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The Primary-Secondary School Transition
for Languages:
Pupil and Teacher Experiences and
Beliefs

by

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A thesis submitted in partial fulfilment of the requirements for the
degree of Doctor of Philosophy in Education

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Declaration of inclusion of material

I declare that the thesis is entirely my own work. The data and some of the discussion formed the basis of articles (Richardson, 2012a, 2012b) and conference papers (Richardson, 2013, 2014). I confirm that this thesis has not been submitted for a degree at another university.

Katherine Richardson

July 2014.

Abstract

The thesis explores the experiences and beliefs of pupils and teachers for languages at the primary to secondary school transition in England. The academic aspects of transition (for languages and more broadly) are examined in the literature review and emerge as areas of concern and inadequacy with issues relating to progression, continuity, appropriateness of pedagogy and cross-phase communication and liaison. This exploratory case study adopts an interpretivist paradigm to investigate pertinent aspects of language learning including the perceived aims of Primary Languages; current provision, liaison and assessment activity; and pupils' self-efficacy and enjoyment of languages as they transfer from primary to secondary school.

The study focuses on pupils' beliefs and experiences of language learning in four cases, each comprising one secondary school and two feeder primary schools. Pupil and teacher questionnaires and semi-structured interviews were administered at three points during this transition: the end of pupils' final year in primary school, and the beginning and end of their first year at secondary school. Whilst pupils' transition for languages emerged as patchy, inconsistent, and inadequate in three of the four cases, pupils in one case had a contrasting experience and exhibited higher levels of enjoyment and self-efficacy for languages than in the other cases.

The work contributes knowledge about pupils' beliefs of language learning at a pivotal period in their language education. The case studies and cross-case analysis offer a novel exploration of the important issues in transition for languages and relationships between these issues.

In the conclusion, the thesis gives critical consideration to how the findings might inform current and future practices and debates relating to transition for languages and successful language learning in primary schools at the advent of compulsory language learning for all pupils in state-maintained schools in England in Key Stage 2 (aged 7-11 years).

Abbreviations

DCSF	Department for Children, Schools and Families
DES	Department for Education and Skills
DfE	Department for Education
DfEE	Department for Education and Employment
EBacc	English Baccalaureate
GCSE	General Certificate of Secondary Education
KS2	Key Stage 2
KS3	Key Stage 3
L2	Second language
LA	Local Authority
MFL	Modern Foreign Languages
MLPS	Modern Languages in the Primary School (Scotland)
Ofsted	Office for Standards in Education
PL	Primary Languages (England)
PPA	Planning, preparation and assessment
PS1A, PS1B	Primary school 1A, primary school 1B (1 denotes the number of the case)
QCA	Qualifications and Curriculum Authority
SATs	Standard Assessment Tests
SS1, SS2, SS3, SS4	Secondary school 1, 2, 3, 4
SS2S	Secondary school 2 (summer term)
TL	Target language
Y6, Y7	Year 6, Year 7

CHAPTER 1: INTRODUCTION

1.0 Context

“Transition is an aspect of Primary Languages development which could be a serious hindrance to successful longer-term implementation and continued sustainability.” (Hunt, Barnes, Powell and Martin (2008:17).

This thesis is a study of pupils’ language learning as they transition from primary to secondary school. In this thesis, I aim to focus on the experience of the pupils and teachers and to understand the issues surrounding the primary to secondary school transition in languages and the implications for practice and policy.

1.1 Motivation for the study

The origins of this study lie in my own experiences as a learner and teacher. I am a passionate advocate of language learning and I believe that every child should have the opportunity to learn a (foreign) language, because of the social, cognitive and intercultural benefits learners may accrue. I believe the goal of language learning is not only mastery of a language, or communicative ability but also the very experience of learning. The origins of these beliefs lie in my own childhood experiences as a second language (L2) learner in a small monolingual and monocultural northern town, and these beliefs developed through my own University study of languages.

When I trained to be a teacher, I was given another viewpoint from which to consider language learning. I saw the ways that language learning can open pupils' eyes to a wider world and enable them to consider different ways of life, other peoples' beliefs and different perspectives on the world. At the same time, learning a language could give children a chance to consider and reflect on their own culture and values - irrespective of which language is studied. When I became a middle school languages teacher, teaching languages and other subjects, I really understood that language study equips learners with valuable language-learning skills which can be transferred to the learning of any language. Learners can draw on this, their linguistic and cultural knowledge of a language, to aid their development as global citizens with an international outlook. My teacher education allowed me to study the literature about these issues and further developed my curiosity.

However, when I had finished my initial teacher training and faced the world of school languages training with less support, the challenges of languages teaching became clearer to me. I became acutely aware of the struggles children faced and that not all children expected to succeed. In England – and, indeed in Anglophone countries - there are particular challenges with second language teaching, related to the global dominance of English, which have been extensively documented (Graddol, 2006). English speaking children in the developed world have less economic and personal incentives to learn languages than children in parts of the world where second language English is a valuable economic and social commodity. Even the choice of which language to learn is much more complicated in English speaking countries. However, even taking into account the potential challenges England's L2

learners face, I remain convinced that the personal, social, economic and cultural benefits of learning a second language for individual pupils, their local community, employers and the nation, are too valuable to dismiss.

During my teaching career I worked in both the primary and secondary sectors and gained experience of the two tier (primary and secondary school) and three tier (primary, middle and secondary school) systems- initially as a teacher and, more recently, as a teacher educator. I was impressed by the enthusiasm and efforts of many of the teachers who taught languages in the primary sector and the enjoyment children experienced. Throughout my years as a teacher and teacher educator I have also encountered the dedication of teachers in the secondary sector. However, the picture of pupils' beliefs relating to language lessons I gained informally seemed incredibly varied and I perceived some real differences in the beliefs of pupils in Key Stage 2 (aged 7-11 years) and those in Key Stage 3 (aged 11-14 years). This was particularly evident to me where children made the transition between primary and secondary around age 11. Primary-secondary school transition in language learning appeared, to me, to be a traumatic, and sometimes catastrophic, experience for pupils. I believe strongly that language learning is too important for the topic of primary-secondary school transition for languages to remain under-researched. This motivated me to undertake research in this area, hence the focus of my thesis.

1.2 Rationale for the study

One of the guiding issues in my development as a researcher in this area is the sheer complexity of the transition process in England. Simple figures about issues as complex and as multi-faceted as transition do not adequately represent the complexity of transition and may over-simplify the challenges faced by schools, children and teachers. These include the choice of which language to teach and how to manage the challenges secondary teachers face when they receive children who have studied different languages at primary school at a range of levels and do not have shared experiences upon which to build. In transition for languages, the most obvious solution could be to impose a centralized model in which all schools are obliged to teach the same language(s) to pupils, at the same levels, using the same resources, ensuring that secondary teachers know what to expect. However, this is not a possible solution in England as the factors pertaining to (second) language study in England are complex. They include the selection of the language to be studied, the status of language learning in the primary and secondary curriculum, the attitudes of society, parents and pupils towards language learning, and the multiple problems of language teacher supply in both the primary and secondary sectors. These problems in the UK are very different from the problems faced by many other countries such as our European neighbours, who have signed and implemented fully the Barcelona Agreement (Commission of the European Communities, 2003) in which signatories commit to teaching pupils two languages in addition to their 'mother tongue'.

Undertaking the research afforded me the valuable opportunity to experience the journey of the pupils in their language learning as they made the transition from primary to secondary school. As I became more involved in my study and spent time in schools speaking with the pupils, this gave added relevance to the research and to language and transition policy. Hearing the pupils' voices shifted the focus of my study from a study of mechanisms for transition for languages into a study of beliefs and experiences.

1.3 Structure of the study

In this thesis I seek to unpick the complexity of the primary-secondary school transition for languages. This begins with a thorough review of the literature in Chapter 2. This chapter reviews the existing research which provides a background to my study. One important area is the research about transition between primary and secondary schools because this identifies issues which are common to a number of subjects in transition. The literature about languages teaching and languages policy is also reviewed, as part of the issue of transition in English schools. Chapter 2 also reviews the rather scanty pre-existing research about transition in languages, including the empirical research which explores how the complexities of the transition for languages play out in schools and identify where and how provision is effective and the implications for pupils' learning. Taken together, these areas of research provide the contextual information relating to the primary-secondary transition which establishes it as an area of challenge and concern. The review also examines the focus of existing research and the emphasis on administrative processes to facilitate smooth transition, rather than the experience of participants. Chapter 2

identifies a lack of information about the beliefs of pupils and teachers about transition in languages. This research review is the background to my study, which aims to investigate beliefs of languages at the Key Stage 2-3 transition and, I will argue, underpins my research questions.

1.4 Research questions

The research questions are:

1. What transition policies, processes and activities take place for transition in languages and how are the data and information passed to secondary schools used?
2. What are pupils' beliefs of language learning at primary school?
3. Do pupils' beliefs of language learning change at the Key Stage 2-3 transition?
4. What are the beliefs of primary and secondary (language) teachers about the Key Stage 2-3 transition in languages?

Chapter 3 of this thesis presents the method used to address these questions and the methodology which underpins the study. As my interest in pupil and teacher experiences of transition in languages grew, it also changed. Although I began this work with an interest in the materials, administration and policy which could facilitate transition in languages, conducting the review of literature led me to an interest in the beliefs of the participants and so I sought to present these. In planning the study I aimed to present a picture of what transition in languages involves from the perspectives of those involved. This meant that my research became an

exploratory study based on the, sometimes messy, network of beliefs, experiences and practices of those involved.

To explore the experiences of transition in languages of teachers and pupils and the circumstances which shape and are shaped by these beliefs, four case studies have been conducted. Each one is a case of a secondary school and two feeder primary schools and each case explores a range of experiences, problems, successes and missed opportunities. Crucially, each one is different. Case study was the approach of choice because I aim to present the beliefs of participants which are embedded in the local and national context of practices and policies. I believed that other possible approaches, although neater, would present an artificial picture which might fail to emphasize the complexity of the phenomenon of transition in languages. The views and beliefs of participants were collected through questionnaires and interviews. Quantitative collection of views can offer the ‘bigger picture’ in each case and the interviews dig deeper into meanings and thoughts.

The structure of each case includes one secondary school class (and its teacher) in Year 7 and two feeder primary school classes (including the teachers) in Year 6. The views about language learning of teachers and pupils were sought at the end of Year 6 and then at two different points in Year 7. This resulted in a data set of 432 pupil questionnaires, 15 teacher questionnaires, 16 pupil (group) interviews, 13 teacher interviews and a range of documentary sources. The data analysis involved using a constant comparative method. In practice, this involved comparing the data from each data source to that collected previously. For example, the pupil questionnaire

responses from secondary school 1 (SS1) which pupils completed in the autumn term were analysed and compared to those for the other three secondary schools in the study and they were also compared with the primary school questionnaires and were triangulated with other sources such as the teacher questionnaires and interviews, school policy and national policy. Case study was adopted as the primary research approach. In addition, as a result of several issues emerging relating to the complexity of transition, an analysis was also carried out across the schools in the cases, considering each school as a separate entity rather than as part of a case.

The findings of the study are presented in Chapter 4 (by data collection method) and they provide a picture of four cases. The beliefs about language learning, reflection on experiences, levels of enjoyment and aspirations of the pupils are presented. Chapter 5, the discussion, explores the issues arising. These are discussed and related not only to the research, but also to recent policy changes in England. Finally, Chapter 6, the conclusion, summarizes the main findings of the study. It presents the key contributions of the research study. It also considers the limitations of this study, explores the implications of the study and makes recommendations for further research relating to the primary to secondary school transition for languages.

CHAPTER 2: REVIEW OF LITERATURE

2.0 Overview

This chapter provides a review of the research and evidence which underpins the enquiry into pupils' experiences and beliefs of languages during the transition between primary and secondary school. The review brings together a number of areas of research relevant to the study and to present what is known about the background to transition and to justify the research questions. Firstly, this review considers the existing research about transition from primary to secondary school and some of the issues from existing research likely to affect the study. This is followed by an exploration of the research and policy background to the teaching of languages in primary schools, including the position of Primary Languages (PL) teaching, as this is a key issue underpinning transition in languages. The next section of this chapter brings together these two issues, to discuss and review the research specifically about languages in the primary-secondary transition and highlight the issues this raises. Finally, this chapter argues the importance of the perspectives of teachers and learners in the process of language learning and teaching, and the argument that these views play an important role in transition between Key Stages 2 and 3 in languages is explored. The chapter concludes by summarising the research questions which emerge from this review of the relevant research and policy.

Part 1: Research about primary-secondary transition not specific to languages learning

The transition from primary to secondary school has been identified as an area of concern both in England and internationally (Humphrey and Ainscow, 2006; Makenzie, McMaugh and O’Sullivan, 2012; Nash, 1973; Nisbet and Entwistle, 1969) and so the first part of the review of literature deals with this before examining the key issues arising from the literature review. Initially, many concerns and research into transition in the UK related to pupils’ social and emotional adjustment (Anderman and Midgley, 1997; Galton, Gray and Ruddock, 1999; Galton, Gray and Ruddock, 2003; Rice, Frederickson and Seymour, 2011). This was also the case in research in the U.S. (Cantin and Boivin, 2004; Harter, Whitesell and Kowalski, 1992). More recently, the focus of research in transition has broadened to research on pupils’ academic transition. According to Galton et al. (1999), the transition between primary and secondary school became more effective and less stressful for children over a twenty year period, although this study identified the need for further progress – particularly in relation to pupil engagement, attitudes and the post-transition dip in attainment (this project is discussed in more detail below).

There is evidence of some improvement. For example, the report from the government-funded longitudinal ‘Effective Pre-school, Primary and Secondary Education’ project (Evangelou, Taggart, Sylva, Melhuish, Sammons and Siraj-Blatchford, 2008) - a meta-analysis of research considered significant in the area - concluded that although the majority of children experienced a positive transition to secondary school, a sizeable minority (16%) did not.

More recent research focused on the impact of transition on pupils' academic progress, as opposed to their social and emotional wellbeing. The large-scale DfEE project, 'The Impact of School Transitions and Transfers on Pupil Progress and Attainment' conducted by Galton et al. (1999) investigated the factors affecting pupils' progress between the ages of 7 and 14 in over 300 schools, and examined the transitions between schools and between year groups. This study examined the strength of evidence for the post-transfer dip in pupil progress which was identified in the ORACLE (Observation and Classroom Learning and Evaluation) project (Galton and Willcocks, 1983) and replicated the ORACLE project. In the report of their follow-up study (2003) they highlight:

[...] schools are now paying increased attention to transfer issues. The majority of recent transfer initiatives now concern either curriculum or pedagogic continuity. This contrasts with the situation [...] three years ago when almost all schools concentrated on administrative matters or easing the social passage of pupils from primary to secondary school.
(Galton et al. 2003:106).

2.1 Academic aspects of transition

The following section will explore the literature relating to the academic aspects of pupils' transfer from primary to secondary school in more depth. The review of the existing research in this area has identified a variety of issues relating to this aspect of transition which are important background to the present study.

The DFEE-commissioned review of literature and effective practice relating to the effects of pupils' transfer by Galton et al. (1999) was a seminal study. The research used observations and interviews with pupils and teachers to track pupils across the

primary-secondary transition and examined pupils' transfer between year groups within primary school but the main focus of the final report was the dip in academic attainment following the primary-secondary transition. The study focused on English, maths and science, citing evidence from the wider 'Observation and Classroom Learning and Evaluation' (ORACLE) programme (Galton, Simon and Croll, 1980) which they had conducted twenty years previously. The Suffolk Local Education Authority report (Suffolk LEA, 1997) also shared similar findings to the ORACLE study (Galton et al., 1980) and later study (Galton et al, 1999) which suggested that similar issues (such as a decline in motivation) may occur in areas of the curriculum other than English, maths and science. The ORACLE transfer study (Galton and Willcocks, 1983), conducted from 1975 to 1980, was cited in Galton et al.'s report (1999) and was a substantial large-scale study focused on the curriculum: both how teachers delivered the curriculum and how pupils responded to it. Pupils were tracked over the final two years of primary school (aged 9-11), (although there were also middle school pupils in the sample), with data being collected from observations of a sample of eight pupil participants in a total of fifty eight classrooms over a five year period. Pupils were also tested at the end of their primary school education and again at the end of their first year of secondary school in order to explore academic attainment. In addition to its scale and contribution to research in this field, the study is of particular interest because, as claimed by the authors:

None of the previous large-scale studies has, however, observed children during transfer to seek an explanation of why pupils are affected in this way [including anxiety and, for a sizeable minority, a decline in academic performance the year after transfer]. (Galton and Willcocks 1983:1).

Although conducted over thirty-five years ago, the study remains significant both in terms of its scale and of the contribution to research in this area. It highlighted a range of issues relating to pupils' transfer from primary to secondary school including a drop in pupil motivation, disruption to curriculum continuity, interruption to progression and loss of continuity of pedagogy. The more recent, but less substantial, studies such as Alexander and Flutter (2009); Capel, Zwozdiak-Myers, and Lawrence (2007); Marshall and Hargreaves (2007, 2008); Rose (2009) and Schagen and Kerr (1999) in this area suggest that transition between primary and secondary schools continues to present problems. These will be explored thematically in this review of literature.

Evangelou et al. (2008) reported a study on transitions undertaken as part of the Effective Pre-school, Primary and Secondary Education 3-14 (EPPSE 3-14) project, a major longitudinal study investigating the influence of pre-school, primary and secondary school on children's cognitive and social/behavioural development in England. The transitions sub-study was of more than 500 children in Year 7 and their families, with information from LAs, but not teachers. Although transition was still seen as a problem, as discussed above, the study shed light on transition practices and highlighted what helped and hindered a successful transition. The study ostensibly focused on the academic aspects of transition, but it concluded that a successful transition for children involved: developing new friendships and improving their self-esteem and confidence; having settled so well in school life that they caused no concerns to their parents; showing an increasing interest in school and school work; adapting to new routines and school organisation with great ease and

experiencing curriculum continuity. Much of the detailed report relates to interesting mechanisms for sharing information or supporting children through transition.

2.1.1 Pupil motivation

The research above suggests that motivation is an important issue in academic success. Furthermore, the transition from primary to secondary school has been identified in the research as affecting both pupils' motivation (Burstall, Jamieson, Cohen and Hargreaves, 1974; Bolster, 2009; Galton et al., 2003; Low, Brown, Johnstone and Pirrie, 1995; Osborne, Simon and Collins, 2003; Wade, Marshall and O'Donnell, 2009) and academic performance (Barone, Aguirre-Deandreis and Trickett, 1991; Capel et al., 2007; Galton et al., 1999; Hargreaves and Galton, 2002; Hunt, 2009; Lord, Eccles and McCarthy, 1994; Petersen and Crockett, 1985).

Drawing on the ORACLE study, Galton and Willcocks (1983) noted a drop in pupils' motivation and enjoyment in the autumn term following the transfer and a further drop the following summer. This pattern emerged for all pupils but Galton and Willcocks (1983) also identified that, at the end of the first year of secondary school, pupils with weaker basic skills had lower motivation levels than other pupils although at primary school all pupils had shown similar levels of motivation. The effects of the impact of transition on a pupils' life may be significant. For example, the study by Roderick (1993) suggested that some students who find transition particularly difficult and are likely to leave school before finishing their education and Evangelou et al. (2008); Topping (2011) and West, Sweeting and Young (2010) also highlighted some additional difficulties faced by particular groups of children

including those from economically deprived backgrounds and pupils from ethnic minorities, particularly where parental encouragement was lacking.

These studies also identified lack of continuity as having an impact on pupils' attitudes and motivation in transition from primary to secondary school. This was identified in early transition studies (including Galton et al., 1999; and Galton, 2000) and in more recent research such as The Cambridge Primary Review (Alexander and Flutter, 2009). Evangelou, et al., (2008), focusing on the personal feelings of children through transition, reported that increased school size and social adjustment problems may affect pupil motivation and suggested that, in order to encourage children to expand their friendships and boost their confidence, self-esteem and motivation when moving to secondary school, secondary schools need to find innovative ways to help children adapt. Alexander and Flutter's (2009) review was a comprehensive independent review of the primary curriculum in England was run by a team at the University of Cambridge and funded by the Esmée Fairbairn Foundation. It is worth noting that the primary methodology was meta-analysis of existing studies and widespread consultation, rather than new empirical studies. The review suggested that the impact of the lack of continuity and progression can reduce pupil motivation and, for some learners, result in disengagement and disaffection with the curriculum and/ or subject.

Related to motivation, pupil self-efficacy has also been identified as an issue affected by transition and related to motivation and progress (Evangelou et al, 2008).

2.1.2 Pupil progress

In addition to the effects of the primary-secondary transition on pupils' motivation, research in transition has also focused on the impact of transition on pupil performance. The Galton et al. study (1999) revealed alarming findings and estimated that a hiatus in progress is experienced by up to 40% of pupils during the year following their move to another school. In this study, this worrying effect was largely attributed to a lack of curriculum continuity between the primary and secondary phases and differences in the approach to teaching and learning. Most importantly, a range of studies (discussed below) suggest that there are a number of issues in transition which combine to affect pupil achievement and progress. These issues relate to the curriculum, pupils' experience and pupil engagement.

In relation to academic performance, research suggests that the transition from primary to secondary school can have a negative impact on pupils' attainment (Galton et al., 1999; Galton et al., 2003; Nisbet and Entwistle, 1969; West et al., 2010). For some pupils this may mean that they make little or insufficient progress in the year following their transfer to secondary school. This finding is based largely on evidence from the review 'The Impact of School Transitions and Transfers on Pupil Progress and Attainment' (Galton et al. 1999), which was mentioned above in relation to the impact of transition on pupil progress and motivation. It sought clarification of whether the research evidence of issues in the academic aspects of transition was conclusive and the identification of successful strategies to aid pupils' academic transition. Although the scope of the study was wider than the move from primary to secondary schools for pupils aged 11 (it also considered the impact of transition on pupils moving from one year group to another and from Key Stage 1

(pupils aged 5-6) to Key Stage 2 (pupils aged 7-11)) yet limited in the sense that it focused on English, maths and science; and was written in 1999; the evidence and arguments related to the issue of academic performance are persuasive. A number of studies examine performance across transition (e.g. Barone et al., 1991; Phelan, Yu and Davidson, 1994) but this study by Galton et al. (1999) is important because most of the previous studies with direct information on student achievement during the primary-secondary school transition were qualitative studies (Mizelle, 1995) and so the Galton et al. study (1999) complements these.

The finding by Galton et al. (1999) that transition has a negative impact on pupil progress is supported in a range of more recent, yet mostly small-scale, studies including those by Bolster, Balandier-Brown and Rea-Dickins (2004) and Jones (2010). Furthermore, the report by Galton et al. (1999) also suggests that not only do some pupils fail to make sufficient progress during this first year after transition to secondary school, but that an alarming 7% of pupils ‘unlearnt’ reading, maths and literacy skills. Unsurprisingly, this aspect of transition has been re-examined in a range of studies within different subjects, including physical education (Capel et al., 2007) and music (Marshall and Hargreaves, 2008). These reaffirm the findings of the comprehensive study by Galton et al. (1999), whose follow up study (Galton et al., 2003) concluded that the curriculum in Year 7 (the first year after transfer to secondary school) still lacked sufficient challenge. The research is consistent with the Ofsted reports ‘Changing schools’ (2002) and ‘Achievement and challenge’ (2011) which concluded that schools ought to ensure pupils make more progress in Year 7.

This 'dip' in performance in Year 7 has been investigated in a number of studies in the UK and elsewhere, with broadly similar findings. Fouracre (1993) found a clear academic discontinuity between primary and secondary school, with teachers underestimating Y7 pupils' abilities. The results also indicate that there is a general mismatch between pupils' expectations of life and work in secondary school, and their actual experiences. The idea that secondary teachers are underestimating Y7 pupils' academic capabilities also appears to be supported by the findings of Galton, Gray and Ruddock (1999), although the later study showed some improvement in this area. A number of case studies revealed that work set by teachers for Y7 pupils underestimates their capabilities. Kirkpatrick (1992) reports a study with similar findings to the above studies. Over a twelve month period researchers interviewed a sample of Western-Australian children, exploring their expectations prior to transition and their experiences and beliefs when they entered secondary school. The research from this study also found that the transition to secondary school is accompanied by a decline in pupils' academic performance and attitude towards school. Y7 pupils were reported to have made little improvement during their first year at secondary school and in some cases pupils' academic performance actually declined. Pupils reported that the work in their first year at secondary school was no more difficult (and at times easier) than the work they had been doing at primary school. Causes suggested are: a lack of academic challenge presented by secondary teachers, peer pressure to not appear 'too academic', an increasing sense of boredom and lack of effort by the pupils when repeating work already done in primary school. This is not unique to Australia. Research from the U.S. indicates that not only do pupils not make up the losses in performance they experience through transition but

their attainment is likely to decline further (Ding, 2008; Reyes, Gillock, Kobus, and Sanchez, 2000).

The above studies all present similar findings, suggesting that secondary teachers are underestimating Y7 pupils' academic capabilities and hence this can contribute to the presence of an academic 'dip' during pupils' first year at secondary. These studies focused on the general experience of transition and whether this applies to languages learning is uncertain, although a small study by Bolster et al. (2004) found that a lack of acknowledgement of prior learning in the secondary phase was a major issue for languages.

2.1.3 Continuity

The continuity in curriculum content for pupils has also been identified as being adversely affected by transition to secondary school and as a key indicator of successful transition (Evangelou et al, 2008). Research evidence suggests that some lessons in Year 7 repeat the work that pupils have previously covered at primary school (Bolster, 2009; Capel et al., 2007; Marshall and Hargreaves, 2008; Wade et al., 2009). This may be a result of failures in the transfer of information between primary and secondary schools (Capel, Zwozdiak-Myers and Lawrence, 2004, 2007; Bew, 2011), or perhaps to ensure all pupils are equipped with the same basic knowledge on which to build, or repetition of content resulting from insecure knowledge of the curricula at feeder primary schools (Marshall and Hargreaves, 2008) or secondary schools (Galton et al., 2003). This is significant as this may

cause pupils to lose interest and motivation and to become disillusioned with their studies (Evangelou et al., 2008).

There is little evidence of progress in this area during the thirty-five years of transition research. For example, improving curriculum continuity was identified as an action point in the 2002 Ofsted report 'Changing Schools: an evaluation of the effectiveness of transfer arrangements at age 11' (Ofsted, 2002) and indeed, the National Curriculum (DfEE/QCA, 1999) aimed to promote both progression and curriculum continuity. However, as argued by Capel et al. (2007), in practice, schools are inconsistent in their approach in both areas. This view is consistent with those of Galton (2000), Ofsted (2011) and Schagen and Kerr (1999).

The National Literacy Strategy (NLS) (DfEE, 1998) and National Numeracy Strategy (NNS) (DfEE, 1998) provided explicit and specific guidance, a framework of objectives for primary schools and, later, for secondary schools (DfEE, 1998) as well as bridging modules of work for Year 6 pupils, which could be completed in Year 7. This was aimed at improving the transition experience of children and addressing the recognised achievement dip discussed above. Between 1999 and 2010 pupils entered secondary schools with increasing experience of the primary NLS and NNS. Moreover, the strategies at primary and secondary level might be expected to add continuity to the curriculum and have an impact on school and departmental policies. However, early in the operation of the strategies, Beverton (2003) noted that English departments in secondary schools were operating their policies in a way which was far from uniform and, in the case of English, the four secondary departments in the study grew more varied in their preparation for, and

responses to, receiving students from the primary NLS, rather than less. This study suggested that pre-existing differences in policy and practice across a subject's school departments made for very different responses to policy and, therefore, it did not have the expected effect on consistency and continuity between schools. In the wake of the strategies, the theme of transition was taken up again throughout Rose's review of the primary curriculum (Rose, 2009). This review flagged up the lack of continuity, despite the strategies of the previous eight years, and one of the aims of Rose's proposed curriculum changes was to strengthen the links between key stages, including the transitions from Key Stage 2 to Key Stage 3. However, the curriculum based on this review was scrapped after the 2010 general election, so no progress was made.

Between the National Curriculum (DfEE/QCA, 1999) and Ofsted's recommendation to improve continuity for languages (Ofsted, 2002), there seems to have been little improvement in the effects of transition. A DfES report aimed at improving transition (DfES, 2006) which drew evidence from Ofsted visits to over 300 schools in 2004-05 to evaluate the impact of the Key Stage 3 National Strategy, judged continuity of learning on transfer to secondary school as 'unsatisfactory' in more than half the schools inspected. Bolster et al. (2004) also found that a lack of continuity was a major issue for languages, echoing the findings of Galton et al. (1999).

This issue of continuity is particularly relevant to transition for languages as, due to the diversity of pupils' language learning experiences at primary school (relating to the language studied, the amount of teaching, the experience and confidence of the

teacher relating to the teaching of languages), pupils' experiences of Primary Languages are particularly diverse (Hunt et al., 2008) (discussed in detail below in the section 'Transition for Languages'.) Linked with the issue of continuity of learning is the issue of progression in children's learning, which the research (for example, the seminal study by Galton et al. (1999) suggests may also be adversely affected by transition to secondary school.

2.1.4 Issues in pedagogy relating to transition

Closely related to issues in curriculum continuity and progression are issues in pedagogy. The later Galton studies, including the study by Galton et al. (2003), suggest that schools have begun to place greater focus on the curriculum and pedagogic issues at the point of transition. As discussed by Galton and MacBeath (2002), an earlier study by Nash (1973) alludes to a discontinuity in pedagogy between the primary and secondary phases, supported more recently by Ferguson and Fraser (1998), Pratt and George (2005) and Sutherland, Yee, McNess and Harris (2010). Discontinuity in pedagogy is particularly relevant to the teaching of languages in the primary school as from the pilot projects of the 1970's, primary pupils were often taught languages by secondary languages teachers (as evaluated by Burstall et al., 1974) and this continues (Board and Tinsley, 2014). Burstall et al. also reported secondary languages specialists being drafted into the primary classrooms. Though they may have been effective teachers in a secondary classroom, this pedagogy was not successful in the primary context. Therefore, the primary pupils were exposed to the discontinuity in pedagogy between the primary and secondary phases before the pupils had even made the transition to secondary school.

Sutherland et al. (2010:74) consider this a result of a cultural difference and refers to the teachers from the different sectors as coming from ‘two tribes’ (Sutherland et al., 2010). This difference in approach was previously referred to by Galton and Willcocks (1983) as a shift from the child-centred approach of the primary school to the subject-centred approach of the secondary school. This change in approach encompasses the academic and social aspects of transition and has been picked up in studies mentioned above for instance, in science (Logan and Skamp, 2008). The changes in pedagogy are one of the ‘institutional discontinuities’ discussed by Galton, Morrison and Pell (2000), Anderson, Jacobs, Schraumm and Splittgerber (2000) and Rice (1997) and Nash (1973).

