?”. Or these others to ask where someone is from or lives: “¿Qué eres?”, “¿Dónde eres?”, “¿De dónde vives?”. These different questions were also used by pupils in their writing competence exercise and highlight a problem which will be dealt with more thoroughly in section 9.3.5 when the S1 pupils’ knowledge of language is analysed.

Table 9.9: P6, P7 and S1 pupils' competence asking personal information questions

	P6 average	P7 average	S1 average
All questions asked correctly	0%	13%	26%
Some questions asked correctly	27%	28%	30%
Meaning communicated	16%	12%	17%
No communication at all	50%	39%	17%
Needed prompting	7%	8%	10%

Dates, which was a topic that posed some problems to P7 pupils, was still rather problematic for some S1 pupils (14%) who said: “el 24 y abril”; “mi cumpleaños de abril 30”, “24 enero”, “thirteen de mayo”. When this researcher visited the secondary schools, most classes had the date on the board in Spanish. However, it later became clear that the teacher often wrote the date in the morning, before the pupils arrived, and the pupils just copied it in their jotter. In the primary schools, putting the date in the Spanish calendar and writing it on the board in Spanish is usually one of the first tasks of the day, or of the Spanish lesson if the teacher is a drop-in practitioner. This is a practice that secondary schools could use as it would make the children more aware of how the date is set and by repeating it every day, they would learn it.

As was highlighted earlier, although in S1 pupils did use longer utterances than in P7, very few used verbs in their sentences. S1 pupils made their utterances longer by using article/noun/adjective structures and often used the preposition “y” (and) to link their sets of words together.

In P7 the appearance of inter-language emerged where pupils (25%) mixed Spanish and English words in their phrases. Although to a lesser extent, this situation was still apparent in S1 (20%), mainly in task 3 where pupils described a picture. This situation emerged generally when S1 pupils had to use a 3rd person singular verb form to describe the picture, producing statements such as: “she is alta y delgada”; “hair largo y ondulado”; “he’s got azul zapatos / verde pantalones”; “he’s wearing a naranja

camiseta”; “**there’s tres personas, dos hermanos and una hermana**”; “tres personas: dos boys, uno girl”. The last two utterances also highlight the problem that many P7 pupils had with the words for “boy” and “girl” which was still apparent in S1. When speaking, very few S1 pupils used the correct agreement rules in article/noun/adjective or subject/verb structures. This issue of agreement will be later analysed in the section on the pupils’ knowledge of language in section 9.3.5. In terms of the pronunciation and intonation of S1 pupils, no major changes from P7 were remarked among the participating pupils, although they tended to say their sentences more fluently, without breaking up the different items in it.

9.3.3. S1 pupils’ reading competence

The pupils’ reading skill was assessed in task 5 where pupils had to read three sentences in Spanish and then say their meaning in English. The main areas of interest in this task were: pronunciation, intonation and accuracy; the pupil’s phonic ability and their skill in extracting information.

As had been the case in P7, some loss of intonation was perceived in the pupils’ reading although this was much less generalized in S1. By S1, pupils seemed to be able to read a sentence and give it more intonation than had been the case in P7. However, the sentences used in the assessment task were not very long and it would be interesting to investigate further the pupils’ intonation in longer texts. As table 9.10 shows, in terms of pronunciation, a number of Spanish letters created problems to pupils in S1. 40% of pupils read “lleva” with one single L or as “lueva”; 26% pronounced the U after the Q in “chaqueta”; 26% had problems with the pronunciation of the Z in “zapatos” or “rizado”, 32% with the J in “rojo”, and 37% with the V in “lleva”. Another issue that came up among 6% of S1 pupils was the problem between E and I, reading “chaquita” as opposed to “chaqueta”.

Table 9.10: P7 and S1 pupils' main pronunciation problems in reading task 5

Pronunciation problems with	P7 average	S1 average
Double L	59%	40%
U after Q	38%	26%
V	31%	37%
Z	20%	26%
J or G	38%	32%
E and I	20%	6%
Final vowel	59%	51%
Final letter	48%	17%
MI	9%	6%
Y	17%	6%

As table 9.10 also shows, the reading pronunciation of pupils improved in general between P7 and S1. However, two letters were mispronounced more often in S1 than in P7. On the one hand, 37% of S1 pupils had problems with the letter V as opposed to 31% in P7. On the other hand, 26% of S1 pupils had problems with the Z, as opposed to 20% in P7. In S1, pupils tended to pronounce these letters with an English pronunciation, although when speaking, they did not use the English V sound for “vivo” or “vives”, or did not have problems saying “azul”, while they found it difficult to read “zapatos” and “ojos azules” correctly. This could highlight an over-reliance on the written word in S1 pupils who seemed to forget their knowledge of the FL when they were faced with the written word. Teachers should perhaps use more reading aloud exercises to solve this problem, along with exercises highlighting the sound of problematic letters such as C, G, V, LL, H, E, I.

In respect of message extraction, the majority of pupils recognised the words they had learned, although a number of them said they had not studied some words when they really had. Two issues are worth mentioning in this area. Although most pupils knew that “corto” meant short when linked to hair, when they read “pantalones cortos” (shorts, short trousers) many could not transfer the meaning of that word to the context of trousers (29%). In some cases, pupils recognised that something was short but had not learned the word for trousers. But many who knew the sentence was about trousers (29%) could not relate “corto” to “shorts”. Another issue was one that had already

appeared in task 4 with “Julio” as a boy’s name as opposed to the month of July. The second sentence pupils had to read was a description of Julio. In P7, 14% of pupils related the name Julio to the month of July, although in S1 11% of pupils gave the description of the person in English, they still said “July is tall. He has brown eyes...” However, a small number of pupils said that “Julio” could be both July and a boy’s name but that in this case, it was describing what a boy looked like.

In this exercise the issue of false friends present in P7, reappeared. However, new instances of this problem emerged in S1. Three words were often translated in relation to their closeness to an English word, often without taking into account the meaning of the sentence. These words were: “una camiseta” often translated as a chemist (3%); “blanco” translated as black instead of white (6%), and finally, “vestido” often translated as a vest (11%) as had been the case in P7 (9%).

9.3.4. S1 pupils’ writing competence

Table 9.11: P7 and S1 pupils’ choice in writing task

	P7	S1
Words	67%	47%
Sentences	20%	32%
Questions	13%	21%

As table 9.11 shows, in S1, pupils still wrote more words (47%) than sentences (32%) or questions (21%). However, an increase was apparent between P7 and S1 in the number of sentences (20% in P7; 32% in S1) and of questions (13% in P7 and 21% in S1) pupils chose to write. As had been the case in P7, important differences were apparent among different schools, and even among classes in the same school with some writing more sentences than words and others writing more questions. Regarding the topics the pupils wrote about, in terms of words, the topics covered in S1 were greetings, numbers, colours, days, months, sports, family members, food and drink, places in town, hobbies, souvenir items. The sentences the S1 pupils wrote were about: their name, age,

place of living and origin, birthday, family, weather, descriptions, likes and dislikes, at the restaurant, directions in town, my house and classroom language. The questions were on the same topics as the sentences with the majority of pupils including the question “¿Qué tal?” (How are you?). In general, in S1, pupils wrote new words which they had learned during that school year and longer, more complex sentences including 3rd person singular (by 14% of S1 pupils) and a few plural forms (by 1% of S1 pupils).

In terms of the S1 pupils’ writing accuracy, as table 9.12 shows more correct forms were written in S1 than in P7, with the percentage of correct sentences (54% in P7 and 69% in S1) and questions (55% in P7 and 73% in S1) increasing considerably in S1, which demonstrates some progress in the pupils’ writing competence where S1 pupils tried to write more complex structures than lists of words.

Table 9.12: P7 and S1 pupils’ accuracy in writing task

	P7		S1	
	Correct	Incorrect	Correct	Incorrect
Words	73%	27%	75%	25%
Sentences	54%	46%	69%	31%
Questions	55%	45%	73%	27%

However, in S1, the same three main issues highlighted in P7 were still apparent: phonetic writing, problems with Spanish specific punctuation or characters, and problems with grammatical structures. In terms of the pupils’ phonetic writing, table 9.13 shows that the problematic areas identified for the P7 pupils were still apparent in S1, although to a lesser extent. In terms of writing numbers, pupils in S1 still had problems such as: tress, cautro, **quatre**, quatro, qinco, siette, noweby, dief, diece, dezi, dose, terci, cuatorce, deiciseis, diezisiete, diezochó, **vienti**, beintiuno, **vienti tres**. The range of numbers written by pupils in P7 and S1 did not vary much. This could be due to the fact that numbers is a topic generally taught in the primary stages and this area of vocabulary had not been developed further in S1.

Table 9.13: P7 and S1 pupils' main writing errors

Writing errors	P7 average	S1 average
Problems between "i" and "e" in: mi llamo, bebo, me familia, si llama, me padre.	27%	10%
Problems between "ei" and "ie" in: sies, diceimbre, viene, teine.	13%	6%
Problems with other vowels or diphthongs in: athy sol, cincuenty, verda, unyos, dondi, qautro, anyous, ona, amirrillo, mi mal, la cuidad.	40%	20%
Writing "b" for "v" in: bibo, vibo, biernes, biento.	11%	3%
Problems with "c" or "qu" in: quarto; quantos, chaqeta	14%	9%
Problems with "c" or "z" in: athe sol; dothe, escothia, escotthesa, gratheas, manthana, athul, thinco, dief, finco.	15%	9%
Problems with "g" or "j" in: roho, rogo, roco, rocko, rocho, baco, ochos, un gardin, hamon, quamon.	6%	3%
Problems with the silent "h" in: athe viento.	4%	1%
Problems with "ll" in: te yamas, ti liamas, teiamus, me lyamo, mi lluamo.	11%	7%
Problems with doubling of letters in: tress, la messa, la pizzara, ammirillo, morreno, se llamma, tiennes.	13%	6%

Other problems pupils still had in S1 were those concerning Spanish specific punctuation and letters. In terms of the required upside down question mark (¿) at the beginning of all questions, although S1 pupils (76%) used this sign more often than in P7 (39%), it was still missing in many questions. Accents were also missing in most cases in question words and although they did appear in some cases in other words, the researcher often found they were put over the wrong letter as in "marrónes" or "un café soló". Finally, the last Spanish specific letter to be considered "ñ" still proved difficult to remember for many S1 pupils (14%), although, once again, to a lesser extent than with P7 pupils (20%). Once again, although 12% completely ignored this letter and used a plain "n" as in: mi coumplianous, espanol, anos, muneca, castanuelas; 2% recognised it was a different sound and wrote different options for it as in: complianios, castanwellas, una monyeca.

In terms of the grammatical structures, S1 pupils wrote longer and more complex sentences than in P7. The problems the S1 pupils faced were the same as in P7 and

highlighted gender and number agreement problems between nouns/articles, nouns/adjectives and verbs/subjects; problems with pronouns and prepositions; and problems with verbs such as “ser”, “tener”, “haber”, “hacer” or “gustar”. At the noun level, in S1, pupils became more aware of the importance of articles to show the gender of nouns, but the same figures as in P7 had problems with gender agreement (11%) and number agreement (4%). Examples of gender agreement errors were: **una gato, una helado, el botella de vino tinto, una vaso, el musica, un racion, un muñeca, el cathedral, un regla, la estadio, un hermana, una hermano, una lapiz, ¿Te gustan las deportes?, me gusta un equitación, tengo un madre y un padre.** In terms of number agreement, errors apparent among S1 pupils between article and nouns were: **un patatas fritas, tengo tres pez, a la seis, mi ojos marrones, ¿Tienes un animals en casa?** In terms of gender and number agreement mistakes, there were more problems in agreement between nouns and adjectives in S1 than in P7. This could be due to the higher use of adjectives in S1 (30%) than in P7 (2%). Among the pupils who included adjectives in their writing, 20% made gender agreement errors in S1 between nouns and adjectives such as: **tengo el pelo castana, en mi jardin hay mucho flores, mi asignatura preferido, mi ciudad es moderno y limpia, una chaqueta negro, buenas dias, buenos tardes, buenos noches, vino tinta / blanca, una camiseta rojo, muchos gracias, la chaqueta es muy barato, mi madre es gordo, mi padre es gordo y baja.** In terms of number agreements, 7% of S1 pupils who included adjectives made errors such as: **tengo los ojos azul, mucho gracias, tengo el pelo marrones, una castanuelas verde y rojo, un cinturones blanco, unos zapatos verde y amarillo, dos hermanas menor, tengo un perro marrones, mi amigas favorito, tengo el pelo azules.** With adjectives, 7% of S1 pupils who included adjectives still had some word order problems such as: **Mi favourita color es verde, mi favorito asignatura, tengo rojo un sacapuntas, mi favorito deportes es el fútbol, tengo verde abrigo, morado abanico, azules ojos,**

As had been the case in P7, S1 pupils also had problems with a number of prepositions such as “de”, “en” and “a” as in: **¿De donde vives?, ¿de donde está?, de primer plato quiero de patatas fritas, practico de golf, vivo en en piso de grande, tiene de**

dos plantas, mi cumpleaños es octubre de siete, hoy es miércoles de veintecuatro de septiembre, da nada, cinturón de amarillo, abinico de pequeño, mi cumple es en veinte siete de Agosto, vivo n G., vivo G., me gusta jugar el tennis. As these examples highlight, the most common error was the use of “de” where it was not needed. This was an issue that this researcher did not have an explanation for and it would be interesting to study whether this mistake also occurs with older learners or not.

In terms of pronouns, S1 pupils generally did not use personal subject pronouns in Spanish but 8% showed the same problems experienced by 10% of P7 pupils with “me” and “mi” as in: **me familia, me cumpleaños, me hermano, me perro.** However, as was highlighted earlier this could have also been due to a phonetic writing issue where Scottish pupils had problems differentiating the letters “e” and “i”. In terms of the use of pronouns, a new error became apparent where pupils wanted to include the subject pronoun “yo” and used the pronouns “me” and “mi” instead: **me alto, moreno y guapo; me, estupendo; me tengo un hermano; me vivo en escotia; me estudio el español; mi gusta el fútbol; mi practico el fútbol; mi tengo una hermana; mi estudio español en miercoles, jueves y viernes.** Although many had mistakes, some new pronouns also appeared in S1 such as the possessives “tu” in: **soy te nuevo corresponsal,** or the direct and indirect object pronouns in: **so lo envuelvo.** However, these two examples seemed to be part of set phrases the pupils might have learned as part of their lessons and they might not have been aware of the grammar behind their use.

In terms of verbs, S1 pupils started to include third person singular (14%) and plural (1%) forms of the verbs although 8% of S1 pupils still had some problems with the first and second person singular forms. Problems encountered in S1 pupils’ writing in terms of verb/subject agreement were: **me llama; ¿Cómo te llama? ; se llama ...** (pupil writing about herself); **Como se llamas; tengo 3 perros, se llamas ...; me hermana te llamo...; Tiene doce años** (writing about herself); **mi hermano tengo catorce años; sigo todo recto** (giving instructions formally); **Tomo la primera a la derecha; ¿Cómo es son tus ojos? ; ¿Que quiero de prima plato?** Most of the verbs used in the sentences and

questions written by the S1 pupils were “ser”, “tener”, “hacer” and “haber” and they were always in the present tense. In S1, 3% of pupils had problems using the correct verb in the right context producing cases such as: **se llama** treinta y siete; **hace** bastante alto; **hace** cinco personas en me familia; en mi familia **es** ...; **hay** un hermana; **soy** doce años; mi hermana menor **es** el tres anos; **tengo** baja; **tengo** el delgada y alta; ¿Dé dónde **vives?**; **soy** muy bien; mis asignaturas preferidas **hay**; tengo el pelo **es** liso y castaño; mi casa **es** el tres dormitorios; no **soy** animales en casa; tengo **es** hermano y hermana. Other verbs a lot of S1 pupils chose to include in their writing were the verbs “gustar” or “encantar” when writing about their likes and dislikes. However, these verbs created problems for 7% of S1 pupils with number agreement between verb and object, lack of article in the object, problems with the personal pronouns and the infinitive needed as an object. Examples of these mistakes were: ¿Te **gusta** calamares?; **me te gusta** practicar la natacion; **encanta los practicar** bailar; no me gusta **en el** tortilla; **me gusta** mucho **mi** amigos; **gusto** golf e fútbol; **me gusta practico** el natación; **Me gustan** el fútbol; **mucho gusto** el fútbol; no me gustan playas; **me gusta voy** al cine; **me gusta escucha** musica; **me gustan** fanta limón.

9.3.5. S1 pupils’ knowledge about language (KAL)

In this area of language, as some of the information collected in the pupils’ writing competence made clear, this researcher concluded that although the majority of pupils were aware of agreement rules in terms of article/noun/adjective (table 9.14) and subject/verb (table 9.15) and could explain the differences between them, a very small minority did actually use them correctly, both when speaking or writing in Spanish.

