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Pedagogic Incongruities: A Case of Initial Teacher Education and Speaking Skills in Modern Foreign Languages

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Summary

This research focused on achieving greater understanding of the teaching of speaking within Modern Foreign Languages (MFL) and of Initial Teacher Education (ITE). It is a case study with elements of action research, including an intervention in my own practice and in two classrooms. However, the intervention was not the sole or primary or focus of the research. As a practitioner researcher, my aim was to generate knowledge which might improve practice in schools but could also be applied to my own practice. The thesis addresses the research questions:

To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Language classrooms?

How do MFL trainees and secondary school students experience the teaching of speaking skills?

How do trainees plan for input and practice, including target language?

To what extent is MFL subject-specific pedagogic knowledge valued and utilised in secondary schools?

The research consisted of three elements: First a study of three cohorts' work in the ITE MFL course, including documents generated by the trainees supplemented by group interviews with the trainees. Second, a study of an intervention within the ITE MFL course, involving changes to its curriculum, pedagogy and assessment which were intended to raise the profile of speaking in trainees' preparation for classroom practice. Third, a study of a classroom intervention in which two trainees prepared and conducted a group talk activity with their Year 8 classes. The lessons and students' comments on speaking in MFL lessons were recorded and analysed.

The over-arching theoretical framework of the thesis was pragmatism, drawing on the work of Biesta (2010) and Dewey (1936), and the analytical framework was based on Engeström's (2007) Activity Theory. The data were analysed thematically as part of Quantitative Content Analysis (Silverman, 2011). Students' language during the classroom intervention was analysed using Halliday's (1973) linguistic functions and Ellis' (2005) principles of instructed language learning were used as an evaluative framework for trainees' lesson plans. The literature review compares key elements of both the Key Stage Three Framework for MFL and the GCSE assessment framework for speaking in MFL with theories of second language acquisition.

The data analysis suggests that subject-specific pedagogy is dominated by generic pedagogy in trainees' academic writing and in their feedback from school-based subject mentors. This is attributed, in part, to an over-emphasis on measurable outcomes in current objectives-based educational policies. The qualified success of the group talk intervention suggests that incorporating a task-based language teaching approach into school schemes of work would be beneficial, accommodating the meta-cognitive benefits of assessment for learning within an established model of language teaching. An analysis of the Initial Teacher Education partnership using Activity Theory indicates that structural constraints allow limited scope for innovation in the classroom practice of either teachers or trainees. Students expressed anxiety about making errors and appearing foolish to their peers. However, trainees also commented that teachers' anxieties about poor behaviour prevented them conducting pair work or small group work with some of their classes.

In conclusion, using wider professional content knowledge could avoid an over-emphasis on short-term performance goals when complying with policy initiatives and external assessment frameworks concerning linguistic and professional knowledge. Trainees need to "fit in" with the culture of the host department by adopting its rules and tools but changes in the division of labour to allow increased collaborative work including trainees, mentors and tutors could support innovation. MFL pedagogy should provide sufficient input for the foreign language to be learned, thus enabling speaking in the target language, rather than using speaking as an aspect of performativity.

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Chapter 1. Introduction

The context and the impetus for this research

This study was conducted at Macadamia University where I am the Curriculum Tutor for the Modern Foreign Languages (MFL) Initial Teacher Education (ITE) course. It considers two areas of pedagogy, the teaching of MFL in English secondary schools and the professional education of MFL teachers in England. Pedagogy is understood to be the systematic use of a range of activities, experiences and reflection to develop learners' knowledge. In line with the usage prevalent in the ITE course at Macadamia, two terms for learner are used here: the term "student" is used to denote children and young people learning in secondary schools and the word "trainee" refers to beginning teachers during their year of Initial Teacher Education. The impetus for this study came from three sources, a lesson observation, a challenge from the then Teaching Agency and proposed changes to the GCSE specification for MFL.

The first stimulus was my observation of a Year 8 English lesson in which it was clear that the task in progress was much more sophisticated than the content of a parallel MFL lesson. In the English class, the students' group discussions were focused on advertisements for a number of sports goods, analysing the images used, the font, colours and probable target audience and market for the products. The students appeared to be engaged in the lesson which combined their world knowledge with the discourse of argumentation and speculation, developing their ideas through discussion. According to the same school's scheme of work for French, that group of students were studying a unit on foods to be eaten for dinner, involving a large range of vocabulary devoted to vegetables. At the end of the half term spent on the unit of work, students would be equipped to say what they usually eat, what they would like to eat and what they have eaten. They would be equipped to order food and drink in a French speaking country. In other words, the language was largely descriptive and transactional. Comparing the observed English lesson with the content of the parallel unit of work in French rekindled a long-held view that the subject material of the MFL curriculum is often dull and age inappropriate and therefore inherently demotivating. As an MFL colleague had observed some years previously, "We teach them to buy [expletive] ice cream for five years and they still can't do it". The university is not in a position to influence any school's scheme of work but, in principle, it seemed feasible to introduce a group discussion, similar to the one observed in the Year 8 English lesson, to a Year 8 lesson at the end of a unit of work in MFL. The students would have spent several weeks

studying the vocabulary associated with the topic and the discussion itself would provide useful revision. The vocabulary and structures needed to express opinions, as well as connectives to use in justifying opinions and to indicate causality, are taught early in KS3 and might be expected to equip students for a rudimentary discussion of an advertisement for a topic-related product.

The second stimulus was the exhortation by a representative of the then Teaching Agency (2011) for ITE providers to address the perennial Ofsted criticism (Ofsted 2008, 2011) of MFL lessons across England for their lack of spontaneous talk by students. From experience of teaching MFL and working with trainee MFL teachers, I knew the situation was much more complex than the representative would admit. I suggested to him that trainees were the least powerful members of an MFL department and that he should be speaking to Heads of Department but his response was that it was up to ITE providers to make trainee teachers "so good at it" that practice would improve. From experience, and from reading for an earlier essay (Regan, 2012), I knew that this simplistic view disregarded a large body of knowledge on the conservatism of teaching as a profession. Dart and Drake (1993) had found that school-based mentors were more likely to respond to external requirements than to new ideas for pedagogy. The "wash back effect", in which school experience displaces knowledge gained during training in newly qualified teachers has been noted by, for example, Zeichner and Liston, (1996) and Hobson, Malderez, Tracey, Homer, Ashby, Mitchell, McIntyre, Cooper, Roper, Chambers, and Tomlinson (2009). In each context, the need to 'fit in' with the departmental culture appears to take priority over the enactment of any training. It seemed incongruous that ITE tutors should be given the responsibility for improving practice when so much evidence indicates the greater influence of existing practice in schools. Nevertheless, reflecting on the input which MFL trainees received on speaking skills, it appeared there might be room for improvement.

To ascertain the trainees' perspectives on their experience in school, without causing them additional work or stress, their written assignments were seen as a rich source of data. The assessment framework at Macadamia includes a written assignment in which trainees design, describe, discuss and evaluate a unit of work comprising six lessons, together with their rationale for teaching in that way based on the literature. The essay within this assignment is an exercise in critical reflection and is arguably a pivotal element in developing trainees' professional understanding. It exemplifies the ITE course's approach, stated in the course handbook:

University based elements aim to help trainees to reflect, draw on and extend their school based experiences in order to broaden and deepen insights into practice as well as to develop their knowledge about not only what pupils learn and how they learn but understand why they learn in the ways they do and what teaching strategies will be more effective

Course Handbook (2014:29)

Finally, draft changes to the GCSE specification for MFL (e.g. AQA, 2012) indicated a greater requirement for spontaneous speech in the assessment. From experience, the dominance of scripted dialogues in the speaking assessment of the GCSE MFL examinations could be seen as a determinant of classroom practice throughout KS4 and even KS3. A change in assessment at GCSE could thus be expected to change classroom practice and trainees would need to be prepared for that change.

1.2 The nature of the research and the theoretical framework

This exploratory research project aimed at achieving greater understanding of the teaching of speaking within MFL and of initial teacher education. As a practitioner-researcher my aim was to generate knowledge which might guide MFL practice in a general way but which could also be applied to my own practice. It was a case study with elements of action research, including an intervention in my own practice and in two MFL classrooms. However, it differed from the classical action research design in that the intervention was not the sole or primary or focus of the research. The case being studied was the teaching of speaking in MFL within the Initial Teacher Education course at Macadamia University. The original research questions responded directly to the challenge that ITE providers should do more to enable trainees to teach speaking skills and the Ofsted criticism that many MFL lessons involved too little target language use by teachers and students. Those questions were refined and developed in the light of the study's initial findings.

The research consisted of three main elements. First, a study of three cohorts' work in the ITE MFL course analysed documents generated by the trainees, together with interviews with the trainees. Discussions with groups of students provided an additional perspective. Secondly, a study of an intervention within the ITE MFL course evaluated changes to its curriculum, pedagogy and assessment which were intended to raise the profile of speaking. Thirdly, a study of a classroom intervention in which two trainees prepared and conducted a group talk activity with their Year 8 classes considered the

success of that approach and the feasibility of ITE intervening directly in classroom practice.

The theoretical framework adopted here is pragmatism, based on the work of Dewey (1936) and Biesta (2007), in which knowledge is produced through reflection on experience. The use of Activity Theory (Engeström, 2007) to identify and analyse key components of ITE as a system is consistent with this framework and supports the discussion of contextual influences on both the reflections and the experiences, and therefore the learning, of trainee teachers. The components in Engeström's (2007) formulation are the subject (e.g. the learner), object and tools used in the system, together with the community of practice (e.g the profession or department), rules and division of labour within it.

1.3 Initial findings and their effect on the research questions

The questions posed to focus groups of trainees, given in section 3.12.4, and the analysis of trainees' essays, explored the influence of ITE input on trainees' classroom practice on speaking skills, particularly in relation to their use of target language. The focus group data presented in section 4.2 and Appendix 8 indicated that the prevailing school culture was a more potent influence on trainees' practice than any input from the campus-based part of the ITE course. One pedagogic incongruity identified was in trainees' comments about needing more freedom than that afforded to them on placement in order to support their students' speaking effectively. That is, the placement did not always allow or enable what the trainees believed to be good practice. Nevertheless, enriching the campus-based input did have some effect: comparing the lesson plans in assignments from three cohorts of trainees suggested that enriching the input on speaking skills at least coincided with increased time planned for speaking activities (see figure 7).

However, closer examination of these planned speaking activities indicated that most involved either whole-class drilling or individual answers to a small number of closed questions or were heavily scripted. None of these teaching approaches are supported by theories of second language acquisition (SLA) and reflection on this initial finding led me to question the quality of trainees' lesson planning as a whole, rather than accepting the simple measure of time spent on speaking as the sole indicator of good teaching. The new research question on planning for input, output and interaction developed at this stage. Ellis' (2005) "Principles of Instructed Language Learning", which he distilled from an extensive review of research findings on SLA, have been used to render the

enormity of SLA research manageable and the trainees' lesson plans were analysed using those principles as an evaluative framework. The principles summarised the types of pedagogic activity which have been shown to support language learning, based on research findings from a number of classroom contexts.

This analysis of trainees' lesson plans revealed a relatively low proportion of lesson time spent on input as listening or reading activities. The emphasis on observable learning outcomes, reinforced by the KS3 framework for MFL, by the university's lesson evaluation pro forma, and by classroom lore on the nature of a "good" lesson may have contributed to this pattern. During my own classroom experience as a teacher of MFL, this lore held that any lesson was only "good" if the learning objectives were met and demonstrated in the plenary. By contrast, SLA theory emphasises the importance of input for language acquisition so that a pedagogic incongruity is found between the emphases on input and output in theory and policy respectively. My realisation that a focus on pre-determined learning outcomes was part of a neoliberal emphasis on performativity and accountability dawned slowly through attendance at conferences in the UK and in Europe. The resulting exploration of both the neoliberal agenda and objectives-based education (OBE) in the literature informed discussion of the wider context. Both the neoliberal agenda, in which managerialism and the culture of the market are applied to public and professional practice, and objectives-based education are discussed more fully in the literature review.

The initial thematic analysis of the trainees' essays suggested a dominance of generic pedagogy over subject - specific issues in their thinking. This led to the formulation of a fourth research question on the status of subject-specific professional content knowledge, pursued through an examination of available reports on the trainees' lesson observation feedback from both their school-based mentors and myself as university tutor.

1.4 The wider context

This study has been conducted during a period of major changes in ITE in England, notably in the shift towards the School Direct route to Qualified Teacher Status. The National College for Teaching and Learning (2014) described School Direct as "a school-led initial teacher training (ITT) scheme. It is run by a partnership between a lead school, other schools and an accredited teacher training provider." (See Ellis and McNicholl (2015) for full discussion). As ITE provision at Macadamia, including the role of the

Curriculum Tutor, was almost identical for PGCE and School Direct trainees during the three years of the case study, School Direct has not been discussed in the thesis. The ongoing political rhetoric associated with ITE changes has provided a backdrop to the study but has not played a part in it, except that of occasional irritant. However, both the rhetoric and the changes in ITE arguably stem from the neoliberal agenda which has now reached the micro-level of lesson planning through the introduction of the tripartite lesson and its emphasis on pre-determined behavioural outcomes, discussed later.

1.5 The local context: Initial Teacher Education at Macadamia University

The ITE course at Macadamia University has been established for over 40 years and operates in partnership with local schools. Ofsted inspections before and during the period of the study rated the provision at Macadamia as 'good' and levels of trainee employment and satisfaction with the course are regularly high. The course runs from September to June each academic year, giving trainees nine months in which to achieve Qualified Teacher Status.

1.6 The Initial Teacher Education Curriculum

The curriculum for ITE at Macadamia, as in the rest of England, is largely determined by the Teachers' Standards (DfE, 2011) a competence-based set of requirements issued by the UK government, although professionalism, academic rigour and the ability to reflect on practice are integral parts of the course. The course handbook (2011) explains that

> *The PGCE programme is designed, organised and convened to:*
>
> *provide a high quality education and training programme, which meets all the requirements for QTS and is also academically rigorous and challenging.*
>
> *support the development of committed, effective and autonomous teachers, with high professional standards, who will provide positive role models for pupils in schools.*
>
> *develop reflective practitioners in the first stage of continuing professional development.*
>
> (Course handbook, 2011:19)

All trainee teachers must complete at least 120 days' school experience, which is supervised by a mentor who must be a qualified and experienced subject teacher. The

university provides training for all mentors, many of whom are alumni of the Macadamia ITE course.

1.7 The Initial Teacher Education Modern Foreign Languages curriculum

The MFL Curriculum Studies curriculum at Macadamia is outlined in Figure 1 below.

The programme clearly includes a number of generic pedagogic issues which are interpreted in an MFL context. In addition, to encourage the formation of their new professional identity, and as a source of ideas for resources and activities, trainees are strongly encouraged to join the Association for Language Learning and at least one online discussion list for MFL teachers, for example through the "mflresources" web site.

All ITE trainees at Macadamia complete two school placements, as required by government. The ITE course at Macadamia is structured so that, for most of the academic year, trainees spend four days each week on placement and one day a week on campus. While in school, MFL trainees typically teach two languages at KS3 and KS4 under the guidance of the mentor and MFL colleagues. Trainees' lessons are formally observed each week by the mentor who gives oral and written feedback on the strengths of the lesson and sets targets for improvement. The lesson is graded according to Ofsted criteria. All subject tutors visit each trainee twice during the course to co-observe their lessons with mentors, primarily to moderate mentors' grading but also to review progress. Other MFL colleagues also observe lessons and give feedback but this may be done informally.

The academic content is taught in a weekly lecture on generic theory, policy or practice which introduces a day of seminars and workshops which focus on the subject-specific Curriculum Studies programme. That programme is run by Curriculum Tutors who have substantial experience as both subject teachers and ITE mentors and the sessions give trainees the opportunity to reflect on practice and share experiences through discussions and shared activities with other MFL trainees. I see this structure as a strength of Macadamia's ITE course through its potential for integrating theory with practice.

FIGURE 1 THE MODERN FOREIGN LANGUAGES CURRICULUM STUDIES PROGRAMME

The National Curriculum for Modern Foreign Languages

MFL resources and their effective deployment

ICT Enhancement of MFL teaching and learning

Lesson planning and micro-teaching

Behaviour management within the context of language learning

Motivation and its relevance to learners of MFL

Learning styles, differentiation and personalised learning

Inclusion: teaching MFL to pupils with Special Educational Needs

Methodology for teaching the four skills, including teaching strategies for each skill.

Methodology for teaching grammar

Games and learning activities in MFL

Drama and role play in MFL

Study Visits

Transition from KS2-3, from 11-14+ and beyond

Cross-curricular links with numeracy, literacy, ICT and citizenship

Inter-cultural development through MFL

Monitoring, Assessment, Recording, Reporting and Accountability

Integrating assessment into planning

Preparing pupils for external assessment

Schemes of work and programmes of study-medium term planning

Education theory applied to the teaching and learning of MFL

Applying for jobs / preparing for interviews

The Teachers' Standards and setting targets to achieve these

The NQT year for teachers of MFL

The weekly lesson observations, designed to provide formative assessment of trainees' classroom practice, also form part of the summative assessment for the placement. Trainees must pass each placement, i.e. must achieve at least a satisfactory standard in their classroom practice, as assessed by the mentor. A reporting system is in place to track trainees' weekly progress, with progress update reports submitted by mentors a few weeks into each of the two placements.

Trainees collect evidence of their progress towards the Teachers' Standards (DfE 2011) in the form of a portfolio, accepted by, for example, Denney, Grier, and Buchanan, (2012) as the most widespread form of assessing ITE. A major source of evidence in the portfolios is provided by mentors' reports on their weekly observations of trainees' lessons.

The academic assignments set during the course support reflective practice and the integration of theory with classroom practice. The pattern of academic assessment has changed during the study. Cohorts 1 and 2 completed two written assignments, one based on a unit of work as described below, the other a small scale research project. For Cohort 3, the research project had changed to an optional assignment carrying additional Masters Credits but the assignment on a unit of work remained unaltered. All trainees finish their training with an oral examination, in the form of a professional dialogue, in which they present two of their lessons and reflect on their practice in the light of theory and policy.

The ITE course at Macadamia has a strong emphasis on reflective practice and trainees' reflections on their work in schools were seen as a rich source of data for this thesis, responding to the three stimuli noted earlier, namely a challenge from the Teaching Agency to improve speaking skills, my observation of a group talk lesson in English and the need to prepare trainees for proposed changes to the MFL GCSE specification which would require more spontaneous talk from students in the oral examinations.

1.8 The research questions

Within this context of reflective practice, and after a number of refinements in the light of my preliminary findings, the research questions addressed in this thesis are:

   To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Language (MFL) classrooms?

   How do MFL trainees and secondary school students experience the teaching of speaking skills?

How do trainees plan for input and practice, including target language?

To what extent is MFL subject-specific pedagogic knowledge valued and utilised in secondary schools?

The literature review explores each research question, drawing on key contributions to educational theory and theories of second language acquisition. Current assessment requirements for the GCSE examinations are discussed, together with the Programme of Study from the National Curriculum for Modern Foreign Languages (QCA, 2007) and the Key Stage 3 National Strategy Framework for teaching modern languages (DfES, 2003). All three of these frameworks are identified as influencing MFL pedagogy. They could be seen to represent current thinking about language learning at the level of policy, but at times result in incongruities when contrasted with theories of second language acquisition.

1.9 The pedagogic incongruities

Four pedagogic incongruities are presented here. First, the core incongruity, identified in the literature and emerging from this research, is between the focus on measurable outcomes encouraged by the Key Stage 3 National Strategy Framework for teaching modern languages (DfES, 2003), intended to improve the teaching and learning of MFL, and the importance of input acknowledged in all theories of language acquisition (VanPatten,2015). Second, a damaging incongruity arises from the GCSE assessment framework which, although it reinforces the importance of spoken language by allocating the same percentage of marks to speaking as to the other three skills of listening, reading and writing, relies heavily on scripted dialogue in the oral examinations. Trainees' comments in the two focus groups expressed strong views on this. Third, the dominance of scripted dialogue in MFL lessons, found in trainees' lesson plans, may undermine the acquisition which would enable students to speak the target language. Finally, my most striking finding was the lack of linguistic input, that is listening and reading activities, in trainees' lesson plans so that opportunities for language learning which would enable students to speak spontaneously were reduced.

1.10 The methodology

The development of students' speaking skills in MFL lessons within the ITE course at Macadamia University has been examined from the perspectives of trainees, mentors,

students and university tutor. The data were drawn from trainees' essays, from focus groups with students and with trainees, from lesson observations and from course documentation.

1.10.1 Emergent methods

The methodology developed over the course of the study, starting with the aim of constructing a crystalline view of the issues, in which each of those perspectives formed a face of the pyramid. It progressed to a closer examination of that crystal, with different perspectives, as new questions emerged from the data analysis and required new methods to emerge. That progress is charted more fully in the Methodology chapter but the key elements are given here. The first was the deeper analysis of trainees' lesson plans to gain a fuller picture of classroom practice than that afforded by the original focus on the time spent on speaking. The second emergent method was the use of Halliday's (1973) functions of language as a way of understanding the classroom discourse of students in the intervention lessons when the pattern of students' language differed from the expected categories of argumentation and speculation. The third emergent method was the use of Quantitative Content Analysis (Silverman, 2011) in the thematic analysis of trainees' essays, rather than a simple triangulation with the views expressed in the focus groups of students and of trainees. This gave a richer understanding of the issues which affect trainees' thinking and practice.

1.10.2 Being an insider-researcher in Initial Teacher Education

My position as insider – researcher informed all stages of the study and facilitated my access to much of the data. Working in the education department of the university and having taught MFL in school for many years placed me in a culture of informed enquiry and professional knowledge so that I was aware of issues and debates in the field of education. Drake (2011:31) observes that an insider enjoys "privileged access to a research setting" and, in addition, I had established positive working relationships with colleagues in partner schools. The main disadvantage was the conflict between my roles as researcher and as assessor of trainees' progress, accentuated by a heightened sensibility to the associated ethical issues. This is explored further in the Methodology chapter.

1.11 The thesis

The literature review explores key features of MFL teaching in schools, as directed by government frameworks and examination procedures, as well as selected material from the extensive literature on second language acquisition. My methodology chapter describes and justifies my planned and emergent methods of data collection and analysis. It includes an educational memoir to show the origins of my ontological and epistemological positions and describes the cognitive shift I have experienced while engaged in my doctoral work, from positivist to interpretive researcher. I have also given a timeline of the research. Chapter 4 on data analysis seeks to extract meaning from the comments of students, trainees and mentors to build a picture of their experiences of learning and teaching speaking in foreign languages and these are discussed in Chapter 5. My last chapter considers the limitations of the study, revisits the pedagogic incongruities identified in the thesis and suggests implications for practice which arise from them, as well as possible avenues for further research.

Chapter 2 Literature Review

2.1. Introduction

The role of ITE in improving students' speaking skills raises three issues: the nature and efficacy of ITE, the perceived need for improvement in speaking and the position of speaking in both the MFL curriculum and in the process of Second Language Acquisition (SLA). After an outline of the "age of measurement" (Biesta, 2009) in education, three approaches to MFL pedagogy are reviewed: communicative language teaching, competence-based language teaching and task-based language teaching. I see those approaches as the expressed, the extant and the possible methodologies in MFL classrooms. The phenomena of language anxiety and willingness to communicate are also discussed as students' emotional response to speaking activities is often overlooked in curriculum and assessment documents. The discussion then returns to SLA research and the need to consider teaching and learning foreign languages more holistically than focusing on speaking in isolation from the receptive skills of reading and listening. The classroom use of Target Language (TL) is considered in this section as a source of input.

2.2. Changes in Initial Teacher Education provision as part of the neoliberal agenda

Changes to ITE provision can be seen as part of a wider initiative to "establish total control over the educational system" (Biesta, 2013). Lawes (2007) described the current practice of measuring students' learning at the end of each lesson as "a fundamental shift in how we understand knowledge" and attributes that change to the linking of educational aims to the needs of society rather than the "intellectual development of the individual". Both Ball (2008) and Hall (2011) traced the origins of neoliberalism to classical liberalism but date its present incarnation in England to the privatisation initiatives of the Conservative administration in the 1980s. Hall (2011:715) wrote of subsequent governments blurring the distinctions between private and public so that "the habits and assumptions of the market were embedded in the state". Similarly, Ball (2008:81) described the GCSE league tables, introduced by the Conservative government in 1992, as a form of "market information for consumers". Biesta (2009:33) has observed that a focus on "the measurement and comparison of educational outcomes" has obscured or replaced discussion of the purpose of education while Ball (2008:11) wrote of education's "overriding emphasis on policy making for economic competitiveness".

What Ball (2008) described as the "managerialism" of the neoliberal agenda demands measurable outcomes and, arguably, undermines both professional knowledge and pedagogy itself. If we assume a degree of congruence between professional knowledge and Bernstein's (2000:86) concept of "inwardness", his discussion of the effects of market principles on education, and on "concepts of knowledge" can be applied to teachers' professional knowledge. Bernstein (2000:86) wrote of market principles causing "a fundamental break between the knower and what is known" in which knowledge is no longer "an outer expression of an inner relationship […], a guarantee of the legitimacy, integrity, worthwhileness and value of the knowledge".

Stevenson (2015) expressed the position more simply and described increasing levels of state control replacing professional judgement. Beck and Young's (2005:183) analysis of "an assault on the professions" drew on Bernstein's (2000) earlier chapter and located the threat in "marketization, managerialism and an audit culture". Beck (2013:181) described the current changes to ITE as "coercive deprofessionalisation" based on "narrow competency-based forms of training". He regretted the loss of philosophy and sociology from ITE and the resulting lost opportunities for deeper understanding. This echoed Grenfell's (2011) conference comment that trainee teachers can emerge "without ever hearing of Bernstein or Vygotsky". Gove's (2010) characterization of teaching as "a craft best learned in the classroom" fits seamlessly into the deprofessionalisation of teachers. Similarly, Ellis and McNicholl's (2015) study of ITE in the UK wrote of the "proletarianization" of tutors as the division of labour between schools and universities has shifted and the role of universities has shrunk to that of quality assurance. The UK is not alone in its use of a performance model of practice for teachers but Osborn's (2006) study, comparing England, Denmark and France, suggested that the model was most established in England.

The neoliberal project is also manifested in the "what works" approach to educational research. One manifestation of this is the Sutton Trust's description of itself as a "do-tank" while entrusted with disbursing of government finance for research, through the Education Endowment Fund. Similarly, within language teaching, a set of 28 school-based action research projects was funded and published by CfBT (formerly the Centre for British Teachers) on MFL (Churches, 2013). It should perhaps be noted that CfBT recently closed its MFL ITE course and had earlier abolished the Centre for Information on Language Teaching, which had been a valuable resource for language teachers for many years. None of the 28 CfBT-funded research reports on MFL included a literature review, details of ethical consent or a set of references. Ignoring educational theory

surely removes any foundation for practice beyond teachers' immediate experience of what has or has not worked.

2.3. The nature and efficacy of Initial Teacher Education – its rules and division of labour.

In spite of the emphasis on teaching as "a craft best learned in the classroom" in political rhetoric (Gove, 2010), a training partnership between a university and local schools remains a central feature of many forms of ITE. It is, however, an unequal partnership in which, as Grenfell (1997:29) wrote, "Practice is all: [….] theory has been pushed back to the side lines." He defended the role of theory in informing classroom practice and avoiding the imposition of "teaching objectives which have been derived from outside the profession [….] for comparative evaluative purposes." (Grenfell, 1997:31).

Ellis and McNicholl (2015) described the complexity of the triadic relationship between trainees, their mentors and tutors as well as the amount of effort devoted to maintaining the relationship. Furthermore, they concluded from their study that "an over-abundance of tact and diplomacy can limit criticality and lead to a collusion in triads" resulting in missed opportunities to develop trainees' understanding (Ellis and McNicholl, 2015:66).

Re-casting ITE as competence-based training (CBT) might be said to ignore the purpose of education. Biesta (2013) saw CBT as emphasising "doing" rather than "knowing", at the expense of professional judgement. Bruner's (1996:67) analysis of education provided a more nuanced view than a simple set of behaviours. He identified three "antinomies", the extremes of which were to be avoided. The "individual- realization versus culture – preserving antinomy speaks for itself and could be said to characterise the tensions in school-based training. The "talent-centred versus the tool-centred antinomy" concerns the nature of learning as wholly intrapsychic or social and parallels the dispute in theories of language acquisition between cognitive and sociocultural perspectives. Bruner explained the "particularism versus universalism" antinomy in terms of constructing knowledge, with the "authoritatively universal voice" at one extreme and the legitimacy of "local knowledge" and human experience at the other. This last antinomy could be applied to competing influences of generic and subject-specific pedagogy.

In order to achieve Qualified Teacher Status, all trainees must provide evidence of having met the Teachers' Standards (DfE, 2011). The task of enabling them to do so is shared between school and university. Ellis and McNicholl (2015) describe the university's function as often bureaucratic and focused on moderating school-based

training. However, the university still provides theoretical input, arguably a distinguishing feature of professions rather than crafts and the opportunities for critical reflection required to learn from experience (Dewey, 1936; Grenfell, 1997; Schön, 1983, 1987)

2.4. Initial Teacher Education as reflective practice within a pedagogy of compliance

The phrase "reflective practice" is widely used and Grenfell (1997) noted that three quarters of ITE courses in England claimed to involve a "reflective approach". He drew on the work of (Schön, 1983) to propose a model of ITE in which theory informed both practice and reflection in action and on action. Grenfell (1997) commented, however, that reflection may also be utilitarian and include little reference to explicit theory. Biesta's (2010, 2007) arguments against a "what works" approach to teaching drew on the earlier work of Dewey (1936) who saw reflection as a necessary part of learning from experience. Biesta (2007, 2010) points out that reflection on past experience can only identify what worked then but will not predict what will work in the future. However, Dewey's (1936) view that learning from experience can produce "warranted assertions" which may apply to new contexts is helpful here.

The role of reflective practice is important not only in improving classroom practice but in constructing teachers' understanding. Within language teaching, Borg's (1999) review of studies of language teacher cognition included opportunities to reflect on trainees' beliefs as an essential component of training to teach English as a Foreign language, although some trainees find it difficult. Woods and Çakır (2011:389) write of "impersonal theoretical knowledge personalised through a process of interpretation stemming from the teacher's own experience" and see reflection as part of reconstructing both theoretical and practical understanding.

The nature of trainees' reflection inevitably varies according to their personal histories. Caveats about the routinization of reflective practice, discussed below, apply to the assignments on the ITE course so that reflection may not necessarily involve deep thought. Conversely, there seems to be a danger of reflection becoming persecutory. The Teachers' Standards (DfE, 2011) require teachers to be "self-critical" whereas the previous standards (DCSF, 2009) adopted a more rational, less flagellatory, tone and required teachers to "reflect on and improve their practice", yet have "a [….] constructively critical approach towards innovation". The focus on practice rather than the person was surely a healthier approach than an over-emphasis on self-criticism, discouraged by Zeichner and Liston (1996) and discussed in the literature review. By

contrast, Coe, Aloisi, Higgins, and Major's (2014) review of research on "great teaching" advocates six principles of teacher feedback which include "attention is on the learning rather than to the person or to comparisons with others". This is also consistent with Tsui and Law's (2007) approach of focussing collaborative discussion on the lesson rather than the trainee.

The construction of professional understanding is surely crucial in teachers' development and is dependent on reflection. Dewey (1936) commented:

> *Failure to give constant attention to development of the intellectual content of experiences and to obtain ever-increasing organization of facts and ideas may in the end merely strengthen the tendency toward a reactionary return to intellectual and moral authoritarianism.*

<div align="right">Dewey (1936:87)</div>

The "intellectual content of experiences" is key here. Biesta's (2010:112) synthesis of pragmatism's view of knowledge, based on the work of Dewey, suggests "the only way we can acquire knowledge is through the combination of action and reflection." Shulman's work on pedagogic content knowledge (e.g. Wilson, Shulman and Richert, 1987) included teachers' reflection on practice as part of pedagogical reasoning. Korthagen's (2010) model of learning in ITE, discussed later, emphasised the role of reflection in order move from holistic experience to organised knowledge and theorisation. The scope and space for such reflection, and for teacher autonomy, are surely curtailed by objectives-based education, embodied in the Teachers' Standards, because it reduces the range of possibilities for reflection. For example, Zeichner and Liston (1996) included democratic and personal values and goals as areas for reflection but these have no manifestation in either the Teachers' Standards (DCSF, 2007; DfE,2011) or the Ofsted (2005) evaluation framework for trainees' lessons. The current standards explicitly refer to "upholding British values", linked to the "Prevent" strategy which seeks to address the perceived threat of Islamist radicalisation, but not to educational values.

Here policy conflicts with professional wisdom to produce a pedagogic incongruity within ITE. In Tsui and Law's (2007) account of lesson study, described in a later section, the success of the approach was attributed to its focus on the lesson rather than the trainee. Similarly, Zeichner and Liston (1996) criticise any excessively introspective reflection lest it encourage teachers to shoulder responsibility which more properly lies with school structures and social conditions. Zeichner and Liston (1996) emphasise that reflection in itself does not improve teaching. They consider it unhelpful to use reflection to replicate

research findings or to restrict it to considering teaching approaches while ignoring values and goals.

Reflection can be seen as an aspect of professional autonomy. Thus Galea (2012:245) noted the use of reflective teaching to challenge the "positivist technicist approach that has overwhelmed the educational sector", which could arguably be equated with competence-based teacher education for example. She recognised reflection's potential to assert teacher autonomy" but also criticised its use in teacher education where it has become "assimilated into the language of performativity". Reflection on demand, as a course requirement, begins to take on the same oxymoronic quality as that of spontaneous speech in target language during an Ofsted inspection. Galea's view resonates with the arguments about objectives-based education, discussed in a later section, in that "reflective practitioner" becomes another line on a checklist of attributes, however helpful the intentions behind that checklist might be. Galea (2012:248) cited the example of Pollard's (2002) question to teachers about their own levels of reflexivity in terms of their open-mindedness, so that reflective teaching becomes "normalized" and an end in itself rather than a means to achieving greater understanding.

The routinisation of reflection as lesson evaluation is recognised by John (2000) who, writing about teachers' awareness and intuition, suggests that:

> *Ruminating in the bath, mulling over ideas [….] are as powerful as those tightly scripted lesson plans with their narrow objectives and endless evaluations.*

<div align="right">John (2000:103)</div>

Intuition is relevant here as, arguably, it includes tacit knowledge based on previous experience. Alternatively, intuition may overlap with "implicit theories (or mindsets)", defined by Ryan and Mercer (2012:74) as "the fundamental, core beliefs that individuals hold about the nature and malleability of […] the human condition". Whether part of intuition, implicit theory or mindset, the challenge appears to be in making the tacit explicit and there is no guarantee that this will be achieved through routinised reflection.

While Schön (1983) saw reflective practice as a defence of professionalism by distinguishing reflective practitioners from mere technicians, Furlong (2013) writing of a "crisis in professionalism" comments that:

> *When it comes to arguing against ever more invasive forms of central control, the argument that professional knowledge is essentially personal and situationally specific has not proved particularly robust.*

<div align="right">Furlong (2013:23)</div>

There is thus a conflict between the process of developing professional knowledge and that of demonstrating it to those who exert that "central control".

2.5. Initial Teacher Education as an example of Objectives Based Education and Competence-based Training

The competence-based nature of ITE is embodied in the Teachers' Standards, which define both the curriculum and assessment in ITE. The standards (DCSF, 2007; DfE, 2011) were revised during the period of the case study but they remained largely unchanged in substance. The omission of the requirement to reflect on practice (DCSF, 2007) from the 2013 standards is further evidence of the de-professionalisation of teaching and the emphasis on craft knowledge. Drawing on Birmingham's (2004) analysis of pedagogic reflection in Aristotelian terms, the emphasis in the Teachers' Standards (DCSF 2007, DfE 2011) is on techne, or craft knowledge, at the expense of episteme (scientific knowledge) and phronesis, a grasping of the truth. Korthagen (2010) suggested:

> *the pressure on meeting standards and the emphasis on standardisation coming from the political arena runs counter to the development of effectiveness in teaching, since the person of the teacher is often being overlooked.*

Korthagen (2010:417)

He went on to note "the bottom-up, idiosyncratic nature of professional learning" was overlooked in imposing standards. The focus on standards in ITE constitutes competence-based training with elements of objectives-based education.

2.5.1. Possible difficulties inherent in competence-based training

While acknowledging the possible benefits of the introduction of competence-based training in ITE, in terms of clarity and demystification for all concerned and confidence for employers, Whitty and Wilmott (1991) expressed their concerns about it as follows:

> *—it may lead to reductionism;*
>
> *—it may shift the emphasis toward outcomes at the expense of learning processes; —it may be difficult to reach agreement on a definition of competence;*
>
> *—it may be difficult to specify which competences should be included;*
>
> *—it may be difficult to arrive at valid and reliable criteria for assessment.*

Whitty and Wilmott (1991:317)

These operational concerns followed those voiced earlier by Shulman (1986) about the de-professionalising effect of a standards approach to teacher education.

I began to explore the complexities of competence-based training and workplace learning in an earlier doctoral essay (Regan, 2012). As noted in that essay, many current models of workplace learning (e.g Cairns, 2011) emphasise the role of situated learning (Wenger, 1998) and participation in a community of practice, with its concomitant emphasis on socialisation. Russ-Eft (2011:125) identified nine theories of learning, concluding that most "recognize that learning takes place within a social and organizational context which, in turn, affects the training environment". Russ-Eft (2011:128) called for research to "distinguish between what is learned and what is performed". However, the requirement for trainees to meet the Teachers' Standards (DCSF 2007, DfE 2011), as part of competence-based training, not only focuses primarily on performance but potentially disrupts the progression from peripheral to legitimate participation in Wenger's (1998) model of learning by imposing a definition of legitimacy from outside the community of practice.

My earlier essay suggested that externally imposed competences may distort professional learning; however, heeding Bruner's (1996) warning against adopting an extreme position, it is helpful to reconsider notions of competence, as in Eraut's (1998) analysis. He writes:

> *Some proponents of an emphasis on competence have presented the concept as a kind of antidote to theory, derived from atheoretical 'common sense', apparently unaware of the huge number of theories, albeit usually implicit, which govern people's everyday thought and action. Some opponents of the use of the word 'competence' have attempted to rubbish rather than redefine the term by branding it as essentially behaviourist, positivist and modernist; but it is unlikely that they would brand the term 'incompetence' in the same way.*

<div align="right">Eraut (1998:127)</div>

I understand this to offer support to the use of competence as part of professional training but Eraut (1998:129) goes on recognise that such competence is "politically negotiated and socially situated". Elsewhere, Eraut (1994) has noted that teachers

> *have had some difficulty in articulating a distinctive knowledge base, and have also suffered from being under much greater government control.*

<div align="right">Eraut, (1994:3)</div>

and that this has to some extent eroded the professionalization of teaching. With regard to teaching's knowledge base, Squires (2004) argues that the particular combination of sociology, psychology and other disciplines which contribute to teachers' development

is itself distinctive. Eraut (1994:125) cites Dreyfus and Dreyfus' (1986) model of skills acquisition in which competence includes relating actions to long-term goals, conscious planning and "standardized and routinized procedures". Eraut (1994:125) observes that competence is seen as "the climax of rule-guided learning" but lies between novice and expert levels of working.

2.5.2. The role and influence of university-based teacher education courses.

Douglas (2012) described initial teacher education (ITE) in England and Wales, with its "minimum competency models of teacher training and 'non-universitised' alternative training routes" occupying an isolated position in Europe with regards to pre-service teacher learning. Nevertheless, cross-national comparisons provide some insights into the English context. English trainees spend longer on placement than their counterparts in other countries who may work in schools for as little as 7 weeks of their training year in Hong Kong or 13 weeks in New Zealand (Tsui and Law, 2007; East, 2014). This allows English trainees considerably less time to study learning theories but more time to learn from experience.

The balance between theory and practice in ITE is perhaps contentious as the experience gained during school placements is highly contextualised and involves socialisation into a particular school or departmental culture. Korthagen (2010:104) argued for relevant school experience but against "premature socialization into traditional practices". Frederiksen (2015) argued for the philosophies of teachers in schools to be made explicit to avoid reducing training to a process of socialisation. She distinguished between an individual competence, which a trainee would always be able to use, and a situated perspective where trainees' ability to use their competences depends on the school and its context. She suggested levels of competence on a continuum between adapting to schools as they are now and giving trainees the knowledge they will need to develop their role and teaching methods in the future. This involves developing criticality, However, Edwards and Prothero's (2003:227) study suggested that "student teachers' learning in England is heavily situated" and not "easily transferable". The current emphasis on the "craft best learned in the classroom" (Gove, 2010) surely perpetuates that problem.

Large-scale English-based research by Hobson et al (2009) reported the greater influence of school culture and prevailing practices on the work of newly qualified teachers, citing the imperative to fit in with the new school. Trainees' need to 'fit in' was discussed in my earlier essay (Regan, 2013), using the work of Dart and Drake (1993)

and Dart and Drake (1996) who noted the conservatism of schools, and of teaching as a profession, as possible constraints on the development of trainees' practice. Roberts and Graham (2008:1401) referred to trainees as "helpless newcomers" avoiding confrontation, but also making "tactical use of 'fitting in'", while some were expected to "proxy teach", that is to emulate the mentor in every way. Nevertheless, some trainees in their study were able to be proactive and extend their opportunities for learning.

Douglas (2012) used Activity Theory as a "descriptive heuristic" for mentors, trainees and tutors to discuss teacher education in the primary school where the trainee was on placement. One contradiction they explored was that of "pre-service teacher experimentation versus school norms". He develops this from the school's perspective,

> *A second contradiction observed in the ITE activity system was evident in how the norms of the school and the classroom were acknowledged as being highly influential on the pre-service teachers' teaching practices and ideas, and also something that needed to be protected: 'From the class teacher's point of view and for the best interests of the children we want to try and maintain what has previously happened by way of routines and consistency and things like that, because we have to pick the children up again when the student leaves' (mentor, 17 June)*

<div align="right">Douglas (2012:10)</div>

Earlier work in the USA by Zeichner and Tabachnik (1981) had referred to training being "washed out" by school experience as new teachers became part of the prevailing culture of their schools, suggesting the operation of competing influences separated by time. However the course which is the focus of the present study provides input from the university concurrently with trainees' professional practice experience. To the extent that the influences of school and university are competing within an ITE course, they are therefore doing so contemporaneously.

In a more positive vein, Knight (2015:145) reported a growing appreciation of theory among former trainees as they became more experienced teachers who "not only see theory as integral to their practice, but recognise the important, largely unanticipated, role of the university in this process". This is consistent with Lunenberg and Korthagen's (2009) triangular model of professional learning in which experience both informs and is informed by "practical wisdom" and theory, which also inform each other.

The dominance of teachers' standards or competence-based learning has been recognised as problematic for decades. Shulman (1986) expressed concerns about the de-professionalising effect of a standards approach to teacher education. Whitty and

Wilmott (1991) acknowledged the possible benefits of greater transparency and consistency as a result of the imminent introduction of competence-based training. Included in their list of possible disadvantages were reductionism and an emphasis on outcomes at the expense of learning processes. These fears now appear to have been fully justified as Ellis and McNicholl (2015), writing of the enhanced role of school-based training in ITE in England, noted the reduction of universities' role to that of moderator of school-based training. Furlong et al (2000) had already described this relationship as bureaucratic rather than collaborative, as a result of reduced funding for ITE. While Ellis and McNicholl (2015), wrote of "impoverished training", Furlong (2013:176) wrote of a "hollowed out" contribution from universities as a result of prescribed standards and a competitive market among ITE providers.

In objectives or outcomes-based education (OBE), "the emphasis is on the product…rather than the educational process" (Harden, Crosby and Davis, 1999:7) and the specified outcomes determine all aspects of the course from curriculum to assessment. Interestingly, Harden et al's (1999:12) list of suggested stakeholders involved in specifying the outcomes of medical training included hospital colleagues, recent graduates and patients but made no mention of government policy. Harden et al saw OBE as "the opposite of input-based education" and noted the lack of research evidence to support its effectiveness but also its appeal. However, in their article on OBE in medical training, they suggested that a programme which is outcomes-based does not simply produce outcomes and that OBE should be seen as a valuable educational tool which may be used flexibly rather than as a panacea. A good example of this is their expansion of learning outcomes in obstetrics to include wider training issues such as communication skills and ethics (Harden et al, 1999:8). This expansion of outcomes would seem to reduce the danger of impoverished initial professional development resulting from prescribed standards which concerned Morcke, Dornan, and Eika (2013), also in the context of medical training. They described "cycles of advocacy and critique in the evaluation of OBE" and noted OBE's adoption "by consensus in the face of weak empirical evidence". They questioned the suitability of OBE for the more complex aspects of clinical performance and clinical judgement. Similarly, Shulman and Shulman (2004) emphasised the complexity of classroom practice as well as the need for critical reflection. Collins' (1983) comment about the "busyness" associated with OBE restricting the time available for critical reflection is also relevant here and is discussed later in relation to language teaching. It appears then that the advantages of competence-based training or objectives-based education have been contested yet accepted in both

education and medicine but that concerns remain about preparing trainees for higher levels of complexity in their practice.

2.6. Activity Theory – its origins and applications

I have used Activity Theory (Engeström, 2007) to analyse the ITE partnership at Macadamia as a site for trainees' learning. The theory provides a model of workplace learning which includes those contextual features of a specific workplace which may contribute to individual learning. As shown in the diagram below, the familiar triangle of Vygotsky's view of learning, as mediated between subject and object by instruments or artefacts, rests on a base formed of rules, division of labour and a community of practice to indicate the context in which learning takes place.

There may be problems in terms of the model's theoretical underpinnings (e.g. Peim, 2009) and the position it allows for agency (Edwards and D'Arcy, 2004) but, drawing on
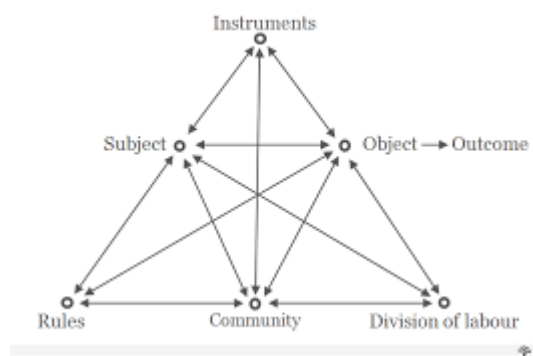
FIGURE 2 ENGESTRÖM'S ACTIVITY THEORY TRIANGLE (ENGESTRÖM 2007)

the work of Bakhurst (2009), it is used here primarily as a heuristic.

The heuristic proved helpful in teasing out the elements involved in training teachers within the ITE partnership. This is more complex than providing content knowledge in a university course, which may or may not be put into practice in school, because of the interaction between organisational and cultural features of both the school and university.

As Bakhurst (2009:197) observed, although the founders of Activity Theory studied activity in relation to mind, the theory "has principally become an empirical method for modelling activity systems". Perhaps for that reason it is difficult to locate individual agency within Engeström's (1987) Activity Theory triangle as the emphasis is on the system not the individual within it. R. Engeström (2012) traced the roots of Engeström's

(1987) theory to Bateson's (1972) theory of hierarchical learning processes in which, at the third and highest level:

> *the individual self is replaced – or rather qualitatively altered – by a search for a collective subject, capable of mastering the complexity of […] societal practices with a highly developed division of labour.*

R. Engeström (2012:259)

In other words the individual self is subsumed within the activity system. Blackler and Regan (2009:173) considered that "activity theory offers an account of collective intent and distributed agency" and this view of agency contributes to the understanding of systems but not of individual experiences. Trainees (and teachers) could be envisaged as inhabiting or moving within spaces, around nodes or along lines in the triangle, with or without volition. The lines could be seen as forces or directions, as rigid or elastic, and in each case the trainee appears to be acted on but also to act on, any of the elements in the system.

In Fenwick's (2006) account of Activity Theory, the generation of knowledge is shared within an activity system and

> *… is a nonlinear process, not a problem-solving cycle. The process simultaneously involves the system's goals, mediating artefacts or tools, and perspectives of participants. In fact, much back-and-forth activity revolves around finding consensus about what exactly the problem is and what can be tolerated as a solution or innovation within the politics of the system.*

Fenwick (2006:292)

This dynamic view of trainees' learning contrasts with the use of linear systems to track trainees' progress during their school placements which may not always reflect the extent of their developing knowledge.

However Engeström's (2007:381) explanation of human agency is more helpful in tracing a path for trainees' development. Writing from a Vygotskian perspective, and drawing on Eskola's (1999) work on logic and human activity, Engeström (2007) identified three "layers of human causality in human action". The first is the "interpretive layer", in which "humans do not merely react as physical objects, they act based on their activities, interpretations and logics". In the second "contradictory layer", humans may appear "irrational and unpredictable" in the face of "contradictions between multiple motives". In the "agentive layer" there may occur "intentional collective and individual actions aimed at transforming the activity" but agentive action might in fact be "nonaction" or "resistance". Engeström (2007:381) summarises the layers in the following matrix which identifies the development of agency as the actor's beliefs encounter contradictions

which require new forms of action. Engeström provided no column headings, rather each row can be read as a description of agency in each of the three layers, moving from top to bottom as learning progresses.

Interpretive layer	In activity the actor	Takes into account, according to this or that logic, that	If x, then y } Law, rule
Contradictory layer	As participant in collective activities	Is driven by contradictory motives	Searching resolution by often unpredictable actions
Agentive layer	As potential individual and collective agent	Takes intentional transformative actions	Inventing and using artefacts to control the action from the outside

FIGURE 3 THREE LAYERS OF HUMAN CAUSALITY IN HUMAN ACTION ENGESTRÖM (2007:381)

Engeström's (2007) three layers were based on a workplace "boundary crossing laboratory" or "Change laboratory" in which "the mediational setup is complex and multi-layered, both semiotically and instrumentally". The context was therefore comparable with an ITE placement in its complexity. The steps which Engeström (2007:381) suggested in the "Change laboratory" process were practitioners first doing as they are told, then acting irrationally in response to stressful "systemic contradictions". External cultural artefacts may then be used collectively to "transform the situation by agentive actions". Such a transformation may or may not be possible within a school placement, depending on the varied perceptions of trainees and their mentors and the limited autonomy available to them. However, the assignments for the ITE course could constitute mediating artefacts in this context. Engeström (2007:382) questioned whether the change laboratory approach could be used with "marginalised groups of people", who may not be "equal interlocutors" so that the method, hitherto seen in my analysis as comparable with an ITE placement, might become "a form of paternalistic manipulation". The scope for action and changes in classroom practice may be more limited within a school placement than in Engeström's (2007) workplace examples but there are still opportunities for trainees to learn from their experiences.

The progression between the layers in the model of "human causality" above resembles the development of skilled behaviour in Dreyfus and Dreyfus' (1986) model of skill acquisition. Engeström's "interpretive layer" appears to correspond with the "novice" level in Dreyfus and Dreyfus' (1986) model of skill acquisition described by Eraut (1994:124). Eraut describes trainees at novice level sticking closely to rules and, as yet, lacking judgement. The agentive layer in figure 3 perhaps corresponds with the

progression from proficiency to expertise, described by Eraut (1994:126) as happening "when the decision-making as well as the situational understanding becomes intuitive rather than analytic".