Programmes and initiatives which schools have implemented to ease aspects of transition, including the social and emotional challenges of transition, include the ‘Opening Minds’ programme (The Royal Society for the encouragement of Arts, 2008), developed by the Royal Society of Arts (RSA) Academy in Tipton and delivered in more than 200 secondary schools and Enquiring Minds (Payton and Williams, 2008) which promotes an enquiry-based approach to the curriculum. Such programmes aim to address this discontinuity in pedagogy as a way of raising achievement and pupils experience a more cross-curricular pedagogy to ease them from the primary to the secondary system.

The research suggests that changes to pedagogy are required on both sides of the primary-secondary transition. The report by Galton et al. (2003) highlights issues relating to practice within the primary phase. For example, it assesses the impact of the Standard Attainment Tests (SATs) on the curriculum and argues that the tests

limit the range of pedagogy (Galton et al., 2003). This theme is also present in other reports such as the review by Galton and MacBeath (2002) of the impact of change on primary teachers' roles and in the more recent Cambridge Primary Review (Alexander and Flutter, 2009) which reviewed the primary curriculum:

[It] is not an overstatement to suggest, as many do, that in England the assessment tail wags the curriculum dog, quite apart from the extent to which this Review's evidence shows that the KS2 tests distort the curriculum in Years 5 and 6. (Alexander and Flutter, 2009:10).

The Cambridge Primary Review drew wide-ranging conclusions based on a high level of consultation. Overall, this is convincing evidence that Year 7 does not always provide pupils with curriculum or pedagogical continuity across the primary-secondary transition. As discussed above, research suggests that there is repetition of work previously covered at primary school which reduces motivation and hinders pupils' progression in learning (Galton et al., 1999; Wade et al., 2009).

2.1.5 Transition mechanisms and systems

Related to the issues in pedagogy and continuity outlined above are the mechanisms and systems underpinning these problems, which have been a major focus of discussion in the research from a range of curriculum areas (Bolster, 2009; Capel et al., 2007; Galton et al., 1999; Marshall and Hargreaves, 2008; Pratt and George, 2005). In some cases, this may be the result of insufficient or ineffective liaison between the primary and secondary schools (Capel et al., 2004, 2007) but it has also been suggested that this may be the result of secondary teachers lacking confidence in the data passed on from primary schools or re-covering work undertaken

previously to ensure that all pupils have knowledge of certain areas (Bolster et al., 2004; Bolster, 2009; Capel et al., 2007; Galton et al., 1999; Marshall and Hargreaves, 2008). Though this may be a result of failures in the transfer of information between primary and secondary schools (Bew, 2011; Capel et al., 2004, 2007), or perhaps to ensure all pupils are equipped with the same basic knowledge on which to build, or repetition of content resulting from a lack of knowledge of the curricula at feeder primary schools (Braund, 2008; Evans and Fisher, 2012; Marshall and Hargreaves, 2008) or secondary schools (Galton et al., 2003; Ofsted, 2011).

Linked to these issues of motivation, performance and curriculum continuity, the transfer and use of data has been identified as an area of concern (Bew, 2011; Galton and Willcocks, 1983; Gorwood, 1986; Hunt et al., 2008; Muijs, Barnes, Hunt, Powell, Arkweck, Lindsay, and Martin, 2005; Evangelou et al., 2008). The study by Galton et al. (1999) considered the mechanisms for transition and found that a substantial minority of pupils were at risk of disaffection at the point of transition. Furthermore, evidence from the study suggested that the transfer of information relating to academic and pastoral needs of pupils at risk influenced the effectiveness of the primary-secondary school transition. This underlines the importance of this element of the transition process. This study, along with other research into the academic aspects of transition (Jordan, McRorie and Ewing, 2010; Twiner, Banyard and Underwood, 2007) largely relates to the core curriculum subjects but these issues are also apparent in studies relating to other curriculum areas, including music (Marshall and Hargreaves, 2008), physical education (Capel et al., 2007) and languages (Bolster et al., 2004; Chambers, 2012; Hunt et al., 2008; Muijs et al., 2005; Ofsted 2005a). If the provision, accuracy or use of data is flawed, this is likely to

lead to issues with continuity, progression and, as a result, pupil attainment and motivation (Galton et al., 1999). It is also possible, as suggested by Sutherland, Yee and McNess (2010) and Ofsted (2011), that this is part of the wider issue of teachers on both sides of the transition failing to understand the pedagogy, curriculum, expectations and pupil experience in the other setting.

This section of the review of literature has reviewed a range of research studies, some old and some newer, some very substantial and some smaller, and argued that the academic aspects of transition across a wide range of subjects have raised general academic concerns about attainment, continuity, motivation, self-efficacy and transfer mechanisms, although this is not always for an identified subject. The following section of this chapter will examine research and policy relating to the teaching of languages in the primary school to establish a background so that the third section can explore the research pertaining to the primary-secondary transition for languages, thus drawing together the previous two sections. Finally, the chapter will conclude with the research questions which emerge from the review of literature.

Part 2: The teaching of languages

The research into the teaching of languages is an important second section of this review of literature. As it is not possible to review all the literature about the teaching of languages in primary and secondary schools, this review particularly addresses the development of Primary Languages teaching, which has been subject to huge changes or policy and practice. The result of these changes is a range of issues in languages teaching which have an impact on transition in languages.

Secondary languages training policy and research are reviewed selectively, to highlight changes which have affected transition. In secondary schools, languages have a long history of acceptance as part of the curriculum and the content of teaching is somewhat stabilised by the examination syllabi, so the review of research in this area is briefer. It is the transition between primary and secondary languages which is the focus of this review. This is problematic, so a review of the key elements of policy which have brought the field to where it is now is important.

2.2 The development of Primary Languages policy and research

The last thirty years, especially the past decade, have seen significant developments in the teaching of languages in the English primary school and a rollercoaster of support from the government to enable every child in Key Stage 2 to have the opportunity to study another language. This discussion will also consider studies of the teaching of modern languages in Scottish primary schools because, as others have argued (including Martin (2000) and Tierney and Gallastegi (2005)) the Scottish experience of Modern Languages in the Primary School (MLPS) can be considered a precursor to Primary Languages in England and valuable lessons relating to policy and implementation can be learned from our Scottish counterparts.

2.3 The ‘French from Eight’ pilot scheme

Prior to the 1960s and the establishment of comprehensive schools, modern foreign languages were reserved for the élite, being taught in grammar schools to the most able pupils (Swarbrick, 2002). During the 1960s, pilot schemes were introduced to

bring languages into the primary school curriculum. These included 'French from Eight', an innovative scheme that involved teaching French to approximately 17,000 pupils aged 8-11 for three years in mixed-ability classes at a time when languages were taught to (secondary) pupils in ability groups (Martin, 2000). The pilot scheme 'French from Eight' signified a conceptual shift, representing: 'a double venture: a vertical extension down the age range and a horizontal extension across the ability range' (Martin, 2000:8). A longitudinal study between 1964 and 1974, conducted by the National Foundation for Educational Research (Burstall et al. 1974) evaluated this innovative scheme. The report suggested that the pupils in the experimental group initially performed better at speaking and listening than the control group (who began French at secondary school, aged eleven), whereas the control group performed better at reading and writing. However, at the age of sixteen, the initial advantage in oracy demonstrated by those who had studied French at primary school was eroded whilst the advantage of the control group in reading and writing was maintained. This contributed to the conclusion of the report that learning a foreign language (French) at primary school did not provide pupils with a significant long-term advantage over those who began French at secondary school (Burstall et al., 1974). This study has cast a long shadow over policy for Primary Languages ever since.

Despite serious concerns regarding the validity of the report's findings, the purpose of the research and the research design (Bennett, 1975; Buckby, 1976; Gamble and Smalley, 1975; Hoy, 1977), the report prevented any extension of the 'French from Eight' scheme. In effect, it tolled the death knell for primary foreign languages. However, closer reading reveals several factors identified by Burstall et al. (1974) as

contributors to the pilot's lack of success. These include the inadequacies relating to the training of teachers; issues with differentiation of provision by MFL teachers in secondary schools; ineffective liaison between the primary and secondary phases; and insufficient progression and continuity of learning between the two phases. Upon reflection today in the light of the above discussion about transition, all these issues are relevant to transition in languages between primary and secondary school and remain so today. They are discussed in detail later in literature review.

Burstall et al.'s (1974) identification of transition as an issue was consistent with pre-existing research on transition in important respects. Hargreaves and Galton (2002), and Nash (1973) allude to a discontinuity in pedagogy between the primary and secondary phases. This discontinuity in pedagogy links to the report by Burstall et al. (1974) as secondary teachers were in effect dispatched into primary classrooms and taught using their existing (secondary) pedagogy. Whilst effective in a secondary classroom, this pedagogy was not successful in the primary context. As discussed above, this difference in approach was later identified in other subjects by Anderson et al. (2000), Chedzoy and Burden (2007), Galton and Willcocks (1983) and Rice (1997). The English 'Primary French' pilot has parallels with an unsuccessful initial attempt in the 1960s in Scotland to teach French to pupils in upper primary where transition to secondary school and insufficient linguistic skills of the teachers were the two key issues identified in the report (HMI, 1969). In both England and Scotland, although the impact of transition was acknowledged, the pilot projects were abandoned, regardless.

In England after 1974, Primary Language teaching survived in a small number of strongholds including Kent, Sussex and Surrey, often only as a result of the efforts of dedicated individuals in schools and the support and commitment of local authorities (Martin, 2008). The situation showed signs of improvement in the late 1980s with the re-emergence of languages in the primary school (Martin, 2008). This echoes a growth in languages in primary schools in Scotland which sought to increase its capacity in languages to seize the opportunities presented by the Single Market (Johnstone, Cavani, Low and McPake, 2000).

2.4 Language regeneration post Burstall et al.

Throughout the 1990s a number of policy developments took place which, ultimately, became the background to my research. In 1999 the government actively demonstrated its support for Primary Languages through a series of projects to develop the teaching of languages in the primary school: the 'Early Language Learning project - 1999-2004' (CILT, 2002) and The Good Practice Project (CILT, 1999-2001). Although these are largely curriculum development projects and the conclusions are not as generalizable as other types of research, transition was identified as an area of relevance for the 'Developing Early Language and Literacy' (DELL) project (Sharpe, 2003) which included the eighteen participating schools and local authorities providing monthly updates on different aspects of Primary Languages teaching and learning. These included issues relating to transition (identified as continuity and the transfer to secondary school and the secondary curriculum) and the project aimed to support the teaching of languages in the primary school through the identification and sharing of good practice. This represented a

step change in the level of governmental support for languages in the primary sector and the move towards Primary Languages for all is an important background issue to the current research.

2.5 Lessons from Scotland

Lessons can be learnt from the Scottish experience where a series of local and national pilots ran from 1989 to 1995 and this section of the review will consider these. In contrast to some of the conclusions drawn by Burstall et al. (1974) in their evaluation of the 'French from Eight' pilot in England, evaluations of the Scottish pilots (Low, Duffield, Brown, and Johnstone, 1993; Low, Brown, Johnstone and Pirrie, 1995) identified an increase in pupils' confidence and an advantage that studying a language at primary school gave pupils over those whose language studies began at secondary school. The scheme was extended and, in 1993, the generalisation phase moved Scotland towards a situation where every primary school would teach either French, German, Italian or Spanish to pupils from Primary 6 (aged 10-11) (Tierney and Alonso-Nieto, 2001). Transition was a consideration from the outset with modifications being made to the secondary system in response to MLPS. In contrast to the approach south of the border, in Scotland measures to address the challenges of providing continuity and progression for pupils and effective transition arrangements were in place from an early stage. For example, in 1989, each MLPS pilot was based around a secondary school and its cluster of feeder primary schools to support continuity and progression. Primary schools were required to choose a language which was available at the local secondary school which required a level of communication and liaison between sectors. In the current

‘market led’ situation where pupils in urban primary schools have a choice of secondary schools, this is a challenging proposition. The secondary school teachers were key players in the MLPS programme, teaching lessons alongside the primary class teachers. In addition to supporting the teachers’ professional development, this had a positive impact on transition (Low et al., 1995; McGregor, 1997) on both sides of the divide, although the model did not prevent issues regarding the continuity of learning (Low et al. 1993, 1995). The HMI standards and quality report (1998) presented a very mixed picture of MLPS and supported calls for extensive professional development to prepare teachers adequately to teach MLPS. An extensive training programme was launched to ensure each primary school had a teacher trained in MLPS and this target was later increased to one teacher per two classes. By 2000, over 95% of primary schools had met this target, representing a significant financial commitment to the programme. Over 4500 teachers completed the twenty-seven day training programme (Tierney and Alonso-Nieto, 2001; Tierney and Gallastegi, 2005).

2.6 Growing interest and support for languages in the primary school

In England, government interest and involvement in Primary Languages was demonstrated by the inclusion of non-statutory guidelines relating to languages in Key Stage 2 and optional schemes of work for Years 5 and 6 in French, German and Spanish (QCA, 2000), reflecting growth in the teaching of languages other than French (and also the increased challenge in providing an effective transition for pupils).

2.7 Preparedness for languages in primary schools

The DfES commissioned a feasibility study to explore the existing provision for, attitudes to and possibilities of Primary Languages in England. Part of this was a large-scale survey of Primary Languages provision by the University of Warwick (Powell et al., 2000) which estimated that 21% of schools with pupils in Key Stage 2 were making some form of languages provision, either in lesson time or as an extra-curricular activity. As part of the feasibility study Martin (2000) explored the research into the teaching of languages in the primary phase both in England and internationally. Both these reports contributed to the QCA's feasibility study (QCA, 2001b) which presented attitudes to teaching languages in the primary phase and evaluated the infrastructure and resources available for the introduction of a national entitlement for all pupils in Key Stage 2. The feasibility report concluded that:

[...] the resources and infrastructure necessary to support any scaling up of existing provision are not sufficiently well developed to sustain the introduction of a national entitlement for all pupils. We therefore advise against the extension of statutory requirements for modern foreign languages into key stage 2 at the present time.' (QCA 2001b:4).

Despite this, around the same time, the Nuffield Languages Inquiry investigated the UK's capability in terms of languages and language teaching in all age sectors, in relation to economic and social goals. This study urged the government to 'declare a firm commitment to early language learning for all children and invest in the long-term policies necessary for pupils to learn a new language from age 7' (Nuffield Foundation, 2000:8).

These studies created a tension between the lack of readiness of the teaching workforce, resources and the economic imperative. However, they were followed by the Green Paper ‘14-19: Extending opportunities, raising standards’ (DfES, 2002a) in which the government announced that by 2012, all pupils in Key Stage 2 would have a non-statutory entitlement to learn a foreign language. The pace quickened and in the National Languages Strategy (DfES, 2002b) the government announced that a Key Stage 2 ‘entitlement’ giving pupils throughout Key Stage 2 the opportunity to study a language would be introduced by 2010:

Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning.

By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must include at least one of the working languages of the European Union and be delivered at least in part in class time. (DfES, 2002b:15).

The National Languages Strategy (DfES, 2002b) which accompanied these years of preparation and activity, had three key objectives: to improve the teaching and learning of languages, to introduce a recognition system (the Languages Ladder (DCSF, 2007c)) and to increase the number of people studying languages in further and higher education. With regard to Primary Languages, the strategy was significant because it set out the government’s commitment to deliver a language entitlement to all pupils in Key Stage 2. Important features of this entitlement are that it was inclusive, for all pupils in all of the year groups in Key Stage 2. This

inclusivity is reminiscent of the 1960's pilot project 'French from Eight' discussed above, and also of the National Curriculum (DfEE/QCA, 1999) which was introduced following the 1988 Education Reform Act (Department of Education and Skills, 1988) and implemented the 'languages for all' model.

Following initial similarities in provision and experience in England and Scotland, Scotland's commitment to languages through the MLPS programme resulted in evidence of attainment. In 2003, the Scottish Executive announced that over 80% of pupils had achieved the basic level of competence and around a third had exceeded it (Scottish Executive, 2003). This contrasts sharply with the (unsuccessful) pilots in the 1960s, therefore giving hope to supporters of languages in the primary school in England. There was evidence of good teaching (HMI, 1998) with Primary 7 pupils (aged 11-12 in their final year at primary school) feeling motivated and enthusiastic about language learning and very few considered learning a language to be difficult. Sadly, by pupils' second year of secondary school (aged 13-14), their beliefs about the difficulty of the language had increased and, worryingly, boredom had begun to set in (Johnstone et al., 2000). Despite the evidently strong commitment to MLPS and the high level of investment, further developments were required in Scotland, particularly in relation to progression. The 2000 report (Johnstone et al., 2000) highlighted variations in the responses of secondary schools to MLPS, including the extent to which they built on pupils' previous learning – a factor which may have contributed to pupils' growing negative perceptions of languages.

2.8 Government support for languages in primary schools

Although taking a different form, south of the border, the English government's significant level of support for Primary Languages was clear. The document 'Excellence and Enjoyment: A strategy for primary schools' (DfES, 2003) promoted excellent teaching to foster greater enjoyment of learning. This publication aided the promotion of languages and the broader curriculum in a climate of significant pressure on schools for pupils to perform successfully in the Standard Attainment Tests (SATs). It has been argued – and continues to be argued – that the SATs and tests lead schools to focus on the subjects which are tested to the detriment of the foundation subjects and the wider curriculum, a view promoted by Galton and MacBeath (2002) and in the Cambridge Primary Review (Alexander and Flutter, 2009), discussed above.

'Excellence and Enjoyment' (DfES, 2003) also called on schools to consider the model of delivery, including the possibility of training primary subject specialist teachers (discussed later in this review). It highlighted the skills and knowledge required to teach Primary Languages effectively; thus supporting the argument that they may be different from those required to teach MFL in the secondary school, and that languages in the two sectors are distinct in terms of pedagogy and resources.

A significant survey of Primary Languages provision (Driscoll, Jones and Macrory, 2004a) identified the continued growth of Primary Languages in England. The survey found 44% of schools were offering languages in Key Stage 2 and 35% of this in lesson time- a huge growth from 21% in 2000 (Powell et al. 2000). However,

there was a large variation in provision with only 3% of schools offering all pupils in Key Stage 2 a minimum of twenty minutes of language teaching per week. Closer scrutiny revealed regional variations in the levels of Primary Languages teaching ranging from 80% of schools in two local authorities to fewer than 20% in some 40 LAs. Such variation appears to be characteristic of Primary Languages provision but commitment by Primary Languages teachers to language teaching in Key Stage 1 was strong, with 50% respondents stating that Primary Languages should be statutory and 63% agreeing that languages should be taught in Key Stage 1. However, Driscoll, Jones, Martin, Graham-Matheson, Dismore and Sykes (2004b) found primary to secondary transition to be inadequate, echoing concerns previously expressed by Burstall et al. (1974) about progression and continuity.

2.9 Growth in Primary Languages provision

The government's support for an expansion of Primary Languages was evident in the Pathfinder Project which examined 19 local authorities across England who piloted the teaching of languages in Key Stage 2. The evaluation of this project (Muijs et al., 2005) compared the different models of language provision in each of the Pathfinder LAs to identify strengths and potential limitations of the differing approaches to teaching languages at Key Stage 2. The report identified significant growth in the proportion of schools teaching French from the 2004 EPPI review (Driscoll et al., 2004b) and French remained the dominant foreign language taught despite measures to support the teaching of other languages such as the availability of the QCA Key Stage 2 schemes of work for Spanish and German (QCA, 2000). Languages were generally met with a positive response from pupils, parents and teachers, with over

96% of teachers agreeing that their pupils enjoy learning another language, of whom 77% agreed strongly. The study also reported elements of the “primary pedagogy” discussed above including the consideration of cross-curricular learning and the findings included a perceived positive impact on pupils’ wider learning, as identified by Driscoll et al. (2004a). Languages teaching by a variety of teachers and most frequently by non-specialist class teachers, foreign language assistants and outreach teachers from secondary schools was confirmed, as reported by Driscoll et al. (2004a). The report identified many cases of good practice and successful Pathfinder schools succeeded in finding curriculum time for languages and teaching languages discretely, integrating languages into other curriculum areas and using languages to exploit cross-curricular links. Areas for development were identified as differentiation and assessment. The Languages Ladder (DCSF, 2007c) was unknown in many schools, though some were using the European Languages Portfolio (Council of Europe, 2001).

2.10 Evaluating Primary Languages provision

Transition arrangements for pupils moving from Key Stage 2 to Key Stage 3 were also explored in the 2004 study (Driscoll et al., 2004b) and were found to be inadequate, with the same issues of progression and continuity emerging as those highlighted by Burstall et al. (1974). The picture for specialist language colleges (SLCs) was more positive, with SLCs reporting significantly closer involvement with their feeder primary schools, compared to other secondary schools. For example, over half of SLCs reported joint planning of Primary Languages events in contrast to only 5% of other secondary schools. This report also highlighted the additional

difficulties for Key Stage 2-3 transition in Primary Languages, resulting from: ‘the lack of a coherent, common framework in primary schools’ (Driscoll et al., 2004a: 97) an issue described above in relation to other subjects such as PE, English and maths.

Whilst the Pathfinders report (Muijs et al., 2005) did not focus especially on transition; as in studies discussed previously (Burstall et al., 1974; Driscoll et al., 2004a; Driscoll et al., 2004b; Powell et al., 2000), transition and transfer were identified as areas of concern. Furthermore, reservations were expressed about the attitudes of some secondary teachers and departments towards Primary Languages, although in some areas successful arrangements for transition and liaison were in place including mutual observation (which was felt to be effective) and the creation of a transfer document specifically for languages. Few cross-phase meetings had taken place, primary teachers had a limited knowledge of how work in primary school would be developed in the secondary school, and lack of continuity was a common concern. Despite this, some examples of effective arrangements for progression and assessment were identified including schemes of work with differentiated activities which planned for progression. However, other arrangements were less effective which resulted in pupils being taught the same content in several years, an issue discussed in relation to other subjects above. The report suggested this was likely to have eroded pupils’ motivation for language learning and limited pupils’ progress. Significantly, the report recommended that Key Stage 2 and Key Stage 3 should be thought of as a whole instead of two separate programmes. This was a finding which was preceded by the use of integrated units of study for Key Stage 2 and 3 provided by the National Literacy Strategy (QCA,

2001a) and National Numeracy Strategy (DfES, 2002c) but may have aimed to address similar issues.

The Languages Review (Dearing and King, 2007) resulted from concerns regarding the decline in language learning. The review estimated 70% of primary schools were offering a language and the evidence suggested that this was to all pupils, of all abilities, as intended by the National Languages Strategy (DfES, 2002b). However, the picture that emerged of languages in the secondary phase was far from positive with only 51% of pupils studying a language to GCSE in 2006 following the reclassification of MFL as an entitlement rather than a compulsory subject for pupils aged 14-16 (DfES, 2002a). The 2007 review noted a disproportionate impact on uptake among pupils at schools in more challenging circumstances. For instance, the proportion of pupils entitled to free school meals gaining a language qualification in Key Stage 4 was only half that of pupils who were ineligible, thus raising the issue of social inclusion. This contrasts sharply with the inclusivity of languages in the primary phase. The conclusion of the 2007 report was significant for Primary Languages, recommending that languages become part of the statutory curriculum for Key Stage 2 at the next curriculum review. This would restructure languages provision, shifting compulsory language learning to pupils aged 7-11 and 11-14 (Key Stages 2 and 3) and offer pupils a variety of language 'pathways' post-14. The report responded to pressure from the language teaching community and considered reinstating languages as a compulsory subject for pupils aged 14-16. This was rejected in favour of a range of strategies to enhance pupils' experiences of languages from the ages of 7-14 to encourage them to pursue a language post 14.

Importantly for this research, the 2007 report recommended measures to improve transition through enhanced progression and continuity between Key Stage 2 and Key Stage 3, including developing clusters of primary and secondary schools to improve liaison and transition arrangements. Given the large number of feeder schools of many secondary schools - a point raised by Galton et al. (2003) - (almost 50 feeder schools in the case of one local secondary school) and the dispersed geographical location of the feeder primary schools, particularly in the case of faith or single-sex schools (Harris, 2013), the report notes that the development of effective clusters represents a significant challenge. Although clusters could ease transition issues and facilitate closer communication between primary and secondary schools, clusters should not be considered a panacea. For example, in many cases there is overlap between clusters, with many primary schools feeding into several secondary schools which would result in the creation of very large clusters which may be difficult to coordinate, or the duplication of meetings.

The longitudinal study of language learning provision at Key Stage 2 in England (Wade, Marshall and O'Donnell, 2009) commissioned by the DfES (2006-09) provides a useful insight into Primary Languages over a period of change. It examined the level of provision for languages at Key Stage 2 and progress towards the implementation of the Key Stage 2 entitlement in 2010 and the findings are compared to those from the baseline study conducted in 2002-2003 by Driscoll et al., (2004a). The study by Wade et al. (2009) found that in 2008 92% of schools were delivering languages within class time. This represents a sharp rise from 70% in 2006 and 84% in 2007 and a significant increase from the figure of 35% as reported in 2004 (Driscoll et al. 2004a). The survey found that for each year group (3-6) just

under half of schools were offering languages and therefore meeting the Key Stage 2 entitlement across all year groups. Though the gap narrowed throughout the duration of the study, those with the lowest levels of provision tended to have the lowest levels of achievement but the highest levels of pupils eligible for free school meals, thus echoing the situation in secondary schools as highlighted in the Languages Review (Dearing and King, 2007) which recognised the link between pupils opting to study a language post 14 and social class.

The interim and final reports (Lines, Easton, Pullen, and Schagen, 2007; Wade, Marshall and O'Donnell 2009; Whitby, Wade and Schagen, 2008) identified a number of issues related to transition. Though a variety of transition activities were reported including; clusters, support from secondary schools or LA advisors, primary and secondary teachers visiting schools in the other phase, communication via telephone conversations, email exchanges or face-to-face meetings; transition arrangements were generally considered to be underdeveloped. However, it was not possible to identify the extent to which these activities related specifically to transition for languages. Also, an interesting difference emerged between the perceptions of schools and local authorities in relation to transition, with the views expressed by local authority advisors being more positive than those of teachers.

Despite these arrangements, transition continues to be problematic and remains an area for development, with some primary schools commenting on the difficulties experienced by pupils who had studied languages at Key Stage 2 when they made the transition to secondary school. The identification in the NfER reports (Lines et al., 2007; Wade, et al., 2009; Whitby et al., 2008) of transition as an area of concern is

consistent with previous reports (Driscoll et al. 2004a), though some improvements were also identified. For example, half of respondents to the local authority questionnaire reported supporting cross-phase networks. The report also uncovered other transition activities including projects, developing policies, conferences or events, standardising documentation and developing a specific curriculum across clusters of schools. Such activities suggest heightened awareness of transition as an area of concern in schools and local authorities which may also explain the ‘considerable proportions of non-responses and negative responses to questions on transition arrangements’ (Wade et al., 2009:58); with one respondent commenting: ‘We are teaching certain areas at primary which are then repeated at secondary level. This is a real issue, as it makes what we are doing fairly pointless, and could turn children off languages completely if they can’t progress at secondary level.’ (Wade et al., 2009:58).

A concurrent study (Cable, Driscoll, Mitchell, Sing, Cremin, Earl, Eyres, Holmes, Martin, and Heins, 2010) was carried out by The Open University and the universities of Southampton, Canterbury Christ Church and Cork on behalf of the government (the then DfES). This qualitative study explored the impact of language learning on pupils, the nature and quality of language learning provision at KS2 and the impact on pupils’ learning in languages and across the curriculum (DCSF, 2008). The study examined Primary Languages provision and practice in forty schools and also investigated children’s attainment in eight of these schools.

2.11 Languages in the National Curriculum

2.11.1 The Rose review

In December 2007, the DCSF published The Children's Plan (DCSF, 2007b) which announced a root and branch review of the primary curriculum. This led to 'the Rose Review', conducted on behalf of the DCSF (Rose, 2009), which was intended to be implemented in September 2011. The 'new curriculum' did not pass through parliament before the change in government in the May 2010 general election. However, the review made several key recommendations for Primary Languages which would have changed the arrangements made in school.

Arguably the most significant of the proposed changes, which was in line with Dearing's recommendations in the Languages Review (Dearing and King, 2007), was for language to become a statutory part of the curriculum for Key Stage 2. The Rose review (2009) contained the proposed areas of learning that would form the new curriculum and these included languages in 'Understanding English, communication and languages', thus effectively re-designating languages as part of a core subject. This underlined the links between (foreign) languages and English and also more broadly with literacy and communication. It considered languages a skills-based subject rather than a content-based one, which is consistent with the Key Stage 2 Framework for Languages (DfES, 2005a; DCSF 2007a). Interestingly, despite the building of momentum for the introduction of the Key Stage 2 entitlement for languages which was boosted by the government's announcement in the Green Paper '14-19: Extending opportunities, raising standards' (DfES, 2002a) that by 2012 all pupils in Key Stage 2 would have a non-statutory entitlement to learn a foreign

language, and accelerated by the National Languages Strategy (DfES, 2002b) which brought forward the introduction of the entitlement to 2010, Rose's review (Rose, 2009) would have postponed this introduction. It stated:

Languages will become a statutory requirement of the National Curriculum at Key Stage 2 from 2011. In order to fulfil this entitlement, schools will be required to introduce languages progressively by year group from September 2011, starting with Year 3'. (Rose 2009:106)

Therefore, in order to meet the minimum entitlement, schools would have been able to delay the introduction of languages into the curriculum until 2011 and then this may have been only be for pupils in Year 3. Therefore, the time when the entitlement for languages would have become statutory for all pupils in Key Stage 2 (i.e. all pupils in Years 3, 4, 5, 6) would have been delayed until 2014. This represents a delay of two years compared to the Green Paper (DfES, 2002a) and of four years compared to the National Languages Strategy (DfES, 2002b).

The theme of transition gathers strength throughout the report and one of the aims of Rose's proposed curriculum changes was to strengthen the links between key stages, including the transitions from Key Stage 2 to Key Stage 3. As discussed above, the 2010 curriculum based on the Rose report was written, delivered to schools but fell victim to a change of government and was deleted overnight before it was ever implemented. This has left teachers in something of a limbo, regarding Primary Languages between 2010 and 2014. The proposed "entitlement" discussed above did not materialise for children, but schools continued with existing practices and awaited a new curriculum.

2.11.2 Primary Languages as a mandatory subject

A recent development, and one which makes the present study particularly timely, is the new National Curriculum (DfE, 2013). This, finally, requires all pupils in Key Stage 2 (aged 7-11 years) to study a language from Years 3 to 6 (DfE, 2014).

September 2014 will herald the beginning of mandatory language learning for pupils in maintained schools in England in Key Stage 2 (ages 7-11). In this document the current government has, to some extent, acknowledged the complexity of transition in languages. However, this new curriculum promotes the teaching of all four language skills (reading, writing, speaking and listening) and adopts an approach which aims to teach the knowledge and skills to underpin the secondary teaching of a single language by prioritising the development of one language throughout KS2 to support progression in one language. This might seem to promote the teaching of discrete language lessons, rather than languages teaching which adopts a multilingual or language awareness approach, because the programmes of study specify that pupils should study one language, make substantial progress and lay the foundations for KS3 languages learning. (DfE, 2013). This tension between the different goals of Primary Languages is a problem underpinning many of the transition issues which will be discussed below.

