



REVIEW

August 2004

**A systematic review of
the characteristics of effective
foreign language teaching to
pupils between the ages
7 and 11**

**This review is supported by the Teacher
Training Agency (TTA) to promote the use of
research and evidence to improve teaching
and learning**

*Review conducted by the TTA-supported Modern Languages
Review Group*

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The Review Group acknowledges that there is a potential conflict of interest as Dr Patricia Driscoll is one of the authors of the in-depth studies. In order to minimise this conflict of interest, other members of the Review Group selected, reviewed and synthesised the Driscoll (2000) study.

The study was identified by Dr Jane Jones and two of the Research Fellows amongst other PhD theses. They recommended it independently for inclusion in the review. Each justified the decision independently, using the criteria of the keywords and the scope of the research questions. Dr Driscoll herself was not at any stage involved in any of the analysis or other processes involved for this review in respect of her study.

LIST OF ABBREVIATIONS

CILT	Centre for Information on Language Teaching
CPD	Continuing professional development
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
FL	Foreign language
ITT	Initial teacher training
KS	Key Stage
LEA	Local Education Authority
MFL	Modern foreign languages
PMFL	Primary modern foreign languages
QCA	Qualifications and Curriculum Agency
TPR	Total physical response
TTA	Teacher Training Agency

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SUMMARY

Background

The focus of this review is a consideration of the characteristics of effective foreign language (FL) teaching to pupils between the ages of 7 and 11. It is timely, given the recent expansion of primary FL in almost all countries in mainland Europe and following the Department for Education and Skills (DfES) announcement in England that, by the end of the decade, every child in Key Stage 2 (KS2) will be entitled to study a foreign language (DfES, 2002). This review is therefore important in providing research evidence to inform initial teacher training (ITT) practices that might be introduced in the context of FL expansion in primary schools.

There is great diversity in primary modern foreign language (PMFL) programmes and major differences in the status and perceived value of foreign languages within different countries (Blondin *et al.*, 1998). Teaching programmes can be language competence, sensitisation or language awareness programmes, with different aims and purposes, requiring different amounts of time and imposing differing demands on the teacher in regard to subject knowledge and application (Centre for Information on Language Teaching (CILT), 2000; Driscoll, 1999; Johnstone, 1994). The identification of teacher variables has included a focus on language proficiency or 'being good at a language' and the notion of teacher competence has been expanded to include subject application and general pedagogical understanding (Sharpe, 1999). Knowledge of children's language development is a key factor as it is argued that metalinguistic awareness plays an important role in language development and thus has implications for foreign language learning (Partridge, 1994; Ponterotto and DeLuca, 2000). The use of learning resources is important in FL teaching. Audio-visual aids, for example, are prevalent in primary FL classrooms, as they play a useful role in developing pupils' cultural learning. There are clear training needs that include teachers' linguistic proficiency, cultural awareness as well as age-specific and subject-specific pedagogy.

The purpose of this review is to extrapolate from research evidence the characteristics of effective teaching in that they seem to be consistently associated with the achievement of language learning objectives in order to devise an evidence-informed framework for effective early foreign language teaching.

A systematic review of the research literature that can be updated, about the factors underpinning effective teaching, is needed in order to inform policy and practice for the future training and development of teachers.

Aims of the review

The aims of the review are as follows:

1. To conduct a systematic review of research evidence about the factors underpinning the effective teaching of foreign languages to pupils in the 7 to 11 age range
2. To examine the conditions and processes associated with effective teaching
3. To make recommendations based on these findings
4. To identify questions that need to be addressed by future research

Review question

The main review question was as follows:

What are the characteristics of effective foreign language teaching to pupils between the ages of 7 and 11?

which requires consideration of the following:

- What teacher competences are required to teach foreign languages effectively in the later primary phase?
- What are the conditions which impact on effective teaching?

Methods

The review was carried out according to the procedures for conducting systematic reviews of educational research developed by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre).

Searches of electronic databases, websites, citations from other reviews and personal contacts identified potentially relevant studies. Their titles and abstracts were screened against inclusion and exclusion criteria and the full reports of the studies meeting the inclusion criteria were requested. After considering the full reports, those studies which did not meet the inclusion criteria were rejected. Theoretical reports were considered for the background to the report. The remaining reports were keyworded, using the EPPI-Centre *Keywording Strategy for Classifying Education Research (version 0.9.6)* (EPPI-Centre, 2002a) and review-specific keywords (see Appendix 2.3), so that a descriptive map of the studies could be produced. Considering the studies against the EPPI-Centre weight of evidence questions and carrying out data-extraction identified the studies for the in-depth review.

Inclusion and exclusion criteria

In order for a study to be *included*, it must:

- relate to PMFL teaching
- focus on the characteristics of effective teaching of foreign languages
- be concerned with the 7 to 11 age range
- have been published between 1988 (when the Education Reform Act was implemented) and 2003
- be related to the teaching and learning of foreign languages taught inside curriculum time

Studies were *excluded* if:

- they were not directly concerned with the characteristics of effective foreign language teaching
- those studied were not children in the 7 to 11 age range
- they featured the instruction of foreign languages outside curriculum time (e.g. clubs)
- they focused on languages that were not taught as foreign languages but for another purpose (e.g. heritage language)
- they were non-evidential or non-investigative

These inclusion and exclusion criteria were used to identify reports that focused on the review question: 'What are the characteristics of effective foreign language teaching to pupils between the ages of 7 and 11?'

The first three inclusion criteria specifically relate to the question; the fourth criteria was intended to narrow the search to reports that were published after the introduction of the National Curriculum in order to make the review both relevant and useful for teachers in England in the present day context. The last criterion refers to FL provision outside curriculum time, such as the commercial models of delivery or clubs that have been established in schools in recent years. Frequently, these are not subject to the same framework as the school curriculum and they are not taught by qualified teachers; as such, it was decided to exclude them from the review.

The first three exclusion criteria are the converse of the inclusion criteria. The decision taken to exclude heritage languages followed an intense discussion about the factors involved in learning another language. In the case of heritage languages, for example, the learners' exposure to learning their mother tongue is very different from that of a learner learning a language only in a timetabled slot in school time.

The final criterion was to restrict the review to empirical studies rather than to include theoretical works about primary foreign languages. The review methodology also included a discussion with end-users, namely a primary school headteacher and a focus group discussion with year 5 pupils.

Results

Initially, the Review Group wanted to identify the teaching competencies required to teach foreign languages to primary pupils, but exploratory searches found few studies on this topic. Teacher competence is concerned with the knowledge, skill and ability of the teacher: it has been the focus of very little research.

Broadening the research question to consider the characteristics of effective teaching enabled other influences on teaching, such as the context, to be included. Initially, we undertook rapid 'crude' electronic screening, which identified 5,118 studies. Amongst these, there were duplicate studies, studies focusing on teaching Language 1 (L1), and studies focusing on the secondary phase of education. These studies were immediately set aside.

We then applied the inclusion and exclusion criteria. This process indicated that there were 278 studies that could potentially be included within the review. From the

titles or abstracts, it was impossible to establish their relevance to the focus of the review.

We requested 278 full reports to be sent to us. Only 203 full documents arrived in time; these were screened. The other 75 papers did not arrive in time to be considered in the review.

Of the 203 reports, 49 were opinion papers or theoretical reports, not based on empirical research. A number of these reports were referred to in the research background of this systematic review.

Following the full application of the inclusion and exclusion criteria, 54 reports remained. These were keyworded, using the EPPI-Centre (EPPI-Centre, 2002a) and review-specific keywords, so that a descriptive map of the studies could be produced.

Only 18 studies actually referred to teaching and learning but none of the studies had effective teaching as the main focus of the research or the reports. Applying the EPPI-Centre review-specific weight of evidence questions facilitated an assessment of the contribution of each study to answering the review question and produced four studies for the in-depth review. The synthesis of the review collated the findings of these studies and considered them against five themes – teacher knowledge, pedagogy, resources, training needs and whether foreign language learning is a whole school issue.

Conclusions

As there was a dearth of evidence specifically focusing on the characteristics of effective teaching and as the four studies in the in-depth review are concerned with different aspects of teaching, it is not possible to arrive at definitive findings supported by a substantive body of research. A significant finding of the review is the lack of research on effective teaching in PMFL, which is to some extent an indication of a subject in its infancy. It may also be the case that the meaning of the term 'effectiveness' is so contested that it leads to a reluctance to focus on and attempt to define the concept in research. It is clear that further research should be undertaken in this area. Studies, which did consider teaching, tended to focus on topics such as the qualifications of the teacher or the teaching programme used; this may be useful as background but does not enable conclusions to be drawn about effective teaching. Nonetheless, the review findings are as follows:

1. Teachers' knowledge is important if PMFL is to be taught effectively. Knowledge encompasses knowledge about:
 - the subject
 - the foreign language content (e.g. verbs and nouns)
 - the skill to use the target language in clearly defined areas for communication
 - the target culture
 - subject-specific teaching methods
 - age-specific teaching methods
 - resources
 - primary curriculum

- children as individuals
- children's learning needs

The evidence highlights the need for teachers not only to have the competence to teach, using the target language but also the confidence to use it spontaneously within clearly defined areas in a classroom situation.

2. Providers of teacher training need to include the above identified elements into the PMFL programmes as a means to support, promote and develop effective practice and coherence in schools.
3. Specialist language teachers may have an advantage in teaching PMFL as they are likely to be fluent in the target language, but there is a danger if they are secondary trained teachers, that they may import inappropriate methods into the primary school.
4. Primary trained class teachers have a number of significant advantages: they are part of the whole primary school culture; they know and teach across other curriculum subjects; they know the children and their capabilities and idiosyncrasies well; and, when appropriately trained, have the opportunity to use the foreign language incidentally throughout the day, thereby maximising learning time.
5. Purposeful use of activities, such as games and songs, provides enjoyment and reinforces children's learning. The ludic approach is an appropriate method that stimulates, motivates and provides challenge for learning. The repetitive rhythms of games and songs provide opportunities for extensive practice and consolidation as well as the exposure necessary for language intake to take place.
6. Audio-visual and other resources are useful aids to teaching and learning. They can also be a support for teachers' language and cultural knowledge but they are not a substitute for it. The evidence indicates a measure of dependence on such aids and the need to train teachers to use such aids selectively and as part of a planned sequence of learning.
7. The teachers' depth of knowledge of the language and culture, their fluency within the parameters of the programme taught, and their ability to answer pupils' questions, as well as to identify and correct errors as part of their teaching, are key issues in effective teaching.
8. Transition arrangements need to be in place to ensure progression and continuity of learning across the year groups but also between Key Stages.
9. The community of MFL specialist practitioners needs to extend the parameters of its community, which incorporates both practice and beliefs about teaching and learning MFL, to embrace and include primary school PMFL teachers.
10. The active support of the school's leadership is a crucial element in developing and supporting the teaching of PMFL practice in a whole-school framework that can sustain effective teaching.

The **strengths of the review** are its breadth of reference and systematic approach, and the membership of the review team, which provided a broad base of experience. In combination, these have resulted in an authoritative attempt to answer the research question by constructing an evidential basis. Given the importance and timeliness of the research, it is imperative that an attempt be made to identify and describe the characteristics of apparently effective practice or 'practice that works', and also the factors that are enabling and/or supportive of effective practice. The review has been wide-ranging and sensitive to the cultural contexts of research, and has provided the beginning of an evidence base for primary languages that will be a useful resource for PMFL teachers and others involved, such as those at the lower secondary stage, as training programmes develop.

The **limitations of this systematic review** relate to the fact that, although a large number of studies were found in the initial search, at the mapping stage of the review, few were identified as relevant to the focus of the characteristics of effective teaching. Many of the studies focused almost exclusively on pupils' learning, programme-planning or curriculum materials, with little, if any, references to teaching or research. The review had to be conducted within a limited timescale, so it is possible that other research is available but was not able to be included in the review. However, a rigorous interrogation of the studies in the map has enabled the team to make suggestions for policy and practice.

The suggestions below are derived from the research studies and methodology of studies, from discussions within the team and discussions with end-users.

Policy

Suggestions for policy include the following:

- The provision of varied teacher training programmes and sustained professional development opportunities for primary schoolteachers to enable them to develop and maintain their subject knowledge, especially in terms of language proficiency and cultural knowledge, as well as language-specific teaching strategies for primary age learners.
- The identification of, and investment, in a range of quality resources, such as videos and CD-Roms, to support teachers and pupils in their learning endeavours. Teachers need to be trained to use resources selectively and as part of a planned sequence of learning. This curriculum development needs to be led by training, rather than by resources.
- To convince headteachers to be committed in their support of PMFL, and to provide the support and resources that are needed for them to be effective leaders in this curriculum area.
- To support mechanisms which facilitate links between primary and secondary schools to ensure progression and continuity of learning from KS2 to KS3.
- Linguistic and pedagogic training for primary FL teachers, with a need for teachers to be able to plan graded language learning objectives for pupils.

- Widespread ITT training programmes and ongoing in-service training is essential to the long-term sustainability of effective foreign language programmes.

Practice

Suggestions for practice are that teachers should be encouraged and enabled to undertake the following, indicative of effective practice:

- Use the foreign language incidentally as part of normal classroom procedure.
- Encourage pupils' experimentation with the target language by capitalising on their talkativeness.
- Create extensive opportunities for listening and respect the need for a 'silent period' whilst pupils process the information heard.
- Understand children's errors as part of their interlanguage and use error to promote further learning.
- Make extensive use of total physical response (TPR) and interactive learning to enable children to 'breathe' the language.
- Create a secure and attractive learning environment that will encourage pupils to experiment with the target language and to develop confidence.
- Develop the children's cultural and intercultural understanding, making explicit links to the children's own culture.
- Develop metalinguistic awareness and, for example, make explicit links to L1 and to the Literacy curriculum.
- Make cross-curricular links to extend opportunities for language and cultural learning.
- Create and obtain a wide range of resources to support learning and use them selectively as part of the teaching sequence.
- Contribute to the creation of a whole-school policy to promote FL learning.
- Continue to engage individually and collaboratively in ongoing training opportunities to enhance and update their skills.
- Promote the creation of PMFL networks for support and training.
- Develop ways in which to draw upon the subject expertise of the specialist language teachers in the design of assessment instruments and then utilise the generalists' situated knowledge in the administration of assessment.
- ITT courses and publishers make explicit reference to culture and to the ways in which it can be taught to young learners.
- Use games and songs in a well-structured programme, so that language learning is creative and spontaneous, enjoyable, but progression of learning is ensured.
- There is a need to reflect on the structure of material in relation to the sequence in which pupils learn language skills, the teacher thus adopting a role more redolent of 'guide'. This clearly requires a shift in stance for the teacher and a re-articulation of role.

Research

Recommendations for research are considerable and signal the need to investigate further the areas mapped out in this review, with both large-scale longitudinal research and small-scale studies. It will be particularly important to extend the evidence base regarding effective teaching. Topics for research would also include the impact of different training interventions and professional development on

teacher effectiveness and effective ways of promoting continuity and progression from primary to secondary school.

It will be very important to ensure that trainee teachers engage fully with these issues and have opportunities to experience and to reflect upon cases of effective practice in order to develop their own effective practice.

1. BACKGROUND

This chapter identifies the aims of the review as well as the conceptual issues in the field. It also provides definitions of key terms and gives a brief exploration of existing reviews in the subject area.

1.1 Aims and rationale for the current review

The focus of this review is a consideration of the characteristics of effective foreign language teaching to pupils between the ages of 7 and 11. The purpose of the review is to collate evidence from research data on the teaching variables that seem to be most consistently associated with the achievement of language learning objectives, in order to devise an evidence-informed framework for effective early foreign language teaching. The success of the expansion of primary foreign languages will depend, to a large extent, upon willing, competent and well-trained teachers 'fit for the purpose' of teaching foreign languages effectively. A systematic review of valid and reliable evidence about the factors underpinning successful, and thus effective, teaching is crucial in order to inform policy and practice for the future training and development of teachers.

It was considered that this review could contribute insights to enable different categories of teacher to bring about the desired inputs and capitalise on the benefits of teaching languages in the primary sector. These insights could inform both pre-service, initial teacher training and continuing professional development. There are clear implications for training in that, once we have a coherent evidence-based frame of effective practice, we will have a better idea of how we should achieve it.

1.2 Definitional and conceptual issues

Modern foreign language learning can be defined as learning a language other than one's own, as well as learning about the language and culture of the people. For the purpose of this review, 'heritage' languages and naturally-occurring bilingual situations – such as in Wales and Canada – were excluded.

Characteristics include factors concerned with effective teaching, such as teachers' subject knowledge and skills, language proficiency, and teaching strategies (e.g. the use of the target language, the inclusion of four language skills and interactive modes of learning), pedagogic understanding, teacher/pupil relationships, the use of resources, teacher foreign language qualifications and teacher beliefs about teaching. Contextual variables are also important and include experience and training as well as cultural contexts.