2.6.1. Applications of Activity Theory

Nussbaumer (2012) reviewed the applications of Cultural Historical Activity Theory (CHAT) in educational research. Activity Theory is described by Daniels, Cole and Wertsch (2007:2) as "a subsequent close relative" of CHAT so that Nussbaumer's article is relevant. She notes that

> *Of the 1577 articles retrieved, 21 articles were found to actually use CHAT theoretical constructs such as the unit of analysis, mediation, and internalization/externalization of learning implying some difficulty with the inherent complexity of the theory.*

Nussbaumer (2012:37)

The complexity of Activity Theory perhaps accounts for its use as a model, as in this thesis, in which selected parts of an activity system become the focus of enquiry. For example, Ellis and McNicholl's (2015) study of ITE in the UK concentrates primarily on the division of labour between schools and universities at a time when the role of universities in ITE is under threat.

Douglas' (2012) research, as already mentioned, used the theory as a "descriptive heuristic" for trainees, mentors and tutors to discuss training a preservice teacher as the object of activity of a single activity system, with its own rules and tools. One effect of this approach, possibly increased by the timing of the project towards the end of the PGCE course, appears to have been the relaxation of existing roles in supporting or critiquing trainees or the pressure on mentors to act as a role model.

Tsui and Law's (2007:1292) research regarded teacher education as the shared object of two separate activity systems and looked at lesson study as a mediating tool "brokered by university tutors" to explore the advice given to trainee teachers. Their article also offers insights from an ITE programme with a different pattern of relationships between school and university. They describe the Hong Kong University's advisory role in relation to the school, rather than the English "idealisation" of school, as noted by Jackson and Burch (2015), and the Hong Kong placement is much shorter than the minimum 120 days of school experience required in the UK.
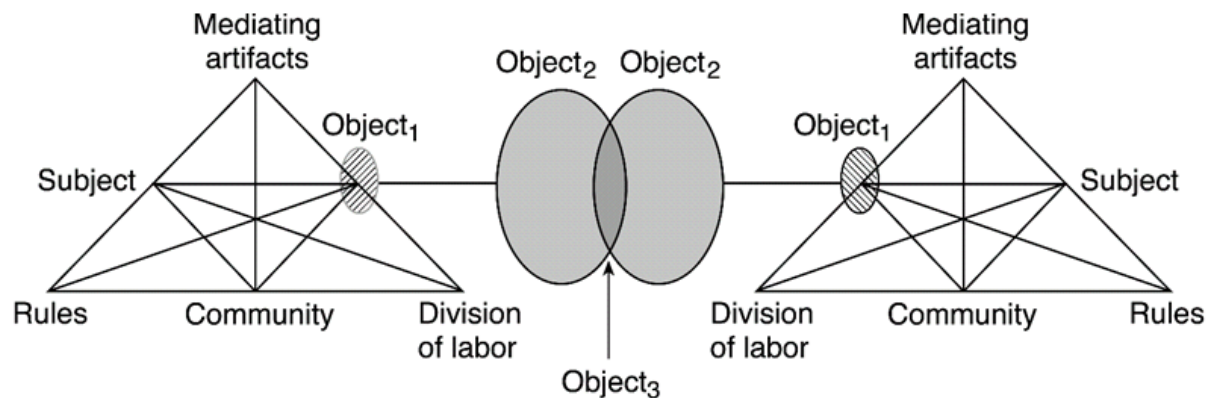
FIGURE 4 INTERACTING ACTIVITY SYSTEMS (ENGESTRÖM, 2001:136)

In one of Engeström's (2001:136) examples, the left triangle was apparently the life of the patient and Object 1 was a specific patient visiting a doctor. The right triangle appeared to be the healthcare system and Object 2 was the patient, seen as an example of a particular disease category. Object 3 was where Objects 1 and 2 overlapped. Here the collaboratively constructed understanding of the patient's life and care needs was achieved during the "Boundary crossing laboratory", a meeting of health care professionals and family members involved in treating the patient.

In Tsui and Law's (2007) study, a 'lesson study' programme was introduced as an additional activity for trainees, their tutors and mentors to address contradictions in the previous pattern of giving feedback after tutor observations. As part of this process, the trainee, mentor and tutor discussed a lesson which they had jointly planned for the trainee to teach. The left triangle was the activity system of mentoring a trainee in school and the right hand triangle was the university tutor's 'supervision' of the trainee. The primary goal of mentoring was for the trainee to teach competently and cover the require curriculum content and developing the trainee more holistically was of secondary importance. The primary goal of supervision was to "help the trainee relate theory to practice in the classroom" and the trainee's learning had priority over that of the students. Here the boundary crossing was by and within the trainees as they tried to reconcile the expectations of both mentor and tutor, with resulting frustration and anxiety. This was addressed by introducing collaboration between mentors and tutors, seen as a boundary zone. Significantly, the learning of both student and trainee was discussed in the new activity system of lesson study, with a focus on the lesson itself, not the trainee's progress.

In ITE at Macadamia, one triangle in figure 5 would be teacher education, with Object 1 the professional development of the trainee. The other would be the partner school with the education of the students as Object 1. Object 2 in each case could be an individual lesson in which both the trainee and the students increase their respective understandings and the progress of both trainee and students is assessed. Object 3 is a collaboratively constructed body of knowledge or set of competences. I suggest that the comparison between the classroom interventions which form part of my research and the usual pattern within ITE, as in Figure 14 on page 105, provides two illustrations of interacting activity systems.

The use of lesson study, as described by Tsui and Law (2007) is compatible with Ellis and McNicholl's (2015) suggested transformation of teacher education through 'knot-working' (Engeström, 2007b) in which a number of organisations collaborate to solve "socially complex and challenging problems" (Ellis and McNicholl, 2015:135). Although Engeström (2004:12) demonstrates the potential of co-configuration work for "mutual learning from interactions between the parties involved in the configuration actions", he notes the amount of time and levels of commitment required from all parties in this collaborative work.

2.6.2. Boundary crossing within the Initial Teacher Education partnership – enacting theory and reflecting on practice

Recognising the ITE partnership as two activity systems with a shared object, rather than a single system, highlights the potential for participants to learn from the 'boundary edges' where discrepancies arise, as discussed next.

Ideally, insights from theories of learning or SLA could be part of the school activity system if they were among the tools which teachers and trainees used in planning lessons or among the laws in the "interpretive layer" in Engeström's (2007) causality model. Theory may or may not be part of the mentor's tacit knowledge. Working collaboratively with the trainee has the potential to make this knowledge explicit but this may be problematic in mentor meetings focussing on measurable classroom practice, the main object of the school. The difficulty of articulating theoretical knowledge was recognised by Edwards and Protheroe (2003) who noted that:

> *most expert practitioners, find it difficult to talk about the knowledge that underpins their practices in abstract terms.*

Edwards and Protheroe (2003)

The challenges of integrating theory and practice are acknowledge in the literature. Thus, Darling-Hammond and Snyder (2000) pointed to the necessity of responding to context, not just theoretical perspectives, in order for trainees to meet the needs of the specific students and classes they are teaching. This is conceptualised in Korthagen's (2010:100) three-level model, where a gestalt, or holistic, representation of experience is schematized into a "network of elements and relations" which then form the basis of theory formation, as shown below.
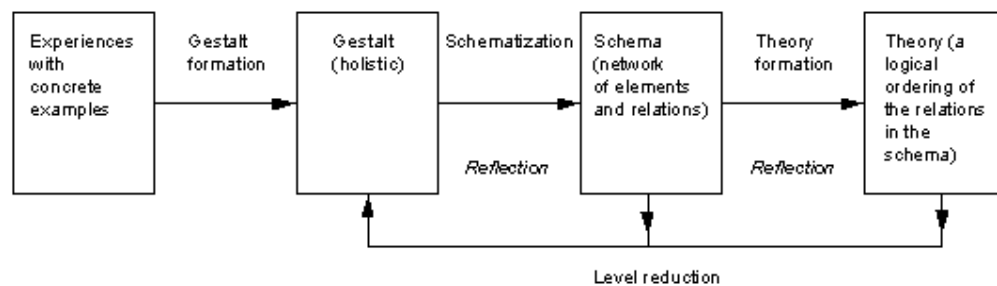
FIGURE 5 THE THREE-LEVEL MODEL AND THE ACCOMPANYING LEARNING PROCESSES. (KORTHAGEN, 2010:100)

However, Lunenburg and Korthagen (2009) also saw the relationship between theory, practical wisdom and experience as non-linear and Korthagen (2010) included trainees' individual histories among contributions to their gestalt formation. It seems likely that schematization in this model would be open to enhancement or disruption by having trainees' lessons graded. Similarly, Grossman, Compton, Igra, Ronfeldt, Shahan and Williamson, (2009) argued for "pedagogic activities" as part of training and Lampert and Graziani (2009) proposed instructional activities including scaffolded planning, coached rehearsal, teaching and debriefing, that focused on the development of skilled practice by novices. This latter sequence only partially characterises Macadamia trainees' experience on placement as the coaching element of the rehearsal may be limited by lack of time and trainees' lessons are graded according to Ofsted (2005) criteria.

In terms of professional development, any differences or discontinuities between input from the university programme and trainees' experience on placement can, ideally, create opportunities for learning, although as Akkerman and Bakker (2011) recognised, it is challenging for trainees to encounter different and conflicting values between their training and school experience. The potential of conflict to engender learning was recognised in Vygotsky's (1978) synthesis of contradictions and in Engeström's (2007)

Activity Theory which drew on the double bind theory of Bateson (1956, 1969). In Bateson's theory, derived from his observations as an anthropologist and behavioural scientist, learning can occur in response to conflicting messages within a defined context. (For a fuller, but concise account of Bateson's work, see Visser,(2003).) Contradictions between new and existing knowledge were also key elements in Piagetian psychology's process of equilibration, described as a "search for mental balance between cognitive schemas and information from the environment" (Woolfolk, Hughes and Walkup, 2008:40). Boden (1979:16) noted that "continual equilibration is […] said to be central to developmental processes of all kinds." It should, therefore, create knowledge rather than difficulties if trainees find their existing ideas about teaching challenged by their experiences on placement. Roberts and Graham's (2008:1410) study concluded that trainees' "inner debate" on their "agentic actions" should be shared and reviewed as a key part of their professional learning. However, the potential for learning may be diminished by negative emotional concomitants (Golombek and Doran, 2014) or the exercise of power within the resolution process. For example, Hakvoort (2015) has described the exercise of superior power by one party in a negotiation scenario to decide an issue which might have been resolved more cooperatively between more equal partners. Her example was a clash of bookings for a school assembly hall, needed by both a newly qualified teacher and the Head Teacher. In that situation a cooperative solution would be to find a way to share the space, or even combine the two events, rather than the Head Teacher's position in the school hierarchy automatically giving priority to her booking. In a school placement, the mentor is more powerful than the trainee and this is likely to affect the nature of any cross-boundary discussion in which university input conflicts with the practice of the mentor or culture of the department.

To consider power relations further, Krishnan's (2009) analysis of interdisciplinary "transgression" is helpful, in particular his intellectual, anthropological and sociocultural perspectives. The word "transgression" is used in its literal sense of movement (gression, as in progression) across (trans) the divisions between disciplines, without its customary connotation of wrongdoing, and it is arguably equivalent to boundary crossing in Activity Theory. Three strands from Krishnan's analysis could be identified in the ITE partnership: authoritative knowledge structures, a distinction between 'us and them' and intellectual, social and material capital. Arguably, the 'us and them' distinction should be minimised within an ITE partnership because, as Jackson and Burch (2015) observed, many teacher educators are former subject teachers. However, the psychology of in group - out group behaviour, as in the work of Tajfel (1982), suggested that even in arbitrary

groupings, group members may engage in competitive or even negative behaviour towards the other group.

Krishnan's (2009) strand of "authoritative knowledge structures" could be attributed to either the tutor or the mentor. The tutor might claim greater, or more recent, theoretical knowledge while the mentor's knowledge of classroom school practice would be more current. Alternatively, as Ellis and McNicholl (2015) wrote, colleagues in school may consider themselves to be the "real" experts, thus assuming all authority.

Constantly using "authoritative knowledge" in assessing trainee's progress is also problematic. In Korthagen's (2010) model of learning, trainees' existing gestalts are reformulated through a process of schematization to include new knowledge. In Engeström's (2007:381) layers of causal relations, the contradictory layer which precedes the stage of agency involves "contradictory motives" and "searching resolution by often unpredictable actions". It is then arguably an important part of learning to be in a state of some fragmentation as new concepts or conflicts are addressed. Grading trainees' lessons risks disturbing or preventing this process as trainees take refuge in safe but undeveloped formulaic practices.

2.7. Exploring the need for improvement in teaching speaking skills.

The managerial impetus towards improvement of speaking skills is arguably one of compliance because successive Ofsted reports on language teaching in English schools have criticised MFL classrooms for their students' lack of spontaneous talk in TL (Ofsted 2008, 2011). A more pedagogic reason would be the frustration experienced by learners unable to express themselves in the TL (Graham 2014). This sense of a lack of progress was regarded by Macaro (2008) as a de-motivating factor for students of MFL whose interest wanes by the end of Year 7 and continues to decline throughout KS3. This picture is reflected in the diminishing take up of languages at KS4 (Tinsley, 2013), although the reduction may have other causes, such as the perceived difficulty of MFL GCSE and the use of GCSE league tables to assess the performance of secondary schools.

There is ample practical advice on teaching speaking skills available in the literature, online and at conferences for MFL teachers. However, following this advice requires freedom to choose how to conduct the class and setting a culture of TL in the classroom from the start of the school year as recommended, for example, by Horne (2014). Neither of these affordances is available to trainees while on placement. The trainee has to adapt

to the existing culture (Douglas, 2012) and typically arrives in the placement school a month into the autumn term.

Harris, Burch, Jones and Darcy (2001) published what could be considered a seminal study on developing speaking skills. The book contained references to theoretical constructs but focused primarily on practice. It was based on classroom research with trainee MFL teachers in English secondary classrooms, funded by the Teaching Agency. It not only defined the issues and reviewed key theoretical concepts but made clear recommendations for improving practice, with examples of activities. Those activities were realistically designed to be introduced into English secondary MFL classrooms and had been piloted in a set of six small case studies by MFL trainees during a six week school placement. However, practice in neither schools nor ITE courses appears to have been revolutionised as a result, although the authors and their publisher, the Centre for Information on Language Teaching (CILT), were established and respected figures in the field. Allowing for take-up time and institutional inertia, an answer might lie in the proximity of Harris et al's (2001) publication date to that of the KS3 Framework for Modern Languages (DCSF, 2003), and the resulting imposition of the tripartite lesson discussed below, together with a new GCSE specification in 2003.

2.7. The position of speaking in the Modern Foreign Languages curriculum and in Second Language Acquisition

Using spontaneous talk as a benchmark for language learning is problematic. In an MA dissertation (Regan, 2002), I proposed a parallel between iatrogenic illness, in which the treatment causes the symptoms, and the MFL curriculum where the content leads to learners' confusion between "je" and "j'ai" in classroom French. This drew on the work of Myles, Hooper, and Mitchell (1998) on learning formulaic chunks of language. In the context of ITE, Gilroy (2014) used the German word "Schlimmbesserung", meaning an attempted improvement which results in deterioration. In each case the 'treatment' is the cause of the symptoms. Continuing the themes of iatrogenic illness and "Schlimmbesserung", in this thesis learners' lack of spontaneous talk is considered to be partly a consequence of curriculum content and assessment regimes, together with the effect of top-down influences on pedagogy; these factors are discussed next.

2.8. Modern Foreign Languages in the National Curriculum, KS3 Framework and GCSE syllabus

2.8.1. The National Curriculum for Modern Languages

During the period of the case study, the National Curriculum for Modern Languages (QCA, 2007) was disapplied and replaced by a successor (DfE, 2013) but both have a clear focus on grammatical content rather than the notional - functional syllabus identified by Mitchell (1988) as a feature of Communicative Language Teaching. The descriptors for levels four and five of the 2007 version (also 'disapplied' yet still in use in schools in 2014-15) illustrated the point. Although level five included a functional element in the context of the short conversations it envisages, it was the use of verb tenses which defined the level. The 'substitution of single words and phrases' as part of level 4 showed a reliance on formulaic chunks of language in which students "begin to use their knowledge of grammar to adapt and substitute single words and phrases". Macaro (2008) noted that some students may not be able to move away from formulaic chunks.

The inclusion of opinions and connectives in the National Curriculum (QCA, 2007) level descriptors risked reducing forms of expression to a mechanistic 'to do' list. This was exemplified by a conference presentation for MFL teachers, in the first year of the study, which advocated the use of a checklist of linguistic features for students to memorise to ensure they included in their speech the required language forms to achieve their target level. However effective this strategy might be in terms of performance in a test, it militates against spontaneity or self-expression. Thus, as Macaro (2008) observed, by the end of Year 7 students may feel they have little to show for a year of study.

2.8.2. The KS3 National Strategy Framework for teaching Modern Foreign Languages

The KS3 National Strategy Framework for MFL (DfES, 2003), later relaunched (DCSF, 2009), arguably represents current thinking about language learning in UK schools. Clearly intended to support and improve the teaching and learning of modern foreign languages, it was "deliberately similar to the National Literacy Strategy and the KS3 English Frameworks" (Ashton, 2003:5). The framework was enforced by Ofsted inspections, but not by statute. The language of its guiding principles, as articulated in its introduction, at times appeared to assume great ignorance among its readership. Thus it informed teachers that:

All words have a meaning (perhaps more than one meaning), a spelling and a sound; all three should be learned and practised together [….] Word-for-word translation only works within very narrow limits.

(DfES, 2003:16)

These truths may be universally acknowledged and the emphasis on meaning was consistent with theories of language acquisition. However it is unclear why the authors of the framework found it necessary to make the point about meaning, spelling and sound in this way to their stated target audience of "Headteachers and teachers of MFL".

The somewhat prescriptive stance continued, using expressions such as "will be expected" and "Pupils must". For example, in relation to listening and speaking, the document stated the desirability of authentic, not just technically correct, pronunciation and stated that:

Speaking clearly and loudly enough in the foreign language will be expected of pupils in the classroom as in a real situation. [….] Pupils must expect spontaneous spoken language to contain pauses, repetition and redundancy.

(DfES, 2003:17)

Surely it would be more realistic for an advisory document to recommend encouragement for students to speak in class and, while recognising the importance of accurate pronunciation for communication, this is often problematic for non-native speakers of the target language. Jones (1997), having reviewed the literature on teaching pronunciation, concludes that, as well as addressing student motivation, teaching materials need to

find ways of dealing with the psychological aspects of pronunciation training, integrating confidence building and reflective activities into their courses.

Jones (1997:111)

Those students with low levels of literacy in their first language may struggle with pronunciation in the target language. Gardner,Tremblay and Masgoret (1997) included first language literacy, linked to phonological awareness, in their meta-analysis of factors contributing to success in learning L2. Hence, a student struggling with the sound-spelling links in her own language is disadvantaged in pronouncing a new one.

No specific theoretical underpinnings were offered for any of the framework's specifications. Even the three types of competence, socio-linguistic, discourse and strategic, which are readily attributable to the work of Hymes (1972) and Canale and Swain (1980) were not attributed to any author but referred to as being "often identified".

Allford and Pachler's (2004) response to the framework's prescriptive approach questioned the assumption that:

> *foreign language learning follows a clearly definable progression from word via sentence to text. This notion, however, is difficult to reconcile with what we know from research, namely that foreign language learning is a non- linear process.*

<div align="right">Allford and Pachler (2004:2)</div>

The non-linear nature of language learning is a key point here but Allford and Pachler also doubted the framework's likely effects on the motivation of students or teachers. In contrast, Black and Jones (2006:5) saw the framework as an "increasingly coherent learning trajectory in MFL" which "meshed" with formative assessment. Heilbronn's (2004:44) critique of the MFL framework linked its lack of a research base to the lack of a clear evidence base in applied linguistics. However she was optimistic that the grammatical content of the National Literacy Strategy (2002) would benefit MFL teaching. Alexander's (2004:29) critique of that strategy in primary education suggested that it had been seriously flawed, commenting that "The pedagogy of principle has yet to be rescued from the pedagogy of pragmatism and compliance". Leung (2012) cited the National Literacy Strategy (2002) among international examples of failed attempts at objectives-based education.

Three of the KS3 NS MFL Framework's (DfES, 2003) 103 objectives related to spontaneous talk and involved socio-linguistic or discourse competence:

> *7L5 How to contribute to spontaneous talk in the target language*
> *8L5 How to take part in short unscripted dialogues*
> *9L5 How to make extended contributions to classroom work and talk*

<div align="right">DfES, 2003</div>

The document included suggestions for high-frequency words and discourse markers which students should learn which might help them achieve these objectives. However the suggestions also involved adjustments to pedagogy and curriculum; they required not only the addition of helpful lexical items but also the opportunity to use them to communicate. Mitchell (2003) noted among obstacles to progression in English MFL classrooms:

> *the apparent rate of 'forgetting' of all types of language material (words, chunks and sentence patterns), perhaps due to inadequate opportunities to recycle and re-use new language, in meaningful activities […..]*

<div align="right">Mitchell (2003:22)</div>

Resolving this issue would support students in achieving the objectives of the KS3 NS MFL framework (DfES, 2003) but would require a shift in pedagogy and curriculum and a more open-ended approach to classroom communication if activities are to be "meaningful". Complex pedagogy was expected from teachers if they were to meet the objectives. However these same teachers were regarded as needing instruction in basic linguistic structures; the glossary section of the KS3 NS MFL framework (DfES, 2003) document listed and defined the meaning of the words 'adjective' and 'adverb' which any modern languages graduate would surely already know. Beadle's (2006:1) comment about the four-part lesson plan in English as "a process of deskilling teachers to such an extent that they can be replaced by someone who has probably not been educated to degree level" could equally be applied to the KS3 NS MFL framework (DfES, 2003). In addition, the example it gave of a "basic lesson plan" to use with Year 7 infantilised teachers and students alike in both its use of language and in its lesson objectives. The section started "John's lesson plan shows which objectives he will work on [….]" and so conjured the mood of storytelling in a primary school.

Many features of the lesson plan appeared sound. There was an opportunity for L2 input as students have a "careful look" at a poem "Tu vas où?" which used language practised in previous lessons, provided a context for the grammar being taught, and would serve as a model for students' own poems. The success criteria for the poems were shown as accuracy and rhyme, the latter having clear importance not only for intonation but to support literacy (e.g. Goswami, 2002)

However the plan also explicitly included two of the barriers to speaking discussed later, namely speaking in front of the whole class and a focus on accuracy. Apart from a pair work starter of writing on mini whiteboards, the whole lesson appeared to be teacher-led. Where students were asking and answering questions, there was an "emphasis on accuracy" and the plan included the sentence "Participation must increase" so that there would be little hope of escape for shy students.

In spite of a report claiming the positive impact of the KS3 NS MFL framework (DfES, 2003) in the 10% of English schools involved in a national survey (Evans and Fisher, 2009), the framework was relaunched in 2009, accompanied by an exemplification document with 82 pages of detailed instructions. The strand of listening and speaking in the relaunched KS3 NS MFL framework (DCSF, 2009:1) included "developing confidence in listening", "responding to the spoken word", "talking together" and "presenting and narrating". All of these activities would support speaking. However, these goals did not correspond to either the National Curriculum (QCA, 2007) levels in use at

the time or to GCSE examinations specifications (e.g. Edexcel, 2009) so that curriculum was out of step with assessment.

The two KS3 NS MFL frameworks shared the propensity to overwhelm teachers by setting numerous objectives, as noted in the impact report by Knight, McEune, White and Woodthorpe (2004). While assuming teachers' ignorance of basic linguistic or pedagogic knowledge, the framework required a complex response demanding both time and a culture of collaborative working for MFL departments in order to achieve its objectives, as a website which accompanied the relaunched version acknowledged (DCSF, 2009).

2.8.3. The KS3 Framework as an example of Objectives-based education

Objectives are clearly a key part of any planning and indeed in Activity Theory terms, as Fenwick (2006) emphasises,

> *it is important to understand that actual and possible action in an activity system is shaped by its "object," the problem at which activity is directed.*

Fenwick (2006:293)

Thus what follows is not intended as a case for anarchy without lesson objectives but rather a note of caution about their misuse.

The KS3 NS Framework for teaching MFL formed part of the wider KS3 National Strategy (DfES, 2003) in the UK. Parallels may be drawn between the managerial use of the National Strategy and the introduction of both Objectives-based Education (OBE) in the 1930s and of the later but related Competency-based Language Teaching (CBLT) in the USA. All three initiatives were intended to improve educational outcomes for students. In the UK, the three part lesson, a key part of the KS3 National Strategy (DfES, 2003) and enforced by Ofsted, must include explicit learning outcomes, a starter before the main teaching activity or activities and a plenary at the end to allow time for reflection but also to test the learning outcomes. As Black and Wiliam (2003:632) have noted, "Assessment for learning has also become one of the two key foci (along with thinking skills) of the government's Key Stage 3 Strategy for the foundation subjects." The importance of AfL in supporting students' learning is well established (e.g. Black, 2005; Black and Wiliam, 2003) but, as Black and Wiliam (2003) acknowledge, it takes time and support for teachers to develop their practice.

After the introduction of the KS3 National Strategy (DfES, 2003) the guidance for classroom teachers was that a lesson could not be graded as 'Good' unless the learning outcomes were met and demonstrated in the plenary. This was surely an unintended application of Black and Wiliam's (1998) work on Assessment for Learning (AfL) which emphasised the role of formative assessment. In a shorter version of their work Black and Wiliam (1998a), they summarise their view of assessment as follows:

> *We use the general term assessment to refer to all those activities undertaken by teachers - and by their students in assessing themselves - that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.*

Black and Wiliam (1998:140a)

Interestingly, electronic searches of both Black and Wiliam's (1998) articles find no mention of the word "plenary". In Black and Jones' (2006) article on the use of AfL in language teaching

> *Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability or of ranking or certifying competence.*

Black and Jones (2006:4)

Although this appears to situate AfL explicitly within professional practice and far from managerial applications, the use of the terms "first priority" and "primarily" perhaps leaves scope for secondary uses of assessment.

The potential distortion of AfL as a management tool resonates with Leung's (2012) connection of outcomes-based teaching with the "doctrines of corporatist management and public accountability". Earlier, Tumposky (1984:296) had described the use of behavioural objectives in language teaching as an attempt to "apply the techniques of business management into the schools". This is a far cry from reflection on learning or giving students a sense of autonomy. However, the plenary appears now to be used also as a management tool to check performance. Torrance (2007) described this as instrumentalism, with the use of assessment as learning rather than for learning. Torrance and Pryor's (2001) distinction between divergent, open-ended flexibly planned lessons, consistent with socially constructed learning, and convergent rigidly planned lessons with fixed behavioural outcomes, based on behaviourist theories of learning, defined the problem. It is unfortunate that AfL appears to have been distorted into a yardstick for objectives - based education when used to measure fixed outcomes.

Concerns about the reliability of judging progress against short-term objectives are expressed in the SLA literature. Ellis (1990), for example, presented studies suggesting that the effects of instruction may be delayed or that benefits of instruction apparent in immediate testing might diminish over time. Skehan's (1998) view that learners gradually construct their own conceptualisation of a language and its grammar also highlights the danger of accepting a student's correct use of a structure on a single occasion as evidence that it has been learned. This is consistent with Dweck's (2000) contrast between performance goals, involving short-term success, and mastery goals based on long-term learning.

The preoccupation with learning outcomes for individual lessons may distort teachers' understanding of students' learning by introducing inappropriate measures where gains in students' understanding may not be immediately apparent. This was indicated in Shintani, Li and Ellis' (2013) meta-analysis of 35 studies on the acquisition of grammatical features which suggested that the full benefits of instruction may not become apparent immediately. This casts doubt on the validity of judgements about the achievement of learning outcomes by students, teachers and observers within one lesson or one teaching episode, e.g. in a plenary at the end of the lesson.

Judgements of outcomes are not only concerned with students' learning but are also used to gauge teachers' performance as part of the "what works" agenda. Biesta (2007:35) has identified two problems in the "what works" approach. First, "what ought to be done can ever be logically derived from what is" and the factual information presented as evidence has to be evaluated in the light of value judgements. Secondly, he questioned the validity of the instruments used in measurement. In his discussion of normative validity, he questioned "whether we are indeed measuring what we value, or whether we are just measuring what we can easily measure and thus end up valuing what we (can) measure". Although Biesta (2007) was discussing judgements of educational effectiveness at a macro level, his discussion could be applied to the simplistic use of predetermined behavioural objectives in lessons. Bruner (1996: XI) wrote that "educational encounters should […] result in understanding, not mere performance". However, measuring understanding is problematic, hence the relatively trivial learning outcomes of some lessons.

Although a focus on outcomes might appear a reasonable approach, both competence-based training and objectives-based education (OBE), in education generally and in language teaching particularly, have been the subject of heated debate. In the 1970s, in education, Stenhouse (1975) regarded the objectives model as the most contentious

issue in curriculum theory and his own work in research and development as a reaction to its shortcomings. Having devoted three chapters to discussing and critiquing the model, and proposing an alternative process model of education, Stenhouse (1975) concluded that OBE was more suitable in areas which focus on knowledge and skills, whereas a process model was more appropriate for knowledge and understanding.

In his discussion, Stenhouse (1975) quoted the distinction made by Eisner (1969) between instructional and expressive objectives. While equating instructional objectives with behavioural objectives, Stenhouse (1975) argued that an expressive objective, or "educational encounter" enabled creativity and

> *does not specify the behaviour the student is to acquire…identifies a situation in which they are to work, …..a task in which they are to engage; but it does not specify what…they are to learn.*

Stenhouse (1975:78)

The knowledge and understanding of language would seem to be a prerequisite of spontaneous speech and if spontaneous speech is both considered as a form of creativity and accepted as an expressive objective, the objectives model surely has limited potential to achieve it.

Disappointingly, Stenhouse (1975) consigned speaking a foreign language to a skill, suitably taught by training and appropriately taught within the objectives model; it is not known whether this reflected his knowledge of language teaching in schools in the 1970s or his own earlier experience of learning a foreign language.

In language teaching, critiques of the use of behavioural objectives included the lack of critical reflection implied in listing desired behaviours and the limited regard for "concomitant learnings" which could benefit learners (Bosco, 1980). Similarly, Tumposky (1984) quoted Dewey's (1938) view that equating what is studied with what is learned is "the greatest of all pedagogical fallacies" and notes the incompatibility of behavioural objectives with discovery learning or hypothesis testing. Littlewood (2004) warned of the emphasis on the observable and the measurable. Tumposky (1984:305) also commented on the difficulty of pre-specifying objectives and the effect those objectives could have on teaching, resulting on the concentration on "lower-order skills which are easiest to measure". Behavioural objectives could therefore degrade both teaching approach and course content.

The behaviourist roots of CBLT as a skills-based approach were discussed further by Tumposky (1984:295) who traced them to the behaviourist movement and "scientific

management movement of the 1920s and quoted the originator, Tyler's, 1930s aim for "trained teachers to write behavioural specifications in lesson plans which emphasized clarity, precision and measurability". The parallels with the tripartite lesson are clear. Both 1930s management strategies and 1990s accountability procedures focus on behavioural outcomes.

One assumption of behavioural objectives in particular needs to be explored further in the light of SLA literature. Thus Tumposky (1984:305) questioned the assumption that "Knowledge can be translated into observable behaviour" but conceded that behavioural objectives may have some place in language learning.

The use of lesson objectives to gauge success is questioned in a Vygotskian position on language learning. Thus Lantolf and Aljaafreh (1995) voiced support for Vygotsky's (1987) view of learning as dynamic rather than linear, so that learners might need assistance with a particular feature of the second language which they had previously appeared to have mastered. That would also be predicted by McLaughlin's (1990) "Restructuring theory" of SLA in which new linguistic forms are not simply added to existing knowledge but cause it to be restructured, resulting in more errors in what was previously "known". The focus on planned outcomes may even impede learning, as suggested by Hall (1995) who wrote of missed opportunities to work with students' Zone of Proximal Development (ZPD). The concept of ZPD as a gap between what the student can achieve unaided and with support, is itself problematic, not least because it is an individual gap encountered in a classroom where the teacher's attention is shared among many students. Ellis (1990) observed that teachers may be sensitive to learners' level of understanding but not know the exact level of their L2 proficiency. Also, as Swain, Kinnear and Steinman (2010) acknowledged, a learner's ZPD may be difficult to identify. Nevertheless, Hall's (1995) point that a focus on set objectives could lead to frustration and missed learning opportunities remains valid.

A lack of attention to mental processes is one of the characteristics of behaviourist theory, with its focus on the primacy of stimulus and response. The disregard of mental constructs was among Collins' (1983) criticisms of competency-based language teaching. He argued that:

> *Mental constructs, concepts of purpose, and subjective meaning are either reduced to observational statements or are regarded as extraneous mentalistic baggage with no relevance to the real world.*

> Collins' (1983:177)

Here, mental constructs can be taken to include learners' internal representations of language. Collins' (1983) crucial point was the need to consider humans as "purposeful designers of our own actions". Arguably, the use of observable student behaviour in holding teachers accountable for their work ignores the agency of the students themselves.

Collins (1983) also criticised the "busyness syndrome" among teachers in competency-based systems in which "busyness" may not be as effective as reflective inquiry or critically evaluating their own work. More recently, Lamb and Simpson (2003:55) used the analogy of a "hamster wheel" to evoke the experience of a teacher implementing the objectives-based KS3 framework for languages (DCSF, 2003). Collins (1983) did not cite Stenhouse, but his call for more critical evaluation of practice echoed that of Stenhouse (1975) and Dewey (1936). Even Tyler himself, "the father of behavioural objectives" (Fishbein and Tyler,1973) criticised educational administrators' inattention to the nature of human learning and failure to distinguish between specific skills for jobs and "the more generalised understanding, problem-solving skills and other kind of behaviour patterns that thoughtful teachers and educators seek to help students develop" (Fishbein and Tyler, 1973:57). To discuss "human learning" and "thoughtful teachers" would involve crediting both teachers and students with some internal representation of the world beyond observable behaviour.

The lack of attention paid to internal representation in objectives-based education is surely its major weakness. Without an internal representation of language, however primitive, any spontaneous or autonomous utterances are logically impossible. VanPatten (2015) regarded second language acquisition as the development of an internal representation, dependent primarily on input, and distinct from productive skills of speaking and writing which would improve with practice. Gass, Behney, and Plonsky (2013) noted the variability in learners' production of language and discussed whether this reflects variability in learners' knowledge of a language in the sense of an internal representation of that language, or just in their performance on any one occasion.

Even if we accept the use of observable behaviour as an indicator of learning, arguments against the use of spontaneous speech as a measure of success in a single lesson come from sociocultural theories of language learning. Vygotsky himself (1962:110) saw spontaneous speech in a foreign language as "the crowning achievement of long, arduous study". He also recognised the difficulty of mastering new pronunciation and for "a certain degree of maturity in the native language" as a condition for success. Further

difficulties in the use of spontaneous speech as a measure of learning are identified in section 2.13 below.

2.8.4. The GCSE syllabus – its influence on rules, tools and objects in MFL teaching.

Arguably the greatest drivers of classroom practice in teaching speaking skills are the GCSE syllabus and its assessment format. As Isaacs (2014) commented:

> *The curriculum and qualification system in England privileges that which is tested over any other expression of knowledge, which leads teachers to concentrate on teaching what is assessed, either externally through examination papers or internally through coursework.*

Isaacs (2014:130)

This situation is exacerbated by league tables for GCSE results, used as a measure in their own right, but also in Ofsted school inspections in which GCSE results play a pivotal role. The GCSE MFL oral examination is almost totally scripted and memorised, diverting teachers' attention from teaching language to teaching memorisation techniques.

Even listening sympathetically to examples of speaking examinations supplied by the examination boards (e.g. Edexcel, n.d), it was clear that some candidates had only limited understanding of the sentences they were speaking. For example the girl who paused half way through a sentence, apparently confusing the French word "si" (if) with the Spanish word "si" (yes) used for emphasis at the start of a new sentence rather than to introduce a conditional clause. This rendered her sentence almost incomprehensible.

Not only schools' and teachers' pragmatic responses to the requirements of the GCSE speaking examinations, but even the guidance from the examination boards themselves, have contributed to the reliance on script. The specification is currently changing so that this discussion might be expected to have limited longevity. The AQA (2009:3) guidance notes included the advice that "Students may have access to their Task Planning Form containing your [teacher] feedback" during their four minute planned conversation. However the guidance notes for the new AQA specification (AQA, 2014) indicated little had changed when they said of their pilot scheme:

> *A small number of schools did not ask the bullet point questions in the order in which they appeared on the task sheet. This should be avoided as it could and often did confuse the students.*

AQA (2014:8)

The acceptance of memorisation as a strategy has been exemplified in teacher conference presentations. For example, a Language World (2011) contributor's presentation on speaking listed memorisation as its first aim:

> *All students will develop more confidence when speaking in French and will have a range of strategies they can use to: • memorise language • help them cope with unpredictability • improve pronunciation and intonation to make meaning clearer.*

<div align="right">Language World (2011)</div>

The presentation included "memorisation strategies" and a "memorisation checklist".

Similarly, at a university conference for MFL teachers (University of Chichester, 2013) an initiative on the use of drama in speaking depended on students reading aloud their corrected scripts.

Ellis' (2005) tenth principle of instructed language learning, that assessment should include freely produced language as well as controlled production, is clearly a distant goal compared with this routine memorisation of script in GCSE examinations.

2.9. The Role of Speaking in Second Language Acquisition

It is arguably the case that once a second language is acquired, provided the would-be speaker of the language chooses to speak, s/he would be able to speak if s/he chose to do so. However some theories of Second Language Acquisition (SLA) see a role for speaking in the acquisition process itself. Output and interaction in L2 are significant in some theories of SLA (e.g.Swain,1985) although this significance is contested. VanPatten (2015) has described the role of output in acquisition as "overblown" compared with that of input, except in practising the skills of speaking or writing to achieve greater fluency. Both Lewis (2002) and Rivers (1964) warned against forced early production to avoid demotivating the learner.

Nevertheless, Swain's Output Hypothesis (1985) saw learners' L2 output as necessary to draw their attention to linguistic form in their utterances and Skehan (1998) saw the role of output as hypothesis-testing and automatizing existing knowledge. As Ellis (2005) observed, the correction of learners' errors assists learning but this individual attention requires a great deal of teachers' time.

Similarly, Gass, Behney and Plonskey (2013) saw a role for corrective interaction in focusing learners' attention onto the discrepancy between their own use of language and the correct form. Whereas interaction with a more knowledgeable interlocutor is

beneficial, as predicted by sociocultural theories of learning, there is the danger of peers' use of language becoming "junky input" (O'Neill, 1991) because of its inauthenticity and inaccuracy.

Cognitive and sociocultural theories of SLA appear to converge in discussing interaction. In socio-cultural theories of SLA, where the interaction is seen as form of mediation (Lantolf, 2005), the level of the interlocutor's knowledge may affect the outcome. It is not clear how Long's (1986) cognitive-based view of the need for interaction differs from sociocultural theory, in spite of vituperative exchanges in SLA literature about the relative merits of cognitive and sociocultural theories. Lantolf's (2005) sociocultural view was that dialogue among learners can be as beneficial as that between learner and teacher. However he based his claims on studies of adult learners of English as a second language (e.g. Villamil and Guerrero, 1996) or students in French immersion classes (e.g. Swain and Lapkin, 1998) where the students' existing level of knowledge was likely to have been higher than in an English MFL classroom.

2.10. Trainees' and students' experience of teaching speaking skills – current Modern Foreign Languages pedagogy

The experience of trainees and students in language lessons depends largely on the model of MFL pedagogy in use in the host school. For over 20 years (e.g. Swarbrick, 1993), the communicative approach has been claimed as the dominant model but a review of the literature calls this into question. I take pedagogy to mean a structured approach to teaching and learning which draws on teachers' knowledge of their students, the subject and relevant theoretical frameworks. Based on my own experience, lesson observations and the literature, MFL pedagogy differs from generic pedagogy in the amount of repetition and revisiting required, in teachers supporting their spoken instructions with gestures and visual prompts, teachers correcting students' pronunciation and grammar as well as working on the four skills of listening, speaking, reading and writing. Some aspects of MFL pedagogy appear to be supported by, if not rooted in, research and sociolinguistic theory. Other aspects seem to be closer to Bruner's (1996:46) idea of "folk pedagogy", that is the idiosyncratic or cultural beliefs of teachers about the ways in which children learn. Three approaches to MFL pedagogy are explored in this section.

2.10.1. Communicative Language Teaching

In the literature, Communicative Language Teaching (CLT) is characterised rather than defined. Brumfit and Johnson (1979:ix) describe Communicative Language Teaching as "a fashionable term to cover a variety of developments in syllabus design and, to a lesser extent, in the methodology of teaching foreign languages". Johnson and Johnson (1998:68) trace the roots of CLT to sociolinguistics, the syllabus to the Council of Europe's list of "language concepts and uses" and describe the methodology as emphasising "message-focus, the ability to understand and convey messages."

In schools the widely varying manifestations of CLT in classrooms both affect and reflect the tacit knowledge and professional practice of school-based tutors who share the responsibility for training language teachers within the ITE partnership.

Textbooks on teaching MFL (e.g. Pachler and Redondo, 2014) perpetuate the notion of CLT as the dominant methodology in English secondary schools, although many authors are critical of it, as discussed below. The use of target language (TL) in the classroom is often understood to be a key feature of a communicative approach but classroom observations and experience of working in schools suggest that the level of TL use varies widely.

The widely used present-practice-produce (PPP) model of language teaching, seen as compatible with CLT, is based on a skills acquisition theory. The emphasis on a significant practice stage is rooted in behaviourist theories of learning (de Keyser, 2007) but is also consistent with an input - rich approach.

Characterisations and theoretical underpinnings of Communicative Language Teaching in the literature on Modern Foreign Language pedagogy

One of the few areas of agreement in the literature on Communicative Language Teaching (CLT) is that it is an approach rather than a method. Authors vary in their descriptions of the history and emphases of CLT in the literature on teaching both English as a foreign language and foreign languages.

In his critique of CLT, Grenfell (1994) noted the seamless transition from Direct Method (discussed below) to CLT through the replacement of a method with an approach and of stages and sequences with principles. He summarised these principles (1994:56), as a list of ten phrases, listed below in juxtaposition with Mitchell's (1988) features of CLT.

Features of communicative language teaching	
Mitchell (1988:2)	Grenfell (1994:56),
specification of language learning objectives in behavioural terms	
greater learner autonomy	
a notional-functional syllabus,	
a focus on communicative competence	Intention to mean
cooperative activities such as games, simulations and role play involving pair and group work.	Practice rather than real language.
a commitment to the use of target language as a medium of classroom communication	Target language use,
	Approach to error
	Speech rather than writing
	Authenticity,
	Information gap
	Personalisation
	Unpredictability
	Legitimacy

FIGURE 6 FEATURES OF COMMUNICATIVE LANGUAGE TEACHING ACCORDING TO MITCHELL (1988) AND GRENFELL (1994).

Only the principles of using target language and of practice rather than real language, together with the overarching "intention to mean", overlap with Mitchell's (1988) principles of CLT. Brumfit (1995:131) observed the difficulty of seeing "what the various features add up to in actual lesson planning" and Grenfell (1994) questioned whether the exchanges of information involved in classrooms really represent communication.

Richards (2001) described CLT as a broad approach involving

> *changes in assumptions about the nature of language, the nature of goals, objectives and the syllabus in language teaching and a search for an appropriate also refers*

Richards (2001:36)

Richards did not specify the "assumptions about the nature of language" but the changes could be those described by Grenfell (1994) when he referred to a shift from ideas of language in behaviourist psychology as "a set of skill habits to be acquired through rote learning" to the "quasi-biological", that is those suggested by Chomsky's (1967) innate "language acquisition device". It is important to note that Chomsky's work was concerned with first language acquisition with an assumed "universal grammar". As noted by Salkie (1990), when asked about the usefulness of his work in language teaching, Chomsky

commented, "I don't think modern linguistics can tell you much of practical utility" (Chomsky, 1988:180).

Salkie (1990) commented that that a focus on issues arising from motivation, personality and prior learning, known to play a role in L2 learning but not L1 acquisition, would be more useful than thinking about universal grammar's part in L2 learning. Nonetheless, the shortcomings of behaviourist theories of language learning, which Chomsky (1959) identified, still enacted in "drill and kill" activities (Lantolf and Genung, 2002) need to inform current thinking.

Consistent with Richards' (2001) view of CLT, outlined earlier, was Mitchell's (1988) description of CLT as an umbrella term for an approach which grew out of the sociolinguistic idea of communicative competence (Hymes,1972) and psycholinguistic theories of language acquisition. Mitchell (1993) traced the historical origins of CLT use in Britain to the "broadening of the 'market' for foreign languages" to include "virtually all children", with the advent of comprehensive education, as well as adult learners with varied needs.

Even the importance of using target language is contested. Broady's (2014) account of CLT saw the insistence on TL use as misconceived because it neglects the potential benefits of the first language as a resource. Lantolf (2005) recognised the role of L1 in mediation in second language acquisition but saw it as controversial.

Just as there is a lack of agreement about the nature of CLT and its origins, its theoretical underpinnings are disputed. Broady (2014) found retrospective theoretical support for CLT in the literature on incidental language acquisition, for example in Schmidt's (1990) account of his own experience of learning Portuguese, which appeared to depend on maximum exposure to TL. Mitchell (1988) traced the theoretical underpinnings of CLT primarily to the work of Canale (1983) and Krashen (1981,1982). Canale (1983), building on Hymes' (1972) idea of communicative competence, proposed 4 areas of linguistic competence. Grammatical competence includes phonology, vocabulary and syntax; sociolinguistic competence involves understanding and expression of social meanings; discourse competence is the knowledge of linguistic genres; strategic competence involves coping with difficulties. Mitchell (1988) noted that MFL teaching in Britain "as elsewhere, has traditionally concentrated on […] grammatical competence." That view is confirmed in the dependence on grammar in defining progression in the National Curriculum (QCA, 2007) discussed above.

If Krashen's (1981) input theory underpins CLT, its own underpinnings have been questioned. Krashen's claim that comprehensible input is both necessary and sufficient for second language learning was disputed by, for example, Mitchell and Myles (2007) because of the lack of precision in the nature of the input required. Regardless of criticism levelled at Krashen's theory, the importance of input is accepted by all major theorists of Second Language Acquisition (VanPatten 2015). A lack of empirical evidence or predictive value seems to be used to question Krashen, but apparently not Chomsky whose thinking, however persuasive, appears to be rooted in philosophy rather than empirical work and is no more open to empirical evaluation than Krashen's.

The notional-functional syllabus which Mitchell (1988) mentioned is embodied in the current GCSE MFL specifications, (e.g. Edexcel 2009). The syllabus is divided into topic areas in which the oral examinations involve conversations in situations such as hotels, restaurants and shops. Grenfell (1994:55) described the GCSE syllabus as "a transactional wolf in communicative clothing" but observed that "students would not normally order food and wine and there is neither food, drink nor money involved in the exchange."

More importantly, he commented that equipping students with "stock phrases" does not enable them to express themselves. The content of classroom activities was also questioned by Coyle (2000) who wrote:

> *The approach may serve a pragmatic, perhaps an essential starting point for teaching purposes, but does not appear to take learners far enough into the world of real communication to enable them to function independently.*

Coyle (2000:159)

The lack of communicative functioning was also raised by Pachler, Barnes, and Field, (2008) who observed that initiatives based on the Common European Framework for learners envisaged as "migrant workers, adult tourists and visitors to countries where the TL is spoken" has led to a narrow orientation which "tends to ignore the teenage learners' communicative needs". They not only criticised typical course content for its lack of intellectual challenge but also questioned the use of TL, one of the pillars of CLT.

Target language use also featured in Klapper's (2003) critique of CLT, in which he noted the stress, frustration and embarrassment which can result from an over-emphasis on target language. He also observed the lack of theoretical underpinning for the communicative approach in either SLA research or psychological theory and summarised the shortcomings of CLT identified in the literature. He saw the learning of set phrases and transactional language, together with the lack of attention to grammar

in unanalysed chunks as weaknesses of the approach. These views were echoed in Mitchell's (2003) article on progression in MFL. Related issues in Klapper's (2003) list were the lack of grammatical context and the resulting lack of a generative framework. Thus, paradoxically, the generative framework which would enable students to communicate may be denied them in communicative teaching. He also questioned the belief "that 'doing' can replace 'knowing'", the excessive focus on automatising skills at the expense of cognitive processes, and, finally, imposing assumptions about future language use rather than topics of relevance to the learner. This last feature of CLT contradicts the principles of autonomy and authenticity cited by Mitchell (1988) and Grenfell (1994) quoted above.

In the context of secondary school MFL teaching, Pachler (2000:31) candidly criticised CLT for its lack of exciting activities and called for "intellectually challenging activities and the avoidance of those that are simple-minded." It is hard to counter the accusations of simple-mindedness in some classroom activities. The considerable effort required by MFL teachers in order to engage their students is an issue in terms of teachers' workload and this in turn must affect their ability to function, as suggested by Macaro's, (1997) finding that teacher fatigue reduced teachers' use of TL in lessons.

Unlike the accounts of CLT's origins by Richards (2001) and Grenfell (1994) already mentioned, Macaro (1997:39) traced the origins of CLT partly to the Direct Method. He identified twin paths leading to CLT, one based on ideas about language learning via the Direct Method, and the other based on ideas about the nature of language itself and language as a means of communication.

Pursuing Macaro's (1997) link from CLT to the Direct Method, it appears to have originated in Europe during the second half of the nineteenth century as a reaction against the grammar translation method (Dobre, 2006). Krause (1916), an American investigating language teaching methods, observed MFL teaching in secondary schools in Germany. He emphasised the need to focus initially on oral and aural work, and to include it in examinations, and the need for grammar teaching to be contextualised. Krause (1916:55) wrote "Nevertheless there are still some superannuated people who are trying to teach the grammar of a language without initial instruction in the language". He would be disappointed to learn that those people are still with us, teaching the KS3 MFL framework (DfES, 2003).

In relation to grammar teaching, (Krause, 1916:61) described as a "pedagogical crime" the "passing over the elements too rapidly and thus engendering…..superficiality in our

students" The superficiality of the approach exemplified in the KS3 NS Framework for MFL (DfES, 2003), in combination with the emphasis on observable behavioural outcomes, could be regarded as the scene of such a crime with its emphasis on new learning outcomes in each lesson without time for consolidation.

The current controversies in SLA are not new: Musumeci (2011) identified the foundations of the innatist versus skill acquisition view of language learning in the thinking of Plato and Aristotle. In the spirit of Bruner's (1996) notion of antinomies, this dichotomy is largely dispelled if it is accepted that both innate processes and practice are required for language to be learned,

Macaro (1997:41) questioned the "primacy of L2 teacher one-way input", quoting work by Long (1983) and Swain (1985), and observed that "input without interaction is generally not accepted as being sufficient to lead to language acquisition. Macaro (1997) advocated accepting the "eclecticism of CLT ", as well as the "inherent tension between theories of language and theories of learning" and the resultant swings in methodology. For Macaro (1997:42), the "resolution of the eclecticism of CLT comes through the notion of communicative competence" while Grenfell (1997) suggested that CLT may be predicated on either comprehensible input or communicative competence. However, as explained earlier, grammatical competence appears to dominate in the National Curriculum (QCA, 2007; DfE, 2013).