2.12 Languages in the secondary school

As Primary Languages developed, paradoxically, languages in secondary schools underwent a sharp decline and, later, a partial recovery. The National Languages Strategy (DfES 2002b) which proposed an entitlement to languages for all primary children, also proposed to remove the status of compulsory subject from secondary

languages. Instead, an entitlement for pupils beyond Key Stage 3 (Evans, 2007) was offered. This was related to the European Commission's action plan 2004-2006 (Commission of the European Communities, 2003) which stated that all students should study their 'mother tongue plus two other languages' from an early age and is symbolic of the gulf that exists between the position of languages in England and amongst its European neighbours.

Perhaps, not surprisingly, this resulted in an alarming decrease in the number of schools designating languages a compulsory subject at Key Stage 4, which has exerted a profound effect on the status of language teaching and supply of language teachers in secondary schools, and also had an influence on primary development, because of the many primary teachers who do not have a language themselves.

According to the 2003 language trends survey, languages were compulsory in only 43% of maintained schools, falling to 30% in 2004 and 18% in 2006 (CILT/ALL/ISMLA, 2006). Perhaps as a result of the change in the status of languages, the percentage of pupils studying a language at GCSE (or equivalent) fell dramatically over this period, reflected in the GCSE entries in the tables below:

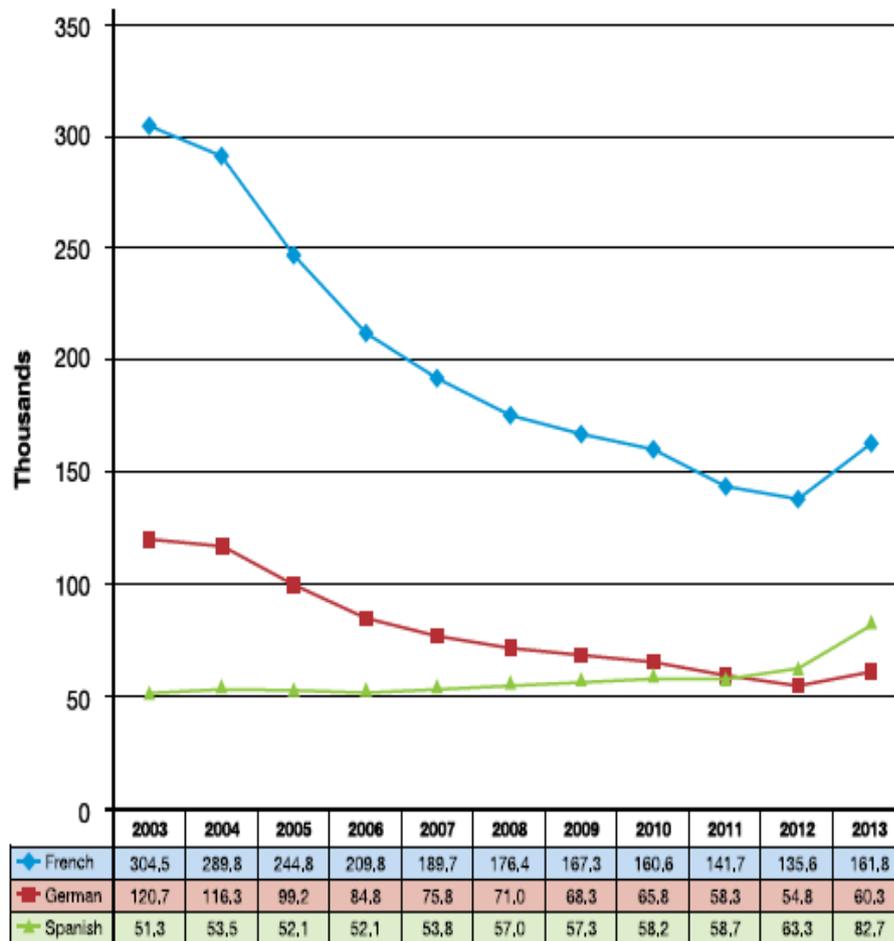


Figure 2.1: GCSE entries, England, 2003–2013: Main languages taught (Board and Tinsley, 2013:26).

The ‘Language Trends’ survey was established to monitor this decline in languages and has been conducted annually, although with a limited response rate from schools, to explore the reason behind the dramatic decline in language learning in secondary schools from 78% of the cohort sitting a GCSE in languages in 2001, to just 40% in 2011. For a study like this, focusing on transition, the effect of this decrease was to reduce the number of MFL teachers, departments and choices of language in secondary schools, reducing the number of teachers available to do outreach work with primary schools and also reducing the number of young people with a language

qualification who might become teachers of primary children. The present study took place at the lowest point for languages study in secondary schools.

2.12.1 The profile of languages

However, in the last few years, since the start of this study, the importance of language competence for individuals and for the economy has been high profile and has been reflected in policies which, overall, may have improved uptake of languages in the secondary schools, although this has come after the data collection for this study. Major employer organisations, including the Confederation of British Industry (CBI) and the British Chambers of Commerce (BCC) called for improvements to language education in schools in order to support UK growth and improve export performance and the British Academy cited evidence about the social and cultural value of languages for intercultural relations at home and abroad as documented in the report ‘Languages for the Future’ by Tinsley and Board (2013). This British Council produced major report on supply and demand for language skills across the UK drew attention to the need for education, business and government to work together to address the ‘market failure’ in language learning. Its key finding was that the UK is suffering from a growing deficit in foreign language skills, at a time when global demand for language skills is expanding. The report asserted that the range and nature of languages being taught is insufficient.

The present government’s major policy in secondary schools affecting languages has been the English Baccalaureate (EBacc) (Board and Tinsley, 2014) which was conceived as a ‘new award’ aimed at strengthening the ‘status’ of academic subjects

and awarded to any student who achieved a good GCSE in English, maths, science, a humanities subject and a modern or ancient language. One of the stated aims of the EBacc policy was to boost the number of pupils taking a language in Key Stage 4, in decline since 2002. The new award did not materialise but it was introduced as an accountability measure for schools from January 2011. Its immediate effectiveness in boosting the numbers of pupils taking language subjects in Key Stage 4, identified in Tinsley and Han (2012), was also evident in the entry figures for languages GCSEs published in August 2013, above, (Board and Tinsley, 2014).

In February 2013 the Secretary of State announced a new accountability measure for schools, based on pupils' progression in eight subjects (three of which must be EBacc subjects) between Key Stage 2 and Key Stage 4 and the performance measure is based on pupil achievement of five A*-C grades at GCSE. This might be interpreted by some as a watering down of the place of languages within school performance measures and the results of this, in terms of staffing and pupil uptake have yet to be recorded.

The EBacc seems to have had a short-term positive effect on the take-up of languages in Key Stage 4 and the number of schools with more than half of their pupils taking a language has continued to rise (Board and Tinsley, 2014). Around half of state schools report an increase over the past three years in the numbers of pupils taking at least one language at Key Stage 4, and in a third of schools this increase is by 10% or more. However, in about one in five schools, take-up for languages remains persistently low (below 25%) with no indication of an increase.

A third of schools have used the EBacc as an opportunity to encourage students to take a qualification in their home language.

However, this is far from a serious commitment to languages in the secondary school. Board and Tinsley (2014) noted that in 2013, as a result of the annual survey of languages teaching, that 27% of state schools carry out some form of disapplication of pupils from languages in Key Stage 3. This happens where schools take a pupil out of a particular subject, often in order to give additional help in areas such as literacy or numeracy. This means that despite languages being a statutory requirement for all, many lower-ability pupils do not learn a foreign language. A small but growing proportion of schools (of just over 7%) do not teach a foreign language to all pupils throughout Key Stage 3.

Part 3: The primary-secondary transition for languages

The sections above have examined research and policy in the development of languages teaching in primary schools and summarised the position in primary and secondary schools. This section considers primary-secondary transition in order to locate the present study within a broader context of transition in Primary Languages. A thematic approach will be adopted to develop the points about transition which have been identified in the historical review above.

As argued in the first section of this literature review, the academic aspects of transition have been identified as an area of concern across the curriculum, particularly the issues of inadequate progression following the transfer to secondary

school as highlighted by Galton et al. (1999) and Ofsted (2002). Since the publication of the report by Galton et al. (1999), the DfES longitudinal study of provision for languages in Key Stage 2 (Wade et al., 2009) and the recent language trends surveys, most recently Board and Tinsley, (2014), transition across all curriculum areas has remained problematic.

Wade et al. (2009), reported low levels of transition activities across all curriculum areas and it was notable that few respondents referred to language-based transition activities. This was, perhaps, unsurprising given the preferential status of the core subjects in the curriculum, as raised by Galton and MacBeath (2002) in their study of the impact of change on the working lives of primary school teachers, the DfES document 'Excellence and Enjoyment' (DfES, 2003) and in the Cambridge Primary Review (Alexander and Flutter, 2009) discussed above. This raises the point that if the level of activity and perceived effectiveness of transition arrangements across core curriculum areas is so low, it is difficult to hope for better transition arrangements for languages. Quite simply, effective transition from primary to secondary school is identified as a key factor in determining the success of language learning for pupils in England, as argued by Hunt et al.: "Transition is an aspect of Primary Languages development which could be a serious hindrance to successful longer-term implementation and continued sustainability" (2008:17). However, since the start of this study, the situation has not improved. The most recent study of transition is the 2013 survey of language trends (Board and Tinsley, 2014) which found that 46% of primary schools have no contact at all with language specialists in their local secondary schools. The number of state secondary schools who say they are receiving pupils with experience of language learning in Key Stage 2 fell to 72 %

in 2013 from 84% in 2012. In many cases where there is evidence of prior learning, secondary schools regard it as being of poor or variable quality and insufficient on which to build. Only 18% of state secondary schools reported having contact with all their feeder primary schools. Teachers' workloads, financial constraints and geographical distance were cited as barriers to contact.

In addition to all of the challenges faced by transition in English and Maths, reviewed in the first section of this literature review, research suggests that effective transition for languages is hindered by a multitude of challenges specific to languages and is considered an issue by many (Bolster, 2009; Board and Tinsley, 2014; Chambers, 2012; Evans and Fisher, 2009; Hunt et al., 2008; McLachlan, 2009). These issues include uncertainty about the goals of Primary Languages learning, the choice of language, communication and liaison between schools, and the sharing of data.

2.13 The goals of Primary Languages learning

Underpinning a national curriculum for Primary Languages, it could be argued that there ought to be a consensus on the aims of the subject. The current uncertainty and ambiguity regarding the aims of Primary Languages, as observed by McLachlan (2009) is well-established. As identified by Sharpe (2001) there is no agreement of the aims of Primary Languages and, in particular, whether the prime aim should be to develop pupils' linguistic competence or intercultural understanding. However, Woodgate-Jones' study (2009) found that fostering pupils' motivation for language learning was the priority for both pre-service teachers and teacher educators teaching

Primary Languages which contrasted with ‘The Warwick Study’ (Powell et al., 2000) in which teacher educators felt the development of cultural awareness was the most important aim of Primary Languages.

Since the start of the present study, the new curriculum has been proposed. The 2014 National Curriculum (DfE, 2013) promotes the teaching of a single language, rather than languages teaching which adopts a multilingual or language awareness approach, through specifying in the programmes of study specify that pupils should study one language, make substantial progress and lay the foundations for KS3 languages learning (DfE, 2013). However, this is by no means an uncontested view. The absence of a widespread agreement on the goals of language learning is the basis of concerns about continuity and what represents good Primary Languages teaching and learning.

2.14 Continuity and progression across transition

The related issues of curriculum continuity and progression were highlighted by Burstall et al. (1974) in the evaluation of the ‘French from Eight’ pilot and characterise much of the research relating to the teaching of Primary Languages which followed including Bolster et al. (2004), Cable et al. (2010), Chambers (2012); Driscoll et al. (2004a, 2004b), Muijs et al. (2005), Board and Tinsley, (2014) and Wade et al., (2009).

As explored in the previous section of the literature review ‘The teaching of languages’, the evaluation of the ‘French from Eight’ pilot (Burstall et al., 1974)

concluded that learning French at primary school did not give pupils a significant long-term advantage over pupils who began to study French at secondary school. Insufficient progression and continuity of learning between the two phases were identified as contributors to this outcome but it does not appear that pupils' transition to secondary school was a consideration of the pilot. This contrasts sharply with the Scottish experience in which measures to address the challenges of providing continuity and progression for pupils and effective transition arrangements were in place from an early stage (Low et al., 1993; 1995), as discussed above.

Issues of progression and continuity continued to emerge from research over 25 years after the report by Burstall et al. (1974). These include 'the Warwick study' discussed above (Powell et al. 2000), and the evaluation of the Key Stage 2 Pathfinders (Muijs et al., 2005) which flagged up issues with many aspects of transition including progression and continuity. Later, the systematic review of Primary Languages teaching proposed a range of measures to improve transition and ensure progression and continuity (Driscoll et al., 2004b).

The issue of repetition forms part of the concerns regarding progression. As stated by one teacher in the study by Wade et al. (2009): 'We are teaching certain areas at primary which are then repeated at secondary level. This is a real issue, as it makes what we are doing fairly pointless, and could turn children off languages completely if they can't progress at secondary level.' (Wade et al. 2009:58). This highlights the potential impact of repetition on pupil motivation, an area flagged up by Powell et al. (2000). In this study, the Year 7 interviewees expressed frustration about the repetition of work covered previously in language lessons. This is consistent with

the picture that emerged from the research by Galton et al. (1999) which uncovered repetition in the core subjects. The impact of repetition was raised five years later in the evaluation of the Key Stage 2 Pathfinder which discovered that many pupils were being taught the same content in several years and that was likely to have eroded pupils' motivation for language learning and limited their progress. This is significant as it suggests that ineffective transition may not only affect pupils' progress in the period after transfer but in future years too if pupils lose motivation, based on the assumption that attainment and motivation are linked (Galton et al., 1999).

The situation has not improved in recent years and, prefiguring the results of this study, the Board and Tinsley (2014) reported a severe lack of cohesion right across the system between primary and secondary schools. Only 27% of state secondary schools can ensure that pupils entering Year 7 are able to continue with the same language they learned in primary school. This lack of cohesion is characterised by discontinuity in languages and skills, by poor communication between schools, or none, and poor data sharing. However, recent figures do not provide any depth of analysis of a clear picture of transition.

2.15 Choice and continuity of language learning

The choice of language offered is a key consideration for transition in languages as it is an important factor in ensuring continuity and progression, if the goal of language learning is sustained study of a language across age phases (Hunt et al., 2008; Rose, 2009). Currently, primary schools, and indeed secondary schools, are free to teach

any language. The choice of language was, and continues to be a major issue in Primary Languages (Board and Tinsley, 2014).

Driscoll et al. (2004a) noted that French was the most commonly taught language and was offered in 40% of all schools with Key Stage 2 pupils and was the only language in 32% of the schools. Only 8% offered more than one language (Spanish 6%, German 4%, Italian 2% and another language 1%). Perhaps this was due to teachers' linguistic knowledge as a quarter of teachers surveyed reported having a GCSE or equivalent in French which was more than for all other languages combined.

The choice of language at primary schools in Wade et al.'s (2009) findings was determined by the availability of teachers and resources and the languages offered by local secondary schools, suggesting some level of liaison between primary and secondary phases. In addition, over a third of schools were involved in pupil visits to secondary schools and also a third of schools participated in a programme of visits by secondary teachers to primary schools (though these activities were not specifically related to languages). The report recommended the interchange of information between primary and secondary schools.

More recently, Cable et al. (2010) also found French was the language most commonly taught by schools but some schools were teaching Spanish or German in previous research (Driscoll et al., 2004a; Muijs et al., 2005; DfES, 2007; Wade et al., 2009). The report also found that most teachers were giving informal, immediate feedback to pupils but that there was little evidence of systematic, formal assessment

for languages. This is consistent with the findings from the DCSF/NFER studies (Wade et al., 2009; Whitby et al., 2008; Lines et al., 2007) and this theme continues in more recent research (Board and Tinsley, 2014; Cable et al., 2010; Hunt, 2009; Tinsley and Board, 2013). There was some evidence of progression where languages were taught throughout Key Stage 2 but a recommendation was made for further training to develop assessment in Primary Languages and to ensure progression in children's learning.

Rose (2009) also made recommendations in relation to schools' choice of language(s) to be taught at Key Stage 2. The report recommended that primary schools limit their teaching to only one or two languages, discouraging schools from adopting a multilingual approach such as that in the Primary Language Awareness project directed by the Association of School and College Leaders (ASCL, 2007). Consistency and progression were cited as the main reasons for this:

The review's recommendation to provide one or two languages would promote consistency between children's primary and secondary school learning, and would provide secondary teachers with a clearer picture of children's prior learning and attainment in order to plan for progression. It may reduce (though not eradicate) the risk of being unable to continue learning a particular language at secondary school and of secondary schools potentially discounting primary schoolchildren's prior learning (Rose 2009:103).

In a similar vein, Rose states explicitly that the choice of language(s) should be linked to transition and continuity: "as far as possible the languages offered should be those which children will be taught in Key Stage 3" (Rose 2009:24). This is interesting in the light of studies which suggest that the choice of language to teach

in KS2 has been made by schools on the basis of teacher expertise and availability, and not necessarily according to the language(s) that pupils are likely to study in Key Stage 3 (Driscoll et al., 2004a; DfES, 2007).

In contrast to research and policies recommending that Primary Languages should be delivered by the primary class teacher and acknowledging the benefits of this approach (QCA, 2001b; Driscoll et al., 2004a; Driscoll et al., 2004b; DfES, 2005a), Rose acknowledged the benefits of class teachers delivering language lessons (particularly the opportunities this presents to integrate languages into the school day) yet questioned the feasibility of this method of delivery. This was due to concerns regarding the availability of teachers with appropriate linguistic and pedagogical skills (QCA, 2001b) and the cost of training primary teachers to a high linguistic level (as in Scotland). The mixed approach Rose advocated was recommended in the Languages Review (Dearing and King, 2007): “[...] the central role of the primary class teacher is supported by secondary schools and their specialist teachers, teaching assistants and foreign language assistants with high levels of language competence and appropriate resources, including ICT” (Rose 2009:105).

This reflects the situation whereby primary schools’ selection of language is usually determined by the availability of teachers and teachers’ linguistic competence and confidence (Driscoll et al., 2004a; Cable et al., 2010; Wade et al., 2009). Although in some cases the choice of language is informed by the languages taught by secondary schools (Wade et al., 2009), as a result of this situation, many Year 7 classes are comprised of pupils with a wide range of experience. For example,

within one Year 7 class, some pupils may have studied the same language previously but others may be completely new to the language. Moreover, there is likely to be variation in the experiences of pupils who have been learning the same language, as some may have studied the language for anything up to seven years at primary school (though most pupils learn a language in Key Stage 2 (Wade et al., 2009)) and other schools follow a skills based language-awareness programme such as ‘Discovering Language’ (evaluated by Barton, Bragg and Serratrice (2009)) or ‘The Language Investigator’ (explored by Jones, Barnes, and Hunt (2005)) which adopt a multilingual approach and involve comparing and contrasting different languages, drawing on the work of Hawkins (2005).

The most recent language trends survey (Board and Tinsley, 2014) report that this rather confused situation persists: “Despite the fact that three quarters of primary schools offer French, and most of the rest offer Spanish – the two languages most commonly taught in secondary schools – there is a disconnect between the two key stages as regards languages offered, and frustration that teaching may be ‘wasted’ if pupils cannot continue with the same language.” (Board and Tinsley, 2014:60).

Moreover, primary teachers are uncertain of the value of what they do and secondary schools overwhelmed by the differentiation challenges.

2.16 Communication and liaison between primary and secondary schools

As with the concerns relating to continuity and progression, ineffective communication and liaison between the primary and secondary sectors continue to

emerge from research over 25 years after the report by Burstall et al. (1974) and have been identified as hindering effective transition for languages (Bolster et al., 2004; Cable et al., 2010; Driscoll et al., 2004b; Powell et al., 2000; Wade et al., 2009) and other areas (Capel et al., 2004, 2007; Galton et al., 1999, 2003; Marshall and Hargreaves, 2008). Effective communication between the two sectors is essential in order to provide continuity of learning and to ensure progression. It is also required to avoid repetition, which research suggests affects pupil attainment and motivation (Muijs et al., 2005; Powell et al., 2000; Wade et al., 2009). As explored in the first section of this literature review, this is an area of concern in other curricular areas. Over 3,535 schools participated in each year of the NFER longitudinal study by Wade et al. (2009), of which over a third of schools were involved in pupil visits to secondary schools and also a third of schools participated in a programme of visits by secondary teachers to primary schools (though these activities were not specifically related to languages).

In relation to languages, the overall picture painted by research is gloomy and one of insufficient and ineffective liaison. However, the research does identify some positive developments and progress in this area, which will be explored below. The level of liaison activities for languages appears to be patchy. Powell et al. (2000) reported that only half of local authorities in the sample made authority-wide wide transition arrangements and that 56% of secondary teachers reported links with primary schools teaching languages. Four years later, the large scale study by Driscoll et al. (2004a) reported that approximately half of primary schools had no transition arrangements with secondary schools, thus suggesting no improvement in this area. However, perhaps unsurprisingly, the picture for specialist language

colleges (SLCs) was more positive, with SLCs reporting significantly closer involvement with their feeder primary schools, compared to other secondary schools (Driscoll et al. 2004a). For example, over half of SLCs reported joint planning of Primary Languages events in contrast to only 5% of other secondary schools (Driscoll et al. 2004a). Though the picture is much more positive for SLCs, it illuminates the inconsistency and inadequacy of transition arrangements for all schools, including SLCs. In the same year, Bolster et al. (2004) reported almost a total lack of liaison between primary and secondary schools. Although this was a small-scale study and, therefore, it is not possible to generalise from it, it does highlight the inconsistency in transition arrangements. In the most recent picture from the 2013 language trends survey (Board and Tinsley, 2014), 46% of responding primary schools reported that they have no contact whatsoever with language specialists in their local secondary school.

The research does identify some successful arrangements for transition. This includes the evaluation of the KS2 Pathfinders (Muijs et al., 2005) which uncovered mutual observation (which was felt to be effective) and the creation of a transfer document specifically for languages, though few cross-phase meetings had taken place. It is important to remember that the participants in this study were the nineteen local authorities which opted to participate in the KS2 language pilot project so, therefore, the evaluation was only focused on schools in these areas.

A similar picture of successful transition activities emerged from the more recent longitudinal study by Wade et al. (2009). Although the authors flagged up transition as an area of concern, some improvements were identified. For example, half of the

respondents to the local authority questionnaire reported supporting cross-phase networks. The report also uncovered other transition activities including projects, developing policies, conferences or events, standardising documentation and developing a specific curriculum across clusters of schools. It could be argued that such activities suggest heightened awareness of transition as an area of concern, which may also explain the ‘considerable proportions of non-responses and negative responses to questions on transition arrangements’ (Wade et al., 2009:58).

The research suggests that overall the level of cross-phase liaison is inconsistent. However, there are examples of good practice and a heightened awareness of the importance of primary-secondary liaison for languages. Consistency is evident in the calls to develop cross-phase liaison (Driscoll et al., 2004b; Muijs et al., 2005; Powell et al., 2000; Wade et al., 2009).

Board and Tinsley (2014) report that primary schools are looking for support from secondary schools, who do not see providing this as part of their remit. However, in spite of the fact that many schools report difficulties in creating effective collaboration around the point of transition from Key Stage 2 to Key Stage 3, there are also schools working together innovatively to ensure that pupils move from Year 6 to Year 7 with as little disruption to their learning as possible.

2.17 Sharing information and data

Secondary schools must be aware of the of pupils’ prior learning in order to make effective provision for pupils in Year 7. As explored in the first section of this

review of literature, the transfer of information between primary and secondary schools has been identified as an area for development for other curriculum areas (Capel et al., 2004, 2007; DfES, 2006; Galton and Willcocks, 1983; Gorwood, 1986; Marshall and Hargreaves, 2007; Ofsted, 2002) and this is consistent with the research relating to languages which will be examined below (Bolster et al., 2004; Cable et al., 2010; Hunt et al., 2008; Jones, 2010; Muijs et al., 2005; Powell et al., 2000; Wade et al., 2009).

Powell et al. (2000) reported that only one fifth of secondary schools made use of transfer data. More recent studies do not suggest a marked improvement in this situation. For example, albeit only a small-scale study, the situation uncovered by Bolster et al. (2004) was very disappointing and suggested that any data transferred from primary to secondary schools excluded any reference to languages. Two years later, the DfES report on the transfer and use of data (DfES, 2006) revealed that this was considered unsatisfactory in nearly 25% of cases. The transfer of information remains an area of concern and the final report of the study by Wade et al. (2009) advocated the interchange of information between primary and secondary schools. This area of concern is not restricted to Primary Languages in England; as identification of communication and the transfer of information between phases as an issue likely to impede continuity were also identified in the Scottish experience (Tierney and Gallastegi, 2005).

Arguably, this may also fuel friction and tension between the two phases. Primary school teachers may supply information but not feel that it is used effectively by their secondary school colleagues and, conversely, secondary schools may not receive the

requested information from feeder primary schools or it may not be provided in a useful or manageable format. The schools' inspectorate, Ofsted, provided guidance to inspectors which may encourage secondary schools to prioritise gaining data from primary schools as inspectors were asked to evaluate how well schools meet the needs of their Year 7 intake taking in to account prior learning (Ofsted 2005b). Board and Tinsley (2014) report the communication situation is still problematic with only 11% of state secondary schools reporting that they receive or request data on pupil achievements in Key Stage 2.

Related to the transfer of information is the area of assessment. As with all subjects, assessment information is required to help teachers to pitch their lessons appropriately to ensure that all pupils receive an appropriate level of challenge and support in order to make progress. Languages are no exception (as discussed by Wade et al. (2009)). Obviously, assessment data must be used effectively in order to make effective provision for pupils. This was not the case in the Primary French pilot. As noted by Burstall et al. (1974) there were issues with differentiation by MFL teachers in secondary schools which meant that pupils were not building on their prior learning and, therefore, did not make sufficient progress.

Although some examples of good practice have been identified, such as those reported in the evaluation of the KS2 Pathfinders (Muijs et al., 2005) which included schemes of work with differentiated activities which planned for progression, there is persuasive evidence to suggest that assessment remains an area for development (Cable et al., 2010; Hunt, 2009; Jones, 2010; McLachlan, 2009; Wade et al., 2009).

2.18 Pedagogical issues relating to transition

As mentioned in the first section of this review of literature, early research on (general) transition alluded to a discontinuity in pedagogy between the primary and secondary phases (Nash, 1973) and the primary-secondary transition was conceptualised as a shift from the child-centred approach of the primary school to the subject-centred approach of the secondary school (Galton and Willcocks, 1983).

‘Excellence and Enjoyment: A strategy for primary schools’ (DfES 2003) promoted excellent teaching to foster greater enjoyment of learning. This document aided the promotion of languages and the broader curriculum Excellence and Enjoyment also called on schools to consider the model of delivery:

The extent to which more dedicated subject-specialist teaching may be helpful in primary schools, particularly in certain subjects, like modern foreign languages, music, and PE and sport. (DfES 2003:23).

This aspect of languages teaching reappeared as a focus of the (EPPI) review by the Modern Languages Review Group (Driscoll et al. 2004b), which explored the characteristics of effective foreign language teaching in Key Stage 2 to inform policy and practice for teachers and teacher training and signalled an important change in perspective on the teaching of Primary Languages. Although one of the main conclusions was that there was a dearth of literature on the characteristics of effective teaching of Primary Languages, the findings were related to the importance of the teacher’s subject knowledge. These spanned: teachers’ knowledge of the target language and culture, including the ability to use the target language ‘spontaneously within clearly defined areas in a classroom interaction’; use of subject-specific and

age-specific teaching methods; appropriate resources and the knowledge of the primary curriculum (Driscoll et al., 2004b:5). It also supported the view that the skills and knowledge necessary to teach Primary Languages effectively are different from those required to teach languages in the secondary school and that Primary Languages are distinct from languages at Key Stage 3 in terms of pedagogy and resources. This represents a step change in the approach to the teaching of languages in primary from the approach in the 1960s and 1970s evaluated by Burstall et al. (1974) and is a sign of the emerging identity of Primary Languages and an acknowledgement that the subject is different to MFL in secondary schools, therefore requiring a different pedagogy and approach. This is a key issue for the current research.

The 2004 review acknowledged the linguistic expertise of specialist language teachers but warned against the danger of secondary trained teachers using inappropriate pedagogy echoing the issues of different pedagogies in primary and secondary discussed earlier. It promoted the delivery of Primary Languages by primary teachers:

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 [...] thereby maximising the use of the target language for real communication. (Driscoll et al. 2004b:47).

In addition to recommendations to develop provision for professional development, invest in appropriate resources for pupils and teachers, and for schools to identify a subject co-ordinator for Primary Languages, the issue of transition arises.

Specifically, the report highlighted the need to develop cross-phase liaison and transition arrangements, calling for cross-phase liaison meetings and planning meetings to ensure progression between Key Stages 2 and 3. Such recognition of transition as an issue is consistent with research and other reports (Board and Tinsley, 2014; Burstall et al., 1974; Cable et al., 2010; Chambers, 2012; Dearing and King, 2007; Hunt et al., 2008; McLachlan, 2009).

A significant survey of Primary Languages (Driscoll, Jones and Macrory, 2004a) identified the continued growth of provision in England. The survey found 44% of schools were offering Primary Languages in Key Stage 2 and 35% of this in lesson time- a huge growth from 21% in 2000 (Powell et al. 2000). However, there was a large variation in provision with only 3% of schools offering all pupils in Key Stage 2 a minimum of twenty minutes of language teaching per week. Closer scrutiny revealed regional variations in the levels of Primary Languages teaching ranging from 80% of schools in two local authorities to fewer than 20% in some forty LAs. Such variation appears to be characteristic of Primary Languages provision but commitment from Primary Languages teachers to teaching languages in Key Stage 1 was strong, with 50% respondents stating that languages should be statutory and 63% agreeing that languages should be taught in Key Stage 1.

This is particularly relevant to the teaching of languages in the primary school as from the pilot projects of the 1970's, primary pupils were often taught languages by secondary languages teachers (as evaluated by Burstall et al., (1974)). The difference in pedagogy, combined with other weaknesses in transition, may have contributed to the limited advantages that studying a language at primary school gave

pupils when compared to those who began to learn French at secondary school. These secondary languages specialists were drafted into the primary classrooms. Though they may have been effective teachers in a secondary classroom, this pedagogy was not successful in the primary context. Therefore, the primary pupils were exposed to the discontinuity in pedagogy between the primary and secondary phases before they had even made the transition to secondary school.

2.19 Teacher supply and training

The QCA feasibility study (QCA, 2001b) concluded that it was not feasible to introduce languages into the KS2 curriculum due to a shortage of teachers in primary schools with the appropriate subject knowledge and pedagogic expertise to teach it. Steps were taken by the government to increase and strengthen the supply of primary teachers with the subject knowledge and confidence to teach languages.