In terms of awareness of different agreement rules, the majority of S1 pupils (83%) could explain in task 5 that “blanca” referred to a single feminine thing (perra), “blancas” to two (deportivas) and “blancos” to two but masculine (zapatos). However, although the explanations were more grammatical than in P7, some S1 pupils still used terms such as it talks about a girl or a boy, or a girl or boy is speaking. In respect of verb

endings, in task 4 fewer S1 pupils (54%) were aware that “se llaman” and “tienen” was describing two or more people than those aware of adjective endings. Tables 9.14 and 9.15 demonstrate that there was progress between P7 and S1 in terms of the pupils’ awareness of rules, as well as among the pupils who used those rules correctly, at least in some cases.

Table 9.14: P7 and S1 pupils’ awareness and use of article/noun/adjective agreement rules

	P7 average	S1 average
Pupils aware of rules	63%	83%
Pupils used rules correctly at all times	10%	14%
Pupils used rules correctly sometimes	19%	23%
Pupils did not use rules correctly generally	71%	63%

Table 9.15: P7 and S1 pupils’ awareness and use of subject/verb agreement rules

	P7 average	S1 average
Pupils aware of rules	39%	54%
Pupils used rules correctly at all times	3%	14%
Pupils used rules correctly sometimes	38%	57%
Pupils did not use rules correctly generally	59%	29%

Although the number of pupils aware of grammatical differences was very encouraging, the pupils who actually used the agreements correctly were not as high. Although more S1 pupils were aware of gender and number agreements between article/noun/adjective (83%) than those aware of subject/verb agreements (54%), more S1 pupils used the verb agreements correctly (71%), at least at some point, than those using the agreements involving nouns (37%). However, this could be related to the little use of adjectives by P7 and S1 pupils. It would be useful to devise a more controlled assessment exercise that could provide a clearer idea of the pupils’ awareness and use of the different agreement rules in Spanish. The results from such research could offer important information on teaching strategies to make these crucial grammatical rules

easier to learn and use by students. In terms of the use of adjective/noun agreements, a problem that emerged in P7 where pupils used the plural form of certain colour adjectives, instead of its singular version, reappeared. This situation usually emerged in task 3 where pupils described a picture and used the colours for eyes (plural) such as “verdes, azules, negros” instead of their singular forms. In this situation pupils were transferring the knowledge they had from the topic of personal descriptions, to the topic of clothes, but unfortunately incorrectly. However, this transfer of knowledge from one language area to another is part of the natural learning process and corrections usually come later than the actual transfer of knowledge.

In terms of the use by pupils of subject/verb agreement, in task 4, pupils were asked how they could say: my name is... (me llamo), my father/mother’s name is... (mi padre/madre se llama), and my brothers/sisters’ names are... (mis hermanos/hermanas se llaman). In this exercise problems still emerged with the first person singular verb forms with pupils saying: “me llamo es...” or “llamo...” . In terms of the third person singular forms, some pupils (57%) realised they had to change some parts of the verbs but they did not always change all the elements needed producing utterances such as: “mi madre se llamo”, “mi madre es se llama”. When asked about the third person plural, many pupils had difficulties changing both the possessive pronouns to the plural form “mis”, as well as the two elements of the verb: “se” and “llaman” producing utterances such as: “mis hermanos llamo”; “mis hermanos se llama”; “mis hermanos me llamo”; “se llamas”; “mi hermano se llamas”.

Another verb that was included in the assessment was the verb “tener” (to have) used in Spanish to express age. Pupils were asked how they would say: I am ... years old (tengo .. años), my brother/sister isyears old (mi hermano/hermana tieneaños), and my brothers/sisters are ... years old (mis hermanos/hermanas tienen ... años). Once again some pupils here did not change all the required parts of the sentence, possessive pronouns and verb parts (reflexive pronoun and verb ending), giving examples such as: “mi hermana tengo es 14 años”, “mi hermano es 6”, “tenga 13”, and “tengan 3 y 6”. In

the last two examples, an interesting issue emerged where the pupil knew the ending for some verbs was A for the third person singular and AN for the third person plural, so he/she just changed the first person form of the verb “tengo” and provided answers for the other two situations. This could show a basic awareness of verb endings in the pupil, or a transfer of known structures from one context to another, although once again incorrectly. However, it could also have been by chance that the pupil gave these answers.

In terms of the use of different verbs, a very limited number of S1 pupils (9%) could use the verb “hay” (there is/are) when describing the picture in task 3 and when talking about their family in task 2. This is an issue that worried the researcher because this structure is very easy as the verb is generally used only in one form and it is very useful to facilitate the use of sentences from very early on in the language learning experience in order to describe pictures. Another issue that had been problematic since P6 and was still present in S1 was the use of the verb “ser” (to be) instead of “tener” (to have) to express age in Spanish by 40% of pupils. However, this is a problem that the researcher still found in her adult and under-graduate teaching experience and which was more related to the pupils’ first language influence than to their age. Finally, in terms of the use of different verb forms, many S1 pupils still had problems using the third person singular or plural when talking about other people and used the first person singular for example in task 3 to describe the boy in the picture saying: “tengo el pelo corto” as opposed to “tiene el pelo corto”.

The following section (section 9.4) summarises the findings of P6 to S1 pupils in terms of linguistic competence and draws some general conclusions on the linguistic competence of the pupils involved in this research.

9.4. Conclusions on pupils' linguistic competence

In terms of pupils' linguistic competence in Spanish, this researcher found a number of encouraging signs regarding the pupils' language learning experience. A low level of anxiety was evident from the high number of pupils who volunteered to take part in the interviews with the researcher, although not all could finally be accommodated, and among pupils involved in the interviews who were not shy to answer to the researcher's questions and which reinforced the positive attitudes towards language learning detected in the research. This low anxiety level among the pupils could also be a result of the teachers' teaching competence, discussed in chapter 7, which provided a stress-free atmosphere where pupils enjoyed and participated in the language learning experience and which supports Krashen's language acquisition theories by which low anxiety and high motivation levels, lower the affective filter facilitating the student's learning process. However, on a number of occasions some pupils said they had been absent when that particular area of vocabulary had been taught and hence they could not answer the questions or do the task. Although this could be a simple self-defence mechanism instead of accepting they did not know something, it also raised a worrying issue for the researcher where some classes might not have been regularly re-visiting vocabulary previously taught. In language learning, repetition is of crucial importance and teachers should be regularly revising the language taught.

Another positive aspect the researcher witnessed was the very early awareness in pupils of how the foreign language, Spanish in this case, worked. Already in P6 pupils recognised the way the different numbers were formed and, supported by the low anxiety levels the teachers had instilled in them, they were willing to guess the Spanish for numbers they had not still learned. This was also perceptible in P7 and S1 (see tables 9.14 and 9.15 in the previous section) where the majority of pupils understood the differences between masculine and feminine endings for adjectives (63% in P7 and 83% in S1), and singular and plural endings

for verbs (39% in P7 and 59% in S1). Unfortunately, although the majority of pupils were aware of these rules, very few pupils could actually use them correctly. However, more pupils used them correctly at some point in S1 (37% for article/noun/adjective agreement and 71% for subject/verb agreement) than in P7 (29% and 41% respectively). This highlights a clear progress in the pupils' linguistic competence in terms of these two important grammatical rules of Spanish. However, it has to be borne in mind that the problems experienced by P7 and S1 pupils in respect of these two rules, should not be a case of great concern as this difficulty is also apparent in under-graduate and adult beginner students. In this respect, it would be interesting to investigate further whether there are differences in the learning of these basic Spanish grammatical rules between primary age learners, adolescents and adult beginner learners.

Another encouraging issue in terms of the pupils' linguistic competence was the emergence of 'inter-language' among P7 and S1 pupils (25% and 20% respectively). Some children who did not know all the Spanish words they needed to express what they wanted, decided to use the Spanish they knew with the support of English words. This demonstrated their willingness to use the little Spanish they had, and their attempts at communicating, in some way, in the foreign language transferring language they were familiar with to new situations.

Apart from the problems in using agreement rules accurately, this researcher also identified a number of problems arising among the pupils participating in the linguistic competence interviews, mainly in terms of their use of sentences and questions. The majority of pupils did not use full sentences in their responses to the researcher. Although pupils in P7 and S1 could produce more complex and longer structures than in P6, most of them lacked a verb. This issue was even apparent in the first structures the pupils had learned in P6 on the topic of personal information, where pupils had difficulty in using the correct verb form to express their name, age or where they lived. Another area of great difficulty in pupils of all stages (P6 to S1) was asking questions (see table 9.9 in previous section). Few pupils could ask questions correctly (27% in P6; 41% in P7 and 56% in S1), although many had found

strategies to facilitate communication (16% in P6; 12% in P7 and 17% in S1) and had identified key words or used intonation strategies that would help them put their message across. This could be seen in questions such as: “¿Años?” when asking age, or “¿Dónde eres?” when asking where somebody was from. This could reinforce the case to concentrate on topics on the pupil’s own self in P6, at the beginning of their FL learning experience, allowing pupils to understand the questions, but encouraging them to talk about themselves before moving on to asking questions to others in P7 where they are more familiar with the language and they can use it more efficiently to communicate with foreign e-pals.

Another problem which has been highlighted in respect of primary aged pupils, was that of ‘scaffolding’, where pupils were used to a certain pattern of exercises or a set order in the way vocabulary was used and had difficulties in moving away from that order. This was mainly apparent in terms of personal information questions, however, it should be borne in mind that this researcher has also experienced this problem among her under-graduate and adult learners who don’t always listen to the questions asked.

In general this research did not find any child-specific linguistic errors or problems among the pupils interviewed when compared with errors Scottish/British under-graduate and adult learners make when they start to learn Spanish. This was evident both in terms of pronunciation and in terms of some grammatical issues such as verbs in weather expressions and problems with the gender of nouns, or with the use of some particles such as “de” or “y”.

In terms of the pupils’ listening competence, this researcher observed slight differences between P6 pupils who had a Spanish teaching class teacher and those who had a drop-in teacher. Those pupils who had more contact with the Spanish teacher in P6, recognised a wider range of vocabulary when listening to Spanish in areas of vocabulary used everyday such as greetings, days, dates and numbers. However, this difference was not apparent in their speaking or reading competence, or later in P7. Regarding the pupils’ ability to recollect the vocabulary learned in

Spanish, although not all the pupils could recall all the vocabulary learned, the majority recognised a wide range of vocabulary the researcher used. Finally, some pupils had difficulty transferring known vocabulary or structures to other areas of the language. For example, most pupils could answer questions about their siblings' names such as "¿Cómo se llama tu hermano/hermana?". However, after they had said they had a cat or a dog, when the researcher asked them about its name, "¿Cómo se llama tu gato/perro?", a number of pupils were not able to answer this question. This issue highlights a problem encountered by previous researchers where pupils learn 'chunks' of prefabricated language and do not have the ability to manipulate it freely. In this sense, pupils do not know what each part of the set sentence they have learned means or represents and they cannot re-use it in a different context.

When speaking in Spanish, although many pupils were able to transfer their knowledge of the language or of different structures from one topic area to another, many had unfortunately the original structure wrong so the transfer was inaccurate. However, this does not have to be taken too seriously as it also demonstrates an early awareness in those pupils of important rules to follow when speaking the FL. A major issue already highlighted at the beginning of this section was the lack of sentences in pupils' speech and writing between P6 and S1. Although a growing number of pupils attempted to use sentences in P7 and S1, these were not always correct. However, even when pupils did not often use a verb, their utterances became longer with the aid of adjectives and the conjunction "y". Another issue also apparent in terms of sentences, mainly in P7 and S1, was that pupils could generally reproduce the set sentences they had learned such as name or weather, but they were not used to speaking freely about a picture, even when it represented a scene that could be described with familiar vocabulary (task 3).

In S1, a small number of pupils started to self-correct their own Spanish mistakes as they talked. This had not occurred earlier and showed that by S1, pupils could speak in Spanish as well as correct their own mistakes by reflecting on what they were saying. This shows that by S1 pupils enjoyed a growing awareness of the foreign language and how it works which they could put into practice when needed.

Although it was a minority of pupils who had this ability, it highlighted the emergence of clearer definitions of ability levels among pupils which had not been so apparent in P6.

The pupils' pronunciation and intonation when speaking in Spanish was not always correct, however, as in other cases, there were no clear child-specific mistakes. A lot has been written about the advantages of an early start in FL learning due to the "ability to imitate sounds accurately" (Sharpe 2001, p. 33). This research found that pupils did not have major problems repeating Spanish sounds accurately. However, due to the lack of a controlled adult group to compare it with, this researcher could not categorically say that the pupils' pronunciation is better or worse than that of adults. From her own teaching experience with both adults and children, the researcher would support the idea that children learn words easier and that they do have less problems pronouncing some Spanish sounds. However, it would be very interesting to present the same set of Spanish sentences or words to children and adults who have had the same FL learning experience and analyse their speaking and reading pronunciation skills.

The reading competence of pupils was mainly assessed in P7 and S1. In these stages, the interference of English could be perceived in a small number of pupils both in terms of pronunciation and in their interpretation of the meaning of words. In some instances (see table 9.10 in previous section), pupils read incorrectly Spanish words they had previously pronounced accurately in speaking tasks mainly in cases such as saying "leeva" for "lleva", the pronunciation of V instead of B, or problems pronouncing the Spanish E as an English E in "se llama". However, once again, progress was clear between P7 and S1 with generally less S1 pupils experiencing pronunciation problems than in P7. Apart from in terms of pronunciation, the influence of English was also apparent in terms of the meaning of certain words. In some instances, pupils did not know the meaning of a word they read but they guessed it according to its closeness to English (as in "vestido" which was translated as "a vest" as opposed to "a dress"). In other cases, pupils knew the meaning of words and had already used them correctly in speaking tasks when they had to

describe themselves or others, however after reading “pelo largo” (long hair) and “blanca” (white), they said they meant “large hair” and “black”. Although the interference of English in the meaning of known words did not appear very often (between 3 and 11 % of pupils), the influence of English in pronunciation and meaning are issues that teachers should address early on when introducing the written word to their pupils. This could perhaps be achieved by pointing out the similarities and differences between the languages more closely which would also reinforce the literacy skills in the pupils’ English.

In terms of writing competence a much higher number of pupils participated in this aspect of the research as it was included in the attitudes questionnaires completed by P7 and S1 pupils. At both stages, more pupils chose to write individual words or phrases (67% in P7 and 47% in S1) than sentences or questions, although the number of pupils writing sentences (20% in P7 and 32% in S1) and questions (13% in P7 and 21% in S1) grew considerably between P7 and S1 (see table 9.11 in previous section). This highlighted the use of more complex structures in S1 with pupils using more articles, longer sentences and some instances of third person verbs. Clear progress was detected between P7 and S1 in the accuracy of the pupils’ writing (see table 9.12 in previous section): 75% of S1 pupils wrote correct words as opposed to 73% in P7; 69% of S1 pupils wrote correct sentences as opposed to 54% in P7; and 73% of S1 pupils wrote correct questions as opposed to 55% in P7.

Another aspect investigated in terms of the pupils’ writing competence was the use of Spanish specific punctuation marks and letters such as the upside down question mark (¿), accents and the letter ñ. In terms of the questions written by the pupils, the main problem was the absence of the initial question mark “¿” in 24% of questions in S1 and 61% in P7. At the same time, accents were used by a minority of pupils and many still had problems with the letter ñ (14% in S1 and 20% in P7). In this researcher’s opinion, two of these issues are rather important and should be addressed by primary teachers from the beginning of the Spanish learning experience: the need of the initial question mark “¿” and the specific Spanish character “ñ”. These could be integrated in the teaching from the outset by having

children do a number of copy-writing activities and games with these signs and, once again could be a link to the literacy area of the primary curriculum, reinforcing the differences and similarities between the two languages. In terms of accents, this is a much more complex issue that also emerges in adult learners and which proves difficult even with advance learners of Spanish. However, it would be interesting to investigate ways in which the use of accents could be taught effectively to Spanish learners as, unfortunately for them, they are part of the Spanish language.

In terms of spelling mistakes, many phonetic writing errors (see table 9.13 in previous section) emerged in the pupils' writing which can also be found in adult learners (and which the researcher has still encountered in her first year undergraduate students who have studied Spanish for five or six years!) The main problems encountered in pupils' writing were related to vowels and the use of E or IE instead of I or EI. In terms of consonants, the different sounds of C, as well as B and V, G and J, double L and the silent H caused problems to P7 and S1 pupils, although once again progress was clear from P7 to S1.

As was earlier highlighted, the majority of sentences or questions the P7 and S1 pupils chose to write were set structures they had learned in the FL class on name, age, birthday or family. In many instances, due to the pupils' lack of a model, many also used phonetic writing to express their statements. Table 9.16 shows some of the P7 and S1 pupils' writing for the questions or statements most often used by them.