Whereas Macaro (1997) saw the eclecticism of CLT as a strength because of the flexibility it offers to individual teachers, Long (2011) considered the term "eclectic method" an oxymoron. He wrote that

> *Coherent theoretically motivated proposals may well turn out to be wrong [….] but at least have a chance of being right, whereas "eclectic methods" are certain to be wrong [….]since no more than one theory [….] can logically be right.*

(Long, 2011:388)

This was not a particular riposte to Macaro, who did not appear in Long's bibliography, nor was it an attack on CLT as, elsewhere in the same book, Long acknowledged the benefits of CLT. It was possibly an extreme position on CLT, adopted prior to making a theoretical proposal in favour of task-based language teaching, a method which is discussed briefly in a later section.

If CLT, with its disputed pedigree and theoretical foundations, is only inconsistently used in English MFL classrooms, this poses the question of what the prevalent approach is. One source in the literature provides an answer which is discussed next.

2.11. Competency-based language teaching revisited

As already discussed in section 2.8.3, competency-based language teaching (CBLT) and its forebear Objectives-based Education have been criticised in the literature and share a number of weaknesses. However, accepting a need for objectives in any activity system, and acknowledging current systems of accountability in schools, an approach to language teaching is required which is objectives-led without neglecting learning as an internal representation, or in Dweck's terms, does not sacrifice mastery to short-term performance goals. In the overview of approaches and methods provided by Richards and Rodgers (2014), the only approach which compares with the tripartite lesson in English MFL practice is that of competency-based language teaching (CBLT), explored below. I have found no reference to a competence-based approach to language teaching, or to objectives - based education (OBE), in any of the standard texts on MFL teaching (e.g. Swarbrick, 1994, Cajkler and Addelman, 2000) or SLA theory (e.g. Ellis 1990; Mitchell, 2004). Library searches, using both terms, of publications during the last ten years produced two articles from the literature on teaching English as a foreign language.

In spite of these reservations, this approach may have some advantages within a culture which prizes observable outcomes. In Richards and Rodgers' (2014) account of content-based language teaching the goals of competency-based language teaching (CBLT), were described as based on the needs of immigrants to the USA, with the further example of the Common European Framework for Languages (COE, n.d.) originally designed to meet the needs of adult migrant workers in the European Union. The similarity between competency-based language teaching and current practice is seen when comparing a typical competency-based lesson plan template, as described by Richards and Rodgers (2014) and the format of a tripartite lesson. The template lesson starts with a warm-up then an introduction in which "the teacher states the objective of the lesson". After presentation and practice activities, in the evaluation stage

> *Students demonstrate their knowledge of what they have learned by showing, explaining, analysing or reflecting on what they have learned during the lesson.*

Richards and Rodgers (2014:161)

Thus the CBLT approach addresses some of the issues raised by critics of OBE by including opportunities for reflection and meta-cognition. The difference between the CBLT format and the tripartite lesson is that the evaluation is followed by an application stage in which:

Students extend their knowledge of the lesson's materials to a new situation or apply their knowledge to complete a new and different activity.

Richards and Rodgers (2014:161)

The addition of this stage would arguably improve a tripartite lesson by affording greater autonomy, stimulating greater interest and widening students' vocabulary. It would also provide the "meaningful" activity which, as Mitchell (2003) noted, is lacking in English classrooms. She saw that omission as contributing to students' poor progression in MFL.

If the achievement of behavioural objectives is allowed to dominate the tripartite lesson, an evaluative plenary may signal the end of learning with a test rather than the beginning of authentic language use with an opportunity for reflection and challenge.

In practice, a competency–based plan arguably offers students a richer experience than the "tell and test approach" of the three part lesson. The guidance from the California Department of Education, quoted by Richards and Rodgers (2014) included the integration of the four language skills, enhancing communicative competence through meaningful interaction, focusing on receptive skills (listening and reading) before speaking and writing. Richards and Rodgers (2014:158) noted that competency–based language teaching (CBLT) does not "imply any particular methodology of teaching" but also noted its compatibility with a present-practice-produce lesson format. The example they gave of a lesson from a competency–based language teaching textbook is almost exactly the style of question now used in GCSE MFL examinations, except that the exemplar includes a communicative speaking task appropriate for a newly arrived adult immigrant. In order to complete that task, the student would need to be talking about real world events in the life of a new resident rather than of a student in school.

A drawback of CBLT is therefore its possible irrelevance to the life of the students. Richards and Rodgers (2014) listed three assumptions about language in competency–based language teaching: language is a means of achieving personal and social needs, language links forms and functions in the life of the learner and language can be broken down into its component parts. It is not clear where the teaching of grammar would fit within the approach, apart from those structures which meet situational requirements. Regardless of teaching approaches, there is a paradox inherent in the specification of "personal and social needs" by a third party, particularly a national examination board or a consultant to the European Union. Van Ek's (1977) view of language learning, given below, may be attractive to teachers of MFL but less appealing to their students.

Van Ek's (1977:3) optimistic view of the Common European Framework for languages was as a "foundation for international cooperation in innovation" in which students will "be able to cross the threshold into a foreign language community […] learning something which makes sense to them" (Van Ek, 1977:17). In fact, the lack of "attitudinal motivation for MFL learning in the UK" (Broady, 2005:31) together with the Europhobic attitudes which prevail in English press (Graham and Santos, 2015) and with the status of English as a global language (Mitchell, 2002) militate against the realisation of Van Ek's (1977) vision. A challenge for all MFL teaching in English classrooms lies in the difficulty of predicting students' needs or interests in any language and CBLT is no exception.

Nor does CBLT ease the tension between learners' communicative goals and accuracy. Thus, Auerbach (1986) questioned whether "mastery learning" (not in the sense of mastery used by Dweck, 2000) is compatible with second language acquisition because of its emphasis on precision and right and wrong answers, rather than allowing risk-taking. Ehrman and Oxford (1995:69) considered that "risk-taking is an essential for progress" in language learning linked to students' tolerance for ambiguity, while Auerbach (1986) wrote that "the stress on mastery, while satisfying the demands for accountability, may be pedagogically unproductive". Dweck's (2000) view was that short-term success, i.e. performance, may undermine longer term goals, i.e. subject mastery. This parallels Hymes' (1972) proposed distinction between linguistic competence and linguistic performance in which competence was always greater than performance.

Thus CBLT may not solve all the problems of teaching and learning in MFL classrooms, but it could achieve an improvement, possibly in conjunction with task-based language teaching which is discussed in the next section.

2.12. Task-based language teaching as a possible alternative approach

Tentative interest in the possibility of TBLT as a viable approach within secondary school MFL teaching has grown during the period of this study, with the publication of articles by East (2014) and Bygate (2015). Task-based language teaching's key characteristics were listed by Richards and Rodgers (2004:393) as the use of tasks as the core units of planning, real-world outcomes and a focus on lexis and speaking and the integration of skills.

Task-based language teaching (TBLT) is widely used in teaching English as a foreign language (TEFL). It involves students planning and carrying out a task in the target language, such as conducting an interview or giving a presentation. Students access

vocabulary and learn grammar identified as necessary for the task. Having completed the task, learners review its success and incorporate feedback from the teacher and their peers into a second version of the task. TBLT is not without its critics (for a brief but full overview see Ellis, 2009). The global status of English (Lawes, 2007) and the concomitant differences in motivation among learners cannot be ignored as important contextual factors in the greater success of TEFL than of language teaching in English schools. However, there is some suggestion in the literature (East, 2014), based on initiatives in New Zealand, that introducing TBLT into secondary school MFL lessons might be feasible. However, in English MFL classrooms, the pattern of a lesson is likely to be based on the model of present, practice, produce (PPP) as this both fits the required pattern of a tripartite lesson and allows the teacher greater control. One of TBLT's greatest exponents is Skehan (1998:94) who saw task-based language teaching as a necessary alternative to the traditional approach of presentation, practice, production which he calls "essentially a discredited, meaning-impoverished methodology."

The pattern of a Task-based language lesson (Willis,1996) was likened by Klapper (2003) to PPP in reverse. Students first see or hear a model of the task then complete it using their existing knowledge. They only learn the additional language needed to complete the task   once they have identified and planned what they need to learn. What is unclear from the model is how complete beginners would be able to approach this work but the work of Ur (2015) suggested that students are allowed to use their first language in the early stages of their course.

TBLT is more clearly supported by SLA theory than communicative language teaching (CLT), as discussed next.

2.12.1. Origins and Theoretical underpinnings of Task-based language teaching

The origins of Task-based language teaching (TBLT) are unclear. There are several definitions of "task", so that in some ways TBLT is as ill-defined as Communicative Language Teaching. For example Ellis (2003) quoted nine definitions of task by different authors. Bygate (2000) acknowledged the variety in task-type, in terms of the task focus, the support available to students and the degree of teacher control or open-endedness and identified the common features as:

> *They consist of some kind of brief for learner action, the learner's use of language in response to that brief, and the fact that they are undertaken in order to promote some aspect of learning.*

<div align="right">Bygate (2000:185)</div>

Unlike Communicative Language Teaching, Task-based language teaching (TBLT) finds considerable theoretical support in the literature, in both cognitive and sociocultural theories of language acquisition. Ellis (2000:193) for example, described a psycholinguistic perspective in which "tasks […] provide learners with the data they need for learning" and the design of the task defines the learning opportunities. He went on to give a sociocultural account of TBLT in which "participants co-construct the 'activity' they engage in […...] and it is therefore difficult to make reliable predictions regarding […] language use". Ellis (2000) compared the contributions of psycholinguistic approaches to pre-task planning   and of socio-cultural approaches to improvisation during the task. VanPatten (2007) linked TBLT   to Swain and Lapkin's (1995) Output Hypothesis. Both of these theories see a role for productive language in forcing the learner to pay attention to syntax where the interaction itself acts as a source of input.

Skehan (1998), from a cognitive perspective, reviewed a large number of studies from the literature on SLA, predominantly on information-processing models of language learning, as a precursor to his rationale for task-based instruction. Information-processing was envisaged in three stages, input, central processing and output. One of Skehan's key tenets was the need for a "dual-mode system for second language learning" encompassing both learning by exemplar and learning from rules.

The complexity of the psycholinguistic processes which operate in developing an internal representation of language is shown in Skehan's (1998) account, which included the need for a cyclical syllabus to allow learners to gradually build their internal representation of language and improve fluency, accuracy and pronunciation. It is arguably the antithesis of the behavioural outcomes approach embodied in the three part lesson where 45 minutes of activity practising a grammar point, wedged between the starter and the plenary, is expected to result in observable progress.

The reduced control of learning outcomes which TBLT offers, compared with the more traditional PPP model, might suggest limited scope to introduce it into school classrooms. Bruton (2005:66) saw the need for accountability in state education as incompatible with TBLT "because students need to receive the necessary input and relevant feedback from somewhere on a consistent and progressive basis". Richards and Rodgers (2014:194) clearly articulated the tension between policy and theoretical knowledge when they described TBLT as less likely to be used "in contexts where teaching is linked to national or international tests" than by teachers who value it for its theoretical support and the opportunities it affords for learning through interaction. Ellis (2003) and Bygate (2015) considered the possibility of a task-supported syllabus in which TBLT complements

rather than replaces traditional teaching approaches. Interestingly, Harris et al's (2001:4) research on spontaneous talk was peppered with references to TBLT, with no suggestion of boundaries between TBLT and CLT. Almost in passing, they mentioned the possibility that "a task-based approach might allow us to establish a possible route for progression for both pupils and their teachers". However, on the preceding page, they had noted that teachers feel less comfortable with open-ended activities. Bygate (2015) reviewing the theoretical foundations and benefits of TBLT called for more longitudinal studies of its use in school MFL classrooms, with a view to making "gradual steps to explore its possibilities". The issues of unpredictability and teacher control, particularly in a culture which prioritises observable behavioural outcomes, suggest that taking such "gradual steps" would require a level of autonomy for teachers and a shift in current practice.

2.13. Learners' perspectives in the literature – language anxiety and willingness to communicate

Regardless of teaching approach, learners' willingness to speak must be considered. Ellis (2012) noted the scarcity of research on learner discourse because most speech in a language class is the teacher's. Excessive concern over errors is seen as an obstacle to spontaneous speech (Lewis,1993) and there is a tension between performance in the examinations where mistakes need to be avoided and mastery of the language in which mistakes would play a positive part. Dulay and Burt (1972:235n) coined the expression "You can't learn without goofing" to convey the important role of errors in productive language in children's learning of second language. Conversely, Wood, Bruner and Ross (1976) included control of frustration among the uses of scaffolding. This is open to interpretation as protecting the learner from making too many mistakes. Myhill, and Warren (2005:55), in the context of primary English teaching, have described the potential of scaffolding to become a "straitjacket" which is never removed.

Young (1991) wrote of language anxiety as a recognised phenomenon in foreign language lessons which may inhibit participation. However Robson (1994) and Delaney (2009) found that language anxiety diminished voluntary participation rates in discussion but showed no correlation with the quality of language in students' responses. Not unlike Lewis' (1993) view of the inhibiting role of 'forced early production' in language lessons, Ellis (2012:321) suggested that "teachers desist from pressurizing learners to speak in front of the class" to allow anxious learners to remain silent. This is in direct conflict with the 'no hands rule' questioning style derived from Assessment for Learning (e.g.Jones and Wiliam, 2008:7). Myhill (2006) suggested 'no hands' questioning to maximise

participation in primary school lessons, but had earlier quoted Wood's (1988) observation that closed questions are inhibiting and 'generate relatively silent children'. It is difficult to depart from closed questioning in some MFL lessons because students have not yet learned the requisite vocabulary and structures in the target language to engage in analysis and evaluation.

Ellis (2012) helpfully distinguished between language anxiety and willingness to communicate (WTC), a construct proposed by MacIntyre, Clement, Dornyei and Noels (1998). WTC is not only affected by anxiety but also by perceived competence, by motivation, by the classroom environment and by hesitation. The studies quoted in Ellis' chapter involved university students so it is reasonable to suppose that younger adolescent beginners might be more susceptible to these influences because of their obvious debutant status as language learners, possible low intrinsic motivation and the importance of peer group relationships (Lightfoot, Cole and Cole, 2009). Nevertheless, Dobson (1998:13), in a resumé of inspection findings from Ofsted's predecessor, Her Majesty's Inspectorate, commented that even when "good teachers" use target language well, "pupils can be inexplicably reticent in responding". This calls into question the coercive aspect of requiring adolescent students to speak in whole class work, advocated in the KS3 NS MFL Framework (DfES, 2003). The question is accentuated by the findings of doctoral work by Robson (1994) and Delaney (2009), quoted by Ellis (2012) that there was no correlation between learners' progress and their contribution to whole class discussion.

2.14. The role of input and practice, including Target Language

2.14.1. Classroom use of Target Language as a source of input

The literature on speaking in MFL lessons (e.g Harris et al, 2001; Horne, 2014) offers a range of approaches which teachers could use in maximising their use of TL as well as a rationale for doing so. However, the last Ofsted report on MFL teaching (DfE, 2011) repeated Ofsted's earlier criticisms of a lack of TL use by teachers in MFL lessons. Macaro (1997) has charted the differing Ofsted positions on TL use over several years. He noted that teachers commonly agree on the importance of TL use but may 'confess' to using less than they believe they should. Ofsted guidance (DfE, 2013) on the use of TL was "intended to help modern language subject leaders implement, monitor and evaluate school improvement" and the descriptor for a 'good' lesson included:

Learners occasionally respond to the teacher spontaneously in the TL, but do not seek to use it to communicate with each other [….] a high level of consistency in the quality and quantity of TL use across the department, supported by a unified departmental policy

(DfE, 2013:1)

The same document further suggests that teachers' TL use should be monitored by Subject Leaders. However, the guidance stressed that it was "not an inspection or performance management instrument". In a culture of performativity, it seems probable that the enforceable instructions will be followed before the guidance. On the one hand, TL use is said to be desirable but not obligatory and yet the lack of TL use is criticised.

The basis of Ofsted's criticism appears arbitrary. As already mentioned, Broady (2014) questioned the exclusive use of TL because it fails to use the first language (L1) as a resource. Macaro (2001:532), having considered arguments on both sides of the debate on teachers switching between L1 and TL in lessons, and the absence of clear research evidence, questioned whether ITE tutors should "refrain from giving student teachers guidelines in the use of codeswitching". He went on to suggest (2001:545) that the hegemonic principle of avoiding L1 "would appear to stifle reflective practice".

The emotional effects of maximum L2 use need to be weighed against its advantages. Klapper (2003) includes students' embarrassment and frustration among the disadvantages of teachers' insistence on the use of TL. Similarly, some of the adults in Nicolson and Adams' (2010:48,43) study used the words "intimidating, dismayed, anxious, confusion, overwhelming", among other negatives, to describe their feelings about teachers using "a lot of foreign language", although "happy" and "willing" were the most commonly used words. For adolescent learners, the emotional response to language learning might be accentuated by relationships with the peer group. While Ellis (1990) argued in favour of maximising teachers' TL use in lessons to compensate for the students' lack of exposure to L2 outside the classroom, Macaro (2001) noted that exposure to TL does not necessarily lead to its use by students. This could be related to the type of TL which teachers use in lessons.

2.14.2. The nature of Target Language used in classrooms

Classroom use of TL is essentially inauthentic in both context and content. As Harris et al (2001:2) observed, "However hard we try, the classroom is not the railway station or the dinner table". Ellis (1990) noted that teachers typically speak more slowly, more simply and more grammatically, than would be the case in natural L2 immersion. However, he also commented on the variations in practice between individual teachers.

This variation would undermine an initiative such as Horton's (n.d) Group Talk project which emphasised the need for consistency in TL use to achieve success.

There are clear limits to the authenticity of the classroom setting. Perhaps for this reason, textbook lists of classroom language for teachers to use in lessons tend not to contain high frequency words for use outside the classroom, focusing more on teachers' instructions for whole class work. They may also include a smaller number of expressions for student use which may have negative connotations or consequences, for example, ways of saying they have forgotten a book or their homework or do not have a pen. Students might be given an expression to use when asking to go to the toilet but in some schools this will elicit the answer 'no' if there is a rule against visiting the toilet during lessons. Harris et al (2001) advocate progression towards discussing the lesson in TL, so that students use grammatical metalanguage in TL but it may be that this would divert attention from the topic-based content of the scheme of work

Beyond transactional classroom language, the quality of interaction, particularly questioning, in TL was addressed by Hawkes (2014) and by Jones (1992), both of whom stressed the importance of teacher input and students interacting with the teacher in TL. Identifying the teacher as the key source of TL in a classroom, Hawkes (2014) built on the work of Wells (1999) in expanding the initiate-respond-evaluate sequence of questioning to accommodate more open questioning and replicate more normal conversation. She quoted the familiar exchange in which the teacher's question "Qu'as-tu fait le weekend?" elicits the student response "je suis allé au cinéma" to be followed by the evaluative and unnatural "très bien" from the teacher. Hawkes (2012) suggested a more conversational response but this would require teachers to have adequate confidence in TL use and behaviour management as well as a classroom environment conducive to conversation. Horne (2014) also advocated immersion in TL "from day one" with beginners; this is not possible for trainees joining the school several weeks into the term. These approaches assume a high degree of teacher autonomy within a positive culture of TL use within an MFL department, either of which might prove to problematic for trainees because of their need to "fit in" with existing practice.

2.15. Conclusions and pedagogic incongruities from the literature review.

First, objectives-based education may neglect learning as the construction of an internal representation by prioritising observable outcomes and thus fail to acknowledge the complexity of learning. This criticism applies to both the development of trainees'

professional knowledge and to students' acquisition of a second language. Assessment formats, the curriculum and externally imposed frameworks may all have a negative impact on pedagogy, particularly in the current climate of performativity. Thus the first pedagogic incongruity is that excessive focus on behavioural objectives may hinder rather than support learning.

Secondly, reflective practice should be seen as central in the construction of knowledge from experience. Arguably, experience and reflection are the warp and weft of professional content knowledge, as in the theories of Dewey (1936) and Korthagen (2010). However, as Galea (2012), John (2000) and Zeichner and Leiston (1996) have observed, reflection may become ineffective if it is mechanistic, superficial or excessively self-critical and risks incorporation into a culture of performativity where "teachers are expected to be self-critical" (DfE, 2011)

Thirdly, the literature on communicative language teaching (CLT) and second language acquisition provides a diffuse and unstable theoretical foundation for practice. However linguistic input is the incontestable requisite for language acquisition. The importance of target language use by teachers, although contested in the literature, may be the last vestige of CLT in schools. Task-based language teaching, however, is theoretically underpinned and is an established approach outside England. The second pedagogic incongruity is that current policy and practice stress output while theories of SLA emphasise the importance of input.

Fourth, the dominant MFL pedagogy is arguably now competency-based language teaching (CBLT), which is apparently unacknowledged in MFL literature but fits the culture of objectives-based education, driven by GCSE assessment formats and league tables and reinforced through the National Strategy for KS3 (DfES, 2001).

Fifth, ITE partnerships may be seen as linked activity systems which offer opportunities for collaborative working. However scope for innovation may be limited by trainees' need to "fit in" with the host department and its prevailing culture.

Finally, both the use of TL and speaking skills themselves are inherently problematic elements of language teaching. Their position is contested in theories of language acquisition and practising them in classrooms may challenge any learners who are anxious about making mistakes, particularly during adolescence. Ofsted's choice of students' spontaneous use of the target language as a yardstick for good MFL teaching, rather than an aspiration for learners, is therefore in itself incongruous. The third

pedagogic incongruity is therefore that between a strong emphasis on speaking in TL rather than on the pedagogy which would enable speaking.

Chapter 3. Methodology

3.1. Introduction – an overview and timeline

The substantive topic of the thesis concerns ITE's role in preparing trainee teachers to improve their students' speaking skills. The ITE MFL course at Macadamia University is a case of that phenomenon and the thesis explores key aspects of the case by interpreting data from its participants

The research project was a case study with three overlapping components:

> A three year study of the ITE course for teachers of Modern Languages at Macadamia University, using documents generated by three cohorts of trainees. This is referred to as the cohort study.

> A study of an intervention within the MFL ITE course, involving changes to its curriculum, pedagogy and assessment. This is referred to as the ITE intervention.

> A study of a classroom intervention in which two trainees prepared and conducted a group talk activity with their Year 8 classes, linked to the topic work which they had just completed. This is referred to as the classroom intervention.

The cohort study began as an examination of trainees' work on their students' TL speaking skills in a naïve realist (Dunne, Pryor and Yates, 2005) quest for some version of the truth about teaching speaking skills from analysing trainees' experiences on placement. Blackburn (2008:244) writes of naïve realism that it is

> *…the view of people everywhere and of philosophers when they are off-duty, but it remains naïve until it is buttressed by explanations of how experience may change while things do not.*

> Blackburn (2008:244)

This thesis could be seen as an exercise in constructing the buttresses which explain trainees' experience.

The study later widened to include analysing trainees' planning for the input and opportunities for spoken output which would enable their students to speak in TL. It also sought multiple perspectives, those of trainees, students, mentors and tutor. The ITE

intervention evaluated the effects of changes to the MFL Curriculum Studies programme. The classroom intervention study analysed the outcome of a group talk activity which two trainees conducted in their respective schools.

3.1.1. The timeline of the research

The study spanned three years of the ITE MFL course at Macadamia. The input on teaching speaking skills in MFL was enriched from Year 2 onwards, as the key feature of the ITE intervention, and the assignments from the previous cohort were used as a comparison group. Trainees' written assignments were collected from each of the three years and focus group discussions were conducted with the trainees on the last day of the course in years one and three. (The discussion planned with Year 2 trainees was not possible due to schedule changes on the last day). The classroom intervention lessons took place in two partner schools towards the end of the second year, after all assessments on the ITE course had been completed, and discussions among students in each of those classes were recorded shortly after the lesson. The lesson de-brief between the trainee and mentor was recorded in one school but had to be replaced by two separate conversations with me about the lesson in the second school as this unfortunately coincided with GCSE examinations making the mentor unavailable. The data analysis began at the end of year 1 of the study and generated some further data collection as new questions emerged from the analysis. In table form, the three years of the timeline were as follows

Year 1	Planning the interventions based on professional experience and prior study. Obtaining ethical approval from the university and consent from trainees in Cohort 1. Data collection consists of saving trainees' written assignments and conducting a focus group on the last day of the course.
Year 2	Obtaining consent from trainees in Cohort 2, students, mentors, parents and schools. Enriched input on speaking skills in Curriculum Studies sessions and increased us of small group work. Data collection consists of saving trainees' written assignments and conducting the classroom interventions in two schools. Preliminary analysis of trainees' assignments and students' classroom discussions suggested a fourth research question and revealed a need for emergent methods.
Year 3	Obtaining consent from trainees in Cohort 3. Enriched input on speaking skills in Curriculum Studies sessions and increased us of small group work continue. Data collection consists of saving trainees' written assignments and conducting a focus group on the last day of the course. Data analysis and writing.

FIGURE 7 TIMELINE OF RESEARCH PROJECT

As my doctoral work was contemporaneous with my work as Curriculum Tutor, I was constantly re-engaging with the context of my research and reflecting on both the setting and my data while writing the thesis. The ITE and classroom interventions took place in the first cycle of the study while the changes in my use of data continued into the writing phase.

My work setting was not static and Drake's (2011:32) comments about "managing time successfully" resonate strongly and painfully. My workload at Macadamia widened to include the roles of Admissions Tutor and Module Convenor for an undergraduate course, School Research Ethics Officer (SREO) for the School of Education and Social Work and Convenor for the university's SKE courses in French and Spanish. It would require an extra chapter, unrelated to my research questions, to explore the contrasting identities, voices and power relations associated with each of those roles. The main effect of my wider responsibilities was to distract my attention from my research. However, there were also some major benefits; it was while attending a conference in Denmark as part of my work on the undergraduate course that I first encountered the work of Biesta and heard speakers linking developments in Danish early years education to the government's neoliberal agenda. I had willingly accepted my new roles as part of my envisaged career progression from teaching fellow to lecturer after completing my doctorate so I must share responsibility for the competing demands on my time and energy.

3.2. Ethical procedures

I have made every effort to avoid coercing or embarrassing any participants in this research; I have complied with the University of Sussex ethical guidelines, with reference to those of BERA (2011). Sigler (2009) argued that research which is part of normal classroom practice should not require ethical review; although the classroom intervention lessons were within 'normal practice', parental and student consent was obtained. The student focus groups were not part of normal practice; participation was voluntary and all participants gave their informed consent. Spada (2005:334) suggested that teachers and students can only be truly willing participants if they feel the research holds some benefit for them. Students who chose to be in the focus group had made that choice. Spada (2005) also cited lack of time and resources as constraints on teachers' collaboration with research and this was a major issue for my study. Anonymity and confidentiality of all participating schools and individuals has been preserved by the use of pseudonyms. Being School Research Ethics Officer has possibly made me over-

cautious and, consequently, ethical concerns have shaped this study in its time frame and the size of the sample. To avoid exploiting the power relationship between trainees and my role as Curriculum Tutor, the timing of the classroom intervention was delayed until after all assessments on the PGCE had been completed. This gave me only a three week period in which to complete the intervention classes, reducing the number of accessible lessons.

Obtaining consent from students was a key consideration, in part as a reaction to the lack of agency allowed to children in the National Strategy for KS3 (2001). Students were not compelled to speak in the lessons and attendance at the student focus group was entirely voluntary. The size of the sample was reduced by the difficulty in obtaining consent from parents. As Gallagher, Haywood, Jones, Manon and Milne (2010:478) observed, "hierarchies in schools mean that parents and professionals still act as gatekeepers". This was illustrated in the shrinkage of data due to lack of parental consent. Although written consent was obtained from head teachers and MFL colleagues in the original three participating schools, one school had to be dropped from the study because only 2 students from the intended class obtained parental consent. At Belle View School, only 7 students from a class of 32 could be included in the study as the others had not obtained parental consent. The mentor suggested that the planned use of video recordings of students during the speaking activities had been an obstacle for some parents.

As Simons (2005:56) observes, anonymity and confidentiality do not "guarantee that harm may not occur" and members of the focus groups heard each other's comments and may have been offended by them. However, participants were not compelled to speak and students chose how to behave in front of the video cameras. As Barbour, and Schostak (2005:44) suggest, group dynamics played a part including "individuals who play to an audience" but the groups concerned were the usual teaching and / or friendship groups. The video recordings of lessons have only been shown to participants and doctoral supervisors.

Trainees from the three cohorts gave their written consent for their essays to be used as data, as well as field notes and the transcripts of the group discussions in cohorts one and three. I have included documents on observed lessons among field notes and those documents had been shared and agreed at the time with respective trainees and mentors. Interestingly, each cohort of trainees included at least one member who choose to remain silent during the focus group discussion.

3.3. My ontological and epistemological positions and their origins

My ontological position is that an external reality exists separately from myself; individuals may perceive and interpret that reality differently from each other or at different times in their lives and both the reality and any perceptions and interpretations are open to social, cultural and historical influences. Biesta (2010:105) quotes Hume's "conclusion that the existence of an external world of enduring objects is a "very useful hypothesis" but not something that can ever be proven" and that position seems a reasonable basis on which to proceed.

Epistemologically, I locate myself in the constructivist / interpretivist camp which Lincoln, Lynham and Guba (2011:112) see as "commensurable with other paradigms" unless understanding rather than transformation is the goal. However, transforming practice through greater understanding is a goal of this thesis.

To take a cultural historical approach to my constructivist- interpretivist, cognitivist – interactionist epistemological position, I first summarise my career path in a table below.

Qualitative / interpretive / constructivist/ approaches					
Mental Health Child development Piaget Attitude change Psycholinguistics	Sociology Philosophy Policy Casework	Literature Pedagogy Montessori nursery Voluntary organisations	Case study Ethnography Auto-ethnography Small scale (disguised as cognitive analysis)	Discourse analysis Media analysis Historical and cultural context	Action research Case study Discourse analysis Sociocultural Theory Insider research
A levels *Physics* *Pure Maths* *Applied Maths* *Degree* *Experimental Psychology*	*PG Dip in Social administration* *Social work training (CQSW) and practice in area and hospital teams*	*Family* *French courses* *Institute of Linguists exams* *PGCE*	*MA* *Media -assisted Language Teaching*	*MA French Language Media and Culture*	*Doctor of Education course*
			Classroom experience *Teaching MFL and Psychology*		*ITE MFL tutor at Macadamia*
Proof Cause and effect Measurement Rats and pigeons Statistics Scientific method Physiology Behaviourism	Legal frameworks Rules of evidence Medical model		Applied linguistics Cognitive theory Experimental method		counting as a way of understanding data
Quantitative / positivist / deductive approaches					

FIGURE 8 AN EPISTEMOLOGICAL AUTOBIOGRAPHY – EDUCATIONAL INFLUENCES

As indicated in the table in Figure 8 above, my education and training have included quantitative and qualitative, positivist and interpretive approaches and I have straddled that divide for a long time; the following paragraphs are possibly more a selective memoir of those intellectual and attitudinal influences, rather than an educational autobiography as such.

An emphasis on the scientific method in my A-levels and degree course, over an extended period at an impressionable age still affects my thinking, but I always felt there was more to humanity than could be revealed in that way. My preferred course components were those on social and developmental psychology. Having chosen my experimental psychology degree course with the intention of becoming a clinical psychologist, I changed direction after graduating and became a social worker because that seemed more personal and less "clinical" than administering psychological tests. The social administration course which formed part of my social work training encouraged a critical stance towards social policy.

My path into language teaching began after I had left social work to raise my children and then enrolled them at a bilingual French Montessori nursery school. This both re-ignited my love of French and introduced me to a pedagogy which I found intriguing. It took me many years, however, to recognise Montessori's approach as constructivist. I began the first of many French courses spanning several years. On my French MA, I learned to use discourse analysis of newspaper articles and other texts to gain insight into the cultural and political contexts in which they were produced, taking into account the author's target audience and the connotations of the language or illustrations used to convey meaning.

My psychology degree had introduced me to first language development, my PGCE had included some input on second language acquisition (SLA) and my first MA continued my study of SLA pedagogy. My quasi-experimental research for my first MA dissertation (Regan, 2002) compared two approaches to teaching grammar and exemplified the limits of a deductive approach. It yielded a statistically significant result but this result was largely due to an unforeseen deleterious effect of the control condition. I learned as much from exploring the literature to explain the unexpected effects of the control condition as from the experiment itself.

Whereas Gregg (2003:835) asserted the supremacy of experimental methods and "cognitive science" in SLA, in hindsight, much of the literature on SLA used in my first MA dissertation was based on small-scale studies, including interventions with a class

of six language students (Brett, 1994), case studies of one or two students, e.g. Sato's (1990) study of twin Vietnamese teenagers learning English as immigrants to the USA, or Schmidt's (1990) influential paper on conscious and incidental learning based on his own experience of learning Portuguese. Those authors' presentation of their studies, couched in the terminology of linguistics or cognitive psychology, disguised the essentially interpretive nature of the research paradigm which could equally have been described as case study, ethnography, or auto-ethnography. My earlier doctoral essays have been on performativity, studying the work of Perryman (2007), and on tensions in the assessment of trainees' progress in ITE (Regan, 2012) in which I explored issues in both mentoring and competence-based training.

Gradually, but particularly during my doctoral work, my thinking has shifted from deductive experimental psychologist with an interest in language development to my present interpretive position with an interest in socio-cultural theories of learning, conducting inductive research through case study. The early positivist training lives on as a critical voice in my ear. In accepting an eclectic theoretical position, not unlike Sfard's (1998) advice that we should accept both acquisition and participation as metaphors for learning, I take support from Mitchell (2000) and Ortega (2012) who view theoretical pluralism and diversity in SLA research as necessary for its future development.

I see second language acquisition (SLA) as two-fold, with unconscious incidental learning occurring in parallel with (or in spite of) conscious learning. Lantolf and Appel's 1994:5) account of Vygotsky's "stratification model" of consciousness is helpful in separating lower order processes such as involuntary attention, natural memory and the senses from the higher order processes such as logical memory, perception and problem solving which interact with sociocultural influences. This formulation allows for simultaneous unconscious and conscious reasoning (Johnson-Laird, 2009) and parallels the development of tacit and explicit knowledge in workplace learning identified by Eraut, (2000).

In relation to SLA theory, while accepting that input is crucial, I adhere to the interactionist - cognitivist view, expounded most succinctly by Ellis (2012:266), in which interaction provides input, feedback and opportunities for output "which connect with learner-internal processing to foster acquisition". I see language acquisition as ultimately an individual mental process but recognise the importance of social context and of sociocultural theory's concepts of collaborative learning and scaffolding.

I accept Pinker's (1994:18) view of language as "a distinct piece of biological makeup of our brains […] a complex specialized skill which develops in the child spontaneously", a position he later qualifies (1994:291) to include the necessity of exposure to language in childhood. I accept Chomsky's (2011) argument for a language module in the mind and brain and consider this is compatible with clinical studies of language impairment in brain-damaged patients. Based on these three views of language, I consider that language learning cannot be completely understood using general theories of learning.

Having immersed myself in theories of language acquisition for the year of my first MA, I was disappointed to find that the KS3 National Strategy Framework for Modern Languages (DfES, 2003), heralded as being based on SLA research, seemed largely oblivious to that research rather than informed by it. I was not alone in my disappointment; Alexander (2008:5) has criticised a similar lack of evidence for the UK's national strategy for primary education (DfES, 2003) which he described as "a critical stage in the government's takeover of pedagogy". I have tried to prevent my disappointment leading my analysis into criticism rather than criticality while writing this thesis.

In this thesis, I have found sociocultural theory more helpful in relation to teacher training than to second language acquisition. Sociocultural theory's view of language as a mediator in the acquisition of language does not indicate the processes involved but is perhaps akin to the concept of interlanguage construction of Selinker, Swain and Dumas (1975) in which the learner constructs an internal representation of language based on the available input.

Engeström's (2007) model of Activity Theory has been a useful heuristic for understanding ITE as a system. I have not applied Activity Theory to understanding individual learning, although Nussbaumer's (2012) review of the theory's use in educational research suggests that this would be possible. However, Engeström's (2007:381) three layered model of "causality in human action", shown in Figure 3, provides some understanding of individual learning and agency and Dewey's (1936) theory of knowing complements Activity Theory by emphasising the importance of individuals interacting with, and learning from, professional experience. Korthagen's (2010) three-level model of ITE develops this within a professional context as trainees constantly modify their understanding of classroom practice through reflection and theorisation. I have benefitted from the work of Biesta (2010) in identifying pragmatism as the theoretical stance which best reflects my epistemological journey.

3.4. Methodological stance – an unexpected journey.

The methodological and intellectual shifts which I have experienced, both during the research and while writing this thesis, seem to mirror some of the literature as authors, such as Swain and Ellis, previously regarded as cognitivists, move towards sociocultural theory. Within the timespan of the research, my thinking has moved from positivist cognitive beginnings into relatively unfamiliar sociocultural territory. An ongoing debate within theories of second language acquisition (SLA) also moves between the cognitive and the sociocultural. Ellis (1990) divides SLA research into two broad types, exploratory-interpretative and hypothesis-testing, but argues that both are needed and cites Mitchell (1988) as a proponent of exploratory research to address the complexity of classroom settings. Mitchell (1989) noted the descriptive benefits of much classroom research but also a "lack of central focus on the L2 learning process" and called for a combined focus of sociolinguistic and psycholinguistic research. Ellis (2005) has proclaimed himself a cognitivist and observed the dominance of a cognitivist hypothesis testing approach, which calls for experiments to explain the processes of learning (Ellis,1999). However in later work Ellis (2012) has started to include sociocultural theory in his account of SLA theories. Lantolf (2000) emphasises the contribution of sociocultural theory in guiding research which studies the complexity of language learning in context. To paraphrase Lantolf (2000:18), in a sociocultural research model observation, description and interpretation preserve the richness of human activity. From positivist beginnings, the sequential exploratory design (Creswell, 2010) of this thesis is therefore consistent with sociocultural theory as the research questions focus on human activity in both MFL and ITE pedagogy, re-examining the data to take account of the richness of that activity. However, finding a label for my research paradigm has proved more problematic.

3.5. Pragmatism

The work of Biesta (2010) and his characterisation of pragmatism has been highly influential in identifying my research paradigm and supporting my thinking. In Dewey's (1936) theory of knowing, "the only way we can acquire knowledge is through the combination of action and reflection". Biesta and Burbules (2003:107) described Dewey's pragmatism as changing conceptions of "the relationship between knowledge and action" so that knowledge supports "problem-solving, but without a certain future for human action", avoiding the imperative to predict research outcomes prevalent in deductive research. They characterise the relationship between theory and practice in

education as "not one of application but of cooperation and coordination" and "the 'product' of educational enquiry reveals possible connections between actions and consequences" (Biesta and Burbules, 2003:110). The possibility of multiple perspectives is created by the proposition that "objects of knowledge are instruments for action, and different objects [….] provide us with different possibilities for action" (Biesta and Burbules, 2003:108).

Pragmatism's notions of transformation and transactional constructionism therefore suggest a gentler approach to challenging hegemony than the more extreme examples of global political struggle cited in Lincoln, Lynham and Guba's (2011) formulation of social constructivism. It also allows for an insider researcher interacting with the phenomenon being examined without prejudicing the outcome of the research. Creswell's (2011:276) description of pragmatism's emphasis on "the research questions, the value of experiences, action and the understanding of real world phenomena" fits the context and goals of my thesis and its use of mixed methods research to understand the training of language teachers.

3.6. Bricolage and mixed methods

The French term "bricolage" denotes the work of a handyman "who makes use of the tools available to complete a task" (Kincheloe, 2004:1). I had seen my re-examination of the data in different phases of analysis as an example of bricolage in which data are examined and re-examined used the tools available, not simply mixed methods. Kincheloe (2004:2) further suggests that "the bricolage highlights the relationship between a researcher's ways of seeing and the social location of his or her history" and this is arguably the case in this thesis. However, Cresswell and Plano Clark's (2011) contrast between fixed and emergent methods locates my approach within mixed methods. I began by using the fixed methods of counting the time planned for speaking activities in trainees' lessons and analysing trainees' essays using pre-determined categories. When those analyses produced less meaning and fewer insights into teaching speaking skills than anticipated, I needed emergent methods to re-examine the data more closely and added a more interpretive approach. I have been unable to relinquish my habit of counting, as my use of Quantitative Content Analysis indicates, although I acknowledge that a single utterance may be more significant or influential in its own right than any number of repeated less salient expressions.

3.7. The rationale for using Case Study

The main goal of this research is to understand the training of language teachers in relation to students' speaking skills, a question born out of my own practice that is from a specific case. As Stake (2003:134) says "Case study is not a methodological choice but a choice of what is to be studied" and what is to be studied here is the case of training of MFL teachers at Macadamia University. It is a case, in Stake's (2003:134) typology, in that it is a "bounded system" being based in a single university over a fixed time frame with three cohorts of MFL trainees. By using a sequential exploratory design, it provides a rich source of data on the experiences of those trainees, or in Torrance's (2005:33) words "the meanings that individual social actors bring" to the setting.

Stake's (2003:150) view of the "brain work" of case study as reflective, including the researcher's "foreshadowed meanings" suggests it is compatible with Dewey's theory of knowledge as the product of action and reflection which guides much of my discussion. However, the status of knowledge from case study research is contested in the literature.

3.8. Validity and relevance in case study research

Hammersley (2008) asserts that the only standards for educational research are validity and relevance. Gomm, Hammersley and Foster (2000), in a book on case study method, present helpful chapters on naturalistic generalisation (Stake, 2000), transferability and schema theory (Donmoyer, 2000) and the generation of a "working hypothesis" (Lincoln and Guba, 2000), then partially dismiss them as "notions [which] capture one way in which case study research may be used" but which do not permit general conclusions to be drawn. Stake's (2000) idea of naturalistic generalisation parallels Flyvbjerg's (2011) comment on knowledge developing from cases as an example of experiential learning. As a possible mechanism for this learning, Donmoyer (2000) uses Piagetian schema theory, in which knowledge is constructed and constantly renewed in the light of new evidence. This allows for case study as evidence in developing the schemata of its readers and for the use of research evidence to be assimilated into existing understanding, which in turn is changed by it. Although Gomm et al (2000) appear to dismiss schema theory as a feature of child development, it is surely a prime example of a constructivist theory of learning and they offer no argument or evidence of its inapplicability to adult learning. Indeed, Korthagen and Lagerwerf's (1996) model of teacher learning explicitly draws on Piagetian schema theory.

As Tight (2010) observed, nothing in case study research will "convince those who believe the only useful research involves large representative samples"; therefore other approaches are needed to support any claim to validity. J.Dunne (2005) considered that generalisability in natural sciences research entails "a certain thinness of content", and fails to explain irregularities. That was the case in my previous classroom research (Regan, 2002) mentioned earlier. J.Dunne (2005) suggested that reflective "thickly descriptive studies" may have "epiphanic power" where the setting of the study "illuminates other settings". This is a more dramatic version of Stake's (2003) characterisation of instrumental case study informing understanding of other cases. Creswell (2005:34) noted the lack of statistical generalisability as a weakness of case study but supported Stake's (2000) view of the "naturalistic generalisability" of case study in which "readers recognize aspects of their own experience" in a case and generalize from it. This leads to a discussion of the recognisability or typicality of ITE MFL at Macadamia.

Schofield (2000) and Gomm et al (2000) agreed, that choosing a case for its typicality increases its generalizability. An element of homogeneity in ITE in England is imposed by the centrality of the Teachers' Standards in all teacher training and the government requirement for all ITE courses to include 120 days of school experience, so that the scope for course to be atypical without becoming non-compliant is limited. Additionally, the typicality of the Macadamia ITE course as a whole can be claimed on the basis of favourable Ofsted inspections (2010, 2014) before and during the case study, indicating compliance with national standards for ITE. Macadamia's high levels of trainee satisfaction and employment rates, in both MFL and ITE as a whole, suggest a degree of fit with schools' expectations. Macadamia's approach to integrating school-based experience and campus-based inputs may be atypical. The course structure allows continuous school experience with one day a week on campus, rather than the block inputs and block placements which competing local courses offer.

The MFL placement schools during the case study were not atypical of English schools in terms of the proportions of independent, state and faith schools and academies providing placements for the trainees as these are broadly similar to the proportions of students educated in those types of schools nationally. The comparison is inexact as the national figures are expressed in terms of student numbers, not numbers of schools. As shown in Appendix 1, the 19 placement schools of the trainees whose essays were analysed spanned four local authorities and included two language colleges, two academies and one independent school. All but two were mixed schools and two were

faith schools. Silverman (2011) suggests using purposive sampling as a way to increase the generalisability of case study findings; although the sample of schools in this thesis was an opportunity sample and not purposive, in fact it is not atypical of English schools. Generalizability is discussed in the next section.

The need for generalizability in case study research is itself contested. Silverman (2011) observes that the sample size required to claim generalizable results, on a quantitative model, precludes the depth of analysis which characterizes case study. In Stake's (1994) view of intrinsic case study, the case itself is of interest without generalization. Case study as narrative was discussed in an earlier doctoral essay (Regan, 2010), in which Bruner's (1991, 1998) defence of narrative helped my thinking. The use of narrative as a way of understanding the world is again invoked here, with Bruner's (1991, 1998) suggestion that a narrative's verisimilitude can be equivalent to verification and verifiability in the scientific method.

Flyvbjerg (2011:309) takes as an indicator of rigour in case study approaches the observation that "researchers […] typically report that […] case material has compelled them to revise their hypotheses on essential points." In the present study, my initial analysis of trainees' essays used pre-determined categories with marked lack of success; this necessitated a closer reading of what trainees had actually said, not instances of what I had expected them to say, about their experience in school. Biesta (2007) supports a change of focus in research, in order to maintain the necessary critical distance between research and practice where it becomes apparent that the initial question had been the wrong one. That has been true of the present case study as it emerged that classroom language acquisition as a whole should be the focus of attention, not speaking skills in isolation.

This case study is thus my account of the ITE MFL course at Macadamia. Rather than a definitive view on MFL pedagogy or teacher education, it is the account of an informed insider who has aimed to be worthy of trust, from which generalizations or illumination may be drawn as a contribution to knowledge.

3.9. Elements of Action Research in the Initial Teacher Education and Classroom Interventions

The two interventions in the study involved elements of action research. The interventions were changes in the content, pedagogy and assessment within the MFL Curriculum Studies (CS) programme and a classroom intervention in Year 8 MFL

lessons. The data on the impact of CS changes provoked further questions and emergent methods (Creswell and Plano Clark, 2011) which have been absorbed into the case study. The classroom intervention was truncated due to practical and ethical constraints but the data collected during that phase of the study have been used in triangulating other data from the case study as a whole. For example, students' comments about speaking skills have complemented trainees' comments in their essays and focus group discussions. Similarly, the process of conducting the classroom intervention became part of the analysis of ITE using Activity Theory as a framework.

Following the example of Ellis and McNicholl (2015) the classroom intervention itself can be seen as a modification in the usual division of labour within the activity system of ITE as, with permission from the host MFL department, I joined the trainees and their mentors in the process of lesson planning and review. Attempting to incorporate that new division of labour into my work as a Curriculum Tutor would constitute the next cycle of action research if I were in a position to do so.

3.10. Validity and relevance in action research

According to Reason and Bradbury (2005) the origins of action research can be traced to critiques of positivist science, to ancient cultures seeking solutions to practical problems, and to "the Marxist dictum that the important thing is not to understand the world but to change it".

Elliot (2009:28) observes that new knowledge is needed when traditional approaches are unable to address situations which arise in action. He writes of common sense reasoning as "discerning the particularities of a situation from the standpoint of an ethical agent". Referring to Aristotle, he equates this discernment with phronesis rather than episteme, the discovery of universal truths. It appears to be the particular, situated nature of action research which offers its strengths and weaknesses, which in turn overlap with those of case study discussed above.

Criticisms of action research noted in an earlier piece of doctoral work (Regan, 2010) could all be levelled at the present study. They include being "an approach to educational management" (Wallace, 1987) and "an institutionalized model of in-service teacher education" (Carr and Kemmis, 2005). Similarly, Couture's (1994) "Dracula" image of the tutor action researcher, feeding off the work of trainees, could also be applied here as I have benefitted from the work of my trainees by using their essays and conversations as data. However, the study can also be characterised as intensive reflection on practice and Gough (1996) justifies of the use of action research for that purpose. Pasmore

(2006) also links action research in the workplace with reflective practice, citing Dewey's (1933) phases of reflective thinking, discussed in the literature review. In order to meet Lomax's (1994) requirement that achieving practical outcomes should be a criterion for action research, further turns of the action research cycle would be needed. Reason and Bradbury's (2006) "working towards practical outcomes" is more achievable and they include the creation of new forms of understanding as a purpose of action research. Similarly, Elliott (2009:35) sees action research as practical philosophy in which "practically relevant features of particular action contexts […] repeat themselves across contexts". Drawing on Aristotle and on Carr (2006), he describes phronesis, as a mode of reasoning with an evaluative standpoint which arises in the search for situational understanding. Elliott (2009) writes of a "disciplined conversation" among communities of teacher researchers as constituting rigour in action research where teachers are developing action hypotheses. The metaphor of conversation creates a more collaborative tone than one of debate to be won or lost and this thesis aims to be part of that conversation.

3.11. Position as Insider-outsider Researcher during data collection

In relation to the ITE course, this study was evidently insider research. Drawing on Dunne, Pryor and Yates' (2005:32) discussion of interviews, my "social position" has made "a neutral interchange unlikely". Therefore I may have been unintentionally coercive in exchanges with participants and some of the trainees' responses may have been influenced, in spite of attempts to avoid this by planning their participation for the end of the course. Ellingson's (2011) qualitative continuum of research approaches has "researcher as main focus" at one extreme and "researcher is presented as irrelevant to results" at the other. To borrow Ellingson's (2011) terminology, my chosen position is in the centre of the continuum and has "participants as the main focus but the researchers' positionality is key to forming findings" as it colours all interpretation.

If this thesis is accepted as a reflection on practice, my insider position is arguably pivotal. However, as Mercer (2007:6) observes, this may not result in "thicker description or greater verisimilitude" although participants' responses may be more candid where the researcher is well known to them. She also notes the danger of a shared "myopia" where situations which are commonly understood are not fully explored. Mercer (2007) suggests that insider researchers should not make known their own opinions about their research topic to avoid influencing outcomes but that would have been impossible to achieve with the trainees in the case study. This is mitigated to some extent by comparing

the three cohorts as, although I was the tutor for all three, discussions in Curriculum Studies sessions over the three years were not standardised.

Although I was an insider researcher in the ITE course, I was an outsider in the classroom, experiencing Humphrey's (2007:19) "dissonances between self-identifications and other attributions". As a former teacher of MFL, and having observed many MFL lessons as a university tutor, the content and structure of MFL lessons are familiar and I had visited each of the participating MFL departments many times to observe trainees on placement. I had good working relationships with the participating mentors, developed over a number of years. However, I was not a member of staff, I had not taught in those classrooms and therefore did not know where to find any materials; nor did I know the students or teaching assistants. I was therefore a fish only partly out of water, not floundering but not quite swimming either as I adopted my role as novice classroom researcher rather than experienced observer of lessons.