A significant survey of Primary Languages (Driscoll, Jones and Macrory, 2004a) explored the staffing for the subject (a significant issue for this doctoral study). This is summarised in the table below:

Primary Languages Teacher	Percentage of Schools
Class teacher	41%
Peripatetic teacher	16%
Volunteer or parent	15%
Secondary teacher	13%
Language teacher on staff	12%
Foreign Language Assistant	5%

Figure 2.2: Teachers of Primary Languages (Driscoll, Jones and Macrory, 2004a:44).

Interestingly, 39% of schools stated that their preference was for the class teacher to deliver Primary Languages lessons; whereas for 45% of schools, their preference was to have a language teacher on the school staff – favouring a primary practitioner with linguistic expertise over the ‘Spanish and vanish’ model whereby an external teacher delivers the lesson and then does not return until the following lesson. The choice of a primary practitioner who may not have a deep knowledge of the language over a secondary specialist languages teacher is consistent with the findings of the EPPI review (Driscoll et al., 2004b) and returns to the issue of the influence of the importance of ‘primary pedagogy’ discussed above. However, this contrasts with the finding that promoting positive attitudes to language learning (37%) and to other cultures (22%) – and not linguistic progression - were perceived to be the most important potential benefits of Primary Languages for pupils according to the primary teachers in the study.

A concurrent study (Cable et al., 2010) was carried out by The Open University and the universities of Southampton, Canterbury Christ Church and Cork on behalf of the government (the then DfES). The findings suggested that in the case study schools, not only was there ‘considerable enthusiasm’ from headteachers, teachers and pupils for Primary Languages, headteachers and teachers perceive Primary Languages as contributing to children’s personal and social development and to their learning in English. As raised in the study, children’s perspectives on language learning have been less extensively researched than other aspects of Primary Languages but the children were enthusiastic about their language learning and were motivated by the experience. However, in accordance with previous studies (McLachlan, 2009; Wade, 2009) staffing was identified as an area of concern and frequently influenced

the delivery model. Primary Languages lessons were most commonly delivered by class teachers or specialists (either internal or external). There was a slight increase in schools using a class teacher to deliver lessons – perhaps a result of class teachers’ growing confidence in teaching language – and in the involvement of teaching assistants to support the teaching of the subject. This may suggest that schools’ arrangements for Primary Languages are becoming more sustainable, as indicated in the NFER study (Wade et al., 2009). However, the need for ongoing training for those teaching Primary Languages was also recognised, another similarity with the NFER study. As McLachlan argues: ‘limited linguists can only teach to their own limits’ (2009:195) and the need for professional development for teachers continues (Board and Tinsley, 2014). The data show a large drop in the proportion of primary schools where language teaching is performed by outreach teachers from local secondary schools (38%, reduced from 58%). Some of the reasons survey respondents gave for this and for the ending of other interesting and valuable initiatives were: the workload of Key Stage 3 teachers, reductions in school budgets and the considerable number of feeder schools involved, as well as the distance from the secondary school.

Significant support from the Training and Development Agency for Schools (TDA) included Primary Languages conferences for teachers and teacher educators, documentation to support the teaching of Primary Languages (including writing versions of the Key Stage 2 schemes of work for languages for trainee teachers (QCA, 2007) and supporting the training of Primary Language specialists in Initial Teacher Education (ITE). Support for Primary Languages in ITE included the development of an international exchange programme in which trainees taught across

the primary curriculum in a foreign language, and funding languages training for trainee teachers - such as that led by Medwell and Richardson (2013). Such measures relate to the Primary French pilot evaluation by Burstall et al. (1974) which names inadequacies relating to the training of teachers as one of several factors which contributed to the pilot's lack of success. This demonstrates how different aspects of transition (e.g. teacher supply and pedagogy) are interlinked.

In some primary schools, lessons are taught by the class teacher or a specialist from within the school (Cable et al., 2010; Wade et al., 2009). However, in other primary schools, languages are taught by a teacher from a local secondary school or by an external teacher. Although the 2004 review by Driscoll et al. (2004b) acknowledged the linguistic expertise of specialist language teachers, it warned against the danger of secondary trained teachers using inappropriate pedagogy. Instead, it supported the delivery of Primary Languages by primary teachers. This preference for a primary practitioner who may not have a deep knowledge of the language over a secondary specialist languages teacher is consistent with the findings of the EPPI review (Driscoll et al. 2004b) and the model promoted in the Key Stage 2 Framework for Languages (DfES 2005a).

If primary school language lessons are taught by an external teacher, this may present an additional barrier to effective liaison and communication with the secondary school. This model of secondary teachers contrasts sharply with the role of their counterparts in Scotland. Secondary school teachers were key players in the MLPS programme, teaching lessons alongside the primary class teacher. In addition to supporting the teachers' professional development, this had a positive impact on

transition (Low et al., 1995; McGregor, 1997) on both sides of the divide. As McGregor commented: ‘Many secondary teachers are now realising that the pupils come to them with so much that they can build on; all players can learn from each other to the benefit of the most important players of all- the children’ (McGregor, 1997:9).

2.20 Support for transition

In England, a variety of steps have been taken in an attempt to smooth the transition for pupils in languages from primary to secondary school.

The Key Stage 2 Framework for Languages (DfES, 2005a; DCSF, 2007a) was intended as a source of advice and guidance for teachers. Additional support was also provided online through the portal primarylanguages.org.uk which is, again, an indication of government support for Primary Languages. This contained training materials, sound files and video clips to share and develop good practice. Following the development of the Framework, the QCA schemes of work for KS2 languages (French, German and Spanish) were updated to provide suggestions of how the Framework’s objectives could be met (QCA, 2007a).

Further measures were taken by the government to support schools to address the challenges of transition. This included the production of documentation to support schools with transition in languages, including part 3 of the Key Stage 2 Framework for Languages DCSF (2007a) which included a section on ‘Transition and continuity – building on achievement’.

The government's support for Primary Languages also extended to Teacher Training which included the development of Primary Initial Teacher Training courses with a Primary Languages specialism, funded placements abroad and the funding of linguistic upskilling courses for primary trainees (Medwell and Richardson, 2013; Rowe, Herrera, Hughes and Cawley, 2012).

This is in addition to the support provided through the Early Language Learning (ELL) and Developing Early Language (DELL) projects (Sharpe, 2003) discussed above.

One measure that has been proposed to address the issues with continuity and progression and cross-phase liaison is the use of cluster groups. For example, the Languages Review (Dearing and King, 2007) recommended a range of measures to improve transition including the development of clusters of primary and secondary schools. Given the large number of feeder schools of many secondary schools and the geographical location of the feeder primary schools (particularly in the case of faith or single-sex schools) the development of effective clusters may represent a significant challenge. Although clusters could ease transition issues and facilitate closer communication between primary and secondary schools, clusters should not be considered a panacea. For example, in many cases there is overlap between clusters, with many primary schools feeding into several secondary schools which would result in the creation of very large clusters which may be difficult to coordinate, or the duplication of meetings.

Another way in which transition may be tackled is by addressing the way in which it is conceptualised. As argued by Muijs et al. (2005), Key Stages 2 and 3 should be considered a whole, rather than two separate phases. This was a finding which was preceded by the use of integrated units of study for Key Stage 2 and 3 provided by the National Literacy Strategy (QCA 2001a) and National Numeracy Strategy (DfES 2002c) but may have aimed to address similar issues.

Although, there are proposals and recommendations that have been made, including the formation of cluster groups (Dearing and King, 2007) and re-conceptualisation of Key Stages 2 and 3 as a whole (Muijs et al., 2005), the primary-secondary transition for languages emerges as an area of concern from a broad range of research projects and studies. These large-scale studies funded by the government (Burstall et al., 1974; Cable et al., 2010; Driscoll et al., 2004a, 2004b; Muijs et al., 2005; Powell et al., 2000; Wade et al., 2009) and smaller studies (Bolster et al., 2004, 2009). The literature review also highlights many obstacles to effective primary-secondary transition for pupils in languages. The primary-secondary transition for languages emerges from this review of literature as a multi-faceted problematic issue and, as discussed above, the research evidence is robust. From the review of literature, the key challenges to effective transition for languages are: pupil progress, continuity of learning, effective pedagogies, liaison and communication, the transfer of information, maintaining pupil motivation.

Transition also appears to be a particularly knotty issue (as argued by Richardson, 2012a) with many of the different challenges to providing an effective transition for pupils in languages being interlinked. For example, the issues with teacher supply

are related to pedagogy and the choice of language to teach in Key Stage 2 as the research suggests that in many cases the choice of language is made according to the language the teacher feels most confident to teach, rather than by other factors, such as the language that pupils will study at secondary school (Driscoll et al., 2004a; Wade et al., 2009). This also requires effective liaison between sectors so that colleagues in each sector are aware of the language that the pupils will have studied or will go on to study in the other Key Stage. There are logistical challenges of course for schools in arranging groupings according to pupils' previous languages experience.

Similarly, as examined above, the transfer of information between primary schools and secondary school can be linked to teacher supply, progression post-transfer and pupil motivation.

To this end, the primary-secondary transition for languages emerges from the review of literature as an area of continuing concern and, therefore, supports Hunt's view that: "[...] research into effective practice in this area is essential" (Hunt et al. 2008:17).

Part 4: Teacher and pupil beliefs

The studies reviewed above rely on a range of techniques, but one which is of some importance is self-report data. The section below will explore the importance of beliefs and the implications that of research in this field has for this study. In the

following section of the literature review, the literature relating to teacher and pupil beliefs will be examined.

2.21 Teacher beliefs

The research suggests that teacher beliefs play a key role in teachers' practice. As asserted simply by Williams and Burden: "a teacher's beliefs will influence their actions in the classroom" (1997:48-9). This view was reiterated by Kagan in her seminal research on the implications of research on teacher belief: "Teacher belief appears to play an important and pervasive role in the nature of classroom instruction and in the professional lives of teachers." (Kagan 1992:78). Furthermore, Kagan considered the research pertaining to teacher belief and argued convincingly that the concept of teacher belief is two-fold. The two elements are the nature of teacher beliefs and the way in which teacher beliefs influence classroom practice and, as argued by Kagan (1992) and Williams and Burden (1997), this concept of teacher belief is central to practice: "The more one reads studies of teacher belief, the more strongly one suspects that this piebald of personal knowledge lies at the very heart of teaching" Kagan (1992:85). If these aspects were to be applied to the primary-secondary transition for languages, this would suggest that teachers' beliefs about transition (for example, secondary teachers' beliefs about the teaching and learning of languages in primary school) manifest themselves in the secondary languages classroom. The evaluation of the Key Stage 2 Pathfinders project, discussed above (Muijs et al., 2005) noted the reservations of some secondary school teachers and departments towards Primary Languages.

The two aspects have also been the focus of much research related to language teaching (including English Language Teaching) and education, including Pajares, (1992), Johnson, (1992), Williams and Burden (1997). However, as highlighted by Pajares (1992) in his extensive and seminal literature review, difficulties in studying teachers' beliefs resulted from the shortcomings in the definition and use of the term "belief". He argued persuasively that:

It will not be possible for researchers to come to grips with teachers' beliefs, however, without first deciding what they wish belief to mean and how this meaning will differ from that of similar construct. It will also be necessary for them to specify what they know about the nature of beliefs and belief systems, so that research may be informed by the assumptions this understanding will create. (Pajares 1992:308).

Pajares goes on to warn that: "Distinguishing knowledge from belief is a daunting undertaking" (Pajares, 1992:309). As Pajares highlights, belief is commonly based on evaluation and judgment which is in contrast to knowledge which is based on objective fact (Pajares, 1992). This has implications for this doctoral study as, if it were to relate to teachers' beliefs, it would be necessary to define the term, to make a clear distinction between the concepts of 'belief' and 'knowledge' and to locate the study within the context of research on teacher belief.

Nisbett and Ross (1980) concluded that beliefs are resistant to change and often persist even when confronted with contradictory evidence, a conclusion supported by Munby (1982) and Brousseau, Brook, and Byers (1988). These findings are consistent with research that has been conducted in the field of languages – more specifically, in the teaching of English as a foreign language to adults- using the

pioneering research instrument 'BALLI' (the Beliefs About Language Learning Inventory). This questionnaire followed the normative approach which is characterized by the use of Likert-scale questionnaires to investigate learner beliefs (Bernat and Gvozdenko, 2005). It was devised by Horwitz (1988) and was administered to language students and their teachers to compare their beliefs. It identified several discrepancies in beliefs. Research using the BALLI instrument suggested that many students new to learning a language held unrealistic beliefs about language learning (Horwitz, 1988; Kern, 1995). For example, in the study by Horwitz (1988), forty percent of students believed within two years they would become fluent in the language. In addition to comparing the beliefs of teachers relating to the transition in languages, this research suggests that comparing the beliefs of teachers and pupils would be an interesting and valuable area to research. Furthermore, as asserted by Brophy and Good (1974), greater understanding of teachers' beliefs will contribute to improvements in educational effectiveness.

2.22 Pupil beliefs

Pupil beliefs and attitudes have been identified as significant factors in pupils' language learning development and success (Breen, 2001). This would suggest that research into pupils' beliefs of languages at the primary-secondary transition point may yield information to improve teachers' understanding of pupil beliefs at transition and of the potential impact of these beliefs. It is also hoped that such research would make a theoretical contribution to the body of knowledge of pupil beliefs, in addition to influencing pedagogy and policies relating to transition in languages.

Related to this is the concept of learners' self-efficacy. This has been explored in interdisciplinary research including that by Epstein (1990) which suggested a link between learner beliefs and self-efficacy. Other language research, as reported by Bernat and Gvozdenko in their review of beliefs about language learning (2005), suggests that students' perceptions of success in language learning and their expectations of beliefs about their ability affect their performance (Bernat, 2004; Breen, 2001; White, 1999; Yang, 1999). Although these studies largely relate to adult learners learning English as a foreign language, the studies provide a useful insight into learners' perceptions and beliefs; as argued by Wenden (2001), research is largely related to language acquisition rather than the learning of a second or foreign language, though this balance is changing (Bernat and Gvozdenko, 2005).

Wenden (2001) also identified learner beliefs as being stable, a conclusion that is consistent with other research including Arnold (1999) and Dweck (1999). Research suggests that positive beliefs assist students to overcome difficulties and without reducing their motivation for language learning and, conversely, that negative or unrealistic beliefs can result in frustration, anxiety and reduced motivation (Kern, 1995). This clearly states the importance of learner beliefs and the influence they exert. When exploring the primary-secondary transition and considering different approaches and actions, it would also be useful to explore how pupils' views are changed, rather than focusing on changing transition mechanisms. Furthermore, it may be worthwhile to explore how the beliefs of different pupils and teachers relate to each other. For example, through comparing a teacher's beliefs to those of their class and exploring whether there is evidence to suggest that they might be amenable to change and, if so, what factors might result in such a change.

Pupil beliefs have been investigated in a number of the transition studies discussed earlier in this review. Alston, Sammons and Mortimore (1985a, 1985b) carried out a study which guided the creation of the questionnaires for the EPPSE study (Evangelou et al., 2008). The project aimed to investigate what makes a successful transition from primary to secondary school and was, therefore, concerned with pupils' views, as well as those of LA personnel and parents (but not teachers). The study had a return rate of 46% and 550 children completed questionnaires and the study concluded that a successful transition for children involved: developing new friendships and improving their self-esteem and confidence; having settled so well in school life that they caused no concerns to their parents; showing an increasing interest in school and school work; adapting to their new routines and school organisation with great ease and experiencing curriculum continuity. With the exception of curriculum continuity, which was not dealt with on a subject by subject basis, most of the information sought from the children was about their feelings and experiences of transition, rather than their expectations and views. Studies since the 1970s (Nash, 1973) have examined children's expectations of secondary school and found varying degrees of accuracy in their expectations and disappointment if these expectations are not met (Evangelou, 2008). However, it is not known what their expectations of secondary languages learning are, or whether these are accurate.

2.23 Research Questions

Against this backdrop, the study aims to investigate beliefs of languages at the Key Stage 2-3 transition through the following research questions:

1. What transition policies, processes and activities take place for transition in languages and how are the data and information passed to secondary schools used?
2. What are pupils' beliefs about language learning at primary school?
3. Do pupils' beliefs about language learning change at the Key Stage 2-3 transition?
4. What are the beliefs of primary and secondary (language) teachers about the Key Stage 2-3 transition in languages?

CHAPTER 3: METHOD AND METHODOLOGY

3.0 Introduction

This study investigates the beliefs of the participants in language learning and teaching at KS2 and KS3 and examines their beliefs and experiences of transition across the key stages and between schools. This chapter discusses the method used to answer the questions posed above and explains why this approach was taken. In addition, the sampling strategy and data collection are explained, while issues of reliability, validity and triangulation are addressed. It concludes with discussion of the approach to data analysis, as planning this is an important part of planning the method of investigation.

3.1 Method to address the research questions

The literature review in the previous chapter emphasised the importance of the beliefs of teachers and pupils and noted that ‘the choice of research methodology in language learner beliefs studies will depend on the investigator’s ‘purpose and questions of enquiry’ (Bernat and Gvozdenko, 2005:7). Therefore, I will first reiterate the aim and research questions of my study, since these are the basis of my methodological choices. The study aims to investigate pupils’ and teachers’ experiences and beliefs of languages at the Key Stage 2-3 transition through the following research questions:

1. What transition policies, processes and activities take place for transition in languages and how are the data and information passed to secondary schools used?
2. What are pupils' beliefs about language learning at primary school?
3. Do pupils' beliefs about language learning change at the Key Stage 2-3 transition?
4. What are the beliefs of primary and secondary (language) teachers about the Key Stage 2-3 transition in languages?

This study comprises four case studies of transition from primary school to secondary school. Each case included the Year 7 (Y7) pupils and teachers in a secondary school and the Year 6 (Y6) pupils and teachers in two feeder primary schools. The study sought the beliefs about language learning of primary pupils and teachers in Y6 before the transition to secondary school, using structured questionnaires and semi-structured interviews. Their beliefs in Y7, after transition, were also collected through questionnaires and semi-structured interviews. Though this study initially attempted to track pupils through the transition process to examine changes in their beliefs about and experiences of languages but this aspect was only partially successful, as explored in this chapter. The reasons for the choice of method and its strengths and limitations, are discussed in the methodology, below.

3.2 Methodology

An epistemological stance of interpretivism has been adopted in this study. As a result of the exploratory nature of this study, an inductive approach is adopted which

is grounded in participants' perceptions, highlighting the experiences and values of different 'socially constructed realities' (Blaikie, 2000: 25).

3.3 The research design: epistemological and theoretical paradigms

The study is underpinned by the interpretive paradigm which explores the experiences and beliefs of pupils and teachers of the primary school to secondary school transition for languages. Beliefs are, by definition, subjective and constructed in particular social and cultural settings. Moreover, people's beliefs are shaped by what they know and how they interpret the world (Nespor, 1987). In that sense, the research must be underpinned by the interpretivist paradigm. According to interpretivists, inquiry about reality is closely linked to our own knowledge, as it is we who try to understand ourselves, others and the world (Hartas, 2010). Therefore, in undertaking research, researchers' values are unavoidably inherent in the process of inquiry. Moreover, all interpretations are related to the particular context or situation, which enhances the complexity of inquiry when doing a research.

Interpretivism is a fundamental element of constructivism and the interpretive paradigm is: "characterized by a concern for the individual [...] the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within." (Cohen, Manion and Morrison, 2003:22). Therefore, the study considers the participants as individuals and through exploration of the experiences and beliefs of these individuals, seeks to form an interpretation of the primary to secondary school transition in the four cases.

3.4 Research Approaches

A multiple case study design (Yin, 2009) is adopted for this research. This approach focuses on exploration of the participants' (pupils and teachers) beliefs about language learning and transition through questionnaires and interviews. As discussed in the review of literature (Chapter 2), the key issues of transition appear to be located in the beliefs and experiences of the teachers and pupils involved and so the method of this study seeks to examine them in detail. However, it would not be enough to seek out cases of pupils who have been involved in transition, or who will be.

This study aims to examine the experiences and beliefs of those involved in the process at different times in this process. For this reason, the study looks at four cases of transition from primary school to secondary school in languages through the beliefs of the pupils and teachers. To explore these cases in depth a structured approach to the cases is used. Wilson (1979; cited in Merriam, 1998:11) conceptualizes the case study as a process: "which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time." This is the goal of my study: to explore participants' beliefs of transition as it unfolds. Furthermore, it aims to: "provide a unique example of real people in real situations, enabling readers to understand ideas more clearly than by presenting them with abstract theories or principles [...]. Case studies can penetrate situations in ways which are not always susceptible to numerical analysis." (Cohen et al., 2003:181).

As the present study adopts a largely qualitative stance, experiments or surveys would not have been appropriate approaches as they would be less conducive to in-depth investigation. Although there are claims regarding the amount of generalizable data which can be harvested by adopting a case study approach, Yin (2009:15) argues:

[...] case studies [...] are generalizable to theoretical propositions and not to populations or universes. In this sense, the case study [...] does not represent a “sample”, and in doing a case study, your goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization).

Although a single case study could be used to explore a complex situation; as argued by Yin, the use of multiple case studies is particularly recommended when a study contains more than one case (2009) which provides a platform for comparing and contrasting the cross-case results. This supports the view of Herriott and Firestone (1983) that multiple cases can potentially result in more robust conclusions than a single case study. The present study comprises four cases. Initially, each case consisted of a secondary school and three of its feeder primary schools to enable exploration of the primary-secondary school transition for languages in each of the four case studies. Yin (1994) argues for the selection of cases to be based on replication logic and to be viewed as being independent. Furthermore, he advocates the selection of cases to confirm or refute existing findings. For the present study, the selection of cases is a literal selection (Yin, 2009) comprising four cases predicted to yield similar results relating to pupils' beliefs and experiences of the transition from primary to secondary school in languages. The secondary schools did not stand out as schools with particular interests or concerns about transition in

languages (contextual information relating to the participating schools is provided below in Section 3.8). However, the sample of cases is opportunistic, in the sense that the final selection of cases was heavily influenced by all the participants for each case agreeing to participate.

3.5 The case study design

Each secondary school may have many feeder schools (Galton, Gray and Ruddock, 1999) and it can be difficult to track children from a primary school as pupils often transfer to a range of schools (Harris, 2013). Therefore, each case included a secondary school and a number of its feeder schools, with the focus on Year 6 and 7 language teaching. Contact with the two local authorities yielded the figures for the number of Year 6 children who made the transition from primary school to each secondary school for the previous three years. This information indicated that children from any one school transfer to a range of secondary schools (the four secondary schools in the study had between 26 and 36 feeder primary schools, as identified in Section 3.8). The selection of secondary schools for the study was also dictated by the need to have a large proportion of the children from each of the feeder schools transferring to the secondary schools. Using these figures as a guide, I identified four secondary schools where a high proportion of children came from a small number of feeder schools and where a Year 7 language teacher from each school, when approached, agreed to participate in the study. Initially, each case consisted of a secondary school and three feeder primary schools (an overview of the initial case design is provided in Figure 3.1).

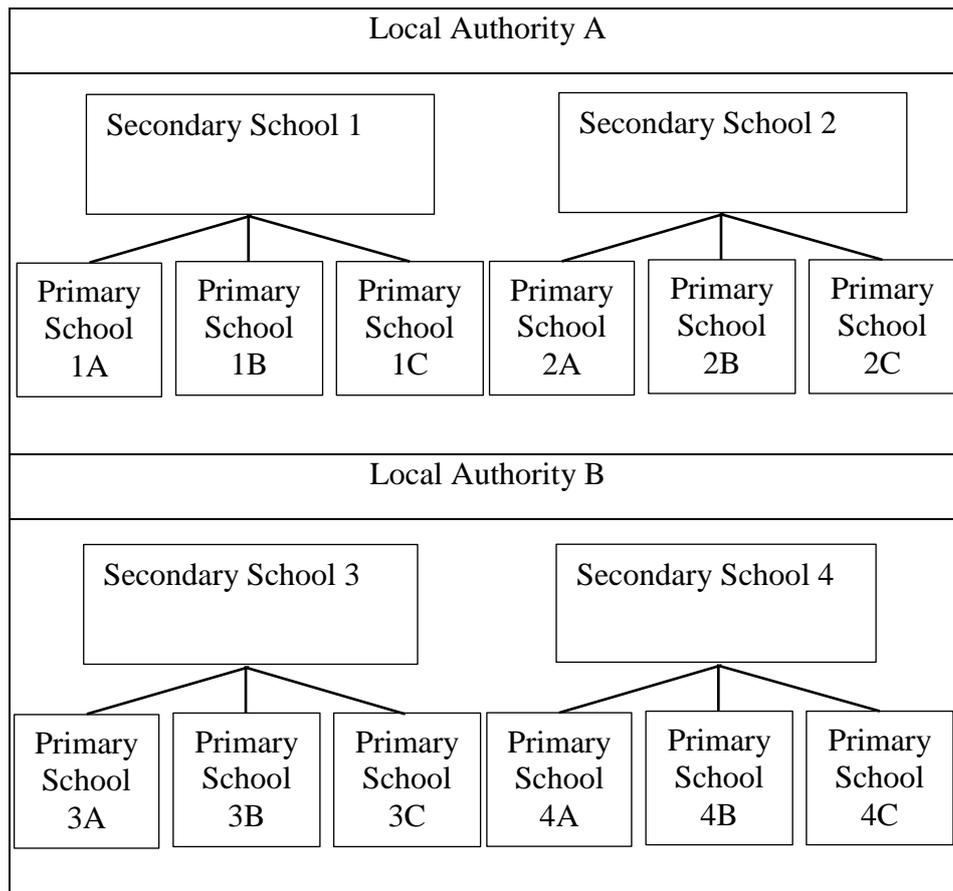


Figure 3.1: Overview of the initial case study design.

However, during the period of data collection, changes in government policy and funding had a significant impact of the local authority advisors in the study. In one LA the education advisors were transferred into school and, in the other, the advisory teams were severely reduced and the Primary Languages advisor became a generic Primary advisor and took up a position as teaching in a local primary school. This reflected the national picture in which role of LAs in schools has diminished and the autonomy of schools has increased (Hatcher, 2012). The research design was adjusted in light of these changes and although the schools in Cases 1 and 2 are in one LA and those in Cases 3 and 4 are in a neighbouring LA, the local authority aspect of the study was reduced.

Two issues arose which made it important to modify this design. In the pilot study (see Section 3.10.7 below) the amount of time spent arranging access proved much more substantial than anticipated. In addition, it proved difficult to find three primary schools for each case as some Year 6 teachers were unwilling or unable to participate in the study due to the large number of events taking place during the summer term (e.g. SATs, residential visits, end of year productions) which meant that it was not possible to arrange to conduct the questionnaires and interviews. As a result, the research design was amended to include only two primary schools for each case. The final research design is illustrated below (Figure 3.2).

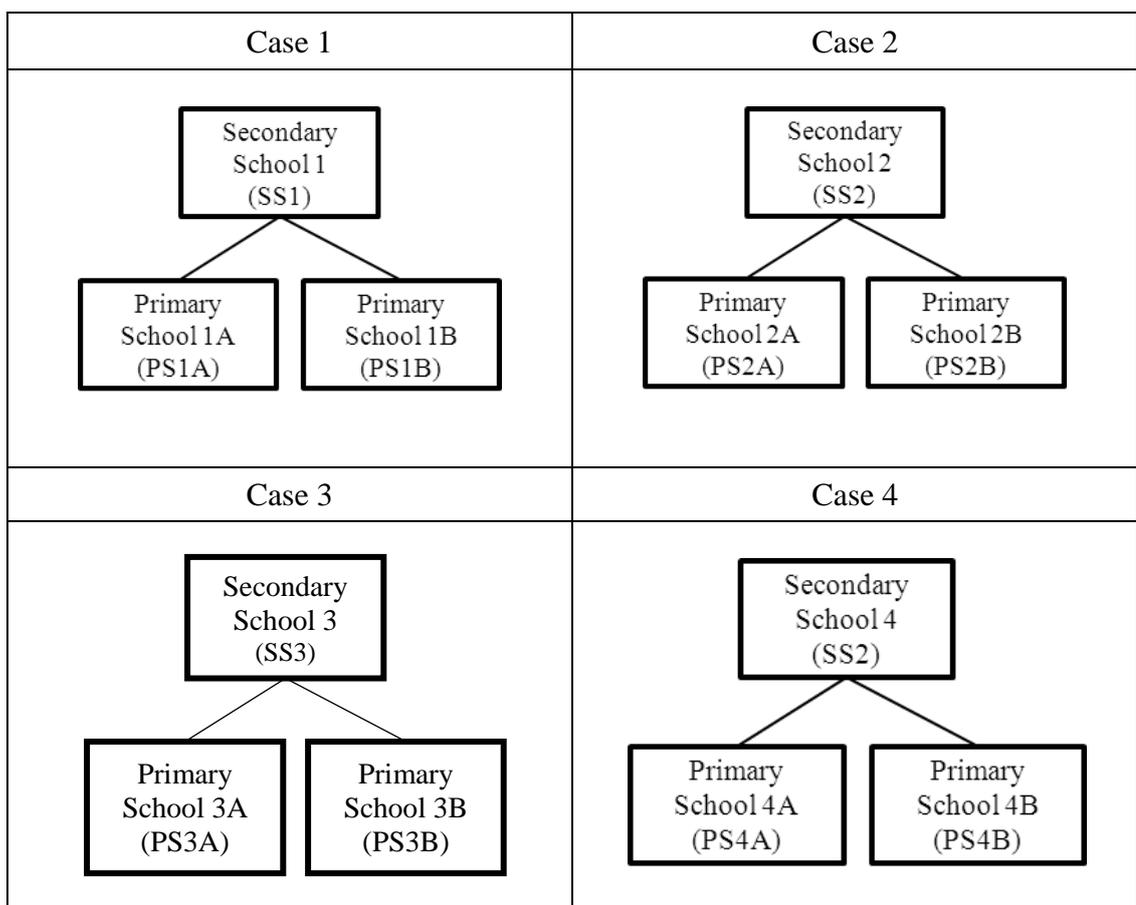


Figure 3.2: Overview of the final multiple case study design.

In the literature, the definition of what constitutes a ‘case’ and of the challenges of defining the boundaries of a ‘case’ has been discussed widely (Anderson and Arsenault, 1998; Christie and Stalker, 2009; Hitchcock and Hughes, 1995). Drawing on the views of Merriam, a case study focuses on “a single unit of analysis within which there may be several examples” (Merriam, 1988:46) and, as Patton argues, the main factor to consider when defining the unit of analysis is “what it is you want to be able to say something about at the end of the study” (Patton, 1980:100). For this study, the case is of the languages provision of a primary-secondary transition, geographically located in a primary and secondary school and examined through the beliefs of the participants (the pupils and their language teachers).

In 1990, The United States General Accounting Office defined exploratory case study as: “a descriptive case study [...] aimed at generating hypotheses for later investigation rather than illustrating” (Anderson and Arsenault, 1998). In this sense, my doctoral study could be categorised as an exploratory case study. This is consistent with Yin’s use of the term ‘exploratory case study’ and of Bassey’s understanding of the term ‘theory-seeking’ case study (Yin, 2009; Scott and Morrison, 2006). The doctoral study can be considered an exploratory or theory-seeking case study. Its overarching aim is to explore beliefs and experiences of languages during the KS2-3 transition to gain an understanding of the transition activities taking place and the method used might also be seen as a mixed method study. However, the focus is on gaining an in-depth understanding of the totality of the cases and so I believe it is better described thus.