Table 9.16. P7 and S1 pupils' phonetic writing for the most used questions and sentences

	Correct form	P7 pupils' writing	S1 pupils' writing
1	¿Qué tal?	<ul style="list-style-type: none"> • Katal • Quatal 	<ul style="list-style-type: none"> • Katal • Ketal • ¿Qua tal? • Que tul? • Que ta • Kat al • Catale

Table 9.16. (cont) P7 and S1 pupils' phonetic writing for the most used questions and sentences

	Correct form	P7 pupils' writing	S1 pupils' writing
2	¿Cómo te llamas?	<ul style="list-style-type: none"> • Comotamous? • Commo t yamas • Como ti yamas • ¿Cómo te amos? • ¿Como tiamas? • Como te yallas • ¿Como de ammous? • Como de yamas • Como tiam os • ¿Cómo tiliamos? 	<ul style="list-style-type: none"> • ¿Cómo te llama? • ¿Come te llamos? • Como se ya mo • ¿Cómo te llamo? • Como se lamas • Como te lamos • Cómo te yamas • Como ta llamas • ¿Co te llamas? • Commo tellamas • ¿Cómo llamas? • Como te amas • Callmo t llamos? • Como te allama • Come de llamas • Com om te you mas • ¿Cómo se llamas?
3	Me llamo ...	<ul style="list-style-type: none"> • Mi lluamo • Meleamo • Miamo • Mi llamo • Mieamo • Meyamo 	<ul style="list-style-type: none"> • Me llama • Mi llamo • Miamo • Me amo • Me llamas • Me allmo • Llamo • Me llamo es • Mi llama
4	¿Dónde vives?	<ul style="list-style-type: none"> • Donde bebas • Donde bebes • Donde vivas • Dondi vives 	<ul style="list-style-type: none"> • Dondo vibes • Donde veves • ¿Dé dónde vives? • Don de vebas
5	Vivo en ...	<ul style="list-style-type: none"> • Vibo en • Vevo en • Bibo en • Bebo 'n' • Bebe en • Bebo en • Vebo en 	<ul style="list-style-type: none"> • Bebo en • Vevo en • Vivo en escocesa • Vivo en escoccs • Veve en Scotland • Me vivo en escothia • Vivo n G. • Vivo G.
6	¿Cuántos años tienes?	<ul style="list-style-type: none"> • Quantos anos tiene • ¿Quantos sanyos tienes? • Quantas años tienne? • ¿cuántos anyos te an a? • ¿cauntos anos tienes 	<ul style="list-style-type: none"> • Quatos anos tenes • Quantos anos tienes? • Cantanos anos tiene • Cuanto anos tienes? • Cuantos años teines
7	Tengo ... años	<ul style="list-style-type: none"> • Tengo death unyos • ¿tengo oundothy anyous? • Tiengo unce anos • Tengo onchy anyos • Tengo dothe años • Tengo once anus 	<ul style="list-style-type: none"> • Me tengo doce años • Tengo un doce años • Tengo doce anoy • Teng doce anos

Table 9.16. (cont) P7 and S1 pupils' phonetic writing for the most used questions and sentences

	Correct form	P7 pupils' writing	S1 pupils' writing
8	¿Cuándo es tu cumpleaños?	<ul style="list-style-type: none"> • ¿cwanto es to cumplanois? • Cuando es tu complainos • Cuando es to compleanios 	<ul style="list-style-type: none"> • ¿Cuándo es tú cumpleaños? • Cuando es tu companios? • ¿Que e tu cumpliaños? • ¿Quanto tu es complecaños?
9	Mi cumpleaños es el ... de	<ul style="list-style-type: none"> • bent newebay e Julio • me compleanois es el 22 es octubre • me cumpleanos es Diciembre es 19 • mi cumpleanos de 26 febrero • mi compianos el 1 de junio • mi cumplianos es el vienty cho di diciembre • diciembre me compliaños 	<ul style="list-style-type: none"> • mi coumlianous cinco de octubre • mi cumpleaños Febrero y siete • mi cumplianos es dieciséis y Febrero • mi cumple es en veinte siete de agosto • mi cumpleanos es octubre de siete • su cumple años es 9 de June • me cumpleanos siete de diciembre

The errors noted in table 9.16 illustrate the majority of mistakes highlighted in this chapter and made by P7 and S1 pupils in terms of: lack of initial question mark; lack or wrong position of accents; problems with the letters Ñ, double L, initial H, C and Q, B and V, vowels; adjective and subject/verb agreements; and problems with pronouns and prepositions.

Apart from the phonetic errors pupils wrote, grammatical errors also emerged in P7 and S1 while speaking and writing. The main difficulties in this area were related to agreements, pronouns, prepositions and verbs. However, as has been the case in the majority of findings in terms of the pupils' linguistic competence in this research, most of these errors can also be found in adult and university students, so they should not be linked to the pupils' age, but to their status of beginner learners.

Although the pupils' linguistic competence was a relatively small part of this research the following conclusions can be drawn:

- Pupils showed a willingness to participate in the interviews and the level of anxiety in them was generally low;
- Clear progress was detected in all areas of the pupils' linguistic competence between P6 and S1;

- Pupils showed an awareness of how Spanish works from early on and were able to explain basic grammatical rules to the researcher. However, the majority of pupils could not put these rules into practice when speaking or writing;
- In terms of listening, the majority of pupils recognised a wide range of vocabulary and some tried to guess the meaning of words they had not yet learned;
- No child specific pronunciation errors were found among the participants. The difficulties found in this area have also been witnessed by the researcher in adult and university students;
- As recognized by many ELL writers, pupils demonstrated an ability to imitate sounds accurately in the majority of cases;
- Pupils demonstrated a difficulty in using sentences and asking questions in Spanish, although some used strategies that facilitated communication by using parts of questions or sentences;
- Some English influence was observed in the pupils' reading skills, both in terms of pronunciation and interpretation of meaning;
- The ability to transfer knowledge from one area of vocabulary to another was apparent in a number of pupils, however, sometimes the original structure was incorrect;
- P7 and S1 pupils started using inter-language when they did not know all the Spanish words they needed.

The following chapter provides general conclusions and reflections stemming from this research.

CHAPTER 10

CONCLUSIONS

The research described in this thesis took place between March 1999 and June 2002. In those three years an in-depth study of the teaching and learning of Spanish was undertaken involving 39 primary schools in 1998–1999 and 23 in 1999–2002, and 9 associated secondary schools in 2001–2002. During this time three main elements of any teaching and learning experience were investigated, namely: the implementation of the programme, the teachers teaching the programme and the pupils learning from it. To provide a picture of the situation in West Central Scotland, 14 research questions were set (see chapter 4, section 4.2.3). Chapters 6 to 9 analysed the results in each of the four main areas of this research (implementation practicalities, primary teachers' skills teaching Spanish, pupils' attitudes to Spanish and pupils' linguistic competence). This final chapter reflects on the conclusions from previous chapters in an effort to provide recommendations for the future of Spanish in Scottish primary and the early years of secondary schools and on the scope and generalisability of the present research. Finally it highlights areas of MLPS that would benefit from further research.

10.1. Reflections on the present research

This project was initially designed as a 4-year longitudinal investigation of pupils' attitudes to learning Spanish from before they embarked on the learning experience (P5) until they completed their first year in secondary school (S1). Having reviewed the literature on the teaching and learning of MLPS (which formed the basis of chapters 2, 3 and 4), other issues to be considered emerged and were included in the research, namely the implementation practicalities faced by schools, the teachers involved in it and pupils' linguistic competence. This was deemed necessary to provide a more complete picture of the Spanish learning and teaching experience in West Central Scotland. However, it also created some problems mainly due to time restrictions, both on the part of the researcher as well as on the part of the schools involved, and to the large amount of data gathered as part of the investigation. These problems could have been solved in two ways: either by

involving more researchers in the process, by restricting the sample to only one authority or by focusing on one of the issues identified above. The first solution would have been welcomed by the researcher but it would also have brought along issues relating to the standardisation of different judgements among potential researchers. Including only one authority or one of the research issues would have reduced the significance of the research by providing a much more restricted view of the Spanish teaching and learning experience in Scotland. The larger sample included in the research, and the contact maintained with the staff and pupils in the schools during the school visits enriched the results and the researcher's experience in the world of MLPS.

As highlighted in chapter 5, the researcher had been familiar with the MLPS programme and teachers involved in this research through her role as a tutor in the Spanish training courses and as a peripatetic teacher in some of the schools. However during the research, triangulation of research methods and findings was used in order to make sure this previous involvement did not influence the results.

The main strengths of the research described in this thesis are found in the quantity and the variety of the data gathered. These provide a detailed view of the Spanish learning and teaching experience in the authorities concerned as well as a longitudinal study of close to 490 pupils' attitudes from P5 to S1. Along with the different data gathering instruments used (questionnaires, interviews, observations), contact was maintained with all of the schools by phone and short interviews were conducted with the primary head teachers and teachers when the schools were visited. Although the investigative process was time consuming for the researcher, it was also rewarding, thanks to the support provided to her by all the schools involved and by her own department, work colleagues and supervisors without whom the whole project would not have been feasible.

10.2. General conclusions on the teaching and learning of Spanish in primary and early secondary schools

This thesis started with a chronological history of the developments in Early Language Learning in Scotland and England. The situations in both countries at the time of this research (1999-2003) were different. Scotland had had a national programme of MLPS since 1993, after the positive evaluation of the Pilot Projects, while England had only included the teaching of ML in primary education in their National Languages Strategy published in 2002. In England, the situation varied from LEA to LEA with different provision models and pilots being supported by the Early Language Initiative from March 1999. Although England embarked on this programme at a later stage, a number of issues such as teacher provision and liaison arrangements, which were still proving problematic in Scotland after 10 years of the implementation of the generalisation programme, had been tackled early on in England. In terms of initial teacher training, the Department for Education and Skills and the Teacher Training Agency in England have been working towards new courses where the teaching of a MFL is integrated with the opportunity for students to participate in placements in the foreign country. Primary schools in England are also encouraged to work along with the Language Colleges and new Advanced Skills Teachers are being created to support the language learning provision in compulsory education. In Scotland, the training of teachers is proving to be a very problematic issue with some schools having ML trained teachers who are not teaching the ML, while other schools cannot provide adequate teaching to their pupils because they do not have enough teachers trained; their trained teacher is absent or has been promoted to a different school and the authority do not have supply teachers trained in the FL. This inadequate provision of teachers, previously highlighted by HMI, along with issues in liaison arrangements between primary and secondary schools, the pupils' ages and the influence of the teacher and the activities of the FL lessons could be some of the reasons behind the decline of positive attitudes experienced by the pupils involved in this research.

In terms of the teaching of Spanish in the primary schools involved in this research, most schools had a positive attitude towards the programme although many teachers and head teachers recognised the programme was successful thanks to the “personal commitment” of the teachers involved. This commitment and enthusiasm in the teachers was successfully transferred to the primary pupils in the stress-free environment they created in the Spanish lessons. Teachers tended to praise and reward the pupils’ work and participation in Spanish which lowered their anxiety, facilitated the pupils’ learning and developed positive attitudes in them. The importance of the teacher-pupil relationship in primary-aged pupils in foreign language learning was found by Burstall (1980, p.89) who believed it could “explain the higher level of achievement in French and the subsequent development of positive attitudes towards further learning” (Nikolov, 1999, p.36).

However, a lack of confidence in their linguistic competence was apparent among some primary teachers who did not use the TL to a great extent in their Spanish lessons. This lack of confidence also forced them to limit the variety of activities they used in their lessons, and was often caused by a lack of continuous professional development opportunities provided by authorities in order to improve their linguistic competence and boost their confidence. Already in 1998, in her dissertation “A comparative analysis of the teaching of MLPS in Scotland and Europe with specific reference to Aberdeen and Bavaria”, MacLennan found that “the confidence of Scottish teachers will need to be addressed and overcome through follow-up training” (MacLennan, 1998, p.132). In her study on the differences between generalist and specialist MLPS teachers, Driscoll (2000) also emphasised the need for support for primary generalist teachers:

Overall, it is a significant finding of this study that it is indeed realistic to expect that MFL can be taught by primary class teachers who have limited subject knowledge, with support and training. They lack the subject knowledge but they do appear to have significant advantages because of their position in the school and their superior situational knowledge. (Driscoll, 2000, p.347)

The lessons observed had a variety of activities where teachers introduced and reinforced the four skills: listening, speaking, reading and writing; as well as basic notions of knowledge about the foreign language which were then displayed by

the pupils in their linguistic competence interviews. However more work is needed in reading and writing skills as well as in the use of ICT in the FL class. The wide range of activities used by the teachers as well as the stress-free and participative environment the primary teachers created in the Spanish lessons were reflected in the high number of positive comments pupils selected in the pupils' attitudes questionnaires. Although the percentage of happy comments selected by pupils from P5 to S1 decreased, at all times more positive comments were selected than negative ones. This positive attitude was also found when the majority of P7 and S1 pupils felt learning Spanish was very easy, easy or average, and when up to 69% of S1 pupils said they would want to continue learning a FL in S2 if they had a choice.

In terms of linguistic competence, this research found that pupils from P6 to S1 did not make mistakes different from older British/Scottish learners. Pupils were willing to participate and showed a willingness to try and guess vocabulary they were not familiar with. However, pupils still had problems in terms of the use of sentences, questions and agreement rules in Spanish, although all were aware of basic grammar rules their teachers had been teaching since P6.

The findings of table 9.1 in chapter 9 where 50% of P6 pupils could not communicate at all when asking questions is worrying, although these figures decreased to 39% in P6 and 17% in S1 (see table 9.9 in chapter 9). However it has to be taken into account that if these P6 pupils had started learning Spanish in S1, this situation would have arisen then. In this sense Buckby's thoughts on the conclusions of the NFER report (chapter 4, section 4.1.1) should be remembered: "Going back to a start at 11 would merely put off the problems for 3 years and reduce by 3 years the time available to solve them" (Buckby, 1976, p.20).

As a final conclusion, two main aspects are worth emphasising. On the one hand, if the objectives of any early language learning programme are an accurate linguistic competence and measured results through assessment, primary teachers teaching Spanish, or any FL, need a high level of linguistic competence. In this respect, many teachers participating in this research were aware of their limitations in linguistic competence and saw the need for further training, both in terms of

language knowledge as well as in terms of assessment tools and new resources. However, this researcher supports Boyd's opinion expressed at the Fourth Jordanhill MLPS conference in February 2003, that education is not just preparing children to pass exams, but a way to focus on how children learn. Boyd reminded us of the four aims identified by Unicef as aims of education: learning to know, to do, to live together and to be. In his opinion, the main aim of foreign language learning should be to learn to be part of a new multilingual community, and not to learn to know lists of words. In this respect, he felt that what pupils needed was a facility in language learning, not full fluency in the Foreign Language.

On the other hand, this research has found that pupils who had started to learn Spanish in P6 had very positive attitudes towards language learning, enjoyed the experience and were willing to continue learning foreign languages if they had the choice. If the provision of strong linguistically competent teachers is problematic, at least until this area of teaching is included in ITT, it might be beneficial to focus on promoting positive attitudes to languages and different cultures, motivating children to establish links with foreign partners and teaching them some language learning skills that would be transferable to any language learning experience they could wish to be involved with in the future. In this respect, Sharpe believed that

The case might be therefore that in the primary school pupils start to learn a foreign language in a supportive and enjoyable context, as a result of which they develop positive feelings about language learning in general which colour their attitudes and behaviour subsequently in the secondary school. In this sense, the early start is seen as a kind of immunization against later negative attitudes which might emerge after puberty. (Sharpe, 2001, p. 35)

This research has found that the Scottish primary schools and teachers involved in it have been successful in developing positive attitudes to language learning in their pupils. However, it would be interesting to revisit these pupils in three or four years time to assess whether their attitudes to FL learning are still as positive as they were at the beginning of their FL learning experience.

In the earlier mentioned dissertation comparing the Aberdeen and the Bavarian MLPS programmes, MacLennan found that

Conclusions indicate that the MLPS initiative in Aberdeen is successful in its aims but that considerable improvements need to take place in many areas, including liaison between primary and secondary schools, diversification of language provision, resources and staff development. (MacLennan, 1998, abstract)

Although the Scottish MLPS programme has been in practice for over 10 years and it is now five years since MacLennan's study, it is a matter of concern that a number of the issues highlighted in her dissertation still need to be addressed if it is to be secured and to continue to yield positive attitudes on the part of the pupils:

- Teacher provision needs to be maintained and secured so schools are not left without ML trained staff when individuals get promotion or are absent.
- The training of teachers in MLPS should be included in ITE so that its provision is regular and up to date.
- Continuous professional development should be provided for the teachers already trained to address their lack of confidence in linguistic competence and to inform them of and train them in new teaching strategies and resources.
- The use of Foreign Language Assistants (FLA) should be revised. These native speakers would be beneficial to pupils' attitudes towards the FL as they would more readily see the language as a communication tool. They could also be of benefit to teachers as they would provide linguistic support as well as cultural awareness.
- The primary curriculum should be revised to give the MFL its own time and place as an integral part of it. Many teachers and head teachers said during this research that the MFL had been added to an 'already over-loaded curriculum' and it was difficult to find time for it.
- Issues of continuity, both of language and curriculum, need to be addressed in all primary-secondary clusters so that pupils do not 'waste time' in S1 learning the Spanish they have already covered in primary school, with the consequent demotivation which can result.
- Some form of transfer of pupils' records should be mandated, either nationally or regionally, so the secondary school knows exactly what has been covered in the primary stages and how far each pupil is in the learning process.

