

## **Modern Foreign Languages and Literacy at key stages 2 and 3**

In 1999 CILT and QCA launched a project to explore links between children's work in developing literacy skills and in learning a foreign language.

The project sought to identify ways in which the development of mother-tongue literacy and foreign language skills might be mutually supportive and the method adopted was to give small amounts of funding and support to projects in schools in order for them to develop action research programmes and report on key issues. A central theme was one of finding a common discourse and some ways of working together "across the space between". In that respect the objectives were deliberately modest but practical.

The ensuing case studies are contained in the following report.

***The report of the joint CILT/QCA project is available on [www.cilt.org.uk](http://www.cilt.org.uk) with a link from [www.qca.org.uk](http://www.qca.org.uk)***



CILT/QCA  
Modern Foreign Languages  
and Literacy Project  
1999-2001

# Contents

|  |  | Page |
|--|--|------|
| Introduction   | Lid King, Director, CILT   | 3    |
|  | Christopher Maynard,<br>Principal Officer for Modern Foreign<br>Languages, QCA | 6    |
| <b>The funded projects:</b>                              |  |      |
| 1  | Beverley High School,<br>East Riding of Yorkshire LEA                          | 8    |
| 2  | Wootton Bassett School, Wiltshire  | 14   |
| 3  | Cranford Community College,<br>London Borough of Hounslow LEA                  | 20   |
| 4  | Oathall Community College, West Sussex LEA                                     | 24   |
| Project in Bedfordshire LEA                              |  | 28   |
| Project in South Gloucestershire LEA                     |  | 32   |
| Appendices   |  | 35   |
| Conference and Seminar Programmes<br>Participants' lists |  | 48   |

## Introduction

### Lid King, Director, CILT

It is difficult to recall exactly when or where the idea for a project on literacy and modern languages originated – quite possible it involved a lunch, and certainly the realization that CILT and QCA were moving along parallel, and thus unconnected, lines. The impetus from QCA came from Geoff Lucas, then Head of Corporate Affairs and Geoff deserves his share of credit for whatever success the projects have had. If it was a lunch then by the time that coffee was served we had the basis of an idea, which was then developed by other colleagues – in particular Patricia Mclagan and Peter Boaks at CILT and Chris Maynard and Janet White at QCA – into a manageable project. The fruits of that lunchtime idea and that detailed planning are outlined in the following pages.

In a sense of course there was nothing new or original about the idea. There is a long tradition of debate and discussion about the relationship between knowledge, understanding and language – in fact these have been central to education and educational debates since at least the time of the Greeks. Without looking so far back into our European heritage and history this has been a major concern of policy and practice in recent years, linked particularly the democratisation of education in the 60s and 70s. One might recall in this respect the Crowther report of 1959 and its trenchant statement that –

*...mastery of language is one of the most important elements of a general education and one where there is little ground for complacency about the effectiveness of present teaching methods.<sup>1</sup>*

And of course there was the great missed opportunity of the 1975 Bullock report which proposed that “the training of all teachers, should include a module on language” and that “all children who had been deprived of one-to one dialogue with an adult at home should be offered it regularly at home”<sup>2</sup>

There is one major difference between such seminal statements about language education and our humble little project. It is the obvious one that we sought to relate our work not only to the teaching and learning of English mother tongue but also to the learning of a foreign language. In this sense we were quite consciously following another – unfortunately inconclusive - initiative of the 1970s, the attempt by a former Director of CILT, George Perren, to bridge the “space between” modern language and English teachers. Sadly this early attempt to build links - which led to a conference and publication, broke down, apparently in some acrimony. Even more sadly George Perren himself died in 1999, before seeing any successful outcomes to his pioneering work.

One of the central ideas of the “space between” was the suggestion that “language” might be a discrete area of the curriculum, linking the teaching of English and Modern

---

<sup>1</sup> Crowther G, *Fifteen to Eighteen* Report of Central Advisory Council for Education England (1959)

<sup>2</sup> Bullock A, *A language for life*. Report of Committee appointed by the Secretary of State for Education and Science (1975)

Languages. Even though such linkage did not then take place the idea of “language study” or as it became more widely known “language awareness” was pursued by modern linguists, thanks in particular to the work of another former Director of CILT, John Trim and, of course to Eric Hawkins, whose presence at and contribution to the opening conference of the CILT/QCA project was an inspiring reminder of the longevity and continuity of productive thought, even in the Internet Age.<sup>3</sup>

Why then did we think we might succeed when such major figures as Bullock and Perren had either slightly missed the point or been unable to bridge the divide between convinced professionals? It was certainly not a question of arrogance, but more one of opportunity. This brings us to another difference compared to previous debates on language in the curriculum, the obvious one of context.

If we accept that there is a Modern languages and an English “camp”, with differing and apparently incompatible traditions and histories, then during the 90s both camps were reexamining their history. For both English and MFL teachers the heady certainties of the expansionist 60s were being called into question and in both cases such doubts seem to be revolve around the much discussed - often controversial - issue of Grammar, and the ways in which learners did or did not acquire an understanding about language. There is not space here to rehearse those discussions - which still continue - but it is worth recalling that while the KAL initiative was occupying the attention of English teachers during the mid 90s CILT was organising a major series of conferences and a publication simply entitled Grammar! The two quite separate trends came together in 1999 when QCA organised a joint conference on Grammar for foreign language and English specialists. Such dialogue was to be taken further by the literacy and MFL project.

The introduction of a national Literacy Strategy also seemed to offer opportunities for dialogue, not only as it began to affect pupils in Key Stage 3, but also in the primary sector. A number of the initiatives seeking to promote foreign language learning among younger learners sought to make links with the literacy strategy and with the teaching and learning of English and other mother tongues.<sup>4</sup>

It seemed then that there was an opportunity to move on, in the understanding that the difficulties would be considerable, not least because of different discourses of the two traditions. Indeed one of the objectives of the project would be to examine those discourses and to seek a common language.

In early 1999 we agreed our aims and hoped for outcomes which included:

*Greater shared understanding between English and MFL teachers within and across phases (KEY STAGE2/3)*

*Joint developmental work in schools resulting in transferable models*

*Dissemination through special conferences, special publications from CILT and QCA and electronic networking*

*Recommendations from the field to DfEE Literacy Unit, QCA and CILT*

*An agenda and forum for continuing debate and development beyond the life of this project.*

---

<sup>3</sup> Eric Hawkins (ed) *Thirty Years of Language Teaching*, CILT 1996 pp121-131

<sup>4</sup> CILT ELL initiative ref South Gloucs materials

A central theme was one of finding a common discourse and some ways of working together “across the space between”. In that respect our objectives were deliberately modest but practical.

The method adopted was to give small amounts of funding and support to projects in schools in order for them to work on and report on key issues.

The main themes addressed by the projects are as follows

- a contrast between the sentence level focus of modern foreign languages teaching and the text level focus of English teaching;
- morphology and syntax: pupils’ perceptions and understanding of grammatical terminology in modern foreign languages and English;
- common methodology between Key Stage 2 and Key Stage 3; appropriate transferable methodologies to improve the literacy skills of students in English and MFL; resources to enhance the literacy skills of learners of English as an additional language;
- an analysis of the relationship between word, sentence and text level work in modern foreign languages and English.

These were presented at the initial conference in Nottingham in 1999, a conference at which as well as the project partners, we also heard contributions from a range of interested practitioners and researchers, of both Foreign Languages and English. Particularly moving to many of those present were the reflections of Eric Hawkins who was able to link our attempts to make sense of these issues to the earlier work of the 60s and 70s.

In late 2000 a seminar at CILT heard and discussed the provisional conclusions of the 4 projects - as well as views from other projects which had grown up in Bedfordshire and South Gloucestershire. Those provisional - but nonetheless fascinating - insights are presented in the pages which follow.

What they show is that it is not only possible to bridge the space in between, but that this is positively beneficial both to learners and teachers. To that extent our modest initiative has been a success.

If, however we are to generalise from this small-scale experiment, then we must continue to disseminate what we have learned so far, to develop manageable frameworks for teachers to initiate more coherent language programmes, perhaps above all to continue the dialogue, which has now begun. It must be our hope that this year which has seen the beginnings of a national debate on the place of languages in our education system, stimulated by the Nuffield inquiry and the European Year of Languages will be one in which we at least begin to implement some of what we have learned.

If we can do this, and the signs are encouraging, then even our speculative lunch, while certainly not free, will have been of value.

## **Christopher Maynard, Principal Officer for Modern Foreign Languages, The Qualifications and Curriculum Authority**

In the spring of 1999, when plans for the joint CILT/QCA project were being discussed, the review of the National Curriculum was nearing completion. During the preceding three years of curriculum monitoring by QCA and its predecessor SCAA (School Curriculum and Assessment Authority), and in the many meetings during the review with teachers of MFL, advisers, inspectors and other key players, there had been a consistent message: that the existing programme of study for modern foreign languages lacked a clear focus and put insufficient emphasis on the teaching of grammar. Accordingly a wholly new section was added to the programme of study, titled *“Acquiring knowledge and understanding of the target language”*. This section was deliberately placed right at the beginning, to underline its importance and the priority that it should be given. The second statement in this section (1b) states unequivocally: *“Pupils should be taught the grammar of the target language and how to apply it.”*

At this same time the National Literacy Strategy was being introduced in primary schools. Pupils were being taught in a way, which, for most if not all, was quite different from what they were used to. In particular they were being taught more explicitly about how the English language works. As part of this they were learning how to talk about language, which necessarily required them to learn and to use some grammatical terminology. The potential benefits for teachers of modern foreign languages are clear and are reflected in another new statement in the revised programme of study for MFL: (3c) *“Pupils should be taught to use their knowledge of English or another language when learning the target language”*. When teachers were consulted about the draft revised National Curriculum programme of study this statement did not strike as revolutionary, but as merely stating what teachers regarded as sensible, indeed almost inevitable. Of course this statement goes beyond making connections with English. For many pupils English is not their first language, or they may be bilingual in English and another language. Where pupils are learning two foreign languages, as many do in Key Stage 3 if not also in Key Stage 4, the statement also encourages connections to be made between two (or more) modern foreign languages.

One of the main strands of the National Curriculum review was to emphasise links between different subjects. This was reflected in a superficial way by the decision to publish single-volume National Curriculum handbooks for primary and secondary schools containing all the programmes of study for the statutory subjects in the relevant Key Stages. Of course, the links made were more integral. In the margins of each programme of study there are indications of links to other subjects, with precise references. In the case of MFL, links are made in particular between the two MFL statements referred to above (1b and 3c) and three statements in the programme of study for English:

*En 1/5 Pupils should be taught to use the vocabulary, structures and grammar of spoken standard English fluently and accurately in informal and formal situations.*

*En 2/6 Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.*

*En 3/7 Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. (etc)*

One of the intentions of this sign-posting of links was to encourage secondary teachers to familiarise themselves with the requirements in other subjects, to build on these and,

ideally, to start to plan collaboratively with teachers of other related subjects. This vision was reflected in the CILT/QCA project.