It is important to note that case study has a validity which is not based in generalizability (Yin, 2009). If a case is presented in detail so that the reader can understand the context and processes, it can illuminate the processes and themes at work. The addition of this type of case to the literature is valuable (Yin, 2009). In looking at these examples of transition in language, therefore, I do not claim that they represent all languages transitions in England but I believe that illuminating and exploring these cases will add to the sum of knowledge in this area.

This study is principally concerned with the views and beliefs of participants. Where the documents and policies relating to transfer are discussed this is for the purposes of providing a sound background to the study and informing discussion with the participants of the study. Whilst it was anticipated that schools would have written transition policies, this proved not to be the case and so this study does not attempt to use documentary analysis with the data. Therefore, the study can be located within the interpretivist tradition, accepting the interpretivist epistemological stance which includes the beliefs that both the social world and the researcher have an impact on each other and that findings are inevitably influenced by the researcher (Ritchie and Lewis, 2006).

Given that the main target data of the study is beliefs about language and transition, this mixed methods case study adopts a largely qualitative approach. Quantitative methods are used to quantify the views of the participants and to highlight the differences between cases. This forms the background to the beliefs of the pupils and teachers involved and provide broad categorisations of responses. The

qualitative and quantitative data are combined to explore in depth participants' beliefs of the transition process. The qualitative approach enables the researcher to describe the situation relating to transition; explore beliefs of transition in languages in the case study schools in depth; investigate the reasons for and links between different beliefs and experiences; identify the strengths and weaknesses of the different approaches and make recommendations (Denby, Butroyd, Swift, Proce and Glazzard, 2008; Ritchie and Lewis, 2006; Silverman, 2005).

3.6 Reliability and validity

In addition, steps will be taken to maximise the reliability and validity of the study through triangulation and transparency. Yin (2009) seems to equate triangulation with the use of multiple sources of data and calls this 'methodological triangulation' (Yin, 2009:114). In this sense, my study does use triangulation, in that this study collects the view of the children through both questionnaires and group interviews as well as the views of the teachers through questionnaires and interviews. This methodological triangulation means that issues arising from the questionnaires, which have a pre-set agenda, can be investigated. This in turn, contributes to the validity of the conclusions drawn. However, although this is use of multiple data sources, these are all focused on the views of the participants, which are considered the main issue of interest and as the key source for an essentially interpretivist study. It is important to note that this study does not aim for the other types of triangulation discussed by (Patton, 2002), where different data sources might offer different views of a fact or phenomenon to strengthen construct validity and offer a 'truer' picture of the issue under investigation.

Transparency involves considering the accountability of the study, meaning “the methods and procedures used can be made visible and accessible to other parties (be they professional colleagues, clients, or the public audience for the study report), so that the implementation as well as the overall research design can be assessed” (Robson, 1993:126). This strengthens the validity of the conclusions in that the reader can take the limitations into account. I will discuss the methods in detail (below) so that the reader can understand and evaluate the situation and the views which emerge.

3.7 The Sample and validity within the sample

A case study aims to create an in-depth examination of the case (Merriam, 1998) so the choice of cases is very important, since the results will be about these cases, not the field in general (Yin, 2009). The scope of personal research is such that the researcher must make the very best use of the time available to choose settings and sample the settings purposefully. This section discussed the sampling of the schools for the cases.

Quota sampling is used to ensure that participants are from each of the schools and are from classes learning languages. As is a common feature of qualitative research, these samples are “small in scale and purposively selected on the basis of salient criteria” (Ritchie and Lewis, 2006:5). The sample contains a balance of genders and includes pupils with differing levels of attainment in languages (based on teacher assessment). As purposive sampling lessens the external validity, there is a greater need to ensure internal validity. Furthermore, as Cresswell (2003:185) argues,

“purposefully select[ed] participants or sites [...] will best help the researcher understand the problem and the research question.”

Yin defines construct validity as: “identifying correct operational measures for the concepts being studied”. He suggests that one tactic to address this is to use multiple sources of evidence. In my study I attempt to do this by drawing on the views and experiences of transition of a range of teachers and pupils across a total of twelve schools. With regards to the pupils’ beliefs and experiences, the pupil questionnaires were administered to a class of pupils within each school (summarised in Figure 4.3). This enabled comparison of the responses of pupils across the class, and the case, and comparison of these to the responses from pupils from across the study. The pupil interviews were used to explore in greater depth the points arising from the pupil questionnaires and the teacher questionnaires. Interviews provided different sources of evidence of transition arrangements and of the teachers’ beliefs about transition.

With regard to external validity, as the study adopts the case study method, claims were not made about the representativeness of the sample from the whole population of schools (e.g. all primary schools teaching languages), but sought to be representative of each case as the claims are being made about particular schools. It is important to recognise that the study does not seek to generalise beyond each case and to make claims about the experiences and beliefs of languages in schools outside the case study.

Miles and Huberman define reliability as “whether the process of the study is consistent, reasonably stable over time and across researchers and methods” (1994:278). The concept of reliability is stated even more simply by Yin: “[...] if a later investigator followed the same procedures as described by an earlier investigator and conducted the same case study all over again, the later investigator should arrive at the same findings and conclusions” (Yin, 2009:45). In order to minimise error and bias in the study, measures taken included checking the clarity and precision of the research questions, collecting relevant and sufficient data across a suitable range of schools, and checking coding and the accuracy of data entry. Care was also taken to ensure that processes used across the cases were consistent. For example, the questionnaires and interviews were administered personally and the rubrics (Appendices 3, 4, 5, 6) were followed closely.

For this study, internal validity involved careful design and piloting of questionnaires. This process verified the reliability of the questions whether the questions asked did indeed ask what was intended for them to ask. Attention was also paid to ensure that the samples of pupils and teachers were representative of each case. This is explored below.

The initial intention was to interview the same pupils at each data collection point to enable tracking of the beliefs of individual pupils. However, due to logistical issues and the complex nature of the transition process, it was not possible to track individual pupils, only groups of pupils from each of the primary schools in the summer term of Year 6 through to the autumn and summer terms of Year 7. A

digital voice recorder was used to capture the interviewees' responses so that the files could be uploaded to the NVivo software package for coding and analysis.

3.8 Identification of cases and schools

Information requests were made to the two local authorities for the numbers of pupils in each secondary school in the LA and their feeder primary schools. This information was used to select prospective case study schools by identifying the principal feeder primary schools for each secondary school. The decision was made to avoid selecting Specialist Language Colleges (SLCs). At the time there were estimated to be around 198 schools with SLC status (Specialist Schools and Academies Trust, 2009), representing only a small proportion of England's 3310 state funded secondary schools (DfE, 2011). Unlike schools without specialist status, Specialist Schools were required to forge links with a 'family' of five other schools and many do so with primary schools (Fisher, 2011). This meant that the level of primary-secondary school liaison was likely to be higher than in non-specialist schools and, for these reasons, the decision was made to exclude SLCs from the study. Two secondary schools were identified in each LA and letters were sent to the Head of Languages in each school to seek their agreement to participate in the study (the secondary school invitation letter is supplied in Appendix 1). After the agreement of each secondary school was obtained, letters were sent to the three main feeder primary schools (though the case study design was later amended to include only two primary schools in each case, as discussed below) inviting them to participate in the study (see Appendix 2 for the primary school invitation letter). This appeared problematic and the most common reason which was cited by the

primary schools for declining the opportunity to participate was the limited amount of time available with Year 6 pupils in the summer term following the SATs (national examinations).

For each case, the primary schools were approached in order of the number of pupils transferring at the end of Year 6 to the secondary school and this meant that for certain cases only a very small number of pupils from the participating primary schools transferred to the secondary school in the study. For example, only 15.9% (13/82) of the PS1A Year 6 cohort transferred to SS1. Overall, only 29.6% (29/98) of pupils completing the Y7 summer questionnaire had attended one of the six primary schools in the study. Furthermore, only 4.18% (14/335) of pupils completed the questionnaires at each of the three data collection points: Year 6, Year 7 autumn and Year 7 summer. This means that it was not possible to track the pupils through from Year 6 to the end of Year 7 and this affected the nature of the study.

It also proved difficult to identify mutually convenient times with the primary schools to administer the questionnaires and to conduct the pupil and teacher interviews. As a result, the decision was made to reduce the number of primary schools within each case to two. Therefore, each case comprised two primary schools and one secondary school, as illustrated above (Figure 3.2).

The primary schools were selected purposefully on the basis of the LA data. The aim was to maximise the number of pupils in the study who would transfer from a participating primary school to a participating secondary school. Therefore, the

primary schools were selected according to the numbers of pupils who had transferred to the participating secondary school in the previous academic year. This means the characteristics of the schools were very different (contextual information is provided below). The following background information was summarised from the schools' Ofsted inspection reports, the DfE school performance tables (DfE) and interviews with the languages coordinator or a language teacher. This information is provided so that the reader can conjure a picture of the setting and of the attainment of the pupils in the setting.

Where available, policy documents at school, LA and national levels were scrutinised to complement the literature review and supplement evidence gathered by other data collection methods (Bell, 2001); namely the pupil teacher questionnaires and interviews. These documents provided evidence of processes and mechanisms undertaken by schools and were the subject of discussion with teachers as well as the basis of pupil and teacher experience. However, they are not a primary source of interest in this study.

3.8.1 Case 1

3.8.1.1 Case 1 Secondary School 1 (SS1)

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1063
Of which, number on roll in the sixth form	167
Overall effectiveness (Ofsted, 2008e)	2
Achievement and standards (Ofsted, 2008e)	2
Teaching and learning (Ofsted, 2008e)	2
Capacity to improve (Ofsted, 2008e)	2
Percentage of pupils gaining 5 GCSEs at grades A*-C (DfE, 2011)	41%
Number of feeder primary schools in 2010	26
Number of pupils who transferred from PS1A in 2010	13
Percentage of 2010 Year 7 intake from PS1A	7.1%
Number of pupils who transferred from PS1B in 2010	20
Percentage of 2010 Year 7 intake from PS1B	10.9%
Number of pupils who joined Year 7 in 2010	183

Figure 3.3: Overview of Case 1 Secondary School (SS1) – summary of school performance and inspection data.

Secondary School 1 (SS1) is a larger than the average sized secondary school.

Around 64% of students are from White British backgrounds, the remainder representing a variety of different ethnic heritages. Students of Indian backgrounds form the largest single minority ethnic group, comprising around 20%. The proportion of students known to be eligible for free school meals is above average and the proportion of students identified as having special educational needs and/or disabilities is high, while the number with a statement of special educational needs is average for the size of school (Ofsted, 2008e). The school became a specialist technology college in 1997 and its Ofsted report (Ofsted, 2008e) does not mention transience, nor was this issue raised in the teacher interview.

3.8.1.2 Case 1 Primary School A (PS1A)

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	696
Overall effectiveness (Ofsted, 2008a)	2
Achievement and standards (Ofsted, 2008a)	2
Teaching and learning (Ofsted, 2008a)	2
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	91%
Number of secondary schools Year 6 pupils who transferred to SS1 in 2010	11
Number of pupils who transferred in 2010 to SS1	13
Percentage of 2010 Year 6 cohort who transferred to SS1	15.9%

Figure 3.4: Overview of Case 1 Primary School (PS1A) – summary of school performance and inspection data.

Primary School 1 (PS1A) is a very large primary school situated in the outskirts of a city. The school's Ofsted report (Ofsted, 2008a) notes that it is a good school with significant outstanding features. This popular school attracts more than half of the pupils from outside its catchment area. Ofsted also reported that the children achieve above average standards by the time they leave Year 6. According to data from the school, 14.5% of pupils speak English as an additional language, 18% of pupils have special educational needs and 10% are eligible for free school meals. The Ofsted report (Ofsted, 2008a) does not mention transience, nor was transience raised in the teacher interview.

3.8.1.3 Case 1 Primary School B (PS1B)

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	304
Overall effectiveness (Ofsted, 2008b)	3
Achievement and standards (Ofsted, 2008b)	3
Teaching and learning (Ofsted, 2008b)	3
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	73%
Number of secondary schools Year 6 pupils who transferred to SS1 in 2010	7
Number of pupils who transferred in 2010 to SS1	20
Percentage of 2010 Year 6 cohort who transferred to SS1	55.6%

Figure 3.5: Overview of Case 1 Primary School (PS1B) – summary of school performance and inspection data.

PS1B is a larger than average primary school located in the suburbs of a city.

Almost half of the pupils are from White British backgrounds and the rest are from a wide variety of other heritages. The number of pupils from ethnic minority groups is well above average as is the proportion of pupils who speak English as an additional language (54%). The number of pupils eligible for free school meals is much higher than the national average (33%). The proportion of pupils with learning difficulties and/or disabilities is higher than average (31%) although the number with a statement of special educational needs is average. Overall, the proportion of girls in the school is well above average; however, in the class in the study, the reverse was true as only 29% of pupils in the Year 6 class were girls. The school has a high rate of transience and the proportion of pupils who join or leave partway through their education is much higher than average, as acknowledged in the school's inspection report (Ofsted, 2008b).

3.8.2 Case 2

3.8.2.1 Case 2 Secondary School (SS2)

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	787
Overall effectiveness (Ofsted, 2008f)	2
Achievement and standards (Ofsted, 2008f)	2
Teaching and learning (Ofsted, 2008f)	2
Percentage of pupils gaining 5 GCSEs at grades A*-C (DfE, 2011)	60%
Number of feeder primary schools in 2010	32
Number of pupils who transferred from PS2A in 2010	23
Percentage of 2010 Year 7 intake from PS2A	13.6%
Number of pupils who transferred from PS2B in 2010	36
Percentage of 2010 Year 7 intake from PS2B	21.3%
Number of pupils who joined Year 7 in 2010	169

Figure 3.6: Overview of Case 2 Secondary School (SS2) – summary of school performance and inspection data.

SS2 is a smaller than average school located in the suburbs of a city in the Midlands. It gained specialist humanities college status in 2006. According to the school's Ofsted report, (Ofsted, 2008f) the percentage of pupils known to be eligible for free school meals is similar to the national average and the percentage of pupils from minority ethnic groups is above average. Most pupils have English as their first language. The percentage of pupils with special educational needs and/or disabilities is below average. The majority of pupils travel to school by bus from outside of the school's immediate neighbourhood. The 2008 Ofsted report (OFSTED, 2008f) noted that pupils begin school with average prior attainment and leave school with above

average results. It did not mention transience – an issue which was not raised in the teacher interview.

3.8.2.2 Case 2 Primary School A (PS2A)

Type of school	Primary
School category	Voluntary aided (RC)
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Overall effectiveness (Ofsted, 2008c)	3
Achievement and standards (Ofsted, 2008c)	3
Teaching and learning (Ofsted, 2008c)	3
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	81%
Number of secondary schools Year 6 pupils transferred to SS2 in 2010	7
Number of pupils who transferred in 2010 to SS2	23
Percentage of 2010 Year 6 cohort who transferred to SS2	52.3%

Figure 3.7: Overview of Case 2 Primary School (PS2A) – summary of school performance and inspection data.

PS2A is a larger than average inner-city primary school. It serves an area of cultural diversity and almost 40% of pupils have English as an additional language, with about half of these at the early stages of learning to communicate in English. About 40% of the pupils are eligible for free school meals, which is over twice the national average. Of these pupils, many are of Black African heritage and a French speaker is employed by the school to provide regular support. The proportion of pupils with special educational needs and/or disabilities is above the national average and most of these pupils have general learning difficulties. The Ofsted inspection report (Ofsted, 2008c) notes that there are well-established and effective arrangements to

induct pupils into school and ensure a smooth transition to the secondary phase of education.

3.8.2.3 Case 2 Primary School B (PS2B)

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Overall effectiveness (Ofsted, 2010a))	3
Capacity for sustained improvement (Ofsted, 2010a)	3
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	74%
Number of secondary schools Year 6 pupils transferred to SS2 in 2010	5
Number of pupils who transferred in 2010 to SS2	36
Percentage of 2010 Year 6 cohort who transferred to SS2	73.5%

Figure 3.8: Overview of Case 2 Primary School (PS2B) – summary of school performance and inspection data.

PS2B is a larger than average voluntary aided (RC) primary school located in a suburb of a Midlands city. The school is located in one of the city's more affluent areas and 10% of pupils are eligible for free school meals. The proportion of pupils with special educational needs (12.8%) is similar to the national average. According to the school, the proportion of pupils who speak English as an additional language was approximately 13%. The school's latest Ofsted report (Ofsted, 2010a) does not mention transience, nor was this issue raised in the teacher interview.

3.8.3 Case 3

3.8.3.1 Case 3 Secondary School (SS3)

Type of school	Secondary
School category	Comprehensive
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1330
Overall effectiveness (Ofsted, 2006)	2
Achievement and standards (Ofsted, 2006)	2
Quality of provision for teaching and learning (Ofsted, 2006)	2
Percentage of pupils gaining 5 GCSEs at grades A*-C (DfE, 2011)	70%
Number of feeder primary schools in 2010	33
Number of pupils who transferred from PS3A in 2010	46
Percentage of 2010 Year 7 intake from PS3A	15.5%
Number of pupils who transferred from PS3B in 2010	31
Percentage of 2010 Year 7 intake from PS3B	10.5%
Number of pupils who joined Year 7 in 2010	296

Figure 3.9: Overview of Case 3 Secondary School (SS3) – summary of school performance and inspection data.

SS3 is an oversubscribed specialist science college situated in a town of social and economic prosperity. The proportion of students from minority ethnic backgrounds is slightly above average as is the number of students who speak English as an additional language. The proportions of students eligible for free school meals and those with special educational need are below average. The school's Ofsted report (Ofsted, 2006) does not mention transience, nor was this issue raised in the teacher interview. The school receives pupils from two towns and has two main feeder primary schools and over thirty feeder schools.

3.8.3.2 Case 3 Primary School A (PS3A)

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Overall effectiveness (Ofsted, 2007)	2
Achievement and standards (Ofsted,2007)	2
Quality of provision for teaching and learning (Ofsted, 2007)	2
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	83%
Number of secondary schools Year 6 pupils transferred to SS3 in 2010	5
Number of pupils who transferred in 2010 to SS3	46
Percentage of 2010 Year 6 cohort who transferred to SS3	74.2%

Figure 3.10: Overview of Case 3 Primary School A (PS3A) – summary of school performance and inspection data.

PS3A is a large primary school located in a socially and economically advantaged town in the West Midlands. Most pupils come from a White British background with 11% of pupils speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities (18%) is below average. The proportion of pupils known to be eligible for free school meals (11%) is also less than average. The school's Ofsted report (Ofsted, 2007) does not mention transience, nor was this issue raised in the teacher interview.

3.8.3.3 Case 3 Primary School B (PS3B)

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7-11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Overall effectiveness (Ofsted, 2008d)	2
Achievement and standards (Ofsted, 2008d)	2
Quality of provision for teaching and learning (Ofsted, 2008d)	2
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	89%
Number of secondary schools Year 6 pupils transferred to SS3 in 2010	5
Number of pupils who transferred in 2010 to SS3	31
Percentage of 2010 Year 6 cohort who transferred to SS3	62%

Figure 3.11: Overview of Case 3 Primary School B (PS3B) – summary of school performance and inspection data.

PS3B is a voluntary controlled Church of England junior school located in the suburbs of a socially and economically advantaged town in the Midlands. It is smaller than the average primary school and nearly all pupils (93%) speak English as their first language. The proportion of pupils with special educational needs and/or disabilities (24%) is higher than average as is the proportion of pupils known to be eligible for free school meals (16%). The school's Ofsted report (Ofsted, 2008d) does not mention transience, nor was this issue raised in the teacher interview.

3.8.4 Case 4

3.8.4.1 Case 4 Secondary School (SS4)

Type of school	Secondary
School category	Comprehensive (Voluntary aided)
Age range of pupils	11-18
Gender of pupils	Mixed
Number of pupils on the school roll	1145
Overall effectiveness (Ofsted, 2009b)	3
Capacity to improve (Ofsted, 2009b)	3
Percentage of pupils gaining 5 GCSEs at grades A*-C (DfE, 2011)	58%
Number of feeder primary schools in 2010	36
Number of pupils who transferred from PS4A in 2010	13
Percentage of 2010 Year 7 intake from PS4A	7.2%
Number of pupils who transferred from PS4B in 2010	19
Percentage of 2010 Year 7 intake from PS4B	10.5%
Number of pupils who joined Year 7 in 2010	181

Figure 3.12: Overview of Case 4 Secondary School (SS4) – summary of school performance and inspection data.

According to the school's Ofsted report (Ofsted, 2009b) and information supplied by the school, SS4 is a larger than average (voluntary aided Roman Catholic) comprehensive school. Pupils transferred to the school from 36 feeder primary schools located across a wide geographical area. A small minority of pupils come from ethnic minority backgrounds and the majority of students are drawn from more socially and economically advantaged households than the national average. The number of students with a statement of special educational needs is slightly higher than average but the overall number of students with SEN is broadly average. SS4 is a specialist technology and arts college. The school's Ofsted report (Ofsted, 2009b) does not mention transience, nor was this issue raised in the teacher interview.

3.8.4.2 Case 4 Primary School A (PS4A)

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Overall effectiveness (Ofsted, 2010b)	3
Capacity for sustained improvement (Ofsted, 2010b)	3
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	61%
Number of secondary schools Year 6 pupils transferred to SS4 in 2010	5
Number of pupils who transferred in 2010 to SS4	13
Percentage of 2010 Year 6 cohort who transferred to SS4	59.1%

Figure 3.13: Overview of Case 4 Primary School A (PS4A) – summary of school performance and inspection data.

PS4A is an average-sized primary school with a slightly higher than average proportion of pupils from a minority ethnic background or who speak English as an additional language. Approximately one third of pupils have a special educational needs and/ or disabilities and the proportion of pupils with a statement of special needs is slightly higher than average. The school also has a specialist base for pupils with speech and language disorders. The school's latest Ofsted report (Ofsted, 2010b) does not mention transience, nor was this issue raised in the teacher interview.

3.8.4.3 Case 4 Primary School B (PS4B)

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Overall effectiveness (Ofsted, 2009a)	3
Capacity for sustained improvement (Ofsted, 2009a)	3
Percentage achieving Level 4 or above in English and Maths SATs (DfE, 2011)	89%
Number of secondary schools Year 6 pupils transferred to SS4 in 2010	8
Number of pupils who transferred in 2010 to SS4	19
Percentage of 2010 Year 6 cohort who transferred to SS4	35.8%

Figure 3.14: Overview of Case 4 Primary School B (PS4B) – summary of school performance and inspection data.

PS4B is a larger than average primary school situated in the suburbs of a socially and economically advantaged town. The proportion of pupils eligible for free school meals is below average (5%), as is the proportion of pupils with special educational needs and/ or disabilities (15%). The number of pupils from minority ethnic groups is slightly above average but few pupils speak English as an additional language (4%). The Ofsted report (Ofsted, 2009a) notes that the school's population is stable and that few pupils join or leave the school other than at the normal entry and exit points.

3.9 Research Instruments

3.9.1 Negotiating Access and Confidentiality

Letters of invitation were sent to prospective case study schools in the summer term of 2010 prior to the Year 6 interviews and questionnaires (see Appendix 1 and Appendix 2) in order to seek the agreement of schools to participate in the study. Assurances were given to schools that the research would be conducted in accordance with the British Educational Research Association's ethical guidelines (BERA, 2004). This included assurances of confidentiality and in relation to data protection.

3.10 Research methods (data collection methods and tools)

The final data collection tools used were:

- Pupil questionnaire. This was administered to 244 pupils in Year 6 (summer), 90 pupils in Year 7 (autumn) and 98 pupils in Year 7 (summer);
- Teacher questionnaire. 8 teachers completed the questionnaire in Year 6 (summer), 4 teachers in Year 7 (autumn) and 3 teachers in Year 7 (summer);
- Pupil group interview (semi-structured). 48 pupils participated in the Year 6 (summer) interviews, 21 in the Year 7 (autumn) interviews and 23 in the Year 7 (summer) interviews;
- Teacher interview (semi-structured). 6 teachers participated in the Year 6 (summer) interviews, 4 in the Year 7 (autumn) interviews and 4 in the Year 7 (summer) interviews.

A summary of the data collected is provided in Chapter 4 in Figure 4.2 and Figure 4.3 provides a case-by-case summary of the data collected. The questions from data

collection tools (questionnaires and interviews) were mapped against the research questions (Figure 3.15) to ensure the data collection tools would yield sufficient data to answer the research questions.

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Research instrument	Summer term 2009/10				Autumn term 2010/11				Summer term 2010/11				
	Y6 Pupil Questionnaire	Y6 Pupil Interviews	Y6 Teacher Questionnaires	Y6 Teacher Interviews	LA advisor interviews	Y7 Pupil Questionnaires	Y7 Pupil Interviews	Y7 Teacher Questionnaires	Y7 Teacher Interviews	Y7 Pupil Questionnaires	Y7 Pupil Interviews	Y7 Teacher Questionnaires	Y7 Teacher Interviews
Contextual information	1,2,3,4,5,6,13,15	Part 1	1,2,3,5,6,7,8,9,10,11,12,13	Part 1	Part 1, 2	1,2,3,4,5,13,15	Part 1	1,2,3,4,7,9,10	Part 1,2	1,2,3,5,13	Part 1	1,2,3,4	Part 1
1. What policies, processes and activities take place for transition in languages? How are the data and information passed to secondary schools used?		Part 3	14,15,18	Part 3	Part 3			5,8,11,12,13,16	Part 2, 3			5	Part 2,3
2. What are pupils' beliefs of language learning at primary and secondary school?	6,7,8,9,10,11,12	Part 2	4			6,7,8,9,10,11,12	Part 2			6,7,8,9,10,11,15,16,17,18	Part 2		
3. Do pupils' beliefs of language learning change at the Key Stage 2-3 transition?	6,7,8,9,10,11,14,16,17,18	Part 3		Part 2	Part 2	6,7,8,9,10,11,12,14,16,17,18	Part 3	6	Part 2	6,7,8,9,10,11,14,15,16,17	Part 3	7,10	Part 2,3
4. What are the beliefs of primary and secondary (language) teachers of the Key Stage 2-3 transition in languages?			16,17,18	Part 2	Part 3			6,14,15,16,17,18	Part 3			6,7,8,9,11,12	Part 2,3

Figure 3.15: Map of research questions and data collections tools for the study.

3.10.1 Mixed Methodology

Adopting mixed methodology for the data collection process supports the enhancement of the credibility for the results as involves the combination of several methods to answer the same research questions (Silverman, 2005). The exploration of the research questions using methodological and respondent triangulation is considered an advantage of this study, while the concept of reliability is enhanced through cross-checking.

It has been argued that one advantage of questionnaires over interviews is that the anonymity of a questionnaire yields more honest responses than an interview (Cohen et al., 2003). Also, the data collected can be superficial, providing description rather than explanations or evaluations (Munn and Drever, 2004). However, questionnaires are a very simple way to collect data in a structured form from a large number of participants, which is a real advantage in this study where the views of whole classes were sought. To investigate unclear answers or investigate interesting issues, interviews were used to illuminate the responses to the questionnaires (refer to Appendix 7: Year 6 Pupil Interview for a sample of those responding to the pupil questionnaire). This enabled the investigation of issues which were new or unclear and provided a fuller view of the cases.

The questionnaires and interviews were used to collect data from: pupils; primary teachers; secondary MFL teachers and LA advisors (as discussed below, the local authority advisor interviews were conducted but it was decided not to use this data). The questionnaires were used to capture the views of the participants and were

followed up with interviews to illuminate the responses to the questionnaires. The rationale for the selection of the data collection methods and steps taken to ensure they were fit for purpose are discussed below.

3.10.2 Questionnaires

Questionnaires were used to collect data from a large sample in a relatively short period of time (Denscombe, 2003, Gray, 2004) and to provide a snapshot of the situation about transition in languages from the view of the pupils and teachers involved. They were administered to one Year 6 class from each of the eight participating primary schools and then to one Year 7 class from each of the four participating secondary schools in the subsequent academic year. The research schedule is summarised below (Figure 3.16) and Figure 4.2 provides a summary of the data collected.

Interview and questionnaire schedule		
Year	Autumn	Summer
2009/10	Design and pilot the questionnaire and interview schedules (autumn and spring)	Year 6 pupil questionnaire and interviews Primary teacher questionnaire and interviews
2010/11	Year 7 pupil questionnaire and interviews Secondary teacher questionnaire and interviews Local Authority advisor interview	Year 7 pupil questionnaire and interviews Secondary teacher questionnaire and interviews

Figure 3.16: Overview of the data collection instruments, participants and timescales.

The questionnaires were paper-based and administered by the researcher to help participants understand the instructions, answer queries and maximise the return rate (Munn and Drever, 2004). Online questionnaires were originally considered but

consultation with the teachers involved in the study suggested that return rates, particularly from the children, would be improved by using a paper questionnaire. The questionnaires were highly structured and contained mostly closed questions. These questions limited the number of possible responses given but provide data that are amenable to collation and analysis (Cohen et al., 2003, Munn and Drever, 2004). The use of highly structured questions and piloting of the questionnaires sought to ensure the clarity of the instructions, minimise incomplete responses and maximise the response rate through making the questionnaire easier and quicker to complete (Burton, Brundrett and Jones, 2008; Denscombe, 2003). Some open questions were used to elicit more detailed responses and 'rich' data. The Year 6 pupil questionnaire is included in appendix Year 6 questionnaire (Appendix 7: Year 6 pupil questionnaire).

3.10.2.1 Content of the questionnaires

Questionnaires were administered to a class of pupils in each of the primary and secondary schools in the study and to the classes' language teacher. An overview of the data collection instruments, participants and timescales is provided below (Figure 3.17).

Time	Instrument	Sample size
Summer 2010	Year 6 pupil questionnaire Year 6 pupil interview Year 6 teacher questionnaire Year 6 teacher interview	One class of Y6 pupils in 8 primary schools= 244 One group of 6 pupils in 8 primary schools =48 1 Y6 language teacher in 8 primary schools= 8 1 Y6 language teacher in 6 primary schools = 6
Autumn 2010	Year 7 pupil questionnaire Year 7 pupil interview Year 7 teacher questionnaire Year 7 teacher interview Local Authority advisor interview	One class of Y7 pupils in 4 secondary schools= 90 One group of approximately 6 pupils in 4 secondary schools =21. 2 pupils from each feeder primary. As far as possible, these will be the same pupils interviewed in Y6) 1 Y7 language teacher in 4 secondary schools =4 1 Y7 language teachers in 4 secondary schools =4 2 advisors (1 per LA)
Summer 2011	Year 7 pupil questionnaire Year 7 pupil interview Year 7 teacher questionnaire Year 7 teacher interview	One class of Y7 pupils in 4 secondary schools= 98 One group of approximately 6 pupils in 4 secondary schools =23. 2 pupils from each feeder primary. As far as possible, these will be the same pupils interviewed in Y6 and Y7 autumn. 1 Y7 language teacher in 4 secondary schools= 3 completed 1 Y7 language teacher in 4 secondary schools = 4

Figure 3.17: An overview of the data collection instruments, participants and timescales.