Teaching is taken to mean purposeful and planned instruction in a classroom setting with defined content, directed learning activities, specifically employed resources and considered learning outcomes. For this review, only curriculum-based teaching has

been included: that is, foreign language learning which takes place as a part of the defined curriculum programme and during the time of the school.

Effective teaching is educational activity intended to bring about pupil learning. We have used the term 'effective' to explore successful pedagogic practice which brings about pupil progress and learning in a number of aspects: in this instance, language proficiency, cultural and language awareness, positive attitudes towards the subject and intercultural understanding.

1.3 Policy and practice background

There is a strong commitment in many countries around the world to teach foreign languages to pre-11 learners (Eurydice, 2002; Met and Rhodes, 1990) and England is no exception. The recently published Languages Strategy, *Languages for All*, states that all KS2 (age 7 to 11) pupils will have an entitlement to learn a foreign language by 2010 (DfES, 2002). These recent curriculum innovations require a sound infrastructure and sufficient resources in terms of materials and trained teachers; enthusiasm alone is not enough. It is therefore important to determine the factors that lead to quality provision. Irrespective of the national context, teachers' knowledge and skills are crucial factors in ensuring effective and appropriate provision, and the lack of suitably qualified teachers presents a serious challenge (DfES, 2002), particularly in view of the variety of pathways and different types of teachers and trainee teachers likely to be involved in supporting the expansion of early language learning. A systematic review of further evidence about the factors underpinning effective PMFL teaching is therefore timely and will have implications for ITT and development.

What constitutes effective teaching of PMFL will partly depend on the characteristics of the social and educational contexts in which the early school-based foreign language learning is situated. Broadly, national contexts vary according to whether the foreign language is a compulsory subject in the primary curriculum, as is frequently the case for English as a foreign language in mainland Europe, or remains non-statutory, as in England. The characteristics of effective teaching of PMFL are likely to depend on the interplay of a range of different national, contextual, organisational and person factors, documented as regards the European Union (EU) in Blondin *et al.* (1998).

1.4 Research background

This section considers the research and reviews of the literature which provide a background for this review. Narrative reviews of the literature and research on foreign language learning at primary level have been written by Rixon (1992), Blondin *et al.* (1998), Kubanek-German (1998) and Martin (2000).

1.4.1 The provision of modern foreign language teaching

Rixon's review (1992) is primarily concerned with the teaching of English as a foreign language for children. Rixon notes that decisions regarding the teaching of

languages are very often political, citing the developments in the EU and in the Eastern bloc countries, which led to English taking over from Russian as the principal foreign language.

Kubaneck-German (1996) reviews key texts in the field and examines future trends against a framework of images of the child learning languages. She argues that those involved with language learning need to look differently at the relationship between child and language, as what is important is language, not foreign languages.

Blondin *et al.* (1998) consider the available research in terms of a framework comprising societal factors, school factors, teacher factors and learner factors. Societal factors relate to the amount of exposure to a foreign language children have, which varies between countries of the EU and regions within countries. Children's lack of exposure to foreign languages causes a problem for their teachers as well as for the children, but there is a need for regional and national support, well-piloted schemes and parental involvement before foreign language schemes can be effective. In relation to schools, there is general agreement that learning objectives must be clearly defined and the learning of a foreign language must be related to the rest of the curriculum. One problem is that of ensuring continuity from one sector to another, particularly primary to secondary – several studies suggest that discontinuity has a negative influence on children's performance.

Martin's (2000) analysis shows that foreign language provision in primary schools varies widely across Europe and there is considerable diversity of provision. She also suggests that the findings of the various research studies are not yet generalisable to other situations.

1.4.2 The importance of the programme

At the school level, an important issue in considering the characteristics of effective teaching is the specific teaching programme used. Language competence programmes have the aim of teaching children a single foreign language (Driscoll, 1999), with an emphasis on performance, progression and continuity into the secondary school and specific requirements for the teacher's linguistic knowledge. Sensitisation programmes have the aim of developing a basic competence in handling a limited repertoire of pre-fabricated formulaic chunks, through an encounter with one or more languages (Driscoll and Frost, 1999). There are also language awareness programmes (Hawkins, 1984), in which features of language and languages, such as the roots of words, are discussed. Language competence and sensitisation programmes are both ways of initiating children into foreign language learning, although with different emphases. Both may incorporate elements of language awareness, linking the foreign language to the first language (L1), a feature which is gradually becoming stronger as links between a modern foreign language and literacy are being explored.

Given the diversity of aims and different types of teaching, it is difficult to define effectiveness conclusively since much depends on what teachers are trying to teach. Each of these programme types requires different modes of provision, including time-allocation, and makes different demands on the teacher's subject knowledge and application, although there is common ground. Another factor is out-of-school

exposure to the foreign language, which affects the processes of classroom teaching in that both pupils and teachers may suffer from lack of language contact.

1.4.3 Teacher variables or 'person factors'

Teacher variables, according to Met and Rhodes (1990), include language proficiency, type of teacher, training elements and how teachers articulate with resources, programme and assessment requirements. It is argued that to be an effective foreign language teacher, it is necessary to possess good linguistic proficiency and explicit knowledge of the foreign language, as well as the skill to teach (Grenfell, 2002; Girard, 1997). Significantly, a number of researchers, such as Long (1990), have drawn attention to weaknesses in the common assumption that 'being good at the language' is a sufficient condition for effective language teaching. 'Knowing the language' is only one characteristic of PMFL teaching (Blondin *et al.*, 1998; Doyé and Hurrell, 1997), although reports from the Good Practice Project, managed by the CILT, documented the positive outcomes of using young native speakers alongside other specialist teachers. Other studies, however (Martin and Mitchell, 1993; Taeschner, 1991), are more circumspect about the advantages offered by the deployment of native speakers with limited or no training as the sole deliverer of the foreign language.

Researchers – including Johnstone (1991, 1994), Driscoll and Frost (1999), and Low (1999) – have compared features of different categories of language teacher. Sharpe (1995) has expanded the notion of teacher competence to include subject application and general pedagogical understanding, as well as performance skills in the language taught and knowledge about the specific foreign language and languages in general.

Lerna and Taeschner (1991, cited in Blondin *et al.*, 1998) have noted the importance of teachers' knowledge of children's language development, and the importance of linking literacy in L1 with early MFL work. Similarly, Partridge (1994) states that the learning of a foreign language appears to influence children's first language development, especially their ability to reflect consciously on language. Pinto (1997) emphasises the immense learning possibilities of young children in the primary school setting where the children are already learning aspects of literacy of the L1. Ponterotto and DeLuca (2000) hypothesise that metalinguistic awareness plays more than a marginal role in language development and Pinto (1993), drawing on the seminal research of Canadians Peal and Lambert, identifies a range of metacognitive capacities as a core feature of the 'cognitive flexibility' that French-English bilingual children were shown to have.

Low (1999) highlights the fact that the ten teacher competences identified for the Scottish national training programme (Scottish Office Education Department (SOED), 1993, 1994) do not include the ability to associate aspects of the foreign language with English. Furthermore, Johnstone (1997) hypothesised that the absence of 'talk about language' between teachers and pupils, and the latter's consequent absence of meta-linguistic knowledge may in part explain children's lack of discernible gains in the ability to manipulate the foreign language system.

1.4.4 Cultural knowledge and intercultural awareness

Training needs emerge from widely held beliefs about teacher competence that include the development and maintenance of proficiency in the language and pedagogical skills, as well as cultural awareness (Curtain, 1991; Gika, 1997). In the light of the National Language Strategy's statement that, in the new millennium, language competence and intercultural understanding are an essential part of being a citizen, this review also expands the investigation of effective characteristics to include the teacher's intercultural awareness. Indeed, a number of studies (Driscoll, 2000; Gangl, 1997, cited in Blondin *et al.*, 1998) have suggested that teachers may require specific preparation if children are to gain in intercultural understanding. It has been argued that the characteristics of effective PMFL teaching must also include developing children's *critical* cultural awareness of their own as well as the target language culture understanding (Byram, 1997a; Byram and Doyé, 1999).

Curtain and Pesola (1994) have identified seven cultural goals for primary foreign language learning. They locate the representation of other cultures in the child's environment, using them as starting points for intercultural information and experience, grouped under three categories: cultural symbols, products and practices. Similar proposals are found in Skender (1995, cited in Byram and Doyé, 1999) for intercultural elements in the teaching of French in Croatia. Byram and Zarate (1994, 1995) and Byram and Doyé (1999) have elaborated a description of the competences required for teachers to contribute to children's development in the area of intercultural understanding, incorporating pragmatic, cognitive and attitudinal dimensions. Byram and Doyé (1999) propose that, in order for primary teachers to become intercultural speakers themselves, they require a period of fieldwork abroad as part of their training. Further research on the intercultural dimension can be found in Kramsch (1993) and Barzanó *et al.* (1998), with practical applications for teachers in Jones (1998) and Byram (1997b). All these writers consider that tasks based on learner appropriateness and experiential learning are essential to contribute to a young learner's emerging intercultural competence, which undoubtedly brings with it implications for teacher characteristics, effective teaching and training. The Qualifications and Curriculum Authority (QCA) evaluation of primary MFL in England (Powell *et al.*, 2000) also found cultural learning objectives 'conspicuous by their absence in schemes of work and in lessons observed'.

1.4.5 Teaching resources and the learning environment

Teaching resources, particularly audio-visual aids, are frequently used in language learning contexts but it has been emphasised that teachers need to understand the role of resources in supporting their delivery of instruction (Candelier, 2000; Herron and Hanley, 1992; Luc, 1996; Met and Rhodes 1990). It is important, according to Met and Rhodes (1990), to use resources appropriate to the learners' cognitive maturity, social and psychological development, and linguistic needs and development.

Knowledge of learners' characteristics and their learning styles is therefore a critical factor in effective foreign language teaching. Gatullo's research (2000) emphasises the importance of an open attitude towards learners, aimed at encouraging and establishing a dialogue with them and the possibility of taking mistakes as a starting point for interaction rather than for mere correction. The research of Aazpillaga *et al.*

(2001) demonstrated that the children thrived where a 'playful context' provided a framework in which the children could gain in self-confidence and feel positive about the language learning experience. Howden (1993) suggests that a classroom rich in artefacts of the language and culture would significantly enhance the teaching and learning process.

1.4.6 Developing verbal competence: the 'cornerstone' of successful foreign language teaching

Donato *et al.* (2000) indicated that one of the key elements in successful early language teaching methodology is that recent insights into second language acquisition are included. Key factors for the language classroom include the provision of rich and varied opportunities for listening in order to be able to associate new language with meanings, and active physical involvement, using mime, drama and story-telling. Research by Connor (1995) with primary age pupils in Illinois stressed the need for copious amounts of comprehensible input in the target language if learners' oral skills are to develop. She lists fifteen techniques, of which the most useful and frequently used for the development of speaking skills was total physical response (TPR) alongside personalised oral activities and intensive and interactive use of the target language by pupils. Techniques that relate to findings from other research indicative of effective teaching include role-play, quizzes, listening exercises and the use of video-cassettes.

Given the prevalent emphasis on listening and speaking, Berthold (1991) asserts that oral language teaching is very exacting, which has implications for teacher training in appropriate methodology.

1.5 Funders, authors and users of the review

The review was undertaken within the Faculty of Education at Canterbury Christ Church University College (CCCUC). CCCUC is the second largest college of initial teacher education in the UK and has offered PMFL on undergraduate and post-graduate courses since 1995. It was one of the original five providers to offer primary MFL as part of the Teacher Training Agency (TTA) pilot project.

The review team was led by Dr Patricia Driscoll of CCCUC with Dr Jane Jones of King's College, London, who have acknowledged expertise in the field of MFL teaching and teacher training, nationally and internationally.

They were supported by Dr Cynthia Martin of the University of Reading, Dr Lynne Graham-Matheson and Harriet Dismore, Research Fellows at CCCUC, with Ros Sykes, Librarian. The Advisory Group members were selected for their expertise.

The review was funded by the TTA.

The review is intended for use by teacher trainers but will also be of interest to policy-makers and teachers who wish to improve their practice through analysis and reflection.

1.6 Review question

The main review question is as follows:

What are the characteristics of effective foreign language teaching to pupils between the ages of 7 and 11?

which requires consideration of the following:

- What teacher competences are required to teach foreign languages effectively in the later primary phase?
- What are the conditions which impact on effective teaching?

2. METHODS USED IN THE REVIEW

This chapter discusses the methodology of the systematic review and the involvement of users in the review process.

2.1 User involvement

2.1.1 Approach and rationale

For the purpose of this review, users were defined as those working in the field of foreign language teaching in the later primary phase and children in Key Stage 2 (KS2) who were engaged in learning a foreign language whilst at school. In view of the limited time available for the review, it was not possible to involve users throughout the review process although users were consulted about the appropriateness of the review question and its relevance to the teaching profession. Their comments were useful in the development of the protocol.

In addition, the Advisory Group also brought a variety of perspectives to the review. This group included two Post-Graduate Certificate of Education (PGCE) trainees for PMFL specialism, a qualified teacher (responsible for co-ordinating PMFL in her school which has Beacon status), a Head of continuing professional development (CPD) (MFL specialist), an Emeritus Professor, a recently retired Professor of Education and an adviser/project manager for PMFL in a local education authority (LEA). There were also other 'users', such as a headteacher, a parent and Year 5 children who were involved at various points of the review process.

2.1.2 Methods used

The composition of the Advisory Group meant that users (listed above) were able to contribute variously and at different times towards the development of the review question, the protocol, the assembly of keywords and the final draft of the report. A primary headteacher was consulted about the protocol and the teachers' concerns about teaching PMFL noted. A focus group was held with five Year 5 children at the same school, who commented on their attitudes towards learning a foreign language and their views about the review. A parental view was also sought as were the views of a pupil previously at the school who had moved on to secondary school. Individual members were also involved in the review processes, e.g. keywording and data-extraction of the reports, such as the LEA PMFL project manager. Contact took the form of face-to-face meetings, e-mail and telephone communication. Discussions have continued regarding the dissemination of findings. The implications for the TTA have always been a central focus.

2.2 Identifying and describing studies

2.2.1 Defining relevant studies: inclusion and exclusion criteria

The inclusion and exclusion criteria (Appendix 2.1) were designed to capture relevant studies, which focused on the characteristics of effective primary modern foreign language teaching for children, aged between 7 and 11, as this age group has been, in general, initially targeted for PMFL interventions. Foreign languages provided by commercial organisations or clubs outside school time were excluded, as were languages other than 'foreign' languages, such as heritage languages, as the learning environment may be very different. For example, in the case of heritage languages, the language exposure time for learners can differ dramatically from only learning a language within a school setting and, therefore, the characteristics of effective teaching, may not be relevant to teaching within a primary school context. All relevant studies published between 1988 (when the National Curriculum was introduced) and 2003 were included, to maximise their relevance to the range of users in the present day context.

With the rapid spread of PMFL globally, it would seem imperative to learn more about what makes effective teaching and to know what teacher characteristics support effective teaching that produce the required outcomes as stated in the definition of the term.

2.2.2 Identification of potential studies: search strategy

The original question for the review was 'What are the teacher competences required to teach foreign languages in the later primary phase?' The initial stage of the search used a set of search terms (Appendix 2.2, section A) relating to 'teacher competences' of PMFL teaching. These terms were used to explore related terms in the thesaurus of the Educational Research Information Clearinghouse (ERIC) and the British Education Index (BEI) databases. The terms were then mapped to subject headings. For example, the term 'modern languages' was mapped to:

bilingualism
immersion programmes
modern language curriculum
multilingual materials
multilingualism
second language learning

Different terminology is used in different countries: for example, primary school is referred to as elementary school in some countries and second language instruction or second language is used when referring to foreign language teaching. Consequently, search strategies differed depending on the database used: for example, second language learning was excluded on BEI but included on ERIC. Searches were also carried out using free-text terms in databases that did not hold their own terms. Search terms were arranged as shown in Table 2.1, so that searches could be made on each category separately and then combined.

Table 2.1: Search categories

CATEGORY 1 Language learning / primary language learning	CATEGORY 2 Characteristics of teachers and teaching	CATEGORY 3 Terms relating to language
MFL Modern foreign languages Foreign language Language curriculum Modern language Exp fles/ Modern language curriculum/ or Modern languages/ FLPS Foreign language in primary schools Modern languages in elementary schools MLPS ELL Early language learning Primary modern languages Foreign languages in primary schools Foreign languages in elementary schools	Competency based teacher education Knowledge base for teaching Teacher characteristics Teacher competences Teacher competency testing Teacher effectiveness Teacher evaluation Teacher role Teaching skills Teaching methods Teacher background Teacher characteristics Teaching experience Teacher attitudes Teacher behaviour Teacher expectations of students Teacher morale Teacher certification Teacher education Teacher education curriculum Teacher qualifications Teacher selection Teaching (occupation)	'Communicative competence (languages)' Language Language fluency Language proficiency Language skills Linguistic competence Linguistic performance Language arts Language experience approach Whole language approach

Although a large number of results were cited per category in the ERIC database, once the combinations of category results were combined with AND (see Appendix 2.2, section B), only 54 results were obtained and, of these, very few related to teacher competences. There appears to be a dearth of research about teacher competence and teaching MFL in the primary phase.