However, during the classroom interventions, even my researcher role slipped as I spoke to students about the task and adjusted the recording equipment. Humphrey (2012) wrote of her conflicting roles in researching social work education which "converged and collided" during her research. My roles in this study were those of researcher, tutor, teacher and mentor and my greatest role conflict arose when I found myself reacting more like a parent or classroom teacher than as a researcher during the Aurora focus group and behaving as a technician in the intervention lessons, managing the recording equipment. I can only envy the colleague from another university who was provided with a research assistant to film the classrooms in her research.

3.12. Research methods

The data collection from the cohort study and the interventions overlapped and the analysis became increasingly complex with the use of emergent methods. It is summarised in figure 9 as a table to complement a discussion of the main methods used: case study, action research and focus group.

3.12.1. The case study

The case was the ITE MFL course at Macadamia University across three years and three cohorts of trainees. Within the case study, data were taken from trainees' written assignments on planning a unit of work, the lesson plans within the unit of work and focus

Research question	Data collected	Analysis
1. To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Language (MFL) classrooms? **(Cohort study and both interventions)**	33 Units of work planned by trainees in written assignment	Counting the percentage of lesson time planned for speaking activities
	33 essays on teaching MFL	Quantitative Content Analysis of trainees' essays to identify most prevalent issues in trainees' reflections on their work
	Strengths and targets from tutors' comments on trainees' Lessons across three cohorts	Counting the proportion of MFL specific comments
	Strengths and targets from mentors' comments on 50 lessons (from opportunity sample of trainees' progress trackers)	Counting the proportion of MFL specific comments
2. How do trainees and students experience the teaching of speaking skills? **(Cohort study and classroom intervention)**	Recorded group discussions with trainees on speaking skills (cohorts 1 and 3)	Thematic analysis of transcriptions, cross referenced between the two year groups and with the students' comments
	7 Units of work on speaking from across 3 cohorts of trainees	Close reading of trainees' evaluations of individual lessons within the Unit of Work Counting the time planned for input, output and interaction
	Intervention data	Intervention data
	33 Units of work from three cohorts of trainees	Counting the percentage of time planned for speaking activities
	Video recordings of students during speaking tasks (intervention lessons)	Counting the percentage of time spent in language related episodes Functional analysis based on Halliday's (1973) functions of language
	7 written questionnaires from students	Used as verbatim exemplars
	Audio recording of student focus group discussion	Thematic analysis of transcriptions
	Audio recording of students discussing speaking activity	Used as verbatim exemplars
	Recorded de-brief between trainee and mentor after intervention class	Thematic analysis of transcriptions
	Observation notes	Used as supplementary data
3. How do trainees plan for input and practice, including TL? (Cohort study)	33 Units of work from written assignments	Counting the time spent on input, output and interaction
	Recorded group discussions with trainees on use of TL (cohorts 1 and 3)	Thematic analysis of transcriptions
4. To what extent is MFL -specific pedagogic knowledge valued and utilised in secondary schools? (Cohort study)	Tutor observation reports from three cohorts of trainees' lessons two placement schools each	Counting the number and proportions of references to pedagogy, control and accountability then counting the proportion of MFL specific comments as a proportion of all comments on pedagogy.
	Mentors' comments on over 50 lessons from an opportunity sample of two documents tracking weekly progress	Counting mfl specific comments

FIGURE 9 SUMMARY OF RESEARCH METHODS AND DATA ANALYSIS

group discussions with two of those cohorts, to provide a view of trainees' understanding and experience of teaching speaking skills.

Course documentation, showing feedback on lesson observations from mentors and my own tutor observation reports, has been used to supplement data on mentors' and tutor's perspectives. Data collected during the classroom intervention and subsequent group interviews gave the students' perspective. This afforded triangulation in the sense of increasing the "clarity and validity of communication", as suggested by Stake (2003:147). Trainees' lesson plans from a written assignment on planning a unit of work showed the types of classroom activities they were planning for their students.

The evaluation sections of the same 33 assignments were subjected to thematic analysis, based on Silverman's (2011) Quantitative Content Analysis, to reveal the issues which trainees had mentioned most frequently. A subset of these assignments, the seven which had focused on speaking skills, was analysed in greater depth by including the trainees' evaluations of individual lessons. These evaluations could be taken as a closer reflection of trainees' classroom experience than the more formulaic academic language of the essay as a whole. Trainees include these evaluations in the appendix of their assignment and they are not formally assessed.

Thematic analysis of transcripts of two focus group discussions with cohorts 1 and 3 gave further insights into trainees' experience of teaching speaking skills in school.

My own lesson observation reports, collected over the three years of the study, together with an opportunity sample of weekly progress tracking forms for trainees in Cohort 3, were used to gauge the priority given to subject-specific pedagogy in feedback from myself and mentors respectively.

3.12.2. The Initial Teacher Education intervention - Changes in curriculum in Initial Teacher Education for Modern Foreign Languages.

In addition to the input in Curriculum Studies sessions, the 2011-12 trainees benefitted from a Professional Studies lecture on Group Talk by Julia Sutherland, based on her own research (Sutherland, 2011), after which MFL trainees worked on adapting her suggestions for group talk activities for use in MFL lessons. The discussion has become a regular feature of CS sessions. In my university sessions, I used video examples in the online training on teaching speaking skills produced by Horton (n.d) to give examples of good practice. I also used the online materials of the pdcinmfl consortium, established by Macaro and Graham (2012), to demonstrate those approaches and stimulate discussion on strategy instruction and show examples of effective practice. I increased

the emphasis on listening activities as input rather than testing and referred frequently to my own research and the problem of students relying on scripted dialogues. The additional external input to the Curriculum Studies programme across the three years of the study is shown in Appendix 3. It included sessions on phonics, Content Learning in the Language (CLIL), and class talk.

The ITE intervention - changes to pedagogy and assessment

As a direct result of Sutherland's (2012) lecture on Group Talk, to improve my own practice and to model good practice for the trainees, I adjusted the format of Curriculum Studies sessions to include smaller group work, with less time spent on whole class discussion.

I adjusted the assignment brief for the 2013 and 2014 Cohorts to require a focus on one of the four skills or vocabulary learning. This aimed to focus trainees' attention on a more detailed consideration of teaching and learning in MFL if they chose to work on generic pedagogic issues such as Assessment for Learning.

3.12.3. The classroom intervention

This was conducted with two Year 8 MFL classes taught by trainees in two partnership schools. After consent was obtained from Head Teachers, heads of department, mentors and trainees, experienced mentors from three schools, Aurora, Belle View and Coast schools, attended a briefing meeting in the summer term of 2013. Only one trainee, Bill who was placed at Belle View, was able to attend. The mentor from Aurora agreed to brief the trainee, Anna, after the meeting. Coast school later had to withdraw due to lack of parental consent. The intervention was summarised as shown in the briefing for participating trainees and their mentors, shown in the figure below.

Together with their mentors, the two trainees each identified a suitable KS3 class and planned a lesson in which students would discuss in small groups an advertisement for an item relevant to the topic which the class had just finished studying. At Aurora school this was an advertisement for a house, at the end of the "Mein Haus" topic in German. At Belle View School students discussed their own designs for a mobile telephone, produced as part of a topic on media and technology. Aurora school's timetable made it possible to intervene in two lessons but only one lesson was available in Belle View School. Students' interactions were video recorded with the intention of playing the recording back to students in a stimulated recall exercise. Timetable constraints

prevented the recall activity but in each school groups of students were asked to reflect on the speaking activity they had completed shortly before.

INTERVENTION FOR DEVELOPING SPEAKING SKILLS

Aim: To introduce discussion on a level of maturity / sophistication comparable with other subject areas into MFL in Year 8

Outline

- Within the current topic from the Scheme of Work, find a poster or other piece of publicity for students to discuss. E.g. for *Les vacances* a holiday poster or short video clip advertising a holiday or region; for *le sport* perhaps an advert for trainers or sports drinks.

- Review prior learning for content on types of people, colours and opinions, also the verb 'to be '– this will be needed for the discussion and may need revision. The words *image* and *lettre* need to be taught if not already encountered in the Scheme of Work

- Introduce C'est *bien pour….* Or the equivalent in Spanish or German

- Present students with the task of discussing the advertisement, looking at the colours used, the style of the letters and the images. The idea is that students discuss the target audience (*C'est bien pour les enfants/ les personnes agées*) using what they have learned about the topic and the small number of new expressions. They should also be encouraged to use dictionaries to extend their vocabulary as required.

FIGURE 10 THE CLASSROOM INTERVENTION – BRIEFING FOR TRAINEES AND MENTORS

At Aurora, this was done in a self-selected focus group of students during the lunch break and at Belle View the conversations were recorded during the lesson. All recordings were subsequently transcribed.

There was some shrinkage in the data. The planned sample had been three classes in each of three schools who had agreed to participate. One school was unable to proceed as only two students obtained parental consent. Conducting the research until after the trainees' assessments had been completed, to avoid any element of coercion, left a window of three weeks in the summer term. Timetable clashes, and a journey time of an hour, between the two remaining schools resulted in one lesson being available at Belle View School and two at Aurora. One of those two lessons coincided with a GCSE examination so that the mentor was unable to be present to de-brief the trainee. Anecdotal comments from colleagues engaged in school-based research indicate that

such access problems are not uncommon but they appear to go unmentioned in the literature.

A questionnaire for students produced limited but interesting data. The perspectives of trainees and mentors were explored by recording the post intervention de-brief between one trainee, Bill, and his mentor and separate conversations with the second trainee, Anna, and her mentor.

3.12.4. Focus Groups

The aim of using focus groups was to gather data on the perspectives on speaking of students, and trainees. Focus group discussions were held with two cohorts of trainees, one group of students at Aurora school and a group of three students at Belle View.

The questions given to the 2012 cohort of trainees were

How important is it for students to speak in target language?

How do students react to speaking activities in class?

What have you found most helpful in planning speaking activities?

The questions were modified in 2014 to

How do you view teaching speaking skills, how much time do you spend on it, what priority do you give it and how much freedom do you have in what you do?

What about using TL? How easy is it to keep it going and what's helping you?

The students, mentors and trainees involved in the classroom intervention were asked to say how they had found the speaking activity completed in class shortly before. The post-lesson de-brief between the mentor and trainee at Belle View is also regarded here as a focus group. The equivalent discussion at Aurora school was impossible as that lesson coincided with a GCSE oral examination so that the mentor was not present and I recorded the trainee's impressions of the lesson. For the two discussions among trainees and the group of three Belle View students, the questions were presented on typed sheets and the discussions recorded on voice recorders. All discussions were audio recorded and I took contemporaneous notes of all discussions except the Belle View students. The mentor and trainee at Belle View were asked to conduct a normal de-brief but my presence as eavesdropper may have influenced their conversation.

I participated only in the discussion with the Aurora students, together with the mentor, who was also the class teacher. (The trainee was present but did not participate). Our

inputs primarily sought clarification but also offered reassurance when students voiced anxieties, for example about being misunderstood while on the German exchange. It is not clear how these inputs affected the data. However, because of our inputs, the discussion could have been seen as more a group interview than a focus group. Cohen, Manion and Morrison (2000) identify group interviews as preferable to individual interviews with children as the format is likely to be less intimidating.

The views of students were sought to redress the imbalance which casts students, in the language of the MFL curriculum, as objects or products rather than subjects or participants. For example, the KS3 MFL framework (2003) contained several sentences beginning "students will be expected to…." and the criterion in the Edexcel (2009:20) mark scheme for the speaking assessment, "Generally at ease with subordination", has overtones beyond its grammatical intent. Together with Ofsted's (2011, 2008) use of spontaneous talk in TL as a symbol of successful teaching, the nature of official language necessitates a response from students themselves. It was important to include the views of trainee teachers because trainees can also be seen as product, as in the exhortation from the Teaching Agency representative (Teaching Agency, 2011) to "make your trainees so good at this that they improve things in school" which was the starting point for this thesis. In spite of that political strand, it is the pedagogy and inquiry which are more useful articulations.

The interactions between participants in the focus group with students included some extraneous comments (e.g. about the German exchange) but were used mainly for comparison with the comments of the trainees. The content of students' individual contributions was therefore given priority, rather than the interaction between the students. Qualitative thematic analysis was used in each case to understand "participants' meanings and illustrate […] findings" (Silverman, 2011:228). In a discussion of focus groups by Kamberelis and Demetriadis (2011), they are seen as "articulations of pedagogy, politics and inquiry". Each of those characterizations might apply to the use of focus groups in this study but it was envisaged as supporting pedagogy through inquiry, with politics as part of the context.

Among other attributes cited in their chapter, Kamberelis and Dimitriadis (2011:546) view the pedagogic function of focus groups as contributing to understanding of "issues critical to [….] the group's interests". In an interpretive context, they see the main goal of inquiry as generating "rich, complex, nuanced and even contradictory accounts of how people [.….] interpret their lived experience. This characterization of the two functions fits the use of focus groups in this study. The data produced by the group discussions

have been interpreted through the same lens of my own lived experience but they are gathered from different sources to corroborate or challenge each other.

3.12.5. Questionnaire

Inspired by the example of a fellow doctoral student, I had intended to use a single questionnaire on speaking skills with students, trainees and mentors to compare their perspectives. These would then be presented in a visual display of participants' responses. The questionnaire first asked respondents to rank nine sentences about speaking in language lessons in order of importance. The ranking exercise proved to be too complex a task in the time available and a chance video recording of one of group of students indicated that they had not understood how to complete it. Therefore the ranking data have been discarded. However, the second part of the questionnaire asked respondents to complete the sentence: "It is important / not important (please delete one) to practise speaking the foreign language in lessons because…" This style of question, as suggested by Somekh and Lewin (2005), created the opportunity for a less predictable response and it yielded some interesting comments from a small number of students, quoted in the data analysis.

3.13. Visual methods – benefits and disadvantages

The use of video recording during the intervention classes was an adjunct to classroom observation, although it was the sound track which was used more extensively in the analysis. The video recordings revealed the varied levels of students' engagement with the task, the students' approaches to turn - taking within their groups and, in some cases, their reinterpretation or avoidance of the task. The cameras were largely under the control of the students and some chose to stay out of shot completely while others used the camera as an audience. Video recording might have been the obstacle to parental consent, as suggested by the mentor at Belle View, and this lack of consent reduced the number of participating schools from three to two and the number of students from over 70 to 23. The mentor's opinion finds some resonance in Prosser's (2011) complaint that ethical consent procedures limit the scope for using visual research methods. Prosser (2011) was not discussing work with children and was more concerned with preserving confidentiality where images appear in published research but the tension between visual methods and ethical consent is still present. Had timetable constraints not prevented the planned use of the recordings for stimulated recall, using video would have been more helpful. The challenge of managing several video cameras simultaneously

reduced my ability to observe the classes during the lesson so that the overall benefit of this approach to data collection compared with audio recording is questionable.

3.14. The data sets

The data sets analysed in this chapter are as follows

The lesson plans and evaluations from the 33 Units of Work written by three cohorts of trainees

The lesson plans and evaluations from the seven assignments, taken from the set of 33, in which trainees had focused on speaking skills

Transcripts of group discussions with Cohorts 1 and 3

Transcripts of post-lesson conversations with two trainees and their mentors who participated in the intervention

Transcribed recordings of students engaged in speaking activities in three lessons.

Transcribed recordings of students discussing speaking activities. In one school this was a group of six students talking to the mentor and me. In the other school, three small groups of students were recorded speaking amongst themselves

Students' responses to a questionnaire on the importance of speaking in MFL lessons.

Tutor observation report forms from 3 cohorts of trainees

An opportunity sample of a year's lesson observation feedback for two trainees in Cohort 3

Field notes made over the three years of the study have been used as a source of supplementary data where relevant. Transcriptions of all the discussions and tables showing the analysis of lesson plans and observations are presented in the Appendices.

The lesson plans were analysed using a combination of quantitative content analysis (Silverman, 2011) and thematic analysis (e.g. Creswell, 2007; Braun and Clarke, 2006). Thematic analysis was used to analyse the discussions and the report forms. Themes have been cross referenced between data sets and are discussed in response to each of the Research Questions. The Magritte (1929) painting of a pipe, entitled "This is not a pipe", illustrates the possible disadvantage of thematic analysis as it relies heavily on my interpretation when identifying themes. This approach risks possibilities for misunderstanding but is consistent with an interpretivist approach to research.

3.14.1. Frameworks for data analysis

Analysis of the trainees' essays

The main approach used in analysing the 33 trainees' essays and two group discussions was thematic analysis searching for concepts and categories, using the frequency with which each theme appeared in Quantitative Content Analysis, described by Silverman (2011). This combined qualitative and quantitative elements. As described in the Data Analysis chapter, the themes were identified from my multiple perspectives as researcher, teacher educator, and MFL teacher.

The lesson plans

In analysing the lesson plans from the three cohorts of trainees, first the time planned for speaking activities in each cohort was counted to see if raising the profile of speaking skills in the course programme had been effective. Although counting minutes suggested that enriching the course input had achieved some success (figure 12), this gratification was short lived. On reflection, measuring only the time spent on speaking seemed to be a simplistic view of lesson planning, which risked colluding with the over-simplified appraisal of language teaching expressed by Ofsted (2008, 2011) and by the Teaching Agency (2011) in their complaints about lack of TL use.

In the spirit of bricolage, I searched for an available tool, compatible with SLA theory, to use as a framework for my further analysis of trainees' lesson plans and to give a more rounded picture of trainees' teaching. It would also afford a richer consideration of language learning and the conditions which would result in sufficient proficiency in TL for students to speak spontaneously. Accepting that Ellis' intended purpose when proposing his set of principles was to support thinking about teaching and learning, not for evaluation, I used Ellis' (2005) principles of instructed language learning as a framework to explore the potential value of the planned lessons for language acquisition. Those principles are based on Ellis' (2005) review of the literature on SLA to identify areas of consensus on those aspects of instructed language learning which have been shown to be successful. Ellis does not claim the list as exhaustive and notes that, although he has omitted some issues from the list if there is a lack of agreement in the literature, this does not mean those issues are unimportant. He gives the example of the contested area of error correction. The analysis used nine of Ellis' ten (2005) principles. The principles are

listed below, together with the operational version I assigned for the purposes of coding trainees' lesson plans.

Principles of Instructed Language Learning (from Ellis,2005)	The adapted version used to code activities in trainees' lesson plans. (See Appendix 2)
1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence	Formulaic + rule-based Instruction *Eg chunks and grammar*
2: Instruction needs to ensure that learners focus predominantly on meaning	Focus mainly on meaning *Eg Decoding and encoding messages*
3: Instruction needs to ensure that learners also focus on form	Focus on form *Eg grammar teaching*
4: Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge	Develop implicit knowledge *Eg games, practice activities*
5: Instruction needs to take into account the learner's 'built-in syllabus'	Learner's built-in syllabus *Eg gradual increase in complexity*
6: Successful instructed language learning requires extensive L2 input	Extensive L2 input *Eg TL use, Listening & reading activities*
7: Successful instructed language learning also requires opportunities for output	Opportunities for output *Time sent on speaking & writing*
8: The opportunity to interact in the L2 is central to developing L2 proficiency	Opportunity to interact *Eg pair work, group work*
9: Instruction needs to take account of individual differences in learners	Individual differences in learners, to match aptitude & motivation *Evaluation of engagement*
10: In assessing learners' L2 proficiency it is important to examine free as well as controlled production	Principle 10 was omitted from analysis as assessment type is largely dictated by the Scheme of Work and outside the control of the trainee.

FIGURE 11 ELLIS' (2005) PRINCIPLES OF INSTRUCTED LANGUAGE LEARNING ENCODED

The tenth principle was excluded as it concerns the focus of assessment; trainees have no control over this but have to comply with the host school's assessment régime. My analysis of lesson plans suggested that the most striking feature was a lack of significant

TL input. Hence a further quantitative analysis was done in which the lesson activities were re-categorised into input, output and interaction, drawing on the work of Gass et al (2013), and counting the time allocated to each. (See Appendix 9.)

Although each principle was operationalized as a feature of MFL classroom practice, based on my own professional knowledge, some activities were difficult to assign to a single category and/or time frame. For example, a running dictation requires one student to write down a sentence which another student has read, memorized and repeated. That one activity could be regarded as input, output and interaction. Where an activity spanned more than one category, the time allocation was divided evenly between those categories to reflect the learning opportunities provided. In the analysis based on Ellis (2005), the focus was on the individual learner's experience of the lesson. Hence speaking activities were excluded if they involved whole class 'listen and repeat' drilling as it is easy, and not uncommon, for individual students to avoid participating in either listening or repeating. Moreover, VanPatten (2015) does not regard drilling as input for language acquisition.

Trainees' evaluations of their units of work

The evaluation sections of the 33 trainees' essays about their units of work were analyzed thematically. The themes identified in this way were then grouped into three categories: school context, student characteristics and pedagogy. (The full analysis of trainees' evaluations of their work in each of the three cohorts is shown in Appendices 4.1, 4.2 and 4.3). Within the pedagogy category, the issues were ranked to find which pedagogic issues predominated in trainees' explicit understanding of their classroom practice. (see Appendix 4)

Analysis of students' engagement in the intervention classes

The planned method of data analysis was a form of discourse analysis, drawing on the work of Silverman (2011) but I could not match the language used by the students with any of my preconceived categories, for example of opinion or persuasion. Ellis' (2012) work on classroom research was helpful in suggesting measuring language related episodes (LRE), for example where students discussed the language they were producing. Here, students' language recorded in the video clips relied so heavily on the stimulus material as script that it did not lend itself readily to discourse analysis. Interpreting the LRE more broadly to encompass any engagement with the stimulus

materials, the length of time on task, or "languageing" in either TL or English was counted for two of the four groups at Aurora (Appendix 5). The time spent in avoidance behavior was also counted and the numbers of contributions of individual students were also counted to give an indication of participation levels.

To give a sense of the meanings expressed by the students during the intervention task, another framework was needed. Halliday's (1973) linguistic functions are sometimes quoted in books on MFL teaching, even though they emerged from his work on the development of the first language in babies. He identified seven functions: instrumental (to obtain something), regulatory (of others' behavior), interactional, personal (expressing feelings), heuristic (seeking knowledge), imaginative and informative. I used these seven functions to code the spoken exchanges between students during the intervention task

Again, this piece of bricolage used a set of concepts in a way other than intended by their originator but it enabled me to achieve a sense of researcher distance from the data. Otherwise, through the lens of MFL teacher, I could have simply seen the students as being off task and thus missed possible insights into their behaviour.

Chapter 4   Data analysis

The data analysed here are presented in response to the four research questions:

To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Language (MFL) classrooms?

How do MFL trainees and secondary school students experience the teaching of speaking skills?

How do trainees plan for input and practice, including target language?

To what extent is MFL subject-specific pedagogic knowledge valued and utilised in secondary schools?

4.1. To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Language classrooms?

These data reflect the three changes to the CS programme and are presented together with a preliminary discussion. The data were taken from the lesson plans of three cohorts of MFL trainees submitted as part of their written assignment, the essays in that assignment and the focus groups with the first and third cohorts.

4.1.1 Enriching the input on speaking skills in the Curriculum Studies programme coincided with an increased proportion of lesson time planned for speaking

Without making claims for causality, there was a notable change in the time planned for speaking activities in trainees' units of work over the three years of the study. This is shown in the table and chart below. As each cohort contained a different number of trainees who were working in schools with lessons of differing lengths, ranging from 35 minutes to one hour, and the number of lessons in each unit of work varied between 4 and 6, the proportion of time planned for speaking has been calculated as a percentage for ease of comparison between groups.

The first cohort provided a baseline for subsequent data as their essays had provided some of the stimulus for change to the Curriculum Studies programme.

Year	Proportion of lessons without speaking activities	Average proportion of time planned for speaking	Range of percentages of time on speaking
2012	52%	12%	0-20%
2013	16%	24%	5 - 52%
2014	11%	24%	11-40%

FIGURE 12 THE PROPORTION OF LESSON TIME PLANNED FOR SPEAKING
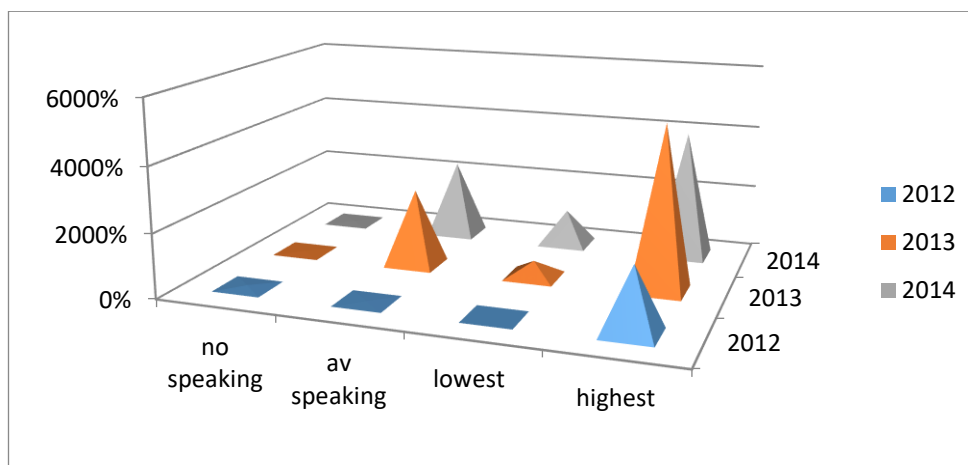
FIGURE 13 PROPORTION OF LESSON TIME PLANNED FOR SPEAKING, COHORTS 1-3 (2012-14)

In each cohort, different (but overlapping) sets of schools were involved, with different groups of students. For both students and trainees, their prior experience, academic qualifications, educational backgrounds and personalities were different for every cohort. The groups were not matched for any of these factors and data were collected without the use of experimental conditions or a control group so that it is neither possible nor intended to make strong positivist claims. However, the data suggest at least a coincidence of increased input in CS, and increased attention to teaching speaking skills in trainees' planning.

Low take up of ideas for speaking and group talk introduced in Curriculum Studies sessions

The units of work from the three cohorts showed little take up of any of the ideas and strategies which had been presented in university sessions, such as the Class Talk workshop. All of these sessions had included practical suggestions for classroom teaching, which trainees from every cohort said they valued, yet only two trainees put them into practice. In each case, the approach coincided with the placement schools' current view of desired practice. Thus Hawkes' (n.d.) approach to teaching phonics was included in the Cohort Two trainee's unit of work on speaking skills in a school where Hawkes' scheme of work for Spanish, including phonics, was being used in Year 7. In Cohort Three, the host department was trying to introduce Horton's Group Talk approach to MFL and the trainee was given the freedom to pursue this. A summary of the other enriched input is included in Appendix 3.

The Cohort 1 trainees did show implicit understanding of SLA processes in their comments during the group discussion, as in the following comments

> *We shouldn't over emphasise speaking over the other skills. Speaking is important, it's all interlinked, it's hard to speak before seeing it written down, need all 4 skills and some reading and writing before speaking. (line 1)*
>
> *Speaking needs to be about 4-5 lessons in [to the unit of work]. (line 55)*
>
> *(in response to a comment about students regurgitating what they have heard). That's how I would learn, it's incidental language. (line 82)*

I interpret these comments as acknowledging the role of input and the importance of providing adequate input before requiring or expecting productive language.

4.1.2. Effects of changes to pedagogy and assessment

These changes showed little noticeable effect in the 33 units of work. The numbers of pair and group work episodes planned in the units of work were low for all cohorts but showed a slight increase across the three years. (The full analysis of the Units of Work for the three cohorts is shown in Appendix 7. It counts the minutes allocated to receptive, productive and interactive tasks in trainees' lesson plans.)

More significantly, one trainee from Cohort 2 spoke about her students' progress in autonomous learning during her unit of work and related it to the benefits she had gained from small group work in university sessions (Field notes, May 2013).

Changing the assessment briefing had no clear effect. There may have been a reduction in teacher-centred discussion, based on firmly-held personal beliefs rather than theory or classroom experience, but the personalities and past histories of the 33 trainees were so different that such a comparison would be invidious. The pattern of most frequently raised issues in the 33 essays (discussed below) was informative, both for the overall dominance of AfL and the comparisons between groups.

4.1.3 Trainees' perspectives on pedagogy

An emergent question, which replaced a narrow focus on trainees' explicit use of input from university sessions or reading on SLA theory, was to ask what does feature in trainees' thinking. To investigate this, the evaluation sections of the 33 essays on trainees' units of work were analysed thematically, as explained in the Methodology chapter. Within the pedagogy category, the issues which predominated in trainees' writing were surprisingly consistent across the three cohorts. The group discussion

among the Cohort 1 trainees included several references to AfL but it does not appear to have been an issue for Cohort 3.

Across the three cohorts, the most frequently raised issues in essays were AfL, student groupings and scaffolding

Among 2012 trainees, the most frequently raised issues were AfL, groupings and TL use, followed closely by differentiation.

Among 2013 trainees, the most frequently raised issues were AfL, scaffolding and differentiation, followed closely by groupings

Among 2014 trainees, the most frequently raised issues were AfL, groupings and scaffolding

Of these aspects of pedagogy, only TL use and differentiation feature among Ellis' (2005) principles of instructed language learning. An optimistic view would be that concern about groupings indicated collaborative group work in lessons but it was more often related to behaviour management.

Here generic pedagogy and SLA approaches appear to be out of step as AfL does not feature among Ellis' (2005) principles and it is difficult to match the concept of AfL with FL pedagogy except in the (disputed) area of error correction or possibly of negotiated meaning. (Ellis, 2005:210) comments on the lack of agreement in the SLA literature which rendered it impossible to include any generalisations about the use of corrective feedback in his principles). Yet AfL looms large in essays and lesson evaluations and uses valuable minutes of scarce lesson time. Two trainees spent time in their unit of work allowing their students to reflect not just on their work but on the process of peer assessment, applying AfL strategies to teaching strategies.

Just under a third of trainees included grammar teaching in their evaluations. This could be partly because of trainees' apparent preference for working with Year 7 who may tend to spend less time on grammar. Only one fifth talk about creative or unplanned use of TL. The analysis of issues raised in trainees' evaluations of their units of work is presented in more detail in Appendix 4.

4.1.4 Influencing classroom practice – learning from the Classroom Intervention

The intervention lesson achieved some success in promoting speaking between students. As described in the Methodology chapter, the intervention was a small group speaking task, designed in collaboration with trainees and mentors to complement work the students had already completed as part of the school's scheme of work. The

intervention also served as a stimulus for discussions with trainees, mentors and students.

The two trainees who participated in the intervention, Anna and Bill, estimated that time spent on this task was approximately twice as long as their usual speaking activities and this estimate was supported by comparison with the time allocated for speaking activities in lesson plans across the cohort.

However, transcripts of students' conversations while engaged in the intervention task, and in a previous activity, revealed varying interpretations of task, varying levels of participation within small groups, some avoidance behaviour and reliance on script. Similar findings are also reported in the literature, e.g. Swain and Lapkin (1998), where tasks are interpreted and carried out differently by different learners. Ellis (2000) described this as learners co-constructing the task.

The time spent on task by the groups at Aurora and Belle View Schools varied from very little to almost 100% with some students using the support material as a script, some remaining silent but clearly attentive, and others avoiding the task completely. The students at Aurora worked in four groups of four, identified here as playful, anxious, conscientious and disengaged. The interactions of the first two groups are transcribed in Appendix 5.1 and 5.2 respectively. Swain and Lapkin (1998) argued that L1 use is a legitimate part of classroom language when it relates to the task and Swain, Kinnear and Steinman (2011) used the term "languageing". However, Wells (1999) observed that there must be a balance between L1 and L2, based on clear principles, to avoid complete neglect of L2 oral use in the lesson. In this analysis, any sentence which related to the stimulus or the task has been counted as on-task behaviour.

For the 'playful' group, the time spent on task during the activity was approximately 50%, if time sent discussing the task in English is included. However, they did find the answer to the question about who might live in the house described in the stimulus. For the 'anxious' group, the time on task was almost 100% but they focused entirely on translating the stimulus material without answering the question.

In each group the level of contributions from individual members varied greatly. However, in the 'playful' group, the relatively small number of utterances from one girl, referred to as Pippa, were often pivotal in maintaining order and focus and in solving the task. (Pippa is the student who explained her dislike of speaking in class during the group discussion). It appears from the analysis that one member in each group was allowed and willing to dominate and perform a monologue. In the playful group, the pattern of utterances

among the four girls was 57:23:8:0 and in the anxious group it was 30:15:7:1. In the conscientious group, the equal sharing of contributions was managed by one girl, Connie, whose views are quoted in the section on the importance of affect.

Neither the conscientious nor the disengaged groups' interactions have been transcribed. The conscientious group were on task the whole time and meticulously took turns to speak but each sentence was read directly from the stimulus sheet. The disengaged group enjoyed speaking to the video camera with no reference to the stimulus, the task or the lesson unless directed by the teaching assistant.

Students at Belle View, (see Appendix 5.3) were engaged in the task, took turns and also relied heavily on the stimulus and support materials.

The intervention lesson appears to have had some success, in terms of the greater than usual time students spent on the speaking activity and the level of on and off task behaviour. However, it was clearly an unfamiliar situation for all concerned. It demonstrated the challenges of providing adequate support without that support becoming a script in its own right.

4.1.5 Influencing Classroom Practice – an Activity Theory analysis

Although schools in the partnership share responsibility for training teachers and therefore share responsibility for shaping their classroom practice, there is a sense that for the tutor to exert too much influence on practice would somehow be to intrude into the professional space of the mentor or class teacher. Considering both the intervention and the university programme changes in terms of Activity Theory (Engeström, 2007) helps to locate a path to achieving change from outside the school. The following analysis draws on the work of Potari (2013) who used Activity Theory to analyse the training of teachers of mathematics. The inclusion of outcomes also follows his example. The suggested elements of the path to change are identified using underlined font.

It appears from this analysis that, in normal practice, there is no pathway for ITE to affect practice in schools because meetings between mentors and tutors occur infrequently and focus on the trainees' progress. In contrast, the intervention was a joint effort in which a suggestion from the tutor was interpreted, contextualised and implemented by the trainees and their mentors. This is shown most clearly in the sections on rules and tools below, where the intervention created more opportunities for collaborative work between the tutor, trainee and mentor.

	Comparison of two Activity systems: changing classroom practice on speaking	
	Case study – 19 schools	**Intervention – 2 schools**
Subject	33 trainees	2 trainees
Object	Improve trainees' work on speaking skills	
Tools	Research <u>Outside speakers for trainees</u> <u>Seminars and lectures) for</u> <u>Guidance notes) trainees</u> <u>Assignment briefing)</u> Tutor experience and beliefs Mentor experience and beliefs	Research <u>Briefing session for participating mentors and</u> <u>trainees – discussion and joint planning</u> Tutor experience and beliefs Mentor experience and beliefs
Community	ITE partnership – schools, mentors, MFL colleagues, tutor, trainees	
Rules	*Explicit.* Tutor designs training based on experience and research Competence based training. Training takes a number of forms (see tools) Trainees plan lessons in context of host school with support of mentor.	*Explicit.* Tutor designs intervention task based on experience and research Competence based training. <u>Training in briefing session</u> (above) <u>Trainees plan intervention lessons, in context of</u> <u>host school with support of mentor, following</u> <u>brief set by tutor.</u>
	Implicit <u>Tutor encourages critical approach</u> Mentor 'shows how it's done' Trainee needs to 'fit in'	*Implicit* Tutor seeking data for doctorate Mentor and trainee supporting tutor <u>Trainee already established and in final weeks</u> <u>of placement, assessment completed</u>.
Division of labour	*Horizontal* <u>Tutor designs Curriculum Studies</u> <u>programme</u> <u>Tutor observes one lesson in each</u> <u>placement</u> Mentor observes trainee's teaching weekly and gives feedback Trainee works under supervision	*Horizontal* <u>Tutor designs task in general terms</u> Mentor and trainee design specific task <u>Tutor observes lessons for research only</u> (Mentor and trainee may share teaching as at Belle View)
	Vertical Government sets Teachers Standards and National Curriculum. School designs Scheme of Work Head decides priorities for school.	*Vertical* University ethics procedures Consent from all parties Head of MFL can change planned group*
Outcomes	Trainee achieves QTS Students make good progress Classroom practice improves	Tutor has data for thesis Students make good progress Classroom practice improves
*The Head of Department had a final veto on the choice of class for the intervention and the Belle View class was changed for fear of disruptive behaviour in the class originally chosen by the trainee.		

FIGURE 14 ACTIVITY SYSTEMS INVOLVED IN CHANGING CLASSROOM PRACTICE ON SPEAKING

The collaborative work on the intervention lessons perhaps exemplifies Wells' (2002) point:

> *Whenever the dialogue that occurs in joint activity leads to an increase in individual as well as collective understanding, there is opportunity for each participant to appropriate new ways of doing, speaking, and thinking, and thus to augment the mediational resources that they can draw on, both in the present and in their future activities.*

<div align="right">Wells (2002:61)</div>

The "collective understanding" was a key feature of the intervention as it moved away from a transmission model of training to collaborative working. The conflicts which this model creates for trainees are shown in the comments presented in the next section. During the intervention, trainees engaged with mentor and tutor to plan the lessons instead of the trainee carrying what s/he has absorbed from university sessions into the placement school. It was the tutor who crossed the boundary rather than the trainee.

The positioning of the intervention classes outside the assessment framework was also important. No performance would be assessed as a result of the intervention lessons and the lesson observations were for research, not the customary grading of the trainees' progress or practice.

The primacy of the school's existing curriculum and practices can be seen in the section on division of labour. Both the school's Scheme of Work and the Head of Department's judgement on the suitability of the intervention lessons for a particular class were respected. This respect for current practice was an integral feature of the intervention, as it is in the ITE partnership.

4.2. How do trainees and students experience the teaching of speaking skills?

4.2.1. Trainees' frustration with prevailing practice – script and memorisation

A number of trainees questioned the efficacy of prevailing models of practice, in particular the dependence on scripts and memorisation in speaking but also the role of scaffolding. This is exemplified in these lines from the Cohort 1 transcripts, mirrored in lines 29 and 35 from Cohort 3.

> *Why do we bother with speaking? For GCSE they learn by heart not speaking if that's the ultimate goal* (Frank, Cohort 1, line 10)

> *They're too much used to produce something which is written. It's very mechanical, it kills the colours of language* (Cohort 1, line 15)

> *We're differentiation obsessed, let them speak and make mistakes* (Faye, Cohort 1 line 22)

At times the trainees' frustration seems to merge into blaming the learners, as in these comments, from one trainee.

> *They're not taught verbs or how to change a tense, they don't know verbs in their own language. We can try but we don't have enough hours* (Cohort 1 line 28)

The lack of time to teach language effectively is a major issue in itself; the lack of timetabled lesson time for MFL lessons was recognised 30 years ago by Hawkins (1987) and, from experience, schools have reduced, not increased, the timetable allocation for languages since then.

4.2.2. Constraints and affordances resulting from context

There are some links with the frustration with current practice voiced in the section above in the following comments from trainees.

> *Part of the problem of being a trainee is you're generally sharing classes or coming in half way through. You can have so many good ideas for spontaneous talk but it needs your own classroom.* (Frank Cohort 1 line 84)

> *It's important not to be put off by experiences this year, have to try from September in a different environment* (Cohort 1 line 93)

One Cohort 3 trainee, Tamsin, had been advised not to do pair work with one class (Cohort 3 line 5) while another writes

> *It's difficult as trainees to do something different. As an NQT I hope to get it [target language] established.* (Cohort 3 line 8)

Another trainee, Tina in Cohort 3, mentioned below, compared her two placement schools and recognised the effect of established classroom routines. My earlier essay (Regan, 2012) noted the possible effects on assessment outcomes of trainees' failure to teach in a way the mentor recognises as good practice and trainees' comments appear to illustrate the issue.

4.2.3 The constraints of examination requirements.

The ultimate objective or set of competences for speaking for many students and MFL departments is the GCSE oral examination. Cohort 1 appeared to feel more strongly about this than Cohort 3 who seemed to accept it as a fact of life. Trainees commented on the relative weightings given to the four skills in the GCSE examinations (Cohort 1

line 3) and "We're failing kids if they don't get A* to C, grades are important to them."
(Cohort 1 line 34)

While the demands of the GCSE examination syllabus and assessment framework are inescapable factors in all subjects, there may be additional tensions for MFL because of the range of knowledge and skilled performance involved in learning a language rather than a body of information. In one exchange, trainees commented on a lack of practice in speaking skills (Cohort 1 line 35) and the resulting dependence on script in which "if you change the order, they can't cope" (line 36) and

> *They don't understand what they write. They write a script for assessment but they wouldn't be able to translate it, it's crazy.* (line 38)

I take this as further evidence of a culture of performance over mastery (Dweck, 2000) at the level of lesson planning, with the added burden of performativity (Ball, 2003) under which schools, MFL departments and individual teachers have to achieve a target proportion of grades A* to C at GCSE. This is not to deny the importance of GCSE grades to students but we also need to acknowledge the agency, ability, attitude and motivation of the students, as recognised in the literature on SLA.

Some trainees acknowledge the tensions inherent in all teaching in school, principally the imperative for students and schools to achieve grades A* to C at GCSE balanced against the students' longer term linguistic development or the benefits for their cognitive and personal development of mastering the skill of speaking.

Here the whole basis of lesson planning, directed towards pre-defined objectives and enshrined in the Teachers' Standards (DfE, 2011), is questioned and the requirements of GCSE examinations are seen to militate against the development of the language skills they seek to promote and assess.

Dominance of script with glimpses of free production as an example of spontaneity

Trainees found ways to promote students' use of the language by giving them "something to talk about" by using authentic materials and another had used games (Cohort 3, lines 53 and 51). One trainee saw true spontaneity as possible only in the TL country (Cohort 1, line 16) whereas other trainees appeared to confuse spontaneity with independent study (Cohort 1 lines 19 and 81) The two trainees, pseudonyms Frank and

Faye, who came closest to a consideration of spontaneous talk spoke of 'having a chat' and being free to make mistakes.

> *It's so hard, there's so much work to plan, there has to be a way of doing it that is actually spontaneous like having a chat* (Frank, Cohort 1 line 80)

> *I'm not sure to what extent carefully planned and structured activities get us any closer to them being able to chat* (Frank, Cohort 1 line 101)

> *I don't know, the long term view as a linguist, I want to build confidence to speak the language and make mistakes but what I'm paid to do is to get them the grades.* (Faye, Cohort 1 line 102)

The Cohort 3 trainees complained about the effect of TL use on pace (line 21) because of the negative comments this drew from observers if their lessons lost pace and they therefore did not keep to plan.

In over 30 hours of teaching, described in seven of the trainees' evaluations of their units of work on speaking, there was one mention of spontaneous language use. The trainee, Karen, did not recognise it as such, probably because she was concerned about behaviour management at the time. The achievement centred on the recombination of vocabulary items when writing a menu, in which some of Karen's students included varieties of milkshake. The word milkshake is the same in French and English so the success lies in remembering that milkshakes are made with ice cream and then recycling the ice cream flavours learned in earlier lessons and recombining them with the cognate 'milkshake' in the new context of a menu. However, Karen wrote: "None of them created the optional dialogue to go with it [the menu]", so it appears that the spontaneous use of language she had anticipated did not occur. Most of Karen's reflection on this lesson was concerned with behaviour management issues in the computer room, and how to avoid them in future, so that her focus returned from creativity to control.

The apparently small productive result of a great deal of pedagogic effort perhaps underlines the gradual nature of language learning. After her intensive efforts with her Year 9 students, one of the conclusions Yvonne drew in her essay was

> *…. the fact that the students had retained and reused only a small percentage of the interaction vocabulary they had been presented with actually corresponded to my original view - that spontaneous speech, an alien concept to the students at the outset of the project, would only be possible with lots of time and regular practice.*

> Yvonne, Cohort 3 trainee

The classroom interaction vocabulary which Yvonne had taught her students consisted of a range of hesitation words and vernacular expressions in Spanish such as "¡Estás

loco!" ("You're crazy") which might have been expected to be more widely used. Tarone and Swain's (1995) French immersion programme students reverted to their first language for social interaction until they had the opportunity to meet French speaking students of their own age to learn the vernacular expressions they needed, but these peer tutors are not generally available for English students.

The need for students to learn communication strategies was also one of Zoe's conclusions and Karen writes "opportunities were missed for students to use the target language in feeding back during classroom instructions and routines." In order to teach communication strategies or TL expressions for students to use as Karen suggests, lesson time would have to be allocated for that, as in Yvonne's lessons.

The seventh trainee, Tina, included a five minute question and answer pair work interlude at the start of each lesson in her unit of work and a number of activities in which students spoke in response to a picture stimulus or a bag of food items, expressing their preferences for different foods without a script. Tina attributes the success of this interlude to her mentor's established routines.

4.2.4. Trainees' concerns and students' anxieties about speaking

Trainees

Cohorts 1 and 3 were sensitive to the needs of individual students, as well as the group dynamics of classrooms. They commented on the reciprocal relationship between confidence and speaking, in which one supports the other (Cohort 1, lines 4 and 7), and the assumption by students that they are unsuccessful learners because they are not fluent in the TL.

One trainee suggested using small group work rather expecting students to speak in front of the whole class but another described her students' delight at giving (prepared) presentations to the class "they love showing off" (Cohort 1 line 56). Other trainees described using role play situations such as a television show (Cohort 1 line 62) or market (Cohort 1 line 53) or asking students to speak as if expressing different emotions (line 63) to reduce students' shyness. A number of trainees spoke of the need to provide a safe environment.

Students

A group interview with six students at Aurora School confirmed the reluctance to speak and lack of confidence of some student's. Although they had volunteered to talk about the speaking exercise they had completed during the lesson that morning, the first noticeable feature was the silence of some volunteers.

One girl, Pippa's, aversion to speaking includes speaking in other subject lessons:

> Pippa *It's just speaking to the class, I just don't like it, I get nervous and stuff*
>
> Vanessa: *Was that when you were giving your sentences that you'd been practising in pairs?*
>
> Pippa: *Yeah*
>
> Vanessa: *Is that in all your lessons or just languages?*
>
> [pause and hesitation]
>
> Pam – *you don't really like it in English either do you?*
>
> Pippa: *No–*
>
> Pam: *she's just not a very strong speaker*
>
> (Appendix 6.1, Lines 12 -19)

The dialogue ended with Pippa's voice apparently being delegated to her classmate. Fear of ridicule appears to be an issue for another girl but this is disputed by her friend

> *Yeah it's hard because if you're saying something and you get it wrong, everyone laughs, if you say something like "[name], wie heißt?", and everyone goes "ha ha ha!".*
>
> *No it doesn't actually happen*
>
> (Appendix 6.1, Lines 22 and 25)

However, there is some evidence in the recording of another group during this same lesson that ridicule is sometimes a feature of this class.

A second girl mentioned explicitly the emotional component of speaking in class. Peggy said "in speaking you get more of an adrenalin rush" (line 40). The psychology of arousal and task performance is well established and relevant here (e.g. Baddeley, 1999) and it appears that Pippa's panic was the equivalent of Peggy's excitement The concept of language anxiety (Young, 1991) seems to understate Pippa's feelings

particularly as we might assume that practising language in pairs before having to speak to the class would assuage the anxiety of producing that language. The familiar think-pair-share model does not acknowledge the emotion which might accompany or impede the process and lead to silence even after the response has been rehearsed in pairs.

Whatever the reasons for Pippa's preference for silence in lessons, she chose to have her voice heard in the focus group, (and again in the course of the intervention lesson) and made a significant contribution in each case. Paradoxically, in the intervention lesson, Pippa was the first to engage with the intended task of deciding who lives in the house and was the only one to offer the suggestion in German with the almost perfect sentence "Ideal für einen Familie" (Appendix 5.1, line 72). Furthermore in the focus group, Pippa used her voice, to express her dislike of speaking in class; she was speaking to a group of five classmates, two of her teachers and me, an outsider. This could be interpreted as an indicator of her strength of feeling or that she felt comfortable with that group of girls.

As might be expected, given the importance of peer group relationships during adolescence (e.g. Lightfoot, Cole and Cole, 2009), group dynamics played a large role in the students' thinking; this was seen not only in their fear of ridicule if they make a mistake (Appendix 6, lines 3,66,22,37,67 and 70) but also in their perception of a hierarchy of achievement in which they would not want to "look like a goody goody" (line 7, disputed in line 8), nor to fail in front of a more fluent student (line 29) or to risk losing face (line 67) as in "If you're really good at German then you're afraid to do something wrong". Group dynamics are clearly important to students and they are discussed in MFL literature (e.g. Murphey, Falout, Fukada and Fukada, 2012) The trainees' comments in their essays and in the group discussions indicate that they are sensitive to this issue.

In lines 27, 29 and 38, the girls say they are not afraid to speak if working in small groups or with a friend. Friendship groups might offer more reassurance but might not be the most effective working combinations because of the temptation to go off task. Other comments were

> *If you're with a friend you're not afraid to speak.*
> *If you're really good at German then you're afraid to do something wrong*
> *If you're with someone really good at German then you pick up stuff from them*

> (Lines 66 to 68)

It's always nicer to be with a friend because if you do something wrong they're not gonna go [tails off] (line 70)

Pam: *Yeah but if you're working with someone that you don't really like then it's gonna be harder than if you're with someone you like.* (line 73)

In the second lesson at Aurora, another student, Connie, chose to answer the questionnaire on camera and confirmed the importance of working with friends but also of getting on well with the teacher. It seems that from the students' point of view, working in groups is distinctly preferable to whole class speaking activities because of their fear of making a mistake and the ridicule from their peers which could result. However the phenomenon of the silent child persists even in small groups, as shown in the participation levels of the girls in each small group in the lessons and even in the completely voluntary focus group. By contrast, Belle View students did not voice any concerns about speaking in class.

4.2.5. The role of affect and Classroom Culture

To give context to the students' anxieties voiced in the last section, field notes on several visits to both participating schools repeatedly observed the calm, pleasant atmosphere which exists in classrooms and corridors and the positive relationships between teachers and students.

Data from a recorded lesson at Aurora School were used to explore students' classroom culture. Although Ellis (2012) noted the lack of research on the learners' experience of language learning, the importance of a safe emotional environment for language learning is acknowledged in the work of, for example, Murphey et al, (2012) who wrote of the importance of group dynamics and the Teachers' Standards (2011) also recognise the importance of a safe learning environment. However, the culture of classrooms can also be seen as one of oppression, as in the writing of Bernstein (2000). This was illustrated in the analysis of video recordings of students engaging in speaking activities during the intervention study. As explained earlier in section 3.14.1, Halliday's (1973) functions of language were used as a framework to code these discussions. (Appendix 11) The largest single group of utterances was the 26% coded as regulatory. Despite the intended imaginative element of the task, the 8% of imaginative utterances formed the smallest group.Halliday (1973) proposed that more sophisticated functions were achieved by combining the seven basic functions in different ways and this has been

used as a way of interpreting students' language. Combining personal and imaginative utterances, to give a category of expressive language, gives a total of 28%, suggesting that any oppression was not severe.

The 37% of comments with either an instrumental or regulatory function, which accentuates the aspect of control in classroom culture, could be call a directive function. Combining the "informative", "interactional" and "heuristic" codings, which could be called transactional, also yields 37% and is strongly linked with the concentration on performing the task, as the students perceived it. The ordered environment of a large classroom and the directive nature of the teacher's role in setting tasks are thus reflected in students' language. The need for order rather than anarchy is axiomatic but is arguably antithetical to spontaneity.