The data collection discussed above was largely unproblematic but some issues arose which affected the final composition of the study. The most significant of these was the changing situation of local authorities during the course of the research (discussed above). With reference to my study, this development meant that the LA staff I had intended to interview ceased to exist in the same role and so the local authorities are not represented in this study.

The position of Primary Languages (see Chapter 2) changed significantly during the course of this study. As a result of the abolition of the Rose National Curriculum (2009), the position of PL as a compulsory subject became uncertain and the government abandoned the commitment to children's entitlement to Primary Languages. Though this has been reversed and the subject will be compulsory in Key Stage 2 from September 2014 (DfE, 2013) the LA advisors were not reinstated and the power of LAs has waned (Higham and Earley, 2013).

3.10.3 Year 6 pupil questionnaires

This section provides an analysis of the structure of the Year 6 pupil questionnaire (Appendix 7) and discusses why the particular questions were asked and identifies how they build upon previous studies. The questionnaire consists of three parts: background information, views of Primary Languages and expectations of secondary school.

The first section ('background information') seeks contextual information about the pupil (name, school, gender, language studied in Year 6 and the length of time that

the language has been studied). The purpose of this was not to identify the pupil or the setting, in line with ethical guidelines (BERA, 2004), but to collect data to be used in the analysis of each of the case studies.

The purpose of the second section ('views of Primary Languages') was to elicit information about pupils' beliefs about language lessons and their experiences in terms of the content of language lessons (activities, tasks, resources). The questions in this section correspond closely with several major research projects related to the teaching and learning of Primary Languages and pupils' beliefs and perceptions of languages, as identified below.

The first question (question 6) asks pupils to consider their experience in language lessons and to identify the activities which they undertake in lessons. This is a multiple choice question with discrete categories and an option 'other' for pupils to add additional activities. Written guidance was provided to clarify that pupils should tick all of categories which applied and this was also reinforced through the verbal instructions (Appendix 3). The intention was to use the data from this question to provide crude statistics (Cohen et al., 2003) to identify the most and least common activities within language lessons and to compare these with the teachers' responses to the same question. This question relates to a range of studies including those by Cable et al. (2010), Muijs et al. (2005) and Powell et al. (2000). The items used by these researchers were considered in formulating an up-to-date list of items. A group of teachers was consulted as part of the pilot process and the question was trialled by a group of pupils.

The questionnaire then explores pupils' beliefs about languages lessons (question 7) which links to existing research studies in this area examined in the review of literature. This includes the studies by Cable et al. (2010), Muijs et al. (2005) and Powell et al. (2000). The questions relate to pupils' beliefs about language learning and also of school lessons in general. This was in order to examine beliefs about languages against the background of participants' beliefs about school in general. It was envisaged that this would provide a more comprehensive picture of pupils' beliefs about languages by enabling similarities and differences in beliefs about languages - and relating to other subjects - to be identified. These questions were also included in the Year 7 autumn and summer questionnaires to identify trends across the participants over the course of the study.

A Likert rating scale (Likert, 1932) was used in this section to gauge the strength of pupils' opinions of different aspects of language learning which build on several previous studies (including that by Powell et al. (2000)). These aspects include pupil enjoyment of lessons (this was explored in studies including Bolster et al. (2004), Cable et al. (2010) and Muijs et al. (2005)), the extent to which they find lessons interesting (researched by Cable et al. (2010)), their perceived difficulty of learning a language, their level of challenge in language lessons, and their self-efficacy for languages (this relates to Cable et al. (2010) and Muijs et al. (2005) and Williams, Burden, Poulet, and Maun (2004)). Use of a rating scale raises potential issues with regard to interpretation as what one pupil may consider an agreement rather than a strong agreement may be different from another. As with all non-parametric data, it is not possible to treat the data as being on a genuine, continuous scale and to assume equal intervals between each of the four options (Cohen et al., 2003). This had

implications for data analysis: for example, it was not appropriate to calculate mean values. In the pilot study, a five point scale was used but was later changed to a four point scale in order to reduce the number opting for the midpoint and ‘sitting on the fence’; and to require them to make a decision about whether they agree or disagree with a particular statement. However, research implies that use of a scale with a small number of rating categories can result in a loss of the ‘discriminatory powers’ (Matell and Jacoby, 1971:657) but the researcher was mindful of this when collecting the data. In light of the pilot study (discussed in Section 3.10.7 below) and the following discussions with pupils, it was felt that this would not compromise the data collected. Moreover it was hoped that through removing the option of ‘sitting on the fence’, use of the four point scale would force pupils to consider each question and to decide whether they did in fact agree or disagree. It is important to acknowledge that this may raise issues in areas where respondents - teachers or pupils - genuinely felt neutral and neither agree nor disagree with the statement.

Question 11 required pupils to indicate the extent to which they agree with the statement that all pupils in Key Stage 2 should study a language. This question was repeated on the Year 7 autumn and summer questionnaires to gauge whether pupils’ views changed following the transition to secondary school. This was followed by an open question asking pupils to explain the reasons for their view.

The third section of the questionnaire explores pupils’ expectations of secondary school. Pupils were asked to state which secondary school they will be attending (question 13) and this information was used to identify pupils transferring from one

of the primary schools in the study to one of the secondary schools in the study as some of the pupils who met this criteria were also interviewed (the sampling methods are discussed below).

In order to elicit pupils' expectations of secondary school, and to identify whether there is a difference in pupils' expectations for language lessons and other lessons, pupils were asked whether they were looking forward to lessons/language lessons at secondary school (question 14). This aspect (pupils' expectations of secondary school for languages) was explored by Powell et al. (2000).

The following questions (15 and 16) sought to identify whether the language to be studied in Year 7 was the same as the one studied in Year 6 and, if given the choice, whether they would have preferred to continue to study it or begin to learn a different language. Pupils were also asked to explain their reasons for this choice. In addition to yielding this data, the questions were used as an indicator to gauge pupils' level of knowledge relating to transition in languages.

The final question (18): 'If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?' was intended to provide an insight into pupils' hopes for language lessons at secondary school. Although, as mentioned in the report on the pilot study (below), some pupils commented that they found this question challenging to answer as it required them to reflect but it was also found to elicit useful data.

3.10.4 Year 7 pupil questionnaires (autumn and summer)

Two questionnaires were administered to pupils in Year 7. The first was in the autumn term and the second was towards the end of the summer term (see Appendix 8 and Appendix 9) and were completed by 90 and 98 pupils respectively. Both of the Year 7 pupil questionnaires follow the same structure and this is similar to the structure of the Year 6 pupil questionnaire explored above.

The Year 7 questionnaires comprise three sections: background information, views of languages (and language learning) and views and experiences of languages at secondary school. The questions were framed in a similar way to the Year 6 pupil questionnaire. This meant that it was possible to compare the pupils' responses to certain questions (for example, their enjoyment of language lessons and their beliefs about the difficulty of language lessons compared to school subjects in general) at three points in the primary-secondary school transition: the end of Year 6 in the term prior to their move to secondary school, the beginning of Year 7 and then again at the end of Year 7. As discussed later (Chapter 5) it was not possible to track individual pupils due to the complex nature of transition so, therefore, the study was not longitudinal. In addition to the studies mentioned in relation to the Year 6 questionnaire questions, research by Bolster et al. (2004) relating to the motivation of Year 7 pupils in languages and Powell et al. (2000) relating to Year 7 pupils' experiences of language lessons, their attitude to languages and the area of progression relate to aspects of the Year 7 pupil questionnaires.

3.10.5 Teacher questionnaires

The Year 6 and Year 7 teacher questionnaires included three sections: languages in school; transition activities and, thirdly, effectiveness of transition arrangements (see Appendices 10, 11 and 12).

The first section, 'languages in your school', sought to yield contextual information about language teaching and activity within the school and relating to the teachers' personal experience of language learning (their experience/qualifications in languages (for both the language(s) taught and other languages). These questions were based on those used in studies by Driscoll et al. (2004a) provision study and Muijs et al. (2005). This section also elicits the teachers' beliefs about their own success in languages, their language teaching and whether they believe languages should be statutory in Key Stage 2. This question (4) was also asked of pupils and was asked of teachers in the study of language provision by Driscoll et al. (2004a) and Powell et al. (2000). The teachers were asked to specify the role of the Primary Languages teacher (i.e. class teacher, language assistant, peripatetic languages teacher) an aspect of PL provision examined in studies by Cable et al. (2010), Driscoll et al. (2004a), Muijs et al. (2005), Powell et al. (2000) and Wade et al. (2009) and the weekly time allocation for Primary Languages (question 8). This was considered by Cable et al. (2010), Muijs et al. (2005) and Wade et al. (2009). These three studies also examined whether cross curricular links between languages and other subjects were exploited (question 11) and if language was used throughout the school day (e.g. for routines such as taking the register). Question 9 (resources) was an area studied by Bolster et al (2004), Cable et al. (2010) and Muijs et al. (2005).

The findings from the data gathered are discussed in light of this existing research in the discussion chapter.

Assessment arrangements for Primary Languages (question 13) were examined by Bolster et al. (2004), Muijs et al. (2005) and Wade et al. (2009). The extent of transition activities for languages was also examined by these three studies.

Question 15 (concerning the transfer of data from primary schools to secondary schools) was an area explored by Bolster et al. (2004), Cable et al. (2010), Muijs et al. (2005) and Wade et al. (2009) of which the latter two studies evaluated the effectiveness of these arrangements (question 16). Arrangements for continuity and progression (question 18) were investigated by Muijs et al. (2005).

3.10.6 Pupil and teacher interviews

Interviews were carried out with groups of Y6 pupils and their teachers, Year 7 pupils and language teachers and with two local authority languages advisors (Figure 4.2 provides a summary of the data collected) though, as discussed above, the data collected from the local authority interviews was not used. A discussion of the sampling techniques is provided below.

The rationale for the interviews was that, in addition to illuminating the responses from the pupil and teacher questionnaires, the (face-to-face) interviews would be used to probe and explore responses to extend the depth of the case and investigate issues arising from the data collection (Munn and Drever, 2004). The questions were

open-ended, conversational in tone and aligned to the set of questions and prompts listed on the interview schedules (see Appendices 13, 14, 15, 16, 17 and 18).

The teachers were interviewed individually to explore issues which arose in more depth and to tailor the interview to address the specific points made by the participant.

The pupils were interviewed in small groups of approximately six pupils (Figure 4.2 provides a summary of the data collected) to help pupils feel confident to express their views (Simons, 1981). This technique was used by other researchers in the field, including Powell et al. (2000). There is also the additional benefit that group interviews allow the participants to reflect and respond to the views expressed by others in the group (Ritchie and Lewis, 2006). The semi-structured interview format provided flexibility to adapt the questions to the responses given (Cohen et al., 2003) and to explore fully the views which emerged from the interview questions and also from the discussion relating to the group task (sorting activity). The sorting activity required pupils to discuss the content of their language lessons and to share their opinions of the various activities. Pupils' views of the activities undertaken in language lessons relate to a previous studies by Muijs et al. (2005) and Barton, Bragg and Serratrice (2009) – though the focus of the latter study was a language awareness project rather than discrete language lessons.

3.10.7 The pilot study

The pilot study was conducted only in primary schools, in two phases, focusing on the generation of a sample and on the piloting of the teacher questionnaire and pupil questionnaires. This consisted of piloting the research instruments and the methods of data analysis and was considered a formative process. It was designed to provide feedback on the research design and field procedures and to generate – and respond to – any potential issues with the data collection tools. The tools which were trialled and evaluated in the pilot study were the pupil questionnaire, pupil interview, teacher questionnaire and the teacher interview. Firstly, this section provides an overview of the instruments that were piloted and this is followed by discussion of the impact of the pilot study on the final study method.

3.10.7.1 Questionnaire pilot

A postal questionnaire was used to gather data quickly and easily (Appendix 19). Online questionnaires have a low administrative cost (Gray, 2004) but the teachers consulted advised against this approach, to ensure a good return. The highly structured questions and the clarity of the instructions were intended to reduce the number of incomplete responses (Denscombe, 2003) and increase the response rate (Burton et al., 2008) through making the questionnaire easier and quicker to complete.

3.10.7.2 Pilot Interviews

Although there is evidence to suggest that responses in telephone interviews can be as honest as in face-to-face interviews (Denscombe, 2003), due to the close geographical proximity of the participants, the length and small number of interviews, the decision was made to conduct face-to-face interviews. Face-to-face interviews

were selected for the pilot to assist the interviewer to establish a rapport with the interviewee and to read the interviewee's body language (Bell, 2001; Drever, 2003 and Richie and Lewis, 2006). The semi-structured interview format was selected to provide flexibility to adapt the questions to the responses given (Cohen et al., 2003) (Appendix 20). Audio recording was used to capture and analyse the responses.

3.10.7.3 Participants

Quota sampling was used to ensure that participants were from schools teaching Primary Languages in one of the two selected local authorities. The sample contained schools from a variety of socio-economic areas and with different levels of attainment (using Ofsted reports and KS2 SATs results). The sample for the pupil interviews was selected through negotiation with the class teacher to ensure that the sample met the requirements and, importantly, that the pupils would not be distressed or anxious in any way about participating in the study. As purposive sampling lessens the external validity, there was a need to ensure internal validity. For example, more than ten questionnaires were posted to lessen the impact of experimental mortality (Cohen et al., 2003) and two teacher interviews were arranged.

3.10.7.4 Pilot data analysis

The questionnaire responses were checked for completeness and accuracy (Cohen et al., 2003). The responses were collated (in Excel) and blank rows and columns were inserted to make the data easier to read and analyse, as advised by Munn and Drever (2004). The closed questions were pre-coded but for open-ended questions a coding frame was developed after the questionnaires and interviews had been completed.

The open-ended questions were used to gather qualitative data, attitudinal responses, rich data and thick description set in context (Merriam, 1988; Stake, 1996) whereas closed questions were used to gather information quickly and easily. The quantitative data were scrutinised to identify patterns and irregularities and data from the two local authorities were compared.

Due to the time constraints and the nature of the research questions, the interviews were recorded but not transcribed and the recordings were used to identify key points. The qualitative data (from the questionnaires and interviews) were used to identify the range of experience and find examples and explanations to give depth and meaning to the points made; whereas the quantitative data were used to identify the range of distribution i.e. how typical the experience described is amongst the sample. Cross case analysis was used to compare the findings arising from each of the four cases and to identify similarities and differences which emerged. Furthermore, cross case analysis could potentially contribute to the robustness of the study (Yin, 2009), particularly when compared to single case study design. The reason for carrying out an analysis of all of the four cases together was to provide a background picture and to identify anomalies. The reason for conducting a case by case analysis was to show how each case worked.

An atomistic approach was used to analyse the data from the questionnaire (Burton et al., 2008). The mapping of the questionnaire and interview questions against the research questions was then used to identify sources to address each research question. The analysis of the questionnaires was then synthesised with the interview

responses - to identify comparisons and contrasts and to address each of the research questions- and with the literature review to relate the outcomes to the field of inquiry.

3.10.7.5 The findings of the pilot study and their impact on the final study method

The findings related to each of the research questions were analysed but are not discussed below, as they were broadly consistent with the full study. This chapter concentrates on the impact of the pilot study on the final method used.

Overall, the approach used was an effective means of yielding appropriate and sufficient data to answer the three research questions within constraints (both temporal and financial). To avoid ambiguity, clear questions were used (Muijs, 2006) and both confusing jargon (Bell, 2001) and leading questions were avoided. This appeared to be successful, with only one respondent not answering one question. Another strength of the approach was the high response rate (9/10) for the teacher questionnaire which was not anticipated as response rates to postal questionnaires can be low (Muijs, 2006). This may be linked to the inclusion of a personalised covering letter and a stamped addressed envelope with the questionnaire; or as Muijs (2006) argues the questionnaire format is familiar to respondents and can be completed at the respondent's convenience. However, despite this success, for the final study, the teachers involved suggested the questionnaire should be administered face-to-face.

The pilot sought to rehearse and critically evaluate the methods and processes used, rather than provide findings and, therefore, the results will not be discussed in detail

unless they were significant in re-shaping the method. The pilot was very small in scale and, as the main study was on a much larger scale involving a much larger sample, some elements of the approach trialled in the pilot were adapted for the main study. These include the decision to administer the teacher questionnaires in person (where possible) and to use specialist software for the analysis of the data, as discussed below.

The pilot study identified potential time management issues. Firstly, the focus of the study was on answering the research questions, yet many of the questionnaire and interview questions in the pilot questionnaire aimed to gather contextual information (such as who teaches languages, how often, teacher qualifications etc.) rather than information relating directly to the research questions. As a result, the data entry and data analysis processes took longer than anticipated, especially as an atomistic approach was used, and for which there was an opportunity cost. This is consistent with the advice by Burton et al. (2008). Therefore, the main study was more focused and it can be seen that the final questionnaires reflect this.

The follow-up of the questionnaires resulted in a high return rate, but was time consuming. This is not uncommon (Muijs, 2006). Also, the amount of time required to prepare the questionnaire and collate responses was underestimated in this pilot – as was the time required to analyse data as it is gathered - rather than after it has been collected, as advised by Silverman (2005). Following the pilot study, estimations of the time required were revised and, as mentioned above, the decision was made to use specialist IT packages for the data analysis; namely the IBM Statistical Package for the Social Sciences (SPSS) and NVivo.

As a result of the pilot, greater consideration was given to the timing of the data collection, particularly for the interviews, as pre-Christmas is a busy time in primary schools. Fortunately, the timing did not appear to affect the response rate for the questionnaire though it did appear that the participants were less willing to be involved in interviews. For the main study, the Year 6 questionnaire and interview data were collected in the summer term and for the Year 7 data there were two collection points: autumn and summer. It was also recognised that it would be essential to liaise closely with schools to negotiate mutually convenient times for the data collection. This was an important consideration in shaping the final structure of the study.

3.11 Data analysis

The data collection methods yielded both quantitative data (such as the amount of language teaching Year 6 pupils received) and qualitative data (e.g. pupils' views of lessons). This section considers the data analysis process undertaken.

3.11.1 Data cleaning

The data cleaning was carried out prior to the data analysis. For the qualitative data, this process involved correcting spelling and grammatical errors and removing the names of schools and individuals to protect their anonymity. The SPSS data files were also checked for missing data, meaningless codes and other issues and some checking exercises were carried out on each data set before major operations were performed. These included using SPSS to calculate basic descriptive statistics such as the numbers of respondents in each school and also checking the 'data view' data

sheet in SPSS for any anomalies. For example, this included data entry errors such as ‘3’ being entered as ‘33’.

3.11.2 Components of the data analysis process

As illustrated below (Figure 3.18), Miles and Huberman (1994) suggest that there are three components which form the data analysis process; namely: data reduction, data display and conclusion drawing/verification. This section will consider each of these elements in the context of the study.

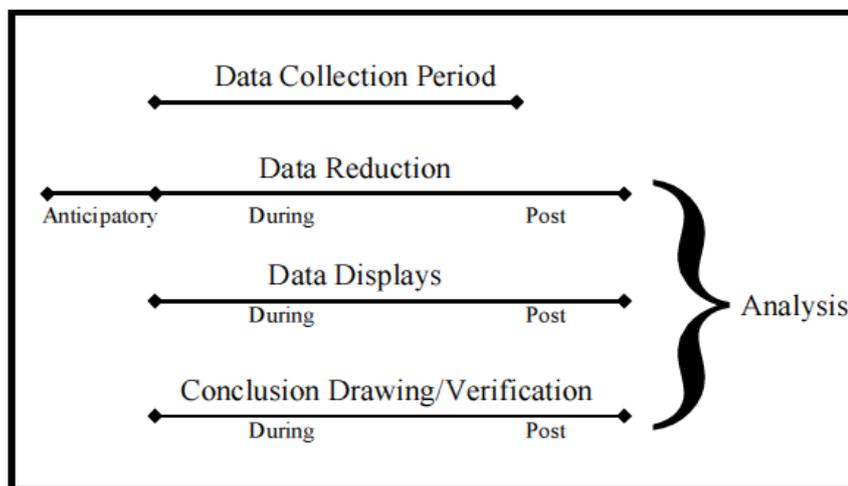


Figure 3.18: Components of data analysis: flow model (Miles and Huberman, 1994:10).

3.11.3 Data reduction

Data reduction has been defined as: “the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.” (Miles and Huberman,1994:10). The section below reports and considers the process of data reduction for this study.

As explored in the section above, a mass of data was collected (Figure 4.3 provides a case-by-case summary of the data collected for the study) in the form of 447 questionnaire responses (432 pupil and 15 teacher questionnaires were completed) and 29 interviews (16 pupil group interviews and 13 teacher interviews took place). These yielded both quantitative and qualitative data. The purpose of the data reduction process was to facilitate analysis and to make the analysis feasible within the constraints of this study - such as those relating to the time available and the permitted word count.

The pupil and teacher interviews and the pupil and teacher questionnaires all yielded qualitative data. For this qualitative data, the data reduction involved summarising the responses to the interview questions, coding the responses to the questions from the questionnaires and interviews and the selection of quotations. An inductive approach (Cohen, Manion and Morrison, 2003) was adopted which involved taking each of the themes from the questionnaire and interview questions. The data were scrutinised to identify categories within each area. Due to the close alignment of the pupil and teacher interview questions, the same set of codes was used for both groups of interviews. The NVivo and Excel software packages were used for the interview and questionnaire data and a cross-case comparison was carried out using the categories as headings.

For the quantitative data, data reduction involved calculating means and frequencies. These were analytic choices and influenced the data display element of the data analysis process (see below). The process of data reduction continued throughout the study - including when editing the report - until the final report was completed. As

illustrated in Figure 3.19 (Interactive Model of Data Analysis), the process of data reduction can be interactive and iterative, in that the collection and analysis of questionnaires influenced the interviews and vice versa. The interviews aimed to explore any unresolved issues which arose.

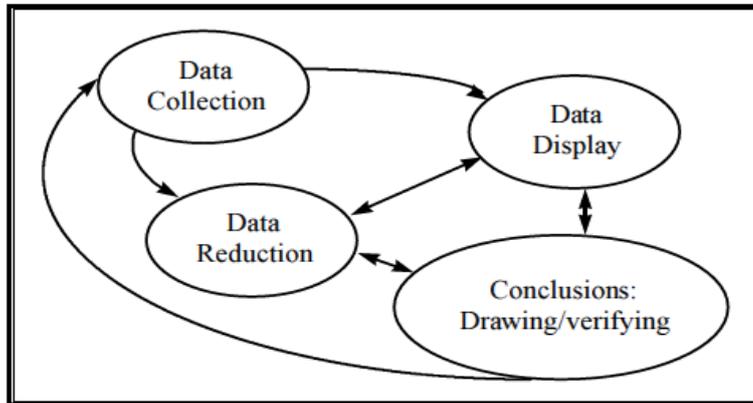


Figure 3.19: *Interactive Model of Data Analysis* (Miles and Huberman, 1994:12).

3.11.4 Data display

As shown in Figure 3.19 (Interactive Model of Data Analysis), data display is the second process of data analysis. Miles and Huberman define this as: “[...] an organized, compressed assembly of information that permits conclusion drawing and action.” (1994:11). The use of SPSS and NVivo meant that the data display for much of the qualitative work was an SPSS data sheet and for NVivo the sound files, which were tagged using data summary. These were used as the basis of the analysis.

It is important to understand the potential impact of the data display process on the extent and quality of data analysis. The basic data was analysed to produce the findings section below.

It may be difficult to identify all of the relevant patterns, points or anomalies if they are lost within excessive prose. Conversely, there is a risk that the reader may -albeit inadvertently- draw unfounded, hasty or partial conclusions or give excessive weighting to information if the data are not represented in a clear and ‘user-friendly’ way (Miles and Huberman, 1994). In the context of this study, the data display took a variety of forms including tables, sound files and prose.

As seen in the results chapter below, the use of tables in conjunction with an explanation was the most commonly used form of data display as it enabled quantitative data from the pupil and teacher questionnaires to be presented alongside qualitative data from both the questionnaires and interviews which provided analysis and exploration of the data. Each step of the data display could be considered an analytic activity. For example, when producing a table, deciding what the rows and columns should be is an analytic activity (Miles and Huberman, 1994) which affects which data are highlighted or ignored which, in turn, affects the conclusions which are drawn.

3.11.5 Quantitative data analysis

The SPSS software package was used to collate the quantitative data which was then scrutinised and presented. SPSS was used to identify key points and was complemented by the qualitative data which was collated in NVivo (interview data) and Excel (questionnaire data). Excel, rather than NVivo, was used to store the qualitative data from the pupil and teacher questionnaires. This was because of the

comparatively small volume of data, the nature of the data and that this was entered before loading the interview data into NVivo.

3.11.6 Qualitative data analysis

For open ended questions a coding frame was developed after the questionnaires and interviews were completed, using themes emerging from the responses. The data were analysed and used to provide examples and explanations (from the responses to the open questions in the questionnaires, interviews – and policy documents), giving depth and meaning to the points made. As mentioned above, both the NVivo and Excel software packages were used: the qualitative data from the pupil and teacher questionnaires were entered into Excel and data from the interviews were uploaded into NVivo.

The research questions were mapped against the data collection tools to select the tools to use to address each research question (Figure 3.15). A holistic approach to analysing the data was adopted and the data were grouped and explored thematically (e.g. pupils' beliefs about languages; the transfer and use of data).

3.12 Limitations of the research design and potential threats to the validity and reliability of conclusions presented by the method

3.12.1 Triangulation

It was envisaged to use triangulation to increase the validity of the findings by combining different methods (questionnaires and interviews). The content of the questionnaire and interviews for all participants was based on a range of themes generated from the literature (discussed above) and triangulation was used to compare the responses from interviews with data from other sources. This meant that where beliefs about transition expressed in the questionnaires differed from those expressed in interviews, it was possible to identify and investigate these. This point is made by Denby: “If the same issues are found in different methods of data collection, this will increase the validity of your claims” (Denby et al., 2008:83). However, it is important to acknowledge the heavy reliance on self-report data and the limitations of this.

3.12.2 Reliance on self-report data

The research questions largely deal with beliefs and the data collected were self-report data. There are some inherent limitations to the strength of the conclusions drawn from self-report data, as all self-report data may not be truthful, the participant may have a vague memory of events, and the reporter may be influenced by the presence and any relationship with the researcher (Harris and Brown, 2010). Also, in relation to self-report data, research by Pajares (1992) suggested that respondents

may have conflicting or contradictory beliefs –simultaneously. This raises potential issues relating to reliability and validity which are discussed above.

The limitations of Likert scales (Likert, 1932) have been discussed in section 3.10.3 above and this limitation was recognised at the planning stage.

The findings were also considered in the light of existing research exploring beliefs about languages and transition (Bell, 2001) to enhance the validity of this study.

Validity could have been further increased through space triangulation, for example by increasing the sample size of the pupil questionnaire. A series of measures were taken to limit threats to validity and reliability. These included the rubric for administering the pupil and teacher interviews and questionnaires (Appendices 5 and 6) though this could have been extended to include other measures such as space triangulation through increasing the sample sizes of the questionnaires and interviews.

3.13 Ethical considerations

Ethical consideration was given to this study in line with the BERA guidelines (BERA, 2004). This relates to voluntary participation, informed consent, confidentiality, anonymity and the right to withdraw at any stage. Ethical approval from the University of Warwick was also granted (April 2010).

Participation was entirely voluntary and the main participants were advised of their right to withdraw at any stage (see Appendices 1-6). Informed consent was sought

from all participants in the study (Bell, 2001; Cohen et al., 2003). As advised by Hitchcock and Hughes (1995), to gain access and informed consent, prospective participants were identified at an early point, the purposes of the research and the commitment required by the participants were clearly stated when the initial contact was made (see Appendices 1-6). With regard to pupils, informed consent was sought from the headteacher, in their role as ‘gatekeeper’ with the responsibility for safeguarding pupils in school.

Prior to the commencement of each interview and before completing each questionnaire, participants were given the opportunity to raise any queries and were assured of confidentiality (including assurances that the data would be stored securely). It was neither possible to promise nor provide anonymity as individual names were used to compare the responses of individual participants to the questionnaire and interview questions. However, descriptors for the schools, pupils and teachers were used in the SPSS, Excel and NVivo data files to protect the identity of all participants.

3.14 Conclusion

The findings from the data analysis are presented in the following chapter. To summarise the section above, the research design was driven by the adaptation of the interpretive paradigm. The choice of paradigm also informed the subsequent decisions relating to the research methodology and data collection. The methodology chosen was an exploratory case study and a multiple case study design was selected. The study adopts a largely qualitative approach as the main target data

of the study is beliefs about language lessons and transition. As stated above, generalizability is not an aim of the study; however, if a similar case study were to be carried out elsewhere, it may be reasonable to expect similar phenomena to occur.

The research was carried out in accordance with the BERA ethical guidelines (BERA, 2004) which relate to the consent, access and confidentiality. This also included assurances relating to data protection. Pseudonyms were used to protect the identities of children, teachers and schools.

CHAPTER 4: RESULTS

4.0 Introduction

This chapter reports the results of the interviews and questionnaires which formed the data for this study and identifies the patterns of findings which will be discussed in the next chapter. It is structured in four parts: Parts one, two and three explore the findings from the pupil and teacher questionnaires by data collection point and Part four presents the results from the teacher and pupil interviews.

The chapter begins with an examination of the sample included in the study and then considers the qualitative and quantitative results and patterns within the data.

Throughout this chapter, descriptors are used to indicate the case (Cases 1, 2, 3 and 4). Within each case there is one secondary school (SS) and two feeder primary schools (PSA and PSB), as displayed in Figure 4.1. For example, SS1 refers to the secondary school in Case 1 and PS1A and PS1B refer to the two primary schools in Case 1.