The review team decided to amend the question to *What are the characteristics of effective foreign language teaching to pupils between the ages of 7 and 11?* This moved the focus of the review from the teacher to teaching and its effect on learning for pupils aged 7 to 11. The new broader search strategy related to 'characteristics of effective teaching' or 'what works' and 'why'. The results of the search terms were combined with 'OR' and limited to the dates 1988–2003, and to primary education (or middle school or elementary education, depending on location). Studies were identified by searching a range of electronic databases and websites, scanning reference lists of already identified reports, and using personal contacts. The list of sources can be found in Appendix 2.2, section C.

2.2.3 Screening studies: applying inclusion and exclusion criteria

At the initial screening stage, studies that had been published (or in the case of 'grey literature', were in the public domain) before 1988 were excluded using the database filter, in accordance with the exclusion criteria. It was sometimes possible to limit the searches to a specific topic or age range – for example, education and school-aged children – but other criteria were more difficult to apply at this stage: for example, whether the study was concerned with the characteristics of effective teaching. To retrieve potentially relevant studies, the search results were initially screened using the title and abstract to identify those studies that met the inclusion criteria. Most databases held the abstract online but only the titles could be used to define relevant studies using the BEI database. It was at this stage that a large proportion of the studies clearly focusing on areas such as bilingualism, immersion or secondary schools were excluded. If there were any doubt at this stage about the focus of the study, it was provisionally included, a full copy of the paper obtained and the inclusion / exclusion criteria re-applied.

The results of the studies that met the inclusion and exclusion criteria were all stored in REFWORKS, a web-based bibliography and database manager that allowed for easy import of information from the database and ensured that duplicates could be erased. It was also used for keeping track of the full documents as they were obtained.

Studies that were not written in English were subjected to the same (translated) criteria.

2.2.4 Characterising included studies

The EPPI-Centre keywording strategy (EPPI-Centre, 2002a) and four sets of review-specific keywords were used to keyword the studies (see Appendix 2.3). The review-specific keywords were intended to cover all aspects of effective teaching and fall into four categories: teacher characteristics, teaching characteristics, language skills and pupil ability. The first three categories relate to the teacher but the review team felt that it was not possible to consider characteristics of effective teaching without also taking into account pupil learning. **Teacher characteristics** include a teacher's role, behaviour and training and the background and beliefs which a teacher brings to the role. **Teaching characteristics** includes aspects such as subject knowledge and cultural awareness, but also pedagogy, strategies and relationships. **Language skills** include proficiency, fluency and competence. **Pupil ability** covers pupil learning, attitudes, achievement and assessment, as well as specific learner needs and pupil confidence.

These were used in translation for studies not published in English. The keywording was initially conducted on paper and then transferred to the online EPPI-Reviewer® (EPPI-Centre, 2002c). The review-specific keywords were chosen by the team to enable a more refined classification of the studies to be mapped. This stage was helpful in preparing the data for systematic mapping – it enabled closer scrutiny of the documents – and further studies were excluded at this stage as not meeting the inclusion criteria.

Mapping is carried out by analysing the keywording results in relation to generic keywords, such as language, population focus and study design, and the review-specific keywords. It provides a systematic description of research in a topic area as well as a basis for addressing issues such as possible refinement of the inclusion and exclusion criteria.

2.2.5 Identifying and describing studies: quality-assurance process

A number of quality-assurance measures were taken. Depending on the individual's availability, a number of titles and abstracts were sent to members of the review team to apply the inclusion and exclusion criteria independently. A total of 20% of the full reports were keyworded by a second person with further discussion until a consensus was reached. Where there were disagreements, documents were keyworded by a third person. Keywording involves the exercise of judgement and, on occasions, review team members interpreted the keywords or the reports slightly differently. These measures ensured that everyone understood the process at every stage and that greater clarity of the terms was reached. To ensure external quality-assurance at this stage, ten of the titles and abstracts were randomly selected and sent, together with the inclusion and exclusion criteria, to be assessed by a member of the EPPI-Centre. In addition, 20 randomly selected full texts were keyworded by a member of the EPPI-Centre and the discussion that followed between the EPPI-Centre contact and the reviewer helped to ensure the reliability and validity of the process.

2.3 In-depth review

2.3.1 Moving from broad characterisation (mapping) to in-depth review

Using EPPI-Centre and review-specific keywords, 54 studies were keyworded. In order to arrive at the in-depth review, the review team then considered these studies in terms of their focus on effective teaching. A secondary consideration was the extent to which the studies could be seen as rigorous in their approach to research design: for example, by giving a clear description of their sample and methods used. The review team also made professional judgements about the potential of a study to inform the Teacher Training Agency (TTA) about effective teaching. A total of 18 studies were mapped, using information produced by keywording.

Discussion of the results of the keywording enabled the review team to identify five studies which included the characteristics of effective teaching of modern foreign languages, although none of the studies had effective teaching as the aim of the study or the main focus of the reports. The criteria were not applied systematically to the whole map so the in-depth review is illustrative rather than systematic. However, the full report of one of these studies did not arrive in time (Connor, 1995), so only four studies were included in the in-depth review. The 13 studies that were excluded at this stage focused more specifically on learner characteristics or learner achievement or were evaluations of the extent of current national provision, rather than on the characteristics of teaching or the teacher.

2.3.2 Detailed description of studies in the in-depth review

These studies were data-extracted, using the EPPI-Centre guidelines and data-extraction questions. This enabled the review team to examine systematically each report against the same pre-determined questions. The answers to these questions are stored on the EPIC database.

Due to the time and resource constraints, it was decided that the in-depth review should only include a few studies and that the criteria for the in-depth review should be selected with this in mind.

2.3.3 Assessing the quality of studies and weight of evidence for the review question

Following data-extraction, each of these reports was judged in terms of their weight of evidence. Using the EPPI-Centre's weight of evidence criteria, two members of the review team assessed each report to determine:

- A. whether the results were trustworthy, judged by the quality of the study within the accepted norms for undertaking the particular research design used (i.e. traditional assessments of the methodological soundness of a study)
- B. whether the use of that study design was appropriate for addressing the systematic review's research question
- C. whether the particular focus of the study (including conceptual focus, context, sample and measures) was appropriate for addressing the review question
- D. the overall weight of evidence the study provides to answer the review question

2.3.4 Synthesis of evidence

The review team met to discuss the results of the data-extraction and application of weight of evidence. The review team decided that the best way of analysing the studies was to derive themes from those studies that had been subjected to interrogation via the data-extraction process. Five clear themes were identified in setting out a framework for effective teaching: teacher subject knowledge of language and culture, including fluency in the language; teaching methods; knowledge of, and use of, resources; training; and the teaching and learning environment, including the school as a community of practitioners. These themes were converted to questions, which were used to interrogate the four reports.

2.3.5 In-depth review: quality-assurance process

To ensure the quality of the data-extraction process, each report was data-extracted independently by two members of the review team and consensus was reached based on discussion where discrepancies arose. Disagreements tended to be between members of the review team with PMFL expertise and those without, and were seen as an important aspect of the review process. Where a discrepancy occurred, discussion was held between the team members until agreement was reached. Although it was not necessary for this review, it was agreed that a third person would data-extract a report if agreement could not be reached.

In the case of one of the studies (Driscoll, 2000), there was an evident case of conflict of interest. The study was selected in the following way. Dr Jane Jones and two of the research fellows read the study identified from among other PhD theses and recommended it independently for inclusion in the review. Each justified the decision independently, using the inclusion criteria. Dr Driscoll herself was not at any stage involved in any of the analysis or other processes involved for this review in respect of her study.

Two full reports were also sent to the EPPI-Centre contact to be data-extracted.

3. IDENTIFYING AND DESCRIBING STUDIES: RESULTS

A full description of the searches and their results can be found in Appendix 3.1.

3.1 Studies included from searching and screening

As shown in Figure 3.1, the searches identified 5,120 potentially relevant documents after the search was broadened (see section 2.2). Of these, 278 titles and/or abstracts seemed to meet the inclusion criteria and were coded and full reports were requested. Two hundred and three full documents were obtained but the remaining 75 did not arrive in time. Forty-four of those 203 full documents were excluded but were used to inform the background of the final report. To ensure that the review could be completed by the required date, the review team had to set a deadline to stop searching and to stop accepting studies that arrived late.

Table 3.1 illustrates the origin of the reports found. The storing of large numbers of potentially relevant reports proved problematic so it was decided to store the included studies in REFWORKS according to their title and/or abstract. The majority of reports were found on the ERIC database and a significant proportion on Education-line and other education-based sources. Websites were a useful source of information, especially for gaining access to the European reports.

Figure 3.1: Filtering of papers from searching to map to synthesis

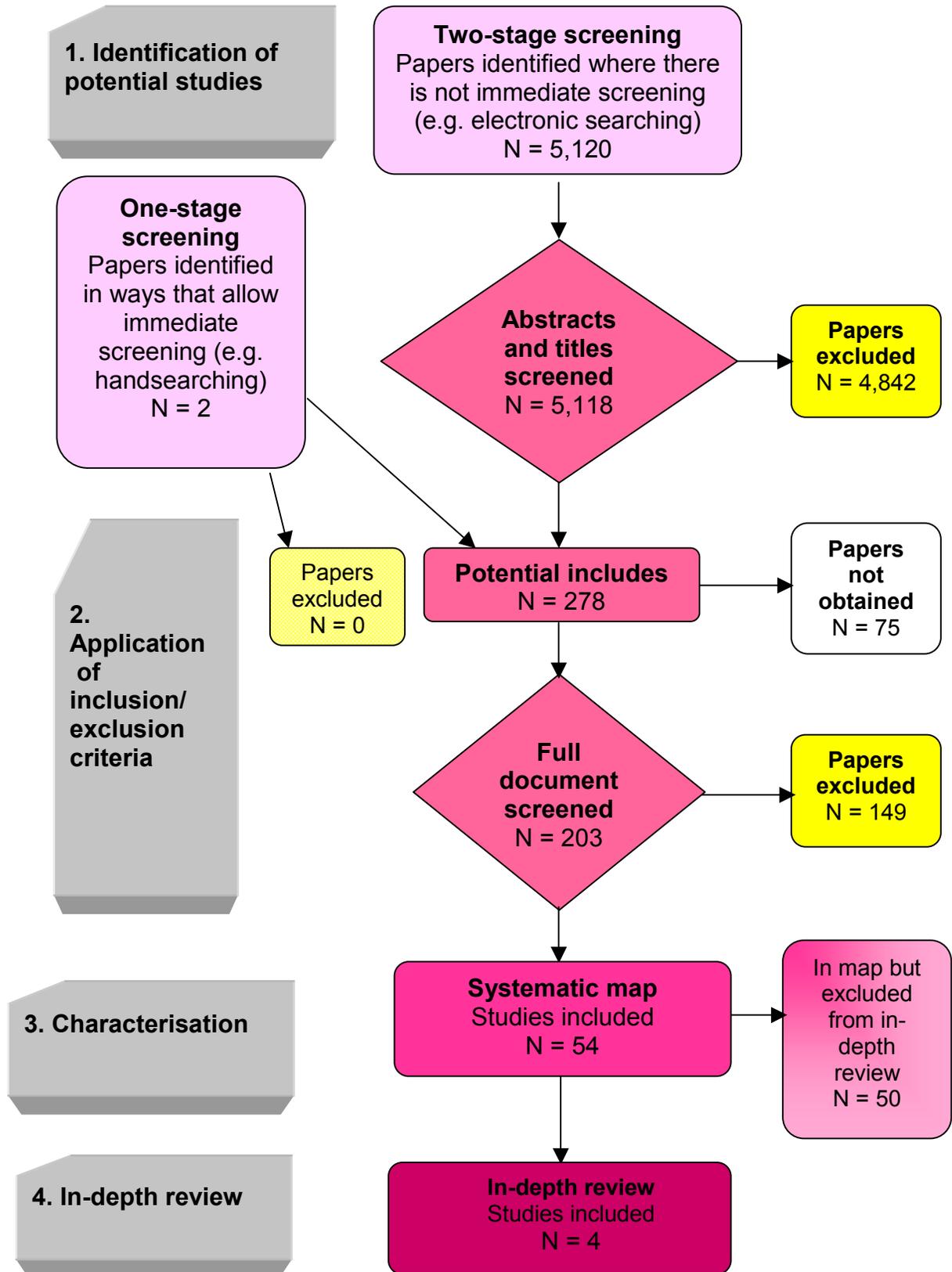


Table 3.1: Origins of reports

Origins of reports	Number found
BEI	245
ERIC	2,653
CERUK (Current Educational Research in the UK)	50
Index to Thesis	4
Handsearch	2
REEL (Research Evidence in Education Library)	0
C2 – Spectre	0
PyscINFO	27
ISI Web of Science	15
UNESBIB (United Nations Educational, Scientific and Cultural Organization (UNESCO) bibliography)	185
UNESDOC (UNESCO documents)	55
IAED (International Archive of Education Data)	46
BOPCAS (British Official Publications Current Awareness Service)	8
CILT	5
Education-line	768
Regard	281
European Conference on Educational Research	2
Science Direct	51
Ingenta	28
EBSCOhost	282
EMILE (directory of the Institut National de Recherche Pédagogique (INRP))	82
Language teaching	250
NOVA (directory of the INRP)	12
QCA website	3
PROF	16
Italy	50
Totals	5,120

As the full documents were obtained, the inclusion and exclusion criteria were applied and further studies were excluded, leaving 54 studies for keywording.

3.2 Keywording of the included studies (systematic map)

Details of the 54 key worded studies are shown in Table 3.2.

Table 3.2: Details of the keyworded studies (N = 54, categories mutually exclusive)

Identification of report	Number	Description of study	Number	Status of study	Number
Citation	6	Description	8	Published	48
Contact	3	Exploration of relationships	7	Unpublished	6
Handsearch	2	Evaluation			
Electronic database	39	Evaluation: naturally-occurring	11		
Unknown	4	Evaluation: researcher-manipulated	26		
		Methodology	2		
Totals	54		54		54

The keyworded studies were sorted into sub-sections according to the topic focus and population focus of the study. As shown in Table 3.3, the most frequently identified topics were curriculum and teaching and learning, and the population focus was principally on learners and teaching staff. The numbers in each sub-section exceed the total number of studies as the categories are not mutually exclusive.

Table 3.3 sets out the breakdown categories of the 54 studies following the keywording. These categories are: topic and population focus; educational setting; gender; and age of learner. Interestingly, as can be seen, only one of the studies focused on male learners only and none on female learners only. Most of the studies, as would be expected, focused on the 5 to 10 age range, although some of the studies extended the scope of their research to include older, or in two cases, younger learners.

The summary presented in Table 3.4 shows the results of the review-specific keywording. The most significant finding at this stage was that a large proportion of studies appeared to focus on teaching characteristics, particularly on teaching strategies and pedagogy. Again, the categories are not mutually exclusive so the totals do not add up to 54.

Table 3.3: Keywording of 54 studies (EPPI keywording strategy) (N = 54, categories not mutually exclusive)

Topic focus/foci of the study	Number	Population focus/foci of the study	Number	Educational setting of the study	Number	Sex of learners	Number	Age of learners	Number
Assessment	1	Learners	48	Higher education institution	1	Male only	1	0-4	2
Classroom management	1	Senior management	4	Independent school	1	Mixed sex	44	5-10	48
Curriculum	49	Teaching staff	38	Local education authority	3	Not stated	9	11-16	9
Methodology	10	Other education practitioners	2	Nursery school	3			17-20	1
Organisation and management	1	Government	1	Primary school	55	Totals	54		60
Policy	1	LEA officers	1	Secondary school	10				
Teacher careers	1	Parents	3	Workplace	1				
Teaching and learning	53	Other population focus	3						
Totals	117		100		74				

Table 3.4: Keywording of 54 studies (review-specific keywording strategy) (N = 54, categories not mutually exclusive)

Teacher characteristics	Number	Teaching characteristics	Number	Language skills	Number	Pupil ability	Number
Background	10	Effectiveness	14	Language acquisition	12	Achievement	21
Behaviour	10	Relationship	8	Language fluency	7	Assessment	14
Belief	10	Pedagogy	31	Language competence	18	Attitudes	19
Role	18	Strategies	33			Learning	38
Training	24	Subject knowledge	18			Specific learner needs	7
		Cultural awareness	12			Pupil confidence	9
		Language awareness	18				
Totals	72		134		37		108

Although only a small number of reports explicitly linked teaching methods to effective teaching, in a number of cases, the reports linked teaching methods to the learner and learner achievement. A sub-set of reports was selected on the basis that they referred explicitly to effective teaching and learning. This sub-set of 19 reports was mapped in more detail. Details of these reports are shown in Table 3.5. Low *et al.* (1993, 1995) is in two parts and the table shows the two parts separately.