There are other ways in which the revised National Curriculum aims to encourage teachers to develop pupils' knowledge and correct use of language. Each of the separate subject booklets includes a section on "*Use of language across the curriculum*" which relates to pupils' use of English. In MFL the skills referred to in this section should, of course, be taught in the target language, and there is a note to this effect. However, this raises an issue which has been hotly debated by teachers of MFL: the use of the target language in the classroom. Again it was felt that the opportunity should not be missed to clarify this, and a marginal note was inserted in the MFL programme of study. This note aims both to emphasise the importance of pupils using and responding to the target language and to acknowledge that there may be occasions when pupils' understanding of what they are learning may be reinforced or more effectively taught through the medium of English. Further clarification is given by the inclusion of two examples: "... when discussing a grammar point or when comparing English and the target language".

The review of the National Curriculum was followed by another major QCA project, the production of non-statutory schemes of work. QCA schemes had already been published for non-core subjects and for science in Key Stages 1 and 2. These had proved popular with teachers, so it was decided to extend these to cover all statutory subjects in Key Stage 3, except for English and mathematics for which there are the national strategies. For MFL it was decided to produce schemes for French, German and Spanish, the languages learnt by the vast majority of Key Stage 3 pupils. Some time later, as part of another project (to produce materials to support the teaching of MFL in primary schools), it was decided to produce a similar scheme of work for French in Key Stage 2, with frameworks and sample units for German and Spanish. These schemes are designed to show how the National Curriculum programme of study for MFL can be translated into teaching plans. Accordingly, in all of the MFL schemes there are numerous examples of ways in which links can be made with pupils' prior learning in English and through the National Literacy Strategy. In the Key Stage 2 scheme each unit includes suggestions of links with a range of subjects.

Most recently there has been a considerable increase in interest in the possibility of encouraging more primary schools to include MFL in some form in the Key Stage 2 curriculum, particularly in Years 5 and 6. There are currently a number of different models of provision, each with its own particular aims. Some of these lay particular emphasis on links between teaching a modern foreign language and extending work in literacy. This approach deserves careful consideration as it offers a clear rationale for introducing or extending work in MFL in Key Stage 2.

# The funded projects

## 1 Beverley High School, East Riding of Yorkshire LEA

### Working at Word, Sentence and Text Level

Report by D.A. Stork, Link Adviser, Modern Foreign Languages and Post-16 Education, East Riding of Yorkshire LEA

#### Background

Beverley High School for Girls is an 11 – 18 comprehensive school, drawing on pupils from the town of Beverley and surrounding villages. There are approximately 800 pupils on roll. There are two other comprehensive schools serving the town, an 11-18 boys' comprehensive, and an 11-18 mixed comprehensive. The girls' and boys' schools have a combined sixth form. The School is non-selective, and takes in pupils with a normal distribution of ability. Examination results, both at GCSE and A level are very good, and the school is a technology college. The school was invited by the LEA to represent it in this project following successful involvement with an action research project in able pupils on MFL, which led to the development of work on extended text in MFL lessons, and improved performance in MFL at Key Stage 3. The Head of MFL was an established member of staff with long experience. The Head of English was, at the beginning of the project, newly appointed, and the project therefore had a beneficial effect in fostering relationships and establishing the Head of English in the School.

Research, such as that carried out by Slimani-Rolls (\*see below) and evidence gathered from OFSTED inspections and reported in the bi-annual report on standards in subjects, suggests that there is an inherent weakness in MFL teaching which concentrates to a large extent on work at word and sentence level. More than 80% of the expected output at Key Stage 3 in MFL could be at this level, if the research from the three textbooks studied by Slimani-Rolls is echoed in other books. This would not allow pupils to extend their levels of attainment much beyond level 3 in MFL, and could have a significant demotivating effect, particularly on the more able who do not think they are making progress. Significant research into pupil attitudes towards MFL has been undertaken in the East Riding and this, along with that undertaken elsewhere (West Sussex and Barking and Dagenham) suggests that pace and challenge are significant factors in creating a climate in which pupils want to learn.

In English, the emphasis has been more on the use of text level work both as stimulus and output, leading to a potential neglect of structure and grammatical knowledge. The onset of the National Literacy Strategy at Key Stage 2, and the transforming Key Stage 3 strategy, will alter this perception, and early exploratory work of these issues was felt to be imperative.

In addition, the function of grammar in English and MFL is fundamentally different but complementary. Teachers of Modern Languages see grammar by and large as a tool for generating the accurate production of language for communicative purposes. English

teachers use grammar and syntax as tools for manipulating the language to suit purpose and audience.

The opportunity exists, therefore, to see English and Modern Language teaching as elements of the student's overall linguistic development, and in another sense, to bring languages into the fold. The NLS has begun to erode the view that grammar is the domain of a single subject; Modern Linguists have tended to see themselves as having the teaching of grammar invested in their curriculum area, and that they have therefore had to make demands on pupils which other areas do not make. This project is designed to help alter those perceptions.

## **Why?**

The aims of the East Riding Project were:

- for teachers of English and Modern Foreign Languages to be able to undertake mutual observation;
- to consider their shared use of grammatical terminology;
- to consider the use of appropriate stimulus material leading to the generation of extended written language in both English and the target foreign language, in this case, German;

And, in order to achieve this to:

- begin by considering the application of the shared understanding to written task;
- select a group of students from the Y9 German population to pilot the initiative;
- work towards the incorporation of developments into the schemes of work of English and MFL.

At subject level, the MFL department sought to:

- develop extended writing, building on work done in a previous project to study the development of high achievers in MFL;
- begin in Year 9 to work towards topics which would appear in GCSE, and thereby to raise expectations among both pupils and staff;
- introduce elements of vocabulary and structure not normally found at this level.

The English Department sought to:

- increase the use of sentence analysis and structural awareness in Y9 pupils;
- increase the range of pupils' specialised vocabulary both in the specific area of the project topic and in the area of text analysis in general.

Both departments sought to develop a model of collaborative working and an enhancement of staff relationships, and to make early attempts to come to terms with the implications of the National Literacy Strategy and the transforming Key Stage 3 agenda.

The project used action research in order to achieve its aims and objectives.

As Professor Gordon Bell would have it, research is the role of everyone, including the teacher. The "Teacher as Researcher" is an important concept, and, in essence goes on

every day in the classroom. Nowadays, there is an imperative for the impetus for school improvement to come from within: the School as a *self-evaluating institution*. It can only achieve this if it look at its own methods and the outcomes of these methods critically, and in comparison with other institutions or across departments within the same institution. By doing this we can:

- identify strengths and achievements;
- remedy weaknesses and problems;
- select priorities for development.

This project built on that daily process to achieve the following:

- evaluate practice: Seek improvements in teaching and learning, in this case for an identified cohort of pupils within the institution, following the analysis of the problem set out in the introductory section of this report;
- collection of data Seeking information to improve decision-making;
- Interpretation of data Making meaning;
- Reporting, sharing and evaluated experiences.

### **When?**

Project identified and the School invited to participate summer 1999;  
Attendance at launch conference in September 1999, Nottingham;  
Discussions with the East Riding MFL Adviser, October 1999, leading to the evolution of a project methodology, and aims and objectives (as stated above)  
Heads of English and MFL undertook mutual observation with feedback and discussion of ways forward, November – December 1999.

Second meeting with the Adviser December 1999. The Departments had chosen film as the basis for their work, and a suitable film was chosen. The Adviser, who was involved in producing the QCA Scheme of Work for Spanish sought QCA authorisation for the school to use draft units of work from that scheme dealing with related topics to provide a model for units of work to be written by the two departments.

Units of work based on the draft QCA scheme produced January 2000; these were shared with the Adviser in February 2000

A jointly produced work booklet to accompany the units which was to be used by pupils in both subjects was printed to a high quality, March April 2000. The quality of the booklet using colour images for instance, was felt to be an important factor in motivating pupils; equally important was its use in both subjects simultaneously;

The target group began the classroom work in May 2000. The groups in English and German were not identical, but there was considerable overlap.

A major bi-lingual presentation event was held involving all members of the project groups, with other Y9 pupils and additional guests, Language Adviser, Senior Managers and Governors providing the audience.

Extensive evaluation from both the pupil and staff point of view was carried out in July 2000

The results were presented at the National Association of Language Advisers' Annual conference, July 2000, and at a QCA/CILT seminar in London in

November 2000. Further local dissemination as part of the transforming Key Stage 3 strategy will take place in July 2001.

## **What?**

Both Departments produced units of work timed to last for 3-4 weeks. Key Stage which have been subsequently reviewed in the light of project evaluations and incorporated into departmental schemes of work. Pupils recorded the activity in a joint workbook. The units were divided into three stages:

English: Stage 1: view a modern film (*Parent Trap*); *discussion of genre, narrative structure, stereotyping and linguistic differences between the two protagonists*

Stage 2: read a short text: a recent and appropriate film review from a specialist film magazine; *deconstruct the text, investigating vocabulary and sentence level and text level structures*

Stage 3: write a film review for *Parent Trap* aimed at an adult audience and suitable for a specialised film publication; *participate in the joint English German presentation.*

German: Stage 1: view the same film: *introduction of language to discuss story and type of film; introduction of expressions of opinion and related structure;*

Stage 2: introduce language of criticism: *download authentic film criticism from the Internet; write short criticisms based on modelled texts differentiated by length and difficulty, making use of writing frames/visual stimulus.*

Stage 3: write topic related role-play *eg visit to the cinema, interview with film producer/actor, and take part in the joint English German presentation.*

*Precise learning objectives for each stage of the unit are identified within the scheme of work, referenced to the appropriate National Curriculum Orders.*

*Outcomes for the pupils, although differentiated by ability, were always in line with, and usually above, expectations for the pupils' age.*

## **Taking things further**

*An important lesson to be learned from this project is that the process of planning and implementation was as significant in the context of a whole-school approach to literacy as the project itself.*

Extensive evaluation involving both staff and pupils led to the following major conclusions, which form a basis for future planning.

The advantages of working collaboratively across departments has led to the introduction by Senior Management of such practice in the wider school planning process

The value of good quality resources was significant; access to authentic text in both English and German an advantage, and the possibility of importing a film which was then popular with the pupils into their learning a motivating factor; watching the film in English was not a problem for the German Department, on the contrary, it allowed rapid access to the stimulus material.

Both teachers and pupils appreciated the value of a focus, provided in this case by the end of unit presentation; in addition, it provided a good unit of work to undertake after the stresses of SATs in the summer term!

Teachers were encouraged to look beyond the confines of the traditional Key Stage 3 topics, to raise expectations and prepare for KEY STAGE4 work in a positive and enjoyable atmosphere.

The project has been filmed by the BBC for inclusion in a CD-ROM to be produced by the Open University as part of its Teacher Training programme

### **Ways ahead and future work**

The project has been a positive experience for all concerned, and other areas of collaborative work have been identified.

Genre work: Travel writing; diary work; biography

A summer school for gifted and talented pupils will be jointly staged by the MFL and English Departments. Work will be based on the diary of Anne Frank, working in German and English

A project involving a partner primary school and exploring MFL/Literacy connections at Key Stage 2 is planned for September 2001.