Unfortunately, as was described in chapters 2, 3 and 4, many of these issues had already been pointed out by different organisations and researchers in the past in England, Scotland and elsewhere in Europe, but lessons have still to be learned.

10.3. Scope and generalisability of the present research

This thesis has concentrated on the teaching of Spanish in primary and early secondary schools in West Central Scotland. Could the findings be generalised to other languages and to other areas of Scotland?

When analysing the findings of a research project the context it has taken place in is of vital importance. In this sense, the present study concentrated on a single language (Spanish), in a specific geographic area of Scotland (West Central Scotland) and in the context of the Scottish National MLPS programme where the primary teachers had received both linguistic and pedagogical training to teach a FL in the primary stages.

In terms of implementation practicalities, this thesis has found that there was a great diversity of provision among the schools involved in this research which had also been remarked upon by Tierney and De Cecco in the National survey of 1999. In this sense it may well be the case that the variations in teaching patterns and provision, FL teaching time and liaison arrangements Spanish teaching schools face are also to be found among other schools involved in the MLPS programme. However the differences in the numbers of teachers being trained in the different FLs in Scotland could accentuate some of the provision problems for less-taught languages such as Italian.

In Scotland the training received by primary teachers in the MLPS programme was unified and based on a national training programme (although since 2002 authorities have more flexibility to adapt the national training to their local needs). Teachers of French, German, Spanish or Italian underwent similar training in terms of methods and resources, although their initial linguistic competence could differ (teachers of French had generally learned the language in school while those

training in Spanish and Italian were not expected to have any previous knowledge). This research has found that teachers included most skills in their Spanish lessons, although with an oral/aural predominance and that they did not use the TL to any great extent. In terms of the activities and methods used in the FL lessons the findings could be generalised to other languages although the use of the TL, which was rather restricted in the case of Spanish teachers involved in this research, would depend on the teachers' competence and confidence and perhaps some further research is necessary in this respect in order to fully generalise the results to include French teachers.

The results on the pupils' attitudes to Spanish were positive but, was this related to the language itself or would they be as positive for French, German or Italian? In Scotland rather more people tend to go to Spain than France on holidays, so in that sense Scottish pupils could find learning Spanish more useful and hence have more positive attitudes towards it. In the same way, pupils learning French in the South of England would possibly also have more positive attitudes towards French than those in the North due to the closeness and accessibility of France. On the other hand secondary teachers have often said that boys find learning Spanish easier and are less self conscious speaking it than French, but once again this is not based on hard findings and it would be interesting to look into this further. In this area of the research, the researcher strongly believed that the results were linked to the FL learned by the pupils, although more evidence is required to make a firm statement on this.

In terms of the linguistic competence of the pupils involved in this study, progress was evident in their first three years of Spanish learning. This researcher considers that this progress should also be apparent in other languages. However, many of the findings were related to the specific language in question, Spanish. In these instances, the findings are restricted to this language although other FLs could have corresponding findings, for example in terms of the problems the pupils found in asking questions and applying agreement rules, although they were aware of them. It is reasonable to assume that Spanish is no different with regard to asking questions and metalinguistic awareness or knowledge about language.

10.4. National or regional approach to MLPS?

Chapters 2 and 3 of this thesis described the developments in MLPS in England and Scotland from the 1960s to 2002. Both these areas have addressed the educational challenge in different ways. In 1993 Scotland embarked on a National programme by which primary teachers were being trained to teach a FL to their pupils. In England, at present there is not a National programme as such, but many local authority-led initiatives, some as part of a national initiative, are in place. Looking at the findings of this thesis, is the Scottish national programme a success or should countries follow a more regional-based initiative according to the needs and characteristics of each region?

This thesis has demonstrated that the National approach adopted in Scotland has still a number of issues to solve, namely: teacher provision; liaison arrangements between primary and secondary institutions; teacher support and training. At the same time, it has shown that there is a great diversity in terms of teachers (drop-in or class teachers), the length and frequency of classes, the competence of teachers.

Looking at the pupils, this thesis provides two differing pictures. On the one hand attitudes to Spanish learning are generally positive. On the other hand, in terms of linguistic competence, although progress is apparent between P6 and S1, there are also some worrying issues, such as 50% of P6 pupils who cannot communicate questions (see table 9.1 in Chapter 9). However, in this respect the reader has to bear in mind that if these children had not started learning Spanish in P6 (age 9-10), this lack of communication might have appeared in S1 (age 11-12) when pupils' shyness and self consciousness would be more difficult to overcome.

When the success or failure of a new educational initiative is being evaluated, authorities often look at measurable results such as test results and value for money. The Scottish Office initially and Scottish Executive subsequently have spent a large amount of money on the MLPS programme. Do the results in this thesis warrant this expenditure?

This researcher believes that all children should have the right to learn a FL whether they are in Orkney, Glasgow, Kendal or London. However the Education authorities have to facilitate the necessary resources and support to provide a quality MLPS programme for all. Although the findings in terms of pupils' attitudes and, to a certain extent, in linguistic competence provide positive results that do support the continuation of the MLPS programme, it still has a lot to improve in terms of providing the necessary teachers, training and resources and ensuring that the issue of primary/secondary liaison is resolved. In this sense, if a nation or region was to consider embarking on a MLPS programme, a long term plan of action should be considered where teachers must be supported throughout their teaching careers through CPD and where care is taken to provide enough teachers for all schools involved (taking into account possible movements of teachers). This last situation might be best achieved by including MLPS within ITE. However, if countries follow the new situation in England where pupils can stop learning FL at the age of 14, it is going to be more difficult to recruit FL teachers for the future.

10.5. Reflections on future research in MLPS

During this investigation, several issues for further research have emerged. Initially, it would be interesting to undertake the same research in the other main languages taught in schools and even in other subjects.

In terms of the *pupils*, aspects which would benefit from further research include:

- *The attitudes of the pupils involved in this research in the later years of secondary school.* The schools and pupils participating in the present research could be revisited in three or four years time, towards the end of their secondary schooling, to see to what extent their attitudes and linguistic competence have changed.
- *The differences due to different teacher models* (class teacher versus drop-in teacher); the attitudes and linguistic competence of pupils with a drop-in teacher and a FL teaching class teacher. Driscoll's PhD thesis (Driscoll, 2000) explored the idea of generalist versus specialist teachers in French. However, to the

researcher's knowledge, no research has been undertaken in terms of primary FL trained teachers teaching as drop-in teachers or as class teachers.

- *The 'Primacy of Pedagogy' debate.* Sharpe's 'primacy of pedagogy' over linguistic competence has been confirmed in this thesis. It would be interesting to investigate further the effects of a stronger linguistically-competent teacher as opposed to a stronger methodologically-competent teacher and to explore any differences in the pupils' attitudes and their linguistic competence.
- *Gender differences in younger pupils' attitudes to foreign language learning.* This research concentrated on the pupils as a homogenous group. Although many researchers have already looked into gender issues in education, there has been little or none concerned with language learning at this stage. It might be profitable to research the attitudes of younger pupils to the FL according to their gender.
- *Effect of assessment on pupils' attitudes.* This is a contentious issue both for teachers and for pupils. However, it is the way most of the educational successes or failures are measured. In Scotland, by 2003, assessment has not been introduced formally in the MLPS programme although it is being considered. It will be important to investigate whether pupils' attitudes vary once assessment has been introduced.
- *Learning processes and abilities in children and adults as language learners.* As indicated in the chapter on pupils' linguistic competence, the researcher often noted the comparison between pupils' ability and that of her adult students. This might be formalised to see where children's and adults' learning processes vary in respect of the different languages.

In terms of the *teachers* involved in the MLPS programme, areas of interest for further research would include:

- *Organisational and management issues.* A national report on the provision of MLPS teachers was undertaken in Scotland in 1999 by Tierney and De Cecco. However, a more recent picture of the national provision of teachers is not available. It would be interesting to determine whether all areas of Scotland have by now enough FL trained primary teachers to make the programme successful

and whether teaching time commitments are similar throughout the country or not, and in line with the 90 minutes suggested by the Action Group on Languages.

- *Support models.* Many teachers in this research complained about a lack of support from their authorities to improve their linguistic competence as well as their teaching methods. Some Scottish authorities are implementing different teaching models (Clackmananshire, Aberdeen) with the support of extra funding from the Scottish Executive. However, different support models which might be shared between authorities, if otherwise too costly, and which would benefit both teachers and pupils, should be investigated.

Finally, in terms of *implementation issues*, areas to be investigated include:

- *Liaison between primary and secondary schools.* This was still a problematic issue in the schools involved in this research. Different liaison models between secondary and primary institutions should be investigated.
- *The transfer of pupils' records.* This should also be looked at further, possibly using the European Portfolio described in chapter 2 and which is being used in different European Countries already.
- *The purpose of language learning.* A major problem in pupils' attitudes is that they do not think they will use the FL in their lives. In this age of ICT and world telecommunications, it is important to investigate how the FL can be made more purposeful to pupils, thus enabling them to communicate with other countries and foreign pupils.

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Chapter 5 Appendices

Design of Study

Appendix E. 1.

Local Authorities' permission letters

(March 1999)

APPENDIX E.1

Dear Ms Gallastegi

Research Project - Teaching and Learning of Spanish in Primary and early Secondary.

Thank you for your completed application form in respect of the above proposed research project. I now write to advise you that this department has no objection to you approaching the educational establishments detailed in your application for assistance with your project.

I would confirm however that it is very much up to individuals and to schools to decide whether or not they participate in your research.

A copy of this letter should be sent to the Head Teacher when contacting relevant schools.

This approval is also on the understanding that where there is any pupil involvement parental consent **must be requested, and given,** before such involvement.

I hope that this is helpful and that you have success with your research. I would also be obliged if a copy of your final research findings was sent to me for information at the above address.

Yours sincerely

APPENDIX E.1.
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APPENDIX E.1.

Research Project: Teaching and Learning of Spanish in P/S Schools

Dear Lore

Thank for your recent letter in which you request permission to conduct research in schools within North Lanarkshire. I can confirm that approval is granted for you to approach the intended schools.

While you are now in a position to contact the head teachers of the schools involved, I would remind you that it is the head of establishment who has the final veto over whether his/her school shall participate in the research project.

When you have completed your research you should provide each school with a copy of your findings.

May I take this opportunity to wish you every success with your project. If I can be of any further assistance please do not hesitate to contact me.

Yours sincerely

APPENDIX E.1.
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Date: 24 March 1999

APPENDIX E.1.

Ms Lore Gallastegi
Flat 2/5
200 Sandiefield Road
GLASGOW
G5 0BL

Dear Ms Gallastegi

Teaching and Learning of Spanish

Thank you for returning the completed application form.

I am pleased to advise you that approval has been granted for you to contact the headteachers of schools in South Lanarkshire to ask if they will take part in your project.

When you contact the headteachers you should enclose a copy of this letter as proof of authorisation. Each headteacher will, of course, have the final veto over whether or not his or her school shall participate.

You should ensure complete confidentiality of both establishments and individuals at all times.

It will be necessary for you to have parental approval for pupils to take part in your project and to help you with this I enclose a copy of the form which you should use and a copy of the notes on parental consent procedure.

I wish you every success with your research and if I can be of any further assistance please contact me at the address below.

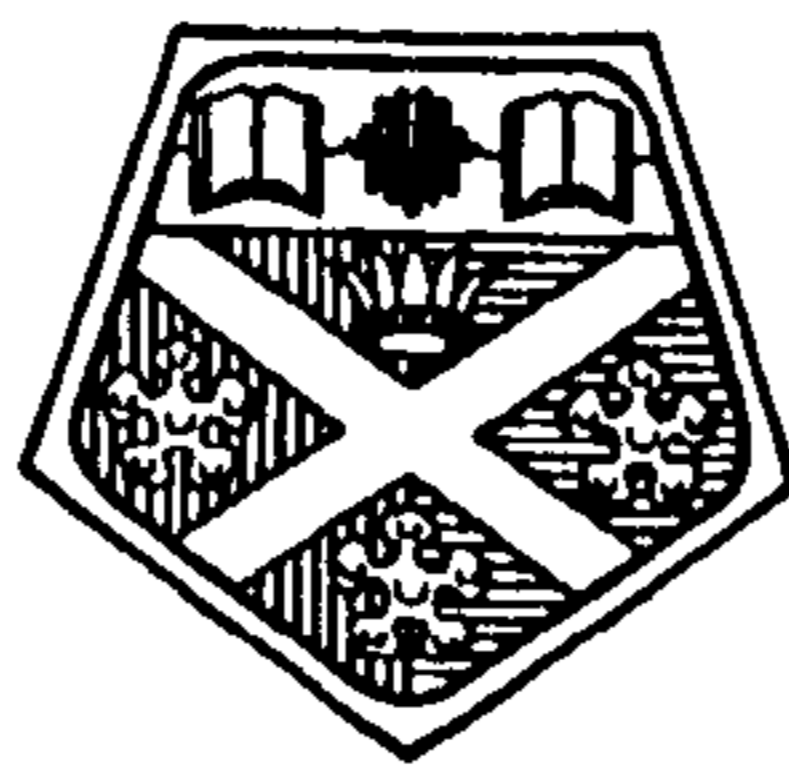
Yours sincerely

APPENDIX E.1.
430

Appendix E. 2.

Parental consent letters for P5 pupils

(May 1999)



UNIVERSITY OF STRATHCLYDE

FACULTY OF EDUCATION
Jordanhill Campus

Dear Parent

The Teaching and Learning of Spanish in Primary Schools
in the West of Scotland

As you may be aware, your child's school is involved in the teaching of Spanish in P6 and P7. This project was first introduced in Primary schools in 1990 and has since become part of the everyday life of schools in Scotland. With this study, we will see how children are progressing during these first two years of studying a foreign language and what can be done to make the learning in your child's school even more interesting and enjoyable.

With the approval of your local authority and your child's head teacher and under my supervision, Miss Lore Gallastegi is currently engaged in a study of the teaching and learning of Spanish in primary schools and your child's school has been selected to take part in the research.

The study will involve some classroom observations and simple questionnaires during school hours during the next two school years, usually around Christmas and at the end of term (May / June). We are aware that the learning of Spanish may not be your child's only priority and we would like to assure you that this study will not interfere with your child's schoolwork: the focus of this study is the whole class, rather than individual pupils.

We would like to point out that any information received in this study will be strictly confidential and that in any report or publication deriving from the research project, neither individuals nor the educational establishments which they attend, will be cited by name or be identifiable.

In order to carry out the study we are required by the local authority to request and receive written parental consent for the pupils involved. We would be very grateful therefore, if you would complete and return to the school the enclosed consent form as soon as possible.

If you require any further information on the study, please feel free to contact the researcher, Lore, on: 0141 429 3877 (In the evenings)

Can we thank you in anticipation of your co-operation in this important study.

Yours sincerely,

Supervisor:
Mr D. Tierney
Senior Lecturer
(National Development Officer for Modern Languages in the Primary School)
University of Strathclyde

Researcher:
Miss Lore Gallastegi



THE TEACHING AND LEARNING OF SPANISH IN PRIMARY SCHOOLS IN THE WEST OF SCOTLAND

I, (Insert your name) _____

BEING THE (Insert your relationship
To the child, e.g. mother/father/guardian) _____

OF (Insert your child's name) _____

OF (Insert name of school) _____

GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE RESEARCH STUDY DESCRIBED IN THE LETTER ATTACHED.

SIGNATURE: _____

DATE: _____



UNIVERSITY OF
STRATHCLYDE

FACULTY OF EDUCATION
Jordanhill Campus

Dear Parent

**The Teaching and Learning of Spanish in Primary Schools
in the West of Scotland**

As you may be aware, your child's school is involved in the teaching of Spanish in P6 and P7. This project was first introduced in Primary schools in 1990 and has since become part of the everyday life of schools in Scotland. With this study, we will see how children are progressing during these first two years of studying a foreign language and what can be done to make the learning in your child's school even more interesting and enjoyable.

With the approval of your local authority and your child's head teacher and under my supervision, Miss Lore Gallastegi is currently engaged in a study of the teaching and learning of Spanish in primary schools and your child's school has been selected to take part in the research.

The study will involve some classroom observations and simple questionnaires during school hours during the next two school years, usually around Christmas and at the end of term (May / June). We are aware that the learning of Spanish may not be your child's only priority and we would like to assure you that this study will not interfere with your child's schoolwork: the focus of this study is the whole class, rather than individual pupils.

We would like to point out that any information received in this study will be strictly confidential and that in any report or publication deriving from the research project, neither individuals nor the educational establishments which they attend, will be cited by name or be identifiable.

In order to carry out the study we are required by the local authority to request written parental consent for the pupils involved. If you are willing to give consent then you need take no action. If you are unwilling please complete and return to the school the enclosed form as soon as possible.