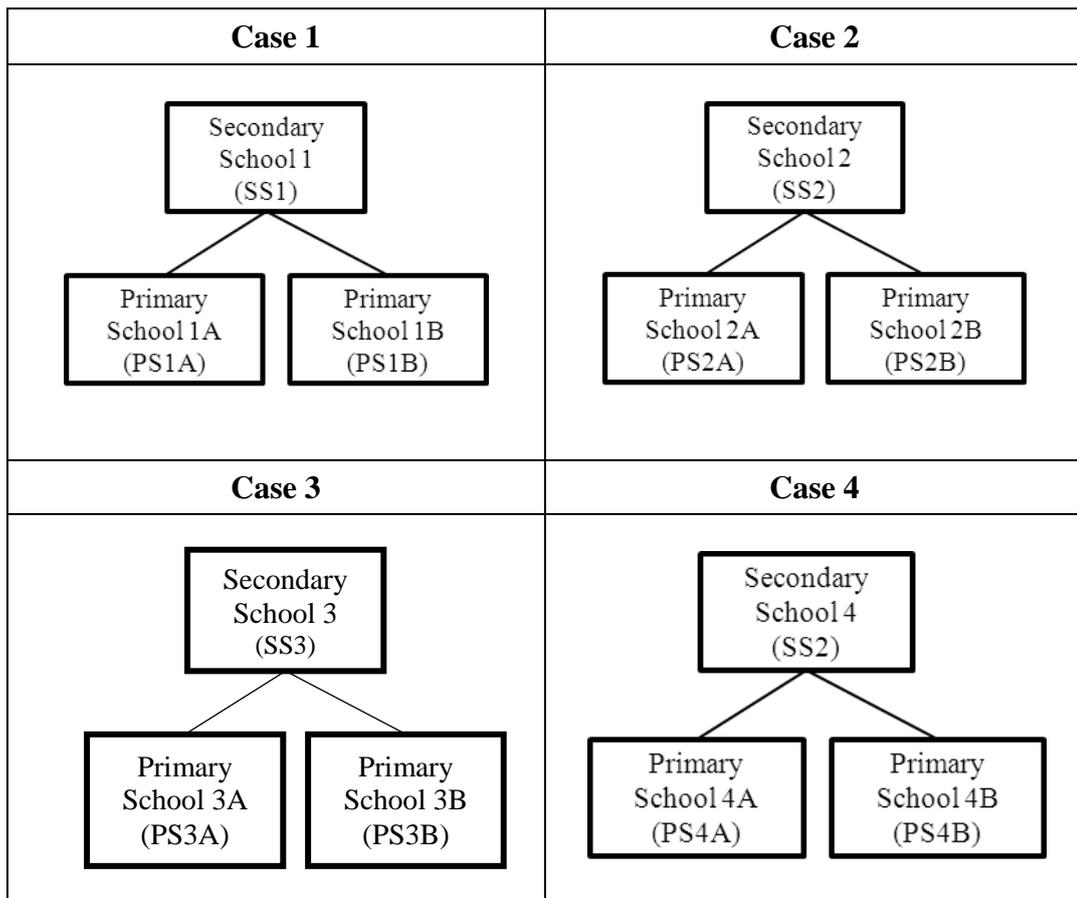


Figure 4.1: Structure of the cases in the study.

4.1 Summary of data collected for the study

The collection of the data described in the previous chapter results in the total data summarised in Figure 4.2. An overview of the data collected case-by-case is presented in Figure 4.3 on the following page.

Time	Instrument	Sample size
Summer 2010	Y6 pupil questionnaire	1 class in 8 primary schools= 244
	Y6 pupil interview	1 group of 6 pupils in 8 primary schools = 48 (8 groups)
	Y6 teacher questionnaire	1 Y6 language teacher in 8 primary schools= 8
	Y6 teacher interview	1 Y6 language teacher in 5 primary schools = 5
Autumn 2010	Y7 pupil questionnaire	One class in 4 secondary schools= 90
	Y7 pupil interview	A group of approximately 6 pupils in 4 secondary schools = 21 (4 groups)
	Y7 teacher questionnaire	1 Y7 language teacher 4 secondary schools =4
	Y7 teacher interview	1 Y7 language teacher in 4 secondary schools =4
	Local Authority advisor interview	2 advisors (1 per LA)
Summer 2011	Year 7 pupil questionnaire	1 class of Y7 pupils in 4 secondary schools= 98
	Year 7 pupil interview	1 group in 4 secondary schools =23 pupils (4 groups)
	Year 7 teacher questionnaire	1 Y7 language teacher in 3 secondary schools= 3
	Year 7 teacher interview	Y7 language teacher in 4 secondary schools = 4

Figure 4.2: Summary of the data collected.

Instrument	Case 1				Case 2				Case 3				Case 4				Total across all cases
	Sec. school 1	Pri. school 1A	Pri. school 1B	Case 1 total	Sec. school 2	Pri. school 2A	Pri. school 2B	Case 2 total	Sec. school 3	Pri. school 3A	Pri. school 3B	Case 3 total	Sec. school 4	Pri. school 4A	Pri. school 4B	Case 4 total	
Y6 pupil questionnaire	-	30	24	54	-	25	19	44	-	29	48	77	-	24	45	69	244
Y6 pupil group interviews (number of pupils)	-	1 (6)	1 (6)	2	8												
Y6 teacher questionnaires	-	1	1	2	-	1	1	2	-	1	1	2	-	1	1	2	8
Y6 teacher interviews	-	1	1	2	-	1	1	2	-	1	0	1	-	0	0	0	5
Y7 autumn pupil questionnaire	26	-	-	26	25	-	-	25	27	-	-	27	12	-	-	12	90
Y7 autumn pupil group interviews (number of pupils)	1 (6)	-	-	1 (6)	1 (3)	-	-	1 (3)	1 (6)	-	-	1 (6)	1 (6)	-	-	1 (6)	4
Y7 autumn teacher questionnaire	1	-	-	1	1	-	1	1	1	-	-	1	1	-	-	1	4
Y7 autumn teacher interviews	1	-	-	1	1	-	1	1	1	-	-	1	1	-	-	1	4
Y7 summer pupil questionnaire	25	-	-	25	26	-	-	26	28	-	-	28	19	-	-	19	98
Y7 summer pupil group interviews (number of pupils)	1 (6)	-	-	1 (6)	1 (5)	-	-	1 (5)	1 (6)	-	-	1 (6)	1 (6)	-	-	1 (6)	4
Y7 summer teacher questionnaires	1	-	-	1	1	-	-	1	0	-	-	0	1	-	-	1	3
Y7 summer teacher interviews	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	4

Figure 4.3: A case-by-case summary of the data collected for the study.

Part 1: Year 6 pupil and teacher questionnaires

4.2 Results of the Year 6 pupil questionnaires

The section below reports the results from the Year 6 pupil questionnaires; beginning with consideration of the questionnaire responses for each primary school followed by the characteristics of the respondents across each case and the whole cohort. This is followed by an analysis of the pupils' views of languages and their expectations for languages at secondary school. The section has been structured in this way to present the findings from the pupil questionnaires in a logical format and to provide a framework in which to tell the story which emerges from each of the four case studies. As discussed in Chapter 3 (method and methodology), a cross-case analysis was undertaken but, as explored below, little commonality emerged between the primary schools, even within the two primary schools within the same case, so the results are presented chronologically by data collection tool. This is summarised below:

Questionnaires

- Year 6 (summer term)
 - Pupil questionnaire
 - Teacher questionnaire
- Year 7 (autumn term)
 - Pupil questionnaire
 - Teacher questionnaire

- Year 7 (summer term)
 - Pupil questionnaire
 - Teacher questionnaire

Pupil interviews

- Year 6 (summer term)
- Year 7 (autumn term)
- Year 7 (summer term)

Teacher interviews

- Year 6 (summer term)
- Year 7 (autumn term)
- Year 7 (summer term).

4.2.1 Summary of Year 6 pupil questionnaire responses by primary school

A total of 244 Year 6 pupil questionnaires were administered across the eight primary schools (Figure 4.4). All the pupils present in school on the completion day completed a questionnaire and although it was voluntary, no child opted out. The number of pupils completing the questionnaire in each school ranged from 19 in PS2B (this was a small class of 23 pupils and 4 were absent due to holidays or illness) to 45 in PS4B (the two Year 6 classes were off-timetable for activity week and being taught together) and 48 in PS3B (the two Year 6 classes were working together on the school production). The high rate of completion is important to collect the full range of opinions.

Primary School		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary School 1A	30	12.3	12.3	12.3
	Primary School 1B	24	9.8	9.8	22.1
	Primary School 2A	25	10.2	10.2	32.4
	Primary School 2B	19	7.8	7.8	40.2
	Primary School 3A	29	11.9	11.9	52.0
	Primary School 3B	48	19.7	19.7	71.7
	Primary School 4A	24	9.8	9.8	81.6
	Primary School 4B	45	18.4	18.4	100.0
	Total	244	100.0	100.0	

Figure 4.4: Breakdown of the Year 6 questionnaire respondents by school.

4.2.2 Pupil questionnaire Y6 Part 1 - characteristics of the Year 6 respondents (analysis across the whole cohort)

This section reports the results of the Year 6 pupil questionnaire (see appendix 7 Year 6 questionnaire) for part 1 (contextual information), part 2 (views of Primary Languages) and part 3 (expectations of secondary school). The results for each of the three parts of the questionnaire are presented for the whole cohort and then for each case to enable the individual differences between cases and the cross-case picture to be highlighted.

4.2.3 Analysis of Year 6 questionnaires by gender

Across all the cases, 42% (103/244) of respondents were female and 58% (141/244) were male. Closer scrutiny of the data (see Figure 4.5) reveals significant variations in the proportions of males and females within each school and, therefore, in each case. PS1A is an example of this (with 90% of respondents being male) and this is helpful in signalling that the sample is distorted in some way. The questionnaire was administered when pupils who were not required for another event were grouped together in one classroom and these pupils were mostly boys. Only in PS2A, PS2B and PS3B were there more female than male respondents. This is important to note when analysing Case 4 in particular as PS4A and PS4B are both part of this case and so this case has a higher rate of female children answering questionnaires, whereas the other cases have more male respondents at Y6.

Primary School		Gender		Total
		Female	Male	
Primary School 1A	Count	3	27	30
	% within Prisch	10.0%	90.0%	100.0%
	% within Gender	2.9%	19.1%	12.3%
Primary School 1B	Count	7	17	24
	% within Prisch	29.2%	70.8%	100.0%
	% within Gender	6.8%	12.1%	9.8%
Primary School 2A	Count	9	16	25
	% within Prisch	36.0%	64.0%	100.0%
	% within Gender	8.7%	11.3%	10.2%
Primary School 2B	Count	6	13	19
	% within Prisch	31.6%	68.4%	100.0%
	% within Gender	5.8%	9.2%	7.8%
Primary School 3A	Count	13	16	29
	% within Prisch	44.8%	55.2%	100.0%
	% within Gender	12.6%	11.3%	11.9%
Primary School 3B	Count	27	21	48
	% within Prisch	56.3%	43.8%	100.0%
	% within Gender	26.2%	14.9%	19.7%
Primary School 4A	Count	14	10	24
	% within Prisch	58.3%	41.7%	100.0%
	% within Gender	13.6%	7.1%	9.8%
Primary School 4B	Count	24	21	45
	% within Prisch	53.3%	46.7%	100.0%
	% within Gender	23.3%	14.9%	18.4%
Total	Count	103	141	244
	% within Prisch	42.2%	57.8%	100.0%
	% within Gender	100.0%	100.0%	100.0%

Figure 4.5: Breakdown of the Year 6 questionnaire respondents by gender.

4.2.4 Language(s) studied

Figure 4.6 presents the languages studied in each of the primary schools. French was the most commonly taught language, taught in 7 of the 8 schools. Pupils in PS1B reported learning Spanish as did just under half of respondents in PS2B. PS2B is interesting as the responses suggest that almost half the class was studying French and the other half Spanish. Further enquiries revealed that pupils had difficulty recalling the language they were studying in Year 6 (French) as they had received very little French in Year 6 in order to focus on the core subjects in preparation for the SATs (an experience consistent with the views of Alexander and Flutter, 2009), though pupils had studied both languages in previous year groups.

			Y6 Language		Total
			French	Spanish	
Prisch	Primary School 1A	Count	30	0	30
		% within Prisch	100.0%	.0%	100.0%
	Primary School 1B	Count	0	24	24
		% within Prisch	.0%	100.0%	100.0%
	Primary School 2A	Count	25	0	25
		% within Prisch	100.0%	.0%	100.0%
	Primary School 2B	Count	10	9	19
		% within Prisch	52.6%	47.4%	100.0%
	Primary School 3A	Count	29	0	29
		% within Prisch	100.0%	.0%	100.0%
	Primary School 3B	Count	48	0	48
		% within Prisch	100.0%	.0%	100.0%
	Primary School 4A	Count	24	0	24
		% within Prisch	100.0%	.0%	100.0%
	Primary School 4B	Count	45	0	45
		% within Prisch	100.0%	.0%	100.0%
Total	Count	211	33	244	
	% within Prisch	86.5%	13.5%	100.0%	

Figure 4.6: Language(s) studied by Year 6 pupils in each of the primary schools.

4.2.5 The year in which children believe they began to learn language at primary school for each school.

The Year 6 pupils were asked to state when they began learning the language they were studying in Year 6. The diversity of results (displayed in Figure 4.7 below) illustrates some of the complexities surrounding Primary Languages. As shown below (Figure 4.7), almost all pupils (96%) reported that they started to learn the language in Key Stage 2, which is consistent with the findings of Wade et al.'s study (2009). Only one child had begun to learn the language in Reception class (aged 4-5). Interestingly, the table shows that most participants in this study began the language at the beginning of lower Key Stage 2 (30% in Year 3) or upper key stage 2 (35% in Year 5). Again, variation was evident across the eight primary schools and this is illustrated by PS1A where half of the pupils did not begin the language until Year 6 and PS4B where 73% of pupils began to learn the language three years earlier, in Year 3.

There was also variation within the responses from each primary school as in each school pupils reported beginning to learn the language at a variety of different stages. This may be partly due to pupils transferring from another school but may also reflect confusion among the pupils – perhaps as a result of a limited amount of language learning taking place in Year 6, as identified within PS2B above. However, none of the Ofsted reports of these primary schools mentions transience or mobility as high so it is unlikely to be very different from national levels. In the 2002 Ofsted report 'Managing pupil mobility' (Ofsted, 2002a) the average level of transience in the 3300 primary schools inspected in 2000/2001 was 11.1%.

Primary School		Year Group						Total
		Reception	Year 2	Year 3	Year 4	Year 5	Year 6	
Primary School 1A	Count	0	3	5	7	0	15	30
	% within Prisch	.0%	10.0%	16.7%	23.3%	.0%	50.0%	100.0%
Primary School 1B	Count	0	0	0	1	23	0	24
	% within Prisch	.0%	.0%	.0%	4.2%	95.8%	.0%	100.0%
Primary School 2A	Count	0	0	19	3	1	2	25
	% within Prisch	.0%	.0%	76.0%	12.0%	4.0%	8.0%	100.0%
Primary School 2B	Count	0	0	6	5	7	1	19
	% within Prisch	.0%	.0%	31.6%	26.3%	36.8%	5.3%	100.0%
Primary School 3A	Count	0	0	8	19	2	0	29
	% within Prisch	.0%	.0%	27.6%	65.5%	6.9%	.0%	100.0%
Primary School 3B	Count	1	0	0	1	43	3	48
	% within Prisch	.4%	.0%	.0%	2.1%	89.6%	6.3%	100.0%
Primary School 4A	Count	0	0	4	9	9	2	24
	% within Prisch	.0%	.0%	16.7%	37.5%	37.5%	8.3%	100.0%
Primary School 4B	Count	0	6	33	5	1	0	45
	% within Prisch	.0%	13.3%	73.3%	11.1%	2.2%	.0%	100.0%
Total across all schools	Count	1	9	75	50	86	23	244
	% within Prisch	.4%	3.7%	30.7%	20.5%	35.2%	9.4%	100.0%

Figure 4.7: The year at which pupils believe they began to study the language studied in Year 6.

The contextual information presented in this section (4.2), including the language chosen by each primary school and the age at which children began to learn the language, illuminated differences in the provision of the eight primary schools within the study. Furthermore, it uncovered differences between the primary schools within the same case. This underpinned the decision to analyse each primary school as a separate entity and as part of a case.

4.3 Year 6 pupil questionnaire: Part 1

This section considers the results for part one of the Year 6 pupil questionnaire. It identifies the language learning context within each case and school and considers whether these are distinct.

4.3.1 Year 6 pupil questionnaire: Part 1 (Case 1)

The questionnaire (which elicited information about the school, pupils' experiences of languages and pupils' expectations of secondary school) was completed by a total of 54 pupils (30 in PS1A and 24 in PS1B). In PS1A, 90% of respondents were male (see Figure 4.5 above). For PS4B, 29.2% were female and 70.8% were male.

Although the gender balance appears more even than for PS1A, there is a higher than average proportion of male pupils in this case study compared to the mean for the study as a whole (42% female and 58% male). It is important to acknowledge this and to consider whether there is a correlation between the gender of a pupil and their beliefs about languages. Barton et al. (2002) argued that at secondary schoolboys' attitudes to MFL are more divided than for girls. In another small-scale study of secondary school pupils in Years 7 and 10 (Davies, 2004), the author concludes that a gender difference does exist with boys expressing less positive views of MFL than girls. Girls also displayed more positive attitude to languages in other studies (Barton, 1997; Jones and Jones 2001; Jones 2009).

Differences emerged between the two primary schools within Case 1. In PS1A, French was taught in Year 6 and in PS1B, Spanish. As identified above (Figure 4.6),

French was the most commonly taught language across the whole study (taught in seven of the eight schools). The impact and implications of the different choice of language in Year 6 from two schools which feed into the same secondary school is explored later in the study.

Each case has two primary schools and the languages provision might be expected to be different in each. As presented in Figure 4.7, there is variation between the two primary schools in Case 1 regarding the age at which pupils began to learn the language studied in Year 6. Indeed, within one school (PS1A) half of the pupils began learning the language in Year 6, but the other Year 6 children within the school had begun in Years 2, 3 or 4. This means that pupils within the same school had different experiences of languages. One explanation is that this may be a result of variation in the confidence, expertise or beliefs of different class teachers towards PL (as the pupils were drawn from three classes). As stated above, the school's Ofsted report (Ofsted, 2008a) does not mention transience, nor was this issue raised in the teacher interview. This case is very different from the picture emerging across the study (discussed above) in which 96% of pupils began to learn the language at the beginning of Key Stage 2 because in this school 95.8% of pupils began to learn the language in Year 5, with only one child beginning the language earlier (at a previous school). This shows the importance of a case study approach and highlights how very different the evidence of pupils' experience may be, depending on how it is analysed.

4.3.2 Year 6 pupil questionnaire : Part 1 (Case 2)

44 pupils in Case 2 completed the Y6 pupil questionnaire (25 in PS2A and 19 in PS2B). Of the eight primary schools in the study, PS2B had the smallest number of respondents. This was the result of the small class size (23 pupils) and pupil absence as 4 pupils were absent due to holidays or illness.

The questionnaire was completed by almost twice as many males than females as 64% of respondents in PS2A and 68.4% in PS2B were male. This ratio is higher than the mean average across all eight schools (42.2% female and 57.8% male) and reflects the gender balance of the classes.

In terms of the language studied in Year 6, an interesting picture emerges for PS2B as 52.6% of the class reported studying French and the remainder (47.4%) claimed to be studying Spanish. Further enquiries revealed that the pupils had difficulty recalling the language they were studying in Year 6 (French) as they had received very little French in Year 6 in order to focus on the core subjects in preparation for the SATs, though pupils had studied both languages in previous Year groups. This rather disappointing finding suggests that “doing French in Y6” may have a totally different meaning for different pupils and reveals why transition may be a different experience for individual pupils even when they both come from classes which have studied the same language.

Although all pupils in Case 2 began the language in Key Stage 2, there was variation between PS2A and PS2B and also within each of the schools. In PS2A, the majority of pupils (76.0%) began the language in Year 3 but for PS2B a contrasting situation emerged in which similar numbers of pupils reported beginning the language in Years 3, 4 and 5 (31.6%, 26.3% and 36.8% respectively). This was explored in the pupil interview and the teacher questionnaire and interview.

4.3.3 Year 6 pupil questionnaire: Part 1 (Case 3)

A total of 77 pupils in this case study completed the questionnaire (29 in PS3A and 48 in PS3B). As explained above, both of the Year 6 classes in PS3B completed the questionnaire as the two classes were working together on a school production. Of the 77 pupils, approximately 52% were female and 48% were male. This means that there were proportionally more females in Case 3 than in the other three cases, with the mean average for the four cases being 42% female and 57% male. French was the sole language being studied by all pupils in this case study and all pupils began to learn the language in Key Stage 2. Scrutiny of the data reveals that most pupils (65.5%) in PS3A began to learn French in Year 4, with 27.6% (8 pupils) reporting that they began in year 3. For PS3B the picture is less varied with 89.6% (43 pupils) starting the language in Year 5.

4.3.4 Year 6 pupil questionnaire: Part 1 (Case 4)

For Case 4, the Y6 questionnaire was completed by a total of 69 pupils (24 in PS4A and 45 in PS4B). Therefore, almost twice as many pupils completed the questionnaire in PS4B as this was administered to both of the school's Year 6 classes as the whole cohort was working together for activity week.

The gender balance of the pupils in Case 4 was more evenly balanced than for Case 1 but for both PS4A and PS4B, slightly more girls than boys completed the questionnaire (58% in PS4A and 53.3% in PS4B). This is noteworthy as, of the eight primary schools, only in three schools (PS4A, PS4B and PS3B) did a greater proportion of girls rather than boys complete the questionnaire and two of these schools are in Case 4.

Pupils in both schools in Case 4 were learning French which is consistent with the majority of schools in the study. As for Case 1, there is variation within the case relating to the age at which pupils began to learn French. In PS4A, 75% of pupils began the language in lower Key Stage 2 as 37.5% of pupils began the language in Year 3 and the same proportion in Year 4. This difference within one school will be explored and discussed in light of the data from the teacher questionnaires and interview. For PS4B, a different picture emerges as the vast majority of pupils (73.3%) began to learn French in Year 3 with much smaller proportions of pupils reporting that they began to study French in another Year group (13.3% in Year 2 and 11.1% in Year 4).

4.4 Year 6 pupil questionnaire Part 2: pupils' views about Primary Languages learning and their experiences (analysis across the whole cohort)

The purpose of part 2 was to elicit pupils' views about Primary Languages (PL) learning and their experiences of it. This involved exploring their experiences in language lessons and asking pupils to reflect on various aspects of lessons including the types of activities undertaken, their enjoyment, the perceived difficulty of language lessons and their self-efficacy. Pupils were also asked to identify the aspects of language lessons which they like the most and least and to make a suggestion for a proposed change to language lessons.

Question 6 asked Y 6 pupils to tell the researcher what activities they do in their language lessons. This gives a snapshot of what Year 6 pupils think they experience in lessons, which can be compared with the responses from the Year 7 participants. The responses are summarised in Figure 4.8 (on the following page).

Activity	Case 1						Case 2						Case 3						Case 4						Total across all cases	
	Primary School 1A		Primary School 1B		Case 1 Total		Primary School 2A		Primary School 2B		Case 2 Total		Primary School 3A		Primary School 3B		Case 3 Total		Primary School 4A		Primary School 4B		Case 4 Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Listening to language	26	4	15	9	41	13	20	5	6	13	26	18	16	13	31	17	47	30	19	5	32	13	51	18	165	79
Practising listening skills	18	12	10	14	28	26	13	12	4	15	17	27	10	19	30	18	40	27	15	9	19	26	34	35	119	125
Speaking	27	3	23	1	50	4	24	1	16	3	40	4	24	5	43	5	67	10	21	3	43	2	64	5	221	23
Pair work	29	1	24	0	53	1	18	7	12	7	30	14	14	15	42	6	56	21	15	9	39	6	54	15	193	51
Group work	28	2	18	6	46	8	13	12	10	9	23	21	10	19	34	14	44	33	13	11	37	8	50	19	163	81
Reading	12	18	14	10	26	28	12	13	5	14	17	27	9	20	17	31	26	51	6	18	8	37	14	55	83	161
Stories	13	17	21	3	34	20	2	23	2	17	4	40	15	14	6	42	21	56	0	24	3	42	3	66	44	200
Writing	26	4	18	6	44	10	14	11	8	11	22	22	23	6	9	39	32	45	16	8	21	24	37	32	165	79
ICT	15	15	20	4	35	19	1	24	5	14	6	38	10	19	11	37	21	56	6	18	14	31	20	49	105	139
Songs	13	17	23	1	36	18	6	19	11	8	17	27	19	10	45	3	64	13	20	4	35	10	55	14	172	72
Games	5	25	19	5	24	30	18	7	16	3	34	10	23	6	43	5	66	11	18	6	31	14	49	20	193	51
Ways to learn	7	23	6	18	13	41	4	21	2	17	6	38	3	26	17	31	20	57	3	21	6	39	9	60	48	196
Learning about life in other countries	18	12	8	16	26	24	11	14	8	11	19	25	9	20	17	31	26	51	6	18	18	27	24	45	95	149
Other activities	4	26	2	22	6	48	1	24	3	16	4	40	2	27	2	46	4	73	0	24	9	36	9	60	23	221

Figure 4.8: Year 6 pupils' perceptions of the activities they experience in Primary Languages lessons.

Across the whole cohort, an interesting picture emerges in relation to Year 6 pupils' perceptions of the activities undertaken in PL lessons. The most common activity was speaking 90.6% (221). Other activities which most pupils selected as experiencing in PL were games (79.1%; 193/244), pair work (79.1%; 193/244), songs (70.5%; 172/244), listening to language (67.6%; 165/244), writing (67.6%; 165/244) and group work (66.8%; 163/244). Certain activities -such as songs and games - concur with the findings of previous research (Cable et al. 2010; Muijs et al., 2005) and common prescriptions in professional and government publications of PL including the Key Stage 2 Framework for Languages (DfES, 2005; DCSF, 2007a) and the QCA schemes of work (QCA, 2000; 2007a). However, although there appeared to be a focus on the development of pupils' oracy (as in the study by Muijs et al., 2005), a very high proportion of pupils reported writing.

Writing can be a challenging activity for learners in languages (Cable et al., 2010) and one that does not feature highly in PL lessons (Ofsted, 2005a). This was stated explicitly in the report: "The teaching of reading and writing was rare" (Ofsted, 2005a:1) though the more recent study by Wade et al. (2009) suggested it may be increasing.

In light of the emphasis on the development of language learning skills and the inclusion of the Language Learning Strategies strand in the Key Stage 2 Framework for Languages (DfES, 2005) it is noteworthy that only 19.7 % (48/244) reported learning 'ways to learn new things'. Also, only 18% of pupils (44/244) stated that stories were used in lessons. This contradicts the situation reflected in the large-scale

longitudinal study by Cable et al. (2010) which identified stories as being used more extensively in the schools in their study.

Another interesting result was for 'learning about life in other countries' as only 38.9% of pupils stated that this formed part of language lessons, yet Intercultural Understanding, to which this relates, is one of the core strands of the Key Stage 2 Framework for Languages (DfES, 2005) and is commonly cited as one of the key aims of PL (Wade et al., 2009; Woodgate-Jones, 2009). Indeed, Powell et al. (2000) found that the development of cultural awareness ought to be the principal aim of PL Intercultural Understanding.

The responses yielded from this question were compared to the results of the Year 7 autumn and summer pupil questionnaires to gauge whether the pupils' perceptions changed. Also, the group task and discussion in the pupil interviews gathered data relating to pupils' experiences and beliefs about languages.

Some differences emerged between schools as, for example, within certain schools and cases there was consistency in the responses with the majority of pupils indicating that they experienced a particular activity, such as speaking, (although it is important to note that in none of the cases or schools did all of the children state that they 'do' speaking in language lessons). This underlines the potential issues with the reliability and validity of this self-report data. For group work, there was variation in the responses from different schools. These ranged from 75% (18/24) of pupils in

PS1B and 93% (28/30) pupils in PS1A indicating that they did group work in language lessons to only 34% (10/29) in PS3A and 54% (13/24) in PS4A. These results are similar to those for the same schools for pair work; with 96.7% (29/30) pupils in PS1A and 100% (24/24) in PS1B reporting that they undertake pair work in language lessons to only 34% (10/29) in PS3A and 54% (13/24) in PS4A.

Another limitation of this question (question 6) was that some pupils may have been uncertain whether the question referred to ‘most lessons’ or ‘lessons in general’ and may have interpreted it in different ways. Therefore, data elicited from a more specific question may have been more useful.

4.4.1 Year 6 pupils’ opinions of language lessons

As explained above (Chapter 3: method and methodology), the questionnaire sought to elicit pupils’ opinions of language lessons, using a four point Likert scale which measured pupils’ perceived enjoyment, their belief about the difficulty of languages and of their self-efficacy. Certain questions (see Appendix 7 Y6 pupil questionnaire) gathered pupils’ opinions of school in general and also of languages in order for a comparison to be made.

4.4.2 Year 6 pupils’ enjoyment of language lessons

As displayed below in Figure 4.9, the picture of the level of pupils’ enjoyment of PL lessons across the four cases is positive with most pupils (61%; 149/244) agreeing/agreeing strongly with the statement ‘I enjoy language lessons’. Very few

pupils (8.6%; 21/244) agreed strongly with the statement. However, closer scrutiny reveals some variation between schools. The most negative responses were from schools PS3B and PS4B in which 52% (25/48 pupils) and 57.8% (26/45 pupils) disagreed strongly/disagreed with the statement. Furthermore, in PS4B, no pupil agreed strongly with the statement.

		Enjoy language lessons				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
Primary School 1A	Count	2	3	20	5	30
	% within Pri sch	6.7%	10.0%	66.7%	16.7%	100.0%
Primary School 1B	Count	0	2	16	6	24
	% within Pri sch	.0%	8.3%	66.7%	25.0%	100.0%
Primary School 2A	Count	6	9	9	1	25
	% within Pri sch	24.0%	36.0%	36.0%	4.0%	100.0%
Primary School 2B	Count	2	3	12	2	19
	% within Pri sch	10.5%	15.8%	63.2%	10.5%	100.0%
Primary School 3A	Count	1	11	14	3	29
	% within Pri sch	3.4%	37.9%	48.3%	10.3%	100.0%
Primary School 3B	Count	11	14	22	1	48
	% within Pri sch	22.9%	29.2%	45.8%	2.1%	100.0%
Primary School 4A	Count	1	4	16	3	24
	% within Pri sch	4.2%	16.7%	66.7%	12.5%	100.0%
Primary School 4B	Count	4	22	19	0	45
	% within Pri sch	8.9%	48.9%	42.2%	.0%	100.0%
Total	Count	27	68	128	21	244
	% within Pri sch	11.1%	27.9%	52.5%	8.6%	100.0%

Figure 4.9: The extent to which Year 6 pupils' agreed with the statement: 'I enjoy language lessons'.

4.4.3 Year 6 pupils' most liked aspects of language lessons

The pupils were asked to identify the aspect of language lessons which they enjoy the most. The results are presented in Figure 4.10 below and the coding frame (including an example of each code) is provided in the appendices (Appendix 21). Multiple responses made by an individual (e.g. 'songs and games') were recorded in both categories.