### **Advice to other schools**

*ensure the support of Senior Management in undertaking the work, and involve LEA Advisory services where possible;*

*be enthusiastic, and thereby enthuse others, particularly managers, governors and parents;*

*ensure mutual observation and understanding between departments;*

*ensure the availability of quality planning and discussion time; without this, collaborative working will not be successful;*

*ensure that funding is available to support this;*

*ensure that the activity is marked by an event, such as the end of unit goals identified in the QCA scheme of work for MFL, or such as the presentation made in this project;*

*ensure that the activity is replicable to make the effort worthwhile.*

\* Slimani-Rolls

DESCRIPTION AND TASK ANALYSIS IN LANGUAGE TEXTBOOKS, *Francophonie*,  
Autumn 1999

Proportions of Word/phrase/sentence: extended discourse work in three selected MFL  
textbook

| <b>Types of input</b>                | <b>Number of instances</b> | <b>proportion</b> |
|--------------------------------------|----------------------------|-------------------|
| <b>Word/phrase/sentence: written</b> | <b>95</b>                  | <b>78.5%</b>      |
| <b>Extended discourse: written</b>   | <b>26</b>                  | <b>21.4%</b>      |
| <b>Word/phrase/sentence: tape</b>    | <b>28</b>                  | <b>68.2%</b>      |
| <b>Extended discourse: tape</b>      | <b>13</b>                  | <b>31.7%</b>      |

| <b>Types of expected output</b>      |           |              |
|--------------------------------------|-----------|--------------|
| <b>Word/phrase/sentence: written</b> | <b>39</b> | <b>82.9%</b> |
| <b>Extended discourse: written</b>   | <b>8</b>  | <b>17%</b>   |
| <b>Word/phrase/sentence: oral</b>    | <b>29</b> | <b>88.7%</b> |
| <b>Extended discourse: oral</b>      | <b>4</b>  | <b>12.1%</b> |

## 2 Wootton Bassett School, Swindon

Report by Kevin Eames, Head of English, Wootton Bassett School

### Setting the Context

In this report, I want to consider the progress made over the past year, at this 11-18 comprehensive school on the outskirts of Swindon, in exploring ways of developing pupils' linguistic knowledge in English and MFL. I want to return to the two areas for exploration, one relating to my own classroom, and one relating to links between English and MFL, before considering the ways in which events - and my own learning - have moved on.

Last year, I focused on two questions:

1. *How can I improve my Y9 pupils' metacognitive understanding of sentence-level grammar by making use of the knowledge they have developed in MFL?*
2. *How can I help develop understanding between English and MFL in order to make use of the ways in which we both use grammatical terminology at sentence level?*

Regarding the first question, I was setting myself a task which was difficult to investigate, given the time constraints which exist in schools. I attempted to access the understanding which pupils had of grammatical terminology through a questionnaire (see Appendix) which asked them to say whether they had heard of a range of linguistic terms, whether they felt that they could pick out examples of those terms in sentences, and then gave them a number of sentences to see if they actually could pick out the terms which they had previously indicated. Although, as I suggested last year, recognition of a term is not the same as being able to utilise the concept it represents, and although the absence of recognition does not necessarily indicate that the concept is lacking, the questionnaire would give me some idea of what pupils could recognise in both English and MFL.<sup>5</sup> It would also give me a rough idea of whether pupils could broaden their awareness of linguistic terminology in both English and MFL, especially in the light of my surprise at pupils' claims to have come across a very small number of terms in their MFL lessons. The second question was one which I hadn't really considered fully by the time of the Nottingham conference, and the conference itself helped with ways forward.

***How can I improve my Y9 pupils' metacognitive understanding of sentence-level grammar by making use of the knowledge they have developed in MFL?***

### What I Did With Y9

My original question was revealed by the questionnaire to be wildly over-optimistic, so I settled in reality for trying to develop pupils' awareness of linguistic terminology by building in references wherever I thought it would be useful. I particularly wanted to emphasise sentence-level terminology, since that was an area which my September 1999 survey indicated as a sparse area, with only 3 pupils from the whole class claiming

---

<sup>5</sup> eg they might not have heard of the definite article, but they probably know what a 'le' word or a 'la' word is.

to have heard of main clauses, and one pupil claiming to have heard of dependent clauses. Likewise, only four pupils claimed to have heard of conjunctions at that time.

Here's an example of the kind of focus I emphasised. It's part of a writing frame to help pupils formulate their thinking about the effects of the co-ordinate structures which Tennyson piles up at particular times in 'The Revenge'. We had previously identified the patterns, and talked about the way in which the 'and' clauses suggest the multiplicity of actions during the battle, and enhance the speed of the narrative, while the 'but' clauses contrast, or send the reader off in a different direction:

*The way Tennyson uses sentence structure is **interesting**, because...*  
Explain what's unusual about the sentence structures overall. (Are they mainly simple sentences with only one clause, or are they multiple sentences with more than one clause? What are the main places where you find the simple sentences in this poem? Why?) *You can find long multiple sentences with the clauses starting with 'and' in the section where...* Explain where you find these sentences. *Tennyson uses these 'and' clauses because he wants to show...* Explain the effect of these clauses, and bring out how they create **interest**. *Tennyson also uses 'but' clauses when he wants to...* Explain what these clauses do, and why they are helpful to the reader. *Tennyson repeats sentence structures, too. He does this when...* Explain where. Why does he do this? What's the effect?

Regarding my intention to make use of the grammatical knowledge pupils had gained through MFL lessons, I was originally surprised by the lack of recognition they claimed for terms which might be used in their French or German lessons, but discussion with MFL teachers pointed out to me that the concepts were used, but were not necessarily described using grammatical terms. I decided, though, that I would make a conscious effort to make links with French or German whenever possible - not a big thing, but just stitching references into the fabric of day-to-day classroom life, to compare with or to illustrate points in English.

### **What Happened?**

Repeating the questionnaire revealed some intriguing patterns (see Appendix):

There was certainly an increase in recognition of grammatical terms. The number of terms recognized by boys in English increased from 12.4 per pupil to 16.5, and for girls from 10.8 to 17.4. (Tables 3 and 4) The recognition of terms in MFL went up in the same way from 2.4 to 6.2 (boys) and from 2.8 to 5.5 (girls). I'd certainly have hoped that making the use of grammatical terminology a natural part of classroom life would have had some effect. Trying to explain the increases in MFL recognition is not so easy. Certainly, there is a marked improvement in the acknowledgement by boys of nouns/adjectives/verbs/adverbs/tenses, but less so with the girls. (Tables 1 and 2) It may be a kind of Hawthorne Effect, that boys were made more aware of the use of grammatical terminology in MFL because it was accorded a higher level of visibility in English, with specific links being made between the two subjects in a low-level but consistent kind of way. It may also be that the more prominent use of grammatical terminology by some MFL teachers was being reflected in this change. There was also an increase in the acknowledgement of clause features, such as main clause, dependent clause, conjunction and 'third bit'. For example, 14 girls

claimed to have heard of main and dependent clauses this time in English, compared with none the first time they were asked. The boys showed a similar increase, from 3 who claimed to have heard of main clauses, to 13 this time<sup>6</sup>. Again, the focus on sentence-level terminology has succeeded in making pupils more at home with these aspects of linguistic description.

The confidence pupils claimed in their capacity to identify terms in context, too, seemed to increase - more markedly for the girls than for the boys. (Tables 3 and 4) The average number of features which girls thought they could pick out rose from 5.7 to 11.3 per pupil, and for boys it rose from 7.5 to 10.3. Once again, it would be surprising if the increased prominence of grammatical terminology hadn't rubbed off on the pupils. However, there were some interesting patterns in the accuracy with which pupils identified features - up from 2.5 features correctly identified per pupil to 4.8 for the boys, and from 2.8 to 5.6 for the girls. What seems to be happening is that pupils are feeling more confident in identifying a wider range of features than before, and this is reflected in the wider range of features which they can pick out correctly. However, the number of cases showed an increase, where pupils claimed confidence in identifying a feature, but then made no attempt to pick out that feature in the sample sentences (boys 3.9 to 4.3 per pupil; girls 2.8 to 5.6). Likewise, there was an increase in the number of features identified feature incorrectly, even though confidence had been claimed (boys 0.8 to 1.4 per pupil, girls 0.3 to 0.5). It seems that, because there's an increase in confidence, and a wider range of recognition, pupils are slightly more likely to make inaccurate identifications of features. This seems especially to apply to the boys, whose overall percentage of accuracy dropped slightly (69.2 to 67.7). This may be because they seem to take more chances than the girls, who did not attempt a greater number of terms than the boys (boys 4.3 per pupil, girls 5). The girls, in fact, were more circumspect in not attempting to identify more features in which they had claimed confidence (2.5 per pupil last time, 5 this time). This probably contributed to the overall increase in accuracy shown by the girls (74% to 80.8%).

The connection between confidence and accuracy gave me cause for reflection. Were there any features which pupils claimed that they could pick out, but which they were in fact unsure about? Interestingly, the terms which gave pupils problems were two of the most common in both English and MFL - adjectives and verbs. In the raw data (not processed in tables or appendices) 14 boys and girls (out of 27) claimed that they would be able to pick out the verb in a sentence, although only 2 pupils accurately identified verbs in the sentences they had been given, with 6 making incorrect identifications, and 6 not attempting identification. Was it that they understood tenses so well, because of their learning in MFL, that they felt it unnecessary to pick out the verbs?<sup>7</sup> Or was it that they were unsure about identifying a grammatical feature that seems to offer many morphological variations? Similarly, I was surprised that of the 12 pupils who claimed that they could pick out adjectives, only one actually did so correctly, with 8 making an attempt and getting it wrong. These two word classes, then, will need further investigation in my own teaching, with discussion with my MFL colleagues.

To summarise, the second survey showed an apparent increase in pupils' recognition of grammatical terminology in English and MFL, probably as a consequence of the frequent

---

<sup>6</sup> I doubt, though, whether MFL teachers had been discussing main clauses, dependent clauses and 'third bits', as claimed by one boy and one girl. Some creativity here, I'd imagine!

<sup>7</sup> Only two pupils made errors in identifying tenses. (Raw data - no tables)

but low-level references to linguistic features which I had attempted to build in to lessons - particular regarding sentence-level features. Although the recognition of grammatical features doesn't necessarily directly translate into improvements in - say - writing, it's likely that it will contribute to improvement. (QCA 1999) Richard Hudson's survey of the research evidence for the claim that teaching grammar can improve writing draws in particular on a large-scale study from Finland which suggests that pupils who have, in general, 'mastered parts of speech and are able to distinguish between subordinate and principal clauses' attained better results in writing than those who 'had not learned to analyse sentences' (Hudson 2000). One key aspect of grammar teaching picked out by Hudson is the need for a continuous reference to features, 'spread over many years', which develops familiarity with those features in the way that the Y9 pupils in this survey seemed to have done. I'll pick up this point later, because it has relevance to the National Literacy Strategy.