If you require any further information on the study, please feel free to contact the researcher, Lore, on: 0141 429 3877 (In the evenings)

Can we thank you in anticipation of your co-operation in this important study.

Yours sincerely,

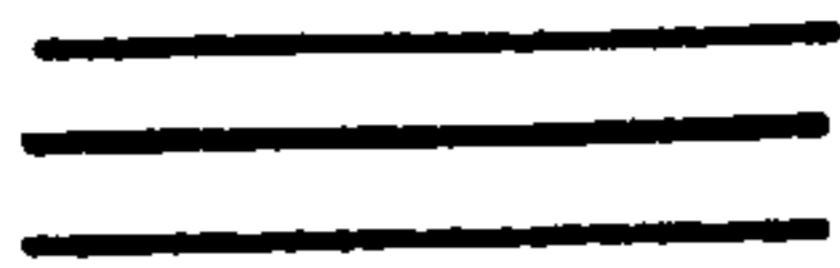
Supervisor:
Mr D. Tierney
Senior Lecturer
(National Development Officer for Modern Languages in the Primary School)
University of Strathclyde

Researcher:
Miss Lore Gallastegi

A PLACE OF USEFUL LEARNING SINCE 1796



EDUCATION DEPARTMENT



CONSENT FORM



FOR PERMISSION FOR A SCHOOL AGE CHILD TO PARTICIPATE IN A RESEARCH

To be completed by the child's parent or guardian

Please read the following notes carefully before completing the form

This form must be attached to covering letter (which you may detach and keep), and should only be completed and returned **IF YOU ARE UNWILLING** to have your child participate in the research described in the research study described in the attached letter.

If you do not complete and return the form this will be taken as implying that you wish your child to participate in the study.

**ONLY COMPLETE AND RETURN THIS FORM IF YOU DO NOT WISH
YOUR CHILD TO PARTICIPATE IN THE RESEARCH STUDY**

PLEASE USE BLOCK CAPITALS

I, (insert your name) _____

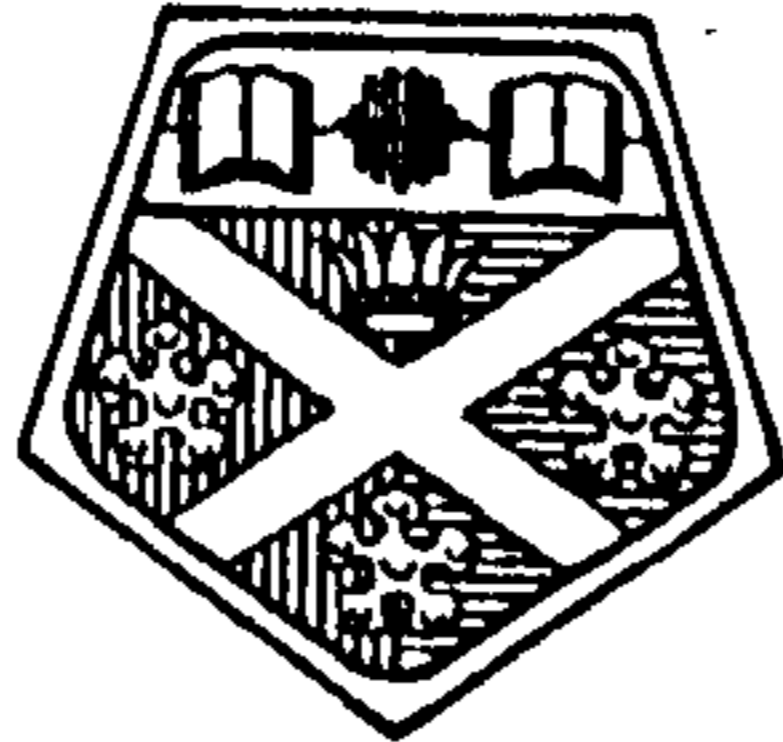
BEING THE (insert your relationship
to the child, e.g. mother/father/guardian) _____

OF (insert class or form) _____

OF (insert name of school) _____

**DO NOT GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE
RESEARCH STUDY DESCRIBED IN THE LETTER ATTACHED.**

SIGNATURE: _____ **DATE:** _____



UNIVERSITY OF
STRATHCLYDE

FACULTY OF EDUCATION
Jordanhill Campus

Dear Parent

**The Teaching and Learning of Spanish in Primary Schools
in the West of Scotland**

As you may be aware, your child's school is involved in the teaching of Spanish in P6 and P7. This project was first introduced in Primary schools in 1990 and has since become part of the everyday life of schools in Scotland. With this study, we will see how children are progressing during these first two years of studying a foreign language and what can be done to make the learning in your child's school even more interesting and enjoyable.

With the approval of your local authority and your child's head teacher and under my supervision, Miss Lore Gallastegi is currently engaged in a study of the teaching and learning of Spanish in primary schools and your child's school has been selected to take part in the research.

The study will involve some classroom observations and simple questionnaires during school hours during the next two school years, usually around Christmas and at the end of term (May / June). We are aware that the learning of Spanish may not be your child's only priority and we would like to assure you that this study will not interfere with your child's schoolwork: the focus of this study is the whole class, rather than individual pupils.

We would like to point out that any information received in this study will be strictly confidential and that in any report or publication deriving from the research project, neither individuals nor the educational establishments which they attend, will be cited by name or be identifiable.

In order to carry out the study we are required by the local authority to request and receive written parental consent for the pupils involved. We would be very grateful therefore, if you would complete and return to the school the enclosed consent form as soon as possible.

If you require any further information on the study, please feel free to contact the researcher, Lore, on: 0141 429 3877 (In the evenings)

Can we thank you in anticipation of your co-operation in this important study.

Yours sincerely,

Supervisor:

Mr D. Tierney

Senior Lecturer

(National Development Officer for Modern Languages in the Primary School)

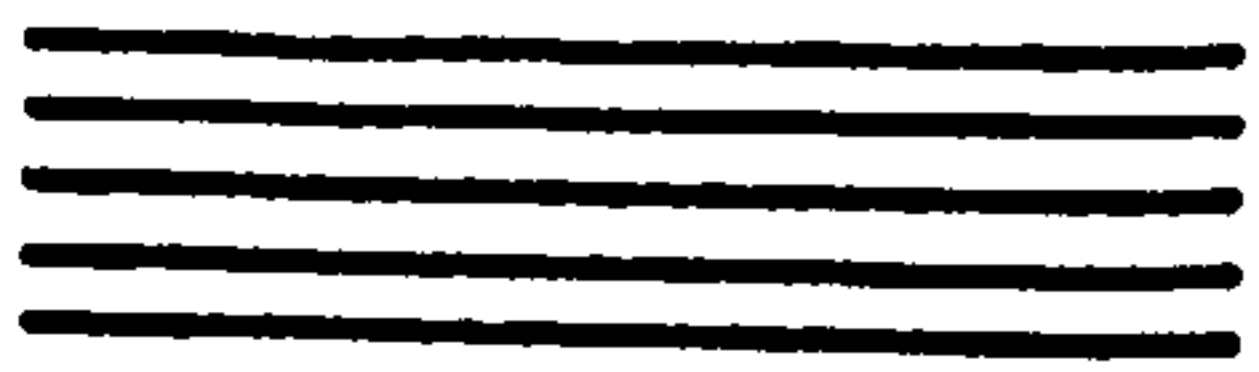
University of Strathclyde

Researcher:

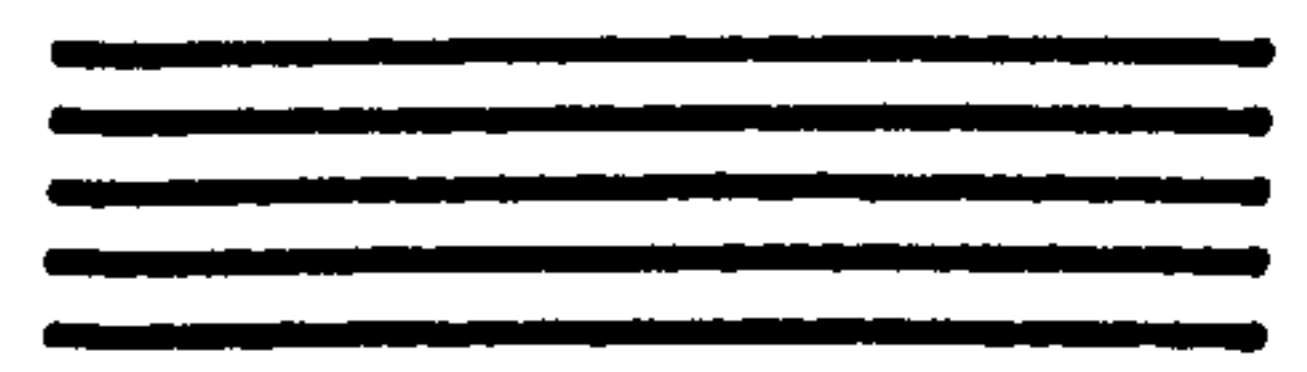
Miss Lore Gallastegi



THE QUEEN'S
ANNIVERSARY PRIZES



CONSENT FORM



FOR PERMISSION FOR A SCHOOL AGE CHILD TO PARTICIPATE IN A RESEARCH STUDY

To be completed by the child's parent or guardian.

Please read the following notes carefully before completing the form.

This form must be attached to a covering letter (which you may detach and keep), and should only be completed and returned IF YOU ARE WILLING to have your child participate in the research study described in the attached letter.

If you do not complete and return the form this will be taken as implying that you DO NOT WISH your child to participate in the study.

ONLY COMPLETE AND RETURN THIS FORM IF YOU WISH YOUR CHILD TO PARTICIPATE IN THE RESEARCH STUDY

PLEASE USE BLOCK CAPITALS

I, (INSERT YOUR NAME) _____,

BEING THE (INSERT YOUR RELATIONSHIP TO THE CHILD, E.G. MOTHER/FATHER/GUARDIAN) _____,

OF (INSERT CHILD'S NAME WITH CLASS OR FORM) _____

OF (INSERT NAME OF SCHOOL) _____

GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE RESEARCH STUDY DESCRIBED IN THE LETTER ATTACHED.

SIGNATURE: _____

DATE: _____

NOJ/SOI

Appendix E. 3.

**Parental consent letters for
second cohort of P6 pupils
for linguistic competence interviews**

(May 2000)



UNIVERSITY OF
STRATHCLYDE

FACULTY OF EDUCATION
Jordanhill Campus

Glasgow, May 2001.

Dear Parent / Tutor

**The Teaching and Learning of Spanish in the Primary Schools
in the West of Scotland**

As you may be aware your child's school is involved in the teaching of Spanish. For the past two years and with the approval of your local authority and your child's head teacher I have been carrying out a research study with your child's school. I am looking at how children are progressing during their first two years of learning a foreign language. I am also considering what can be done to make this experience in your child's school even more interesting and enjoyable.

So far I have worked with the children who are now in P7. However I would also like to include this year's P6 children in the study. Your child's involvement will only involve a short interview at the end of P6 and P7 during school time. This interview will be carried out by myself, a trained primary teacher, and will help your child to display his/her abilities in Spanish in a very relaxed and non-threatening way.

I would like to point out that any information received in this study will be strictly confidential and that in any report or publication deriving from the project, neither your child's nor the school's name will be identifiable.

In order to involve your child in this study, I am required by the local authority to request and receive written parental consent for the pupils involved. I would be very grateful therefore, if you could complete and return to the school the consent form included as soon as possible.

If you require any further information on the study, please feel free to contact me, Lore on 0141 548 2545 (Day) or 0141 423 2121 (Evening).

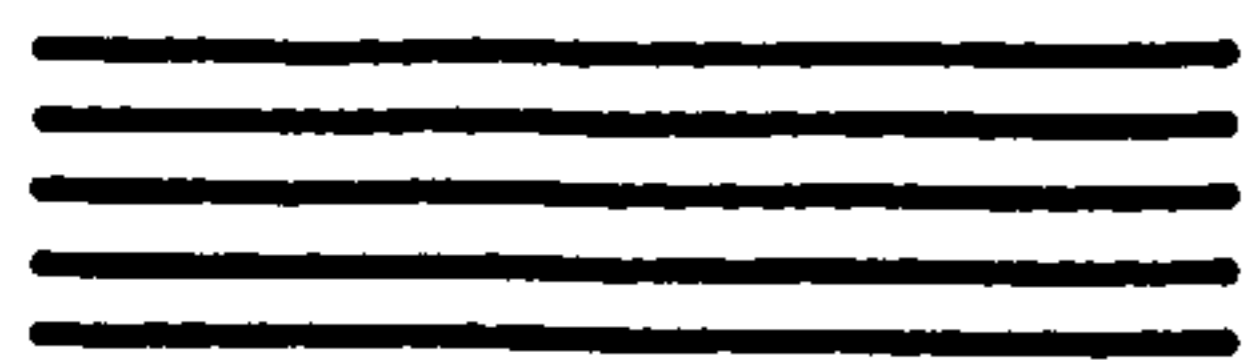
Can I thank you in anticipation of your co-operation in this important study.

Yours sincerely,

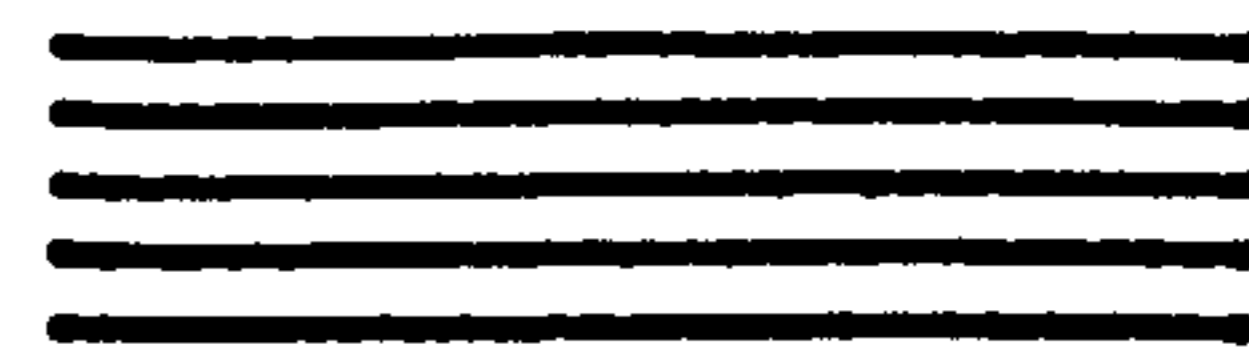
Miss Lore Gallastegi

A PLACE OF USEFUL LEARNING SINCE 1796





CONSENT FORM



FOR PERMISSION FOR A SCHOOL AGE CHILD TO PARTICIPATE IN A RESEARCH STUDY

To be completed by the child's parent or guardian.

Please read the following notes carefully before completing the form.

This form must be attached to a covering letter (which you may detach and keep), and should only be completed and returned IF YOU ARE WILLING to have your child participate in the research study described in the attached letter.

If you do not complete and return the form this will be taken as implying that you DO NOT WISH your child to participate in the study.

ONLY COMPLETE AND RETURN THIS FORM IF YOU WISH YOUR CHILD TO PARTICIPATE IN THE RESEARCH STUDY

PLEASE USE BLOCK CAPITALS

I, (INSERT YOUR NAME) _____,

BEING THE (INSERT YOUR RELATIONSHIP TO THE CHILD, E.G. MOTHER/FATHER/GUARDIAN) _____,

OF (INSERT CHILD'S NAME WITH CLASS OR FORM) _____

OF (INSERT NAME OF SCHOOL) _____

GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE RESEARCH STUDY DESCRIBED IN THE LETTER ATTACHED.

SIGNATURE: _____

DATE: _____

POS/CON

APPENDIX E.3
440

Appendix E. 4.

Primary head teachers' questionnaire 1

(May 1999)

**QUESTIONNAIRE ON THE TEACHING OF SPANISH
IN PRIMARY SCHOOLS**

1. Name of School: _____
2. School telephone number: _____
3. School e-mail (if available): _____
4. Name of Head Teacher: _____
5. Name of Associated Secondary School: _____

6. Total number of classes per stage (1998 – 1999)

P 5	P 5/6	P 6	P 6/7	P 7

7. Number of pupils per class (1998 – 1999)

P 5	P 5/6	P 6	P 6/7	P 7

SPANISH TEACHING IN YOUR SCHOOL

8. Teachers trained in Spanish

NAME	OWN CLASS		TEACHES SPANISH TO CLASS	
	98 / 99	99 / 00	98 / 99	99 / 00

9. What is the usual pattern of teaching per week? (Please tick as appropriate)

	P 5	P 5/6	P 6	P 6/7	P 7
1 Slot / Week					
2 Slots / Week					

10. How many minutes per week are time-tabled for Spanish?

	P 5	P 5/6	P 6	P 6/7	P 7
Total amount of minutes / week					

11. Does your school have a programme for Spanish? (Please tick as appropriate)

Yes Please go to the next question
No Please go to question 13

12. Was this programme organised by: (Please tick as many as required)

Your school
The Secondary School
The cluster of Primary Schools
The local authority
Any other (Please specify)?