Students' insights into language learning

As well as demonstrating the role of affect, some students showed great insight into language learning. At Aurora School, Peggy said of speaking

It's engaging, it's different from when you're writing 'cos when you're writing you've got a voice inside your head with an internal editor but when you're speaking you're in the moment, it's easier to make a mistake but there are things you've got to put in like spaces and accents and you have to think about pronunciation.

(Appendix 6.1, line 2)

The importance of an internal dialogue is echoed in a comment from a student at Belle View school where seven students who returned the questionnaire completed the sentence "It is important to practise speaking the language because…." Although six responses are instrumental, citing employment and travel opportunities, one student gives a spontaneous metacognitive analysis of language learning. "….in order to learn a language I need to have it in my head all the time".

The importance of memory for vocabulary is mentioned in comments from students' exit tickets quoted in Tina's assignment, for example "Speaking is hard because I have a bad memory" and "Speaking is quite easy because I remember lots of words". These comments mirror Yvonne's Year 9 class improving their spoken Spanish once she had taught them strategies for learning vocabulary. An implication for practice would be greater emphasis on the use of memory for vocabulary to use in speaking rather than memorising whole scripts for assessment.

4.3. How do trainees plan for input, output and interaction / input and practice?

While analysing the 33 units of work to compare the time trainees had planned for speaking activities, it became apparent that there was another more pressing issue, that of input.

Although not all 33 units of work focused on speaking skills, they should all have included some speaking and listening activities, as explained below, and they were therefore used as suitable sources of data for this research question.

Speaking and listening are integral parts of language development and of teaching and learning in MFL. The roles of input, output and interaction in theories of Second Language Acquisition (SLA) are discussed in the literature review. At the level of practice, all MFL teaching is expected to include all four skills, listening, speaking, reading and writing. This is reflected in the requirements of the National Curriculum for languages, Revised KS3 Framework for Languages (2009), and in the GCSE specification (e.g. Edexcel, 2009, AQA, 2014). It is made clear to trainees that a focus on one skill for the academic writing in the assignment should not lead to neglect of the other three skills in the unit of work. Therefore, all 33 units of work are included as sources of data for this part of the analysis

The Revised KS3 NS MFL Framework (DCSF, 2009:1), included five strands concerned with speaking and listening:

> *Understanding and responding to the spoken word. Developing capability and confidence in listening. Being sensitive to the spoken word. Talking together. Presenting and narrating.*

Speaking and listening are established, acknowledged elements of MFL teaching. Van Ek (1977) and Mitchell (1994) wrote of the benefits of using recorded material to give students experience of hearing other speakers as well as their teachers. Before the introduction of the tripartite lesson and AfL, the expectation was that all four skills would be included in each lesson. This expectation has disappeared, apparently because a proportion of lesson time is now needed for the plenaries and AfL introduced in the KS3 NS MFL Framework (DfES, 2003).

Now that the lesson time has to be shared in these ways, it has become more difficult to cover all four skills in one lesson but the expectation is that all four skills would be included in a unit of work. This is made clear in the guidance on writing a scheme of work, given to trainees in the Macadamia University's MFL ITE Handbook, and reinforced

in CS sessions on lesson planning and on preparation for the written assignment of which the unit of work is an integral part.

The lesson plans in the 33 units of work were analysed using Ellis' (2005) Principles of Instructed Language Learning, discussed in the literature review, as an evaluative framework. Matching planned activities to 'principles' was not always straightforward but it did give an overview of trainees' practice, or at least of their lesson planning. The analysis was done twice, first looking only at the type of activity included in the plans to identify any omissions and secondly looking at the time allocated to those activities. A significant omission across all three cohorts was the provision of substantial input as either reading or listening activities.

4.3.1. Planning for Input and practice

Input was considered as both listening and reading exercises. Practice activities included writing and speaking exercises and games. The first qualitative analysis suggested that extensive input was lacking across the three cohorts, with very little of any sort in Cohort 1. Only one Unit in each of Cohorts 2 and 3 included a substantial piece of text. Listening activities were particularly scarce across all three cohorts, confirming the impression noted in field notes on lesson observations in the 19 schools during the three years of the study.

Most trainees in each cohort used games as practice activities. Interaction opportunities were planned pair work and group work activities but in each Cohort these were often scripted as part of an earlier writing task. The use of a script raises doubts as to whether the dialogues produced should really be classed as practice activities rather than interactions.

Writing a script for a dialogue limits pair work to practising rather than extending students' existing knowledge, but it does allow planning time for speaking which is accepted as a beneficial stage in a task-based approach (Willis, 1996). The challenge is to move beyond reliance on script to improvisation, to achieve what Caré terms the 'rupture' between the two (Caré, 1993) and this is explored further in the analysis of the seven units of work which focused on speaking skills. Of those seven, the trainee who achieved the greatest movement away from reliance on script was Yvonne in Cohort 3, working with a top set Year 9 class. She allowed preparation time for speaking activities but forbade the students to write a script.

The time planned for input, output and interaction was counted in all the units of work which confirmed that some trainees planned very little input, but with a range of 4 - 42 %, and time for interaction in TL ranged from 0 to 17 % (see Appendix 7). The quantitative analysis yielded fewer helpful insights than the qualitative had done, largely because the difficulty of categorising some activities, for example scripted dialogues or speaking games from the lesson plans raised doubts about the reliability of the figures produced.

All seven trainees who worked on speaking skills planned their units of work with a range of activities to practise the language the students would need to use in their presentation or dialogue but there were striking differences in the balance of activities and the amount of input provided in each unit of work, as shown below. The lowest proportion of input was in Karen's lessons which used two listening activities and a model script as the only input in seven lessons. Whereas Yvonne's four lessons included three listening activities, Lindsay's students did one listening exercise which involved matching vocabulary to pictures but not the dialogue they would later perform. Surprisingly, Zoe spent half the time in her four lessons on writing activities but she included a large number of speaking games to increase students' confidence. Guy's class did eight speaking exercises and apparently completed the most challenging speaking task although he does not indicate whether students had access to support materials during the task. The ratio of input: output: interaction in the seven trainees' plans for their units of work on speaking skills is shown below:

Karen   Timings are unclear; plans included more output, e.g. writing script, than input activities.

Lindsay 14:23:11 Output was one speaking exercise and 4 exercises where students wrote sentences.

Patsy   24: 26:9   5 out of 6 lessons involved at least one exercise in each of speaking, reading and listening

Guy   15: 26: 10   Output was 8 speaking exercises and 4 writing exercises

Zoe   16: 50: 2   6 speaking games and 4 writing exercises in 4 lessons

Yvonne 19: 15:16   3 listening, 3 speaking and 3 writing activities in 4 lessons

Tina   Timings are unclear; plans included a number of speaking games and one evaluation notes a need for more input

There are a number of difficulties in interpreting the figures. The assignment brief to focus on one skill in the essay might have skewed the trainees' choice of activities, although the guidance notes remind trainees to include all four skills in the unit of work.

4.3.2. Target language use as input - trainees' lesson evaluations

In the seven assignments which had focused on speaking skills, the trainees' evaluations of their individual lessons were analysed for references to the trainees' use of target language (TL) in their lessons. Eight of the 40 evaluations mentioned TL use, in each case regretting missed opportunities for greater use of TL or resolving to use more TL in future lessons.

Trainees' experience of using target language

Although some had used TL successfully with at least some of their classes, most trainees' experience of using TL in their lessons had been negative, either because the students were openly hostile to using TL or because the students were simply unused to it. This was put most succinctly by Frank (Cohort 1 line 40) but also in the exchange which followed in which other trainees speak of behaviour management problems if they tried to use TL (Cohort 1 line 43), although one trainee found the opposite (Cohort 1, line 44). One trainee teaching German had tried using TL to reprimand a student but this provoked references to Hitler from the students (Cohort 1 line 45). The full transcripts of the Cohort 1 and 3 discussions are presented in Appendix 8 and their comments on using target language in their placement schools are collated here.

Students' Hostility and frustration

Trainees spoke of the hostile reaction they had encountered form their classes when using TL and one quotation speaks volumes:

> *I tried speaking French, the kids said "fuck off we speak English in this country", so quite negative really* (Frank, Cohort 1 line 40)

One trainee, Faye, who had had a much more positive experience, and was already committed to the use of TL, had worked with two mentors with an established pattern of TL use. The importance of departmental culture was clear. At one school, a student had asked the Cohort 3 trainee, Yvonne "Miss, are you taking this class because you can speak Spanish?" which Yvonne took to be a comment about the class teacher's use of TL. Other comments from trainees were:

> *I feel haven't used TL very much.* (Cohort 1, line 87)

> *It needs for department cohesion, teachers help each other. TL is new to the students* (Cohort 1, line 88)

> *The class is not used to TL, they need it consistently* (Cohort 1, line 91)

> *It depends on the routines with the previous teacher. I try to use as much as possible but, if they're not used to it, it's more difficult* (Cohort 3, line 16)

> *I have Y7 not understanding écoutez in March, they can't have had any target language .* (Cohort 3, line 17)

> *It's more difficult to impose than I expected* (Cohort 3, line 18)

This demonstrates the obstacle to trainees' TL use created by the lack of established TL use in schools. Hence the validity of "Teaching is a craft best learned in the classroom" (Gove, 2010) is challenged by trainees' experience.

Other comments on using TL include students' lack of confidence or experience in using TL and students' shyness as a barrier to their participation in speaking activities, for example

> *Some are badly shy, they're afraid of looking silly* (line 67)

This was echoed by a cohort 3 trainee who said

> *Some classes are easier than others some just look at you like "what?" and they don't understand. It's not just experience it's the personalities if they're afraid of [ridicule], it affects their confidence.* (Cohort 3, line 15)

The most striking example of speaking as a neglected skill is in line 68

> *They tend not to do many [speaking] activities because it's difficult then it makes the exam a big deal.* (line 68)

The type of Target Language use

As well as the need for students to be able to practise using TL, Cohort 3 discussed the type of target language use which would support students' learning.

> *Also you have to separate out types of TL, is it just instructions or explanations too? [Gives examples from yesterday's lesson] It's getting them to use it.* (Cohort 3 line 19)

> *Is it speaking or any exposure....is it reading, listening and writing too? It's getting them to use it. It's too limiting if it's just instructions.* (Cohort 3 line 120

> *There seems to be a tipping point, all of a sudden it clicks, for example at sixth form, are we expecting too much at this stage?*(line 33)

> *At the moment, students want it all in place so they know exactly what to say, there's a tension, how can you explain things if they don't know "écoutez" or instructions.* (line 29)

This exchange questions the assumption that the use of TL by the teacher will somehow enable the student to speak the language. Not all the expressions suggested in textbooks, or in lists produced for use in language classrooms, have obvious transferability to other contexts. The expressions are often imperative forms of verbs for use by the teacher. For student use, the list includes apologies, such as "I have forgotten my book" or requests likely to be met with a refusal, such as "May I go to the toilet?". The question about the role of the other three skills in language acquisition is perceptive. It is similar to the point made in line 1 of the earlier group's discussion, but phrased in more tentative language, combined with the further point that the issue is encouraging students to use the language.

4.4. The balance of generic and subject-specific pedagogy

4.4.1. Tutors' comments on pedagogy – principle or compliance.

My concern about my own descent into a technicist role within an objectives-based education (OBE) system, led me to question my own practice when observing and giving feedback on trainees' lessons. Therefore to check my own level of complicity in "thinning pedagogy", I analysed my own comments in formal observation reports for the three cohorts. The observations of trainees' lessons were carried out as part of my role as tutor and were separate from the trainees' written assignments. Tutor observations are used to moderate mentors' assessments and feedback in lesson observations rather than to assess the trainees' performance.

The full analysis is shown in Appendix 9 and summarised below in Figures 14 and 15 which deal respectively with the targets for improvement and strengths which I had recorded in the lesson observations. Because the three cohorts differed in size, the number of comments in each category is expressed as a percentage for ease of comparison.

year	Tutor comments on targets		Tutor comments on strengths	
	Pedagogy as % of total number of tutor comments on targets	Tutor comments on MFL specific pedagogy as % of pedagogy	Pedagogy as % of total number of comments on strengths	Tutor comments on MFL specific pedagogy as % of pedagogy
2011-12	72%	20%	65%	19%
2012-13	73%	51%	62%	30%
2013-14	84%	44%	62%	51%

FIGURE 15 ANALYSIS OF TUTOR COMMENTS IN LESSON OBSERVATION FORMS 2011-14

year	Total pedagogy	MFL specific pedagogy	MFL as proportion of all comments on pedagogy
2011-12	105	20	Apx 20%
2012-13	109	43	Apx 40%
2013-14	86	41	Apx 50%

FIGURE 16 SUMMARY OF STRENGTHS AND TARGETS IN TUTOR OBSERVATION REPORTS RELATING TO GENERIC AND MFL PEDAGOGY

For both strengths and targets, the proportions of comments on pedagogy, compared with comments relating to control or accountability, appear to be fairly consistent and reassuringly high at over 70%. The proportion of subject-specific comments on pedagogy appears to have increased over the three years of the study, possibly indicating my growing understanding of its importance.

4.4.2 Mentors' comments on pedagogy

As a corollary to analysing my own comments, I analysed mentor comments recorded in the weekly progress trackers from a convenience sample of two Cohort 3 trainees. The tracking documents represent over 50 lesson observations. The data come from four partner schools and comprise four mentors' comments on strengths and targets in their observations of trainees' lessons over the three months in each placement. The analysis revealed that most mentors' comments were about pedagogy but that there was a huge bias in favour of generic rather than subject specific pedagogy in mentors' comments. With the exception of one comment about pronunciation and one on grammar, the MFL specific comments concerned the use of target language, which could represent the last vestige of communicative language teaching.

Chapter 5 Discussion of findings

5.1. Introduction

This chapter first summarises and discusses the main findings to emerge from the cohort study data, then discusses the data from the two intervention studies.

Trainees' comments in the cohort study showed the difficulty of changing classroom practice at all but particularly within the short timescale of a school placement. The pivotal importance of the departmental culture in the placement school in shaping trainees' progress and students' anxieties associated with speaking, issues raised in the literature review, were confirmed by participants in the focus groups of trainees and students respectively. Using Activity Theory as a heuristic revealed the structural obstacles to changes in classroom practice.

The data showed that trainees planned a relatively low proportion of lesson time for input and interaction. Whether this was due to trainees' anxieties about poor student behaviour or a concentration on linguistic output is not clear. However it leaves students ill-equipped to learn enough language to speak spontaneously.

As discussed in the Methodology chapter, the theoretical stance adopted here is one of interpretive constructivism (Lincoln, Lynham and Guba, 2011) or more precisely "transactional constructivism" (Vanderstraeten, 2002:223) within an overarching pragmatist approach (Biesta, 2003). In other words, the questions and data were taken from practical experience. The data analysis took on elements of bricolage (Kincheloe and Berry, 2013), as data from the planned fixed methods led to further questions, necessitating emergent methods (Creswell and Plano Clark, 2011) in order to revisit the data with a sense of dependability and trustworthiness.

5.2. Changing classroom practice – impact on time spent on speaking

Of the 33 trainee assignments used as a source of data in the cohort study, seven were focused on students' speaking skills. Of these, three indicated that trainees had achieved some degree of spontaneous speech from their students during the six hours' teaching in their units of work. These were the assignments from Karen in Cohort 1 and Tina and Yvonne in Cohort 3. Karen had used scripted Role Play and one pair of students had transferred earlier learning about ice cream flavours to their café dialogue. Karen had not recognised the spontaneity of this as she had been preoccupied with behaviour

management issues, both in the lesson and when writing the evaluation of it. Tina had used authentic materials as a stimulus for speaking and reported increased engagement but the most important element of her teaching appeared to have been the five minutes of partly unscripted dialogue at the start of each lesson, a routine previously modelled and established over many lessons by her mentor. Tina does not give details of the content or support available to students in these pair work starter activities. Yvonne had used Horton's (n.d) Group Talk approach with some success but, as she commented in her discussion, it is difficult to achieve great change in a short period of time. All three approaches had been discussed in Curriculum Studies sessions but also coincided with departmental practice or priorities in the trainees' respective placement schools.

The contribution of the trainees' placement schools to the planning and progress of the unit of work varied greatly. The apparent lack of interest or involvement shown by Yvonne's host school did not impede her work on her assignment but did nothing to assist it. By contrast both Karen and Tina included their mentors' comments in their essays, as described in the data analysis chapter. The main conclusion to be drawn from these disparate trainee experiences is that, regardless of context, collaborative effort and teaching approach, spontaneous use of TL by students takes time to achieve and may not even be noticed if other concerns, such as behaviour management, take priority.

During the three years of the cohort study, the time planned for speaking in each cohort's units of work increased (figure 12). However, reflection and further analysis suggested this was a simplistic measure representing a modest improvement and, in Biesta's (2009) terms, may have valued the measurable rather than measuring the valuable. Subsequent analysis excluded from the figures the time spent on drilling exercises or those which involved limited participation by only one or two students. The proportions of lesson time planned for TL interaction were broadly similar across the three years, with ranges of 0-11%, 0-13% and 2 -17%. Hence, the enriched changes to the Curriculum Studies programme appear to have had limited impact on teaching speaking skills effectively. This could exemplify the problem of transfer of learning (Jackson and Burch, 2015) or may illustrate Korthagen's (2010) point about the need for longitudinal studies of impact which track individual teachers' integration of theory and practice over longer than the one year of training in this study. The trainees' practice, as evidenced in the unit of work, was by definition undeveloped, in that the purpose of the assignment was to develop professional knowledge. This reflection on experience of three weeks' teaching was conducted during the first half of the ITE course, as part of professional development and not as a summative assessment of trainees' classroom practice.

5.3. The application of professional knowledge in the classroom

The difficulty of putting into practice theoretical knowledge, or ideas from outside the school context, as shown in the Activity Theory analysis earlier, might explain the scarcity of practical suggestions from CS sessions for facilitating speaking which appeared in the trainees' units of work. This contrasted with ideas for TL speaking games used to practise grammar or vocabulary. Games were incorporated into more lesson plans, possibly because games are more easily adapted to any content being taught within a scheme of work or because the use of games has become accepted as a successful and worthwhile teaching activity in MFL. Additionally, trainees' comments in focus groups and in their essays suggest that their need to 'fit in' with prevailing practices in their host language departments was an over-riding concern. The role of trainee itself was also a constraint because every lesson was observed, reducing trainees' control over the pace of their lessons or flexible use of the lesson plan. As well as this lack of ownership of time, trainees lacked ownership of the teaching space so were unable to arrange seating or support materials as they wished. Fleur, a trainee in Cohort 1, said in the closing remarks of her essay that it was "not helpful" to place a young teacher learning new approaches in a school using traditional methods.

'Fitting in' could explain the lack of references to either learning theory or SLA theory in focus group discussions conducted with Cohorts 1 and 3. Theories of Second Language Acquisition (SLA) are complex and difficult to apply to classroom practice. One Cohort 3 trainee had made the point that, as a modern languages graduate, she was unfamiliar with the subject matter of educational theory or SLA and had had to work hard to use it when discussing her practice in written assignments (Field notes, May 2014). As Eraut (2000) observed, conflicts between priorities arise when the aims of any programme are broad. Trainees are learning to manage the complexity of classroom practice within the affordances and constraints of a particular school context and a set of prescribed competences. For subject-specific pedagogic theory to compete for trainees' attention, it must arguably offer some insights into language learning which coincide with their more immediate concerns about classroom practice. In other words, new theoretical knowledge must be recognisable according to trainees' existing schemata, as in Donmoyer's (2000) characterisation of schema theory. The importance of affect must be noted here as anxiety about students' disruptive behaviour, or criticism from a mentor, appeared likely to sway trainees' judgement, as indicated in the focus group discussion.

The realistic stance of authors such as Broady (2014:1) in noting that "despite a large body of knowledge on the various factors involved in language learning, there's no ready-made, 'one-size-fits-all' teaching recipe" may make SLA theory unappealing to trainees hungering for tips for teachers. Applying SLA research requires an intellectual effort to extract the relevant studies and the disparate linguistic contexts of SLA research limit its applicability to English MFL classrooms. These contexts include the acquisition of a second language by adult and child migrants with high levels of integrative motivation and access to the target language, with or without instruction. The predominance of data from TEFL classrooms in the research literature is a compounding factor because the instrumental and intrinsic motivation to learn English is increased by its position as a global language. However, there is also now a body of research data from English MFL classrooms which could inform trainees' thinking, for example the work of Harris et al (2001), Macaro (1997, 2001) and Graham (2008).

Broady (2014) argues that teachers need to make principled choices informed by SLA theory, rather than abandon the theory. However, the proliferation of theories of SLA is so great that some authors (e.g. Long, 1990) call for a cull, while Block's (1996:63) discussion of competing theoretical stances cites fears of "a form of intellectual anarchy". More pragmatically, VanPatten and Williams (2007:241) condensed the field into nine theories, together with the "instructional design" offered by each, although only three of the nine do offer such guidance. Discussions in MFL Curriculum Studies sessions at Macadamia link some aspects of SLA theory with classroom practice but the time available for SLA is limited because the ITE Curriculum has to include so much generic pedagogy in order to enable trainees to meet the Teachers' Standards (DfE, 2011). However, both the group discussions in the Curriculum Studies programme, and the written assignments which Macadamia trainees complete, afford some opportunity for trainees to reflect critically on their classroom practice in the light of theories of learning. Given the acknowledged immaturity of SLA as a field of enquiry, the multiplicity of theories of SLA and the limited time available to study them, it is perhaps understandable that trainees' use of theory is idiosyncratic.

The structure and relationships within the ITE partnership at Macadamia University largely avoid some of the problems in transfer of knowledge implicit in many studies on ITE. The weekly sessions on campus support a model of ongoing application of theory and reflective practice rather than a more 'front loaded' model used in some courses. Identifying opportunities for joint construction of knowledge between members of the ITE partnership therefore seems a more fruitful discussion than that of transfer between

university and school. In many respects, the structure of the course at Macadamia resembles Korthagen's (2010:418) "realistic teacher education" with its focus on "suitable learning experiences" and taking

> one concrete, recently experienced […] teaching situation as a starting point for analysis [and] offering "theoretical notions from empirical research […so that…] student teachers will then start to perceive more

Korthagen (2010:418)

However, trainees' analysis of recent experience is most frequently conducted with the mentor not the tutor. During Curriculum Studies seminars, the constraints of group size limit discussions between tutor and trainees. Korthagen's (2010) suggested use of peer-mentoring is helpful here and, to some extent, this is already established practice at Macadamia. However, the pressures of a generic ITE curriculum based on the Teachers' Standards reduce the time available. The NQT survey, which trainees complete after the course, is also largely based on issues of generic pedagogy so that these gain disproportionate priority.

The division of labour, shown in Figure 14, enables some discussions of teaching which include tutors, both on observation visits and at mentor meetings, but the main opportunity to share knowledge across the two sides of the partnership lies in the work done for written assignments. In the course of planning their Unit of Work, trainees' discussions with their mentors allow both the opportunity to critically reflect on practice. The difficulty at Macadamia is that the opportunities for jointly constructing knowledge across the ITE partnership have diminished as the small-scale research project, previously an integral part of the course, is now an optional assignment for trainees interested in earning additional M level credits rather than an integral part of the PGCE. Ironically this change resulted from amendments to the university's academic regulations; an unintended consequence of the new assessment framework is a reduction in opportunities for trainees to engage with research literature or to co-construct knowledge with their mentors, both of which have been key components of the training.

5.4. Learning a large amount in a short time

The Cohort three trainee, Zoe, reflects in her essay on the need to give "students the time, confidence and encouragement they need to be able to explore, make mistakes and experiment along the way" and this could equally be applied to professional training.

Time, in the sense of course duration and teaching hours, appears to be a major issue for both language learners and trainees. Baddeley (1999), summarising Ebbinghaus' established "total time hypothesis" wrote:

> *The simple rule that the amount learned depends on time spent learning […]*
> *This is the basic understanding that underlies the whole of human learning.*

Baddeley (1999:73)

However, time is limited as ITE courses in England last one academic year. The Curriculum Studies programme at Macadamia is taught in 20 days on campus, supplemented by directed study. One of Collins' (1983) complaints about Objectives-based education (OBE) was that the 'busyness' imposed by OBE and its attendant bureaucracy left little time for the critical reflection. Eraut's (1995) criticism of Schön's (1983) work on reflection includes the observation that reflection takes time and that time is short in a dynamic work situation. Eraut's (2000, 2011) own work on professional development includes time as a variable in decision making so that the kind of decision making is influenced by the time available. Thus a decision on immediate action will be more intuitive.

It may be the case that more classroom experience, more theoretical input and more time to critically reflect than the nine months of the PGCE can provide are needed before trainees or teachers can make the 'principled choices' which Broady (2014) advocates at the speed required when teaching a full timetable. Language learners use formulaic chunks of language to support fluency, bypassing the processing of grammar and vocabulary to produce a sentence in real time. Similarly, trainees inevitably learn formulaic approaches to lesson planning in order to cope with time pressures, but also with the cognitive load involved in planning. These formulaic approaches may be gleaned from experiences before and during their placement, or from university sessions and enable trainees to plan lessons within a manageable time. Eraut (2011) wrote:

> *The relationship between time and cognition is probably interactive: shortage of*
> *time forces people to adopt a more intuitive approach, while the intuitive*
> *routines developed by experience enable people to do things more quickly.*

Eraut (2011:183)

and observed that routinised action "reduces workers' cognitive load". However, only by deconstructing and understanding the processes which underlie the formulaic approach can the language learner or trainee move beyond the formulaic to become innovative and effective. An understanding of language learning and acquisition would support trainees' deconstruction of classroom learning and their formulation of new beliefs, as

suggested by Woods and Çakir (2011), based on their own experience. As aspects of SLA theory informed this process, they would become part of the trainees' tacit knowledge and their interpretation of MFL pedagogy.

Competing demands on teachers' time, in a period of educational change, have been identified as an obstacle to consideration of important theoretical issues (Dart and Drake, 1993). For example, the mentors in the Dart and Drake study were said to make few references to subject specific concerns and one respondent cited the pressures of assessment, syllabus and timetable changes as having higher priority than subject-specific issues. Dart and Drake (1993:187) warned of a consequent "stagnation in professional practice". As the pressures of change, externally imposed as in the case of the National Strategy for KS3 (DCSF, 2001) the KS3 NS MFL Framework (DCSF, 2003; DfES, 2009), the National Curriculum (QCA, 2007; DfE, 2013) and GCSE specifications (e.g. AQA 2009, 2014), persist, so do the obstacles to reflection. Unless the change itself can be used as a stimulus for reflection on practice, it is difficult to see how 'stagnation' can be avoided. Trainees' spoken and written comments suggested that it was the teaching approaches favoured by mentors and their MFL colleagues which shaped trainees' practice, rather than input from the university or their reading. Similarly, Grenfell (1995) commented that his MFL trainees put into practice those aspects of his teaching on Communicative Language Teaching (CLT) which coincided with their mentors' tacit knowledge. The power relations in the mentor-trainee dyad, and its reliance on the mentor's pedagogic knowledge as a resource, arguably account for the dominance of mentors' existing knowledge and practice in the development of trainee teachers. However, although a trainee occupies the lowliest position in the departmental hierarchy, their colleagues may be interested in any new ideas for pedagogy the trainee brings and trainees may therefore be in a privileged position to 'try something new'.

Dart and Drake's work (1993, 1996) saw teaching as a conservative profession. One of their mentors' comments, echoed in informal conversations with current mentors, indicated that trainees may be seen as a source of innovation. The analysis presented in Figure 14 using Activity Theory (Engeström, 1995) suggested that there are few areas of freedom for any individual teacher to attempt any change in practice. In each case, the competing influences of departmental and governmental initiatives are likely to prevail over individual innovations.

5.5. Generic and subject specific pedagogy - competing priorities in the community of practice

The impoverished linguistic input noted in my findings from trainees' lesson pans lessons is matched by a small proportion of explicit subject-specific pedagogy in trainees' essays and mentors' feedback on lessons. Taking Dart and Drake's (1993) point about teachers in school prioritising wider school initiatives over subject-specific innovation, it could be that generic concerns dominate practice and thinking. If the object of classroom teaching is defined narrowly as a constant improvement in the number of students achieving GCSE grades A* to C then a restricted pedagogy, focused on examination performance will take priority. However, if the object of MFL instruction is subject mastery by its students, to include comprehension and the capacity for spontaneous production of the target language, more sophisticated pedagogy would be needed. Based on the work of VanPatten (2007, 2015), Ellis (e.g. 2007) and Graham and Macaro (2008), this pedagogy would need to include richer input of TL to support acquisition and strategy instruction to support students' feelings of self-efficacy in approaching the language. School-based, MFL specific initiatives, as in the work of Horton (2013) and Hawkes (2012), discussed in the literature review, appear to have been   successfully introduced where the school community was able to accept the new tools they offered and where its rules could be adjusted to accommodate new practices.

Perhaps unsurprisingly, the analysis in Figure 14 shows the opportunities for the university to make a contribution to be more concentrated in the area of new ideas. Mentors in Dart and Drake's (1995) study included the introduction of new ideas as one of the benefits of working with trainees, a view also mentioned in field notes (Mentor meeting, 2012) for this case study. The benefit appears to lie in the opportunity for critical reflection afforded by discussions with trainees. This is seen in the conversation between Bill and his mentor in which the mentor, Barbara, reflects on her own limited use of TL while discussing its advantages with Bill. She says

> *Yes I was impressed with the degree of focus and their engagement into what they wanted to achieve but to me this has showed me that spontaneous language, you know, I could actually try to make it happen right from the start down to year 7*

Belle View Mentor, Appendix 10 line 79

The transcript of their conversation, given in Appendix 10, suggests that the slight departure from usual classroom routines caused by the intervention may have acted as a stimulus for this discussion which goes beyond the trainee's progress.

5.6. Why is it so difficult to teach speaking skills?

5.6.1. Obstacles to spontaneity

The data suggest three categories of obstacle to developing speaking skills in MFL classes. These are anxiety among both students and teachers about making mistakes, the current interpretations of MFL pedagogy in language departments, and the constraints imposed by the school culture with a strong focus on GCSE performance.

The trainee in Cohort 1 (Appendix 10a, line 101) was not proposing an anarchic alternative to lesson planning when he questioned current practice but his point that teachers are expected to teach "carefully planned and structured activities" indicates the lack of spontaneity expected on the part of the teacher. The difficulty of achieving spontaneity in a foreign language classroom is not unique to MFL classrooms in England. Bannink (2002), teaching English in a Dutch university, notes the "pragmatic paradox" of telling someone to be spontaneous but there is also a paradox in planning for spontaneity.

Spontaneity is difficult to locate within a lesson's pre-determined outcomes. The lesson plan appears to be sacrosanct in some schools, for example in Cohort 3's discussion about the use of TL hindering pace and the resulting criticism of their lesson. Trainees voiced frustration at their lack of autonomy in implementing their own lesson plan. La Ganza (2008:78) analysed the societal and institutional constraints on teachers' autonomy and commented that teachers "grow through subverting compliance". Reinders (2010) has suggested that the only way to achieve real learner autonomy is to allow teachers enough autonomy. A parallel argument could be made for spontaneity and the benefits of occasionally abandoning the lesson plan. Myhill and Warren (2005:62) noted teachers' "reluctance to deviate from a lesson plan or the intended objectives", even at the expense of children's learning needs. It seems that the appearance of pedagogic success, conjured from measurable lesson objectives, may take precedence over opportunities for deeper learning which would need longer than a single lesson to achieve.

5.6.2. Students' anxiety about speaking in any language

Learners' concerns over making errors are identified as an obstacle to spontaneous speech. The trainee in Cohort 1 (Appendix 10a, line 22) expressed the tension between

performance in the examinations where mistakes need to be avoided and mastery of the language in which mistakes would play a positive part, as in Dulay and Burt's (1972:235n) "You can't learn without goofing".

The comments from trainees and students, as well as the silence of some students in the recorded lessons, indicated that many students were reluctant to speak in class for fear of making mistakes and fear of ridicule. This supports the views of Young (1991) and Lewis (1993) on the phenomenon of language anxiety. The trainees were sensitive to students' insecurities and wrote and spoke of their efforts to ensure a supportive non-threatening atmosphere in their classrooms. Burns and Myhill's (2004) comments on children remaining silent in whole class interaction suggest that Pippa at Aurora School is not alone in her reluctance to speak in class. The trainees' group discussions suggested students' shyness and lack of social or linguistic confidence, as possible explanations. In the Belle View conversations, the only boy in the group sometimes adopted another persona by using a falsetto voice during the speaking task, but he contributed confidently to the post-task discussion. Some undergraduates in Bannink's (2004:272) study also used a false voice, which she regarded as an example of a "change of footing […which…] implies a change in the alignment we take up to ourselves and others present", as identified by Goffman (1979). In each case, adopting a false identity appears to be a strategy for coping with the sense of unease in using the TL.

The question of learners' identity may be relevant here but it is beyond the scope of this thesis as it would have to encompass the developing identities of trainees as they become teachers, the future selves of adolescent learners of a foreign language and the changing identities of teachers and their university trainers in an era of de-professionalization.

Where the individual is reluctant to speak, the inhibiting role of an insistence on TL must be considered. Macaro (2001) contrasts the advocated maximum use of TL in English MFL lessons with the gradual move from L1 to TL use expected in language classes in French and Italian schools, casting further doubt on current practice in the UK.

The cohort study data suggested that trainees were sensitive to the issue of students' anxiety about speaking and this appeared to colour their lesson evaluations. Most of the seven trainees who had worked on speaking skills seemed more concerned with students' confidence and level of engagement in classroom activities, than with students' progress in developing speaking skills. Ellis (2012) suggested that learners' decision not to speak in class represents their assertion of agency and referred to Morita's (2004)

finding of no correlation between participation in class discussion and progress in learning a language. My finding that Pippa, the student in the focus group at Aurora School who hated speaking in class, had been the first to understand and answer the question set in the intervention task, seems to support Morita's finding. This raises the possibility that a great deal of emotional energy is being expended unnecessarily on coercing students to speak in target language rather than letting them speak when they are ready.

5.6.3. Teachers' anxiety about classroom speaking activities

Trainees' comments in the focus group discussion suggested that fear of poor student behaviour was a factor in some MFL colleagues' avoidance of speaking activities. Not only were some students anxious about speaking in lessons, trainees spoke of advice from class teachers to avoid pair work with some classes rather than risk behavioural disruption. Tamsin in Cohort 3 said that this had been the case with one of her classes. The Cohort 3 trainee, Tim, who worked on speaking skills in his optional research project, noted teachers' concerns about behaviour (in a school where Ofsted inspectors had reported good behaviour) as a reason not to do more pair work. This caution is understandable in the light of a DfE (2012:54) report on pupil behaviour which noted "pupil discipline was the most common reason given for leaving" among those NQTs who left teaching within four years of qualifying; the report also identified students with poor language skills among those most likely to behave disruptively. Students' lack of confidence in L2 could make disruption more likely in MFL lessons than in other subjects.

Teachers' other anxiety appeared to be falling behind with the scheme of work and the end of unit test. This limited the flexibility which trainees had in planning lessons and the time they were able to spend on practice activities. Bill in cohort 2 commented that he had wanted to spend more time consolidating students' progress on speaking skills but that preparation for the end of unit test had taken precedence.

5.6.4. Fitting in with current practice in Modern Foreign Languages

Mentors and class teachers inevitably shape trainees' practice in line with the departmental culture when observing trainees' lessons, giving feedback and setting targets. This is reinforced by the weekly grading of trainees' lessons and the possibility of a "Cause for concern" procedure being initiated if progress towards the targets is judged to be inadequate. The Activity Theory analysis may indicate a lack of agency because of the stage of a trainee's developing knowledge, or because trainees need to

comply with the expectations of the ITE course and those of the host MFL departments, leaving little scope for innovation.

Trainees spoke and wrote of the need to 'fit in' with both the department and the school. Some trainees wrote of the benefits of following existing routines in teaching their classes but others were frustrated by their lack of freedom. It follows that, to some extent, the trainees' lesson plans reflect MFL current practice in schools. That practice appears to include a dependence on scripts and limited input of spoken or written target language

5.6.5. Scripted dialogues and limited input

Working initially with the widely used present-practice-produce model of language teaching, discussed in the literature review, where there were weaknesses in the units of work these were in the dominance of scripted dialogues and the lack of input or practice activities. Trainees viewed whole class drilling, i.e. choral repetition, as a speaking activity rather than its more accurate characterisation as pronunciation practice but it provided support for any later speaking.

Trainees did include games in their plans as speaking practice, a well-established strategy supported in the literature, and a valuable opportunity to practise new vocabulary and structures, but one which consolidates rather than extends students' language.

Whole class games and drilling or choral repetition are commonly used as input and practice but may not be as effective as small group work because it is possible for students to opt out by not listening, by not repeating the words or by repeating the words without paying adequate attention. In terms of Gathercole and Baddeley's (1993) model of memory, whole class repetition does not necessarily involve the inner rehearsal needed for retention and thus input does not necessarily become intake (VanPatten, 2015).

The pair and group work activities planned in the units of work were often in the form of scripted dialogues.

Dominance of Scripts

The scripts were usually produced by the students themselves, adapting models provided by the trainees, so that they consolidated the chunks of language which the students had just encountered rather than exposed students to the richer authentic

language which, as Caré (1994) suggested, an excerpt from a TL play or novel would have provided. Students wrote their scripts using support materials which, in effect, they copied with minor changes. This was exemplified in Karen's comments about her class's scripts for ordering food in a café. The scripted dialogues therefore served only as practice activities for a small range of structures and vocabulary in an artificial context. Writing is a time-consuming activity in mixed-ability classes; one trainee, Zoe, planned half her lesson time for writing even though the focus of her unit of work was the development of speaking skills.

The recordings of students engaged in the intervention task showed them using the paragraph intended as stimulus material or the vocabulary support sheet as a script for their speaking, confirming their habitual reliance on script.

Yvonne was assertive enough to insist on a 'no scripts' rule in the group talk session in each lesson; this was a feasible approach with her top set Year 9 class but might have been less successful with a mixed ability Year 7 group. Yvonne adopted a problem-solving approach and sought ways to address perceived problems, for example teaching her students strategies for learning vocabulary when she noticed their poor retention of words they should have learned for homework.

Supporting students' confidence and motivation and reducing anxiety are necessary features of classroom practice. However, as Macaro (2008) observes, students also need to have a sense of progress and their enthusiasm typically wanes after their first year of language learning. The dominance of script in speaking activities could be seen as an instance of excessive scaffolding. The use of scaffolding to manage frustration, as Wood, Bruner and Ross (1976) suggested in relation to general pedagogy, requires access to support materials. These may be a script or prompts in the form of key words or pictures. Reliance on a script arguably impedes, rather than promotes, students' independent use of language. The requirement to achieve observable behavioural objectives, such as the performance of a short dialogue, could be responsible for this excessive use of support materials. If scaffolding is never removed, for fear of collapse, the student never achieves independence. In Bruner's (1983:60) terms, there is no "handover [….] to the child as he becomes skilful enough to manage it". Myhill and Warren's (2005:55), reference to scaffolding as a potential straitjacket applies here. This is demonstrated in the example of the anticipated reliance on script in GCSE specifications (AQA, 2009, 2014) discussed in section 5.8 below.

Limited input

Perhaps more significant than the dominance of script, the input which trainees provided for their students in reading and listening activities was limited. Kouraogo's (1993:167) term "Input-poor environment" is appropriate here, defined as

> *language learning contexts where learners have little opportunity to hear or read the language outside or even inside the classroom.*

Kouraogo's (1993:167)

The cohort study data confirmed my impression, gained during many lesson observations, that few lessons included listening activities with exposure to voices other than the teacher's. Thus students were commonly expected to produce language they had heard very few times, possibly some days previously. Reading exercises were often at sentence level rather than substantial pieces of text and were often produced for the lesson by the trainee, rather than taken from authentic sources which would be linguistically richer.

Teachers' use of target language as a source of input

Another source of input in MFL lessons could have been the trainees' use of target language, possibly the last remnant of the Communicative Approach to language teaching (CLT), as discussed in the literature review. However, trainees' essays and lesson evaluations, as well as the group discussions with Cohorts 1 and 3, suggested that few MFL departments were using TL extensively or consistently. This was confirmed by mentors' comments in both Aurora and Belle View Schools although the trainees Bill and Anna differed in the amount of TL they reported using.

Anna's mentor, Amélie, also mentioned the pressures of GCSE assessment and noted that KS4 students are generally less keen to speak. She also assigned responsibility for TL use to the teacher saying "…there are classes I probably push more than others, that's probably my fault".

Both mentors were native speakers of French but acknowledged that they could have increased their own use of TL. Very few of the trainees' lesson evaluations mentioned the use of TL but this has to be treated with caution as it could indicate that trainees were achieving optimal levels of TL use without difficulty. In Cohort 2, Patsy noted that she is not confident in giving instructions in German (her third language). Both mentors

commented on the challenge for trainees in mastering new teaching skills while maintaining their use of TL, particularly when teaching the weaker of their two languages.

The cognitive demands of maintaining TL use in lessons are an important factor in classroom practice which does not seem to be fully acknowledged in the literature, and even less in policy. For native speakers, there is the challenge of choosing comprehensible classroom language. Teachers of MFL are expected to be equally fluent in two teaching languages. The recognised fall in the take-up of languages at GCSE (Tinsley, 2013) at A level (Watts and Pickering, 2005) and at university (Bawden, 2013) results in trainees with a joint honours degree in languages becoming a rarity. Subject Knowledge Enhancement (SKE) courses are designed to equip trainees with the requisite linguistic knowledge to teach at KS3. However, with a typical duration of 8 weeks to a year, SKE cannot be expected to develop the level of fluency which would free trainees' attention from their own TL use to concentrate on that of their students.

Eraut's (1995:19) image of teaching as riding a bicycle in heavy traffic includes necessarily routinised behaviour, "intuitive but not completely automatic decisions" and activity requiring "a high level of metacognitive control." To continue the metaphor, it may therefore be understandable that TL use is given low priority if it presents an additional traffic hazard to a novice. Trainee teachers are working to master the skills they have not yet routinized while managing behaviour, time and resources. Not all writers on MFL pedagogy accept the benefits for students of teachers using TL, as discussed in the literature review, but its advocates recommend a degree of consistency within MFL departments (Horne, 2014). Without that consistency, the trainee faces further challenges in using TL with her/his classes.

The quality of TL input is the final issue to be discussed in this section. As TL proponent Christie (2013) acknowledges, even communicative TL use may be largely transactional classroom language. Expressions such as "ouvrez vos cahiers et copiez la date" are of limited transferability to wider use. Both Christie (2013) and Hawkes (2012) therefore advocate a more conversational approach. More confident trainees should be able to achieve similar interactions but only with the agreement of the class teacher. In Cohort 3, Tina contrasted her experience of teaching her mentor's class who had a routine of unscripted pair work favourably with working with colleagues who did not share that routine. It is not clear whether Tina had tried to extend her own use of pair work into those colleagues' classes. The scope for trainees to effect change again seems to be limited by the departmental context.

The value of the familiar tourism-inspired role plays exemplified in the units of work from Karen and Lindsay in Cohort 1, is questionable because of the simplicity of the transactional language they involve. Perhaps the time spent buying imaginary food and drink in a café would be better used at KS3 and KS4 in reading and listening to richer authentic texts and learning more about the culture of countries where the language is spoken. Caré's (1994) technique for achieving spontaneity takes as its starting point the dramatization and memorisation of a text, drawing on "a veritable bank of good dialogues" in theatre and novels which give access to the cultural heritage of the country. (Caré, 1994:162). The new National Curriculum (DfE, 2013) for languages includes the study of authentic texts at KS2 and KS3 which may include songs and poetry and this should create more opportunities for enriched input, or at least raise it above the poverty line.

5.7. The dominance of generic pedagogy in mentors' comments

The dominance of generic pedagogy over subject – specific MFL pedagogy, evident in trainees' essays and field notes (lesson observations, 2011-14), was confirmed in a sample of "weekly tracker" forms from Cohort 3. The forms are used to record the strengths and targets for development identified by mentors in the weekly formal lesson observations. In six years as a Curriculum Tutor, I have seen only one example of a mentor commenting on language acquisition in lesson feedback. My own subject specific comments on lesson observations, as a proportion of all my comments on pedagogy, increased from 20% to 50% over the three years of the case study but these would have been outnumbered by generic comments from mentors made on a weekly basis.

The pedagogic issues most commonly discussed in trainees' essays, across the three cohorts, were AfL, student groupings and scaffolding. AfL is the most difficult of the three to accommodate without changes in the time allowed for other activities in lessons. Many schools in the partnership have defined policies on AfL which trainees must follow in their lessons and they learn a number of AfL strategies as a result. Policies include spending a proportion of each individual lesson, or of a whole lesson during each half term, on peer assessment or re-drafting. The imposition of generic pedagogy on MFL teaching without due consideration is exemplified by the following example from Black et al (2003). None of the five authors has a background in MFL and the study on which their recommendations were based was on the teaching of English, Mathematics and Science. Nevertheless, they adopt an authoritative stance on the use of TL, dismissing it as based on a 'mistaken application of the idea of immersion' which they deem to be

'extremely inefficient'. Black et al's (2003:73) exemplars of good practice were on pronunciation, in which students assessed each other's French accent, and grammatical accuracy in Spanish writing tasks, in which more accurate writers supported their less accurate peers. The first disregards the low value of reading aloud in class (Heafford, 1990) and students' reluctance to speak in MFL and other classes for fear of making errors (e.g. Liu and Littlewood, 1997; Burns and Myhill, 2004). The second relied on peer mentoring to improve grammatical accuracy, disregarding the risk of providing incorrect or 'junky input' (O'Neill, 1991). A more measured tone is adopted in promoting AfL in MFL classrooms when Jones and Wiliam (2008:4) suggest the advantages of "judicious use of English" in order to "reap the benefits of formative assessment".

AfL is more readily accommodated in a task-based approach, where students' review of their first performance of the task is the key to progress, than in Communicative Language Teaching (CLT). In CLT, either the students need to learn and use a range of metacognitive vocabulary in TL, as Patsy considered in her discussion of her unit of work, or they need to abandon TL in order to reflect on their progress in English. In either case, AfL could be said to compete with, rather than complement, the structure of the lesson not least by reducing the opportunities for input and interaction in TL. The students in Black et al's (2003) example of a French lesson might have benefitted more from listening to French native speakers in songs or film or from phonics instruction (e.g. Hawkes, 2014). The use of pair work is said to improve grammatical accuracy (Storch, 1999) but in situations where both students work on the same exercise. There is a body of applied linguistics research on grammar teaching and the role of corrective feedback in foreign language lessons (e.g. Mitchell, 2000, Lightbown and Spada, 1990), all of which Black et al's (2003) work ignores. Van Lier (1996) argues for the incorporation of some ideas from educational theory to support MFL pedagogy but not at the expense of subject-specific pedagogic knowledge. Black and Jones' (2006) proposed incorporation of AfL techniques for formative assessment into MFL lessons included thinking time for students during questioning and collaborative planning for teachers and these appeared helpful. Similarly, Jones and Wiliam's (2008:5) four "principles of learning" appeared uncontroversial. They are listed as revisiting prior knowledge, engaging in active learning with clear success criteria and discussing the work in peer and self-assessment activities. These are clearly not in conflict with MFL pedagogy but surely need to be combined with existing MFL- specific pedagogic knowledge, rather than displacing it. If the benefits of AfL depend on its support of metacognition (Jones and Wiliam, 2008), and there is a need for this in MFL lessons, this could possibly be achieved as part of

TBLT or of strategy training, an established part of MFL pedagogy recently revived by Graham and Macaro (2012) in their pdcinmfl initiative.

The dominance of AfL in the partner schools can be linked to the schools' commitment to supporting students' learning but also the objective of maintaining or improving GCSE results. Wiliam (2011) has made an explicitly economic argument for improving teachers' effectiveness through the use of AfL. After first presenting evidence that individual teachers have more effect than schools on students' performance at GCSE, he argued for constantly improving teachers' performance because it would cost too much to either replace teachers or reduce class sizes. Instrumentality is a danger here and Torrance (2007:291) writes of teachers applying the letter but not the spirit of formative assessment, by using it "to facilitate short-term lesson planning and teaching, and promote short-term grade accomplishment." The danger is that where teachers use AfL superficially to demonstrate their own compliance, their students may be set limited learning objectives which are easy to achieve as observable behaviours. These behaviours will not necessarily support deep learning, or even retention. Dweck's (2000) distinction between performance and mastery is important here as the achievement of short-term performance goals may not lead to mastery of the subject in the longer term.

5.8. The negative effect of GCSE assessment frameworks on pedagogy

GCSE examinations featured largely in trainees' comments and concern over results appears to dominate practice at all levels. Tinsley (2014) wrote that languages at GCSE are perceived and recognised as, harder than other subjects. She noted that some schools restrict entry for GCSE languages because of this and its likely impact on their league table positions, with take up falling from 76% in 2002 to 40% in 2011. The use of GCSE success rates to determine the future of a school can only increase the pressure to "teach to the test".

It is the teaching to the test, which is the issue for speaking skills. Ball's (2003:221) view is that league tables reduce education to performance in a system where teachers' "judgement and authenticity within practice are sacrificed for impression and performance." This sacrifice is embodied in the tension, identified by Faye in Cohort 1, between long-term linguistic goals and GCSE success and it is likely to affect trainees' freedom to work in a less test-driven way with their classes. Biesta's question (2009:35) "whether we are indeed measuring what we value, or whether we are just measuring what we can easily measure and thus end up valuing what we (can) measure" is relevant

here and appears to encapsulate the destructive effect on student learning of an exclusive focus on predetermined objectives. Bruner (1996: XI) wrote that "educational encounters should […] result in understanding, not mere performance" but clearly measuring understanding is problematic.

It appears that concerns about GCSE results affect MFL practices in school and may reduce the freedom of teachers and trainees to aim for deeper learning for their students. This in turn affects the professional development of the trainees so that the pedagogy in both ITE and classroom settings is subject to "thinning", discussed next.

5.8.1. Thinning pedagogy

The concern with performance goals and competition from generic pedagogy in schools have apparently resulted in a thinning of MFL pedagogy. The term was coined by Lingard, Hays and Mills (2003:418) who drew on Bernstein's (2001) work on curriculum, pedagogy and assessment and suggested that changes affecting curriculum and assessment in the name of accountability have a thinning effect on pedagogy. Instead, they argue for pedagogies to be mediated by teachers' professional and subject knowledge. Otherwise, pedagogy may be thinned when conceived as technology rather than "a concern with meaning, knowledges and broader conceptions of the purpose of education". In the context of MFL, the emphasis on examination success, achievable by performing a scripted dialogue, is at the expense of genuinely learning the language.

It appears from the case study that the only vestiges of communicative language teaching discernible in most of the 33 units of work (and therefore in the 32 schools included in the cohort study) are role plays and the occasional use of TL. Whichever approach to MFL pedagogy we have all been using, it appears not to have been communicative language teaching.