***How can I help develop understanding between English and MFL in order to make use of the ways in which we both use grammatical terminology at sentence level?***

**What We Did**

After the Nottingham conference I returned to Bassett with two MFL teachers (Simon and Tara) who shared my enthusiasm for developing more specific use of linguistic terminology in both our subject areas. Isobel Moore, the head of MFL at Bassett, was also fully supportive, and we met to discuss what we could do. Over the year, we have met a number of times, and have passed information between departments. We have looked at the following ways of collaborating:

- Find out how the NLS was being put into practice in local primary schools.
- Get an impression of what terminology our new Y7 had retained from the KEY STAGE2 NLS.
- Develop the awareness of teachers in both departments of what pupils have covered in the NLS at KEY STAGE2.
- Identify what specific grammatical terms get taught, and when they get taught, in both subject areas.
- Find out if there are any common examples we could refer to in both MFL and English, to illustrate points of grammar or terminology for pupils.
- Find out if there are any common text types in English/MFL, and see if we might be able to emphasise common points at word, sentence and text levels.

**What Happened?**

*How is the NLS being put into practice in local primary schools?* This was straightforward enough, in that a member of each department spending time in a local school, to observe literacy lessons, and talk to teachers. Reports were given to each department.

*What terminology has our new Y7 retained from the KEY STAGE2 NLS?* In September this year, anecdotal evidence from teachers in Y7 suggested that pupils displayed a wider range of knowledge about terminology than had been noticed before, although - as the survey with my Y9 English class suggested - there were questions of concerning the accuracy and confidence with which pupils could use the terms. Two novice teachers from Bath University are looking further at this question;

this year, there are no novices in MFL, so further investigation will probably have to wait in this area until next year.

*How can we develop the awareness of teachers in both departments of what pupils have covered in the NLS at KEY STAGE2?* We agreed to distribute a summary of the terminology used in the NLS at primary level among both departments, as a starting point, to get started on the concept of building on KEY STAGE2 literacy. The publication of the KEY STAGE3 objectives for literacy has overtaken this aspect of our enquiry. More later.

*What specific grammatical terms get taught, and when do they get taught, in both subject areas?* This question provided me with another surprise. I had expected that it would be a simple exercise to map what grammatical features were taught when in MFL, since we had mapped our own coverage in English at KEY STAGE3 and at GCSE. I had not, of course, considered the complexity of MFL, with its weighty schemes of work and continual usage of grammatical features (whether specifically-identified or not). Basically, it was clear that there would be so much information for English teachers to handle, that it wouldn't be practical (although use of the QCA schemes of work might provide a means of providing a summary more easily). I was looking in the wrong direction, in fact, and the NLS for KEY STAGE3 probably indicates that we English teachers should be providing the MFL department with accounts of what we are doing, so that they can make use of it in discussions with pupils, and in mapping what gets covered when. At present, our own schemes of work in English are in a state of flux - more in the final section.

*Are there any common examples we could refer to in both MFL and English, to illustrate points of grammar or terminology for pupils?* When we discussed this question, the salience of verbs came up quite strongly, in both subject areas. MFL teachers, judging by the survey with my Y9 group, teach tenses very effectively, and pupils seem to have retained this learning confidently in their English lessons. However, we're aware of the differences in the morphology of tenses in French, German and English; 'Je suis alle a Swindon' doesn't mean what many kids think it does. We thought that some kind of grid to show the way tenses are formed in English might be useful, and I'll deal with what happened in the final section.

*Are there any common text-types in English/MFL? Might we be able to emphasise common points at word, sentence and text levels?* We haven't got very far with this. In discussion with Isobel, we identified poems, letters, diaries, recipes, menus, dialogues, and leaflets as possibilities for exploration. We decided, after I attended a meeting of the MFL department, that there wouldn't be much point continuing with this at the moment, as the NLS would give very clear guidance to English, which could provide a framework for the MFL department to draw on.

To summarise, we have opened up a number of channels for dialogue between the two subject areas. However, although I assumed at first that the way forward was for the MFL department to tell us what they were doing, I now see it as more productive for us to sort out what we're going to do about the NLS, and use that as a starting point for discussion. I'd like to think some ideas through in the final section.

### **Where Do We Go From Here?**

What is going to hit us over the next year is the National Literacy Strategy, and it provides many useful opportunities for both English and MFL. These are some of the

points, which my involvement in this project, and involvement in preparing for the NLS, have made me consider:

The NLS provides a focus at word level. We as English teachers will be covering knowledge of morphology in a 'little and often' sort of way, over time - the sort of approach identified by Richard Hudson as being necessary for the successful understanding and use of grammatical features. Commercial materials such as Hodder's 'Word Level Starters' will provide materials which English and MFL teachers can draw on. My own thinking about verbs (see above) has produced an activity for the New Hodder English Teachers' Guide which attempts to reinforce pupils' awareness of morphological features in the English verb system, while leaving room for MFL teachers to add their own equivalents - or for English teachers to find other examples of tenses. (Appendix Three) Interestingly, this tenses grid is from New Hodder English Book One, but we (in English and MFL) have so far only dared try it out with GCSE and A-level pupils.

The sentence level focus can be integrated within much of our normal English teaching, and we've got to adapt in a number of ways. We've got to make pupils specifically aware of sentence structures and the ways in which they can vary. Such sentence combining seems to produce an overwhelmingly positive ... (gain) in syntactic maturity' (Hudson 2000), and is a focus of Hodder's 'Sentence Level Starters'. Integration with pupils' own writing and understanding of reading is necessary, and Appendix Four gives an example of the way in which I've tried to use my learning about pupils and their problems with adjectives. A variety in ways of modifying nouns is one of the characteristics of highly valued writing at KEY STAGE3 and GCSE. Developing in pupils an understanding of what an adjective is, where it appears, and how its morphology differs between MFL and English, would also be knowledge which could be useful to languages teachers.

At text level, we need to share with MFL information about the linguistic features of the range of text types we are required to cover. Again, a coherent course which hits the NLS objectives in each year could provide information for MFL on what English teachers will be covering, and when.

Finally, the NLS objectives require English teachers to help pupils make explicit links between other languages and English, to pick out similarities and differences, and to reflect how their understanding of other languages enhances understanding of their own language (Y8/Y9 Objectives SL19). Even at the Nottingham conference last year, I didn't suspect that things could move so quickly.

## References

Hudson, R. (2000) 'Grammar Teaching and Writing Skills: The Research Evidence' available from [dick@ling.ucl.ac.uk](mailto:dick@ling.ucl.ac.uk).

QCA (1999) 'Not Whether But How' London: Qualifications and Curriculum Authority.

### **3 Cranford Community College, London Borough of Hounslow**

**Report by Philip Dobison, Assistant Headteacher, Cranford Community School**

**Project:** To increase the common methodology between Key Stage 2 and Key Stage 3 and to find appropriate transferable methodologies that would be effective in improving the literacy skills of students in English and MFL.

#### **Background**

Cranford and its feeder schools serve a multi-ethnic community, where the prevalence of English as an additional language (EAL) is high. Its location near Heathrow airport, a major gateway into the UK means also that the college is the recipient of a large number of refugee students, some of whom may have little or no English. The same applies to Cranford's feeder primaries. Students have a whole range of literacy skills, but access to the curriculum has been restricted by lower level skills in some, particularly non-literacy based subjects, such as mathematics.

#### **Why?**

- To create greater cohesion between Key Stage 2 and Key Stage 3
- To create greater cohesion between curriculum areas
- To enable good practice to be disseminated amongst the partners
- To create resources that will enhance the literacy skills of EAL learners

#### **When?**

- Began in October 1999, to audit the current situation
- Proposed second phase beginning in January 2000 put back to September 2000 due to staffing difficulties and the complexity of the issue.

#### **What?**

- To create an environment for success
- To involve parents in the literacy process
- To enable parents and students to engage their own linguistic heritage and unlock its secrets
- To enable teachers to have access to these secrets

#### **Taking things further**

Consistency and creation of environment for success came through the use of writing frames to focus pupils' attention on the meaning of words, eg looking at the words in a mathematical problem

At Key Stage 2, examples of work:

### **Mathematics**

If John has double the number of balls as Sam and Sam has 6, how many does John have?

Strategy to underline the key word(s) here ***double the number*** implying multiply by 2, so the problem can be solved

If John has half as many balls as Sam and Sam has 6, how many does John have?

Strategy to underline the key word(s) here ***half as many*** implying division by 2, so the problem can be solved

The focus on the key words helps pupils find a way to solve the problem. Students record such key words or the teacher presents them at the beginning of the work session (see image1)

### **English**

In English, the writing frame proved a great help in enabling pupils to focus on what elements were required, leading to discussions around the content rather than the format, since the format was predetermined up to a point. The wide-ranging discussion was about what was being said in the poem (the Charge of the Light Brigade).

### **German**

The example of a Year 12 German resource, which uses cards with various elements of an essay. The student manipulates the cards, sequencing them logically to produce a coherent essay in the foreign language. The use of this 'full framework' model is initial and gradually the amount of assistance is reduced, moving to sentence openers and then key concepts, until the student is able to produce the framework on his/her own.

### **Ways ahead and future work**

Literacy programmes need a clear and focussed teaching team. The success of primary schools in raising literacy achievement is due in no small respect to the holistic approach of the teaching teams, which are for the majority of the time in a teacher-tutor group relationship. The pupil will meet 1 or 2 teachers, working in a known group enjoying consistency of approach, and a cohesion about their learning. This relationship also produces, great consistency in expectations and teaching and learning patterns.

Secondary transfer has traditionally put pupils in contact with a range of teachers, moving from classroom to classroom, working with up to 100 different peers in different subject groupings. Consequently a pupil's efforts are often focussed on coping with elements other than those relating directly to their learning. As a result, Cranford introduced a Year 7 team of teachers, with the vast majority of subjects taught in tutor groups; the exceptions being PE and DT (where the 7 tutor groups become 8 classes)

and MFL, after the language choices have been made. RE, the same Humanities teacher has taught Geography and History, wherever possible. The reduction of staff has been to about 10 per student, still a large increase on primary, but with greater consistency possible.

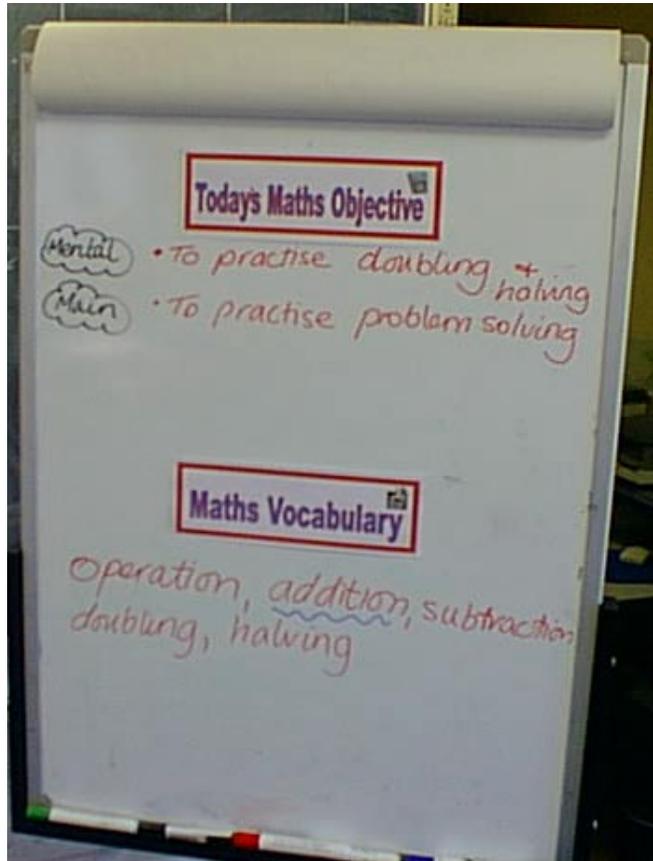
We are currently conducting research to see how effective this has been.