**LIAISON ARRANGEMENTS
WITH THE SECONDARY SCHOOL**

13. When did your trained teachers start teaching Spanish?

94 / 95	95 / 96	96 / 97	97 / 98	98 / 99

14. How was the decision taken to teach Spanish? (Please tick as many as required)

By the school itself
By the cluster of primary schools
By the Secondary School
By the local authority
After discussion with the other primary schools
After discussion with the secondary school
After consultation with parents

15. Do you hold regular meetings with the Secondary School to discuss the teaching of Spanish?

Yes Please go to the next question.
No Please go to question 18.

16. How often do these meetings take place?

- Once a month
- Once a term
- Once a year
- Any other (Please specify)

17. What is discussed in these meetings? (Please tick as many as required)

- The programme
- Resources
- Pupils' attainment records
- Any other (Please specify).....

18. Does the school keep pupils' attainment records in Spanish?

- Yes Please go to the next question
- No Please go to question 21

19. What form do these records take? (Please tick as many as required)

- Class teacher's record
- School's own report form
- Local authority report form
- Any other (Please specify)

20. Are these records (Please tick as many as required)

- Kept in the school
- Passed to the secondary school
- Sent to the parents
- Any other (Please specify).....?

21. Do you hold any joint in-service sessions with the Modern Languages department from the secondary school?

- Yes Please go to the next question
- No Please go to question number 24

22. How often do these joint in-service sessions take place?

- Once a term Once a year
- Any other (Please specify)

23. Are these sessions organised by (Please tick as many as required)

- The primary school
- The cluster of primary schools
- The secondary school
- The local authority
- Any other (Please specify).....?

24. Do teachers from the secondary Modern Languages department visit the pupils?

Yes Please go to the next question
No Please go to question 27

25. How often do these visits take place?

Once a term Once a year
Any other (Please specify).....

26. What are the aims of these visits? (Please tick as many as required)

Teaching pupils
Assisting primary teachers in the delivery of Spanish
Planning
Getting to know the pupils
Any other (Please specify).....

27. Do the P7 pupils visit the Modern Languages department in the secondary school as part of the Primary / Secondary liaison?

Yes Please go to the next question
No Please go to question 29

28. How often do these visits take place?

Once a term Once a year
Any other (Please specify).....

29. How happy are you with the liaison arrangements for Spanish with the Secondary school?

Very happy
Quite happy
Unhappy
Very unhappy

Please give an indication of the reasons for your answer.

30. Please feel free to add any comments you have on the teaching of Spanish in your school.

THANK YOU VERY MUCH FOR YOUR TIME AND HELP!

¡MUCHAS GRACIAS POR SU TIEMPO Y AYUDA!

Appendix E. 5.

Primary head teachers' questionnaire 2

(May 2000)

MAY 2000

Head Teacher's name:

School:

SPANISH IN THE SCHOOL

1. Do you think the teaching of Spanish in your school is progressing satisfactorily?

Yes	No	Unsure
-----	----	--------

What are the benefits to the school?

Has it interfered with the everyday life of the school? How?

2. Do you think the teachers who are teaching Spanish are happy with the primary Languages Project? Why? / Why not?
3. How do the other teachers in the school feel?
4. Do you think the pupils are happy to learn Spanish? Why? / Why not?

5. What in your opinion is the main advantage of the Primary Languages Project?

6. What in your opinion is the main problem in the Primary Languages Project?

LIAISON ARRANGEMENTS

7. What liaison arrangements do you have with the secondary school in terms of Spanish? (meetings, teacher / pupil visits, joint programming...)

8. Is the liaison for Spanish working better / worse than in other areas of the curriculum? Why?

9. In the future, how would you like to see the liaison working?

SUPPORT FOR SPANISH

10. Do you receive any support from your local authority in terms of
 - a)- Implementation of the programme?

 - b)- Resources?

 - c)- In-service training for the Spanish trained teachers?

11. Would you like that support to change? How?

12. Do you receive any other support from any other bodies? (Consulate, Central Bureau)

THE FUTURE

13. How do you see the future of Spanish in your school taking into account present circumstances?

14. How, in your opinion, would you like to see the teaching of foreign languages in primary schools develop?

THANK YOU VERY MUCH FOR YOUR HELP.

Please return before the end of June 2000 to; Lore Gallastegi

If you have any questions please feel free to contact me at:

Appendix E. 6.

**Secondary modern languages
principal teachers' questionnaire**

(August – October 2001)

6. When is Spanish taught in S1? *(Please specify day and time)*

.....
.....
.....

Your associated primary schools

7. How many associated primary schools does your school have?

8. Which Modern Languages do they teach? *(Please specify the number of schools for each language.)*

Spanish:
German:
Other:

French:
Italian:
None:

9. Have all the S1 Spanish pupils received two years of Spanish teaching prior to coming to you?

Yes

No *(please explain)*

10. Did you have any contact with your associated primary schools last year for Spanish?

Yes, once a month.
Yes, once in the year.

Yes, once a term.
No, none.

11. Did you receive records of what the pupils had covered in primary school?
What format did this information take? (*class jotter, teachers information on topics covered..*)

Spanish classes in S1

12. What do you use in the Spanish S1 classes? (*Please tick and specify name if known*)

- A book
- School's own resources
- Video
- Listening tapes
- Computer program
- Internet
- FLA
- Others: (Please specify)

¡MUCHAS GRACIAS!

THANK YOU VERY MUCH FOR YOUR HELP!

Appendix E. 7.

Spanish primary teachers' questionnaire

(October 1999)

1999 – 2000

SPANISH PRIMARY TEACHERS' QUESTIONNAIRE

Please, could you spend some time completing this survey on the teaching of Spanish. The information is to help me identify the activities you use in your class. At a later date, I will ask the pupils which activities they prefer.

Remember, all the information given in this survey is confidential and will not be revealed to any other person than me, Lore Gallastegi. If you have any queries, please feel free to phone me at home on

1. Teacher's name :
2. School:
3. Own class:
4. Spanish teaching:

Class (P5/6;P6;P6/7;P7)	Weekly classes (Once/Week; Twice/Week)	Total amount of minutes/week (45; 60; 75; 90)	Day class takes place (Monday, Tuesday...)	Time class takes place (eg:9.30-10.15)

What topics do you plan to cover with your P6 class until Christmas 99 ?

What topics do you plan to cover with your P6 class from Christmas 99 to June 2000 ?

How often do you use these activities in your Spanish classes? (Please tick the appropriate column)

SPEAKING ACTIVITIES

		Most times	Often	Sometimes	Seldom	Never
1	Introduction of vocabulary with flashcards					
2	Introduction of vocabulary with real objects (eg: fruits; parts of body)					
3	Vocabulary reinforcement with flashcards (whole class)					
4	Vocabulary reinforcement with card activities (groups)					
5	Vocabulary reinforcement with board games (groups)					
6	Speaking in pairs activities (find your partner)					
7	Speaking to others (survey activities)					
8	Asking for help					
9	Roleplay activities					
10	Story telling					
11	Other (please specify)					

LISTENING ACTIVITIES

		Most times	Often	Sometimes	Seldom	Never
1	Recognising a picture from different options (pick up the correct picture)					
2	Recognising a word from different words (wordcards or worksheet)					
3	Listen and draw activity					
4	Listen and write activity					
5	Listen and colour activity					
6	Listen and do activity					
7	Bingo					
8	Listening for information (survey activities)					
9	Listening to recorded material					
10	Activities based on video					
11	Storytelling					
12	Classroom language					
13	Other (Please specify)					

READING ACTIVITIES

		Most times	Often	Sometimes	Seldom	Never
1	Matching word to picture activity (whole class – flashcards)					
2	Matching word to picture activity (group/pair – minicards)					
3	Matching word to picture activity (individual – worksheet)					
4	Wordsearch activities					
5	Word formation activities (putting letters in correct order; adding missing letters)					
6	Putting words in order activity					
7	Read and draw activity					
8	Read and colour activity					
9	Read and do activity					
10	Reading aloud for pronunciation					
11	Reading for information (read and answer questions activity)					
12	Finding and handling information (dictionary work)					
13	Other (Please specify)					

WRITING ACTIVITIES

		Most times	Often	Sometimes	Seldom	Never
1	Copying from the board onto a Spanish jotter / folder					
2	Copying from a worksheet 9eg: writing word under picture from a selection of words given)					
3	Directed writing (fill in the blanks)					
4	Other (Please specify)					

OTHER INFORMATION

How do you feel about teaching Spanish? (Please tick as many as you want and explain your choice)

1	I enjoy teaching Spanish	
2	I do not enjoy teaching Spanish	
3	I feel I could do more	
4	I feel I need more support	
5	I feel I need more time for preparation	
6	I feel I need more resources	
7	Other (Please specify)	

Please feel free to add any other comments you would like to tell me about you teaching of Spanish or the running of the programme in your school.

THANK YOU VERY MUCH FOR ALL YOUR HELP.

¡MUCHAS GRACIAS POR TU AYUDA!

(Please, could you return this questionnaire in the envelope provided before the end of October 99)

Appendix E. 8.

P6 and P7 classroom observation record

(May/June 2000 and 2001)

School:

Date:

Time:

Teacher:

Class:

Time	Type of activity	Skills involved L / S / R / W	Participants T / C / G / Pa / Pu	Resources	Comments

Appendix E. 9.

P5 pupils' attitudes to Spanish questionnaire

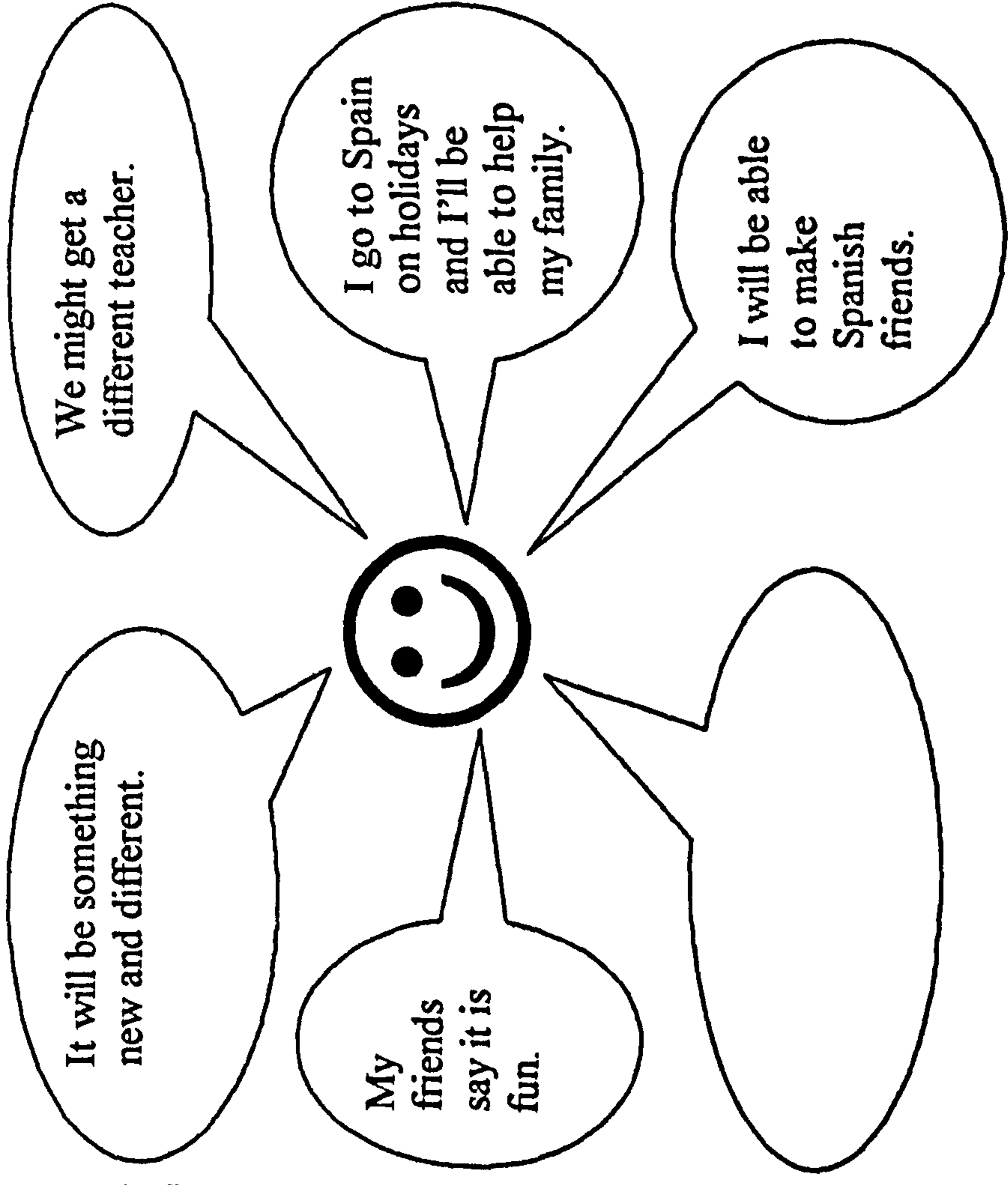
(June 1999)

My Name : _____

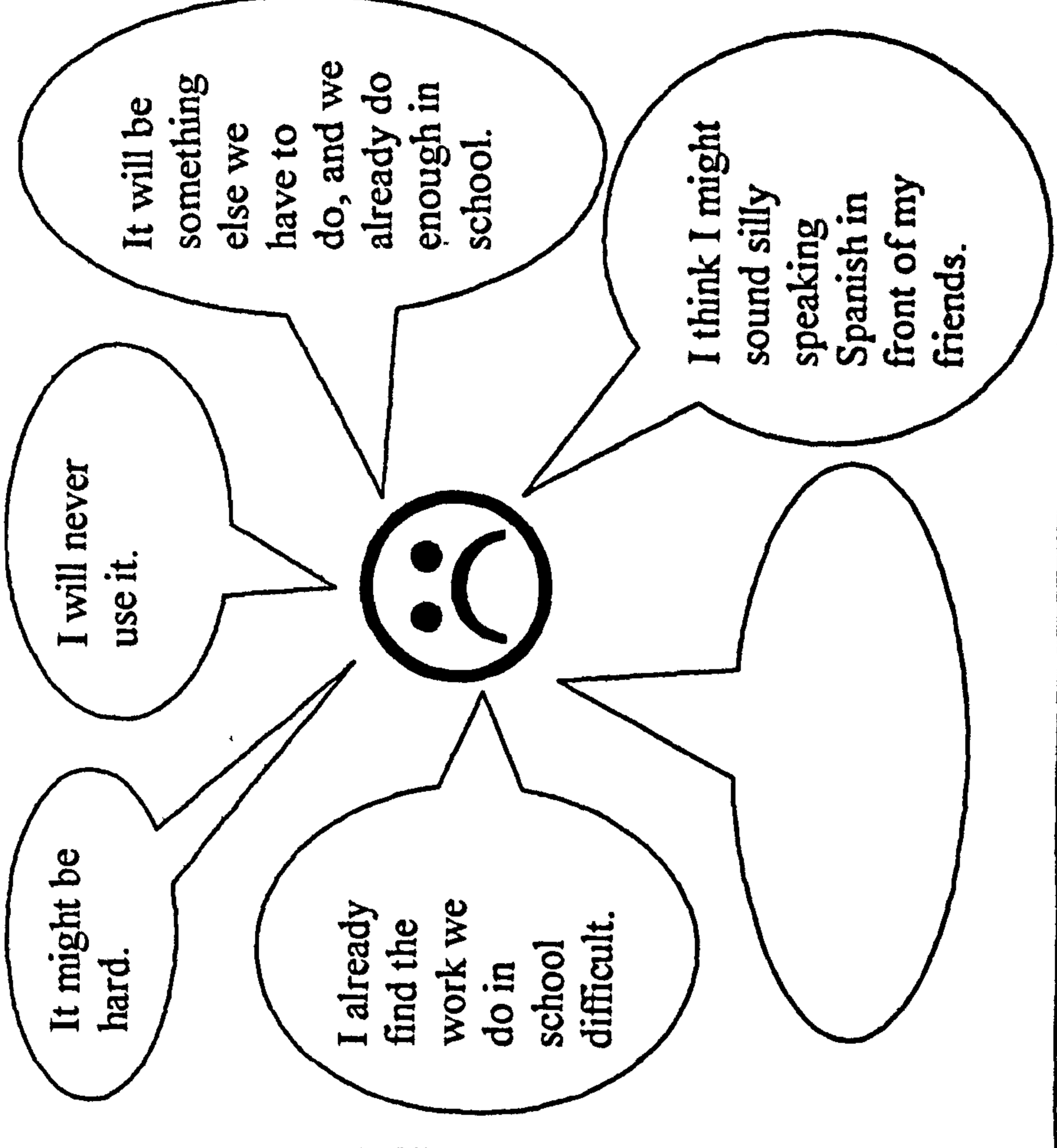
My Teacher : _____

My School : _____

I am happy about learning Spanish because :



I am not happy about learning Spanish because :



Appendix E. 10.