Table 3.5: Details of 19 studies (N = 19, categories mutually exclusive)

Identification of reports	Number	Description of study	Number	Status of study	Number
Citation	3	Exploration of relationships	2	Published	18
Contact	1	Evaluation: naturally-occurring	4	Unpublished	1
Electronic database	15	Evaluation: researcher-manipulated	12		
		Methodology	1		
Totals	19		19		19

Tables 3.6 and 3.7 show the results of the keywording of the 19 studies. (Note that keywording on the Scottish evaluation (Low *et al.*, 1993, 1995) was carried out on the two volumes separately, as it is a study in two parts, making a total of 19 reports physically keyworded). The categories are not mutually exclusive so the category

totals exceed the total number of reports keyworded. Although the reports broadly covered all the categories, it can be seen that the characteristics referred to most frequently are pedagogy, teaching strategies and language competence.

Table 3.6: Keywording of 19 studies (EPPI keywording strategy) (N = 19, categories not mutually exclusive)

Topic focus/foci of the study	Number	Population focus/foci of the study	Number	Educational setting of the study	Number
Assessment	1	Learners	15	Independent school	1
Classroom management	1	Senior management	3	Nursery school	1
Curriculum	15	Teaching staff	17	Primary school	1
Methodology	1	Other education practitioners	1	Secondary school	4
Policy	1	Parents	1		
Teacher careers	1	Other population focus	1		
Teaching and learning	18				
Totals	38		38		7

Table 3.7: Keywording of 19 studies (review-specific keywords) (N = 19, categories not mutually exclusive)

Teacher characteristics	Number	Teaching characteristics	Number	Language skills	Number	Pupil ability	Number
Background	4	Effectiveness	7	Language acquisition	3	Achievement	9
Behaviour	5	Relationship	4	Language fluency	3	Assessment	6
Belief	7	Pedagogy	14	Language competence	9	Attitudes	6
Role	8	Strategies	15			Learning	11
Training	13	Subject knowledge	9			Specific learner needs	2
		Cultural awareness	4			Pupil confidence	4
		Language awareness	9				
Totals	37		62		15		38

As can be seen from Table 3.7, only seven reports refer to the effectiveness of teaching and nine reports refer to pupil achievement. It is interesting to note that training was referred to in 13 reports, but none of the reports was specifically concerned with training. The cross-tabulation reports for the keyworded studies are shown as Appendix 3.1.

One of the studies identified in the sub-set was the analysis and evaluation of modern foreign languages at Key Stage 2 in England (Powell *et al.*, 2000); this study was a key text in providing a background for this work but ultimately was excluded as there is little discussion about effective teaching.

3.3 Identifying and describing studies: quality-assurance results

For the purpose of screening, using the inclusion and exclusion criteria and keywording, quality-assurance steps were taken as explained in section 2.2.5. Review team members were generally in agreement on the decisions made. Where there were differences of opinion, these were resolved by discussion. The discrepancies were due to the use of judgement in the application of the review-specific keywords. In one case, a third member of the team re-examined titles and abstracts where there had been discrepancies. Discussions were held between the EPPI-Centre contact and the reviewer to quality-assure the screening and keywording processes. Colleagues from the EPPI-Centre played an important role in helping to ensure quality at every stage of the review process.

4. IN-DEPTH REVIEW: RESULTS

This chapter explores the weight of evidence of the four studies included in the in-depth review. It also gives a brief description of each of the studies and a synthesis of the evidence.

4.1 Selecting studies for the in-depth review

None of the 18 studies focused primarily on effective teaching, so there were difficulties in identifying studies for the in-depth review. The review team agreed that studies for the in-depth review had to be rigorous, with explicit descriptions of their sampling methods, teaching characteristics and the methods used to measure effectiveness. These criteria enabled the review team to identify four studies for data-extraction, even though effective teaching is not the main focus of these studies. The criteria were not applied systematically to the whole map so the in-depth review is illustrative rather than systematic. Table 4.1 provides details of the four studies. The letters A-D refer to the EPPI-Centre weight of evidence categories.

The purpose of data-extraction is to identify the characteristics of a study and to assess the weight of evidence that a study provides for the review. The four studies were data-extracted according to the EPPI-Centre guidelines (EPPI-Centre, 2002b). Each data extraction took between four and six hours, depending on the complexity of the report. EPPI-Reviewer® was used to complete this stage online. Two members of the review team undertook this process independently and discussion followed between those people on the data-extraction after they had completed it. As illustrated in Table 4.1, the four studies were rated (high, medium or low) in each category. It should be noted that none of the studies had effective teaching as the main focus of the research or the reports, which resulted in codings of 'Medium' or 'Medium / High' rather than 'High' for weight of evidence C. The team then made a judgement on each study's overall weight of evidence.

Table 4.1: In-depth review reports

Author, date, country	Identification	Type of report	Soundness of method (A)	Appropriateness of study type and design to answering the review question (B)	Relevance of topic focus to review (C)	Overall weight of evidence (D)
Driscoll (2000) England	Contact	Exploration of relationships	High	Low	Medium	Medium
Edelenbos and Suhre (1994) Holland	Electronic database BEI	Evaluation: Naturally-occurring	High	High	Medium/ High	Medium/ High

Author, date, country	Identification	Type of report	Soundness of method (A)	Appropriateness of study type and design to answering the review question (B)	Relevance of topic focus to review (C)	Overall weight of evidence (D)
Low <i>et al.</i> (1995) Scotland	Citation	Evaluation: Naturally-occurring	High	High	Medium/ High	Medium/ High
Luc (1996) France	Electronic database ERIC	Evaluation: Naturally-occurring	High	High	Medium/ High	Medium/ High

4.2 Further details of studies included in the in-depth review

4.2.1 Driscoll (2000)

Driscoll (2000) reports on a three-year investigation into two models of primary FL learning at two LEAs. This comparison provides the basis for a critical examination of the characteristic features of each model in order to explore a number of key dilemmas and to gain a deeper understanding of teaching and learning of MFL in primary schools. The models are quite distinct in terms of features of the teaching programme: for example, the time-allocation, the level and complexity of language included in the programme and the resources used. They also differed in terms of the teachers' subject knowledge and expertise, and their position in relation to the school. This study can be located within an interpretive paradigm, using research methods based on a naturalistic perspective. Most of the data were gathered using qualitative methods, including extended observations, and interviews in the ethnographic tradition, involving a considerable degree of interaction with the participants in their environment. The data gathering took place in 25 schools, although four 'core' schools in each LEA were at the heart of the study.

The study explored the way in which classroom practice was shaped by teachers' knowledge of the foreign language and culture, their beliefs about the subject, and about teaching and learning. The teachers' subject knowledge was seen to have had a major influence on the way the subject was presented, the complexity of subject content included, and the planning and assessment of learning. Teachers' knowledge of, and relationship with, learners was also of critical significance in the quality of learning. In addition, teachers' identification with a professional community – either as specialist language teachers or as primary practitioners – had a significant impact on their practice and on the learning opportunities offered to pupils.

4.2.2 Edelenbos and Suhre (1994)

Edelenbos and Suhre (1994) carried out an evaluation of a naturally -occurring intervention in primary schools in the Netherlands. The study compared different types of programme used for foreign language teaching in primary education, using grammatical or communicative courses. It is a comparative study on the use and

results of these different approaches to teaching language based upon teachers' knowledge and skills, and pupils' attitudes and motivation.

The eight commercially available courses used in the study were selected depending on whether they were available when the research was undertaken (1987/1988) and were used by more than 5% of schools in the Netherlands. The sampling methods selected groups of schools using one of the eight courses in grades 7 and 8. A random sample of 400 schools was selected from nearly 8,600 primary schools; the schools were contacted and asked if they would take part in the study. Two hundred and ninety-five agreed and then, for each of the courses, at least 20 were selected. The schools were then contacted by telephone or in writing and 120 schools agreed to take part, eight of which were later unable to participate.

The study data came from course-specific logbooks completed by grade 8 teachers detailing the subject matter covered per lesson. The teachers also completed a questionnaire at the end of the year about teaching time and other teaching characteristics. They were tested on their fluency. The pupils were tested on vocabulary, grammar, listening, reading, writing and speaking skills. A questionnaire assessed their parents' socio-economic status (SES) and rating scales were used to record pupils' motivation and attitudes towards a foreign language.

The data were first analysed using content analysis of the courses, variation in mean scores of teaching time, partial correlations between teacher characteristics and learning characteristics, using the parents' SES as the control factor. The second step used multivariate covariance analysis with 'course for English' being the independent variable.

The authors found that pupils studying the grammar-based courses achieved higher grammar scores but concluded that, if learning opportunities and teacher characteristics are removed, there are no significant differences in learners' oral proficiency, writing, reading, listening comprehension, and vocabulary between the courses. The research also found that the particular course used had no impact upon pupil motivation or attitude towards learning English. The communicative courses were shown to have made no real improvements in the pupils' level of command of language, leading to the conclusion that the course is of minor importance and the ideal foreign language course does not exist. The authors state that the teacher is vitally important in learning a foreign language as they work with the course material and classroom organisation.

4.2.3 Low *et al.* (1993, 1995)

Low *et al.* (1993, 1995) is an independent evaluation of a naturally-occurring intervention of the 12 national pilot projects in Scotland. The initial phase of the pilot study began in January 1991 and lasted for two years. It compared the performance of 'project' pupils (those who had experienced a foreign language for one or two years at primary school) with two 'non-project' comparison groups. Three main strands of data-collection were used: assessment of pupils' linguistic attainments (carried out in two rounds); observation of classroom lessons; and interviews with participants at all levels of the pilot.

The second phase focused on progression within the 'project' cohort, rather than on comparison between 'project' and 'non-project' groups. A longitudinal study was not possible so a cross-sectional approach was taken with children from Primary 6 (aged 10) through to Secondary 2 (aged 13) who had all experienced a foreign language at primary level. The researchers recorded and transcribed four groups taking part in a 15-minute paired-speaking task to assess if those at the secondary levels had a richer mixture of language than the primary children.

In the initial phase, the 'project' cohort exhibited superior results particularly in pronunciation/intonation, the length of utterance and the use of communication strategies. However, there were no apparent differences in grammatical control. These results were more apparent from those at the lower end of the achievement scale. At the age of 16, a sample of the 'project' pupils were tracked through their first national exams and compared with performances from previous years, and the average results were the same. However, in previous years, only a minority of pupils had proceeded to this stage (the majority having opted out), whilst the majority of the 'project' pupils had opted to maintain their language studies. The findings suggest that almost the full ability range of 'project' pupils achieved the same average level performance as the top 40% of the range in previous years. The initial phase highlighted pupils' enjoyment of learning a foreign language and showed that the introduction of a modern foreign language at primary school did produce encouraging results. This initial phase raised questions about the staffing and training of teachers. The researchers discovered that visiting secondary teachers were regarded as having the advantage of expertise in the language. Pre-service training for primary teachers was seen as important to ensure language expertise at primary school level but in-service training would need to be provided on a large scale.

After this phase, it was decided to widen the pilot project. For the second phase, the research suggested secondary pupils were able to use more language, but it tended to be 'more of the same' rather than a richer mixture. The use of verbs and adjectives showed little development, as did the manipulation of the language in spontaneous speech, although there was more evidence of this in their writing. The researchers concluded there was a manifest lack of continuity between the children's experiences at primary and secondary levels, with a tendency for teachers at secondary to fail to build adequately on what children had learned at primary, and a lack of metalinguistic emphasis in primary teaching.

4.2.4 Luc (1996)

Luc (1996) conducted research on the use and impact of the video cassettes *CE1 sans frontière*. This evaluation of a naturally-occurring intervention used detailed observation schedules and grids, observing and audio-recording 80 lessons in the period September 1995-February 1996, on a daily basis wherever possible (if not, weekly) to ensure maximum continuity of contact. Four languages were represented in the sample and the schools were all in, or near, Paris. A national team of experts monitored the first year of the innovation with a brief to study the quality and pedagogical value of the materials provided, the training provision and the impact on pupil learning.

The study identified two types of teacher. The first type – what the report calls 'individual volunteers' – included native speakers, who demonstrated an appreciation

of the language, country and culture, and had communication opportunities with the native speakers. These teachers had a desire to transmit their enthusiasm to the pupils. The videos were particularly reassuring to other teachers with a less secure knowledge of the language as a 'phonological reference'. There were also teachers in this group who were more cynical of the enterprise and whose language competence was mediocre.

The second type of teacher was already part of a school or part of a PMFL initiative outside the school, such as enseignement d'initiation de langues étrangères (EILE); they also had variable language competence and concerns, such as the follow-up at level CE2 (8 year-olds) and late.

The study found that the video played a central role in teaching across the board and often served as a unique language model. There was a tendency to stick rigidly to the language content, although the training provided had emphasised the desirability of using this only as a framework with the video as a prompt. This appeared to lead to difficulties for teachers in establishing their own daily learning objectives and learning outcomes which, more often than not, were expressed as very broad aims.

Looking at effective teaching in terms of learning outcomes, a key factor was the teacher's evident pleasure in using the foreign language orally in class. In some cases, previous experience, training and travel were seen to have clearly enhanced their capability. It was found that the whole-school approach to language learning in the primary school was conducive to the early learning of a foreign language.

In the classroom observations, the most effective use of the video was preceded by priming language sensitisation activities which could then be consolidated and extended with the viewing of the video. Active listening was promoted, taking into account the children's desire to make sense of what they saw and heard, and the whole class was skilfully managed. Some teachers showed the video in its entirety, whereas others stopped and started it, to the pupils' evident frustration. In less successful scenarios, the children were static, passive and unclear about how to react to the video content and did not benefit from follow-up activities. The pupils were only able to produce limited words and these were not always with clear understanding. The successful teachers exploited issues raised in the video with lots of interactions – using songs, puppets, toys and food items, for example – in order to engage the pupils in real communicative exchanges that involved the target language.

The research produced evidence of a preponderance of uncertain practice, heavily dependent on the video, with a clear need for ongoing training and support for teachers. For example, audio-tapes to support pronunciation was a frequent request from teachers. Effective models of teaching with the use of the video were also evident and have been fully described in this report, a useful addition to the growing definition of effective practice in PMFL.

The report concludes with an exhortation to teachers to exploit the natural curiosity of pupils to learn and to understand. It accepts that much more training is needed to secure teachers' linguistic competence and their confidence to use the language, particularly orally, and to develop pedagogical skills. An understanding of second language acquisition and learning theory was seen as important if an early start is to

be meaningful and of added value in the primary curriculum. It was suggested that the videos would benefit from review and development, particularly to include cultural aspects together with consolidation and extension activity suggestions. The videos were thought to be lexically inflated, which had led to an overload of lexical input in many lessons.

4.3 Synthesis of evidence

In this area, there is very little research evidence and also difficulty in obtaining 'hard' evidence. In many instances, inferences and conclusions are derived from what evidence has been brought together. This must be borne in mind when reading this section.

Five themes emerge from trying to arrive at the characteristics of effective teaching from the findings of the four studies selected for the in-depth review, although they do not all feature in each study. They can be framed as questions:

1. What kind of knowledge do teachers need to teach primary foreign languages?
2. How do teachers teach primary foreign language and what works?
3. How can resources be used to help teachers teach and pupils learn?
4. What are the training needs of primary FL teachers?
5. Is foreign language learning a whole school issue?

None of the studies explicitly examine 'the characteristics of effective teaching of primary foreign languages'; on the other hand, they focus their enquiry on a particular dimension of primary foreign language learning and the effectiveness of a specific aspect of provision, such as Luc's (1996) study of the use of a video. Of the four studies, in relation to the appropriateness of the study type and design to answer the review question, one study was considered to be low, and the other three were judged as 'high'. In relation to their weight of evidence in answering the review question, one was considered medium, and three medium/high. Using the in-depth review findings to consider each of the above questions in turn enables conclusions to be drawn about the characteristics of effective teaching.

4.3.1 What kind of knowledge do teachers need to teach primary foreign languages?

All four studies highlight the importance of the teacher's knowledge in relation to the foreign language and culture, and the skill and confidence of using the target language; of the teaching methods and resources; of the learner; and of the curriculum and of cross-curricular links, particularly between the foreign language and L1.