The successful piloting of writing frames will now be disseminated to all staff at the college, through curriculum area meetings and through mutual observation.

### **Advice to other schools**

*try to solve structural arrangements first, since they may mitigate against the success of any strategy;*  
*take things in small steps;*  
*involve a small number of pivotal teachers who will act as champions for dissemination of the strategy;*  
*spend lots of time discussing and planning and don't be disappointed when you go over the time limit you have set yourself for such discussions as they are vital;*  
*involve as many 'agencies' as possible (Key Stages, pupils, parents).*

Maths objectives and a focus on appropriate vocabulary to assist the pupil solve the problem



Pupils using cards to find key words.



## **4 Oathall Community College, West Sussex LEA**

### **Joint curriculum project: English and Modern Languages**

Report by Oathall Community College and West Sussex Advisory and Inspection Service

#### **Background**

Prior to the QCA/CILT project, Eddie Slater, Head of English, and Duncan Powell, Head of MFL at Oathall Community College, West Sussex, had been 'founder members' of a small working party set up by the LEA Advisers for English and Modern Languages. Their work in developing a common approach to the teaching of grammar through, initially, an analysis of their KEY STAGE3 schemes of work, made them an obvious choice when the QCA/CILT project was announced in summer 1999. They were supported by senior management in their school, with agreement that participation in the project would enable them to fulfill the potential for fruitful collaboration between the two departmental teams.

#### **Why?**

A national, LEA and school focus on literacy.

A shared interest in the teaching of grammar: to create a partnership between departments in order to develop enhanced language skills and increased grammatical awareness amongst pupils.

To build effectively at KEY STAGE3 on the primary National Literacy Strategy.

To raise attainment further in English and modern languages (French/German) in this successful 11-16 mixed comprehensive school.

#### **When?**

The pilot project began with one Year 7 class in September 1999.

This was extended to all Year 7 classes in September 2000.

Timing for teaching key aspects of grammar: this was chosen by the MFL department - the order in which specific grammatical terms and structures are taught was felt to be of greater importance for French than for English in Year 7.

#### **What?**

Year 7 was selected as being the obvious year group with which to begin the project. Year 7 pupils are taught in mixed-ability groups.

English and MFL schemes of work were compared to identify key grammatical concepts.

English schemes of work were modified to ensure that both English and French teachers taught specific aspects of grammar during the same terms.

### **How?**

Pilot: September 1999 - July 2000: a link was established between one English and one MFL teacher, teaching the same Year 7 class.

An agreed grammar agenda for the year was established, including:

- Definite/indefinite articles
- Verbs
- Subject and object pronouns
- Adjectives
- Introduction to the infinitive

Paired observations were set up: to enable the English and French teachers to learn from each other and identify similarities and differences in approach.

A common terminology for the teaching of grammar was provisionally agreed.

### **Evaluating the success of the pilot: July-October 2000**

Teachers reported increased understanding of grammatical concepts than in previous cohorts and in other Year 7 classes ("control" groups). Pupils in French lessons grasped grammatical concepts more quickly and English teachers reported that "coming at it from both angles" reinforced pupils' understanding of key concepts.

Tests conducted in Year 8 suggested that progress was significantly greater for middle ability pupils (the majority) in the pilot group and no less for the most and least able pupils.

Teaching methodology: both English and French teachers agreed on the following features of best practice for grammar teaching:

- teacher-led initial presentation;
- very active and inter-active style with constant pupil participation;
- use of mime and gesture;
- strong visual support.

### **Taking it further: 2000-2001 and beyond**

The collaborative work is on-going. All English and MFL teachers are now involved: They even sit next to each other now in the staff room! English and MFL schemes of work have been amended for the school year 2000-2001 to incorporate suggested strategies and timings for a co-ordinated approach across both departments. these

changes to the schemes of work were based on the work of the two teachers with the pilot Year 7 group in the school year 1999-2000.

For all Year 7 classes in 2000-2001 teachers are paired and inducted into the agreed policy and teaching strategies, eg shared colour-coding for different parts of speech.

Both teams use teaching materials developed during the project year which deliver (a) grammatical knowledge and understanding and (b) literacy development at word, sentence and text level. These include cloze activities, text sequencing and other language games.

Monitoring: teachers of English and French liaise at key points of the term/year. The head of English receives regular reports from all English teachers. These will be reviewed with the Head of modern languages at the end of each term.

The teams have produced a range of laminated posters of French/German words used in English - eg leitmotif, renaissance - and vice versa - eg le weekend - for display in all classroom and in corridors.

### **For the future:**

The Literacy Reading Progress Card will be adapted to enlist parental support with pupils' learning and understanding of French/German vocabulary. This work can be undertaken with a parent/guardian or with an older pupil.

A further development will be enlisting the help of Year 10 pupils, in the context of the school's Paired Reading initiative where they work with Year 8 pupils. Some of the shared texts could be in French/German.

This collaborative work is now firmly rooted in English and MFL departmental practice. The work of Eddie Slater and Duncan Powell and their teams will provide a model of good practice to be disseminated to other secondary school in West Sussex LEA.

### **Advice to other schools**

Heads of English and MFL departments should first establish common key grammar points within existing schemes of work, starting with Year 7. This should then involve departmental discussion in both subject teams to raise the profile of the project. The grammar project should subsequently appear as a regular item on departmental meeting agendas, to review progress and keep it "current".

Heads of department should "sift" existing Year 7 schemes of work and seek possible amendments, so that the agreed key grammar points are taught (or revisited) concurrently.

Link teachers for each Year 7 English and MFL class should engage in paired observation of grammar teaching. Joint planning should then arise from planning at departmental level.

Agreed common terminology should be established: eg infinitive/ verb root/ verb heading? Pick one and stick with it!

Where paired reading exists in English, why not extend the scheme to MFL readers? Year 10 students assisting Year 8 students, not only in English but also in MFL.

Monitor progress of the project regularly and evaluate at the end of the first year.

# **Project in Bedfordshire LEA**

## **Review of the Literacy/ MFL links working group**

**by Chris Gill, Adviser for MFL, Bedfordshire LEA**

A group of Middle School teachers met during 1999-2000 with Chris Gill, the County Consultant for MFL, to look at possible links with literacy and MFL teaching at Key Stage 2. Out of this group was formed a team of teacher researchers who received DfEE Best Practice Research Grants to take the thinking further. The five teachers in this group agreed to undertake research into the following:

Investigate the viability of early GCSE: i.e. the extent to which this would be possible and then desirable.

We needed to analyse this from three perspectives:

- I. Meaningful pre-secondary experience: linked to literacy.
- II. Importance of smooth transfer from school to school (in Bedfordshire between Year 8 and Year 9).
- III. What to do at KEY STAGE4.

Further themes emerged during the research:

- a) Enrichment verses fast tracking
- b) Small numbers of pupils verses large numbers
- c) GCSE verses a different form of certification
- d) Gifted and talented pupils verses the less able
- e) Long, thin models of learning (few hours over many years) verses short, thick
- f) Gender issues were also raised (girls doing better then boys)
- g) Ethnic issues, particularly bilingualism
- h) Motivation (what's in it for me?)

## **Background**

Bedfordshire is in the fortunate position of offering French to nearly all its pupils from Year 5, because of the Middle School system. However, contrary to national trends, we are moving from a position of relative strength in MFL learning at KEY STAGE2 to one where this is increasingly under threat. The crowded curriculum has meant a reduction in hours of French, and we have not been helped by the fact that, despite early French study, results at GCSE are in fact slightly below those of our nearest statistical neighbours.

## **Why?**

We wanted to analyse more closely the following statements, which are frequently made about language learning:

A successful early start should improve standards.  
 Intensive courses work better than long drawn out ones.  
 Many KEY STAGE4 pupils are switched off language learning.  
 Disapplication could well be seen as an easy answer to KEY STAGE4 problems.  
 GCSE Languages are inappropriate and demotivating for many.  
 The language that has to be used at KEY STAGE4 is not sophisticated enough for pupils of this age.

We also wanted to find a way of capitalising on the unusual Lower, Middle Upper School system operating in Bedfordshire.

**When?**

Investigation into linKey Stage between literacy and MFL took place from September 1999 to July 2000.  
 Best Practice Research Projects run from September 2000 to December 2001.

**What?**

We have been working together on producing lessons for Year 5/6 pupils which capitalise on their early study of French, but which seek to develop literacy skills in their own language. In short we have been looking for ways of delivering the literacy strategy through foreign language study. We have had some fun developing lessons, which the children have enjoyed, and which have gone some way to addressing this. For example, we continued work done on the use of idiom in English by looking at some French idiomatic phrases and comparing their English equivalent. The first example provoked interesting discussion about visual and aural imagery, and the second convinced pupils that the French language is not lacking in colourful expression.

|                                 |                                      |
|---------------------------------|--------------------------------------|
| You could have heard a pin drop | On aurait entendu trotter une souris |
| To be too big for your boots    | Péter plus haut que son cul          |

In another lesson we looked at the way the use of the imperative puts the verb at the beginning of the sentence by revising some well-known French imperatives (eg levez le doigt, taisez-vous), and in another we looked at comparative introductory phrases in five different languages.

A detailed analysis of one lesson and its implications is appended to this report.

The subsequent Best Practice Research Project has been very wide ranging, and in all cases includes interviews with pupils and staff. A number of researchers are using questionnaires to accrue more quantitative data. Chris Fielder has completed work with her Year 8 groups at St Gregory’s Middle School on a target setting model she introduced last year, looking particularly at the extent to which this was motivating pupils and how many pupils her particular teaching style was likely to be preparing for possible early entry once transferred to Upper School. At Leighton Middle, Margaret Twiss is focusing on boys’ attitudes to language learning and the effect that this might have on the teaching and learning styles in her classroom. Justine Hermsen is contributing to a

large project at Manshead Upper School, looking at the experience of pupils as they transfer schools, and the effect this has on their motivation and performance. Teachers from the Upper School have observed lessons in their feeder Middle Schools, and reciprocal arrangements are in progress.

Mike Whalley at Cedars Upper School has been working with pupils who took part in the County Summer School for French, some of whom will be taking GCSE French at the end of Year 9. He is tracking their experience and comparing it with that of similar pupils who have not been 'fast tracked'. He will also be looking at the language experience these pupils will have after their GCSE at Key Stage 4. At Sharnbrook Upper School, Jim Dellar has been focusing on a group of Year 13 pupils who took GCSE French at the end of Year 10. Fifteen of them went on to take A level French in the sixth form, and the remaining fifteen took other subjects. He will be reporting the views and experiences of pupils from both of these groups.