The current practice of planning a three part lesson with pre-determined outcomes is more compatible with the description of competency-based language teaching (CBLT) provided by Richards and Rodgers (2014), than with communicative language teaching. The complexity of SLA theories and the lack of clear applications they offer for language teaching are problematic in a climate of evidence-based practice. The lack of theoretical clarity on SLA processes might contribute to a focus on outcomes rather than process in evaluating teaching. However, the neglect of process is surely a case of thinning pedagogy in which the demands of curriculum and assessment impinge on pedagogy.

The thinning occurs as a result of reducing teaching and learning to the observable and measurable which can take no account of deeper or latent learning, which may take more time to consolidate or to access.

As argued above, generic educational theory or policy may dominate and if teachers' knowledge of SLA is either unclear or lacking, generic guidelines and frameworks will fill the vacuum.

A reductionist approach, focusing primarily on outcomes, may be a bureaucratic reaction to theoretical complexity. For example, if the optimum balance between input, output and interaction in an MFL lesson is unknown, and likely to differ between learners with complex needs, a focus on output or behavioural outcomes in Ofsted inspections provides an alternative method of evaluation but a crude one.

Possible tutor complicity in thinning pedagogy

As MFL Curriculum Tutor, I should be upholding MFL-specific pedagogy, but I work in a culture of generic pedagogy and measurable outcomes. To explore the possibility of my complicity in thinning pedagogy, the analysis of my lesson observation reports over the three years of the case study drew on Bernstein's (2001) three message systems of curriculum, pedagogy and assessment, reconfigured in relation to trainees' practice as pedagogy, control and accountability. In analysing the observation forms for the three cohorts (see Appendix 9), pedagogy was taken to include generic and subject specific pedagogy, control was conceptualised as comments on behaviour management and accountability was broadly equated with assessment of, rather than for, learning.

Within the pedagogy category, a subset of comments relating to MFL specific pedagogy, corresponding to Shulman's (1986) "Pedagogical Content Knowledge" (PCK), were identified. The aim was to explore the possibility that MFL specific pedagogy, which would support acquisition, was in competition with elements of generic pedagogy such as AfL and differentiation. It was not always clear which category should be assigned to my comments as observer, for example whether pace and challenge were part of pedagogy or control or whether assessment and reflection were part of pedagogy or accountability. Additionally, the schools, students, trainees, time of day and lesson topics were different for each cohort, further complicating the analysis as I was not comparing matched samples. However, my concern here was with my own focus as observer rather than the lessons themselves. In other words, I wanted to assess whether I had become

institutionalised into accepting the dominance of generic criteria used in the competence-based system of ITE.

The increase in the proportion of MFL specific comments about strengths could be taken to reflect either a change in the nature of trainees' teaching or a shift in my own thinking as this study has progressed. An optimistic view would be that the figures reflect an increased awareness of PCK for both trainees and tutor during the three years but the almost parallel pattern in the comments on targets for improvement suggests this has more to do with my developing thinking as the observer.

GCSE assessment guidelines as a constraint

Thinned pedagogy is evident not only in teachers' pragmatic responses to the requirements of the GCSE speaking examinations but in the guidance from the examination boards. This contributes to the reliance on script in order to achieve a short-term performance goal in the speaking examination. The AQA (2009) guidance notes on keeping to an agreed order of questions in the examination, quoted earlier, corroborate the Cohort 1 trainee's complaint that students do not understand what they write. In other guidance (AQA 2014a:7), where "A draft is a fully scripted version of the student's response to the task or a practice recording", it becomes clear that students are expected to prepare the whole dialogue in advance.

Professional conferences for language teachers have regularly included sessions on memorisation techniques. In each case the presenters were classroom teachers 'sharing good practice'. The practice being shared appeared to owe more to the GCSE assessment framework than to principles of effective language teaching, notably Ellis' (2005) principle that assessment should include language which is freely produced without controlled conditions, or to authentic conditions for communication. As a trainee in Cohort 1 observed (Appendix 10a), teachers are also responsible for enabling their students to achieve good grades at GCSE. Thus a tension persists between MFL pedagogy and the required performance of the students, as in Dweck's (2000) binary of performance versus mastery.

Stenhouse (1975:96) commented on outcomes-based education (OBE) preparing students for examinations "they do not deserve to pass". However, the more fundamental problem here is that more students would deserve to pass, in other words achieve the required level of mastery for GCSE, without memorising scripts. They would need to be sufficiently motivated, to receive enough input and to have enough opportunities to practise.

The comment from Cohort 3 trainee, Tamsin, a recent languages graduate, is an indictment of the whole approach. Tamsin had been taught languages in the familiar excessively scaffolded, memorisation-dependent way at school and at university in England, then found herself without adequate language skills when she arrived in Germany for her year abroad. Frank in Cohort 1 (Appendix 10a, line 10), expressing his frustration through irony, questioned the point of teaching speaking if GCSE relied on memorised scripts. However, it was Frank who made the point in a university session that most of the trainees in the room had somehow learned languages successfully in England and clearly some students still manage to learn in spite of the obstacles placed in their path.

5.9. An alternative approach emerges from the classroom intervention

The classroom intervention, described in the methodology chapter, used a group talk activity in a MFL lesson. The limited scope and small sample size in the intervention preclude drawing firm conclusions from the results. As predicted by the literature (Swain, and Lapkin, 2000; Ellis, 2000) students' interpretation or construction of the task varied, as did their levels of participation. Some groups assiduously took turns in posing and answering questions while some students avoided speaking TL at all. Realising retrospectively that the intervention was similar to task based language teaching (TBLT), I suggest the intervention results provide some support for further research on the use of task based language teaching (TBLT). Where students did engage with the intervention task, their level of engagement and 'time on task' (see Appendix 5), were greater than during most speaking activities in MFL classrooms. However, students' TL use was greater when reliant on the stimulus as script. The limited timescale and small number of participants involved in the classroom intervention mean that only tentative conclusions about a shift in MFL methodology can be made.

Further work would be needed to assess the feasibility of TBLT in an English MFL classroom. However, TBLT is theoretically underpinned, is an established and successful method in the field of teaching English as a foreign language and a number

of recent articles on the use of TBLT in secondary schools outside England (e.g. East, 2015; Bygate, 2015) suggest that such a shift might be feasible, although Bruton (2005) questions the capacity of TBLT to teach pre-determined content. A shift towards TBLT would entail a significant change in classroom practice and would need a clearer understanding of the TBLT cycle, shared among students, teachers and teaching assistants than was the case in the intervention lessons. In other words it would need to be a collaborative trial, taking account of class characteristics and dynamics. TBLT could accommodate, within an MFL context, the reflection on learning and the focus on progress currently afforded by AfL strategies. This would avoid the competition for lesson time which currently exists between AfL and MFL input, as shown in the analysis of trainees' lesson plans.

Chapter 6   Conclusions

6.1. Overview

My over-arching conclusion is that as teachers we need to remember the complexity of teaching and learning and use our professional content knowledge when implementing top-down policy initiatives in education. To borrow Eraut's (1995:19) metaphor of cycling in traffic, we might be in heavy traffic but we need to remember not only where we are going but why and keep the bicycle well maintained. Both MFL secondary school classrooms and ITE courses are more complex than an objectives-based, performance–focused model of education and training can satisfactorily encompass.

My findings confirmed the culture of the host MFL department as the key influence on trainees' practice and the role of students' anxiety about mistakes and possible ridicule as a key obstacles to their spontaneous use of target language.

My most striking finding was the small proportion of time trainees spent on activities which would provide linguistic input in their lessons. I discovered this after my initial findings showed an increase in the quantity, but not necessarily the quality of speaking activities. The dominance of scripted activities in lessons is attributed to the format of GCSE speaking examination.

Reading trainees' comments in their assignments and in their focus groups, it is clear that they are able to reflect on their own practice and are able to schematise and theorise their experience of teaching speaking skills. Some trainees voiced frustration with current approaches, in particular the reliance on scripted speaking activities, but they were keen to grapple with the challenges of generic issues such as the implementation of strategies for Assessment for Learning.

6.2. Contributions to knowledge

6.2.1. To what extent can focused Initial Teacher Education improve speaking skills in secondary Modern Foreign Languages classrooms?

My own understanding of trainees' professional learning has grown to include a greater appreciation of their individual histories and schemata, as in Korthagen's (2010) model, but also the importance of shared experience as in Engeström's (1987) Activity Theory. I would now also emphasize the characterisation of all learning as a developing internal representation, whether learning a language or a new profession.

I now appreciate the opportunities for pedagogic innovation through more collaborative work across boundaries, as in the classroom interventions. By sharing the understandings of trainees, mentors and tutor the intervention offered an additional opportunity to develop classroom practice and professional knowledge outside the ITE assessment framework.

6.2.3. How do Modern Foreign Languages trainees and secondary school students experience the teaching of speaking skills?

Not only was students' anxiety about speaking found to be a barrier for some students, as predicted in the literature, but trainees also reported teachers' anxiety about disruptive behaviour as an obstacle to pair work, even in schools where behaviour is reputedly good.

Trainees voiced frustration with prevailing practices, in particular the lack of target language use in schools, the reliance on scripted dialogues and memorisation of poorly understood language for speaking assessments. Trainees experienced this situation as a constraint on their own practice and some looked forward to greater freedom during their NQT year.

6.2.4. How do trainees plan for input and practice, including target language?

The lack of substantial linguistic input, i.e. the time allocated to listening and reading activities, was the most striking finding from the analysis of the trainees' lesson plans. I suspect that the neglect of input may be in part attributable to the strong focus on behavioural outcomes exemplified in the National Secondary Strategy (DfES, 2001) and enforced by Ofsted. In other words, a culture of performativity has resulted from policy initiatives which aimed to improve teaching and learning. Teachers need to use their professional knowledge to redress this imbalance between mastery and short-term performance goals.

Despite their voiced frustration with the small amount of target language use in their placement schools, the trainees' lesson plans and evaluations paid little attention to their own use of TL other than repeatedly resolving to increase it. This was equally true of native speakers as for those teaching their second or third languages.

6.2.5. To what extent is subject-specific pedagogic knowledge in Modern Foreign Languages valued and utilised in secondary schools?

From the findings, it appears that MFL-specific subject pedagogy has low priority in secondary schools, compared with generic approaches. The dominant issue in trainees' essays was Assessment for Learning (AfL). As well as a commitment to students' learning, when used instrumentally this may also reflect a concern with demonstrable outcomes in lessons. Identifying ways to accommodate AfL strategies within MFL lessons without sacrificing linguistic input appears to be the next challenge.

6.3. Limitations of the research and its design – researcher naïvety

Perhaps the most important aspects of this research were that it was exploratory and began in the hands of a novice researcher whose thinking and methods have developed during its progress. If I had understood at the outset what I understand now, I may well have planned it differently. If my research could be seen as the first cycle of an action research project, the second cycle would include my increased understanding of the field and the project.

The 33 trainees who participated in the research comprised a relatively small sample. However, this is a feature of much SLA research; for example Macaro's (2001) study of switching between L1 and TL was based on a group of six trainee MFL teachers of whom only two were interviewed and Borg's (2011) study of teachers' beliefs also had a sample of six.

A longitudinal study within each cohort would have added depth to the account of trainees' perspectives as it developed over time, had I found a way of ascertaining trainees' views at intervals during the ITE year. I may have been over anxious about increasing trainees' stress levels and over-cautious about the ethics of using trainees as participants in the case study until after their assessments were complete. The effect of that caution was to allow myself a very narrow window of opportunity in which to conduct the intervention lessons.

The small number of students and lessons in the classroom intervention, 16 students and two lessons in one school and seven students and one lesson in another, is a greater restriction on the usefulness of those data. Similarly, the small number of mentors whose views are represented in the study is a serious limitation.

Had I found my inspiration to use a questionnaire sooner, to allow a proper pilot and revision process, the questionnaire results would have been a better source of data to

use in triangulation. (I had sought areas of agreement or disparity in the views of trainees, mentors and students.) The main fault in the questionnaire lay in its use of a ranking process, which students seemed to find difficult to complete in the time available, whereas a Likert scale would have been simpler for them to use.

In hindsight, had I recognised sooner that my classroom intervention closely resembled task-based language teaching (TBLT), I could have introduced TBLT more successfully by following Willis' (1996) model of TBLT. Instead, the intervention was based on an activity observed in an English lesson, implementing Sutherland's (2012) group talk approach. In transposing classroom approaches between subject areas, my assumption had been that, as MFL classrooms regularly employ pair work and group work, the main difference in the intervention task lay in the format of the planned discussion. A more solid foundation in MFL-specific pedagogy such as task-based language teaching would have been improved the design but it was only while presenting my 'work in progress' to fellow doctoral students that a trainer of teachers of English as a second language pointed out that my intervention was task-based language teaching.

My decision to use video recordings of students in the classroom intervention was perhaps ill-founded. With naïve deference, I had followed a suggestion from a much more experienced researcher without considering that her research with children has nothing to do with classrooms or language learning. Knowing that some students are reluctant to speak in front of others, the inhibiting effect of video recording might have been foreseeable. However, the largest effect on my data collection came from parents' unwillingness to give consent for students' participation in a video recorded study and this was less predictable.

6.4. Incongruities and Recommendations

Using intellectual conflict as an opportunity for transformational learning, the incongruities identified in this thesis can be used to generate recommendations for practice.

6.4.1. Incongruities in Modern Foreign Languages teaching

The first three incongruities are addressed together. The first, identified in the literature review, and supported by my findings, is that applying a policy of objectives-based education to individual lessons may impede rather than enhance learning. The second incongruity is related to the first and is demonstrated in the most striking of my findings: trainees' lessons lack the substantial linguistic input needed for language acquisition.

The third incongruity lies in the use of speaking as an indicator of students' learning. My findings support the observations in the literature that speaking in class, in any language but particularly in a foreign language is problematic for many students. However, an enriched methodology should enable students to speak the target language if they choose to do so and a shift to either task-based language teaching (TBLT) or competency-based language teaching (Richards and Rodgers, 2014), together with a different timescale for learning outcomes, could be a suitable response to these three incongruities.

My finding of higher than usual levels of student engagement in the classroom intervention lends tentative support to the incorporation of TBLT in school MFL lessons. Within a more coherently SLA related context, TBLT includes opportunities for reflection and metacognition, includes giving students a model of the language to be produced and provides the opportunities for learners' active involvement in their own learning said to accrue from AfL (Wiliam, 2011). Black and Wiliam (1998a) acknowledge that lesson time spent on reflections and metacognition reduces the time available for content but that time for reflection is already allocated within a TBLT framework.

If objectives-based education remains a priority, competence-based language teaching accommodates pre-determined objectives while maintaining key features of MFL teaching such as the need to practise all four skills. This would not preclude the use of TBLT which could be used to frame students' activities which apply and extend their knowledge, the final stage of Richards and Rodgers' (2014) model, discussed in section 2.11.

To accommodate these changes, learning objectives need to be set for a sequence of perhaps two or three lessons, rather than individual lessons, to allow time for students to practise all four skills of listening speaking, reading and writing. Progress towards the objectives would be discussed during individual lessons, allowing time not only for rich linguistic input but for meta-cognition and reflection.

6.4.2. Generic pedagogy – reflections of an insider researcher.

Part of my motivation in carrying out this research has been to improve my own practice and, as I was the only tutor involved, the tensions inherent in the insider researcher role are in my relationship with my own work, rather than the insider relationship with colleagues discussed by Drake (2011:27). I did experience a negative emotional reaction to finding the dominance of generic over subject-specific issues in trainees' essays.

However, if I resume my calmer role as reflective practitioner, this incongruity becomes a stimulus for some modification to my practice as tutor. As described in section 1.7 in Chapter 1, the MFL Curriculum Studies (CS) sessions of the ITE course already use small group work to relate the generic issues raised in that week's lecture to the context of the MFL classroom. These sessions might benefit from further enriching the input from SLA theory. However, bearing in mind Dewey's (1936) "pedagogic fallacy" that what is taught is what is learned, exemplified in my own observation that few ideas from CS sessions appear to be put into practice, a more differentiated approach might be required. Using trainees' targets for improvement from their mentors' lesson observations, I could set up parallel small group discussions on those target areas of practice, such as differentiation, AfL or student grouping, supplying the stimulus of a useful journal article or chapter, so that trainees could share understandings and develop their thinking. Alternatively, trainees might be willing to use a lesson observation report for discussion. This would constitute a more differentiated approach to CS sessions by tailoring the existing small group discussions to trainees' immediate placement concerns rather than just discussing the generic topic for the day. It would support trainees' work on their written assignments, which often reflect issues which they have encountered while on placement, as well as informing their reflections on practice.

6.4.3. Implications for the division of labour in Initial Teacher Education

The last incongruity, the limitations on their freedom to initiate change imposed by the trainees' role as novices, has implications for work within the ITE partnership. My experience of working with trainees and mentors on the classroom intervention, together with the Activity Theory analysis, leads me to suggest shifting the emphasis of some tutors' lesson observations to a lesson study approach, rather than simply assessing trainees' progress. Such a change would be compatible with Ellis and McNicholl's (2015) suggested use of co-configuration, or knot working, based on Activity Theory, as part of the transformation of ITE. This would reaffirm the role of the lesson observation as a mediating tool, and incidentally support a role for the university tutor in ITE beyond quality assurance. It would afford greater opportunities for shared reflection on lessons between trainees, mentors and tutors and should lead to richer discussion and deeper learning.

As an ITE insider and former school insider, I accept that school-based colleagues might be either reluctant or unable to engage in an expanded discussion of trainees' lessons, given the additional time commitment involved and teachers' existing large workloads. However, I hope that colleagues would find the process of collaborative working across the school-university boundary as rewarding as I did during my research.

6.5. Further research

ITE is in such a state of flux that any research risks having mainly historical value by the time it is completed. However, if a model of ITE could accommodate a longitudinal study of MFL trainees' developing professional knowledge, to include their first year of teaching, a study based on Korthagen's (2010) model would be instructive. Trainees' theoretical perspectives, as revealed in reflective journals and interviews, could be tracked as indicators of the schematisation of their professional content knowledge (PCK) at different points in their training. It would be interesting to follow the development of PCK using Engeström's (2007) "layers of causality" to identify stages at which trainees might be most receptive to additional theoretical input or coaching.

Another area of interest is the significance of students' silence in lessons. Pippa voiced her dislike of speaking; she was the only student to answer the question posed in the intervention study's speaking activity at Aurora School but had hardly spoken during the speaking activity. It may be heretical to suggest that students' spontaneous use of TL in MFL lessons is a poor indicator of their learning but a more holistic understanding of students' engagement with language learning is needed and warrants further study. A combination of group interviews with student volunteers and a suitably piloted questionnaire could be used in conjunction with classroom observations focused on levels of engagement.

With regard to MFL pedagogy, the increased time on task shown by many students during the classroom intervention suggested that TBLT merits further classroom research. I have argued that TBLT is more compatible with the principles of formative assessment than a present-practice-produce model of language teaching. If a willing partner school could be found, a collaborative study could trial the incorporation of task-based language teaching (TBLT) into schemes of work with Year 8 or 9 students. This would not involve a wholesale switch to TBLT, avoiding the concerns over curriculum and accountability raised by Bruton (2005). The differing levels of active student participation in the task, noted by Swain and Lapkin (1998), might make it incompatible with observable outcomes but TBLT approaches could be used towards the end of a unit of work to engage students' metacognition and consolidate and develop their use of vocabulary and structures from the unit. Such an initiative might keep MFL teaching nearer to what Alexander (2004:29) has called a "pedagogy of principle" rather than one of compliance.

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Appendices

Appendix 1 Distribution of trainees' placements during the Unit of Work described in the trainees' essays.
19 schools and 4 local authorities

School	Local Authority / area	2011-12	2012-13	2013-14	Total	Comments
1	Urban	#	#	#	3	
2	Urban	#	-	-	1	
3	Urban	#	#	-	2	The trainees taking part in the case study were on placement in 19 schools of which 2 are language colleges, 2 academies, 1 independent school.
4	Nearby	#	-	-	1	
5	Rural	#	-	-	1	
6	Rural	#	-	-	1	
7	Rural	#	#	#	3	All but 2 are mixed schools. 2 are faith schools
8	Rural	#	-	#	2	
9	Rustic	#	-	-	1	
10	Rustic	#	-	-	1	
11	Rustic	#	#	-	2	**Comparison of sample with all UK schools**
12	Rural	#	-	#	2	
13	Rustic	#	#	-	2	
14	Urban	-	#	#	2	
15	Rural	-	#	#	2	
16	Rural	-	#	-	1	
17	Rural	-	#	-	1	
18	Rustic	-	#	#	2	
19	Rustic	-	#	-	1	

Type of school	Sample	UK
Language college		
Faith school	10.4%	5.2%
Independent school	5.2%	6.5%
Academy	10.4%	*

* The number of academies in the UK increased in each year of study

Appendix 2 Qualitative Analysis of lesson plans in terms of Ellis' (2005) Principles of Instructed Language Learning.

Appendix 2.1 Cohort 1 (2011-12)

Principle 10 is omitted as assessment type is largely dictated by the school's Scheme of Work and is outside the control of the trainee

Essay focus	Principle 1 Formulaic + rule-based Instruction *Eg chunks and grammar*	Principle 2 Focus mainly on meaning *Eg Decoding and encoding messages*	Principle 3 Focus on form *Eg grammar teaching*	Principle 4 Develop implicit knowledge *Eg games, practice activities*	Principle 5 Learner's built-in syllabus *Eg gradual increase in complexity*	Principle 6 Extensive L2 input *Eg TL use, Listening & reading activities*	Principle 7 Opportunities for output *Time sent on speaking & writing*	Principle 8 Opportunity to interact *Eg pair work, group work*	Principle 9 Individual differences in learners, to match aptitude & motivation *Evaluation of engagement*
Y7 Learning strategy awareness (vocabulary)	Modal verbs; Mochtest du / Man kann + infinitive Learning set phrases			Game, running dictation	0	L&R in 2 lessons and assessment	email dialogue poster	0	Some Ss complained of boredom. Evaluation concentrates on technology
Y10 TL use & grammar	phrases	translation	Perfect tense Comparatives Future tense	Gap fill translation	0	L&R ex's	W Para on trip W Film review	0	Grades engagement good on average but Evaluation ignores Ss
Y7 Grammar	0	translation	Article gender Plural nouns & verbs	Dictionary race	0	Matching Reading Listen to FLA	Write description	FLA-pronunciation Groups discuss	Identifies Ss need for ext Observer praises for

(scant detail in plans)			'I' form of ar/er/ir verbs					grammar in English	engagement level
	1 chunks	**2 meaning**	**3 grammar**	**4 practice**	**5 gradual complexity**	**6 input**	**7 output**	**8 interact**	**9 motivation**
Y8 (GCSE fast track) AfL	Weather & time expressions	matching ex respond to pics	Future tenses Imperfect perfect	Gap fill	Lessons build to piece of written work	L ex's R ex's Song as L ex	W weather f/cast S/L Pair S plenary W holidays	Pair Q&A Group matching ex Eng? Group AfL Eng	Variable but generally good Adapts resources
Y7 Role play for speaking skills	Food & café Expressions Sentence starters	Matching Ppt +Drilling?	0	Games Survey worksheet	Lessons build to performance	L ex's Video clips	S Scripted role plays Adapted dialogues W menu	Survey	Good Uses games & music Oppty to adapt dialogues
Y8 Oral assessments	Opinions eg j'aime, je n'aime pas	Dictionary ex translation	partitive	Games Running dictation	Lessons build to performance Reducing supports	Song Video L ex Text for MM	W poster W menu W para S role play S plenary S survey	Q&A with Teacher and with partner Murder mystery Eng?	Judged as good in most lessons
Y9 Group work	Sport expressions Sentence starters Negatives, en Il faut+inf	Pic prompts for discussion translation	0	Games W ex	0	L ex's R ex's	W para S survey	Q&A interview	Judged as good in most lessons
Y8 Increasing TL	Future & cond	matching	Gender verbs	Games Odd one out W ex	Increasingly complex verb forms	L ex	W description W plans	Guessing game	Says needs more

	tenses as chunks								differentiation
Y8 Mixed ability	Hobbies Time phrases	matching	Future Comparative	games	Ich then er & du forms of verb then complex sentences	Choral repetition	S pair work W /S weather forecast	Q&A with teacher	Some behaviour issues
Y7 AfL & motivation	Opinion eg j'aime beaucoup	Matching translation	0	drilling	no	Video R ex R assessment	Pronunciation challenge W/S sentences on opinion	Q&A in pairs	Judged as good in general Some behaviour issues
Y8 Language learning strategy instruction and thinking skills.	Sentences for daily routine and household chores initially as chunks.	Picture cards- ordering, matching, pelmanism. Deduce meaning	Er verbs present tense Past tense.	Dice game- verbs Connect	yes	L ex's R - translation	W – daily routine S response to statement on board W – adapt model W - opinions	Survey Q&A with T Reflection in L1 Debate Guessing game	Judged as good

Cohort 1 Reflection – a number of missing links

P1 & 3 – formulaic chunks & Form-focused instruction (FFI)
Chunks are taught to be used in activities but the FFI does not appear to deconstruct them for future use. Rather the chunk provides a context for the grammar point. Three units appear to have avoided grammar teaching completely.
P2 – emphasis on meaning
Lesson plans do include support for meaning but they vary widely in the number and range of meaning focused activities.
P4 – games & practice activities. Not all units of work include speaking activities. Those used range from answering questions from the teacher to surveys and scripted dialogues and games.
P5 – gradual increase in complexity. Not all units of work demonstrate this clearly.

P6 Extensive TL input. This is one of the most striking omissions in these Units of work.

P7 Opportunities for output. The balance between speaking and writing varies widely, with two units omitting speaking completely

P8 Opportunity to interact

Lesson plans did include pair and group work but some of this was in English as part of a reflection on learning for AfL or a discussion of grammatical patterns. Most other pair work was in the form of scripted dialogues, the scripts usually produced by students in a prior written task.

P9 individual differences, motivation

It is perhaps unsurprising that students complained of boredom in the unit of work on strategies for learning vocabulary, without opportunities for interaction and without extensive input in reading and listening activities.

Appendix 2.2 Cohort 2 (2012-13)

Principle 10 is omitted as assessment type is largely dictated by the school's Scheme of Work and is outside the control of the trainee

Year group and Essay focus	Principle 1 Formulaic + rule-based Instruction *Eg chunks and grammar*	Principle 2 Focus mainly on meaning *Eg Decoding and encoding messages*	Principle 3 Focus on form *Eg grammar teaching*	Principle 4 Develop implicit knowledge *Eg games, practice activities*	Principle 5 Learner's built-in syllabus *Eg gradual increase in complexity*	Principle 6 Extensive L2 input *Eg TL use, Listening & reading activities*	Principle 7 Opportunities for output *Time sent on speaking & writing*	Principle 8 Opportunity to interact *Eg pair work, group work*	Principle 9 Individual differences in learners, to match aptitude & motivation *Evaluation of engagement*
Y7 Harnessing motivation in the MFL classroom	Description of hair, eyes +tener family	Drill translation	1st 2nd & 3rd person of tener	Matching Beat the teacher Gap fills Battleships Os & Xs bingo	yes	L ex's reading	W ex Label pics 'Wanted'posters Para about self and family	Q&A with T & each other	Judged as mainly good with some behaviour problems
Y7 Motivation in the MFL classroom	Restaurant script	Drill Code break Deduce meaning from context	Verb tables	Splat Crosswords worksheets	no	video	Write menu Role play Write order	Role play S games	Judged as mainly good
Y7 AfL and the importance of	Was isst du? Ich mochte	Matching Label pics	Verb tables	Guess mime Re-ordering	yes	Drilling L ex's TL modelling	W -Subjects like/dislike & why	Guess mime Scripted dialogues	Judged as mainly good

demonstrating progress Millais	Wie viel kostet das? Ich lerne gern Das macht Wie findest du Was hast du am…uhr? Wann beginnt/ endet?			Numbers game Time ballet Beat the mouse Hit board pictionary			S- repetition	Survey Q&A in pairs Discuss in L1	
Y7 Games for memory & motivation	En mi casa hay… Daily routine expressions	Memorising vocab translation	prepositions	Blockbusters Battleships bingo	yes	R Drill R ext video	Copy W ex's – sentences S games	Q/A Discuss in L1 Survey S games	Judged as good
Y7 Music as a means of enhancing the learning of a second language	Question forms est-ce que? & qu'est-ce que?	Drilling Visuals matching	Du/ de la/ des connectives	Battleships Os and Xs worksheets	yes	L songs L ex Drilling Running dictation text	W on mini WB W poster W para W sentences S games	Q&A pairs	yes
Y8 Strategies for teaching MFL to SEN	Phrases to name hobbies	matching	Present & future tenses Find inf	Splat Pictionary Quiz charades	yes	L ex every lesson R ex in 3 of 4 lessons video	S as plenary W/S role plays	L1 reflection, peer assessment S games	Judged as good LSA Extension Diff'd worksheets
Y7	Free time activities	matching	Present tense	Splat Snap	yes	R ex most lessons	W sentences	Q&A (T) TL	yes

Reading strategy & CLIL	Time expressions		Negatives prepositions	Os & Xs Card game		L ex's		Reflect in Eng S games	
Y7 Language play to improve speaking	Greetings Saying and asking nationality, where live, languages spoken, spelling	Translation Visual support	None (Complete beginners in Spanish, started this term)	Song Mime for phonics training bingo	Yes	Video clips Tongue twisters	Adapt model scripted conversation	Greetings Ordering Ss acc to birthday TL only Scripted dialogue	yes
Y10 Questioning and AfL	Greetings, asking and saying if hungry, thirsty, tired, need something. Opinion expressions	Mime matching	Imperfect C'est + adj Ce n'est pas juste de+inf	Task magic Online activities song	Yes but from low base.	R ex's Video & film clips	W para Label pictures No planned speaking by S	no	In parts
Y7 AfL to motivate Ss' use of TL	Saying and asking where live Il y a, il n'y a pas	Drill with visuals Translate Mime Power point illustrating vocab	Prepositions 3rd person verb	unscramble	no	L ex R lists of vocab	W& S para Labelling W sentences S sentences as leave class	Scripted pairwork Survey Pairwork mime + S	most
Y10 group work to encourage progress	Not identified	Deduction from R ex Comprehension activity	Depuis + present Qualifiers On peut + inf	Gap fill Vocab game	yes	R ex's with substantial txt L ex's from GCSE papers	W/S Scripted role plays S repetition W poster	Info gap (Fr/ Eng) Paired Q&A	yes

		match	3 tenses	Running dictation			W para W email or brochure	Paired drawing	
Y7 Speaking and grammar through collaborative working	Opinions Eg Mein lieblingsfach ist	Drill mime translate match	Accusative case of ein etc	Gap fill vocab games ordering sentences	yes	L ex's Song+gap fill R model text	Paired S W sentences W/S role play S days of week to answer register	Q&A T Q&A pairs Survey Q&Q dominoes	yes

Appendix 2.3 Cohort 3 (2013-14)
Principle 10 is omitted as assessment type is largely dictated by the school's Scheme of Work and is outside the control of the trainee

Year group essay focus	Principle 1 Formulaic + rule-based Instruction *Eg chunks and grammar*	Principle 2 Focus mainly on meaning *Eg Decoding and encoding messages*	Principle 3 Focus on form *Eg grammar teaching*	Principle 4 Develop implicit knowledge *Eg games, practice activities*	Principle 5 Learner's built-in syllabus *Eg gradual increase in complexity*	Principle 6 Extensive L2 input *Eg TL use, Listening & reading activities*	Principle 7 Opportunities for output *Time sent on speaking & writing*	Principle 8 Opportunity to interact *Eg pair work, group work*	Principle 9 Individual differences in learners, to match aptitude & motivation *Evaluation of engagement*
Y7 Grammar to support reading	Some eg un rey fuerte	Dictionary work Matching translation	Adjectival agreemt 3 types of verb Imperfect, present	Dice game Running dictation	yes	Reading ex Some TL	Dice game Sentences Oral practice Repetition Exercises	Scripted dialogue Discuss in L1 Q&A with T Running dictation	Generally good
Y7 Games & speaking	On joue au foot etc	Dictionary race Confirm meanings	Present tense er verbs	Splat Trapdoor Grammar ex Gap fill Dice game	yes	L & repeat Read aloud	Detective game Memory game Pronunciation practice	games	Generally good

		Matching words & pics mime							
A-V to support Speaking	Sentence starters	Vocabulary revision	Conditional Preterite Object pronouns	A-V programme	yes	L&R ex's TL	W ex's Prepared presentations W narrative for video	Discuss / plan projects in L1 Scripted conversations	Generally good
Y7 AfL	Questions eg as-tu des frères ou des soeurs	R comp ex Vocab work	Avoir Possessive adjective Plurals adjective	Chef d'orchestre	yes	R comp ex L ex	Presentation W&S	Q&A with T Q&A in pairs	good
Y7 AfL & indept learning	Mon anniversaire c'est le… Je suis + adj	V/F Matching Translation Flash card	Gender Adjectival agreement Possessive adjective	Posters Quiz ordering	yes	L & repeat L ex	W sentences drilling	Joint answers to qu's Q&A with T	good
Y8 Listening strategies	Eg Nous jouons toujours au foot	Matching Q&A	Adverbs Word order Past tense	Hangman Lotto Categorising sorting	yes	L ex's Reading to correct L ex	W sentences W time expressions	Discuss in L1 Joint answers to L ex	ultimately
Y7 AfL & speaking	Opinion expressions Questions eg tu aimes les maths?	Translation Vocab test labelling	Faire present tense	Touchez Board game	yes	L ex's R ex's	Drilling Scripted dialogues (2 lessons R/W only)	L ex's Joint answers to R ex Q&A with T	fair

Y8 Motivation & Speaking	Sentences about town	Matching Picture prompts	Sentence structure	Guessing game T/F game Battleships Os & Xs	yes	L ex's R ex's	W – pic prompts W sentences S games	Joint answers to R ex S games	Mostly good
Y9 Spontaneous talk	Film genres Conversation fillers Questions forms	Picture prompts Matching Ordering Vocab learning Hw translation	Agreement of nouns, verbs adjectives Comparatives Future tense Past tense prepositions	Dice game Quizzes Team speaking game	yes	L ex's R ex's TL policed	Scripted & unscripted dialogues W sentences W ex S sentences in response to prompts	S games S discussions with support sheets	good
Y8 Authentic materials to increase motivation for speaking	Opinion phrases & qu's Past, present future tenses as chunks	Translation Dictionary work Picture prompts	Word order Au/ a la /aux Du / de la /des	Dice game Os & Xs Quiz Hangman splat	yes	Video Ppt Gap fill	W menus S games W odd foods Drilling	Discuss opinions in L1 Q&A pairs Q&A with T	good

Cohort 3 Reflection

P1 & 3 – formulaic chunks & FFI
Chunks are taught to be used in activities but the FFI does not appear to deconstruct them for future use. Rather the chunk provides a context for the grammar point

P2 – emphasis on meaning
Lesson plans do include support for meaning

P4 – games & practice activities
Speaking activities are often games which involve responding to picture prompts or drilling and these are perhaps the closest adherents to Ellis' principles

P5 – gradual increase in complexity
All units of work demonstrate. The gradient of increase varies but it is not possible to discern how appropriate the implied rate of progress was.

P6 Extensive TL input
This is one of the most striking omissions in these Units of work. Only one Unit of work includes a substantial amount of input in a reading activity. The content of the listening exercises is unknown but there are relatively few of them. Few trainees comment on their own use of TL, where they do it is to recognise that they could have used more. One trainee comments on the students' lack of practice in using TL before she taught the unit of work and the difficulty of compensating for this in a short period of time.

P7 Opportunities for output

In most cases, speaking is in the context of drills, games and scripted dialogues. Writing is usually at sentence level either as an exercise or as a script for subsequent speaking. One trainee comments on the increasing use of TL by one student in his class. Another appointed a language policeman to reinforce the rule that TL should be used wherever possible by monitor the use of TL.

P8 Opportunity to interact
Lesson plans did include pair and group work but some of this was in English as part of a reflection on learning for AfL or a discussion of grammatical patterns. Most other pair work was in the form of scripted dialogues, the scripts usually produced by students in a prior written task.

P9 individual differences, motivation
Not shown on the table are trainees' comments in their evaluations. Where students' level of engagement was judged as problematic, trainees tended to attribute this to a lack of differentiation or misjudging the level of the class.

Appendix 3 Additional input to MFL Curriculum Studies Programme		
2011-12	**2012-13**	**2013-14**
One day training on speaking at KS5 with Languages South East – these include examples of teaching activities Seminar on Class Talk (Vaughan,2012) **VLE:** A paper on Content learning in the Language (CLIL)	Half day training on phonics with Languages South East Seminar on Class Talk (Vaughan,2012) Introduction to Group Talk ideas to adapt (Sutherland 2012) Introduction to Horton's Group Talk project and website	Half day on using phonics in a unit of work on films (Millais Alliance, 2014) Introduction to Horton's Group Talk project and website Introduction to pdcinmfl online training on speaking Morning at a local museum during Induction, finding objects and topics for a possible CLIL unit of work, supported by background reading on CLIL Session on CLIL with a colleague from Macadamia university's Language Centre **VLE:** Links to online resources on phonics (Hawkes, n.d; Perkins, n.d) Chapter by Horne (2014) on speaking skills 12 resources posted on CLIL

Appendix 4. Quantitative Content Analysis of trainees' comments in evaluation sections of trainees' written assignments on a unit of work

Appendix 4.1 Cohort 1 (2011-12)
Quantitative Content Analysis of trainees' comments in evaluation sections of trainees' written assignments on a unit of work
The trainees whose comments are quoted in this thesis were Lindsay 1- A; Karen 1- I; Frank 1- J; Faye 1- K

ID	Essay focus	Student variables /characteristics					Contextual constraints / considerations ie trainee has no control over these / struggles						Pedagogy						
		Anxiety Fear Confidence personality	L1 literacy / Meta Lang SEN	Attitude Resistance Motivation engage	behaviour	retention	Ltd Time	SoW topic	Existing routines	Unit / GCSE testing	Prior TL use	Know class	Creative L2 use	AfL Qu	Grouping collaboration	TL/ L1 CLT	Scaffolding Modelling	differentiation	Grammar teaching
1A 6	Gender, motivn & oral assesst	#		#										#	#			[#]	
1B 6	Group work			#				#	#gp	#					#				#
1C 7	TL use		meta	#			#			#						#	#		#
1D 7	AfL						#	Too many tenses	Ltd indept	Fast track gcse					#	#	For AfL		
1E 10	AfL	#		#	#		#		AfL	Grade needed				#	#	less	For AfL		

1F 12	TL use			#	#		#		# no L&S!	#	#	#		#		#	#	#	#
1G 9	grammar	#	meta				#	#	#	#				#				#	#
1H 7	Vocab* strategy			#		#	#		#	#					#		#		
1I 7	Role play	#		games										#	#	#	#		#
1J 8	Listening strategy	#		#					# diff, gps	#				#	#		#		#
1K 9	Group work	#		#	#			#					#		#	#	#	#	
1L 7	Mixed ability* grammar		SEN	#	#				Ideological Conflict re grammar						#			#	#
TOT /12	-	6	3	10	4	1	6	4	8	9	1	2	2	8	7	7	5	6	5
% of Ts		43	21	71	29	7	43	29	57	64	7	14	14	57	50	50	36	43	36

Most commonly discussed pedagogic theme is AfL

Most commonly discussed themes over all (mentioned by 71, 64 & 57% of trainees) are:

Students' attitude & motivation, constraints of the unit test of GCSE, constraints of existing routines, use of AfL

Number of themes addressed varies from 6 to 12 - suggests varied interpretation of assignment in terms of breadth and depth required even though marking criteria are shared with all trainees.

Appendix 4.2 Cohort 2 (2012-13)
Quantitative Content Analysis of trainees' comments in evaluation sections of trainees' written assignments on a unit of work
Trainees whose comments are quoted in the thesis were 2E – Bill, 2H - Patsy, 2I – Anna, 2K - Guy

ID	Essay focus	Student variables /characteristics					Contextual constraints / considerations ie trainee has no control over these / struggles or benefits						Pedagogy						
		Anxiety Fear Confidence personality	L1 literacy / Meta Lang SEN	Attitude, Resistance Motivation engage	behaviour	retention	Ltd Time	SoW topic	Existing routines	Unit / GCSE testing	Prior TL use	Know class	Creative or open ended L2 use	AfL Qu	Grouping collaboration	TL/L1 CLT	Scaffolding Modelling	differentiation	Grammar teaching
2A	Cross-curric + reading strategies	#	#	#	#		#	#						#				#	#
2B	Group work	#	#	#	#								#	#	#			#	#
2C	Motivation	#		#	#				#			#		#					
2D	Qu & AfL	#		#		#	#		#		#	#		#					#
2E	Games & AfL for motivation			#	#		#		#	#	#			#					
2F	Strategies for MFL	Evaluation focuses entirely on progress and response of one particular student with a particular learning difficulty																	

	wit SEN students																		
2G	AfL & TL spkg	#		#										#	#				
2H	Spkg, grammar & collab wkg	#		#			#				#	#		#	#	#	#	#	#
2I	AfL			#			#		#		#			#				#	#
2J	Motivation	#		#													#		
2K	Play & spkg phonics	#					#	#						#					
Number of Ts N =11		8	2	9	4	1	6	2	4	1	3	4	1	9	3	1	4	4	3
% of Ts		73	18	82	36	9	55	18	36	9	27	36	9	82	27	9	36	36	27

Additional themes – learner autonomy, managing lesson time, monitoring group work, participation/ passivity performing, pace, transition

Pronunciation authentic materials content, challenge for new Teachers,   planning time

Appendix 4.3 Cohort 3 (2013-14)

Quantitative Content Analysis of trainees' comments in evaluation sections of trainees' written assignments on a unit of work
Trainees whose comments are quoted by name in the thesis were Tamsin 3 A; Tina 3F; Yvonne 3G; Zoe 3J

	Essay focus	Student variables /characteristics					Contextual constraints / affordances / considerations ie trainee has no control over these						Pedagogy						
		Anxiety Fear Confidence personality	L1 lit/num SEN weaker	Attitude Resistance Motivation engage	behaviour	retention	Ltd Time For UoW	SoW topic	Existing routines	Unit / GCSE testing	Prior TL use	Know class	Creative / unplanned L2 use	AfL Qu	Group Ing Collaboration Ground rules	TL/L1 use	Scaffolding Modelling	differentiation	Grammar teaching
3A 10	Games & speaking	#	#	#			#				#	#	#		#		#	#	
3B 8	AfL	#	#	#									#	#	#		#	#	
3C 7	AV project & speaking	#	#	#	#					#							#		#
3D 6	Listening strategies	#		#			#					#		#	#				
3E 7	Grammar & reading			#			#	#		#				#				#	#
3F 9	Authentic txt & speaking			#					#				#	#	#	#	#	#	#
3G 9	Group talk	#		#		#	#				#			#	#	#	#		
3H 9	AfL	#		#	#	#					#	#		#	#		#		
3I 6	AfL		#	#			#							#	#				#
3J 12	Speaking	#		#	#		#			#	#	#	#	#	#		#	#	
TOT /10		7	4	10	3	2	6	1	1	3	4	4	4	8	8	2	7	5	4

%	2014%	70	40	100	30	20	60	10	10	30	40	40	40	80	80	20	70	50	40
	2012 %	43	21	71	29	7	43	29	57	64	7	14	14	57	50	50	36	43	36

2014 Most commonly discussed themes among the original set (mentioned by % of trainees) are engagement, AfL, Grouping and scaffolding

2014 Number of themes addressed varies from 6 - 12 suggests possible varied interpretation of assignment in terms of breadth and depth required even though marking criteria are shared with all trainees. Or broader understanding of classroom practice

Additional themes mentioned by Cohort 3:

	Input/ 4 skills	Safe Relaxed setting	Rewards for work/ effort	Issues in Error correction	Planning time for speech	Focus on meaning	Will to communicate	Youth culture	Ref in action Modify plans	S or T concerns Re accuracy	Ss' Length of expce in this FL	accountability	Indept learning	Strategy Use for Ss	Authentic text or TI	Process of learning	Planning time for T	Pronunciation
3A		#									#						#	#
3B		#	#									#	#				#	#
3C		#											#					
3D	#								#					#				
3E						#					#			#			#	
3F	#				#			#						#	#		#	
3G						#	#	#						#	#	#		
3H	#								#									
3I	#		#						#	T	#		#	#			#	#
3J		#	#	#			#		#	S	#			#				
TOT /10	4	4	3	2	1	2	2	2	4	2	4		3	6	2	2	4	3
%	40	40	30	20	10	20	20	20	40	20	40		30	60	20	20	40	30

The most prevalent additional issue discussed by this cohort is strategy instruction. Some, but fewer than half, of this cohort had benefitted from an additional session with Suzanne Graham as part of the pdcinmfl initiative by the Universities of Reading and Oxford but cohorts 2 and 3 had both spent time on this initiative in CS sessions.

Appendix 5. Lesson transcripts analysed for time on task

Appendix 5.1 Aurora School Playful group

Time on task (Languaging in TL (L –TL) Languaging in English (L-E) Avoiding task (Av)

Summary
Time spent on/off task:
Total time 7 minutes – 50% sentences on task
4 minutes of the 7 are linked to the task in some way, i.e. engaging with the text
Girls' contributions: PG1 (Pam) – 23; PG2 (Peggy) – 57; PG3 (Pippa) – 8; PG4 – 0.
Pam, Peggy and Pippa took part in the group interview after the lesson

	time	Spkr		L-TL	L-E	Av
1	0.09	PG1	Is my face on it?			#
2		PG2	*Head moves into shot, comical expression*			
3	0.31	PG2	This is Newsround (taps folder on desk as on TV news)			#
4		PG2	Did you hear about the tornado?			#
5		PG1	It's supposed to be in German		#	
6	0.45	PG1	I think it's like 90 people died			#
7		PG2	90 people died			#
8		PG2	Looks at equipment, oh it's a microphone			#
9		?	It's recording			#
10	1.02	PG2	So this is our sheet (holds advert up to camera)			#
11		PG1	German!	#		
12	1.14	PG2	Das ist er…sheit, sheet. That came out wrong, and erm, so, we had an idea	#		
13		PG1	Deutsch!	#		
14	1.40	PG2	Wie hast ein Idea that this means Landhaus … I'm just going to say it in English apart from this bit…because, cos it has erm			
15		PG1	You're meant to be speaking Deutsch		#	
16		PG2	Because it has land and house		#	
17			You're meant to be speaking Deutsch		#	
18			Deutsch!	#		
19		PG2	This means, schon means beautiful		#	
20		**T**	**PG2, Wie ist das Haus?**			
21		PG2	Oh Haus means house		#	

22	2.00	**T**	**Wie ist das Haus, schön?**			
23	2.02	PG2	It's a beautiful house		#	
24		**T**	**Klein?**			
25		PG2	It's a beautiful house		#	
26		?				
27		?				
28	2.07	PG2	Ist einen groß Haus und es ist zehr schön	#		
29						
30						

	time	Spkr		L-TL	L-E	Av
31	2.19	PG2	Und das Haus ist, how do you say near?	#	#	
32		**T**	**In der nähe von**			
33		PG2	In der nähe von Stadttiel	#		
34		**T**	**Points to word Stadteile on sheet zehr wunderbar**			
35		PG2	…und Natur direct, which means there's nature near it	#	#	
36	2.42	**T**	**Ja**			
37		PG2	And erm…			
38	2.45	PG1	Can I just stop you there? How do you say (points to sheet)		#	
39	2.51	PG2	And you can read about		#	
40		PG1	Zehr wunderbar	#		
41		PG2	Es ist zehr wunderbar	#		
42		PG1	Why are you ….at me?			#
43		?	You answered….			#
44	2.59	PG2	Comical face to camera			
45		PG1	She wants it more, trust me			#
46	3.02	PG2	That sounds really wrong (giggling)			#
47	3.03	PG2	Seductively to X, she wants it more			#
48	3.06	PG1 &E	(giggling behind sheet)			#
49		?	We're recording			#
50		PG2	Anyway, I have no idea what that means but Autobahn, erm		#	
51	3.14	PG1	[name] wants ? (giggling)			#
52		PG1	Looking at camera, have I got it? Will you stop moving it			#
53	3.18	PG2	Oh my God, that's the longest word I've seen in my life! Freizeit and		#	
54		PG1	Looking at camera. Have I got it ? Stop moving it, B			#
55	3.25	PG2	You could do tennis		#	
56	3.27	PG1	Miss, she keeps moving it		#	

	time	Spkr		CTL	CE	Av
57		PG2	You could do horse racing, tennis and golf and I can't understand what..		#	
	time	Spkr		CTL	CE	Av
58	3.34	PG2	…PG3, just leave it there, don't touch			#
59		PG3	You can't see it anyway now			#
60		PG2	And I'm the star so…like this then it gets both of us..that's it			#
61		PG3	Sit back down E			#
62		?	Use it then next time			#
63	3.53	PG2	Guys I don't know what …see means. [name], you need to talk..		#	
64		PG2	…what does Wehrha see mean?		#	
65	3.59	PG3	What?		#	
66		PG2	(Shows sheet) that word			
67		PG1	I think she knows, she's just testing you		#	
68	4.08	PG2	I actually don't know		#	
69		PG1	(Unclear)		#	
70	4.11	PG2	OK, we'll just go through what we know about it so far		#	
71		PG1	(Unclear)		#	
72	4.13	PG3	Ideal für einen Familie	#		
73		PG1	I think it's ideal for…		#	
74	4.19	PG2	Why don't we just read it out and see what we can decipher		#	
75		PG2	Reads from sheet. Das ist…		#	
76		PG1	(Shows sheet) Das ist wunderbar	#		
77		PG2	(Reads) das Landhaus…. Stadtiel and Stadtiel means das Haus	#		
78		PG2	Ist near a sort of, near like a		#	
79		PG2	(To fellow student) you're distracting me		#	
80	5.00	PG2	What does Flughaven mean?		#	
81	5.03	PG3	I don't know, [name], just carry on reading it		#	
82	5.04	PG2	It's a flu house, contaminated with the flu		#	
83		PG2	It's I don't know,		#	
84	5.10	PG2	Let's grab the sheet (questionnaires handed out for completion before end of lesson) – holds up to camera			#
85	5.16	PG2	*Hands out sheets*			
86		PG3	Where did you get up to?		#	
87		PG2	I got up to Flughaven		#	
88		PG1	Miss, Does Flughaven mean that the house has the flu?		#	
89		**T**	**Flughaven, that's airport**			
90		PG2	Oh, now you tell me		#	
91	5.47	PG3	(pretend microphone) You've reported that the house has got the flu			#
92		PG2	Oh I was joking, I thought maybe it meant the house was contaminated. It hasn't got the flu			#
93		PG2	I don't know		#	

94	6.04	PG2	Is it actually recording?			#
95	6.06	PG2	*Comical face to camera*			#
96		PG1	*Looking at sheet* I don't understand			
97		**TA**	**Don't worry about that I don't either**			
98		PG3	Carry on reading it, [name]		#	
99		PG2	No, I thought you were going to read it		#	
100		PG2	Why didn't you read all of it? [*moving sheets of paper*] Do we have to read all of it?		#	
101	6.22	PG2	(pulling face) take it in turns		#	
102	6.24	PG1	*Reading* Das Landhaus finden sie in eiene	#		
				12	42	31
103		***TA***	***We're drawing that to a close***	Not included in analysis		
104		*PG1*	*Still reading*			
105	*6.45*	*PG2*	*Oh, erm. Now you need to pass it to B*			
106		*PG1*	*?*			
107		*PG2*	*Oh well, get to the last (points to sheet)*			
108			*…get to Flughaven then it's PG3's turn to read*			
109	*6.59*	*T*	*Right girls, we're going to finish that task now*			

Appendix 5.2 Aurora School - Anxious group Lesson transcripts analysed for time on task

Time on task or Languaging in TL (L –TL) Languaging in English (L-E) Avoiding task (Av)
Girls' contributions: G1 – 30; G2 – 15; G3 – 7; G4 – 1
All audible utterances have some relevance to the stimulus sheet and the task

Line	time	Spkr	utterance	L-TL	L-E	Av
			Takes a little while to set up camera etc			
1	1.10	G1	Das Landhaus so that's	#	#	
2	1.13	G1	Stops reading, grins, looks at Ss either side			
3	1.21	G1	Stops looking at sheet, puts hand up to ask for help		#	
4	1.33	G1	To T So are we just reading this? (points to sheet)		#	
5	1.41	**T**	**No, you're going to discuss what you can do there …**			
6	1.47	G1	So what you can do there (points to sheet)		#	
7		**T**	**???**			
8		G4	So for a young couple with a family		#	
9	2.03	G1	I think for a family		#	
10	2.05	**T**	**So what's the German for a young couple?**			
11		G1	Ein Einpar	#		
12		**T**	**Ein Einpar**	#		
13		G2	Ein Familie	#		
14		**T**	**Ja Ein Familie**			
15	2.20	G1	Ein Einpar oder ein Familie	#		
16	2.24	**T**	**Was kann Mann machen?**			
17		G1	Mann kann Fußball spielen?	#		
18		G1	Mann kann….(inaudible)…	#		
19		G2	Mann kann schwimmen	#		
20		**T**	**Ja**			
21	2.36	G2	Mann kann angeln [G1 Mann kann erm…]	#		
22	2.45	G1	Mann kann reiten			
23	2.50	**T**	**Und wie ist das Landhaus?....schön?**			
24		G3	It's a big house, it's beautiful		#	
25		**T**	**…groß, ist es ordentlich?**	#		
26			Speech missing here			

G1 playing with / wringing hands during this time, ??sign of anxiety?