Subject knowledge

Edelenbos and Suhre (1994) and Driscoll (2000) concluded that teachers' knowledge is influential in determining the way they teach. Teachers' beliefs about the subject, and about teaching and learning also have a major influence on the way the subject is conceptualised, the planning and assessment of learning, the complexity of subject content and the inclusion of cultural references (Driscoll, 2000). Driscoll also

found that the deeper the teacher's subject knowledge in terms of structure and patterns in the language, 'ways of speaking' and knowledge of the foreign culture, the more emphasis is put on conceptual explanations, grammatical structure and breadth of vocabulary, rather than providing children with lists of isolated words or formulaic or 'learnt-by-heart' phrases. The approach to error is fundamental in language learning as far as pupils' attempts to use the target language are indicators of their interlanguage. This is important in terms of both pedagogy and teachers' subject knowledge. Teachers with greater subject knowledge are more effective in identifying and correcting error, they are also able to plan for the progression of learning, by setting short-term goals and by giving consideration to long-term language development (Driscoll, 2000). Cultural references are also more common. Driscoll's findings suggest that, together with curriculum time allocated, the nature of teachers' expertise, including the depth of their subject knowledge and level of fluency makes a significant impact on the quality of children's learning. Low *et al.* (1995) found that the primary pupils were exposed to a greater range of structure and vocabulary than the secondary pupils and the focus on songs, stories and games enabled the pupils to gain more familiarity with complex structures than the secondary level focus on set texts.

Edelenbos and Suhre (1994) collected data on three teacher characteristics: higher education leading to a FL teaching certificate, teaching experience and fluency. Although they do not focus specifically on teachers' subject knowledge, they concluded that the most effective basis for predicting pupils' vocabulary, grammar, listening and fluency test scores was that their teachers were in possession of a FL teaching certificate awarded from a higher education institution.

Edelenbos and Suhre (1994) also found that teachers' knowledge led to a clear difference in the language programmes selected. Teachers using grammatical courses (rather than communicative courses) were more experienced and tended to have a higher certificate for teaching English in Dutch schools. Teachers using courses with limited or no emphasis on grammar rules tended to be unqualified to teach English. Their study was concerned with the different teaching courses available rather than the teachers, but they conclude that the course used is of minor importance in regard to pupil achievement, although it is through courses that teachers create opportunities for pupils to learn.

Driscoll (2000) found that specialists' emphasis on the transmission of facts, both in language and culture, comes from a greater identity with the subject and their beliefs and theories about how best to teach foreign languages. These are derived from their training and their socialisation into the culture of language teachers, with all that that implies about the ideology and beliefs that underpin the currently dominant view of MFL teaching.

Almost all the teachers in the Scottish Study Final Report (Low *et al.*, 1995) believed that a confident command of a limited number of clearly-defined core areas was essential for primary teachers if they were to assume responsibility for teaching the foreign language. This has clear implications for teacher training. Many teachers considered it essential that primary teachers should have the ability to answer pupils' questions about how the language works and a very high proportion (71% of visiting secondary teachers and 64% of primary teachers) thought the ability to diagnose and deal with pupils' errors effectively would be an essential skill for primary FL teachers.

Primary teachers, by contrast, tend to teach a variety of subjects and therefore their professional knowledge and concerns are likely to be broader. Driscoll (2000) found that this professional knowledge and expertise is deeply rooted in the professional 'communities of practice' of teachers, which underpins their teaching and which defines effective practice for them. Therefore the community of practice of specialist languages teachers, defined by a set of beliefs about effective teaching, will need to adapt and transform to encompass the professional concerns and practice of primary teachers.

Fluency

All four studies considered the issue of teacher fluency. Edelenbos and Suhre (1994) and Driscoll (2000) concluded that teachers' command of the target language has a direct influence on the use that is made of teaching courses. Low *et al.* (1995) found that virtually all the respondents in their study believed that a confident command of a number of clearly-defined core language areas was vital for primary teachers to assume responsibility for teaching foreign languages.

Luc's (1996) findings show that there was a discrepancy between how some of the teachers rated their own language proficiency and fluency, and the researchers' impression of the teachers' competence; the teachers rated themselves as having a higher level of competence. This finding can be interpreted in at least two ways. First, it has to be recognised that confidence plays an important role in performance in languages and, if teachers were nervous at being observed by researchers, their language skills might not have been at their best. Second, much would depend on their self-assessment of their competence. This indicates a need for a commonly accepted framework of assessment that can be easily understood and accepted by language learners irrespective of their age.

Driscoll (2000) also found that confidence is not always directly linked with competence. The teachers demonstrated varying degrees of language knowledge, proficiency, commitment and experience of language teaching. In some cases, teachers lacked confidence in their own ability but demonstrated both fluency and accuracy within the parameters of the subject content, whereas others felt extremely confident but made grammatical errors and forgot basic vocabulary within the core language areas. Luc (1996) found that the most significant difference between teachers' practice was their enthusiasm for language and culture. Fluency, therefore, is not enough; an enthusiasm for speaking is also a key component. It is clear that there is considerable potential, through high quality training, to identify teachers' needs and support them to develop both confidence and competence, so that they develop and sustain their enthusiasm for teaching PMFL and maintaining their language skills.

Cultural knowledge

The videos used by the teachers in Luc's (1996) study were entirely culture-free, in that they did not contain any references to the particular culture of the target country, and so exposure to cultural learning was largely dependent on the incidental knowledge of the teachers. Luc (1996) made a distinction between enthusiastic and non-enthusiastic teachers. She found that those teachers who had volunteered to use the video in language lessons demonstrated an appreciation of the language, country and culture. These teachers had a desire to transmit their love of the language to the pupils: 'C'est une langue que j'aime.'

Driscoll (2000) also found that, although culture was rarely specifically taught, the specialist language teachers recounted cultural anecdotes whilst teaching the language, whereas there was an almost complete lack of cultural reference by the non-language specialist teacher, even though some of the teachers visited France regularly.

Low *et al.* (1995) found that, although cultural awareness was viewed as important, it was not seen in practice in the Scottish study. There was little evidence of it providing a major structural element in the projects, being displayed in the observation of teaching and learning or being reflected in pupil assessment.

Knowledge of learners

A key finding of the review was the difference in teachers' knowledge about children and the impact on teaching and learning. Low *et al.* (1995) found that, even though the secondary teachers were more confident about their use of the foreign language, the generalist primary teachers were much more aware of the place of the foreign language and grammar in the primary curriculum, and the capabilities of primary age children. The primary teachers were more likely to address pupils by name and encourage them to respond, ensuring everyone was engaged in the lesson. The secondary teachers were less likely than the primary teachers to introduce grammar into language learning, due to a lack of knowledge about the capabilities of the primary children.

Teachers' knowledge of learners affects not only the form of delivery but also assessment. Driscoll (2000) found that the specialists' drive for measurable attainment led to high degrees of pace and challenge that could be seen to be a positive benefit for some pupils, but contributed to a classroom climate which alienated and disenfranchised others. Frequently visiting specialist teachers have the subject knowledge required to be able to use sophisticated assessment techniques, but the class teachers were far better placed to be able to carry out assessment, drawing upon their superior knowledge of the pupils' abilities and performance across the curriculum.

4.3.2 How do teachers teach primary foreign languages and what works?

This review has highlighted a range of pedagogic principles which may underpin effective modern foreign language teaching, and which may be categorised as teaching approach and use of course materials, target language use, time for learning and teacher/pupil relationship. It looked at evidence on the effect of each of these variables.

Teaching approach and use of course materials

Luc (1996) discusses the pedagogical as well as motivational advantages of games and songs, which she found were used frequently by effective teachers, and provided enjoyable rituals that also served to reinforce learning. Driscoll (2000) also found that games provided contexts within which pupils could use language purposefully. However, many lessons were teacher-led, with little activity-based learning, and games were used solely for learning a string of vocabulary and de-contextualised short phrases.

Edelenbos and Suhre (1994) found that specific factors of teaching inter-relate, in that teachers who used the courses with the greatest grammatical emphasis were the most qualified as well as the most experienced teachers. Their investigation focused on the difference in pupils' level of command in the language and their attitudes towards learning English from being taught with (a) grammatical courses, (b) communicative courses, or (c) communicative courses with an emphasis on grammatical structure. To assess the difference, they found that the eight courses chosen differed between ordering of subject matter and the directions for instruction and seatwork. The courses also expressed different views on the appropriate way to teach English. Their content analysis differed with regard to the stress on either communication or the correct application of grammatical rules. The directions of instruction define the actual learning process that takes place. They found higher pupil achievement from pupils who were taught using courses that emphasised grammatical structure. They found that there are no significant differences in oral proficiency, writing, reading, listening comprehension or vocabulary that can be attributed to the course used, if the effects of learning opportunities and teacher characteristics are eliminated, although differences in grammar can be attributed to the course. They also found that the course used had no effect on pupils' motivation, their perception of the difficulty of English or their enjoyment of English.

Low *et al.* (1995) found a general view amongst teachers that any grammar teaching should (and did) arise naturally, which suggests a general picture of grammar being contextualised rather than taught separately.

Driscoll (2000) also found that courses are useful for teachers as they are the basic foundation for medium-term planning. In her study, two different types of courses were used, and the content and skills included in the medium- and long-term plans were based on these respective courses which were provided by the local education authority. In relation to individual lessons, however, teachers tended to have a mental map of the lesson 'script' based on their subject knowledge, their experience of teaching other lessons and their beliefs about teaching and learning.

Edelenbos and Suhre (1994) also found that the recommended way of teaching and organising the learning in the course manuals had a major impact on the way the courses were taught. Observing practice in a random sample of schools, they found teachers followed the instructions in the manuals relating to classroom organisation, organising children into groups or using whole-class teaching as suggested. However, teachers tended to use less time than recommended in the course books and manuals, and only between 22% and 60% of the course material. This suggests that teachers use course books selectively and choose activities that are most useful for teaching a particular component.

Target language use

A fundamental pedagogic principle in MFL teaching involves the use of the target language for communication within the classroom. The studies show that, where developing a level of foreign language competence is the overall goal of language teaching, the teacher's use of the target language is a key feature in effective teaching. Particular issues relate to the extent of target language use, the teacher's competence and the underlying belief in the purpose of target language use. Driscoll (2000) suggests that, to some extent, the extensive use of the target language reflects teachers' belief that the foreign language is learned through being 'bathed' in

the language, as well as through direct teaching and learning, and frequently the 'more the better' irrespective of the purpose of using the target language is viewed as good practice. Specialist teachers frequently supported pupils' understanding when speaking in the target language with strategies, such as exaggerated movements, mime and tonal musicality and visual clues. Luc (1996) found that a key characteristic of what was deemed effective teaching in terms of learning outcome was the teacher's evident pleasure in using the foreign language orally in class. In some cases, teachers' previous experience, training and travel opportunities had clearly enhanced their capability. In such cases, there was tangible enthusiasm for the use of the target language that served to inspire the pupils.

It is interesting to note that much of the ongoing debate about target language concerns teacher use of target language. Low *et al.* (1995) found that teachers talked 'extensively, fluently, flexibly and responsibly' in the FL. One of the dangers, though, of the extensive use of the target language is that, as teachers spend a lot of time talking, pupils spend too much time listening (Driscoll, 2000; Low *et al.*, 1995), which can have a demotivating effect. Low *et al.* (1995) found that listening and doing were the main foci in all primary classes observed, although speaking and exposure to the written word became increasingly more important.

Driscoll (2000) found that, where the teacher used high levels of the target language, pupils' comprehension levels were high when responding to routine classroom activities or instructions. Pupils, however, either became confused or 'switched off' if the teacher talked extensively in the target language without prompting or promoting pupil response. The Scottish Interim Report (Low *et al.*, 1993) quoted specialist teachers who used the foreign language almost exclusively for real purposes with their primary classes. They used the target language as the language of communication in the classroom – to give instructions, to praise and reward the children, to talk about everyday occurrences. Some teachers highlighted the desirability of pupil's use of target language during group work and games.

Driscoll (2000) asserts that, on the one hand, the abundance of language input in the specialists' lessons is clearly a rich resource: for instance, the commitment to using whole sentences in the target language rather than fragmented mid-sentence code-switching reflects a greater depth of language learning. In the specialists' lessons, children are more likely to be able to penetrate the grammatical structure of the language. On the other hand, the non-specialist teachers' practice represents a robust challenge to this approach: by being uninhibited about slipping French words into English sentences, the class teachers were able to make foreign words familiar to their pupils, which contributed to the development of their confidence in using the language.

The language competence of teachers has been raised as an issue of concern and Luc's (1996) study identified many teachers who were anxious about their language competence. A small number were observed committing 'une massacre de langues', causing the pupils, in one example, to learn a phrase such as 'one monster have two foots'.

Time for learning

Edelenbos and Suhre (1994) found that the most qualified and experienced teachers were also the teachers who spent more time on teaching a foreign language, thereby

giving pupils more opportunity to learn. Time on learning has been found to be a significant variable for learning and relates to the way teachers structure the learning time. Edelenbos and Suhre (1994) found that learning opportunity variables were found to be good predictors of pupils' test results in their research, with the number of lessons significantly related to higher scores on all tests except the fluency test. They assessed the total amount of time spent on learning a foreign language by assessing the total number of lessons and the average duration of those lessons. Although the manuals for the different language courses did not differ much with respect to the total amount of time required to cover the subject matter, they all required between 70 and 80 hours to cover all the material.

Edelenbos and Suhre (1994) found that there were differences between the total number of lessons taught from each course book. Some teachers gave many more lessons than other groups of teachers, because some courses did not contain material for grade 6. Although there were differences in the total number of lessons, the average duration of a lesson was between 36 and 41 minutes. According to Driscoll (2000), lessons were on average 20 minutes longer when teachers taught the four skills of reading, writing, listening and speaking, rather than the two skills of speaking and listening.

Teacher/pupil relationship

Driscoll's (2000) study underlined the extent of the specialist teachers' disadvantage because they knew little about the pupils' general attainment, their learning difficulties, social backgrounds, interests, friendship groups, and so on. They also knew little of the school's policies and procedures, and were not involved in school planning. This lack of knowledge undermined any possibility of a whole-school approach to the teaching or to the development of good relationships. Furthermore, there were issues of classroom management for some of the specialist teachers who dropped into the primary classroom; the relatively low intensity of the teacher/pupil relationship hindered the management of the class. On average, the specialist teachers taught 200 pupils in a number of schools for an hour or two per week over the period of a year, which did not allow much time to develop close relationships. There appeared to be a higher incidence of disruptive behaviour, especially with boys, and the teacher/pupil relationship was sometimes strained. At times the FL teachers had to rely on the authority of the class teacher to follow up incidents as they had to leave the school immediately after the lesson. The teachers were under pressure to hand back an orderly class; consequently, rather than risk interactive or noisy out-of-seat activities, their teaching approach tended towards greater formality, with the children sitting at desks with their books out which had an impact on children's motivation.

The class teachers had a distinct advantage in respect of classroom relationships that were built on the intensity of contact, teaching the same class of 30 or so pupils for most of the week for at least a year. It is unsurprising therefore that there was a lower incidence of disruptive behaviour. The teachers' behaviour management strategies were less visible and were interwoven with the fabric of the routine social interaction. They also had greater range of sanctions available to them because they had influence over the pupils in so many ways. Their knowledge of the children and their circumstances, and their contacts with parents enabled the teachers to negotiate with the pupils more effectively and to apply sanctions that were most meaningful to individual children. For the children, the class teacher had a level of

power that could impact significantly on their lives, both at school and at home, and so they tended to be more responsive to the teacher's persuasion. The informality of the classroom talk reflected this easier atmosphere and even when more boisterous activities took place, the teachers could manage the transition to the next part of the day quite easily. It was found that a major benefit of this easier atmosphere was that less time was taken up with classroom management difficulties and children appeared to be more confident in taking risks with the FL. Another major benefit was that the pupils developed positive attitudes to the subject, which provided a firm foundation for FL learning in the secondary school.

The primary teacher has a wealth of pedagogic expertise that derives from teaching the whole curriculum and from a good understanding of child development. Driscoll (2000) asserts that primary teachers are able to expand their expertise to incorporate foreign languages into their own professional repertoire by adapting FL strategies to the primary context and can expand their knowledge with the aid of well focused training and professional development opportunities.

4.3.3 How can resources be used to help teachers and pupils?

The purpose of resources is to provide support for teaching and learning but any resources – whether these are teaching programmes, tapes, videos or text books – need to be mediated by the teacher, who must be sufficiently confident in the language and in pedagogical skills to make effective use of them.

Edelenbos and Suhre (1994) found that there was no significant difference in pupil attainment (oral proficiency, writing, reading, listening comprehension and vocabulary) or attitude to learning between the eight courses, which led them to conclude that the courses used are of minor importance in respect of pupil achievement, although it is through courses that teachers create opportunities for pupils to learn. Edelenbos and Suhre (1994) suggest that teaching materials should have a clear structure and clearly defined goals in order to guide the behaviour of teachers and the learning process of pupils.