Adriana Pavone, an independent Italian teacher is comparing attitudes towards learning a foreign language between pupils living in Bedford and pupils living in Italy. Mike Whalley hopes to complete a similar comparison between Leighton Buzzard and German born pupils.

In all cases, the researchers are noticing that their work is affecting their teaching, principally because it is requiring them to enter into dialogue with their pupils about the learning that goes on in their classrooms.

### **Taking things further:**

The BPRS group is committed to disseminating its findings in school, across the county and nationally. It will be running workshops for the Bedfordshire School Improvement Partnership Annual Conference in July and individuals will contribute to the BPRS web site.

There may be the possibility to write the project up in a more detailed format if this was considered to be of value.

### **Ways ahead/ future work:**

Work with small pyramids of Middle/Upper schools in the region to develop a system, which could support early GCSE entry. Requirements for this might include:

- Specialist Middle School Language teachers concentrating on Year 5/6 provision.

- Year 5/6 provision to increase from current one hour per week to 2/3 hours.

- Upper School Language teachers to teach some Year 7/8 classes so as to ensure all learning takes place with a specialist teacher.

- Additional support (eg out of hours learning) be given with MFL focus in Key Stage 3.

- Intensive Summer Schools to be put on for Year 8 pupils (funding currently available from the DfEE).

Upper School departments to devise flexible alternatives for Key Stage 4 provision (eg new languages, AS level or alternative subjects for some), and to consider ways of ensuring increased uptake of Languages post-16.

### **Advice to other schools**

Try out some of the lessons which combine MFL and literacy work at Key Stage 2: find ways of using the National Literacy Strategy to MFL learning's advantage. Make maximum use of specialist MFL teachers by strengthening links between phases and getting secondary teachers to work in a primary setting.

Win the hearts and minds of all MFL teachers in your school before embarking on such a project.

Motivation is everything: if the pupils want to do something, they will do it.

Think carefully about progression: what the pupils will do after completing an early GCSE.

Consider the clientele for such a scheme: least able, most able or all abilities?

# **Project in South Gloucestershire LEA**

## **Linking Literacy and Modern Foreign Languages at Key Stages 2 and 3**

**Report by Mary Rose, Senior Adviser for Research and Development, South Gloucestershire**

### ***Background***

The introduction of a foreign language at primary phase has been an identified focus for development in a cluster of ten South Gloucestershire primary schools working in partnership with Sir Bernard Lovell Specialist Language College. This followed discussions with the headteachers about the development of language acquisition and literacy. From 1996 – 1999 this work was a pilot study for the LEA and formed part of South Gloucestershire's strategy to promote language and literacy learning in schools.

The introduction of the National Literacy Strategy offered an opportunity to investigate the linkage between literacy and language teaching.

A successful bid to be one of the 18 projects in the national Good Practice Project, to promote and develop early language learning, provided the time for teachers to work on this development. Key learning objectives in word, sentence and text level from The National Literacy Framework were selected and set within a similar framework for modern foreign languages.

### ***Why?***

- A local and national focus on improving standards of literacy.
- A local interest in promoting this learning and a strong LEA commitment to international and cultural development.
- To raise achievement in modern foreign languages.
- To maximise the potential of primary teachers as the teachers of the foreign language; primary teachers with a rich knowledge and understanding of how children acquire language and learn their mother tongue.
- To promote linguistic progression between Key Stages 2 and 3.

### ***When?***

- Initial development work and planning for the strategy began in 1996.
- Each year a three-day course led by Catherine Cheater, Centre for Information in Language Teaching (CILT) Language Teaching Adviser, has been offered to induct teachers into the approach to Early Foreign Language Learning (EFLL). An annual extension course is offered for participating teachers.
- From 1999 two French trainee primary teachers from a partner training institution, the IUFM in Tours, have had annual placements to act as foreign language assistants in the primary schools. They are a vital part of the approach, working alongside teachers, modelling pronunciation in the target language and providing a strong cultural influence for the children.

- During 1999 weekly twilight language learning sessions for the primary teachers took place. A specialist modern linguist from the Language College provided individual tuition. Access to the multimedia facilities was also provided.
- Since September 2000 the Language College has funded the secondment of a primary teacher as the EFLL co-ordinator for one day a week. The co-ordinator meets regularly with the Senior Adviser and key staff from the Language College, the Head of Languages, the primary link teacher from the languages team and Senior Managers involved in the Language College developments.
- A monthly twilight network meeting, led by the EFLL co-ordinator and supported by Language College and LEA staff, is well attended by the primary teachers. At these meetings practice and resources are shared and developments are planned.

### ***What?***

- a programme of professional development for primary teachers enabling them to teach the foreign language with confidence and enthusiasm;
- the same teaching approach for literacy and foreign language learning using a common framework of objectives for word, sentence and text level work, focussing on skills in speaking, listening and reading;
- a programme of teaching and learning which provides for linguistic progression;
- an integrated approach to EFLL within the primary curriculum which allows teachers to develop learning on a 'little and often' basis;
- work in the target language supported by native speakers;
- collaboration and enabling support from the specialist Language College;
- developing use of the CILT European Language Portfolio linked to the 'I can' statements in the EFLL and Literacy framework.

### ***Taking things further***

- Re-consideration of the Year 7 Schemes of work for French in light of the successful primary languages and literacy methodology.
- A modification of the current Year 7 Language Awareness Programme to bring coherence to the development of literacy in both English and Modern Foreign Languages.
- Further development of the use of ICT for EFLL.

### ***Ways ahead/future work***

- Developing more effective transition between Key Stages 2 and 3.
- A focus on the development of writing in the foreign language in Key Stage 2.
- An international project across 30 primary schools in England, France and Italy. This Lingua programme is co-ordinated by the Headteacher of the Language College.

### ***Advice to other schools***

- Ensure that a well-planned, customised and continuous programme of professional development is provided for the participating teachers.

- Provide opportunities for regular support meetings to celebrate practice and offer further development.
- Engage support and commitment of the Headteacher in each school for the development of EFLL. This is essential to the success of the work.
- Provide every opportunity for the teacher to be involved in the development of the teaching and learning framework, trialling the suggested approaches and resources. Respond to their suggestions.
- Promote effective collaboration between primary and secondary teachers; this enriches the work.
- Integrate the work in foreign languages with international and cultural development. This enhances children's enjoyment and provides a context for the learning.
- Structure opportunities for teachers to receive feedback from pupils about their foreign language learning experiences. This helps to refine and shape the teaching and learning programme.
- Agree ways in which the successes of the work will be measured.

## Appendix 1    Wooton Bassett School

Name:

| Type of word or phrase         | I've heard it in English | I've heard it in French or German | I think I could pick it out in a sentence |
|--------------------------------|--------------------------|-----------------------------------|---|
| Noun                           |                          |                                   |   |
| Adjective                      |                          |                                   |   |
| Verb                           |                          |                                   |   |
| Adverb                         |                          |                                   |   |
| Past tense                     |                          |                                   |   |
| Present tense                  |                          |                                   |   |
| Future tense                   |                          |                                   |   |
| Participle                     |                          |                                   |   |
| Preposition                    |                          |                                   |   |
| Definite or indefinite article |                          |                                   |   |
| Phrase                         |                          |                                   |   |
| Main clause                    |                          |                                   |   |
| Dependent clause               |                          |                                   |   |
| Pronoun                        |                          |                                   |   |
| Conjunction                    |                          |                                   |   |
| Co-ordinating Conjunction      |                          |                                   |   |
| Subordinating Conjunction      |                          |                                   |   |
| Subject                        |                          |                                   |   |
| Object                         |                          |                                   |   |
| Adverbial Phrase               |                          |                                   |   |
| 3 <sup>rd</sup> Bit            |                          |                                   |   |

Wooton Bassett School  
NAME:

Have a look at the following sentences from an entry in a children's encyclopaedia. Can you use any of the words in the list you've just ticked, to label any of the features in these sentences?

**William Shakespeare** / was / a poet / **who** / was / England's greatest dramatist (writer *of* plays).

**His plays** / are performed / *in* nearly every country *in* the world.

**He** / also / wrote / more fine roles *for* actors than anyone else.

**Shakespeare** / was born / *at* Stratford-on-Avon / **and** / almost certainly / went / *to* the local grammar school.

**He** / married / Anne Hathaway / **and** / **they** / had / three children.

**TABLE 1: BOYS' RESPONSES**  
 Have you heard of these types of words, phrases etc?  
 (out of 13; 12 in previous survey)

| <b>Type of word, phrase etc</b> | <b>I've heard it in English</b> | <b>I've heard it in French or German</b> |
|---------------------------------|---------------------------------|--|
| Noun                            | 13 (12)                         | 7 (1)                                    |
| Adjective                       | 13 (12)                         | 5 (0)                                    |
| Verb                            | 13 (12)                         | 6 (0)                                    |
| Adverb                          | 13 (12)                         | 2 (0)                                    |
| Past tense                      | 13 (12)                         | 13 (8)                                   |
| Present tense                   | 13 (12)                         | 13 (8)                                   |
| Future tense                    | 13 (11)                         | 13 (8)                                   |
| Participle                      | 5 (4)                           | 3 (2)                                    |
| Preposition                     | 5 (4)                           | 1 (0)                                    |
| Definite or indefinite article  | 6 (4)                           | 2 (0)                                    |
| Phrase                          | 13 (11)                         | 4 (0)                                    |
| Main clause                     | 13 (3)                          | 0 (0)                                    |
| Dependent clause                | 13 (1)                          | 0 (0)                                    |
| Pronoun                         | 13 (12)                         | 2 (1)                                    |
| Conjunction                     | 13 (3)                          | 2 (0)                                    |
| Co-ordinating Conjunction       | 2 (0)                           | 1 (0)                                    |
| Subordinating Conjunction       | 0 (0)                           | 0 (0)                                    |
| Subject                         | 13 (11)                         | 4 (0)                                    |
| Object                          | 12 (11)                         | 2 (0)                                    |
| Adverbial Phrase                | 4 (1)                           | 0 (0)                                    |
| 3 <sup>rd</sup> Bit             | 13 (3)                          | 1 (0)                                    |