P6 pupils' attitudes to Spanish questionnaire

(May 2000)

My name: _____

My Spanish teacher: _____

My school: _____

You have been learning Spanish all this year. How do you feel about it?

I am happy about learning Spanish because :

It is something new and different.

It is fun.

I like my teacher.

I go to Spain on holidays and I'll be able to help my family.

I will be able to make Spanish friends.



I am not happy about learning Spanish because :

It is hard.

I will never use it.

It is something else we have to do, and we already do enough in school.

I already find the work we do in school difficult.

I think I sound silly speaking Spanish in front of my friends.



Now, how do you feel when you do these activities in class?
 (Tick one column in each line)

		I am happy ☺	I am not happy ☹	I am not sure ☺
1	When I learn new words in Spanish			
2	When we do games with cards with the teacher			
3	When we do games with cards with other friends, in groups			
4	When the teacher talks Spanish			
5	When I speak Spanish to the teacher			
6	When I speak Spanish to a friend			
7	When I write in Spanish			
8	When I do what the teacher tells us in Spanish			
9	When I sing in Spanish			

What do you like most in Spanish?

What do you like least in Spanish?

Appendix E. 11.

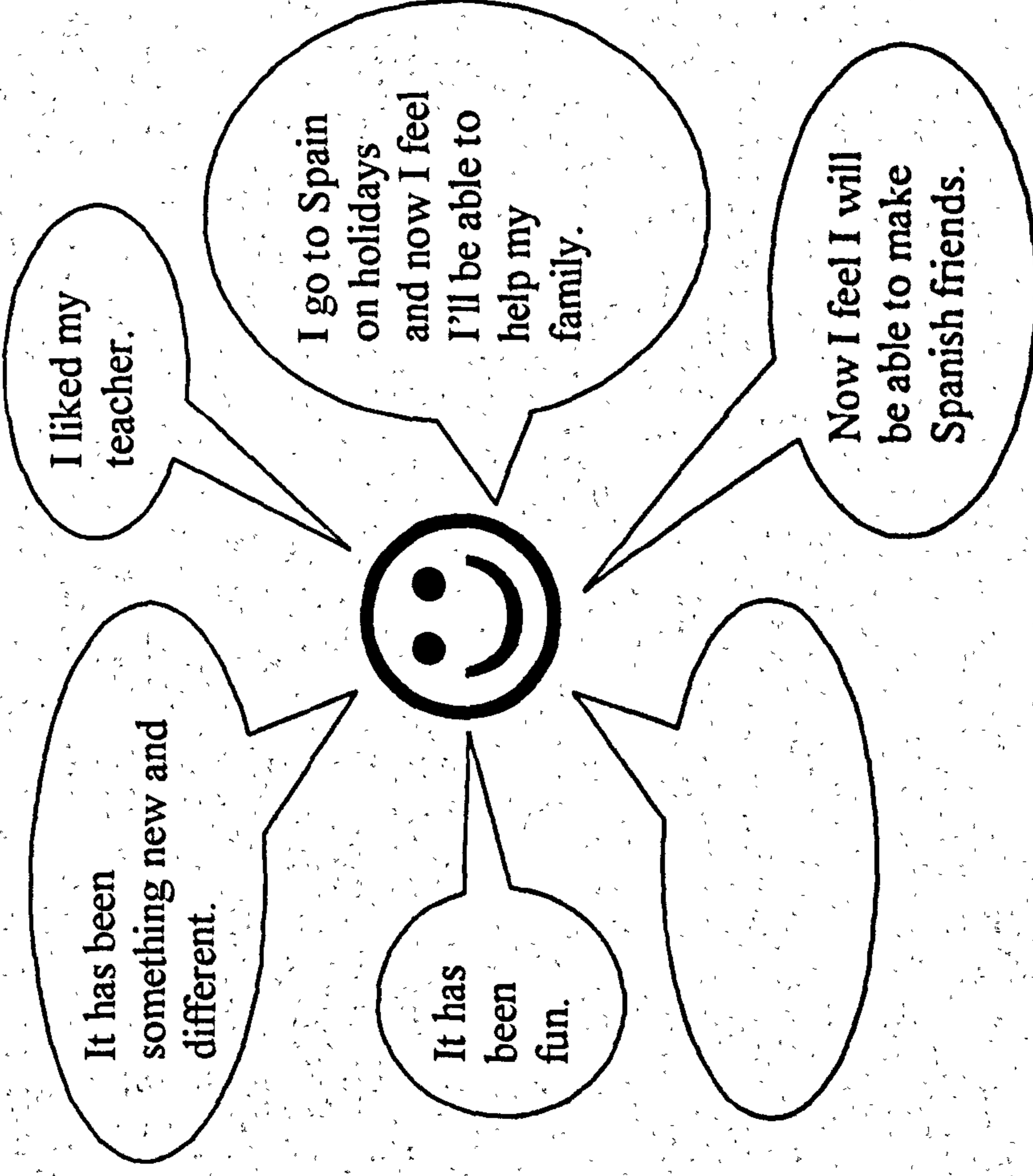
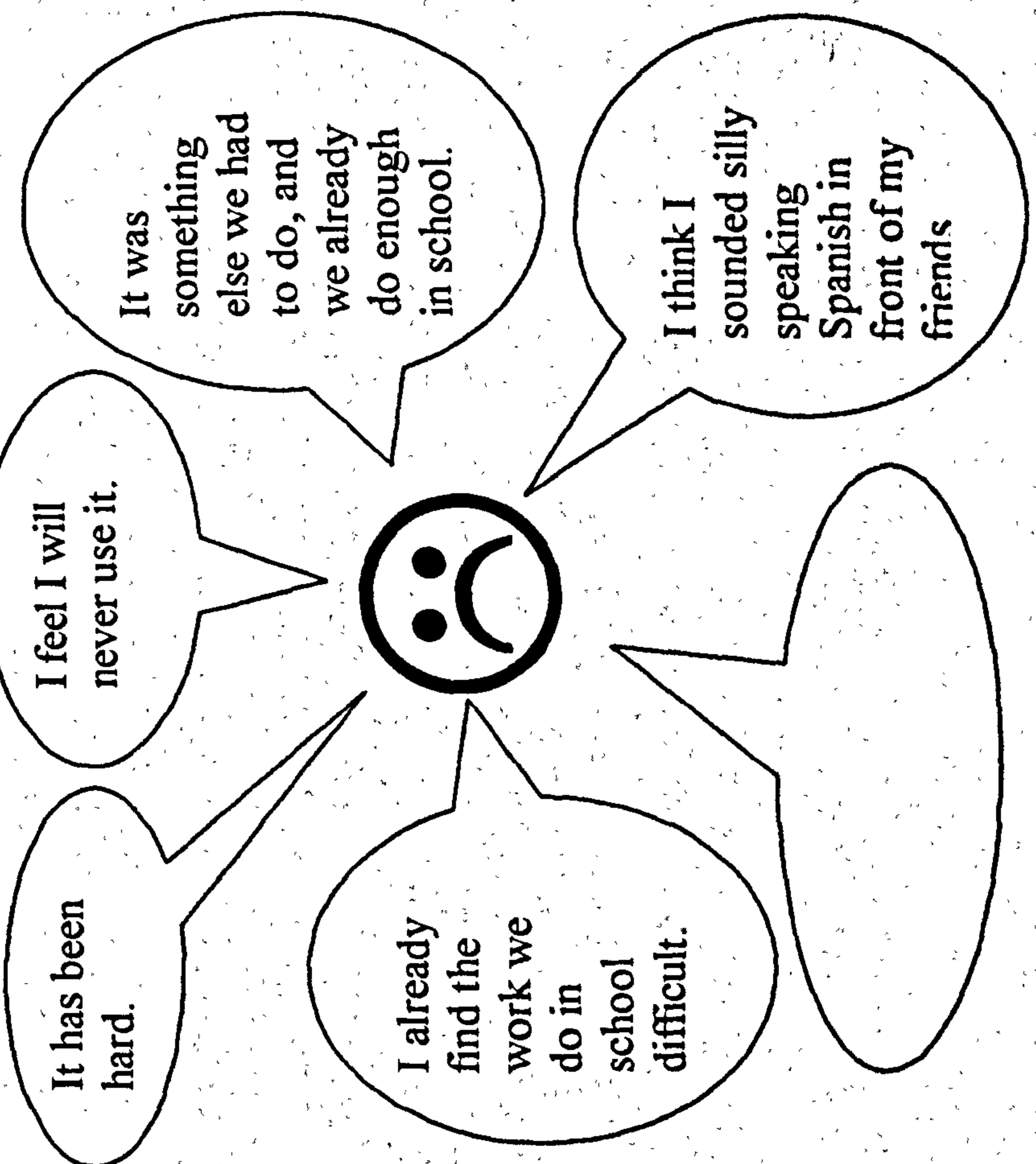
P7 pupils' attitudes to Spanish questionnaire

(May 2001)

My name: _____
My primary school: _____

My Spanish teacher: _____
My secondary school: _____

You have been learning Spanish for two years now! How do you feel about it?

I have been happy about learning Spanish because :	I have not been happy about learning Spanish because :
 <p>It has been something new and different.</p> <p>I liked my teacher.</p> <p>I go to Spain on holidays and now I feel I'll be able to help my family.</p> <p>Now I feel I will be able to make Spanish friends.</p> <p>It has been fun.</p>	 <p>It has been hard.</p> <p>I feel I will never use it.</p> <p>I already find the work we do in school difficult.</p> <p>It was something else we had to do, and we already do enough in school.</p> <p>I think I sounded silly speaking Spanish in front of my friends.</p>

Now, how do you feel when you do these activities in class?
(Tick one column in each line)

		I am happy ☺	I am not happy ☹	I am not sure ☹
1	When I learn new words in Spanish			
2	When we do games with cards with the teacher			
3	When we do games with cards with other friends, in groups			
4	When the teacher talks Spanish			
5	When I speak Spanish to the teacher			
6	When I speak Spanish to a friend			
7	When I write in Spanish			
8	When I do what the teacher tells us in Spanish			
9	When I sing in Spanish			
10	When I watch a video in Spanish			
11	When I use the computer in Spanish			

In these two years, how did you find learning Spanish? (Tick one box)

Very easy

Easy

Average

Difficult

Very difficult

Write five things in Spanish. (Write as much as you can!)

1. _____
2. _____
3. _____
4. _____
5. _____

What did you like most in Spanish?

What did you like least in Spanish?

¡ Muchas gracias por tu ayuda!

Appendix E. 12.

S1 pupils' attitudes to Spanish questionnaire 1

(April/May 2002)

My name: _____

My secondary school: _____

My Spanish teacher: _____

My primary school: _____

You are now in Secondary School! How do you feel about learning Spanish?

<p>I am happy about learning Spanish because :</p> <p>It is something new and different.</p> <p>It is fun.</p> <p>I like my teacher.</p> <p>I go to Spain on holidays and I feel I'll be able to help my family.</p> <p>I feel I will be able to make Spanish friends.</p>	<p>I am not happy about learning Spanish because :</p> <p>It is hard</p> <p>I already find the work we do in school difficult</p> <p>I feel I will never use it.</p> <p>It is something else we have to do, and we already do enough in school.</p> <p>I think I sound silly speaking Spanish in front of my friends.</p>
--	---

Now, how do you feel when you do these activities in class?
 (Tick one column in each line)

		I am happy ☺	I am not happy ☹	I am not sure ☹
1	When I learn new words in Spanish			
2	When we do games with cards with the teacher			
3	When we do games with cards with other friends, in groups			
4	When the teacher talks Spanish			
5	When I speak Spanish to the teacher			
6	When I speak Spanish to a friend			
7	When I write in Spanish			
8	When I do what the teacher tells us in Spanish			
9	When I sing in Spanish			
10	When I watch a video in Spanish			
11	When I use the computer in Spanish			
12	When I use the Spanish book			
13	When I speak to the Spanish assistant			
14	When I do exercises with a listening tape in Spanish			
15	When I record myself speaking Spanish on a tape			
16	When I do tests in Spanish			

How did you find learning Spanish in S1? (Tick one box, please)

Very easy

Easy

Average

Difficult

Very difficult

Do you feel learning Spanish in primary school helped you for the work this year? (Tick one box, please)

A lot

A little

Not at all

If you could choose next year, would you like to (Tick one box only, please)

1. Carry on learning Spanish?

2. Carry on learning Spanish and start learning another language?

Which language?

3. Stop learning Spanish but start learning another language?

Which language?

4. Stop learning languages completely?

Why?

.....
.....
.....

Write five things in Spanish. (Write as much as you can!)

1.

2.

3.

4.

5.

; Muchas gracias por tu ayuda!

Appendix E. 13.

S1 pupils' attitudes to Spanish questionnaire 2

(June 2002)

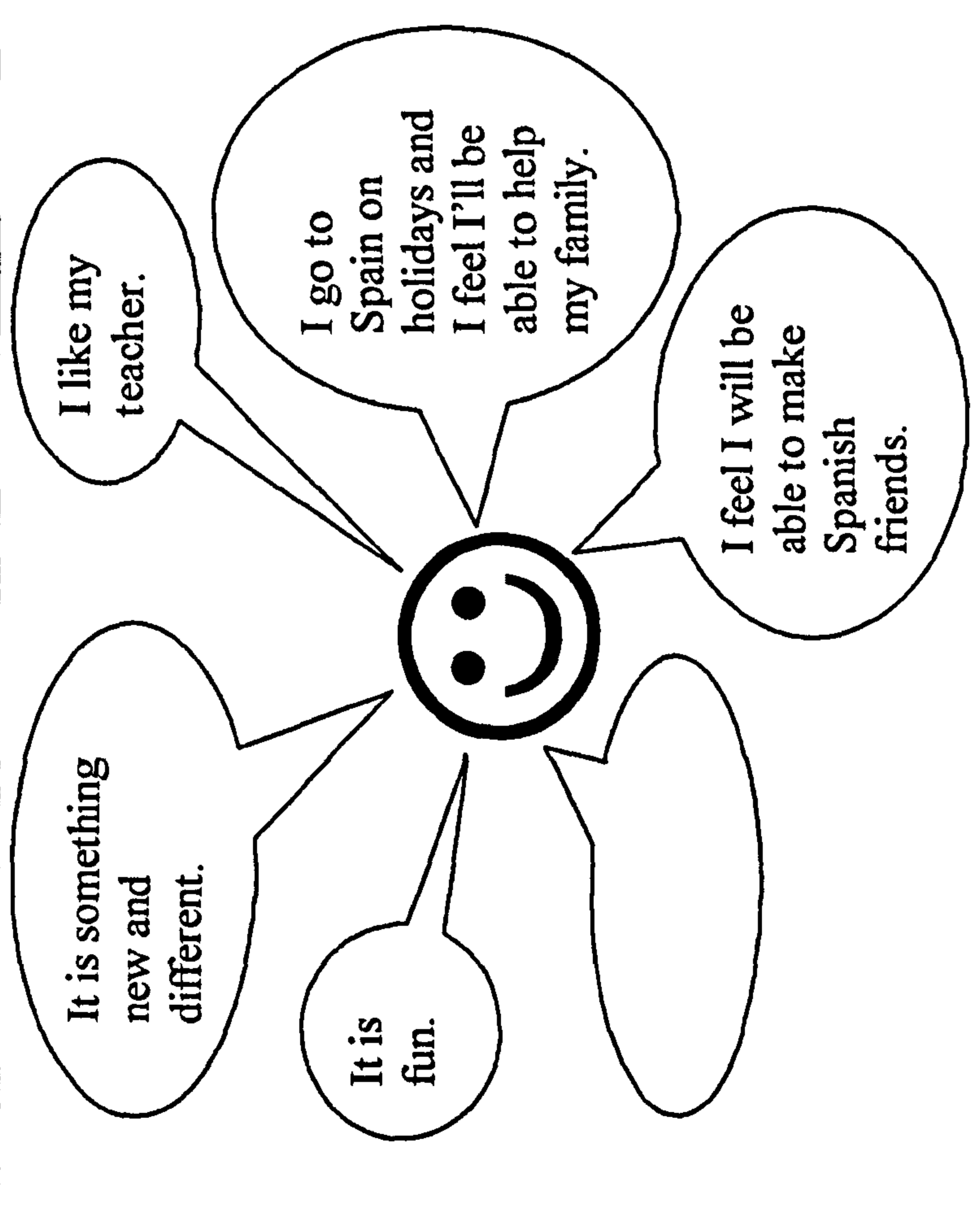
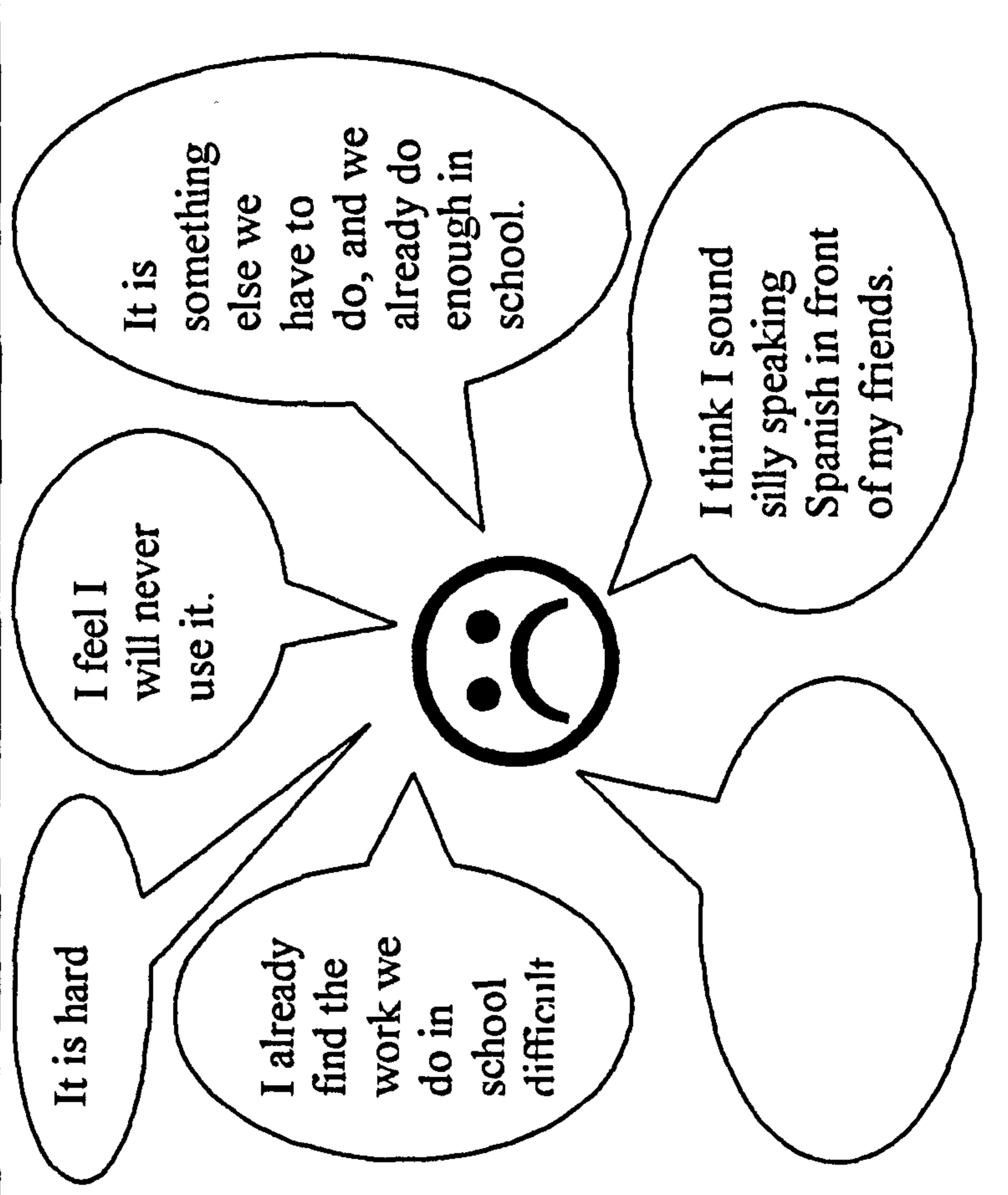
My name: _____