The Scottish Interim Report (Low *et al.*, 1993) established that some teachers used audio-cassettes for the purpose of assessing pupils' progress or as a class 'round-up' exercise at the end of a topic.

Audio-visual resources and target language use

Audio-visual aids can be useful for teachers who lack confidence in presenting the target language and culture. Teachers in both Luc's (1996) and Driscoll's (2000) studies expressed a keen desire for videotapes to provide them with a phonological reference.

All the teachers in Driscoll's (2000) study drew almost exclusively on the materials and resources which had been allocated to the programme. Driscoll (2000) suggests that resources can compensate for a teacher's lack of confidence in speaking, but, without training, a teacher can be over-reliant on the resources, which can lead to a narrow representation of the subject. Audio-visual resources provide explicit activities for exploring the culture, but these references can go undetected unless the teacher has a conceptual understanding of culture. Teachers cannot simply be allocated a teaching pack with a video to help present the language structures,

vocabulary and cultural information. Resources-led curriculum innovation is limited and detailed guidance on appropriate teaching strategies, with ideas on how to present the content and use the teaching aids in different contexts together with quality training, are essential for the effective use of teaching packs.

A major finding of Luc (1996) was that the video played a central role in teaching and often served as the unique language model. There was a tendency to stick rigidly to the video language content, although the training provided for the teachers had emphasised the desirability of using this only as a framework, with the video as a prompt within the teacher's own selected sequence of learning activities. This appeared to lead to difficulties for teachers in establishing their own daily learning objectives and learning outcomes, which were often expressed as very broad aims. Luc (1996) found that less confident teachers were over-reliant on the video. They were unable to provide learning opportunities beyond the routines of the videos, which were limited to repetition and never extended to personalised use of language. Videos provide an authentic model, a medium to attract the pupils' interest and a core input, but also run the risk of restricting the teacher to limited material and the pupils to reduced learning opportunities. This can lead to a worrying dependence on what is designed ultimately as a tool for exploitation. Teachers need to be able to evaluate resources and to use them selectively. Luc (1996) suggested that the videos being used all over France, were lexically inflated and would benefit from development, especially to include cultural aspects and to provide consolidation and extension activity suggestions.

The most effective use of the video was preceded by teachers undertaking priming language sensitisation activities which could be consolidated and extended with the viewing of the video (Luc, 1996). Active listening was promoted, taking account of the children's desire to make sense of what they saw and heard, and the whole class was skilfully managed. The successful teachers exploited issues raised in the video with lots of interactions, using songs, puppets, toys and food items, for example, to engage the pupils in real communicative exchanges that involved the target language.

4.3.4 What are the training needs of primary foreign language teachers?

Low *et al.* (1995) found that there were very different training needs for the primary and visiting secondary teachers. The primary teachers felt that fluency and confidence in the foreign language was crucial, and saw the secondary teachers as having the advantage of expertise in the language. The opportunity to watch these specialists at work was seen as very important, but many of the primary teachers wanted further training in the foreign language. A particular concern was the possible isolation of primary teachers, as frequently they have no exposure to the foreign language other than what they generate themselves; in addition, they are rarely supported professionally by others who teach foreign languages. High quality in-service training helps prevent teachers from losing their confidence and fluency. Some teachers wanted help with accurate pronunciation and some wanted specific guidance on the latest methodology and best practice. It was found that the development of networks can help with isolation. None of the primary teachers expressed any concerns about their ability to teach a foreign language once they had received training.

Driscoll's findings also (2000) highlight the need for primary teachers to develop their linguistic, cultural and pedagogic competence. She emphasises, however, the need for the creation of effective networking strategies, to support a more collaborative style of working within a framework of cross-phase liaison, to ensure greater sustainability and coherence.

In relation to secondary teachers, Low *et al.* (1995) found that they seemed more confident and identified fewer training needs; however, they expressed a desire for extra support with primary methodology and a better appreciation of the primary curriculum and pedagogy. One of the difficulties particularly experienced by the secondary teachers was knowing what could be expected of primary children.

4.3.5 Is foreign language learning a whole school issue?

Class teachers have much better access to the school environment as a whole, which is extremely advantageous in terms of pupils' learning opportunities. Where a community of FL practice is developed in a school under the leadership of a supportive headteacher, a FL culture is more likely to resist staff changes and new curriculum initiatives can be sustained.

Low *et al.* (1995) found that primary generalists considered it important to have regular contacts with secondary colleagues and to visit each other in their respective school settings, although there are clearly time implications for primary and secondary liaison teachers to meet, to attend collaborative in-service sessions and support groups, and for mutual observation of teaching as part of a team structure.

4.4 In-depth review: quality-assurance results

Two review team members data-extracted each report independently and the results were discussed. Overall, there was very high agreement between reviewers and where there were differing views, discussion continued until consensus was reached. The EPPI-Centre carried out a quality-assurance role by data-extracting two of the studies.

4.5 Nature of actual involvement of users in the review and its impact

As explained in section 2.1, the involvement of users in the review was crucial. As members of the Advisory Group, users were actively involved in designing the research question, drafting the protocol and contributing to the review process.

An interview was arranged with a headteacher at a primary school in Folkestone who had been interested to read the protocol document. She explained that she was a committed linguist and Francophile herself and wanted French to be incorporated into the teaching and learning across the whole curriculum from Reception to Year 6. All teachers made some input to their classes and, in Years 5 and 6, French was taught regularly and timetabled weekly. This headteacher would be particularly interested in knowing how to develop French further across the school in an

incidental way. The key issue for teachers was one of confidence in being able to use French in this way and some teachers were quite anxious about their accent/pronunciation, emphasising their understanding of the importance of a good linguistic model for the children. She commented on the usefulness of this review in highlighting key issues that would inform the development of PMFL in the school.

A focus group was also held with five Year 5 children at the school. The pupils responded enthusiastically and articulately to the key questions of 'What makes a good French lesson?' and 'How does the teacher help you to learn French?', which were considered appropriate pupil-friendly prompt questions. The children said they enjoyed French lessons because they were fun and because the teacher set them a challenge. They liked the quizzes and games and the children's French books that they had in the classroom. They said they found it helpful when the teacher wrote words and phrases on the board. They had good recall from the last lesson, which was a quiz to see how much they could remember. They liked being able to work in pairs and sometimes practised independently with their friends outside class. They said they would like to do more French and learn more about France. They also enjoyed the opportunity to search on the internet for information about France and they had some software games to use at a lunchtime French club. One girl said French was helpful in writing in Literacy as she sometimes included some conversation in French in her stories. They found pronunciation difficult at times and sometimes had too many words to remember.

5. FINDINGS AND IMPLICATIONS

5.1 Summary of principal findings

The review set out to answer a specific question about the characteristics of effective teaching of PMFL. This chapter summarises the review process and draws together the main findings. It considers the strengths and weaknesses of the review. Finally, it offers proposals for policy, practice and research. As review findings are derived from a small number of studies, the following conclusions are tentative.

1. Teachers' subject knowledge is important if PMFL is to be taught effectively. Subject knowledge encompasses linguistic and cultural knowledge, pedagogic knowledge, knowledge of resources and knowledge of children's learning needs, and how to teach them. The evidence highlights the need for secure subject knowledge in order for teachers, not only to have the competence to teach, but also to have the confidence to make spontaneous use of the target language within the classroom.
2. The teachers' depth of knowledge of the language and culture, their fluency within the parameters of the programme taught, and their ability to answer pupils' questions, identify and correct error as part of their teaching appears to be a key issue in effective teaching.
3. There is evidence to indicate that specialist language teachers may, in some instances, be thought to have an advantage in teaching PMFL as they are fluent in the target language but there is the danger of secondary trained teachers importing inappropriate methods into the primary school. Primary teachers, part of the whole primary school culture, are immersed in the primary curriculum, know the children, their capabilities and idiosyncrasies well, and, have the opportunity to use the foreign language incidentally throughout the day, thereby maximising the use of the target language for real communication.
4. Purposeful use of activities, such as games and songs, provides enjoyment and reinforces children's learning. The ludic approach appears to be an appropriate method that stimulates, motivates and provides challenge for learning. The repetitive rhythms of games and songs provide opportunities for extensive practice and consolidation as well as the exposure necessary for language intake to take place.
5. Videos and other resources would seem to be useful aids to teaching and learning, but only as a support, not a substitute, for teachers' language and cultural knowledge. The evidence indicates a measure of dependence on such aids and the need to train teachers to use such aids critically and selectively, and as part of a planned sequence of learning.
6. Effective teaching should transcend the primary-secondary divide to provide a continuum of learning for the pupils that enables effective teachers to build progressively on pupils' learning. This continuum also extends the foreign

language teaching community to embrace and include primary school MFL teachers.

7. The active support of the school's leadership is likely to be a crucial element in developing and supporting PMFL practice in a whole school framework and in promoting sustainable provision.
8. ITT and CPD need to include the identified elements in their programmes as a means of supporting the development of effective practice.

5.1.1 Identification of studies

The search strategies used and searches undertaken are documented earlier in the report (see Chapter 2). Broad and extensive searches on 'the characteristics of effective teaching to pupils between the ages of 7 and 11' were undertaken and identified a large number of potentially relevant studies

Following the application of inclusion and exclusion criteria and the keywording process, it became clear that there were only a small number of studies that related to the effective teaching of PMFL. Many of the studies focused almost exclusively on pupils' learning, programme planning or curriculum materials, with little if any references to teaching or research.

5.1.2 Mapping of all included studies

The EPPI-Centre core keywording sheet (EPPI-Centre, 2002a) and the additional review-specific words highlighted that the majority of studies included in the map concentrated mainly on pupils' learning and on programmes, rather than on the characteristics of teaching.

5.1.3 Nature of studies selected for the in-depth review

Using the inclusion and exclusion criteria, the team progressively filtered the studies until four studies were identified for the in-depth review, as described at length above. These studies did not have effective teaching as their main focus. They were nevertheless selected in the light of team discussion and analysis of the studies on the basis of the keywords, the research question and the usefulness for the TTA because they do provide useful evidence about effective teaching. The criteria were not applied systematically to the whole map so the in-depth review is illustrative rather than systematic.

The four studies included in the in-depth review were as follows:

Driscoll (2000) is a PhD thesis (characterised as study type: exploration of relationships) focusing on two contrasting innovations in different LEAs in England. PMFL was taught predominantly by peripatetic language specialists in one LEA and by non-specialist class teachers in the other. The data was collected from primary schools located within the two LEAs, using observation, in-depth interviews, document analysis and a fieldwork diary.

Edelenbos and Suhre (1994) (characterised as study type: naturally-occurring evaluation) compare communicative and grammatical courses used for teaching English in primary education in the Netherlands. The data was collected, using teacher questionnaires, logbooks and tests and pupil questionnaires, tests and scales.

Low et al. (1993, 1995) (characterised as study type: naturally-occurring evaluation) is an evaluation of 12 national pilot projects in Scotland. It compared the performance of 'project' pupils (those who had experienced a foreign language for one or two years at primary school) with two 'non-project' comparison groups. Three main strands of data-collection were used: assessment of pupils' linguistic attainments; classroom observation of lessons; and interviews with participants at all levels of the pilot. In the second phase, focusing more on progression within the 'project' cohort, researchers recorded and transcribed four groups taking part in a 15-minute paired-speaking task to assess whether pupils at secondary levels had a richer mixture of language than the primary children.

Luc (1996) (characterised as study type: naturally-occurring evaluation) considers the use and impact of the video-cassettes *CE1 sans frontière* as part of the 1994 policy decision in France to introduce the learning of a foreign language into the primary curriculum. Using detailed observation schedules and grids, 80 lessons in the period September 1995-February 1996 were observed and audio-recorded.

5.1.4 Synthesis of findings from the studies in the in-depth review

Teachers' knowledge

- Teachers' knowledge plays a crucial role in teaching languages as the teacher models the spoken and written language, represents and structures the content, and helps children gain access to a wide variety of materials and learning opportunities.
- Traditionally, FL has been taught by specialist teachers with a high level of knowledge and skill in the foreign language and culture, mostly at secondary level or earlier in the independent sector but, with the rapid expansion of primary FL across the world in recent years, many more non-language specialists are including FL into their teaching repertoire alongside the other curriculum subjects.
- All the four studies highlight the importance of the teacher's knowledge in relation to the type of activities and the extent of the provision. The dimensions of this subject knowledge include linguistic, pedagogic and cultural aspects, and knowledge about children's learning styles and learning needs (although these all inter-relate).
- Teachers need to be able to recognise error and deal with it appropriately in order not to reinforce incorrect language models.

Target language use

- Many primary teachers would benefit from training in all the subject knowledge domains identified. The evidence indicates that 'tapes for teachers' are a frequent request and reinforce the views of the headteacher end-user who commented on the desirability of this.
- Extensive, if not exclusive, use of the target language is an issue in the discourse of foreign language teaching and learning, and relates to a belief on the part of

teachers that immersion in a 'language bath' is a sound pedagogical precept on which to base an approach. The evidence shows that extensive use of the target language in primary language classrooms is sometimes at the expense of pupil opportunities for learning and that it can have a demotivating effect on pupils.

Language learning and language acquisition

- There is evidence which indicates that primary generalists in particular can and do exploit the children's developing knowledge of their first language to promote understanding of both the foreign language and the mother tongue. A sound knowledge of the pedagogical frames concern both issues of language acquisition and how to enhance it, and language learning and how to develop it.
- Children benefit from structured and progressive styles of learning and from using a diverse range of resources. Teachers need to use the resources selectively and purposefully in a sequence of learning rather than be led by the resources.

Cultural learning and audio-visual media

- It has been seen that materials can provide a medium for cultural learning. This is important as the evidence indicates that teachers' up-to-date cultural knowledge is often lacking, especially where teachers are less enthusiastic than others to acquire such knowledge. But it needs to be stressed that teachers need training as well as resources to support their teaching. Resources alone can lead to a narrow vision of the subject for teachers and pupils alike.
- Audio-visual materials of good quality and made for the purpose can be especially useful for this cultural transmission as well as providing an opportunity for visual learning and for children to construct meaning.
- Cultural learning need not always be formally planned as part of the lesson. Cultural references can 'crop-up' in a language lesson, particularly when the teacher is knowledgeable and enthusiastic.

Relationships with pupils and classroom management

- Enthusiastic teachers are seen to enjoy and take pleasure in their use of the language and they inspire and enthuse their pupils to do the same.
- Class teachers have the advantage over visiting teachers as they can exploit the close relationships enjoyed with their pupils. When children are relaxed, they are more likely to speak and take risks with the foreign language.
- Where relationships are far less strong and where class management problems are sometimes an issue, learners' filter can rise. In addition, when classroom management is strong, the teacher can prepare lessons with lots of movement and excitement, which can be both interactive and enjoyable.
- The intensity and continuity of contact can contribute to a different type of immersion whereby the language is ever-present during the day rather than in timetabled lessons.
- The role of the headteacher is key in supporting PMFL initiatives to fruition.

Different contexts but common concerns

To conclude, the importance of contextual variables in investigating 'effective' practice or 'practice that works' needs to be taken into consideration. What works in one context does not necessarily transfer to another context in the same form. It may need to be reshaped and refined.

However, it can be seen that similar issues and concerns are debated and researched in various contexts and that findings can be shared to mutual benefit and be illuminative of 'practice that works', given care in their interpretation in the different contexts of schooling and in teacher education.

5.2 Strengths and limitations of this systematic review

The strengths of the review are its breadth of reference and systematic approach and the membership of the review team, which provided a broad base of experience. In combination, these have resulted in an authoritative attempt to answer the research question. The review has been wide-ranging and has provided the beginning of an evidence base for primary languages.

The limitations of the field of research are primarily concerned with the lack of research evidence to answer the review question. The review had to be conducted within a limited timescale, so it is possible that other research is available but was not found during the search period and therefore was not able to be included in the review. Also, studies were selected from the map for the in-depth review on the basis of their usefulness in addressing the research question rather than on the criteria being applied to the whole map. The in-depth review is thus illustrative rather than systematic.

Although a large number of studies were identified at the mapping stage of the review, the majority of these studies concentrated on pupils' learning or on programme planning. There was little reference to teaching, particularly at primary level (KS2). A limited number of studies did consider the impact of teaching upon children's learning but did not explicitly draw out the characteristics of effective teaching. Similarly, very little mention was made in the studies about the training needs of teachers and again this tended to be more general statements about the need for teachers to be fluent in foreign languages, rather than specifically examining the training needs for teachers to become effective teachers of PMFL. The dearth of material posed a challenge to the reviewers that was confronted initially by changing the question and then by looking for evidence about 'what counts' in effective teaching.