**TABLE 2: GIRLS' RESPONSES**  
(out of 14)

| <b>Type of word, phrase etc</b> | <b>I've heard it in English</b> | <b>I've heard it in French or German</b> |
|---------------------------------|---------------------------------|--|
| Noun                            | 14 (14)                         | 12 (3)                                   |
| Adjective                       | 14 (14)                         | 4 (3)                                    |
| Verb                            | 14 (13)                         | 5 (2)                                    |
| Adverb                          | 13 (13)                         | 4 (0)                                    |
| Past tense                      | 14 (12)                         | 11 (11)                                  |
| Present tense                   | 14 (9)                          | 10 (11)                                  |
| Future tense                    | 14 (8)                          | 8 (11)                                   |
| Participle                      | 7 (3)                           | 2 (3)                                    |
| Preposition                     | 4 (2)                           | 1 (0)                                    |
| Definite or indefinite article  | 4 (7)                           | 0 (0)                                    |
| Phrase                          | 14 (14)                         | 5 (0)                                    |
| Main clause                     | 14 (0)                          | 1 (0)                                    |
| Dependent clause                | 14 (0)                          | 1 (0)                                    |
| Pronoun                         | 12 (11)                         | 3 (0)                                    |
| Conjunction                     | 13 (1)                          | 3 (0)                                    |
| Co-ordinating Conjunction       | 4 (0)                           | 0 (0)                                    |
| Subordinating Conjunction       | 1 (0)                           | 0 (0)                                    |
| Subject                         | 14 (12)                         | 2 (2)                                    |
| Object                          | 14 (12)                         | 4 (2)                                    |
| Adverbial Phrase                | 1 (1)                           | 0 (0)                                    |
| 3 <sup>rd</sup> Bit             | 13 (0)                          | 1 (0)                                    |

TABLE 3

BOYS (13 this time; 12 last time)  
21 linguistic terms

| Terms heard in English per pupil | Terms heard in MFL per pupil | No. of terms pupils think they could pick out per pupil | No of terms correctly picked out per pupil | Number of term selections not attempted per pupil | Number of selections wrongly identified per pupil | Overall percentage of correct selections per pupil |
|----------------------------------|------------------------------|---|--|---|---|--|
| 16.5 (12.4)                      | 6.2 (2.4)                    | 10.3 (7.5)  | 4.8 (2.5)                                  | 4.3 (3.9)   | 1.4 (0.8)   | 67.7 (69.2)  |

TABLE 4

GIRLS (14)  
21 word types

| Terms heard in English per pupil | Terms heard in MFL per pupil | No. of terms pupils think they could pick out per pupil | No of terms correctly picked out per pupil | Number of term selections not attempted per pupil | Number of selections wrongly identified per pupil | Overall percentage of correct selections per pupil |
|----------------------------------|------------------------------|---|--|---|---|--|
| 17.4 (10.8)                      | 5.5 (2.8)                    | 11.3 (5.7)  | 5.6 (2.8)                                  | 5 (2.5)   | 0.5 (0.3)   | 80.8 (74.3)  |



| HOW VERBS CHANGE TENSES |                                   |   |  |   |  |   |   |
|-------------------------|-----------------------------------|---|--|---|--|---|---|
| Infinitive              | Participles                       | Simple Present  | Continuous Present                                   | Simple Past                                 | Continuous Past  | Perfect   | Pluperfect  |
| To grow                 | <b>Growing</b><br><b>Grown</b>    | <b>I grow</b><br><b>S/he grows</b><br><b>They grow</b>    | <b>I am growing</b><br><br><b>They are growing</b>   | <b>I grew</b><br><br><b>They grew</b>       | <b>I was growing</b><br><br><b>They were growing</b>   | <b>I have grown</b><br><br><b>They have grown</b>     | <b>I had grown</b><br><b>grown</b><br><b>They had grown</b><br><b>grown</b>         |
|                         |                                   |   |  |   |  |   |   |
| To climb                | <b>Climbing</b><br><b>Climbed</b> | <b>I climb</b><br><b>S/he climbs</b><br><b>They climb</b> | <b>I am climbing</b><br><br><b>They are climbing</b> | <b>I climbed</b><br><br><b>They climbed</b> | <b>I was climbing</b><br><br><b>They were climbing</b> | <b>I have climbed</b><br><br><b>They have climbed</b> | <b>I had climbed</b><br><b>climbed</b><br><b>They had climbed</b><br><b>climbed</b> |
|                         |                                   |   |  |   |  |   |   |

### The First Description

Look at Hugh Lupton's description of the feast. What repeated patterns can you see? What's the effect of this repetition?

Now look more closely at the way he has put these repeated patterns together. He builds up detail by putting together a series of quite complicated *noun phrases*, all made up in the same way. He starts with adjectives in front of the main nouns, but he also gives us extra detail by also adding an adjective after the noun, and following that adjective with another noun phrase. Fill in the pattern in the following chart so that you can see what Hugh Lupton is doing. The first one is completed for you.

EACH NOUN PHRASE IS MADE UP OF:

| <b>Adjectives</b> | <b>Main Noun</b> | <b>Adjective</b> | <b>Noun Phrase</b> |
|-------------------|------------------|------------------|--------------------|
| whole roast       | oxen             | cooked           | in their gravy     |
|                   |                  |                  |                    |
|                   |                  |                  |                    |

The noun phrases which come after the main noun are called *prepositional noun phrases*. Can you explain why? (Look at the word that begins the phrase.)

Next, look at the second pattern of noun phrases, which is not quite as complicated. It is made up of an adjective in front of the main noun, and a verb infinitive after the main noun. Again, complete the chart.

THESE NOUN PHRASES ARE MADE UP OF:

| <b>Adjective</b> | <b>Noun</b> | <b>Infinitive</b> |
|------------------|-------------|-------------------|
| sweet            | things      | to suck           |
|                  |             |                   |
|                  |             |                   |

Now that you have seen how Hugh Lupton has put together these two patterns of noun phrases, can you see what the lists of words in each column have in common? How does that help the description?

## The Second Description

In the second description Hugh Lupton uses slightly different patterns to build up detail. Look at the way each clause starts with the subject, then follows with the verb, with an adjective coming after the verbs. Where do you **normally** find adjectives? As before, fill in the chart to complete the pattern:

| <b>Subject</b> | <b>Verb</b> | <b>Adjective</b> |
|----------------|-------------|------------------|
| This knight    | was         | green            |
|                |             |                  |
|                |             |                  |
|                |             |                  |

Another pattern Hugh Lupton uses to build up detail is to give us a list of nouns with an adjective. Again, complete the chart:

| <b>Adjective</b> | <b>Noun</b> |
|------------------|-------------|
| great green      | beard       |
|                  |             |
|                  |             |
|                  |             |

What do (most of) the nouns in these two charts have in common? How has Hugh Lupton linked them to the first clause in this section of the description ('...and this knight was green')?

Hugh Lupton also gives us extra detail about the horse with a series of prepositional noun phrases at the end of this sentence. Fill in the missing words, again:

| <b>Preposition</b> | <b>Noun Phrase</b> |
|--------------------|--------------------|
| from               |                    |
| of                 |                    |
|                    |                    |
|                    |                    |

Now look at the section of the description at the bottom left of the page. Hugh Lupton uses contrasting details, here. Can you find the phrase he repeats to make the contrast?

Finally, did you notice what the most common conjunction is, throughout these descriptions? Can you explain why Hugh Lupton keeps repeating this conjunction?

## Appendix 2 Bedfordshire LEA

Five Oaks, 28 January 2000  
First Contact – literacy lesson with year 6

|                     |                        |                  |                  |                  |
|---------------------|------------------------|------------------|------------------|------------------|
| <i>English</i>      | <i>French</i>          | <i>Spanish</i>   | <i>German</i>    | <i>Norwegian</i> |
| Hello               | Bonjour                | ¡Hola!           | Guten Tag        | God dag          |
| What's your name?   | Comment t'appelles-tu? | ¿Cómo te llamas? | Wie heisst du?   | Hva heter du?    |
| Where are you from? | D'où viens-tu?         | ¿De dónde eres?  | Woher kommst du? | Hvor er du fra?  |

Pick out the question words.

Pick out the verbs.

Group them into two sorts of language. What are your reasons?

Guess the language.

Look at the conversation and match up:

*Name*

*Where from?*

Carlo

India

Indira

USA

Maria

Greece

Konstantin

Spain

Betty

Italy

How did you work this out?

Can you find the Norwegian for the following...?

I

Or

And

Also

Yes

No

|           |            |
|-----------|------------|
| <b>Og</b> | <b>Nei</b> |
| Jeg       | også       |
| Ja        | eller      |

## Commentary

How this lesson linked to Literacy

Made a link with previous work done on linguistic patterns, studying the Jabberwocky – nonsense for meaning.

Reinforced knowledge of question words, and recognition of verbs, pronouns, etc.

Drew attention to punctuation and how this dictates intonation, by analysing different conventions across the languages.

Emphasised the importance of connectives and 'high frequency' words (eg and, or, also, etc.)

Developed skills in scanning reading for meaning.

Areas that weren't followed up, but which might be with a similar lesson structure

Word order: how questions change the position of the verb, etc.

Root words: other languages and their influence on English.

Parts of the MFL Programme of Study which were addressed by this lesson

1a. Interrelationship of sound and writing.

1b. Application of grammar across different languages.

2b. Correct pronunciation and intonation.

2c. Asking and answering questions.

2d. Initiating a conversation.

2g. Strategies for dealing with the unpredictable.

2h. Skimming and scanning reading

3b. Using context and other clues for interpreting meaning.

3c. Using knowledge of English when learning a foreign language.

4c. Considering own culture and comparing it with others.

4d. Considering experiences and perspectives of people from other countries.

Parts 2, 3 and 4 can be covered effectively by this kind of learning. Part 1 (Knowledge and understanding of the Target Language) and part 5 (knowledge, skills and understanding) will be less effectively covered.

Questions:

What would be the long term effect on learners if exposure to parts 1 and 5 of the PoS were delayed and the study of a MFL at KEY STAGE2 were restricted to parts 2, 3 and 4?

What level of fluency in a range of target languages would be required for effective teaching at KEY STAGE2 using such a model?

What are the implications of time allocation at KEY STAGE3 and KEY STAGE4 if such a model were to be adopted?

How would such a model affect take-up and quality of GCSE results in the first MFL?

How would such a model affect take-up and quality of GCSE results in the second MFL?

**Bedfordshire LEA**

**Year 6 Literacy Lesson: Five Oaks, Monday 10 April 2000.  
IDIOMS**

|    | <b>Meaning</b>                               | <b>Idiom</b>                               | <b>Literal meaning</b>                           | <b>French</b>                          |
|----|--|--|--|--|
| 1  | It's raining very hard                       | It's raining cats and dogs                 | It's raining axes/spears                         | Il pleut des hallebardes               |
| 2  | Show that you want to speak                  | Put your hand up                           | Lift up you finger                               | Lever le doigt                         |
| 3  | It was very quiet                            | You could have heard a pin drop            | You could have heard a mouse running             | On aurait entendu trotter une souris   |
| 4  | Appearances can be deceptive                 | You can't read a book by its cover         | He's not a monk just because he wears robes      | L'habit ne fait pas le moine           |
| 5  | Hit someone very hard in the face            | Smash someone's face in                    | Break someone's throat                           | Casser la gueule de quelqu'un          |
| 6  | She's pregnant                               | She's got a bun in the oven                | She's got a Punch and Judy puppet in her drawers | Elle a un polichinelle dans le tiroir  |
| 7  | Keep on the good side of everybody           | Run with the hare and hunt with the hounds | Look after the goat and the cabbage              | Ménager la chèvre et le chou           |
| 8  | He's getting on my nerves                    | He's getting under my skin                 | He's starting to heat up my ears                 | Il commence à m'échauffer les oreilles |
| 9  | A nut you can tighten with your fingers only | wing nut                                   | An ear screw                                     | Un écrou à oreilles                    |
| 10 | Deep sleep                                   | Sleep of the dead                          | A leaden sleep                                   | Un sommeil de plomb                    |
| 11 | I know that place very well                  | I know that like the back of my hand       | I know that like my pocket                       | Je connais ça comme ma poche           |
| 12 | To think you're more important than you are  | To be too big for your boots               | To fart higher than your bottom                  | Péter plus haut que son cul            |

Get into groups of 4.