Line	time	Spkr	utterance	L-TL	L-E	Av
27						
28						
29		T	**Wie ist es, ist es grüne? (gesture around picture)**			
30	3.18	G2	It's green		#	
Line	time	Spkr	utterance	L-TL	L-E	Av
31		T	**Wo ist es?**			
32	3.21	G1	**Auf dem Land?**	**#**		
33	3.24	T	**That's the sort of thing you could think about saying**			
34	3.29	G1	Auf dem Land	#		
35	3.37		To cam holding sheet, Man kann..??...			
36	3.43		To cam holding sheet, Man kann Fußball spielen	#		
37	3.59		Taps sheet, to G2 , I'm just thinking…		#	
38			Ist groß und? Holds up sheet	#		
39	4.12	G2	Holds up sheet Ich wohne gern in….denn	#		
40		G3	Holds up sheet with picture cues	#		
41	4.20	G2	Pointing to sheet Mann kann reiten	#		
42	4.26	G1	Dis ist ein Familienhaus und (looks at sheet)	#		
43		G2	Eine Bungalow	#		
44		G1	Looking at sheet it has an upstairs (to G2)		#	
45		X	It's not a bungalow		#	
46	4.47	G1	Für eine Familie oder für eine Espar, eine Erpar	#		
47		?	inaudible			
48	4.55	G1	To cam with thumbs up, Ja. Turns to G2 and laughs	#		
49	5.01	G1	Moves out of shot			#
50	5.15	G2	Replaces G1 in main view, after some barely audible discussion			
51	5.15-25	G2	Ein Familienhaus ist groß	#		
52		G1	Und ein Einfamilienhaus ist	#		
53	5.45	G2	It is auf dem Land (thumbs up)	#		
54	5.50	G3	Laughing to camera ….lich?	#		
55	5.53	G2	*Says nothing, looking at sheet*			
56	5.58	G3	You just said it's ugly		#	

57	6.00	G2	It's not ugly, just for the record It is…		#	
58	6.04	G1	Mann kann rennen, Mann kann ?? golf??	#		
59	6.10		Mann kann joggen	#		
60		G2	Looking at ?TA?			
61		G1	Mann kann laufen	#		
62	6.17	G2	*Says nothing, looking at camera with thumb up*			
63	6.20	G1	Mann kann anglen [G2 thumbs up to camera]	#		
64	6.25		Mann kann Hallendbad G2 Schwimmen	#		
65	6.26		Fußball spielen	#		
66		G2	Now for….? German?...		#	
67		G1	Now returned to centre view			
68		G3	Looking through exercise book I thought it would be in….		#	
69	6.49	G1	Mann kann reiten (mimes reiten) G3 smiles	#		
70	6.54	G1&3	*Saying nothing, reading sheet*			
71	7.03	G1	Mein Haus ist schön, no it's not, it's it's schön	#		
72	7.15	G3	Mann kann anglen, plays with hair, holds up picture to camera	#		
73	7.22	G1	Erm, ist ein it's erm groß	#		
74	7.30		Und saube [G2 in view looking at sheet Ja]	#		
75			*Missing speech here*			
76						
77	7.41	G1	To G2 inaudible			
78	7.48-8.02		Erm, und, ich wohne gern eine familienhaus für ein Familie	#		
79	8.15		Oder für eine ??Autlausen??	#		
80	8.20-8.50		No audible German spoken G? says I wonder if German people… G1 answers NoG1		#	
81	8.50-55	G1	I should read it. G2 walks behind G1 looking at camera/ sheet		#	
82	8.57-9..20	G1	Reads aloud the text from sheet	#		
83						
	9.33		*End of task*			
			TOTALS	39	17	1
			%	59	27	2
			Girls' contributions: G1 – 30; G2 – 15; G3 – 7; G4 – 1 **All audible utterances have some relevance to the stimulus sheet and the task**			

time	speaker	event
Appendix 5.3 Belle View School, group of three students - Participation in the intervention task. (French is not transcribed as the whole interaction relies on the support materials as script)		
0.00	Mentor & trainee (Off camera)	They finish modelling a conversation about a mobile 'phone, pretending to be in a French school playground. Trainee explains that the questions and answers are on the sheet provided and that students have additional vocabulary in their exercise books.
1:25	3 students	They begin the task by assigning roles. At first they agree the boy, Bert will watch and he says he will be the "cheery person". The girls begin the Q&A work, Grace asks, Eve answers heavily reliant on the support sheets, working out meanings.
1:50	Bert	Whoa, good pronunciation! (said in a falsetto voice)
		Some pauses in speech while girls find vocabulary support on their sheets before continuing with the Q&A
2:40	Bert	Whoa, good pronunciation! (said in a falsetto voice)
2:54	all	At Bert's suggestion, the roles are reassigned so that he answers questions from Eve. Q&A continue as before
4:03	girls	The girls switch roles so that girl Grace asks the questions for boy to answer
5.00	all	The students abandon TL for a brief, apparently real conversation about one of the 'phone designs,
5.20	all	Resume TL task. Eve asking questions
		The girls switch roles again but the boy is still answering the questions not posing them
5.34	Bert	She's coming back, look busy
7:12	all	They stop the task to decide whether to repeat the Q&A
7.40	girls	Eve goes to ask for guidance from trainee Grace explains to camera the reason why they "can't do the work for a second"
7.57	Bert	"look busy"
8:10	Bert	Takes over the questioner role. He reads from sheet but with increasing speed and fluency.
9:17	all	Decide to stop recording

Total time on task 8 minutes after explanation and modelling. Of that, just over half a minute is off task. .Participation evenly divided as far as possible in a group of 3

Appendix 6 Transcripts of group interviews with students

Appendix 6.1   Group interview with students at Aurora School
6 volunteers returned during their lunch break, an hour after lesson 1, to talk about the experience of speaking in German class. The mentor and I led the discussion; the trainee was present in the classroom but sat at a different table. The intention had been to use the video recording for stimulated recall but there was not enough time so we had to rely on the lesson as a recent memory.

The content of Lesson 1 was revision of the Home and Hobbies topics and preparation for the task-based activity planned for Lesson 2 so the students' comments are about speaking in a relatively 'normal' MFL lesson.

I asked the girls to think about all the speaking they did in the lesson. They first check which language they should speak and whether they should speak to each other or to us, the researcher and mentor. I invited them to speak to each other or include us if they wished

The mentor asked them how they had found speaking in today's lesson

1. It was easy, like a normal lesson but fun with the cameras.
2. It's engaging, it's different from when you're writing 'cos when you're writing you've got a voice inside your head with an internal editor but when you're speaking you're in the moment, it's easier to make a mistake but there are things you've got to put in like spaces and accents and you have to think about pronunciation.
3. If you make mistakes you get corrected
4. Yeah, with the ruler! [all laugh]
5. *Mentor draws in another girl*

6. You're kind of under pressures when you talk, you don't want to stuff up and you don't want to be completely stupid

7. You don't want to be a goody-goody

8. Yeah you do

9. *Mentor draws in another girl*

10. In groups it's ok, but when we had to do it to the class, I don't like it

11. *Mentor: What is it you don't like about it?*

12. *Pippa* It's just speaking to the class, I just don't like it, I get nervous and stuff

13. *Vanessa: Was that when you were giving your sentences that you'd been practising in pairs?*

14. *Vanessa:* Yeah

15. *Vanessa: Is that in all your lessons or just languages?*

16. [pause and hesitation]

17. *Pam:* – you don't really like it in English either do you?

18. *Vanessa:* No–

19. *Pam:* she's just not a very strong speaker

20. [inaudible]

21. *Mentor: so you find speaking in little groups safer because it's not as exposed?*

22. yeah it's hard because if you're saying something and you get it wrong, everyone laughs, if you say something like "X, wie heist?", and everyone goes "ha ha ha!".

23. *Vanessa: does that really happen or are you just afraid it's gonna happen?*

24. I have no idea, does it happen? Sometimes it happens.

25. No it doesn't actually happen

26. Not in German….

27. But if you're in a group it's easier because (tails off)

28. *Mentor but in your German lessons or in your French lessons it doesn't really happen because everyone's in the same boat*

29. Yeah but some people are really fluent, they're like "How could you not get that right?"

30. Inaudible

31. Mentor: So would you like to do more speaking?

32. Yeah

33. No

34. *Mentor:Why?*

35. I prefer the camera in the end

36. *Vanessa: You prefer the camera?*

37. I think speaking's better than reading because you get things wrong

38. *Pippa*: yeah but I can read German I just can't say it

39. Yes but if you have a paragraph and you don't know a word, I just sit there for like half an hour trying to guess the word.

40. *Peggy:* All of it's fun, it' just a different type of fun. It's like… speaking you get more of an adrenalin rush and you know like anything could happen and you know, erm, and with reading it's more enjoyable, because little story, make own replies to the emails in the Expo book, even if you're not s'posed to you can just do it in your head. And then in writing you can make up your own stories which are like random things.

41. *Mentor: If you go to Germany and you meet German people your age, … what's more important to be understood or to be absolutely correct?*

42. To be understood because if you're absolutely correct you get a bit full of yourself

43. [Digression as they discuss German exchange.]

44. *Pam:* What would happen if you were speaking and you wanted to say sugar but you said salt, and then they put salt in your tea or something and you're like…

45. *Vanessa: If it happened the other way round and your German partner was in your house and asked for salt on their cornflakes, what would you do would you just hand them the salt?*

46. inaudible

47. *Mentor repeats question*

48. I'd say "do you mean…?"

49. *Further talk of the error scenario on an exchange visit. Mentor and I both respond with reassurance about exchanges and people being nice.*

50. [Spontaneous return to discussion]: I found the activity quite fun but I didn't really know what we were doing, there was no real instruction. I knew what the lesson was about because we had the little LO with the little tips which was helpful

51. But then we were in our little groups and the we just had the sheets and we were like "What??" and there was the camera there which makes it [tails off]

52. *Mentor:* But if you listened [names Trainee] said you had to say about where you wanted to live and your dream house.
[Mentor reminds them they had been distracted by camera and a brief discussion ensues in which I apologise for the distraction and one student says "it's all good"]

53. *Vanessa: Do you find it easier speaking German or French?*

54. German,

55. [One student thinks her French teacher dislikes her. One likes French more than German]

56. *Vanessa: What helps?*

57. An aesthetic aid, (some discussion of 'aesthetic' ensues, with an example from another lesson in which they discussed Botox in the context of "the ugly face of prejudice")

58. Vanessa: You mean pictures?

59. Yeah

60. You could've just said "picture" it would've been easier

61. Or doing actions, like the teacher doing actions

62. (partially inaudible asides about another teacher)

63. *Vanessa: Does it make a difference who you're working with?*

64. Sometimes

65. Yes it does

66. If you're with a friend you're not afraid to speak.

67. If you're really good at German then you're afraid to do something wrong

68. If you're with someone really good at German then you pick up stuff from them

69. In group games always win if friend good at German.

70. It's always nicer to be with a friend because if you do something wrong they're not gonna go (tails off)

71. *Vanessa: They'll be nicer to you?"*

72. Yes but in this class, there are no strangers

73. Yeah but if you're working with someone that you don't really like then it's gonna be harder than if you're with someone you like

Bell goes for end of lunch, I thank girls and they leave.

Appendix 6.2 Transcript - Three Belle View students discuss what it was like to do the speaking activity in the intervention lesson.

Total student utterances - 20. Bert - 11 ; Eve -7; Grace – 2

Vanessa: If you could just have a chat about that activity

1. *Eve:* Do we have to say it in French?
2. *No, no, in English*
3. *Bert:* So how do we do it then?
4. *Eve:* Just talk about the activity
5. *Bert:* (stop filming me!¬)
6. (laughter) (inaudible)
7. *Bert:* OK, do we just say?
8. *Eve:* Yes just say
9. *Bert:* It was very hard, speaking like this, erm, it was very difficult
10. *Grace:* this is also recording
11. *Bert:* and it was very nerve racking. I kind of , well we kind of slipped in some words and got really confused
12. *Eve:* It was really hard and we had to keep on thinking but this activity was actually usable talking with French people
13. *Bert:* It was very fun yet nerve-racking. We had to keep thinking on the spot for ourselves
14. *Eve:* Yeah we had to think about talking with French people about for instance the future, we had to keep thinking we can't stop so we actually destroy our conversation
15. *Bert:* So we couldn't speak in French whilst doing it
16. *Bert:* which is very very difficult, we had to think for ourselves on how we did it like, for example, erm , "Combien de temps pour recharger? We had to think on the spot for that
17. *Eve:* We had to quickly find in our homework, which we had everything in there, the things which we're talking and said it probably correctly (inaudible) the other person gonna be French and should understand it
18. *Bert:* yeah, it was difficult and it was very fun and we did enjoy it
19. *Eve and Grace* Yeah we've done it
20. *Bert:* We've done it and we're very happy.

Appendix 7 Minutes planned for receptive, productive and interactive tasks and in L1 discussions in trainees' lesson plans.								
Appendix 7.1 Cohort 1 (2011-12)								
Not including whole class drilling, individual Q & A, games where one or two students participate while others watch and listen								
		Input		**Output**		**Interaction – pair or group work**		
Essay focus and year group		**Listening exercise**	**Reading exercise**	**Writing**	**speaking**	**In TL (scripted / unscripted)**	**In L1 (AfL)**	**other**
C1A Group work Y9 Fr	1&2		5 reading slide	15 translation	5 part scripted dialogue 10 part scripted dialogue	10 Q&A		
Input:output: Interaction	3	10 exercise		5 write sports			5 discuss healthy diet	
8:20+: 10* 6 in L1 5X50 min	4&5		5 T/F exercise	15 write about future diet ? Write interview			10 discuss advice on diet	
15 in L1 Input 8% lesson time	tot	**10**	**10**	**35+**	**15**	**10**	**15**	
	%	**4**	**4**	**14+**	**6**	**4**	**6**	
C1B Y9 Ge Grammar teaching	1&2		5 matching ex			10 say plans for next day	15 deduce grammar ,rules	
Input:output:	3		10 matching			15 weather map info gap		
Interaction 11:17:12 *4+ in L1	4		5 T/F exercise	20 weather forecast (groups)	20 scripted weather forecast (groups)		*10 written reflection www/ebi*	
Input 11 % lesson time	5&6		10 matching 10 matching	20 write horoscope		5 Q&A 10 Q&A		
	tot	**0**	**40**	**40**	**20**	**30**	**15+**	
	%	**0**	**11**	**11**	**6**	**8**	**4+**	

		0						
		l	**r**	**w**	**s**	**Gp/ pr S**	**Gp L1 afl**	**other**
C1C Y8 fr Listening Strategy, thinking skills	1	10 ex		4 translate				
	2						12 explain learning	
	3	17 ex			20 Q&A(survey)			
	4	13 ex	7 matching					
	5	15 ex						
Input:output: Interaction 22:16:6* ***3 in L1**	6		5 sorting 5 translate text to L1	17 re draft text				
Input 22% lesson time	7		5 sorting	15 draft ideas for discussion		10 share ideas with small group		
7x50 min	**tot**	**55**	**22**	**35**	**20**	**10**	**12**	
	%	**16**	**6**	**10**	**6**	**3**	**3**	
C1D Afl Y8 Fr Fast track gcse	1	6 T models weather forecast		5 gap fill 15 weather forecast		11 weather map info gap		
Input:output: Interaction 20:25:13* ***7in L1**	2	8 ex		7 vocab test, label pics		*15 holiday info gap – no time*		
	3		5 translate 12 ex	10 worksheet		15 holiday info gap		
Input 20% lesson time 7x60	4	15 exercise	10 dictionary work 10 exercise				10 discuss holiday types	
	5	15 song, underline verbs	5 Re ordering	10 transpose to future tense				
	6			20 paragraph			5 T-P-S on criteria 15 peer assess	

		l	r	w	s	Pr/ gp	L1 afl	other
	7			10 grammar worksheet 30 re draft 20 paragraph (3 weeks ago)				
	tot	**44**	**42**	**107**	**0**	**26**	**30**	
	%	**10**	**10**	**25**	**0**	**6**	**7**	
		l	r	w	s	Pr/ gp	L1 afl	other
C1J Group work Y9 (KS4) Olympics project **Input:output:** **Interaction** **N/K** **Input 8% lesson time**	1		20 ex	*Not clear from plans how much time is spent researching Francophone countries and how much time is spent making power point presentations and posters.* *Class is working on a project which they first write then give presentations to whole class. No other speaking activities are mentioned in plans.* *Peer assessment of presentations in final lesson*				
	2&3		5 matching 5 model text					
	4		5 matching 10 model text					
	5	15 exercise						
	6&7	0	0					
	8&9							
	tot	15	45					
C1F Y8 Fr Gender, motivation and oral assessments for speaking confidence **Input:output:** **Interaction** **14:23:11**	1				10 present vocab to class	10 Q&A part scripted		
	2	5 video 15 exercise						
	3			10 sentences				
	4			10 sentences				
	5			20 menu		10 running dictation		
	6			35 PPt presentation on food & opinions				
	7		*35 group reading / thinking skills*				*35 Reading = input?*	

		l	r	w	s	Pr/ gp	L1 afl	other
Input 14% lesson time 8x50	8			5 sentences		5 Q&A 20 scripted role plays		
	tot	**20**	**35**	**80**	**10**	**45**		
	%	**5**	**9**	**20**	**3**	**11**		
		l	r	w	s	Pr/ gp	L1 afl	other
C1I Increasing TL Y7 Fr **Input:output: Interaction N/K**	1		Reading scripts			10 Q&A		
	2	10 bingo				5 scripted R/P		
	3	?		?		? scripted R/P		
	4	? video		10 adapt script				
	5					30 scripted R/P		
	6			Menu Optional dialogue				
	tot	Timings not clear in all plans						
C1E IncreaseTL use Y8 Sp **Input:output: Interaction 35:30:0 Input 12% lesson time**	1		2 matching 3 sorting		*3 pages of classroom target language included With plans but no evidence of how they are used in lessons*			
	2	10 exercise	5 sorting	5 sentences 5 sentences				
	3		5 match text to pic					
	4		5 exercise	5 sentences				
	5		5 matching	5 sentences				
	6			10 paragraph				
	tot	**10**	**25**	**30**	**0**	**0**	**0**	
C1K Grammar Y7	1	Insufficient detail in plans.						
	2							
	3							
	4							
	5							
	6							

C1G Y10 Fr TL & grammar **Input:output: Interaction 20:39:0** **Input 20% lesson time**	1		5 reading 10 reading	35 paragraph				
	2			10 re draft 10 sentences – grammar ex 10 gap fill				
	3	15 ex 10 sort	20 ex					
	4		5 matching 10 sort	30 film review				
	5			5 re draft 5 translate 35 finish film review				
	6		5 translate	20 grammar ex				
	7		5 matching	5 translate				
	tot	**25**	**60**	**165**	**0**	**0**	**0**	
	%	**6**	**14**	**39**	**0**	**0**	**0**	
C1H Vocab learning strategies Y7 Ge **Input:output: Interaction 4:21:4** **Input 4% lesson time 5x60 min**	1			50				
	2	5 ex	5ex					
	3				10 scripted dialogue			
	4		2 matching	5 word lists				
	5				10 scripted dialogue	10 running dictation		
	6	Output only. Activities and timings not clear in plan						
	tot	**5**	**7**	**55**	**20**	**10**		
	%	2	2	18	3	4	0	

Summary

	Input %	Output %	Total interaction %	TL interaction %
C1 A	8	20	10	4
C1 B	11	17	12	8
C1 C	22	16	6	3
C1 D	20	25	13	6
C1 E	Not clear from plans			
C1 F	14	23	11	11
C1 G	20	39	0	0
C1 H	4	21	4	4
C1 I	Timings not clear in all plans			
C1 J	Input 60 mins in 9hrs = 8%. Balance of output and L1 topic based research not clear			
C1 K	Timings not clear in all plans			
C1L	*Excluded as timings in plans merge activity & AfL reflection but see evaluation section of essay*.			
Range	**4-22**	**16-39**	**0-13**	**0-11**

Appendix 7.2 Cohort 2 (2012-13)

Minutes spent on receptive, productive and interactive tasks and in L1 discussions. (Not including whole class drilling, individual Q & A, games where one or two students participate while others watch and listen) Where students listen to each other speaking, eg for AfL, the time is divided between S&L. Excludes time spent copying or drawing and labelling pictures.

Trainee essay		Input		Output		Interaction – pair or group work		
		Listening exercise	Reading exercise	Writing	speaking	In TL (scripted / unscripted)	In L1 (AfL or strategy)	other
C2A Cross-curricular + reading strategies	1	Timings for activities not clear – mixture of skills / strategy instruction. Includes listening for purpose						
	2							
	3							
	4							
	5							
	6							
C2B Group work	1		10, 7					
	2		5	10, 25				
	3	5	10			5, 15	7	
Input:output: Interaction 24:23:9	4		7, 5, 8	5				
	5	5	5,5	5,15	10			
Input 24% lesson time	**Tot**	**10**	**62**	**60**	**10**	**20**	**7**	
	%	**3**	**21**	**20**	**3**	**7**	**2**	
C2C Motivation	1	Timings for activities not clear – mixture of skills, extensive use of games to practise speaking. Includes listening						
	2							
	3							
	4							
	5							
	6							
C2D Qu & AfL	1	3, 10	12		5 charades		5, 5	
	2	10	5, 5	10			5	

Input:output:	3	15	10	20		10	5, 5	
Interaction	4	10	10, 5	7, 10		8	5	
40:22:20*	5	No plan included						
12 in L1 as	6	No plan included						
AfL	**Tot**	**48**	**47**	**47**	**5**	**18**	**30**	
Input 40% lesson time	**%**	**20**	**20**	**20**	**2**	**8**	**12**	
C2E	1		5	20	5,5			
Games & AfL	2		10	5, 10		3		
for motivation	3			5, 10	10		5	
Input:output:	4	5, 10		5, 5		5	3	
Interaction	5	5, 10					5, 10	
15:27:11	6	End of unit assessment – reading task						
	Tot	30	15	60	20	8	23	
Input 15% lesson time	%	**10**	**5**	**20**	**7**	**3**	**8**	
C2F	1	5	5					
Strategies for	2	5, 5				10, 5		
MFL with SEN	3	5	5	5	5	5, 10		
students	4	5	5, 20		5 charades			
Input:output:	5	10, 10	5, 10, 5				5	
Interaction	6	5, 10		8	7	10		
42:11:17	**Tot**	**60**	**55**	**13**	**17**	**40**	**5**	
***2 in L1**	**%**	**22**	**20**	**5**	**6**	**15**	**2**	***(45 min lessons)***
Input 42% lesson time								
C2G	1		5, 5	7		5, 8,		
AfL to	2	7	5	5	5	15 survey		
Ss to use TL	3			30	3			
	4	15	7	3				
Input:output:	5	8	5	30	8			

Interaction 18:26:8 **Input 18% lesson time**	6		10	5	*Excludes drawing and labelling*			
tot		30	37	80	16	28		
%	**8**	**10**	**22**	**4**	**8**			
C2H Music & motivation	Plans unclear on balance of skills and content of activities. Songs are used as background music rather than to teach vocabulary or structures.							
C2I Spkg, grammar & collab wkg **Input:output: Interaction 24: 21: 32** **Input 24% lesson time** — 1	1		3		3	12		
2	2	5	5		5, 5	5		
3	3	8	10		5, 20			
4	4	8	25			7, 5		
5	5	8, 7	5	5, 8	7			
6	6	5			17		3	
Tot	**41**	**48**	**13**	**62**	**29**	**3**		
%	**11**	**13**	**4**	**17**	**8**	**1**		
C2J AfL **Input:output: Interaction 22:15:14** **Input 22% lesson time** — 1	1		5	5, 6	3 charades	4		
2	2	3	2, 3, 7			3, 5		
3	3	5	13		4			
4	4	10				5, 5		
5	5	3	5, 3, 3	10 [script]		9	5	
6	6	2	5	19 [script]		5		
Tot	**23**	**46**	**40**	**7**	**36**	**5**		
%	**7**	**15**	**13**	**2**	**12**	**2**		

		C1	C2	C3	C4	C5	C6	C7
(50 min ea)								
C2K	1		5	10, 5	5			
Motivation	2	5		15	5			
Input:output:	3&4	*Lesson plan incomplete – students wrote and performed scripted role plays*						
Interaction	5	10	10	5		10	5	
40: 23:5	6	25	25	*Whole lesson based on video and reading activities*				
	Tot	40	40	35	10	10		
Input 40 %	**%**	**20**	**20**	**18**	**5**	**5**		
lesson time								
(4x50 min)								
C2L	1	Introduction and whole class practice of phonics, copying nouns onto phonics chart						10 L1 quiz
Play & spkg	2	10	10		10, 10			
phonics	3		5	5	10, 5			
Sp	4	5	5	5	5,	5		
50 min lessons	5	10,		5	5, 5, 5			
	6			10		25		
Input:output:	**tot**	**25**	**20**	**25**	**55**	**30**		
Interaction	**%**	**8**	**7**	**8**	**18**	**10**		
15:26:10								
Input 15 %								
lesson time								

% input ranges from 15% to 42% but data are incomplete; % output ranges from 11% to 27%; Interaction ranges from 8 to 31 but of the 31%, 23% is time

Summary

	Input %	**Output %**	**Total interaction %**	**TL interaction %**
C2 A	Timings for activities not clear – mixture of skills / strategy instruction. Includes listening for purpose			
C2 B	24	23	9	7

C2 C	Timings for activities not clear – mixture of skills, extensive use of games to practise speaking. Includes listening			
C2 D	40	22	20	8
C2 E	15	27	11	3
C2 F	42	11	17	15
C2 G	18	26	8	8
C2 H	Plans unclear on balance of skills and content of activities. Songs are used as background music rather than to teach vocabulary or structures.			
C2 I	24	21	32	8
C2 J	22	15	14	12
C2 K	One double lesson plan incomplete – students wrote and performed scripted role plays			
C2 L	15	26	10	10
RANGE	**15-42**	**11-27**	**8-32**	**3-15**

Appendix 7.3 Cohort 3 (2013-14)

Minutes spent on receptive, productive and interactive tasks and in L1 discussions. Not including whole class drilling, individual Q & A, games where one or two students participate while others watch and listen

trainee		Input		output		Interaction – pair or group work		
		Listening ex	Reading ex	Writing ex	Speaking ex	In TL (scripted / unscripted)	In L1 (AfL)	other
C3A Speaking Y8 Fr **Input:output: Interaction** **18:54:62*** ***14 in L1**	1	5 video	7 worksheet				7 Think pair share grammar	2 Translate to L2
	2		6 worksheet	10 list / translate	7 dice game = script			2 Translate to L2
	3			1 write Q&A		7 paired Q&A 2 paired Q&A	4 discuss Q&A	
	4			34 write menu	1 one word exit pass			
	5				1 one word exit pass	15 In groups discuss menus in TL		
	6					10 teams discuss food items in TL	3 Think pair share grammar	10 Translate to L2
	tot	5	13	45	9	34	14	14
% 5:16:17		1	4	13	3	9	4	4
C3B Group talk Y9 Sp *Peer assessment not shown – individual feedback.* **Input:output: interaction** **68: 55:58**	1&2	10 exercise	5 pre-starter 5 matching 8 read model dialogue 5 ordering words	5 worksheet	10 dice game = script	20 discussion (part scripted)		
	3	10 exercise	5 pre-starter	5 gap fill	13 produce sentences	20 discussion (part scripted)		
	4		5 pre-starter		10 produce sentences	10 discussion (part scripted)		
	5&6	10 exercise	5 pre-starter	12 produce sentences		8 unscripted dialogue		

		30	38	22	33	58		
				Answer questions				
	tot	30	38	22	33	58		
%19:15:16	%	8	11	6	9	16		
C3C Speaking Y8 Sp	1	10 exercise		5 Gap fill 10 sentences (pic prompts) 5 sentences as exit pass	10 Guessing game in pairs (vocab) 10 Guessing game in pairs T/F		5 spot mistakes	
	2			5 gap fill 5 exercise 5 sentences as exit pass	10 battleships 5 Guessing game in pairs (vocab)			
Input:output: interaction **40: 120: 5*** ** *5 in LI**	3	10 exercise	10 matching	10 exercise 5 sentences as exit pass	5 Guessing game in pairs (vocab)			
	4		10 sorting	10 exercise 10 sentences as exit pass	10 Os & Xs speaking in pairs			
	Tot [4 hrs]	20	20	70	50	0	5	
% 16:50:2	%	8	8	29	21	0	2	
C3D Y7 Fr AfL	1		10 exercise – read paragraph	12 worksheet & paragraph	10 Q&A	5 reflect on Q&A 5 peer assess & reflect		
Input:output: interaction	2		15 read model text	20 Re-drafting				
	3			Some re-draft	Others peer assess pronunciation when reading aloud 10 speed dating Q&A		5 reflect on speaking	

Label	#						
30:62:25* ***15 in L1**	4	5 exercise	Questions for Q&A		25 combination of Q&A and memorization		
	5	Not an activity but gives 4 paragraphs in resources			5 game	10 presentations peer assessed	
	Tot [5]	**5+**	**25+**	**32+**	**40**	**10**	**15**
%12:26:8	**%**	**2**	**8**	**11**	**13**	**3**	**5**
C3E Y7 Fr AfL & indept learning **Input:output: interaction** **30:42:7*** ***5 in L1**	1	4 exercise	6 exercise	4 matching ex		2 Q&A	
	2		3 matching exercise		2 present family tree to partner		5 peer assess posters
	3	4 exercise		3 sentences 3 grammar worksheet			
	4			5 grammar worksheet 10 translate into TL		? Os and Xs game	
	5	5 exercise		5 description of classmate	5 introduce self to other students		
	6		5 Spot mistakes in sentences 3 read partner's work and comment	5 sentences to describe pics			
	tot	**13**	**17**	**35**	**7**	**2+**	**5**
9:12:2	**%**	**4**	**5**	**10**	**2**	**1**	**1**
C3G Games & speaking Y7 Fr	1				10 game	5 Guessing game	
	2			5 grammar worksheet		10 Guessing game	

Input: output: interaction 30:40:20	3	5 phonemes – write corresponding graphemes	5 Match words & pics			5 guess mime and give TL expression		
	4	5 numbers			5 Translate & pronounce 10 pronounce after drilling			
	5	*10 Starter Revise time using books and pair discussion ?input?*	5 peers correct written work		10 Dice game			
	tot	**20**	**10**	**5**	**35**	**20**		
10:14:7	**%**	**7**	**3**	**2**	**12**	**7**		
C3H AfL speaking Y7 Fr	1	13 exercise			10 scripted dialogue			
	2	5 vocab test		16 label pics + worksheet				
Input: output: Interaction 75:64:30* 15 in L1	3	10 exercise	10 in pairs decode sentences			15 Board game		
	4		10 read timetable 20 exercise					
	5	7 exercise		23 write timetable			15 peer assessment in L1	
	6			10 write dialogue	5 scripted dialogue			
	tot	**35**	**40**	**49**	**15**	**15**	**15**	
21:18:8		**10**	**11**	**14**	**4**	**4**	**4**	

Excluded:

C3I's plans because the clear focus was on Listening strategy throughout the unit of work. The trainee's evaluation recognises that he should have made lessons more interactive

C3J Grammar & reading Y7 Spanish - Timings for each element not shown on plans eg correction / peer assessment not timed separately from details of activities.

C3K Y10 Sp – Students appear to have used translation software for written work. This is not made entirely clear but the length and standard of the examples of writing included with the essay appear above those normally expected of a group with this attainment profile.

Summary

	Input %	Output %	Total interaction %	TL interaction %
C3 A	5	16	17	9
C3B	19	15	16	16
C3C	16	50	2	0
C3 D	10	24	8	3
C3F	9	12	2	2
C3 G	10	14	7	7
C3 H	21	18	8	4
RANGE %	**5-21**	**16-50**	**2-17**	**0-16**

	Appendix 8 Transcripts of group discussions with trainees in Cohorts 1 and 2

	Appendix 8.1 Cohort 1 (2011-12) Baseline year 1 cohort of trainees. Last day of PGCE, in usual teaching room. Information sheets and consent forms were supplied in advance by email with consent forms and handed out as hard copies this morning. Trainees were organised into small groups for a 5 minute buzz prior to this whole group discussion. All have copies of the 3 questions for discussion. Voice recorder on table. I took notes while the discussion was in progress and only intervened at the end.

line	Contribution	**Concepts, connotations, inferences**
1	We shouldn't over emphasise speaking over the other skills. Speaking is important, all interlinked, it's hard to speak before seeing it written down, need all 4 skills and some reading and writing before speaking	Integration of 4 skills Need R&W before speaking - ?implicit reference to a need for input? Based on own experience as a learner
2	Learning styles VAK, you needed more visual	Relates (non-) theory to earlier comment
3	Final goal in GCSE is 60% coursework, hard to justify 80% time on speaking. The weighting's not equal	Exam demands
4	Kids have little confidence because they can't speak, more confident if can speak, they forget how much they can understand	Learner focus – from experience - confidence
5	Demographics of classes, girls less worried about making mistakes in a single sex school	Learner focus – from experience Learners' concerns over mistakes
6	Forced to teach for GCSE	Exam demands
7	How important is it for students to speak it? The whole point is to speak, they can get by without reading and writing. Speaking gives confidence, basic communication, prioritise speaking TL	Questions curriculum & purpose Learner focus – from experience – linked to pedagogy
8	For individual learners, if a pupil is comfortable speaking a foreign language, that will help other areas	Cognitive and personal development of learner
9	Ofsted also want grades as well as speaking TL Go back to goal as a teacher	Exam demands
10	Why do we bother with speaking? For GCSE they learn by heart not speaking if that's the ultimate goal	Questions curriculum Questions prevailing pedagogy - memorisation

11	Observed by a music teacher – why aren't they speaking? He didn't understand everything we have to do in MFL, there's so much we have to do for GCSE	*Doing / performing subject not just learning?* Breadth of MFL content
12	Everything is given to them	Questions prevailing pedagogy -scaffolding
13	The jump from GCSE to A level, how they react to unpredictable language is difficult	Exam demands
14	It's important to make sure why they're preparing for the exam…agree they have to achieve a level, it's difficult	Exam demands
15	They're too much used to produce something which is written. Very mechanical, kills colours of language	Subject focus Problems of script
16	Any subject is a lifelong thing it's not truly spontaneous until you're in the country We're not just educating children for assessment	Wider goals and context
17	That's why we need exchanges. TES article - ? make exchanges compulsory for GCSE	Exam changes
18	How about SEN and disabled? Important to give students the opportunity to speak TL (at school) not wait until they get to university It comes down to assessment, those who are capable and those who are not.	Inclusion
19	Gifted and talented respond well There's so much spoon feeding you question how much they have actually worked out for themselves. It's important for them to speak but how much do they do independently	Questions prevailing pedagogy -scaffolding
20	Sometimes they can't think of anything to say	Lack of communication strategy
21	Balance between creativity with support, practises and regurgitates what have prepared and memorised	Questions prevailing pedagogy - memorisation
22	Differentiation obsessed, let them speak and make mistakes	Questions prevailing pedagogy - performance over mastery
23	When they speak they try to speak as they would in English one to one (word for word?), they don't have the skills to improvise.	Learner strategy
24	It's a classic mistake (to use) word for word	Learner strategy
25	They don't have the skills to say what they know	Questions prevailing pedagogy - communication strategies
26	Our vocabulary is lower than Greek learners of English	Questions prevailing pedagogy - vocabulary
27	Learning chunks in MFL stops spontaneous language	Questions prevailing pedagogy - chunks
28	They're taught words and don't know their own language already. They don't know verbs, they don't know how to change a tense	Questions prevailing pedagogy - grammar

29	Not enough hours	Timetable
30	Don't teach how to get round it , skill of improvisation is never assessed	Questions prevailing pedagogy - communication strategies
31	until AS level they use a script, we need changes on assessment.	Exam demands
32	Can you sacrifice that time to teach that skill?	Timetable
33	Primarily we will be judged on the number of A* to C we get	Exam demands
34	We're failing kids if they don't get A to C, grades are important to them.	Exam demands
35	With a GCSE class, I never saw them doing that much speaking and when I tried speaking with them they struggled	Questions prevailing pedagogy
36	I want to campaign for GCSE to be changed to get rid of line learning.	Exam demands
37	Banks of questions, change order, can't cope	Questions prevailing pedagogy - memorisation
38	They don't understand what they write. They write a script for assessment but they wouldn't be able to translate it, it's crazy	Questions prevailing pedagogy - memorisation
39		
40	I tried speaking in TL,the kids said "fuck off we speak English in this country" so quite negative really	TL experience / student attitude
41	Kids pride themselves on being ignorant	student attitude
42	Knee jerk to say don't know what talking about but if you question them they can work it out	student attitude
43	It's a badge of honour – you have behaviour management issues when speak TL	student attitude
44	I find the opposite	Contextual difference? – department culture?
45	Hitler refs if tell off in German	student attitude
46	Low ability, behaviour management in TL worked well in 2 lessons	TL experience / Behaviour management/ ability
47	Three strikes system depends on explanation	Behaviour management
48	Pace suffers if using TL, needs gestures	TL experience
49	Speaking activities, varied responses, girls less keen.	student attitude
50	How monitor? Policemen role for student	TL experience / Share strategies
51	Depends on activity, if they can see a point,	student attitude linked to content
52	info gap better than dialogue	pedagogy
53	Market activity buying stuff, impose fine for using English, only 2 were fined.	TL experience with success/ Share strategies

54	Prompts, rewards, memory, support important	scaffolding
55	Speaking needs to be about 4-5 lessons in.	?implicit reference to a need for input?
56	Group projects on placement taught series of lessons, research future holiday list of criteria, in groups presentation love showing off.	student attitude & enjoyment linked to content and format
57	Writing before presenting. Students lead from front	Share strategies
58	Pronunciation so bad....some of them take joy in that.	student attitude
59	Enjoy hearing own voice on tape, repeat following week after practice,	student attitude / Share strategies
60	smaller groups better than front of class.	Classroom management/ Share strategies
61	Boys speaking in FL go gay when presenting.	student attitude
62	Different identity...Jeremy Kyle show wearing jacket takes way shyness.	student attitude & enjoyment linked to content and format
63	Emotion to show in speaking takes away shyness	Share strategies
64	You have to be prepared to make an idiot of yourself,	Teacher
65	expecting them to put themselves on the line	Empathy for learner anxiety
66	Safe learning environment where mistakes are allowed, haven't heard someone speaking	Empathy for learner anxiety
67	Badly shy, fear of looking silly.	Empathy for learner anxiety
68	Tend not to do many activities because difficult then makes the exam a big deal.	Speaking seen difficult
69	Compare with France recording selves every week. They get used to it no big deal	Questions prevailing pedagogy - practice
70	All at same time using mp3 players so not performing	Share strategies
71	Main difficulty is sometimes technological, even access to a computer	Obstacle
72	(?) scaffolded activities, not practical	Obstacle
73	[school] tally chart, now in [school], since Inset.	Questions prevailing pedagogy - AfL
74	Pairs one talks, other one ticks Do they recognise tenses?	Questions prevailing pedagogy - AfL
75	They have been taught to do at	Questions prevailing pedagogy - AfL
76	Sad grooming into year seven this is a b grade answer	Questions prevailing pedagogy - AfL
77	Year 5 know language terms but don't really know what it is	Prior learning
78	Always artificial...classroom not artificial	context
	Most helpful have enough plan b activities in case they switch off..need topic which interests them	content
79	Mindset, timetable issues.	Timetable / student attitude
80	It's so hard, there's so much work to plan, there has to be a way of doing it that is actually spontaneous like having a chat	Questions prevailing pedagogy

81	It's empowerment. My class had to use 'Quel Domage' all the time. But it's not spontaneous, they haven't looked it up in the dictionary, they've just heard me say it and they're regurgitating,	Odd idea of SLA / TL experience - consistency
82	That's how I would learn, it's incidental language	Intuitive understanding of SLA
83	dictionary looking up naughty words.	Positive or negative?
84	Part of the problem of being a trainee is you're generally sharing classes or coming in half way through. You can have so many good ideas for spontaneous talk but it needs your own classroom.	Trainee role as obstacle
85	students not used to TL	context
86	Every class will be different	Individuality
87	I feel haven't used TL very much	Confession?
88	Needs for department cohesion teachers help each other TL new to students	TL experience – consistency
89	Use more TL in Spanish...native speakers use higher register, cf script second language.	TL experience – trainee's confidence
90	Talk in French to colleagues kids want to know. Too fast to understand.	TL experience / student attitude
91	Class not used to TL, need consistently	TL experience - consistency
92	Saw benefits of TL, routines	TL experience - consistency
93	It's important not to be put off by experiences this year, try from September in different environment	TL experience - consistency
94	Student confidence with NS or NNS teachers?? More point with NS.	student attitude
95	Become walking dictionary	student attitude
96	Depends on your personality as well. Speak French to student, they speak English back.	student attitude
97	Feels forced using TL for instructions and pointless	Questions prevailing pedagogy - TL
98	Approach of SLT to languages, eg the member of SLT learning French	Context - positive
99	Fun if pupils thought fun to switch languages	Context - positive
100	some children think teacher is French should be ok to switch	student attitude
101	Do carefully planned and scaffolding activities get us any closer to that?	Questions prevailing pedagogy - scaffolding
102	Long term view or medium view as a linguist, want to build confidence. But they still have to get grades.	Exam
103	[Refers to a register activity in which students say how they are.] Better than asking about pets	Strategy
104	Try to have a conversation.	Strategy
105	Encouraged to hold conversations during the register in year seven but not allowed to do that in year nine	Strategy
106	Issues of pace – it looks like a waste of time to someone who doesn't understand.	Pace
107	Teacher as controller of language, can't have a conversation with a	obstacle

	class of 30	
	I point out that, apart from the video clip, no one has mentioned anything that's happened in CS or PS: *If the (then) Teaching Agency is telling Teacher Trainers to improve speaking skills and 90% of what you've said is about conditions in your placement school and the nature of your students so how do I influence what people do?* *My best idea for next year is to include more reading on getting students talking when we do subject specific tasks and beef up the input. Some people have found the great book by Harris on getting them talking. I think I need to bring that much further forward….there's all sorts of things. I can't make things happen in school* Frank: Can you not be like the University of Cumbria? - they have a method which they teach to all their trainees and all schools have to agree to method, lots of games lesson in TL, Teams compete for TL use Another trainee: The most useful Curriculum Studies is when theory in lecture followed by applying in practice (*that's what we've done for much of the year!*)	

Appendix 8.2 Cohort 3 (2013-14)

Cohort 3 trainees. Last day of ITE, in usual teaching room. Information sheets and consent forms were supplied in advance by email with consent forms and handed out as hard copies this morning. Voice recorder on table.
I took notes while the discussion was in progress and only intervened to ask the questions

Question – How do you view teaching speaking skills, how much time do you spend on it, what priority do you give it and how much freedom do you have in what you do?

line	Comment	Concepts, connotations & implications
1	I'm always mindful of speaking when planning lessons, maybe not every skill every lesson but always some speaking	Need to include in planning Balance of 4 skills
2	Speaking enables the lesson to be more interactive, to get the most mileage out of activities.	Interactivity and practice opportunities Economic use of planning time?
3	There's always the danger of (being off task) with a large class, can't watch everyone	Behaviour management issues as possible obstacle Need for surveillance / control
4	First school, there was a focus on speaking skills, with speaking every lesson. In my second school we do two main skills each lesson	Clear effect of school context on trainee's practice
5	Makes it more difficult when one teacher says don't do pair work with this class, it doesn't work, so it's difficult to get them to talk.	Clear obstacle imposed Response to behavioural issues
6	Classes with mentor had spontaneous question and answer at start of every lesson, building up to more complex language. Other classes do much less, scared of getting things wrong. Massive difference at my other school.	Mentor's practice as basis for good practice Clear effect of school context
7	Danger that we teach different vocabulary but not question form so when you ask the question, they don't understand and they're scared because they're not sure.	Content of SoW as obstacle Learner anxiety over mistakes
8	It's difficult as trainees to do something different. As an NQT I hope to get it established	Role of trainee as constraint, plans for NQT year
9	Next year hoping to get established starter q and a speaking	plans for NQT year
10	How does that work? How long does it take?	Collaborative work among trainees
11	28 children quick fire questions in pairs so 14-15 questions, it can take 5 mins but that could be the speaking done for the lesson. Schools where you have to take the register in the first 3 minutes more difficult	Speaking seen as important but also something to be dispensed with Administrative demands as obstacle
12	At X with a split lesson, we had to cram as much speaking as possible in to the first part of the lesson. Register as starter eg comparative sentence, could take 5-10 minutes but that's your starter.	Timetable as possible obstacle Solution to problem

13	I've tried but it could take 15 mins thinking time	Defeat?
14	In my parallel y8 classes, one class give reasons as well as what they ate, the other class just say what they ate.	Implied comparison of teaching styles based on students' response

Question – *What about using TL? How easy is it to keep it going and what's helping you?*

15	Some classes easier than others some just look at you like "what?" and they don't understand. It's not just experience it's the personalities if they're afraid of (ridicule), it affects their confidence.	Student resistance Fear of ridicule confidence
16	It depends on the routines with the previous teacher. I Try to use as much as possible but if they're not used to it it's more difficult	Importance of existing routines
17	I have Y7 not understanding écoutez in March, they can't have had any TL.	Attributes students' lack of understanding to lack of exposure to TL
18	more difficult to impose than I expected, depends on class dynamic. Some have words all over room, some have nothing to look at.	Group dynamics Support materials - ?implied dependence
19	Also you have to separate out types of TL, is it just instructions or explanations too? (gives examples from yesterday's lesson) It's getting them to use it	Distinction between type of TL use – both ass used by teacher
20	Is it speaking or any exposure....is it reading, listening and writing too? It's getting them to use it. It's too limiting if it's just instructions.	Questions usefulness of TL for instructions only Recognises importance of input
21	With my new y8, I gave them a really challenging reading....class really rose to it, then asked someone to open blinds in English and the observer said I should have used TL. But if they don't understand, it's all time and it affects pace, how do you balance it?.	Concerns over pace when using TL
22	I'm looking forward to not having an observer because of pace, it might be worth taking longer and it wouldn't matter	Class teacher as obstacle – planning for greater autonomy as NQT
23	I can see where they're coming from, you get disruption when pace drops Get told off for losing pace if you don't do all the activities in your lesson plan.	Pace linked to disruption Observer as obstacle – lack of autonomy

24	My TL use is better when I'm less stressed about being watched. We did a tough class activity with a lot of speaking, I switched instructions to TL when they were getting into it. I have some classes where behaviour is the variable.	Stress of observation Concerns over behaviour
25	With Y7, they're new to the subject, I can take more control. It's definitely down to being the trainee and fitting in.	The need to fit in
26	One class asked me "Miss are you taking this class because you can speak Spanish?"	Criticism of class teacher
27	I'm teaching y7 next week, using TL all time, with speaking mats. They'll get used to it, if they understand the gist.	Support for TL
28	We had a conversation about this the other day about students' resilience, particularly in speaking – there's not always a transcript or a set pattern, we need to develop that resilience of students,	Problem-solving approach Resilience =autonomy?
29	At the moment, students want it all in place so they know exactly what to say, there's a tension, how can you explain things if they don't know "écoutez" or instructions.	Dependence on support materials Tension
30	It depends on class, might not get it, even if they're going "écoutez" all the time	Unpredictability of learning
31	It's important to start with y7/8. (Lack of spontaneity all memorised), Controlled assessments, obviously memorized, once they relaxed they could answer	Establishing TL as routine
32	Y11 German, boys really good, banter in German insults, small class, hadn't learned all of it. It's also personality, I listened to their test and a lot was learned but not every single word.	No clear attribution, except personality – possibly class size, gender implied
33	There seems to be a tipping point, all of a sudden it clicks, for example at 6th form, are we expecting too much at this stage?	Questions the position of speaking in the curriculum 6th form as indicator of maturity or experience of MFL?
34	I don't think so, years ago we'd never dream of writing answer. (Inaudible - trainees compare own experiences of earlier exam formats)	Comparison with own experience as a learner.
35	Rote learning and memorisation - first trip to to France since I've been teaching, realised how restricted students' language is, and so disjointed from how people communicate.	Criticism of pedagogy and content
36	It's not real plus it's all isolated sentences and they don't understand all of it, like when they ask the word for "are" and you think "Kill me!"	Lack of authenticity Frustration at lack of comprehension

37	Even at university you're quite supported, my German friend met me at the airport, said I looked terrified, sitting there feeling I'm not ready, I don't know this language at all.	Huge indictment of UK MFL teaching?
38	Role play...exam role play at least used to be a conversation No action / reaction conversation role plays aren't ideal but they're more normal and natural	Possible solution in role plays, as exemplars of more normal interaction
39	Lot of students are learning things not about themselves, where live, hobbies, making up the answers. I advise to talk about what want to say, personalise it. It's so prescriptive.	Content of SoW, raises questions about suitability. (cf study which asked French students about GCSE questions. Issues of privacy.
40	Opinions on subjects, in France would talk about interests	Frustration with content
41	I want to rip out page from all the textbooks about what's in pencil case.	Frustration with content
43	Student with no tv, family into other things, think of alternative why all these topics.	Questions assumptions inherent in SoW about students' interests
44	Hopefully, with primary languages the basic stuff will have been done, we'll be able to do more relevant and more challenging (topics) eg first world war.	Links cross-curricular work with level of prior learning / MFL experience
45	We have a carousel, we've taught y7 how to say rubber in 3 languages!! (all laugh)	Returns to earlier thread
46	Able students can pick up 2nd language, it's not interesting to do the same topic in two languages at GCSE Same resources, you do use them.	Challenge to sustain interest
47	Spontaneous talk the first time for me was in speaking exam, the ! On card. Holiday questions, I panicked but only I needed a 5 word sentence....expected same ! Q in German as I got the same card but it wasn't	Compares own experience – further indictment of MFL teaching
48	It's hard for them to just have 2 hours a week, they don't practise between lessons, maybe pen pals on Skype but there's not enough time in lessons.	Time allocation for MFL
49	Hard for those doing both (mix up 2 languages).	