At the level of professional development, colleagues involved in the reviewing exercise have benefited greatly from the development of their systematic reviewing skills and research skills, and those involved in teacher education have benefited from the exploration of the empirical research regarding effective teaching. The process generated discussion about what constitutes evidence and what counts as effective in relation to teaching. The process therefore helped to develop an appreciation of evidence-informed practices and policies in education generally. However, it would have been beneficial to have engaged in more training in the early stages and to have had the opportunity to reflect on the process since most of the meetings were heavily task-focused due to the constraints of time.

5.3 Implications

The findings of this review have implications for the initial training and the continuing development of teachers. The suggestions below are derived from the research studies, from discussions within the team and from discussions with end-users.

5.3.1 Policy

The research base has identified aspects of what appears to be effective practice and certain conditions that support this practice, as reported in detail in Chapter 4. At this crucial time in the spread and development of PMFL, suggestions for policy include the following:

- The provision of varied teacher training programmes and sustained professional development opportunities for primary schoolteachers to enable them to develop and maintain their subject knowledge, especially in terms of language proficiency, cultural knowledge, language teaching skills, and knowledge and use of resources.
- The identification of, and investment in, a range of quality resources to support teachers and pupils in their learning endeavours. Teachers need to be trained to use resources selectively and as part of a planned sequence of learning.
- Convincing headteachers to be committed in their support of the development and making provision for headteachers to be able to provide the support and resources that are needed to develop an effective community of PMFL practice in primary schools. Headteachers, senior management and governors need to demonstrate their support by allocating quality time for primary and secondary MFL teachers to work together in partnership. For primary teachers of MFL, this may be by means of planning meetings, where possible with the support of appropriately trained secondary colleagues who have an awareness and appreciation of the strengths of the primary curriculum.
- Ensuring that a key named member of staff in each primary school is responsible for foreign language learning and teaching provision, including assessment, as well as relations with, and the involvement of, secondary schools.
- Ensuring that teaching strategies and support mechanisms facilitate progression and links between primary and secondary schools.
- The provision of linguistic and pedagogic training for primary FL teachers, with a need for teachers to be able to plan graded language learning objectives for pupils. Specific training was suggested that would enhance the teachers' oral proficiency, enabling them to use the language more spontaneously and with more accurate pronunciation.
- The provision of widespread ITT training programmes and ongoing in-service training is essential to the long-term sustainability of effective foreign language programmes.

5.3.2 Practice

The following suggestions are indicative of effective practice:

- Use the foreign language incidentally as part of normal classroom procedure.
- Encourage pupils' experimentation with the target language by capitalising on *their* talkativeness.
- Create extensive opportunities for listening and respect the need for a 'silent period' whilst pupils process the information heard.
- Understand children's errors as part of their interlanguage and use error constructively to promote further learning.
- Make extensive use of TPR and interactive learning to enable children to 'breathe' the language.
- Create a secure and attractive learning environment that will encourage pupils to experiment with the target language and to develop confidence.
- Develop the children's intercultural understanding through experiential learning and the use of videos and computer technology.
- Develop metalinguistic awareness and, for example, make explicit links to L1 and to the Literacy curriculum.
- Make cross-curricular links to extend opportunities for language and cultural learning.
- Create and obtain a wide range of resources to support learning and use them selectively as part of the teaching sequence.
- Contribute to the creation of a whole-school policy to promote foreign language learning.
- Engage fully individually and collaboratively in training and CPD opportunities.
- Develop ways to draw upon the subject expertise of the specialist language teachers in the design of assessment instruments and then utilise the generalists' situated knowledge in the administration of assessment.
- For language to be taught in a cultural context, it is important ITT courses and publishers make explicit reference to culture and to the ways in which it can be taught to young learners.
- Use games and songs in a well-structured programme, so that language learning is creative and spontaneous, enjoyable, but progression of learning is ensured.

- There is a need to reflect on the structure of material in relation to the sequence in which pupils learn language skills, the teacher thus adopting a role more redolent of 'guide'. This clearly requires a shift in stance for the teacher and a re-articulation of role.

5.3.3 Research

An important finding of the review is the lack of research on the effective teaching of PMFL, which is to some extent an indication of a subject its infancy. Particularly in view of the UK government's strategy that all children in KS2 should have the entitlement to learn a modern foreign language by 2010, it is clear that there are areas in need of substantial further research. These would include the following:

- Investigating models of training that enable teachers to become and remain effective teachers of PMFL
- Considering to what extent different types of delivery of PMFL promote effective pupil learning
- Researching primary-secondary transition arrangements in order to ascertain the ways in which pupils' progression and continuity of learning can be promoted
- Expanding the mapping of this area of research through updating the map as new studies emerge and are reported
- Encouraging research users, especially teacher trainers, and supporting them in the production of developmental, resource and case study material, drawing on the existing evidence in this review. This would be useful in enhancing trainee teachers' subject knowledge and skills.

Trainee teachers need to know what is deemed 'effective practice' and need experiences of these practices as well as targeted training to enable them to develop characteristics of effective teaching, indicative and not exhaustive, such as have been identified and described in the systematic review. Opportunities to reflect on the issues will be of benefit to both trainees and teachers in post wishing to extend their evidence-informed knowledge base.

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APPENDIX 2.1: Inclusion and exclusion criteria

Inclusion criteria

In order for a study to be *included*, it must:

- relate to PMFL teaching
- focus on the characteristics of effective teaching of foreign languages
- be concerned with the 7 to 11 age range
- have been published between 1988 (when the Education Reform Act was implemented) and 2003
- be related to teaching and learning of foreign languages taught inside curriculum time

Exclusion criteria

Studies will be *excluded*, if:

- they are not directly concerned with the characteristics of effective foreign language teaching
- those studied are not children in the 7 to 11 age range
- they feature the instruction of foreign languages outside curriculum time
- they focus on languages that are not taught as foreign languages rather than for any other purpose (e.g. heritage language)
- they are non-evidential or non-investigative

APPENDIX 2.2: Search strategy for electronic databases

A. Search terms

English	French
Key Stage 2	
Ages 7 – 11 years old	7 – 11 ans
Primary teacher	Professeur d' école / Instituteur
Secondary teacher	Professeur (de collège et de lycée)
Teaching competence/skill	Compétence
Knowledge	Connaissances
Co-ordinator	Coordinateur
Headteacher	Directeur d'école
Deputy head	
Language competence	Compétence linguistique
Fluency	Débit / Parler couramment
Teaching strategies	Stratégies d'enseignement Gestion de classe
Teaching style	Transmissif / Constructiviste
Pedagogy	Pédagogie
Whole class teaching	Cours magistral
Shared work	
Group work	Travail en groupe
Pair work	Travail par deux
Primary modern languages	Enseignement d'initiation aux langues étrangères (EILE) Enseignement précoce des langues vivantes (EPLV)
French	Français
English	Anglais
Spanish	Espagnol
German	Allemand
Italian	Italien
Arabic	Arabe
Foreign languages	Langues étrangères
Mother tongue	Langue maternelle
Language 1	Langue vivante 1 (LV1)
Language 2	Langue vivante 2 (LV2)
Specialist	Spécialiste
Gift and talented	Surdoué
Special needs	Enfants / élèves en difficulté
SENCO	RASED
Peripatetic	

English	French
After school club	
Senior management	
Teaching assistant	
Role of the teacher	Rôle du maître
Resources	Resources Outils d'enseignement
ICT	TICE
Computer	Ordinateur
Internet	Internet
Searching on the internet	Recherche sur internet
Tape recorder	Magnétophone
Video	Magnétoscope
Board work	
Teacher/pupil relationship	Relation maître-élève
Planning	Emploi du temps
Monitoring	Tutorat
Recording	Enregistrement
Reporting	Faire un compte-rendu
Differentiation	Différenciation
Language awareness	Éveil aux langues
Cultural awareness	Éveil à la culture
Code switching	
Target language	Objectifs langagiers
Attainment targets	
Standards	
Level of attainment	
Assessment	Évaluation
Testing	Évaluation
Progression	Progression
Continuity of learning	Cohérence dans les apprentissages
Learning style	Style d'enseignement
Learning strategies	Stratégies d'apprentissage
Kinesthetic	Kinésithétique
Teacher input	
Interactive learning	Intéraction
Didactic teaching	Didactique

B. Search combinations for original question on teacher competency

Set	Search
1	MFL.mp. [mp=abstract, title, headings word, identifiers, full text]
2	Modern foreign languages.mp. [mp=abstract, title, headings word, identifiers, full text]
3	foreign language.mp. [mp=abstract, title, headings word, identifiers, full text]
4	language curriculum.mp. [mp=abstract, title, headings word, identifiers, full text]
5	modern language.mp. [mp=abstract, title, headings word, identifiers, full text]
6	exp fles/
7	Modern language curriculum/ or Modern languages/
8	FLPS.mp. [mp=abstract, title, headings word, identifiers, full text]
9	foreign language in primary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
10	modern languages in elementary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
11	MLPS.mp. [mp=abstract, title, headings word, identifiers, full text]
12	ELL.mp. [mp=abstract, title, headings word, identifiers, full text]
13	early language learning.mp. [mp=abstract, title, headings word, identifiers, full text]
14	primary modern languages.mp. [mp=abstract, title, headings word, identifiers, full text]
15	foreign languages in primary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
16	foreign languages in elementary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
17	1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or 12 or 13 or 14 or 15 or 16
18	limit 17 to (elementary education or primary education)
19	limit 17 to ((elementary education or primary education) and yr=1988-2002)
20	Competency based teacher education/ or Knowledge base for teaching/ or Teacher characteristics/ or Teacher competences/ or Teacher competency testing/ or Teacher effectiveness/ or Teacher evaluation/ or Teacher role/ or Teaching skills/
21	Teaching methods/
22	Teacher background/ or Teacher characteristics/ or Teaching experience/
23	Teacher attitudes/ or Teacher behavior/ or Teacher expectations of students/ or Teacher morale/
24	Teacher certification/ or Teacher education/ or Teacher education curriculum/ or Teacher qualifications/ or Teacher selection/ or "Teaching (occupation)"/
25	21 or 22 or 23 or 24
26	limit 25 to ((elementary education or primary education) and yr=1988-2002)
27	"Communicative competence (languages)"/ or Language/ or Language fluency/ or Language proficiency/ or Language skills/ or Linguistic competence/ or Linguistic performance/
28	Language arts/ or Language experience approach/ or Whole language approach/
29	27 or 28
30	limit 29 to ((elementary education or primary education) and yr=1988-2002)

Set	Search
31	19 and 26 and 30

C. Sources

Database	Full name	Web address/information
BEI	British Educational Index	http://www.bids.ac.uk/ Athens authenticated
CERUK	Current Educational Research in the UK	http://www.ceruk.ac.uk/ceruk/
Dissertation abstracts	Index to Thesis and Digital Dissertations	http://www.theses.com/ and http://wwwlib.umi.com/dissertations/
ERIC	Educational Resources Information Center	http://www.eric.ed.gov/
REEL	Research Evidence in Education Library	http://eppi.ioe.ac.uk/EPPIWeb/home.aspx?page=reel/reviews.htm
C2-SPECTR	Social, Psychological, Educational, and Criminological Trials Register	http://geb9101.gse.upenn.edu/
PsycINFO		http://gateway.ovid.com/athens Athens authenticated
ISI Citation Indexes	ISI Web of Science	http://wos.mimas.ac.uk/ Athens authenticated
UNESBIB	UNESCO Bibliographic Database	http://unesdoc.unesco.org/ulis/unesbib.html
UNESDOC	UNESCO documents collection	http://unesdoc.unesco.org/ulis/
IAED	International Archive of Education Data	http://www.icpsr.umich.edu/index.html
BOPCAS	British Official Publications Current Awareness Service	http://www.soton.ac.uk/~bopcas/
CILT	Centre for Information on Language Teaching	http://www.cilt.org.uk/

D: Search process

Searches on the ERIC, BEI and PsycINFO databases took place on 10 February 2003 and found 2,653 and 245 studies respectively. The exact search terms can be found below.

BEI Search

- 1 foreign language.mp. [mp=title, edition statement, abstract, heading word]
- 2 foreign languages.mp. [mp=title, edition statement, abstract, heading word]
- 3 foreign languages.mp. [mp=title, abstract, heading word]
- 4 foreign language.mp. [mp=title, abstract, heading word]
- 5 MFL.mp. [mp=title, abstract, heading word]
- 6 modern foreign language.mp. [mp=title, abstract, heading word]
- 7 modern foreign languages.mp. [mp=title, abstract, heading word]

- 8 PMFL.mp. [mp=title, abstract, heading word]
- 9 primary modern foreign language.mp. [mp=title, abstract, heading word]
- 10 primary modern foreign languages.mp. [mp=title, abstract, heading word]
- 11 PML.mp. [mp=title, abstract, heading word]
- 12 primary modern language.mp. [mp=title, abstract, heading word]
- 13 primary modern foreign languages.mp. [mp=title, abstract, heading word]
- 14 primary modern languages.mp. [mp=title, abstract, heading word]
- 15 FLES.mp. [mp=title, abstract, heading word]
- 16 foreign language in elementary school.mp. [mp=title, abstract, heading word]
- 17 foreign languages in elementary school.mp. [mp=title, abstract, heading word]
- 18 foreign language in elementary schools.mp. [mp=title, abstract, heading word]
- 19 foreign languages in elementary schools.mp. [mp=title, abstract, heading word]
- 20 FLIPS.mp. [mp=title, abstract, heading word]
- 21 foreign language in primary school.mp. [mp=title, abstract, heading word]
- 22 foreign languages in primary school.mp. [mp=title, abstract, heading word]
- 23 foreign language in primary schools.mp. [mp=title, abstract, heading word]
- 24 foreign languages in primary schools.mp. [mp=title, abstract, heading word]
- 25 ELL.mp. [mp=title, abstract, heading word]
- 26 early language learning.mp. [mp=title, abstract, heading word]
- 27 exp modern language studies/ or exp modern languages/
- 28 exp second languages/
- 29 exp bilingual education/ or exp bilingual education programmes/ or exp
bilingual
instructional materials/ or exp bilingual pupils/ or exp bilingual schools/ or exp
bilingual students/
- 30 3 or 4 or 5 or 6 or 7 or 9 or 12 or 22 or 23 or 27
- 31 limit 30 to ((primary education or primary secondary education or middle school
education) and yr=1988-2002)
- 32 28 or 29
- 33 31 not 32
- 34 exp immersion programmes/ or exp second language learning/ or exp second
language teaching/
- 35 33 not 34

ERIC search

1. foreign language.mp. [mp=abstract, title, headings word, identifiers, full text]
2. foreign languages.mp. [mp=abstract, title, headings word, identifiers, full text]
3. MFL.mp. [mp=abstract, title, headings word, identifiers, full text]
4. modern foreign language.mp. [mp=abstract, title, headings word, identifiers, full
text]
5. modern foreign languages.mp. [mp=abstract, title, headings word, identifiers,
full text]
6. PMFL.mp. [mp=abstract, title, headings word, identifiers, full text]
7. primary modern foreign language.mp. [mp=abstract, title, headings word,
identifiers,full text]
8. primary modern foreign languages.mp. [mp=abstract, title, headings word,
identifiers, full text]
9. PML.mp. [mp=abstract, title, headings word, identifiers, full text]
10. primary modern language.mp. [mp=abstract, title, headings word, identifiers,
full text]

11. primary modern languages.mp. [mp=abstract, title, headings word, identifiers, full text]
12. FLES.mp. [mp=abstract, title, headings word, identifiers, full text]
13. foreign languages in elementary school.mp. [mp=abstract, title, headings word, identifiers, full text]
14. foreign languages in elementary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
15. foreign language in elementary school.mp. [mp=abstract, title, headings word, identifiers, full text]
16. foreign language in elementary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
17. FLIPS.mp. [mp=abstract, title, headings word, identifiers, full text]
18. foreign language in primary school.mp. [mp=abstract, title, headings word, identifiers, full text]
19. foreign languages in primary school.mp. [mp=abstract, title, headings word, identifiers, full text]
20. foreign language in primary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
21. foreign languages in primary schools.mp. [mp=abstract, title, headings word, identifiers, full text]
22. ELL.mp. [mp=abstract, title, headings word, identifiers, full text]
23. early language learning.mp. [mp=abstract, title, headings word, identifiers, full text]
24. Modern language curriculum/ or Modern languages/
25. 1 or 2 or 3 or 4 or 5 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 19 or 21 or 22 or 23 or 24
26. limit 25 to ((elementary secondary education or elementary education or primary education) and yr=1988-2002)
27. exp second language instruction/
28. exp second language learning/
29. 27 or 28
30. limit 29 to (elementary secondary education or elementary education or primary education)
31. 26 or 30
32. exp bilingual education programs/ or exp bilingualism/ or exp immersion programs/
33. 31 not 32
34. limit 33 to yr=1988-2002