Divide these phrases into three different groups (you must all agree on the grouping).

Decide on a heading for each group.

Explain to the rest of the class why you have divided the phrases in this way.

Defend your decisions.

After listening to each group's explanations what have you learned?

About idioms?

About the French language?

About French culture?

About English culture?

Reserves

|                                 |   |  |
|---------------------------------|---|--|
| It's really in fashion          | It's really "in"                        | C'est vachement "in"                         |
| Pedestrian                      | Tyre-fodder                             | Viande à pneus                               |
| Lunch on the run                | Lunch on your thumb                     | Déjeuner sur le pouce                        |
| Look for a needle in a haystack | Look for a needle in a haystack         | Chercher une aiguille dans une botte de foin |
| An eye for an eye               | Eye for eye                             | Oeil pour oeil                               |
| Handy man                       | A man for every hand                    | Un homme à toute main                        |
| Idea running through my head    | An idea that's running through my brain | Idée qui me trotte dans la cervelle          |

# CILT/QCA Conference Programmes and Participants' lists



## Literacy and Modern Foreign Languages A CILT/ QCA Seminar

Tuesday 28 November 2000  
CILT, London  
**PROGRAMME**

|       |  |
|-------|--|
| 12.15 | Arrival<br>Buffet lunch  |
| 12.45 | Welcome and Introduction<br>Dr Lid King, Director of CILT<br>Chris Maynard, Principal Officer for Modern Foreign Languages,<br><i>The Qualifications and Curriculum Authority</i>  |
| 12.55 | Presentations and discussions<br>Theme 1 Reading and writing: words sentences, texts<br><i>Led by David Stork, Adviser, East Riding of Yorkshire LEA</i>   |
| 13.30 | Theme 2 Metalanguage: morphology and syntax<br><i>Led by Kevin Eames, Head of English, Wooton Bassett School, Swindon</i>  |
| 14.05 | Theme 3 Starting points: messages from EAL<br><i>Led by Phillip Dobison, Head of Languages, Cranford Community School, Hounslow</i>  |
| 14.45 | Break Tea and coffee   |
| 15.15 | Theme 4 Making the links: planning and teaching<br><i>Led by Anne Feltham, Adviser, West Sussex LEA</i>  |
| 15.50 | Work underway in Key Stages 2 and 3 in South Gloucestershire LEA<br>Mary Rose, Senior Adviser, South Gloucestershire LEA<br><br>Work underway at Key Stages 2 and 3 in Bedfordshire LEA<br>Chris Gill, Adviser, Bedfordshire LEA |
| 16.30 | Questions to projects, discussion and the way ahead<br><i>Led by Lid King</i>  |
| 17.00 | Tea  |
| 17.30 | Close of seminar   |

**LITERACY AND MODERN FOREIGN LANGUAGES  
A CILT / QCA seminar**

**Tuesday 28 November 2000**

## **PARTICIPANTS**

|                      |           |  |
|----------------------|-----------|--|
| Peter Boa            | Key Stage | CILT   |
| Dorothy Brown        |           | Beverley High School, East Riding                  |
| Catherine Cheater    |           | CILT   |
| Angela Cooper        |           | South Gloucestershire Council                      |
| Anne Dareys          |           | St Martin's College, Lancaster                     |
| Philip Dobison       |           | Cranford Community High School, Hounslow           |
| Kevin Eames          |           | Wootton Bassett School, Swindon                    |
| Steven Fawkes        |           | BBC Education                                      |
| Anne Feltham         |           | West Sussex Comenius Centre, Crawley               |
| Christopher Gill     |           | Bedfordshire LEA                                   |
| Kate Green           |           | Qualifications and Curriculum Authority (QCA)      |
| Pam Haezewindt       |           | Leicestershire Comenius Centre/ Leicestershire LEA |
| Andrew Harrett       |           | Qualifications and Curriculum Authority (QCA)      |
| Justine Hermsen      |           | Five OaKey Stage Middle School, Bedfordshire       |
| Sharon Japp          |           | Beverley High School, East Riding                  |
| Madeleine Jenkins    |           | Board of Studies, Victoria, Australia              |
| Jane Jones           |           | King's College, London                             |
| Lid King             |           | CILT   |
| Terry Lamb           |           | University of Nottingham                           |
| Chris Maynard        |           | Qualifications and Curriculum Authority (QCA)      |
| Patricia McLagan     |           | CILT   |
| Isobel Moore         |           | Wootton Bassett School, Swindon                    |
| Cathy Pomphrey       |           | University of North London                         |
| Adriana Pavone       |           | London   |
| Rosanna Raimato      |           | Sir Bernard Lovell Language College, Bristol       |
| Mary Rose            |           | South Gloucestershire Council                      |
| Gillian Scobie       |           | De Montfort University                             |
| Eddie Slater         |           | Oathall Community College, West Sussex             |
| David Stork + guests |           | York Comenius Centre                               |
| Ann Swarbrick        |           | Open University, Milton Keynes                     |
| Christopher Thorne   |           | Centre for Professional Development                |
| Karen Turner         |           | Institute of Education, London                     |
| Margaret Twiss       |           | Leighton Middle School                             |

**Literacy and Modern Foreign Languages  
A CILT/ QCA Conference**

**24 and 25 September  
University of Nottingham**

**PROGRAMME  
Friday 24 September**

|                 |  |                              |
|-----------------|--|------------------------------|
| 10.30           | <b>Arrival<br/>Tea and Coffee</b>  | Hugh Stewart<br>Hall         |
| 11.00           | <b>The CILT/ QCA initiative: background and context<br/>Dr Lid King, Director of CILT</b>  | Hugh Stewart<br>Hall library |
| 11.20           | <i>The National Literacy Strategy</i><br><i>Sue Hackman, Regional Director, National Literacy Strategy</i><br><br>Rationale<br><b>Update on implementation</b><br>Implications |                              |
| 12.00           | <b>Discussion forum on the National Literacy Strategy</b><br>Chair: Dr Lid King  |                              |
| 12.30           | Lunch  | Dining Hall                  |
| 14.00           | <b>Theme 1 Reading and writing: words, sentences, texts</b><br><i>Introduced by David Stork, MFL Adviser, East Riding of Yorkshire<br/>LEA</i>                                 |                              |
| 14.15           | <b>Discussion in groups</b>  |                              |
| 15.15           | Break<br>Tea and coffee  |                              |
| 15.30           | <b>Theme 2 Metalanguage: morphology and syntax</b><br><i>Introduced by Kevin Eames, Head of English, Wootton Bassett<br/>School, Swindon</i>                                   |                              |
| 15.45           | Discussion in groups   |                              |
| 16.45           | Break<br>Tea and coffee  |                              |
| 17.00-<br>18.00 | <b>Option Sessions</b><br><i>These will be finalised and announced during the morning</i>  |                              |
| 19.00           | Dinner<br>After dinner there will be informal discussions  | Dining Hall                  |

## Saturday 25 September

|       |  |                           |
|-------|--|---------------------------|
| 09.00 | <b>Presentation of feedback from discussion groups on themes 1 and 2</b>   | Hugh Stewart Hall library |
| 09.30 | <b>Theme 3 Starting points: messages from EAL</b><br><i>Introduced by Phillip Dobbison, Head of Languages, Cranford Community School, Hounslow</i> |                           |
| 09.45 | Discussion in groups   |                           |
| 10.30 | Break<br>Tea and coffee  |                           |
| 10.45 | <b>Theme 4 Making the links: planning and teaching</b><br><i>Introduced by Anne Feltham, MFL Adviser, West Sussex LEA</i>                          |                           |
| 11.00 | Discussion in groups   |                           |
| 12.00 | <b>Final Forum</b><br><i>Chair: Dr Lid King, Director of CILT</i>  |                           |
|       | <b>Feedback on themes 3 and 4</b>  |                           |
| 12.15 | <b>Reflections on the conference and the initiative as a whole</b>   |                           |
| 12.45 | <b>Closing remarks</b><br>QCA and CILT   |                           |
| 13.00 | Lunch  | Dining Hall               |
|       | Close  |                           |

## **Literacy and Modern Foreign Languages**

### ***A CILT/ QCA Conference***

**24 and 25 September 1999**

**University of Nottingham**

#### **Participants**

|                   |  |
|-------------------|--|
| Helen Aberdeen    | Sir Bernard Lovell Language College Bristol        |
| Peter Boaks       | CILT   |
| Lol Briggs        |  |
| Dorothy Brown     | Beverley High School East Riding                   |
| Moira Brown       | College of St Mark & St John Plymouth              |
| Chris Brumfit     | University of Southampton                          |
| James Burch       | North West Comenius Centre Lancaster               |
| Catherine Cheater | CILT   |
| Philip Dobison    | Cranford Community High School Hounslow            |
| Phil Drabble      | North East Comenius Centre Sunderland              |
| Kevin Eames       | Wootton Bassett School Swindon                     |
| Steven Fawkes     | BBC Education                                      |
| Anne Feltham      | West Sussex Comenius Centre Crawley                |
| Caroline Gibson   | St Edward's Comprehensive School Essex             |
| Christopher Gill  | Bedfordshire LEA                                   |
| Louis Greenstock  | CILT   |
| Sue Hackman       | National Literacy Strategy                         |
| Pam Haezewindt    | Leicestershire Comenius Centre/ Leicestershire LEA |
| Eric Hawkins      |  |
| Penny Hogbin      | Qualifications and Curriculum Authority (QCA)      |
| Martine Jago      | Canterbury Christchurch University College Kent    |
| Sharon Japp       | Beverley High School East Riding                   |
| Jane Jones        | King's College London                              |
| Lid King          | CILT   |
| Terry Lamb        | University of Nottingham                           |
| Stephan Loas      | Wootton Bassett School Swindon                     |
| Geoff Lucas       | Qualifications and Curriculum Authority (QCA)      |
| Chris Maynard     | Qualifications and Curriculum Authority (QCA)      |
| Patricia McLagan  | CILT   |
| Jacqueline Meikle | Gemini Language Exchange Ipswich                   |
| Cathy Pomphrey    | University of North London                         |
| Duncan Powell     | Oathall Community College West Sussex              |
| Mary Rose         | South Gloucestershire Council                      |
| Jocelyn Shaw      | CILT   |
| Mike Short        | Wheathampstead Education Centre St Albans          |
| David Stork       | York Comenius Centre                               |
| Ann Swarbrick     | Open University Milton Keynes                      |
| Kit Thorne        | NALA   |
| Karen Turner      | Institute of Education London                      |
| Keran Vassell     | Penwortham Primary School London                   |
| Janet White       | Qualifications and Curriculum Authority (QCA)      |