	Question – *What aspect of the course has helped you teach speaking?*	
50	Pillette's ideas, don't give yourself more work, changing ways of doing extension tasks in speaking or reading, the option of asking questions	Able to apply suggestions from speakers
51	I found the ideas we've shared about games, it's not spontaneous language but the confident putting together of learnt language. It's fun and they're more than mumbling. I had a nice experience this week, they had to only repeat if I was pointing to right thing. The format and simplicity appealed to them.	Benefits of collaborative working and shared ideas
52	When off textbook games and songs, authentic resources, makes great difference. I had Y10 singing Que sera sera when they were doing the future tense.	Makes no link with speaking
53	When I did the food topic, we did "I'm a celebrity get me out of here", they all wanted to talk about it. Authentic materials made it more interesting. We did role plays with menus. I made some with prices, ...numeracy	Stimulus and context support speaking skills Implied reference to motivation Role plays
54	Challenges, eg reserve table at 11 but opens at 11.30. 25 euros per head, what can you order?	Thinking skills
55	Teacher using English to give situation. Difficult to set activity in TL	Reverts to obstacles
56	I did use TL in my Spanish lesson.	Makes no link with students speaking TL
57	I'm hoping to use it more. Time to set up, with my own class I can invest more time in it.	Plans for NQT year

Appendix 9. Analysis of tutor's comments on strengths and targets in lesson observations

Appendix 9.1.1 Cohort 1 (2011-12) Tutor observations on strengths

Trainee identifier	Placement 1 strengths			Placement 2 strengths		
1A	1. Excellent rapport and positive approach, with good pace and classroom management resulting in a positive working atmosphere	2. A varied range of well chosen, well sequenced activities resulting in a high level of engagement	3. Activities well sequenced for progression within the lesson	Excellent presence & manner, use of praise, rewards & threatened sanctions to ensure a positive working atmosphere	Well-chosen activities mostly well-sequenced, building on prior knowledge	Use of questioning and thinking skills to engage students in their own learning
1B	1. Your enthusiasm and high expectations contribute to a positive working atmosphere. Students are clearly well-motivated to have produced this volume and quality of work as homework (and this is Y9!)	2. Well chosen support materials and differentiated worksheets for individual work	3. Clear instructions and helpful questioning	Assertive manner and good rapport with class, even when correcting behaviour (using school policy). Good use of time limits for activities	Good use of IWB with clear explanations of grammar. Differentiated worksheets & homework set.	Reference to NC levels and forthcoming assessment; use of AfL strategies eg no hands rule & traffic lights
1C	1. Calm, encouraging but authoritative manner Time, resources and activities well managed to ensure positive working atmosphere	2. Clear progression in choice of activities, with extension work provided, including some assessment of prior learning	3. Skilled use of questioning as part of formative assessment and reinforcement of grammar rule	1. Strong behaviour management, using praise and sanctions, enforcing school policy calmly & with authority. Positive working atmosphere.	2. Well-chosen, well-sequenced activities with appropriate support to ensure progression. Well managed	3. Differentiation by support and by outcome with differentiated objectives and clear criteria which you share with your students. Support planned for EAL student.
1D	1. Activities well-sequenced for progression towards lesson objectives with well managed transitions	2. Classroom routines and school behaviour management policy used to create purposeful working atmosphere for most of the lesson – eg use of warnings & detentions and not tolerating shouting out.	3. Differentiation by support, task & outcome – you provide extension and reinforcement activities for most tasks	1. Positive working atmosphere thanks to your assertive yet pleasant manner, using praise and rewards as appropriate; you respond well to students' needs throughout.	2. Good use of questioning, allowing thinking time and sometimes using no hands rule. AfL in action.	3. Engaging activities, giving sufficient challenge for all learners, with attractive resources, support materials and motivating plenary.

1E	1. Well chosen, well sequenced activities, usually modelled to enable learners to participate	2. Well made resources, well chosen visuals and clear use of colour and font.	3. You are beginning to use the school behaviour policy - praise, warnings and sanctions.	Good manner & classroom presence, positive working atmosphere, supported by use of rewards & sanctions. Clear instructions supported by good use of questioning – asking students to repeat instructions.	Good range of activities to support memorisation of vocabulary. Good use of visual support on IWB. Resources, behaviour and time were generally well managed.	LOs clear, differentiated and referred to at points during the lesson and at the end. Plenary checks achievement using self-assessment
1F	1. Well chosen, well sequenced activities, including materials adapted from the textbook, linked to prior learning	2. Excellent encouraging manner and good use of TL, checking comprehension	3. Positive working atmosphere throughout with all students fully engaged	Good rapport with class, use of praise and encouragement to build positive working atmosphere, clear instructions supported by gesture, visuals, questioning technique.	Well chosen, well sequenced activities, linked to prior learning and future assessment Well managed resources, including ICT & back up plan.	Good use of peer assessment & show of thumbs to monitor progress. Students asked to reflect on strategies used in listening task. Formative assessment of written work seen when work returned to class.
1G	Forms lost			1. Rapport with class, organised classroom management, clear instructions and encouraging manner result in a positive learning environment.	2. Use of questioning to lead students through learning and understanding the structures you are teaching, related to prior learning and inviting students to reflect on their understanding. You were also responsive to students' learning needs when they 'knew' less than expected	3. Differentiation by task and support, use of TL as appropriate.
1H	1. Excellent manner, calm, able to think on your feet, encouraging and supportive manner.	2. Excellent resources & use of ICT to support well chosen and varied activities to practise lesson content.	3. Mentor identifies progress in clarity of explanations	1. Well chosen well sequenced activities	2. Excellent use of IWB with good clear visuals	3. Encouraging manner and very good presence in class. Use of voice was good for most of the lesson

1I	1. Good choice and balance of resources and activities to maintain interest and support learning	2. Well sequenced activities, building on prior learning of past tense with etre	3. Positive working atmosphere throughout with appropriate level of challenge	1. For most of lesson you showed excellent presence, pace, manner & communication	2. Well chosen activities with attractive, creative resources to engage learners. Early activity differentiated by task	3. Good use of thinking skills to introduce vocabulary, reinforced by good use of questioning and prompts. Linked to prior learning
1J	1. Management of lively class, time and resources enabled most of the class to achieve LOs	2.Excellent , authoritative manner and rapport. Mentor comments on progress in behaviour management.	3. Activities were well chosen, well sequenced and well supported.	1. Excellent manner, presence and energy, well paced lesson, good rapport with group and strong classroom management, using established routines. Generous use of praise to maintain motivation. Students respond well to you.	2. Well chosen well sequenced activities to revise and extend prior learning; level of activities suited level of class. You gradually reduce support to enable students to produce sentences. Your use of TL and encouraging TL use by Ss is very good.	3. Plenary referred back to differentiated learning outcomes, (related to real life use) largely achieved. Use of peer assessment.
1K	1. Activities were well chosen, well sequenced, well supported and well managed with attractive resources, linking to prior learning.	2. Excellent manner & rapport with class	3. Grammar rule taught using thinking skills approach, students practise language then deduce rule.	1. Use of questioning, allowing thinking time, to maintain challenge & independent learning	2. Clear instructions and modelling on task requirements, well managed resources & support materials, use of time limits, monitoring progress. Excellent manner & presence . Good choice of visuals on IWB to support instructions.	3. Well-chosen, well-sequenced activities, building in complexity to achieve NC level targets. Innovative use of carousel approach to re-drafting and reflecting on work, using collaborative learning .
1L	1. Excellent manner and communication – calm, pleasant yet authoritative	2. Excellent resources to support activities and increase engagement...especially Simpsons cards for game, building on prior knowledge and using questioning to ensure maximum participation while maintaining pace and time management.	3. Use of school behaviour policy together with firm approach to manage behaviour (boy W)	Strong presence and welcoming persona, use of praise. You appear to have established good rapport with this group. Good use of questioning to elicit correct answers. Strong classroom management; monitoring progress throughout	Activities well chosen, well resourced, with excellent support materials . Use of mini-plenary checks comprehension before moving on. Plenary encourages reflection on own learning.	Use of differentiation by task/support skilfully done using speedboat/ yacht/swimming metaphor and differentiated worksheets. Students choose own level.

| 1M | 1.
Well chosen activities to revise last lesson's content | 2.
Support provided for weaker learners | 3.
Use of rewards for good participation; mentor notes progress in behaviour management. | Well-chosen, well-sequenced activities. Excellent original resources to support and model required language in an engaging way. Evidence of collaboration with MFL colleagues | Good use of TL at appropriate stages of lesson. Opportunities for independent learning, with refection and guidance on strategies. | Excellent manner, presence and communication; clear LOs using school approach. Good use of questioning, encouraging progress & ensuring participation by most students. Positive working atmosphere |

Appendix 9.1.2 Cohort 1 (2011-12) Tutor comments on targets in lessons observation forms 6 of 25 (apx 25%) observations include suggestion to include more practice activities					
Trainee	**Placement 1 targets**			**Placement 2 targets**	
1A	Remember to provide a model for all tasks	-	-	Plan for a clear focus in your activities- eg surveys to practise listening & speaking – and make that clear to the students.	Avoid reinforcing inaccurate grammar – repeating the correct version is one way of doing this	Greater use of TL would be helpful for your students- next lesson plan to use 3 sentences in TL, 3 more the following lesson.
1B	When class have become more used to giving presentations, plan for peer assessment	Supply grid to encourage more active listening by all students easily checkable during presentations	-	Add additional practice activity before setting productive task. This could be a listening task or a game or a game which involves listening	Correct at least some of the work in class if it is part of the support for Homework to increase confidence and to test learning outcomes achieved.	When planning, check that balance of time spent on each activity you include reflects its importance in relation to your intended learning outcomes.
1C	Be careful with your choice of colours and fonts on the IWB to make sure that students can see clearly	Perhaps include some pictures to support vocabulary and make sentences more easily remembered?	-	Include some form of assessment for speaking – eg simple peer assessment	Give students a reason/ context for the activities- eg communicating with a penfriend/ pop star or putting a message on Facebook.	Include some no-hands questions to include all students, not just the volunteers
1D	Next lesson with this class, consider including a game to consolidate & break up presentation if you are presenting a large amount of material – this should help concentration later in the lesson	Next time you plan peer assessment of a writing task, try to allow enough time for students to complete the assessment – it could take as long as the writing task itself.	Keep using behaviour policy for whole lesson.	Remember to model activities	Differentiate by providing more support or simplified tasks for weaker learners. Differentiated outcomes to activities to give them an opportunity to succeed, even though this will be at a lower level	Include more practice activities, eg a listening exercise or simple matching games to support memory of new vocabulary before setting productive tasks
1E	Plan for maximum student activity as independently as possible to maximise	Be prepared to use full range of rewards and sanctions available to you if behaviour or	Model ALL activities to ensure students know how to approach every task.	Allow time to practise language – whether new or from previous	Check understanding of visuals on worksheets.	Use plenary to demonstrate progress towards LOs

	pace and engagement – next lesson with this class.	language is good/unacceptable – send cards home for today's well-behaved students and next time boy J swears, put him on C1,2,3,4 without debate he will understand why.		lessons, before students are expected to use it.		
1F	Next time you are working on a text, decide in advance how far you are going to exploit it eg listening, reading for gist, grammar, and allow enough time for each stage in your plan, then try to stick to it!	Next time you correct work using Q&A, write answers on board to support slower learners	Next time you plan a plenary, make sure it tests the LOs for all learners.	Differentiate by providing additional (optional) support for weaker learners and setting extra challenge explicitly for stronger ones.	Plan for more independent learning eg consolidating use of hace & esta in pair or group work	Plan time for students to reflect on, or re-draft, the written work you have marked.
1G	Form lost			Try to vary activities more.....much of the lesson was translation work as reading and writing (rehearsed), how about some listening and speaking?	Try to reduce teacher talk time, could some of the content be covered in more independent learning activities, perhaps as a carousel lesson?	Support creative/ productive work in writing eg providing picture prompts or sentence starters for spoken work, possibly as a game, would lead into written work by modelling the language to be used in writing.
1H	Continue to work on giving clear instructions, with visual support wherever possible	Project your voice more and use more assertive body language.	Include a plenary to check/reinforce students' learning of key lesson content	Work on questioning to engage all students eg no hands or think pair share	Plan for more independent working at some stage of the lesson, telling students where to find support (in textbook, booklet or on worksheet)	Remember to model activities, doing first question together as an example.
1I	Always model activities as well as explaining what students have to do.	Share your lesson objectives at beginning of lesson so that you can focus attention and refer	Make links with prior learning more explicit, celebrating past success and showing how this	Use sanctions available to you earlier in the lesson	Include more practice activities before asking students to produce	Include more opportunities for reflection on progress and revisiting LOs

		to them at the end to give students (and yourself!) a sense of achievement.	leads on to new material. Do this in your transitions too.		written work. Model writing tasks on IWB	
1J	Use more modelling when introducing activities	Use even more scaffolding eg writing page & ex number on board	Consider more ruthless enforcement of sanctions, at least one boy could have been sent out for poor behaviour, and doing this sooner rather than later.	Include a little extra scaffolding before productive tasks eg using picture prompts to support dialogue before/ instead of writing.	Use more time limits when setting tasks.	-
1K	Next lesson with this group, use no hands rule, or other strategy, to ensure girls participate as much as boys in whole class activities.	Next time you include a thinking skills challenge in your objectives, share this explicitly in learning outcomes and choose one modal verb rather than trying to cover 3	Next time you use peer assessment, find a way to include simple criteria for students to use.	Find ways to correct mis-pronunciation	Encourage students to exceed their targets.	
1L	Keep your LOs in mind when choosing activities eg use more listening if LO is speaking	Avoid too much copying from board if possible	Be prepared to introduce items such as *je n'ai pas* as vocabulary item and leave grammar to a later lesson	Even more modelling to ensure students understand task.	even more reflection, eg referring back to LOs during more frequent mini-plenaries.	
1M	Seek class teacher's advice on behaviour management strategies which are effective with this chatty class. I would expect tougher use of sanctions.	Support writing tasks with a model, possibly used as a short reading activity on (Task Magic?) before the writing task begins.	Design your plenary so that it tests your LOs – that way you can demonstrate learning & students get a sense of achievement.	Differentiate for weaker students by providing more scaffolding, eg writing frame,	Plan tasks so that all students are occupied all the time.	

Appendix 9.2.1 Cohort 2 (2012-13) Tutor observations on strengths					
Identifier	Placement 1 strengths			Placement 2 – strengths	
2A	Positive classroom atmosphere, thanks to your encouraging manner, use of praise and rewards, but also supported by use of sanctions where needed. Questioning established level of understanding.	Clear visuals on IWB to support revision of time, with well produced materials.	Support materials and extension activities provided for writing task.	Very encouraging manner and good presence. Good use of voice. Some TL (group are new to Spanish). Use of praise.	Links to prior learning, including revision where needed. Use of AfL techniques to monitor progress.	Engaging activities for maximum participation, including group work.
2B	Classroom/behaviour management using strong classroom presence, praise, rewards and sanctions to enforce high expectations while avoiding confrontation.	Lesson content is quite challenging but tasks are generally well-supported. Good use of visuals and instructions in TL where appropriate.	Lesson content linked to students' own wishes/plans for the future; combined with humour this contributed to students' participation and involvement	Organisation of class, books, latecomers and newcomers to set. Strong management of time and resources. Excellent manner & presence, rapport and positive working atmosphere. Use of TL supported by gesture & modelling	Students encouraged to think, deducing grammar rules, guessing vocabulary.	First half of lesson was extremely well structured, strongly progressing towards mastery of partitive article.
2C	Form lost			Very good presence and use of voice. You relate well to students and your encouraging authorative manner results in a positive working atmosphere. Good use of games	Well chosen, generally well sequenced, activities helped to lead students towards achievement of LOs. Activities supported by strong visuals, worksheets, support	Seating arrangements well managed, both to organise game and to enforce sanction. Good time management to ensure you complete your planned activities. Use of pair

				to engage learners. Very good pace.	sheets, clear instructions. Strong subject knowledge.	and group work maximised student speaking opportunities.
2D	Excellent encouraging manner with students, with clear expectations of good behaviour.	Well chosen well sequenced activities well supported in most cases.	Good classroom management for most of the lesson	Calm authoritative manner with strong presence and pace and use of encouragement, praise, rewards and sanctions achieves positive working atmosphere with high level of participation. All students treated with respect and good humour.	Strong clear visuals and attractive resources support student learning of new vocabulary. Sharing presentation of new language with FLA adds variety and authenticity. Good response to activities throughout.	Well chosen, well supported , well sequenced activities resulted in clear evidence of student progress in the lesson, building on prior knowledge and using thinking skills.. Good management of time and resources. All planned activities completed and LOs achieved. Good use of TL most of the time – spontaneous TL use by some students.
2E	Excellent presence, manner and evidence of good rapport with class. High expectations of behaviour and work	Well-resourced, well-planned activities which lead students to mastery in using possessive adjectives. Encouraging students to extend their vocabulary using dictionaries – also reinforces literacy	Differentiated activities. Most students chose or directed to harder worksheet. High levels of engagement throughout	Form lost		

2F	Excellent manner- pleasantly assertive, very encouraging, using praise and rewards to encourage participation	carefully planned activities designed to reinforce learning, with differentiated LOs and good use of questioning	Effective management of behaviour, SEN / behavioural issues were not apparent thanks to use of rules and routines and high expectations. You achieved a positive learning environment	Well organised resources and materials	Use of sanctions to manage behaviour (more of this might be good). Patient management of problematic behaviour, appropriate to needs of the students.	Use of visuals to support vocabulary.
2G	Innovative approach to categorising language in listening task, supporting literacy	Use of praise and rewards, encouraging manner	Well chosen well sequenced activities focused on LOs and linked to prior learning	Activities well chosen and well sequenced to support speaking and motivate learners (successfully in most cases). Use of sanctions and rewards maintained focus for most students. Encouraging manner.	Modelling of activities and checking of comprehension to support participation. Good management of time and resources. Differentiated support sheets for weaker students.	Students' exit passes showed they had met learning objectives.
2H	Activities were well chosen and well sequenced Q4 but see target 3 below	Prior learning reactivated through starter activity Q3. Students made progress	Good presence and encouraging manner Q1. Activities well managed and you monitored progress throughout	Good manner, use of voice, sanctions and rewards to keep students on task.	Clear instructions for activities which are modelled. The most successful part of the lesson was the speaking activity and this could be developed for even greater success.	Use of self and peer assessment with clear success criteria. Differentiated learning outcomes.
2I	Good calm presence and management of (quite excitable) class with well organised resources and use of	Good range of engaging activities ensured high levels of participation. Well sequenced to support	Good use of questioning and mini whiteboards to monitor progress. Clear instructions	Clear progression from prior learning to new language, gradually building the complexity of the	Excellent presence, manner and voice. Choice of activities and calm clear instructions result in	Independent learning made possible by practice activities, provision of model, clear success criteria

	praise and encouragement. You have clearly established rapport with this class.	learning and modelled to ensure all understand what to do.	throughout with clear links in the learning and use of thinking skills.	task, reducing support to build confidence and independence. Speaking supported and integrated into early stages of the lesson. Evidence of excellent subject knowledge	positive working atmosphere. Firm handling of minor silliness. Resources varied and very attractive and well chosen, well sequenced.	with differentiation by task, support and outcome. Use of peer and self assessment enables students to reflect on their own progress. Homework set to consolidate learning.
2J	High expectations of behaviour and level of work, good classroom management with quiet, firm manner.	Range of activities conducted with good pace and good participation enabled students to meet LOs	Good use of drilling for pronunciation practice and successful use of game to support speaking.	Questioning allows thinking time and then answer is bounced to another student. Checking comprehension. Use of mini whiteboards to check progress	Beginning to use differentiation by task, support and time	Calm manner when dealing with behavioural problems
2K	Good presence and calm encouraging manner, using praise, reminders and threat of sanctions	Well chosen activities combining variety and fun elements for students' engagement and enjoyment. Most were effectively modelled, responding to students' needs	Good decision on skipping one activity and modifying another to preserve timing	No hands questioning plus bounce to maximise engagement in class feedback/ corrections. Reference to success criteria for GCSE.	Encouraging manner and good rapport with students	Well organised pair and group work.
2L				Some use of rewards and sanctions to settle silly behaviour.	Clear LOs referred to throughout the lesson, building on prior learning.	Revision of key language as you progress through the lesson. Adapted plan to re-gain lost time.
2M				Established rapport with class, together with high expectations, use of classroom routines,	Lesson planned and managed to maximise opportunities for students to work collaboratively.	Established literacy support scheme, AVOCAT, used to develop self-assessment skills by

				suitable activities, well organised resources and differentiated outcomes combine to build a positive working atmosphere. Your own strong subject knowledge supports the lesson and ensures sufficient challenge for all. Systematic checking of comprehension throughout lesson, coupled with praise and encouragement.	Content and LOs linked explicitly to prior and future learning. Cross-curricular links made where appropriate.	levelling text used in gap fill. Literacy and autonomy further supported by guidance on using dictionary to identify parts of speech.

Appendix 9.2.2. Cohort 2 (2012-13) tutor observations on targets. 8 of 22 (36%) observations include suggestion to include more practice activities						
Identifier	Placement 1 targets for improvement			Placement 2 – targets for improvement		
2A	Include timings on your lesson plan to help prioritise activities	Ensure you include enough challenge for all learners	To support students' memory, always include picture prompts	Include listening activities to model new language before asking students to produce it	Decide whether the benefit to students of particular activities justifies the time spent	Maximise students' use of TL and your own.
2B	Give a context for grammar exercises to help students to focus.	Improve pace of beginning	More differentiation	Concentrate on LOs and prioritise these as focus of activities throughout the lesson	Always include receptive tasks before productive ones	Try to include group work on deductive tasks
2C	Tackling low key disruption	More TL in instructions Instructions need to reflect skill content of task	Support pronunciation			
2D	Develop modelling even further	consider how to consolidate speaking by drawing attention to key features, eg pronunciation	When introducing new language, allow more time for playing with it before moving on to production.	Wait for silence before giving instructions	Ask students to listen to each other more	Further increase in TL
2E	pace could be improved by having more independent activities, shorter duration.	More active tasks which you can monitor easily	Ensure all take part	Use sanctions earlier. Plan more active more motivating activities earlier in the lesson to engage students.	Use rewards for students who are on task	Check prior knowledge of topic, especially for Y7
2F	Check understanding of instructions more effectively	Always provide guidance on where to find support and model the process required to complete	Increase your use of Target Language	Check student progress and participation early before moving on.	Use more TL in instructions	Develop use of rewards and sanctions further

		the activity, even with able students.				
2G	**Always model instructions**	Increase your use of target language	**break language down into smaller chunks to make more accessible and allow more time to practise each structure, especially speaking and listening.**	**Include more listening and speaking practice and activities for whole class to consolidate learning– this lesson had only 10 minutes of speaking (including assessing volunteers) and no listening.**	**Plan for engagement**	**Use more TL in giving instructions**
2H	**Include more Target language- you are already using it for praise**	**Maximise speaking opportunities for all students to speak**	**use available discipline structure more systematically**	**Include a receptive activity to familiarise students thoroughly with language being learned, before asking them to produce it.**	**Differentiate even further to ensure challenge for more able students**	-
2I	**Include receptive activities to practise new language before asking students to produce it**	**Remember to model activities**	**Learn students' names**	**Use pictures or games to stimulate use of language and support retention and engagement**	**Insist on compliant behaviour – as a minimum Ss must follow direct instructions or experience sanctions.**	**Plan receptive tasks, which can act as a model, before productive ones for greater success**
2J	**Think about the degree of challenge and the amount of practice you can build into an hour's lesson**	**Be less patient with frequent disrupters- J has taken a disproportionate amount of your time and attention this lesson**	**Drill and give receptive practice in new vocabulary to establish pronunciation and familiarity before asking Ss to produce language**	**Maximise students' opportunities to speak in TL. (Almost no speaking in this double lesson.) All 4 skills need to be practised across 2 lessons**	**Match your activities to LOs (and vice versa). Importance of each LO should be reflected in the proportion of time devoted to respective activity in plan**	**Differentiate. One way of recognising that you need more differentiation is the number of specific questions eg vocab asked by some Ss**

2K					In long lessons, include some movement to maintain students' alertness	Consider ways of using more target language in classroom instructions	-
2L					Include listening activities to support pronunciation of new vocabulary where the LO involves speaking	Increase TL use and drilling to support pronunciation	Remember to include an activity to match each Learning intention and level of group
2M					use full range of available rewards and sanctions to control behaviour of this group, even though they are top set.	recognise age and (supposed) maturity of Y8 at this time of year. Adjust lesson style and your tone of voice to 13 year olds. Explain less and demonstrate more. Include more of the 4 skills, with receptive task before productive ones.	make sure to plan for adequate challenge at every stage of the lesson, starter included.

identifier	Placement 1 strengths			Placement 2 – strengths		
C1	1. Good use of TL for instructions, praise and modelling. Generally supported by gesture, strong visuals and your encouraging but authoritative manner.	2. Good use of questioning and thinking time to deduce grammar point from examples. Opportunities to reflect on progress	3. Good range of engaging activities build confidence in using grammar point .	1. Use of TL for greetings, instructions and some questions, supported by gesture and mime with student interpreter.	2. Strong classroom presence	3. Context of football players' nationality to model sentence proved popular.
C2	1. Good progression from vocabulary to whole sentence work and dialogues; engaging activities	2. Clear instructions for most tasks and modelling of pairwork with some use of TL	3. Good clear visuals to support comprehension; use of praise and rewards.	1. Preparation and management of resources– pupil groupings on board as class arrive, materials ready.	2. Engaging activity with clear objectives, clear instructions and effective modelling. You achieved a high level of participation.	3. Behaviour well managed maintaining positive working atmosphere throughout . This was achieved through your calm encouraging manner, good organisation and clear use of rewards (and implied sanctions). You also included collaborative working as a task for the students.
C3	1. Excellent pace, positive working atmosphere built on rapport, praise and encouragement coupled with high expectations of behaviour and sound classroom management.	2. Well chosen, well sequenced activities supported by attractive materials	3. Good use of mini whiteboards to monitor progress	1. Excellent manner, rapport and pace to energise students first thing on Monday morning. Use of rewards and sanctions worked well.	2. Clear objectives shared with class. Questioning to check progress and maintain engagement. Extra support when you notice some students	3. Range of activities, including use of mini whiteboards to achieve LOs. Time and resources were well managed

Appendix 9.3.1 Cohort 3 (2013-14) Tutor observation comments on strengths

					are finding tasks difficult.	
C4	1. Excellent presence and encouraging manner, use of praise and rewards, positive working atmosphere. TA support used to good effect.	2. Carefully planned differentiation – 3 levels of task in listening and writing activities. Good use of thinking time and exit tickets	3. Variety of activities practising all 4 skills. Homework used to support learning in class.	1. Well chosen attractive resources, including good use of ICT, to support learning and engagement . Extension opportunities to ensure challenge. Evidence of good subject and curriculum knowledge. High expectations of progress and behaviour throughout.	2. Excellent presence, manner and rapport. Good management of resources and time together with varied, well chosen well sequenced activities support students' progress. Rewards	3. Students' understanding and progress is monitored throughout using questioning, mini plenary and mini whiteboards. Students are able to reflect on their own learning in guided self assessment in exit tickets.
C5		Form lost		1. Strong presence, encouraging manner and use of (TL) praise. Rapport with class established. You circulate giving support and encouragement while students work. Warning of consequences of poor behaviour	2. Questioning – allowing thinking time, asking students for reasons for their answers, reminding them of prior learning. TS3	3. Use of mini whiteboards engaged students' interest and participation. Peer marking of exercise helped consolidate learning. Opportunity to share thinking and reflect on use of past tense (linked to NC level 5)
C6	Range of activities focusing on grammar point. Differentiated challenge and worksheet	Clear LOs shared with Ss and revisited during lesson. Positive manner and good use of routines	Use of AfL strategies - thinking time and pair work to support use of questioning to lead Ss to correct	1. Really attractive engaging resources to support revision of vocabulary.	2. AfL. Good use of questioning allowing thinking time and following up with	3. Positive encouraging manner, rapport with class, clear instructions and well sequenced, well managed

	with choice of exercises plus extension work.	and rewards. Generally good use of TL.	answer. Password plenary to assess student progress.	Challenge for whole ability range, eg optional scripting or attempting spontaneity in group talk task.	questions about reason for answers given. Frequent linking of lesson content to prior learning and assessment criteria for forthcoming Test. Supported peer assessment for oral work.	activities result in positive working environment. Time and resources managed well to maximise engagement and learning opportunities.
C7	1 Detailed planning includes attention to literacy, numeracy and differentiation as well as all 4 skills. Challenge for more able students.	2. Firm yet encouraging manner. Good use of questioning, allowing time for Ss to think before answering. Use of timer and competition to maintain motivation. Students feel able to ask questions.	3 Homework learning supports vocabulary needed in today's lesson. Attention to grammar throughout lesson.	1. Attractive resources and firm behaviour management ensure engagement of all students In activities	2. AfL: Questioning – bouncing answers back to class to correct. Success criteria. Peer feedback on speaking. Students invited to reflect on own learning in plenary	3. Well chosen, well sequenced, differentiated activities ensure challenge for all students.
C8	1. Range of activities well sequenced to build up Ss use of language from word to sentence level. Positive working atmosphere thanks to your encouraging manner and (generally) well supported activities and clear sense of progression.	Good use of TL in first half of lesson, use of praise and reward system.	Planned for differentiation – extra support for student G.	1. Use of thinking skills activities to introduce and practise material in an engaging way; creativity encouraged and supported by dictionary use in independent activities. Grammar rules introduced by students identifying patterns.	2. Good clear visuals and use of IWB, varied resources and mini whiteboards to support learning. Time and resources well managed. Extension work included in plan and comprehension checked at intervals, referring to LOs	3. Calm authoritative presence, use of praise and rewards, high expectations, clear instructions and accessible activities contribute to good classroom management. Well sequenced activities with some use of TL in instructions.

| C9 | 1. Clear expectations and instructions supported by modelling; some use of TL, supported by gesture | Positive working atmosphere supported by your calm, confident encouraging manner. Well managed time and activities. | Well chosen well sequenced differentiated activities, supported by attractive resources, including pairwork for speaking practice and homework to consolidate learning. | Firm but encouraging manner, high expectations of behaviour and engagement supported by use of sanctions and rewards. Strong subject knowledge. | 2. Planning for engagement and progress: Use of competition in pairwork, use of game for listening, attractive resources. Good pace and use of time limits. Activities are varied, well chosen and well sequenced. | 3. You check progress and understanding after each activity. Students reflect on progress and how to improve. Students identify strengths in an exemplar text |

Appendix 9.3.2 Cohort 3 (2013-14) Tutor observations on targets.						
4of 19 (apx 20%) observations include suggestion to include more practice activities						
Identifier	Placement 1 targets for improvement			Placement 2 – targets for improvement		
C1	1. Use more visuals as scaffolding and in differentiated materials	2. You could use even more TL	3. Use even more whole class repetition to practise and consolidate new structures	1. Include a listening activity, preferably supported by visuals, before asking students to speak.	2. Exploit teaching resources more fully for maximum benefit and plan to maximise students' active use of target language	3. Include more examples and greater challenge
C2	1. Include a listening activity, with written outcome, before moving on to speaking.	2. Be prepared to use a wide range of sanctions to control excitable classes	3. Maximise your own use of TL	1. Continue to build on use of TL	2. Get students busy from the start and plan extension activity for early finishers	3. Drill for pronunciation before starting game
C3	1. Include some work which progresses to sentence/ paragraph level to ensure adequate challenge	2. Check ALL students are participating, not just the dominant few.	3. Increase use of TL	1. Provide a model of written work Improve modelling for listening	2. Provide slower listening opportunities before using CD tracks	3. Avoid too much content in each lesson to allow for enough practice
C4	1. Use more visuals to support understanding and instructions and act as stimulus for speaking and writing. This could save time and improve pace.	2. Model activities to ensure Ss understand task This could save time in the long run as you will need to explain in less detail.	3. Develop your use of TL even further	1. Try to introduce more target language when giving instructions	2. Extend pair or group work even further to make lesson less teacher led?	

C5				1. Textbook exercises are fine but sometimes need to be made more engaging	2. Lighten grammar teaching with some games or songs	3. Differentiate more for weaker learners and faster workers
C6	1. Always model activities as well as explaining, especially when using TL	2. Give a context to grammar points, preferably using familiar vocabulary, to avoid moving too quickly to abstract concepts.	3. Always think about the purpose of your activities and use visual cues where possible to reinforce comprehension.	1. Model all activities	2. Extend TL use even further	3. Let Ss know when you will mark their work
C7	1. Always model activities you ask Ss to complete.	2. Support listening activities with more scaffolding	3. Monitor progress even more closely to ensure all students are engaged.	1. Modelling activities to ensure all are clear about instructions	2. Refer back to Learning Outcomes to support students' reflections on progress	3. Provide support with pronunciation before speaking
C8	1. Always model first example	2.Include more repetition when introducing new language	3. Extend your use of rewards and sanctions even further	1. Include listening activities before speaking to support correct pronunciation	2. Plan for strategies to minimise off task chatter	3. Always model activities

C9	1. Avoid speaking over class talk	2. Extend your use of TL	3. Ensure maximum engagement of all students	1. Support all instructions with visuals/ mime. Could you use more TL?	2. Has this lesson challenged all students?	3. When working on text, plan interactive activities to maximise engagement

	T/M	utterance
	T/M	**utterance**
1	T	I think it went basically pretty well, didn't it?
2	M	In what way, what do you think were the best features in that lesson?
3	T	I think the amount of time they spoke for …and that it seemed to be… I would like..go to a table and listen to them say something, go to another table and come back and they were still having a conversation about the phones and for a lot of them I doubt whether they were saying anything in in English..you know what I mean it carried them on
4	M	They concentrated
5	T	Yeah, yeah I don't really know what it was about it that made them wanna do it because to be honest we do speaking activities all the time
6	M	Do you think it's got anything to do to do with the topic?
7	T	Erm, well they said that, a few people said it when I asked them what was the most important thing for you they said, there was one on here wasn't there (questionnaire) "talk about something interesting "so that's what I heard so maybe maybe I dunno
8	M	So mainly the topic as it's (??) and maybe the fact that they actually designed the futuristic mobile didn't they?
9	T	Yeah and even if they didn't I think there was a part that was a bit more interesting because they had to look at the other ones and work it out 'cos that made it more spontaneous when it wasn't theirs and they were having to work out from the information written how to tell their partner
0	Vanessa	So they had some background familiarity with what they were discussing as they'd already done the design so they were able to critique somebody else's
11	T	Yeah so what I'm saying is about a third of them didn't even have their homework to do it from so they were looking at other people's work
12	M	from last year and apply
13	T	from last year and apply the same thing
14	M	But really they had the vocabulary built in from previous topics, didn't they? Opinions, il y a combien, all that was set in already so the only thing new was the technical vocabulary of the mobile which was that topic for that term
15	M	And what about the preparation, do you think it was in comparison with the other classes, the other year 8? The worksheets?
16	T	I think the preparation was a bit easier to be honest. For what we got out of that lesson really I think I really only made that sheet, the rest was the starter matching up
17	M	The question and the model answers yes

Appendix 10   Debrief between Mentor & Trainee at Belle View School B after intervention lesson   (Cohort 2)

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18	T	That was the lesson really and it was a lesson where the main part of it was speaking and it was erm and it was quite spontaneous really wasn't it because they were having a conversation really and I think it was , they knew exactly what they were saying in their head and they managed to transfer it into French as well
19	M	You say everybody was involved, do you think everybody was involved or could you have found a way in the very beginning to get them involved, with that particular ???
20	T	Oh, the boys
21	M	You know in giving answers, do you remember at some point do you think everybody was absolutely focused?
22	T	Those boys?
23	M	Those boys
24	T	what the answers to the starter?
25	M	Yes do you know when I came in and I said let's try to have some white board and give your opinion
26	T	??? they were a bit
27	M	They knew how to do it, you know some of them have got, you know they're quite able
28	T	yes
29	M	some of them were quite disengaged…they were quiet and eventually they did it but with quite a lot of reluctance I thought
30	T	Yes that yeah
31	M	So how do you think we could have engaged them?
32	T	erm
33	M	Personally I would have actually moved them to somebody else
34	T	Before?
35	M	Yes before because they stuck together so I would have moved two and put them on the other side of the classroom …who knew…
36	T	yes
37	M	yes definitely. What about the drilling. Do you think that was enough, with pronunciation?
38	T	Erm, …no but they can always pronounce better can't they?
39	M	Yes, yes
40	T	I heard stuff which was a lot better than what we did last time
41	M	Yes, and personally I thought it went really, really well because the emphasis really was on the speaking and they more or less took part all of them except maybe three quarters of the way into the lesson those four boys but all of them managed say something and to ask the questions and at least a positive opinion.
42	T	Yes

43	M	Erm, I still think that with the opinion, I would have being a set 2, I would have probably asked them to give a positive opinion which they can all do and then extended and given a negative opinion.
44	T	Yes, mm
45	M	You know using the connectives, parce que or par contre, you know, bien que, you know
46	T	Well maybe what we could've done would be something like er, they have a card and they turn it over and it's like "you don't like the 'phone 'cos it's dull", or something like that Because they have to say oh, er, because it forces them to you know what I mean
47	M	Yes, yes can you expand a bit?
48	T	So to be more spontaneous and less prepared so, but also to force them to say an opinion properly, we could..
49	M	So you would prepare a set
50	T	Yes you would have a set of cards, I don't know if they'd be in English or French, I don't know
51	M	For some of them maybe?
52	T	Yeah depending on their ability I don't know quite how it would work but some of them could go OK and now my opinion and they have to go, …they have to think of the tone, you know what I mean?
53	M	Yes, definitely
54	T	And you go you have to say the phone's rubbish and they say 'your 'phone's rubbish', the tone of voice you know what I mean?
55	M	Yes the tone of voice
56	T	And they would have enjoyed turning it round
57	M	I think that's a good idea. You know you can always look at data and see if you could give them in French you know or in English
58	T	Yes
59	M	does that make sense?
60	T	So it would be more differentiation with that.
61	M	And what about erm target language? I know you increasingly use a lot ? but you know things like well "yes and no" and also erm "qu'est-ce que c'est en anglais?", "comment dit-on en français", you know they're used to that so I would keep it
62	T	Yes
63	M	And you know to me it made me realise that although I say those things I still don't use enough target language
64	T	no
65	M	In the day, everyday, I don't use enough. I do a little bit more because I give instructions in French and so on and so forth but I know I don't, I still should be more spontaneous answer
66	T	Yes. I think I did use quite a lot in that lesson, I could have used more

67	M	Yes you did
68	T	I could have used more
69	M	Yes
70	T	But, prompted by you, I used more
71	M	Yes, well it's your second language isn't it?
72	T	Yes but
73	M	You do in Spanish anyway, you give , you use more target language
74	T	I do More expressions. It's more natural but then I'd say that the next lesson I'd use more because the stuff I was doing , they do know what you're asking them, it doesn't matter what language
75	M	Yes that's right and you can always do the gesture
76	T	Yes exactly
77	T	I actually was thinking a bit more TL next lesson because I was happy with how that lesson went
78	T	Thinking about how that lesson went
79	M	Yes I was impressed with the degree of focus and their engagement into what they wanted to achieve but to me this has showed me that spontaneous language, you know, I could actually try to make it happen right from the start down to year 7
80	T	I know
81	M	We don't do enough I don't think, you know like expressions, you know I saw some of them say "bon alors" or "ben oui" or they were starting to do it but that's not even ???
82	T	Yeah the funniest thing was I went out over there and I asked someone have you finished and they went "oui" and I thought "God, I'm not talking enough in the target language and they are"
83	M	(Laughs) yes exactly!
84	T	And I was just like "Oh my God"
85	M	I think because we have this syllabus to cover and they have an assessment and some very specialist topics to do every assessment , we are pressurised by the vocabulary that they've got to do and we tend to forget that it has got to be spontaneous even with Year 7 and erm you know I have already talked, you know, in the language department meeting already trying to introduce it and maybe spend you know a week maybe at the beginning of year 7 and introduce some, maybe clips, video clips to show really French things, objections whatever…and I think it would be beneficial in the long term
86	T	Yes especially for their speaking at GCSE
87	M	But we start and we don't carry on with it really because of the constraints of the topics and the syllabus and the assessments. We're putting them through hoops to do their assessment or GCSE or whatever But overall I thought it was, it was

88	T	It showed a lot for me
89	M	The other thing I would have done with this class, maybe not with others although actually I do it with most of them, would be to ask them once we modelled it to practise for quarter of an hour or ten minutes I would have asked for volunteers to try to say the conversation
90	T	Model it for the class
91	M	Yes as a plenary, as another plenary, have them at the front and have a contest, introduce AfL, especially with the reward system we have in the department, you know how many stars would. You give them for the pairs, why? Fluency, you know how realistic it is , and pronunciation, I tend to do that- they do like that and you know some of them are shy but then if you ask for volunteers there are always volunteers they love it. The class also respond well to assessing each other so I would have done that as well.
92	T	Yes we've tried, or you've mentored me to do that this placement haven't you, particularly with the speaking so we could well we haven't got that much lessons left now but next time I do it, they say what they have to say for the SoW or whatever but to put in an element of them having a real conversation a l spontaneous conversation
93	M	That's why I always say to them, "imagine you are in a playground in France, you are …trying to talk to other students in the playground in the French school, so it's not an abstract thing, you are there, it's drama really.
94	T	I think they reacted to you saying that when we did it, cos they could place it do you know what I mean?
95	M	Yes and also after you know remember the mini plenaries when they practise one outcome to have a few students demonstrating to have which acts as a plenary to see if they've understood
96	T	yes
97	M	Yes, me I'm very happy with this lesson, it was spontaneous from you as well. There was quite a lot of preparation.
98	T	But that's what I'm saying, we've done quite a lot of thinking And a lot of talking
99	M	We've done a lot of thinking but in comparison to the others..
100	T&M	Yes, not really as much.
101	T	That's partly because of time constraints because I've seen you between days off and stuff
102	M	You did play your game of battleships and so on before hand so that did give them, you know..
103	T	Yes but to be honest you know I think you could almost do another topic next lesson to do the same thing and they could probably do the same thing and they could probably do it Ok without any practising of vocabulary, you know what I mean because before you know one lesson by itself on one topic one spontaneous conversation, they probably could do it which when you think about how much preparation we do for speaking for GCSE it's interesting isn't it?
104	M	What I would be inclined to try to use that as a listening comprehension so you would devise a grid where you would put all those titles, they would put a tick or cross revising the numbers

105	T	Yes, how many colours there were. They read it out
106	M	Erm, extra details such as the opinion, have they used connectives, how spontaneous was it?, erm which word did they use to show that it was spontaneous and I would let the students read it I 've done it in the past so the pair that has practised would read it out to the class and the others have agreed….you would be there for words they didn't understand
107	T	Yes
108	M	But it does work well. Not the whole lesson,. Maybe 6 pairs, 5 pairs
109	T	Reading out
110	M	Do you see what I'm saying?
111	T	Yes I do
112	M	And it does work, so you can milk that those words, and it would reinforce all that vocabulary and they could do a writing as well on that mobile using…or you could reinforce it by putting it in writing . Mon telephone, mon portable s'appelle, etc etc (sic) and putting in an opinion at the end
113 115	Vanessa	Fantastic, thank you etc
116	Vanessa	I'm racking my brains for a question that isn't covered and I can't think of one. I mean the key things for me were that it fitted into the existing unit of work and the children were engaged in it and it was a slight difference of emphasis and they rose to the challenge but the key thing was your comment that I was so pleased about halfway through and you said "they're still talking! Even battleships didn't make them talk this much!"
117	M	No they didn' t and it's very interesting
118		???
119	Vanessa	And it doesn't matter about the timing because I'm not you know it's not one of those experimental things but you've seen enough classrooms to know that speaking activities can fizzle out but they kept it going and that's great
120	M&T	Yes, yes
121	Vanessa	And your support sheet enabled that to happen and the work you've done with them previously, I mean you couldn't just parachute in and say OK, we're going to do this, and I thought the topic and the thought that they had ownership of these designs in their heads even if they hadn't brought them in I thought that really made it a proper conversation.
122	M	Well all these teams, they did
123	T	No they didn't
124	M	Oh they didn't
125	T	No

126	M	But some of the others did
127	Vanessa	So well done
128	M	Is that enough for you?
128	Vanessa	Yes that's wonderful, thank you I'll turn it off

Appendix 11 Students' utterances in the intervention lesson analysed according to Halliday's (1973) seven functions of language

Aurora School. Playful group.

Halliday's functions of language: 1-instrumental; 2 – regulatory; 3 - interactional ; 4 – personal; 5 – heuristic; 6 – imaginative; 7 - informative

time	Spkr		1	2	3	4	5	6	7
0.09	S	Is my face on it?					1		
	E	*Head moves into shot, comical expression*							
0.31	E	This is Newsround (taps folder on desk as on TV news)						1	1
	E	Did you hear about the tornado?			1		1		
	S	It's supposed to be in German		1					
0.45	S	I think it's like 90 people died							
	E	90 people died							1
	E	Looks at equipment, oh it's a microphone							
	?	It's recording							1
1.02	E	So this is our sheet (holds advert up to camera)		1				1	1
	S	German!		1					
1.14	E	Das ist er…sheit, sheet. That came out wrong, and erm, so, we had an idea		1		1		1	1
	S	Deutsch!							
1.40	E	Wie hast ein Idea that this means Landhaus … I'm just going to say it in English apart from this bit…because, cos it has erm		1					1
	S	You're meant to be speaking Deutsch		1					
	E	Because it has land and house							1
		You're meant to be speaking Deutsch		1					
		Deutsch!		1					
	E	This means, schon means beautiful							1
	T	E, Wie ist das Haus?					1		
	E	Oh Haus means house							1
2.00	T	Wie ist das Haus, schön?			1		1		
2.02	E	It's a beautiful house			1				
	T	Klein?							
	E	It's a beautiful house							1
	?								

No.	Time	Spk	Text						
	?								
2.07		E	Ist einen groß Haus und es ist zehr schön						1
	2.19	E	Und das Haus ist, how do you say near?						
		T	In der nähe von						
		E	In der nähe von Stadttiel						
		T	Points to word Stadtteile on sheet zehr wunderbar						
		E	…und Natur direct, which means there's nature near it						
	2.42	T	Ja						
		E	And erm…						
1	2.45	S	Can I just stop you there? How do you say (points to sheet)	1	1		1		
2	2.51	E	And you can read about		1	1	1		
3		S	Zehr wunderbar	1					
4		E	Es ist zehr wunderbar						
5		S	Why are you ….at me?	1			1		
6		?	You answered….						
7	2.59	E	Comical face to camera						
8		S	She wants it more, trust me				1		
9	3.02	E	That sounds really wrong (giggling)					1	
10	3.03	E	Seductively to X, she wants it more					1	
11	3.06	S&E	(giggling behind sheet)						
12		?	We're recording		1				1
13	8	E	Anyway, I have no idea what that means but Autobahn, erm				1		
14	9	S	E wants ? (giggling)					1	
15	10	S	Looking at camera, have I got it? Will you stop moving it	1	1				
16	3.18	E	Oh my God, that's the longest word I've seen in my life! Freizeit and				1		
17		S	Looking at camera. Have I got it ? Stop moving it, B	1	1				
18	3.25	E	You could do tennis						
19	3.27	S	Miss, she keeps moving it						1
20		E	You could do horse racing, tennis and golf and I can't understand what..		1				
1	3.34	E	…B, just leave it there, don't touch	1	1				
2		B	You can't see it anyway now	1	1				
3		E	And I'm the star so…like this then it gets both of us..that's it	1	1			1	
4		B	Sit back down E	1	1				
5		?	Use it then next time	1	1				
6	3.53	E	Guys I don't know what …see means. B. you need to talk..		1	1	1		
7		E	…what does Wehrha see mean?				1		

No	Time	Sp	Text						
8	3.59	B	What?				1		
		E	(Shows sheet) that word	1					
		S	I think she knows, she's just testing you		1				1
	4.08	E	I actually don't know			1			
		S	(Unclear)						
	4.11	E	OK, we'll just go through what we know about it so far		1				
		S	(Unclear)						
	4.13	B	Ideal für einen Familie						1
		S	I think it's ideal for…			1			
	4.19	E	Why don't we just read it out and see what we can decipher	1	1				
		E	Reads from sheet. Das ist…						
		S	(Shows sheet) Das ist wunderbar						1
		E	(Reads) das Landhaus…. Stadtiel and Stadtiel means das Haus						1
		E	Ist near a sort of, near like a						1
		E	(To S) you're distracting me		1	1			
	5.00	E	What does Flughaven mean?				1		
	5.03	B	I don't know, E,. just carry on reading it		1	1			
	5.04	E	It's a flu house, contaminated with the flu					1	
		E	It's I don't know,			1			
	5.10	E	Let's grab the sheet (questionnaires handed out for completion before end of lesson) – holds up to camera						
	5.16	E	Hands out sheets						
		B	Where did you get up to?		1				
		E	I got up to Flughaven		1				
		S	Miss, Does Flughaven mean that the house has the flu?				1		
		T	Flughaven, that's airport						
		E	Oh, now you tell me		1				
	5.47	B	(pretend microphone) You've reported that the house has got the flu		1				
		E	Oh I was joking, I thought maybe it meant the house was contaminated. It hasn't got the flu		1			1	1
		E	I don't know				1		
	6.04	E	Is it actually recording?				1		
	6.06	E	Comical face to camera						
		S	Looking at sheet I don't understand			1			
		?TA?	Don't worry about that I don't either		1	1			
		B	Carry on reading it, E	1					
		E	No, I thought you were going to read it	1					

		S to E	Why didn't you read all of it? (*E pulling comical face). S puts sheet in front of E* Do we have to read all of it?					1		
	6.22	E	(still pulling face) take it in turns		1					
	6.24	S	*Reading* Das Landhaus finden sie in eiene							
	TA		We're drawing that to a close							
	S		*Still reading*							
6.45	E		Oh, erm. Now you need to pass it to B		1					
	S		?							
	E		Oh well, get to the last (points to sheet)		1					
			…get to Flughaven then it's B's turn to read		1					
6.59	T		Right girls, we're going to finish that task now							
			Totals	12	28	13	11	15	9	19
			Percentage of all codings	11	26	12	10	14	8	18