PsychINFO search

1. exp Foreign Languages/
2. foreign language.mp. [mp=title, abstract, heading word, table of contents, key concepts]
3. MFL.mp. [mp=title, abstract, heading word, table of contents, key concepts]
4. modern foreign language.mp. [mp=title, abstract, heading word, table of contents, key concepts]
5. modern foreign languages.mp. [mp=title, abstract, heading word, table of contents, key concepts]
6. PMFL.mp. [mp=title, abstract, heading word, table of contents, key concepts]
7. primary modern foreign language.mp. [mp=title, abstract, heading word, table of contents, key concepts]

8. primary modern foreign languages.mp. [mp=title, abstract, heading word, table of contents, key concepts]
9. primary modern foreign languages.mp. [mp=title, abstract, heading word, table of contents, key concepts]
10. PML.mp. [mp=title, abstract, heading word, table of contents, key concepts]
11. primary modern language.mp. [mp=title, abstract, heading word, table of contents, key concepts]
12. primary modern languages.mp. [mp=title, abstract, heading word, table of contents, key concepts]
13. FLES.mp. [mp=title, abstract, heading word, table of contents, key concepts]
14. foreign language in elementary school.mp. [mp=title, abstract, heading word, table of contents, key concepts]
15. foreign languages in elementary school.mp. [mp=title, abstract, heading word, table of contents, key concepts]
16. foreign language in elementary schools.mp. [mp=title, abstract, heading word, table of contents, key concepts]
17. foreign languages in elementary schools.mp. [mp=title, abstract, heading word, table of contents, key concepts]
18. FLIPS.mp. [mp=title, abstract, heading word, table of contents, key concepts]
19. foreign language in primary school.mp. [mp=title, abstract, heading word, table of contents, key concepts]
20. foreign languages in primary school.mp. [mp=title, abstract, heading word, table of contents, key concepts]
21. foreign language in primary schools.mp. [mp=title, abstract, heading word, table of contents, key concepts]
22. foreign languages in primary schools.mp. [mp=title, abstract, heading word, table of contents, key concepts]
23. ELL.mp. [mp=title, abstract, heading word, table of contents, key concepts]
24. early language learning.mp. [mp=title, abstract, heading word, table of contents, key concepts]
25. exp Foreign Language Education/ or exp Foreign Language Learning/
26. exp BILINGUALISM/
27. Immersion.mp. [mp=title, abstract, heading word, table of contents, key concepts]
28. 1 or 2 or 3 or 4 or 5 or 10 or 13 or 14 or 18 or 23 or 24 or 25
29. limit 28 to 180 school age
30. limit 29 to yr=1988
31. 26 or 27
32. 30 not 31
33. from 32 keep 1-27

UNESBIB and UNESDOC

On the UNESBIB and UNESDOC databases, the following search terms were used:

foreign languages
primary education
primary school curriculum
primary school pupils
primary school students
primary school teachers
primary schools

primary teacher education
primary teacher training
modern languages

The searches could be limited to studies 'published' after 1988 but only two terms could be searched together at a time in order to get the maximum number of hits. As no results were produced using the combination code 'AND', the code 'OR' was used instead. The numbers of results using these combinations was sometimes considerable, but did not produce much relevant material. Both the UNESBIB and UNESDOC databases were searched on 19 February 2003 and found 185 and 55 studies respectively.

CERUK

The CERUK database was searched, using the appropriate thesaurus terms from the index:

teacher appraisal
teacher assessment
teacher attitudes
teacher behaviour
teacher commitment
teacher competences
teacher development
teacher education
teacher effectiveness
teacher expectations
teacher influence
teacher morale
teacher motivation
teacher opinions
teacher perceptions
teacher pupil relationship
teacher responsibility
teacher role
teacher status
teacher student relationship
teachers
teaching methods
teaching practice
teaching process
teaching profession
teaching qualifications
teaching skills
teaching strategies
teaching styles
modern foreign languages
modern foreign languages education
primary education
language acquisition
language awareness
language development

language education
language of instruction
language policy
language skills
language teaching

These search terms were combined with 'OR' and found 50 studies.

CILT

The CILT database produced accurate results by using only one term - 'Primary modern foreign languages'. Seven studies were found.

European Conference

This database found two studies using the term 'foreign languages'.

BOPCAS

Eight results were found in BOPCAS following separate searches for 'foreign languages' and 'primary language', both limiting to 1988-2003.

ISI Web of Science

By searching for studies relating to 'foreign languages', 15 studies were found on the ISI Web of Science database.

EBSCOhost

The EBSCOhost database produced 282 studies relating to 'primary school'.

INGENTA

Twenty-eight studies were cited on Ingenta using the term 'modern foreign languages'.

IAED

This database was searched, using the following terms:
foreign languages
teaching foreign languages
teaching modern foreign languages
primary modern foreign languages

Forty-six studies were located.

Education-line

This database was searched on 15 February.

Index term searches
MODERN-FOREIGN-LANGUAGE-TEACHERS
MODERN-LANGUAGES
MODERN-LANGUAGES-IN-THE-PRIMARY-SCHOOL
MODERN-LANGUAGE-CURRICULUM
MODERN-LANGUAGE-STUDIES
MODERN-LANGUAGE-TEACHING
FOREIGN-LANGUAGE
MFL

PML

((('CULTURALEUCATIONAL')) OR (('CULTURALEXPERIENCE')) OR
(('CULTURAL-ACTIVITIES')) OR (('CULTURAL-AWARENESS'))

Free text search

Primary AND Language

Regard

This database was searched between 13 and 19 February.

Free text searches:

1. FOREIGN LANGUAGE*
2. MODERN LANGUAGE*
3. TEACH* LANGUAGE*

The outputs of all relevant studies were identified.

Language Teaching

This database was searched between 15 and 22 February.

Index headings reviewed:

1. PRIMARY EDUCATION
2. FLES
3. MLPS

DFES research site

This database was searched on 22 February.

Free text searches limited to published reports:

1. PRIMARY
2. LANGUAGES
3. MFL
4. PMFL
5. PML
6. FLES
7. FLPS
8. ELL

EMILE1

This database was searched on 28 February.

Subject term search:

((('Langues étrangères) OU (langues vivantes)) ET (enseignement primaire))

Free text search:

Langues élémentaire

NOVA

This database was searched on 28 February.

Subject term search:

((('Langues étrangères) OU (langues vivantes)) ET (enseignement primaire))

Free text search:

Langues élémentaire

PROF

This database was searched on 28 February.

Subject term search:

Langues vivantes

Free text search:

Langues élémentaire

Searches in Italy

The Italian searches began by looking at the Italian government's website (<http://www.istruzione.it>). Although this search proved informative, it was difficult to explore. The search then continued on www.google.it by using search words, such as: primary school; foreign languages; research; database, etc.

As would be anticipated, this produced a very long list, but searching through it produced the website <http://www.casteller-crt.it>, which is a website for the regional educational centre and has a number of links to other regional educational centres, particularly <http://www.bdp.it> (biblioteca di documentazione pedagogica). This appeared to be a national e-library of teaching documentation and included a database called BIBL, including abstracts on a whole range of educational topics. Most of the abstracts were found on <http://www.indire.it/archivi/biblio.htm>. The selection was made by limiting the search to: primary school; languages; foreign languages; English.

Fifty studies were located using the websites and databases that were available. More might have been found, if the group had gained access to subscription databases.

APPENDIX 2.3: EPPI-Centre keywording sheet including review-specific keywords

EPPI-Centre core keywording sheet (version 0.9.6)

<p>1. Identification of report Citation Contact Handsearch Unknown Electronic database (Please specify.)</p>	<p>6. What is/are the topic focus/foci of the study? Assessment Classroom management Curriculum* Equal opportunities Methodology Organisation and management Policy Teacher careers Teaching and learning Other (Please specify.)</p>	<p>8. What is/are the population focus/foci of the study? Learners* Senior management Teaching staff Non-teaching staff Other education practitioners Government Local education authority officers Parents Governors Other (Please specify.)</p>	<p>10a. Which type(s) of study does this report describe? A. Description B. Exploration of relationships C. Evaluation a. Naturally occurring b. Researcher-manipulated* D. Development of methodology E. Review a. Systematic review b. Other review *see 10b.</p>
<p>2. Status Published In press Unpublished</p>	<p>*6a Curriculum Art Business studies Citizenship Cross-curricular Design and technology Environment General Geography Hidden History ICT</p>	<p>*8a. Age of learners (years) 0-4 5-10 11-16 17-20 21 and over</p>	<p>10b. To assist with the development of a trials register, please state if a researcher-manipulated evaluation is one of the following: Controlled trial (non-randomised) Randomised controlled trial (RCT)</p>
<p>3. Linked reports <i>Is this report linked to one or more other reports in such a way that they also report the same study?</i></p>	<p>General Geography Hidden History ICT Literacy – first language Literacy further languages Literature Maths Music PSE</p>	<p>*8b. Sex of learners Female only Male only Mixed sex</p>	<p>Please state here if keywords have not been applied from any particular category (1-10) and the reason why (e.g. no information provided in the text):</p>
<p>Not linked Linked (Please provide bibliographical details and/or unique identifier.)</p>	<p>Physical education Religious education Science Vocational Other (Please specify.)</p>	<p>9. What is/are the educational setting(s) of the study? Community centre Correctional institution Government department Higher education institution Home Independent school Local education authority Nursery school Post-compulsory education institution Primary school Pupil referral unit Residential school Secondary school Special needs school Workplace Other educational setting (Please specify.)</p>	<p>.....</p>
<p>4. Language (Please specify.)</p>	<p>7. Programme name (Please specify.)</p>		
<p>5. In which country/countries was the study carried out? (Please specify.)</p>			
			<p>PTO to apply review-specific keywords (if applicable).</p>

Review-specific keywords

Teacher characteristics

Background

Use this for teacher background – training and professional experience as a teacher.

Behaviour

Use this for teacher behaviour – responses to situations and treatment of others.

Belief

Use this for teacher belief or philosophy – something that is accepted as real and true by the teacher.

Role

Use this for a teacher's role – their function or range of activities and responsibilities (e.g. specialist).

Training

Use for instruction and practice designed to bring about a desired level of knowledge or skill.

Teaching characteristics

Effectiveness

Use this for teacher effectiveness – the extent to which the desired, measurable results or changes are achieved.

Relationship

Use this for teacher/pupil relationship – the social interaction between teachers and pupil(s).

Pedagogy

Use this for the science or art of teaching, the methods and principles used by a teacher.

Strategies

Use this for teaching strategies – plans, directions and policies for achieving long-term or broad teaching objectives.

Subject knowledge

Use this for teacher's subject knowledge – an organised body of relevant knowledge about a particular area/areas of the curriculum.

Cultural awareness

Use this for teacher knowledge about cultures other than their own and for insight into the impact of culture on attitudes, beliefs and values.

Language awareness

Use this for teacher knowledge about languages other than their own.

Language skills

Language acquisition

Use this for language acquisition, learning to use a language.

Language fluency

Use this to show that a teacher can use language smoothly and readily.

Language competence

Use this for the ability to use written and spoken language.

Pupil ability

Achievement

Use this for pupil achievement – the level of knowledge or skill that a pupil has gained.

Assessment

Use this for pupil assessment – methods for measuring progress and achievement.

Attitudes

Use this for pupil attitudes – the predisposition to think or behave in a certain way by someone who is taught.

Learning

Use this for pupil learning – the acquisition of knowledge or a skill by someone who is taught.

Specific learner needs

Use this for a pupil's learning difficulties – psychological and material obstacles to making progress with learning.

Pupil confidence

Use this for a pupil's confidence – the level of self-worth as seen by the pupil, usually in comparison with peers.

APPENDIX 3.1: Details of studies included in the systematic map

54 studies (categories not mutually exclusive)

	Description	Exploration of relationships	Evaluation	Evaluation: Naturally-occurring	Evaluation: Researcher-manipulated	Methodology	Review	Review: systematic review	Review: other review
Background	1	3	0	3	3	0	0	0	0
Behaviour	0	1	0	1	8	0	0	0	0
Belief	0	4	0	1	7	0	0	0	0
Role	2	4	0	3	9	0	0	0	0
Training	5	3	0	4	11	1	0	0	0
Other	0	0	0	0	0	0	0	0	0

Cross-tabulation report

X-axis: Teaching characteristics

Y axis: What is/are the topic focus/foci of the study?

	Effectiveness	Relationship	Pedagogy	Strategies	Subject knowledge	Cultural awareness	Language awareness	Other
Assessment	1	1	1	1	1	1	1	0
Classroom management	1	1	1	1	1	1	1	0
Curriculum	13	8	26	28	16	12	16	0
Equal opportunities	0	0	0	0	0	0	0	0
Methodology	1	1	4	7	1	0	2	0
Organisation and management	1	1	1	1	1	1	1	0
Policy	0	1	2	2	0	0	0	0
Teacher careers	0	1	1	1	0	0	0	0

Teaching and learning	14	8	29	30	17	12	17	0
Other topic focus	0	0	0	0	0	0	0	0
Assessment	1	1	1	1	1	1	1	0

Cross-tabulation report

X-axis: Which type(s) of study does this report describe?

Y-axis: Teaching characteristics

	Description	Exploration of relationships	Evaluation	Evaluation: Naturally-occurring	Evaluation: Researcher-manipulated	Methodology	Review	Review: systematic review	Review: other review
Effectiveness	0	1	0	2	4	0	0	0	0
Relationship	0	0	0	2	2	0	0	0	0
Pedagogy	0	1	0	4	9	0	0	0	0
Strategies	0	1	0	3	11	0	0	0	0
Subject knowledge	0	0	0	4	4	1	0	0	0
Cultural awareness	0	0	0	1	3	0	0	0	0
Language awareness	0	0	0	3	5	1	0	0	0
Other	0	0	0	0	0	0	0	0	0

Cross-tabulation report

X-axis: Which type(s) of study does this report describe?

Y-axis: Teaching characteristics

	Description	Exploration of relationships	Evaluation	Evaluation: Naturally-occurring	Evaluation: Researcher-manipulated	Methodology	Review	Review: systematic review	Review: other review
Effectiveness	2	2	0	2	8	0	0	0	0
Relationship	0	1	0	2	5	0	0	0	0
Pedagogy	2	5	0	7	15	1	0	0	1
Strategies	4	2	1	6	18	0	0	0	2
Subject knowledge	3	2	0	4	8	1	0	0	0
Cultural awareness	2	3	0	1	6	0	0	0	0
Language awareness	2	2	0	3	10	1	0	0	0
Other	0	0	0	0	0	0	0	0	0

Cross-tabulation report

X-axis: Which type(s) of study does this report describe?

Y-axis: Teaching characteristics

	Description	Exploration of relationships	Evaluation	Evaluation: Naturally-occurring	Evaluation: Researcher-manipulated	Methodology	Review	Review: systematic review	Review: other review
Background	0	1	0	2	1	0	0	0	0
Behaviour	0	0	0	1	4	0	0	0	0
Belief	0	2	0	1	4	0	0	0	0
Role	0	0	0	2	6	0	0	0	0

Training	0	2	0	3	7	1	0	0	0
Other	0	0	0	0	0	0	0	0	0

Cross-tabulation report

X-axis: What is/are the topic focus/foci of the study?

Y-axis: What is/are the population focus/foci of the study?

	Assessment	Classroom management	Curriculum	Equal opportunities	Methodology	Organisation and management	Policy	Teacher careers	Teaching and learning	Other topic focus
Learners	1	1	12	0	1	0	1	1	14	0
Senior management	0	0	3	0	0	0	0	0	3	0
Teaching staff	1	1	14	0	1	0	1	1	16	0
Non-teaching staff	0	0	0	0	0	0	0	0	0	0
Other education practitioners	0	0	1	0	0	0	0	0	1	0
Government	0	0	0	0	0	0	0	0	0	0
LEA officers	0	0	0	0	0	0	0	0	0	0
Parents	0	0	1	0	0	0	0	0	1	0
Governors	0	0	0	0	0	0	0	0	0	0

Cross-tabulation report

X-axis: What is/are the topic focus/foci of the study?

Y-axis: Teaching characteristics

	Assessment	Classroom management	Curriculum	Equal opportunities	Methodology	Organisation and management	Policy	Teacher careers	Teaching and learning	Other topic focus
Effectiveness	1	1	6	0	1	0	0	0	7	0
Relationship	1	1	4	0	1	0	1	1	4	0

Appendix 3.1: Details of studies included in the systematic map

Pedagogy	1	1	10	0	1	0	1	1	13	0
Strategies	1	1	11	0	1	0	1	1	14	0
Subject knowledge	1	1	7	0	1	0	0	0	8	0
Cultural awareness	1	1	4	0	0	0	0	0	4	0
Language awareness	1	1	7	0	1	0	0	0	8	0
Other	0	0	0	0	0	0	0	0	0	0