My secondary school: _____

My Spanish teacher: _____

My primary school: _____

You are now in Secondary School! How do you feel about learning Spanish?

I am happy about learning Spanish because :	I am not happy about learning Spanish because :
 <p>It is something new and different.</p> <p>It is fun.</p> <p>I like my teacher.</p> <p>I go to Spain on holidays and I feel I'll be able to help my family.</p> <p>I feel I will be able to make Spanish friends.</p>	 <p>It is hard</p> <p>I already find the work we do in school difficult</p> <p>I feel I will never use it.</p> <p>It is something else we have to do, and we already do enough in school.</p> <p>I think I sound silly speaking Spanish in front of my friends.</p>

Now, how do you feel when you do these activities in class?
 (Tick one column in each line)

		I am happy ☺	I am not happy ☹	I am not sure ☺
1	When I learn new words in Spanish			
2	When we do games with cards with the teacher			
3	When we do games with cards with other friends, in groups			
4	When the teacher talks Spanish			
5	When I speak Spanish to the teacher			
6	When I speak Spanish to a friend			
7	When I write in Spanish			
8	When I do what the teacher tells us in Spanish			
9	When I sing in Spanish			
10	When I watch a video in Spanish			
11	When I use the computer in Spanish			
12	When I use the Spanish book			
13	When I speak to the Spanish assistant			
14	When I do exercises with a listening tape in Spanish			
15	When I record myself speaking Spanish on a tape			
16	When I do tests in Spanish			

How did you find learning Spanish in S1? (Tick one box, please)

Very easy

Easy

Average

Difficult

Very difficult

Do you feel learning Spanish in primary school helped you for the work this year? (Tick one box, please)

A lot

A little

Not at all

Write five things in Spanish. (Write as much as you can!)

1. _____
2. _____
3. _____
4. _____
5. _____

¡ Muchas gracias por tu ayuda!

Appendix E. 14.

P6 pupils' linguistic competence record form

(June 2000 and 2001)

P6 PUPILS' ATTAINMENT
JUNE 2000 / 2001

School:

Date:

Teacher:

Pupil 1:

Jotter:

TOPIC	ACTIVITY / AREA	COMMENTS		
Greetings	Interaction			
Name	QUESTION ANSWER	L	S	R
Age	QUESTION ANSWER	L	S	R
Live in	QUESTION ANSWER	L	S	R
Nationality	QUESTION ANSWER	L	S	R
NUMBERS	1-10 11-20 21 - 30 31 - 40 41 - 50 50 +	L	S	R

Appendix E.14
P6 linguistic Competence

TOPIC	ACTIVITY / AREA	COMMENTS		
CALENDAR	DAYS MONTHS	L	S	R
DATE	QUESTION ANSWER	L	S	R
BIRTHDAY	QUESTION ANSWER	L	S	R
WEATHER	QUESTION ANSWER	L	S	R
COLOURS	QUESTION ANSWER AGREEMENT	L	S	R
FAMILY	QUESTION ANSWER 1 st / 3 rd VERBS	L	S	R

Appendix E. 15.

P7 and S1 pupils' linguistic competence record form

(June 2001 and 2002)

Name:
Date:

Primary School:
Secondary school:

P7 / S1 Linguistic Competence

Task 1: Speaking (Ice breaker)

What topics have you covered? What can you tell me about them?

Areas of interest: Establishing topics covered during they school year; Vocabulary recall; Pronunciation / Intonation / Accuracy; Length of utterance (words; SV; SVO).

Topic	Pronunciation Intonation Accuracy problems	Length of utterance (words; SV; SVO)	Other comments
Pers info (P6) (name, age, origin)			
Numbers (P6)			
Calendar (P6) Birthday			
Weather (P6) Seasons			
Colours (P6)			
Time			
Family			
Parts of the body Ailments			
Food/ drink Ordering			
Clothes Llevo /a			
Descriptions			
Shopping			
Likes / dislikes			
Places in town			

P7 – S1 Linguistic Competence

Task 2: Speaking – Listening (interaction)

Question and answer session on personal information: age, nationality, family, date, weather...

Areas of interest: Ability to ask questions; Different verb forms (I / You); Ability to take initiative; Pronunciation / Intonation / Accuracy; Length of utterance (words, SV, SVO); Listening and speaking to establish relationships.

Topic	Question Answer	Pronunciation Intonation Accuracy	Length of utterance (words; SV; SVO)	Verb forms	Comments
Name					
Nationality Origin					
Age					
Birthday					
Date					
Family					
Pets					
Weather					
Likes / dislikes					

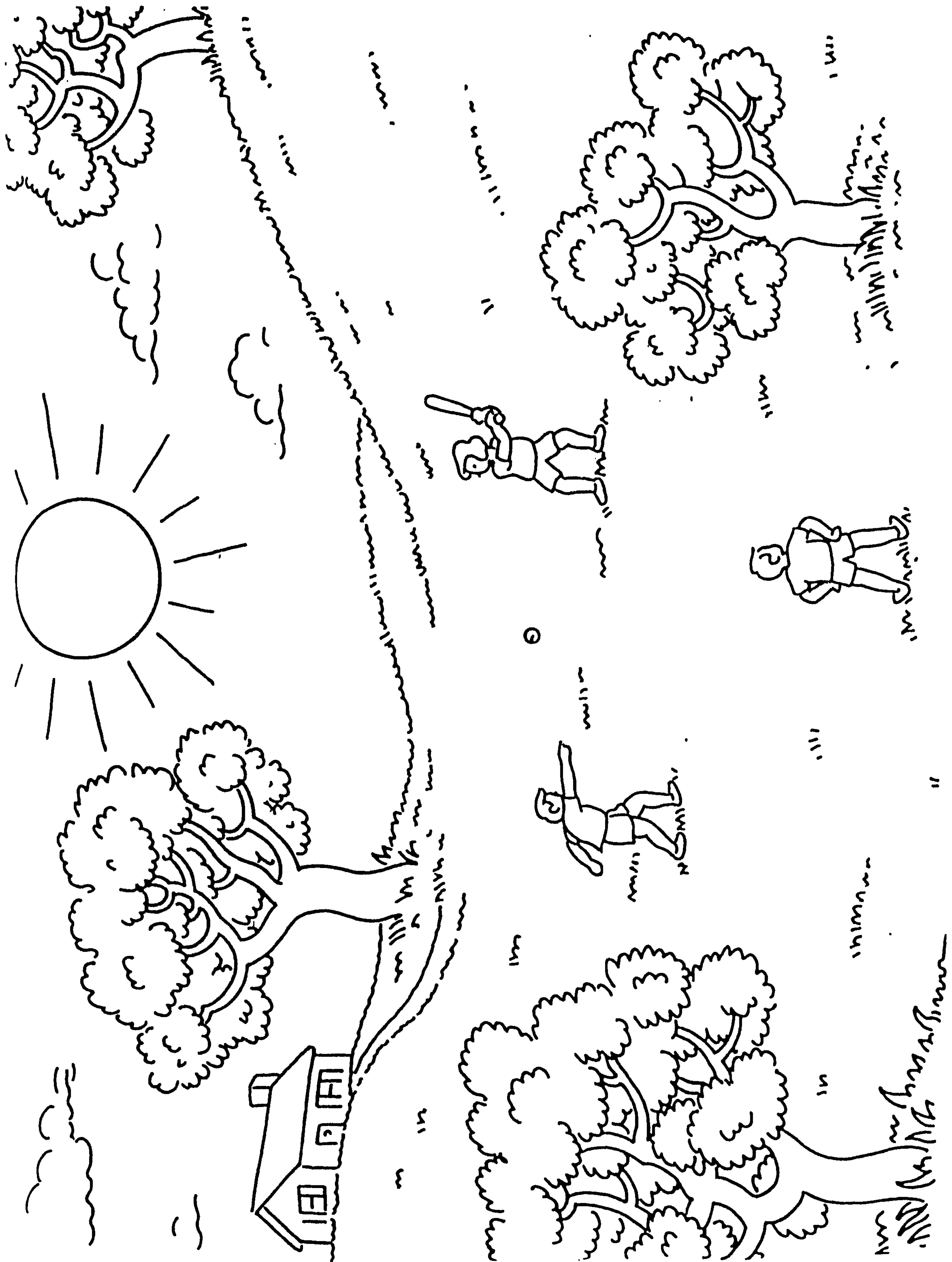
P7 – S1 Linguistic Competence

Task 3: Speaking – Listening (description)

Describe a picture in Spanish and comprehension questions.

Areas of interest: Pronunciation / Intonation / Accuracy; Length of utterance (words; SV; SVO); Pupils' own initiative; Agreement of adjectives; Vocabulary recognition and recall; comprehension skills.

Topic	Length of utterance (words; SV; SVO)	Pronunciation Intonation Accuracy Problems	1 st / 2 nd / 3 rd verb forms	Adjective Agreement	comments
Weather					
Season					
Personal description					
Objects descriptions					
Clothes					
Actions					



P7- S1 Linguistic Competence

Task 4: Listening and Message extraction

Researcher reads a text in Spanish about family and pupil has to say in English what he/she has understood. Pupil is asked questions about different verbs forms (I / he-she / they)

Areas of interest: Listening for information; Message extraction; Recalling information in English; Understanding of grammatical features; Awareness of different verb forms (1st / 3rd person forms).

Me llamo Antonio y tengo catorce años.

En mi familia hay 5 personas: mi madre, mis dos hermanos, mi hermana y yo.

Mi madre se llama Cristina. Es rubia, alta y delgada. Tiene el pelo rizado y los ojos verdes.

Mis hermanos se llaman Julio y Carlos. Tienen 10 años. Son gemelos.

Mi hermana María es la mayor. Tiene 18 años.

Evaluation sheet

Message extraction

I am Antonio; I am 14 years old

There are five people in my family: mother, two brothers, sister and myself.

Mother: Cristina; Blonde; tall and slim; curly hair; green eyes.

Brothers: Julio and Carlos; twins; 10 years old.

Sister: María; eldest; 18 years old.

Verb forms: How can you say

I am called...; my mother is called... ; my brothers are called... .

I am ... years old; My brother/sister is ...; My brothers/sisters are ... years old.

P7 / S1 Linguistic Competence

Task 5: Reading and KAL

Pupils read three sentences in Spanish, explain what they mean in English and identify grammatical points: gender and number differences in adjectives.

Areas of interest: Phonic ability; Pronunciation / Intonation / Accuracy; Reading for information; Understanding of grammatical features; Awareness of gender and number forms in adjectives.

1. Mi perra se llama Col. Es blanca y negra.

2. Julio es alto. Tiene los ojos marrones y el pelo corto y rizado. Es moreno. Lleva una camiseta roja, pantalones cortos y unas deportivas blancas.

3. Luisa es pelirroja. Tiene el pelo largo y liso. Sus ojos son azules. Lleva un vestido negro, una chaqueta azul y zapatos blancos.

Evaluation sheet

Pronunciation ; Intonation; Accuracy

Mark problems on sentences.

Reading for information

1. Female dog, called Col, white and black.
2. Julio; tall; brown eyes; short curly hair; brown hair. Red t-shirt; shorts; white trainers.
3. Luisa; red hair; long straight hair; blue eyes. Black dress; blue jacket; white shoes.

KAL

1. **perra:** female dog
2. **es negra / un vestido negro**
3. **es blanca / deportivas blancas / zapatos blancos**
4. **chaqueta azul / ojos azules**

CHAPTER 6 APPENDICES

IMPLEMENTATION ISSUES IN SCHOOLS TEACHING SPANISH

Appendix F.1. Teaching models in primary schools involved in the present research (Figures 6.1; 6.2; 6.3)

	1998-1999		1999-2000		2000-2001	
Own class	8	16%	16	29%	18	32%
Own class + 1	19	38%	13	23%	4	7%
Drop-in once	11	22%	19	34%	25	44%
Drop-in twice	12	24%	8	14%	10	18%
Total teachers	50	100%	56	100%	57	100%

Appendix F.2: Minutes taught per week in P6 (Figures 6.4; 6.5; 6.6)

	1998-1999		1999-2000		2000-2001	
30 minutes / week	3	9%	1	4%	1	3%
45 minutes / week	15	44%	16	61%	0	0%
60 minutes / week	13	38%	6	23%	33	91%
75 minutes / week	2	6%	2	8%	0	0%
90 minutes / week	1	3%	1	4%	2	6%
total	34	100%	26	100%	36	100%

Appendix F.3: Minutes taught per week in P7 (Figures 6.7; 6.8; 6.9)

	1998-1999		1999-2000		2000-2001	
30 minutes / week	0	0%	0	0%	0	0%
45 minutes / week	15	42%	9	50%	0	0%
60 minutes / week	16	44%	8	44%	24	57%
75 minutes / week	2	6%	1	6%	3	7%
90 minutes / week	3	8%	0	0%	15	36%
Total	36	100%	18	100%	42	100%

Appendix F.4: Frequency of Spanish lessons in P6 (Figures 6.10; 6.11; 6.12)

	1998-1999		1999-2000		2000-2001	
One lesson / week	24	71%	16	61%	24	66%
Two lessons / week	10	29%	9	35%	6	17%
Everyday	0	0%	1	4%	6	17%
Total	34	100%	26	100%	36	100%

Appendix F.5: Frequency of Spanish lessons in P7 (Figures 6.13; 6.14; 6.15)

	1998-1999		1999-2000		2000-2001	
One lesson / week	24	67%	13	72%	23	54%
Two lessons / week	12	33%	5	28%	7	17%
Everyday	0	0%	0	0%	12	29%
Total	36	100%	18	100%	42	100%