Year 6 pupils' responses	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Pri. School 1A	Prim. School 1B	Case 1 total	Pri. School 2A	Pri. School 2B	Case 2 total	Pri. School 3A	Pri. School 3B	Case 3 total	Pri. School 4A	Pri. School 4B	Case 4 total	
Activities													
Active learning	0	1	1	0	0	0	0	0	0	0	1	1	2
Comparing the TL/English	0	0	0	0	0	0	1	0	1	0	0		1
Content	0	0	0	1	1	2	0	0	0	0	1	1	3
Developing language learning skills	1	0	1	0	0	0	1	0	1	1	0	1	2
Drawing/art	0	0	0	0	0	0	3	0	3	0	0	0	3
Games	8	3	11	5	5	10	6	12	18	6	14	20	59
Group/pair work	2	1	3	0	3	3	1	2	3	1	4	5	14
ICT	0	2	2	8	0	8	0	3	3	0	2	2	15
Learning new words	5	1	6	1	1	2	3	3	6	4	4	8	22
Listening	0	2	2	0	0	0	1	1	2	1	2	3	7
Pronunciation	1	1	2	0	0	0	0	1	1	0	0	0	3
Reading	0	0	0	0	0	0	1	0	1	0	0	0	1
Singing	0	0	0	0	0	0	0	7	7	1	3	4	11
Speaking	1	1	2	3	3	6	5	1	6	0	1	1	15
Variety of activities	0	0	0	2	0	2	1	0	1	0	0	0	3
Videos	1	5	6	0	1	1	0	0	0	0	1	1	8
Writing	1	0	1	0	0	0	0	2	2	2	0	2	5
Reasons for learning a language													
Communication with others/useful	5	1	6	0	3	3	1	0	1	3	5	8	18
Challenge/progression	2	0	2	0	0	0	0	0	0	0	0	0	2
Fun	3	0	3	1	2	3	1	1	2	1	0	1	9
Interesting	0	0	0	0	0	0	0	0	0	2	3	5	5
Learning about other cultures	1	0	1	0	0	0	1	4	5	0	2	2	8
Outcomes	0	0	0	2	0	2	0	1	1	0	2	2	5
Other													0
Different from other	0	0	0	0	0	0	0	1	1	0	0	0	1
It's new	0	0	0	0	0	0	0	0	0	1	0	1	1
Lack of writing	0	0	0	0	0	0	0	1	1	0	0	0	1
Negative response	0	0	0	2	0	2	0	6	6	1	0	1	9
Teacher	0	0	0	0	0	0	1	0	1	0	0	0	1
Missing data	4	1	5	0	0	0	3	2	5	0	0	0	10
Total number of responses	35	20	54	25	19	44	30	48	78	24	45	69	244

Figure 4.10: Year 6 responses to the question: 'What do you like the most about language lessons?'

The pupils' responses were grouped into three areas: comments relating to the activities within language lessons, perceived benefits of learning a language and comments relating specifically to the content of lessons. Across all cases, the majority of pupils identified an activity as the most enjoyable aspect of language lessons. Of these, the overwhelming majority 24% (59/244) stated games. Other common responses included learning new words 7.8% (19/244), speaking 6.1% (15/244), ICT 6.1% (15/244), group and pair work 5.7% (14/244). Only 9 pupils (3.7%; 9/244) made a negative response indicating that they do not enjoy any aspect of language lessons.

For Case 1, in addition to games, the pupils enjoyed learning new words, watching videos (the highest proportion across the four cases) and that learning a language can enable them to communicate with others. In Case 2, games (22%; 10/44) and ICT (22.7%; 10/44) were the most popular activities, followed by speaking (13.6%; 6/44). ICT was more popular in Case 2 than in any of the other cases. Playing games was the most popular activity in Case 3 (23.3%; 18/77). The largest numbers of pupils citing singing (9%; 7/77) and speaking (7.8%; 6/77) and learning about other cultures (6.5%; 5/77) were in Case 3 as was the largest number of negative responses with (7.8%; 6/77) of pupils making a negative comment about language lessons. In Case 4 the popularity of games (28.9%; 20/69) was evident.

4.4.4 Year 6 pupils' least liked aspects of language lessons

In contrast to the previous question, the pupils were asked to identify the aspect of language lessons which they like the least. The results are presented in Figure 4.11 below and the coding frame (with an example of each code) is provided in the appendices (Appendix 22).

Year 6 pupils' responses	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Pri. School 1A	Pri. School 1B	Case 1 total	Pri. School 2A	Prim. School 2B	Case 2 total	Pri. School 3A	Pri. School 3B	Case 3 total	Pri.School 4A	Pri. School 4B	Case 4 total	
Activities													
Content	1	0	1	0	1	1	0	1	1	0	2	2	5
Games	0	0	0	0	0	0	0	0	0	1	0	1	1
Group/pair work	0	2	2	0	0	0	0	2	2	0	0	0	4
Independent work	0	0	0	0	0	0	1	0	1	0	0	0	1
Learning new words	0	0	0	0	0	0	0	0	0	0	2	2	2
Listening	0	1	1	0	2	2	0	1	1	0	1	1	5
Practising vocabulary	0	1	1	0	0	0	0	0	0	0	0	0	1
Pronunciation	1	1	2	4	2	6	1	2	3	1	2	3	14
Range of activities	0	0	0	0	0	0	0	0	0	4	0	4	4
Remembering	0	5	5	3	1	4	0	2	2	2	0	2	13
Reading	2	0	2	2	0	2	0	1	1	0	2	2	7
Repetition	0	0	0	1	4	5	2	2	4	4	8	12	21
Singing	1	0	1	0	0	0	1	8	9	3	2	5	14
Speaking	2	2	4	1	3	4	1	4	5	0	1	1	14
Studying the language	1	0	1	0	0	0	0	0	0	0	0	0	1
Writing	11	3	14	4	0	4	11	18	29	0	6	6	53
Feelings/experiences													
Boredom	1	1	2	2	2	4	1	4	5	4	2	6	17
Confusion	1	0	1	1	0	1	1	5	6	0	0	0	8
Difficulty	0	4	4	4	2	6	0	2	2	0	9	9	21
Embarrassment	0	0	0	3	0	3	1	1	2	0	3	3	8
Irrelevance	0	0	0	1	0	1	0	0	0	1	2	3	4
Lack of progression	0	0	0	0	1	1	1	0	1	1	4	5	7
No choice of language	0	0	0	0	0	0	0	0	0	0	1	1	1
Other													
Lessons too long	1	0	1	0	0	0	0	0	0	0	0	0	1
Lessons too short	0	3	3	0	0	0	2	0	2	1	2	3	8
Need for accuracy	1	0	1	0	0	0	0	0	0	0	1	1	2
Need to practice	0	0	0	1	0	1	0	0	0	0	0	0	1
Teacher	0	0	0	0	0	0	0	2	2	0	0	0	2
Don't know	3	0	3	0	0	0	0	0	0	0	0	0	3
Missing data	0	0	0	0	0	0	1	1	2	1	0	1	3
Nothing	2	1	3	0	0	0	3	1	4	0	0	0	7
Everything	0	0	0	0	0	0	0	3	3	0	0	0	3
Total	28	24	54	27	18	51	27	58	87	23	50	73	256

Figure 4.11: Year 6 responses to question 9: 'What do you like the least about language lessons?'

Across all cases, writing was the element of language lessons which pupils liked the least (20.7%; 53/256). Other unpopular aspects included: repetition (8.2%; 21/256), singing (5.4%; 14/256), speaking (5.4%; 14/256) and pronunciation (5.4%; 14/256). In contrast to the aspects which pupils liked the most in language lessons (discussed above), many pupils identified particular feelings or emotional responses - as opposed to activities - as the part of language lessons which they like the least. Of these, the most commonly cited were: finding languages difficult (8.2%; 21/256), boredom (6.6%; 17/256), embarrassment (3.1%; 8/256) and confusion (3.1%; 8/256). In Case 1, pupils' writing was the least popular activity (25.9%; 14/54), followed by remembering (9.2%; 5/54). However, in Case 2, pupils disliked practising pronunciation (9.8%; 6/55) and the perceived difficulty of language lessons (9.8%; 6/51). The most striking result from Case 3 is the large number of pupils who identified writing as the least enjoyable aspect of language lessons (33.3%; 29/87). This was followed by singing (33.3%; 9/87). Singing was also unpopular in Case 4 (8.2%; 5/73) but pupils particularly disliked the level of repetition (16.4%; 12/73). In this case, many pupils gave a response relating the feelings elicited by language lessons including difficulty (12.3%; 9/73) and boredom (8.2%; 6/73).

4.4.5 Changes Year 6 pupils would make to language lessons

Following on from identifying the aspect of language lessons which they like the least the pupils were asked to state one change which they would like to make.

Year 6 pupils' responses	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Pri. School 1A	Pri. School 1B	Case 1 total	Pri. School 2A	Pri. School 2B	Case 2 total	Pri. School 3A	Pri. School 3B	Case 3 total	Pri. School 4A	Pri. School 4B	Case 4 total	
Provision													
More / different language	11	6	17 (15.7%)	9	3	12 (13.3%)	4	5	99 (11.5%)	3	16	19 (26.0%)	57 (16.3%)
Classroom management/ organization	2	0	2 (1.9%)	0	0	0	2	0	2 (2.6%)	1	1	2 (2.7%)	6 (1.7%)
Teacher	2	3	5 (4.6%)	1	2	3 (3.3%)	3	3	6 (7.7%)	0	3	3 (4.1%)	17 (4.9%)
Lesson length/ frequency	7	1	8 (7.4%)	4	0	4 (4.4%)	1	2	3 (3.9%)	3	2	5 (6.9%)	20 (5.7%)
Activities													
Broader range of activities	4	1	5 (4.6%)	3	3	6 (6.7%)	7	3	10 (12.8%)	6	1	7 (9.6%)	28 (8.0%)
More cultural activities/visits	2	12	14 (13%)	3	1	4 (4.4%)	1	1	2 (2.6%)	0	2	2 (2.7%)	22 (6.3%)
More games	13	4	17 (15.7%)	10	8	18 (20%)	3	2	5 (6.4%)	0	9	9 (12.3%)	49 (14.0%)
More ICT	3	3	6 (5.6%)	5	0	5 (5.6%)	3	6	9 (11.5%)	1	0	1 (1.4%)	21 (6.0%)
More practice/ revision	0	1	1 (0.9%)	1	2	3 (3.3%)	1	0	1 (1.3%)	1	0	1 (1.4%)	6 (1.7%)
More songs	1	0	1 (1%)	0	1	1 (1.1%)	0	4	4 (5.1%)	2	2	4 (5.5%)	10 (2.9%)
Less repetition/more progression	0	2	2 (1.9%)	0	0	0	0	3	3 (3.9%)	4	5	9 (12.3%)	14 (4%)
Less writing	0	2	2 (1.85%)	0	0	0	1	4	5 (6.4%)	0	1	1 (1.4%)	8 (2.3%)
Emotional response													
Easier/experience success	7	4	11 (10.2%)	8	4	12 (13.3%)	1	3	4 (5.1%)	0	0	0	27 (7.7%)
More fun/interesting	8	4	12 (11.1%)	7	8	15 (16.7%)	1	12	13 (16.7%)	0	4	4 (5.5%)	44 (12.1%)
Nothing	3	2	5 (4.6%)	3	1	4 (4.4%)	0	0	0	0	2	2 (2.7%)	11 (3.2%)
No response/ don't know	0	0	0	1	0	1 (1.1%)	0	1	1 (1.3%)	3	1	4 (5.5%)	6 (1.7%)
Other (less homework, more pupil choice, more useful phrases)	0	0	0	1	1	2 (2.2%)	1	0	1 (1.3%)	0	0	0	3 (0.9%)
Total responses	63	45	108	56	34	90	29	49	78	24	49	73	349

Figure 4.12: Year 6 responses to question 10: 'If you could make one change to your language lessons, what would it be?'

The Year 6 pupils were asked to state one change that they would make to their language lessons. These responses were grouped into three thematic areas: school

language provision, activities within the lesson and those relating to an emotional response. Overall, the most common responses related to: changing the language studied (16.3%; 57/349), playing more games (14%; 49/349), broadening the range of activities (8%; 28/349), making languages easier or for pupils to experience success (7.74%; 27/349) and experiencing more cultural activities including visiting the country (6.3%; 22/349).

For Case 1, the largest numbers of responses related to changing the language studied (or increasing the range of languages studied) (15.74%; 17/108) or to the activities within lessons. In Case 1, the most common changes related to increasing the amount of games (15.74%; 17/108) and increasing the amount of cultural activities (12.97%; 14/108). The other most common responses were requests to make language lessons 'easier' or to enable pupils to experience success (10.19%; 11/108) or to make lessons more enjoyable or interesting (11.11%; 12/108).

For Case 2, several of the most common responses matched those for Case 1. These included the choice of language (13.34%; 12/90) and playing more games (20%; 18/90). As with Case 1, requests to make language lessons 'easier' or to enable pupils to experience success (13.3%; 12/90) or to make lessons more enjoyable or interesting (16.7%; 15/90) were common responses.

In Case 3 the most common response was a desire for language lessons to be more enjoyable (16.7%; 13/78) followed by expanding the range of activities in lessons

(12.8%; 10/78), learning more languages or a different language (11.54%; 9/78) and extending the use of ICT (11.54%; 9/78). In contrast to Cases 1 and 2, only a small number of pupils (5.13%; 4/78) mentioned making lessons easier or enabling pupils to experience success more easily.

The largest number of pupils in Case 4 suggested a change relating to the language studied (26.03%; 19/73). The other popular responses related to the selection of activities within language lessons and the most common responses were: increasing the amount of games (12.33%; 9/73), reducing repetition and ensuring more progression (12.33%; 9/73). In contrast to Cases 1, 2 and 3 the proportion of pupils in Case 4 who gave an answer relating to an emotional response was very low (see Figure 4.12, above).

4.4.6 Year 6 pupils' enjoyment of lessons in general

Comparison with the data for pupils' enjoyment of lessons generally suggests that pupils were more positive about other subjects than for languages with the overwhelming majority (91.8%; 224/244) of pupils agreeing/agreeing strongly with the statement 'I enjoy most lessons at school'. No child in any of the eight schools disagreed strongly with the statement, compared to 11.1% (27/244) who disagreed with this statement for PL. Pupils in PS3B and PS4B, who responded negatively to the statement concerning their enjoyment of PL lessons, responded positively to the statement regarding lessons in general. The teacher interviews revealed that in PS3B PL lessons were delivered by an external languages teacher but in PS4B they were delivered by the class teachers.

		Enjoy most lessons				Total
		Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	2	20	8	0	30
	% within Pri sch	6.7%	66.7%	26.7%	.0%	100.0%
Primary School 1B	Count	1	16	7	0	24
	% within Pri sch	4.2%	66.7%	29.2%	.0%	100.0%
Primary School 2A	Count	2	15	8	0	25
	% within Pri sch	8.0%	60.0%	32.0%	.0%	100.0%
Primary School 2B	Count	7	12	0	0	19
	% within Pri sch	36.8%	63.2%	.0%	.0%	100.0%
Primary School 3A	Count	1	20	8	0	29
	% within Pri sch	3.4%	69.0%	27.6%	.0%	100.0%
Primary School 3B	Count	2	28	17	1	48
	% within Pri sch	4.2%	58.3%	35.4%	2.1%	100.0%
Primary School 4A	Count	1	12	11	0	24
	% within Pri sch	4.2%	50.0%	45.8%	.0%	100.0%
Primary School 4B	Count	3	32	10	0	45
	% within Pri sch	6.7%	71.1%	22.2%	.0%	100.0%
Total	Count	19	155	69	1	244
	% within Pri sch	7.8%	63.5%	28.3%	.4%	100.0%

Figure 4.13: Year 6 pupils' perceptions of whether they enjoy most lessons (across the curriculum).

4.4.7 Year 6 pupils' views of whether language lessons are interesting

Although, as displayed in Figure 4.13, most pupils did not view language lessons as enjoyable as other lessons; most pupils (55.3%; 135/244) either disagreed or strongly disagreed with the statement 'Language lessons are not very interesting'.

The case analysis reveals interesting differences. For example, a high percentage of pupils (83.3%; 45/54) in Case 1 found languages interesting compared to a far less positive perception from Case 3 (38.9%; 30/77). The figure for Case 3B, from which a comparatively less positive view of PL emerged (see above) was only 33.3% and, similarly, for PS4B this was 46.4%. Fewer children in these schools enjoyed language lessons than in other schools.

Primary School		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	Total
Primary School 1A	Count	5	21	2	1	1	30
	% within Pri sch	16.7%	70.0%	6.7%	3.3%	3.3%	100.0%
Primary School 1B	Count	5	14	4	1	0	24
	% within Pri sch	20.8%	58.3%	16.7%	4.2%	.0%	100.0%
Primary School 2A	Count	5	7	4	9	0	25
	% within Pri sch	20.0%	28.0%	16.0%	36.0%	.0%	100.0%
Primary School 2B	Count	1	10	6	2	0	19
	% within Pri sch	5.3%	52.6%	31.6%	10.5%	.0%	100.0%
Primary School 3A	Count	3	11	14	1	0	29
	% within Pri sch	10.3%	37.9%	48.3%	3.4%	.0%	100.0%
Primary School 3B	Count	0	16	22	8	2	48
	% within Pri sch	.0%	33.3%	45.8%	16.7%	4.2%	100.0%
Primary School 4A	Count	1	15	7	1	0	24
	% within Pri sch	4.2%	62.5%	29.2%	4.2%	.0%	100.0%
Primary School 4B	Count	1	20	19	5	0	45
	% within Pri sch	2.2%	44.4%	42.2%	11.1%	.0%	100.0%
Total	Count	21	114	78	28	3	244
	% within Pri sch	8.6%	46.7%	32.0%	11.5%	1.2%	100.0%

Figure 4.14: The extent to which Year 6 pupils agreed with the statement: 'Language lessons are not very interesting'.

4.4.8 Year 6 pupils' beliefs about the usefulness of language lessons

Across all four cases, almost all pupils (95.5%; 233/244) agreed/agreed strongly that 'It's useful to learn a language'. This included 93.7% (45/48) pupils in PS3B and all 45 pupils in PS4B who responded negatively to the statement regarding their enjoyment of language lessons which suggests that although not all pupils found language lessons enjoyable, they recognised the value of learning a language.

		It's useful to learn a language					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	0	1	9	20	0	30
	% within Pri sch	.0%	3.3%	30.0%	66.7%	.0%	100.0%
Primary School 1B	Count	0	0	11	13	0	24
	% within Pri sch	.0%	.0%	45.8%	54.2%	.0%	100.0%
Primary School 2A	Count	2	2	12	8	1	25
	% within Pri sch	8.0%	8.0%	48.0%	32.0%	4.0%	100.0%
Primary School 2B	Count	0	0	7	12	0	19
	% within Pri sch	.0%	.0%	36.8%	63.2%	.0%	100.0%
Primary School 3A	Count	0	0	12	17	0	29
	% within Pri sch	.0%	.0%	41.4%	58.6%	.0%	100.0%
Primary School 3B	Count	0	3	26	19	0	48
	% within Pri sch	.0%	6.3%	54.2%	39.6%	.0%	100.0%
Primary School 4A	Count	0	2	10	12	0	24
	% within Pri sch	.0%	8.3%	41.7%	50.0%	.0%	100.0%
Primary School 4B	Count	0	0	27	18	0	45
	% within Pri sch	.0%	.0%	60.0%	40.0%	.0%	100.0%
Total	Count	2	8	114	119	1	244
	% within Pri sch	.8%	3.3%	46.7%	48.8%	.4%	100.0%

Figure 4.15: The extent to which Year 6 pupils agreed with the statement: 'It's useful to learn a language'.

4.4.9 Year 6 pupils' beliefs about the difficulty of language lessons

This aspect of pupils' language learning beliefs was explored by three different questions in the Year 6 pupil questionnaire as pupils rated the extent to which they agreed with the following two statements: 'It's difficult to learn a language' and 'You have to think hard in language lessons'. The responses to both questions will be explored in turn and a comparison will be made to identify whether there are any similarities or differences in the two data sets. The third question required pupils to consider whether language lessons are more challenging than other lessons.

The majority of pupils (80.3%; 196/244) agreed/agreed strongly that it is difficult to learn a language. Closer scrutiny reveals the strength of pupils' opinions, with over a third of pupils (34.8%; 85/244) strongly agreeing that it is difficult to learn a language. Only 4 pupils out of 244 (1.6%) strongly disagreed with the statement. The most positive responses were from PS4A with only (58.3%; 14/24) of pupils agreeing that it is difficult to learn a language. The views of pupils in PS3B and PS4B (83.3% and 84.4% disagreeing) were broadly consistent with those of pupils in the other schools. The largest proportion of pupils reporting that language learning is difficult was in school PS2B (89.4%; 17/19).

		It's difficult to learn a language					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	1	6	19	4	0	30
	% within Pri sch	3.3%	20.0%	63.3%	13.3%	.0%	100.0%
Primary School 1B	Count	0	5	13	6	0	24
	% within Pri sch	.0%	20.8%	54.2%	25.0%	.0%	100.0%
Primary School 2A	Count	0	4	7	14	0	25
	% within Pri sch	.0%	16.0%	28.0%	56.0%	.0%	100.0%
Primary School 2B	Count	0	1	7	10	1	19
	% within Pri sch	.0%	5.3%	36.8%	52.6%	5.3%	100.0%
Primary School 3A	Count	1	3	11	13	1	29
	% within Pri sch	3.4%	10.3%	37.9%	44.8%	3.4%	100.0%
Primary School 3B	Count	0	7	18	22	1	48
	% within Pri sch	.0%	14.6%	37.5%	45.8%	2.1%	100.0%
Primary School 4A	Count	1	7	8	6	2	24
	% within Pri sch	4.2%	29.2%	33.3%	25.0%	8.3%	100.0%
Primary School 4B	Count	1	6	28	10	0	45
	% within Pri sch	2.2%	13.3%	62.2%	22.2%	.0%	100.0%
Total	Count	4	39	111	85	5	244
	% within Pri sch	1.6%	16.0%	45.5%	34.8%	2.0%	100.0%

Figure 4.16: Year 6 pupils' beliefs about the difficulty of language learning.

The second statement 'You have to think hard in language lessons' sought to probe pupils' beliefs about whether they felt language lessons were difficult due to the level of cognitive challenge or the focus/attention required. In total, 78.7% (192/244) of pupils agreed that they have to 'think hard' in language lessons. Although the pupils are likely to have interpreted the term 'think hard' in different ways, this combines with the data presented above in relation to pupils' beliefs about the level of difficulty of learning a language to suggest that pupils view language lessons/the experience of learning a language difficult.

This was clearly the view of most pupils in PS3A of whom 51.7% (15/29) strongly agreed with the statement, 34.5% (10/29) agreed and only 4 children (13.8%) disagreed. However, 33.4% (15/45) of pupils in school PS4B disagreed with this statement despite their slightly more negative views of language lessons examined

above. This may suggest that although they do not enjoy language lessons as much as their peers in other schools, this is not because that they find language lessons difficult or because of the level of cognitive challenge presented by PL lessons.

		You have to think hard in language lessons					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	0	2	21	7	0	30
	% within Pri sch	.0%	6.7%	70.0%	23.3%	.0%	100.0%
Primary School 1B	Count	1	3	16	3	1	24
	% within Pri sch	4.2%	12.5%	66.7%	12.5%	4.2%	100.0%
Primary School 2A	Count	0	2	10	13	0	25
	% within Pri sch	.0%	8.0%	40.0%	52.0%	.0%	100.0%
Primary School 2B	Count	0	2	13	4	0	19
	% within Pri sch	.0%	10.5%	68.4%	21.1%	.0%	100.0%
Primary School 3A	Count	0	4	10	15	0	29
	% within Pri sch	.0%	13.8%	34.5%	51.7%	.0%	100.0%
Primary School 3B	Count	2	10	16	18	2	48
	% within Pri sch	4.2%	20.8%	33.3%	37.5%	4.2%	100.0%
Primary School 4A	Count	1	6	10	6	1	24
	% within Pri sch	4.2%	25.0%	41.7%	25.0%	4.2%	100.0%
Primary School 4B	Count	3	12	26	4	0	45
	% within Pri sch	6.7%	26.7%	57.8%	8.9%	.0%	100.0%
Total	Count	7	41	122	70	4	244
	% within Pri sch	2.9%	16.8%	50.0%	28.7%	1.6%	100.0%

Figure 4.17: Year 6 pupils' responses to the statement 'You have to think hard in language lessons'.

4.4.10 Year 6 pupils' beliefs about whether the language lessons are 'harder' than other lessons

In order to explore further pupils' views of the difficulty of language lessons, the pupils were asked to consider whether they felt they worked harder in language lessons than in lessons generally. As Figure 4.18 (below) shows, most pupils (55.8%; 136/244) agreed/agreed strongly that the work in language lessons is more challenging than in other lessons. Almost a fifth of pupils (19.7%; 48/244) agreed strongly with this statement though over a third (38.5%; 94/244) disagreed. However, there is variation between cases and schools. For example, for both schools in Case 1 the majority of pupils disagreed/strongly disagreed (53.3%; 16/30 in PS1A and 62.5%; 15/24 in PS1B) which is greater than the mean percentage across all eight schools (43.8%; 107/244).

		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	Total
Primary School 1A	Count	0	16	12	2	0	30
	% within Pri sch	.0%	53.3%	40.0%	6.7%	.0%	100.0%
Primary School 1B	Count	3	12	6	3	0	24
	% within Pri sch	12.5%	50.0%	25.0%	12.5%	.0%	100.0%
Primary School 2A	Count	3	3	9	10	0	25
	% within Pri sch	12.0%	12.0%	36.0%	40.0%	.0%	100.0%
Primary School 2B	Count	2	8	5	4	0	19
	% within Pri sch	10.5%	42.1%	26.3%	21.1%	.0%	100.0%
Primary School 3A	Count	2	9	12	6	0	29
	% within Pri sch	6.9%	31.0%	41.4%	20.7%	.0%	100.0%
Primary School 3B	Count	0	10	25	13	0	48
	% within Pri sch	.0%	20.8%	52.1%	27.1%	.0%	100.0%
Primary School 4A	Count	1	12	5	5	1	24
	% within Pri sch	4.2%	50.0%	20.8%	20.8%	4.2%	100.0%
Primary School 4B	Count	2	24	14	5	0	45
	% within Pri sch	4.4%	53.3%	31.1%	11.1%	.0%	100.0%
Total	Count	13	94	88	48	1	244
	% within Pri sch	5.3%	38.5%	36.1%	19.7%	.4%	100.0%

Figure 4.18: Year 6 pupils' beliefs about whether the language lessons are 'harder' than other lessons.

4.4.11 Year 6 pupils' self-efficacy (general)

The final two elements of Question 7 sought to gauge pupils' self-efficacy in relation to their performance at school work in general (across all subjects) and specifically for languages. In response to the first of these questions, 87.3% (203/244) of pupils across the four cases agreed/agreed strongly that they were 'good' at school work in general. Over a fifth of the respondents (22.1%; 54/244) agreed strongly with the statement. Looking at the individual schools, the data for school PS3A appears to suggest a very high level of self-efficacy with 44.8% (13/29) of pupils agreeing strongly and 93.1% (27/29) of pupils agreeing/agreeing strongly. In schools PS3B and PS4B where, according to the data explored above, pupils' beliefs about language lessons/language learning do not appear to be as positive as in other schools within the case study, high levels of self-efficacy were found. These were higher than the mean average across all schools in the case study. In PS3B and PS4B, 87.5% (42/48) and 93.3% (42/45) of pupils (the largest cohorts in the case study with the whole Year group completing the questionnaire) agreed/agreed strongly that they believe themselves to be good at school work in general. The lowest level was for PS2B with only 5.3% (1/19) of pupils agreeing/agreeing strongly and 15.8% (3/19) strongly disagreeing. This compares to a mean average across all schools of 4.1% (10/244) though PS2B is the smallest class in the study with only 19 pupils. The second lowest level of self-efficacy relates to the other school in Case 2: PS2A. Although the figures are much higher than for PS2B, in PS2A 8% (2/25) of pupils disagreed strongly and 8% (2/25) disagreed with the statement.

		I am good at schoolwork in general					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	0	4	21	5	0	30
	% within Pri sch	.0%	13.3%	70.0%	16.7%	.0%	100.0%
Primary School 1B	Count	1	1	19	2	1	24
	% within Pri sch	4.2%	4.2%	79.2%	8.3%	4.2%	100.0%
Primary School 2A	Count	2	2	15	6	0	25
	% within Pri sch	8.0%	8.0%	60.0%	24.0%	.0%	100.0%
Primary School 2B	Count	3	2	13	1	0	19
	% within Pri sch	15.8%	10.5%	68.4%	5.3%	.0%	100.0%
Primary School 3A	Count	0	2	14	13	0	29
	% within Pri sch	.0%	6.9%	48.3%	44.8%	.0%	100.0%
Primary School 3B	Count	3	3	30	12	0	48
	% within Pri sch	6.3%	6.3%	62.5%	25.0%	.0%	100.0%
Primary School 4A	Count	1	1	14	6	2	24
	% within Pri sch	4.2%	4.2%	58.3%	25.0%	8.3%	100.0%
Primary School 4B	Count	0	3	33	9	0	45
	% within Pri sch	.0%	6.7%	73.3%	20.0%	.0%	100.0%
Total	Count	10	18	159	54	3	244
	% within Pri sch	4.1%	7.4%	65.2%	22.1%	1.2%	100.0%

Figure 4.19: Year 6 pupils' self-efficacy for lessons in general.

4.4.12 Year 6 pupils' self-efficacy for languages

The data relating to pupils' general level of self-efficacy was compared to their self-efficacy for languages. This revealed a stark contrast with only 53.3% (130/244) of pupils agreeing/agreeing strongly that they perceive themselves to be 'good at languages' compared to 87.3% (213/244) of pupils for school work in general. Only 9.4% (23/244) of pupils agreed strongly that they were good at languages (22.1%; 54/244 across all curricular areas) and 14.8% disagreed strongly. When considering individual schools, the data for school PS3A - which was very positive for school work in general with 93.1% (27/29) of pupils agreeing/agreeing strongly - was considerably lower for languages (51.7%; 15/29) and was slightly lower than the mean average across the eight schools. In schools PS3B and PS4B -where some data suggest that pupils' beliefs about language lessons/language learning were less positive than in other schools within the case study (see above)- there were high

levels of self-efficacy and these levels were higher than the mean average across all schools in the case study with 87.5% (42/48) in PS3B and 93.3% (42/45) in PS4B of pupils agreeing/agreeing strongly that they perceive themselves to be good at school work in general. However, for languages, these figures dropped to 43.7% (21/48) and 51.1% (23/45) respectively. The lowest level was for PS2A (with only 44% of pupils agreeing/agreeing strongly and 52% strongly disagreeing compared to the mean average across all schools of 14.8%) which had the second lowest level of self-efficacy across all subjects with 84% (21/25) agreeing/agreeing strongly that they were good at school work in general.

		I am good at languages					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	1	11	14	3	1	30
	% within Pri sch	3.3%	36.7%	46.7%	10.0%	3.3%	100.0%
Primary School 1B	Count	3	2	16	3	0	24
	% within Pri sch	12.5%	8.3%	66.7%	12.5%	.0%	100.0%
Primary School 2A	Count	13	1	7	4	0	25
	% within Pri sch	52.0%	4.0%	28.0%	16.0%	.0%	100.0%
Primary School 2B	Count	1	8	10	0	0	19
	% within Pri sch	5.3%	42.1%	52.6%	.0%	.0%	100.0%
Primary School 3A	Count	4	10	12	3	0	29
	% within Pri sch	13.8%	34.5%	41.4%	10.3%	.0%	100.0%
Primary School 3B	Count	4	23	16	5	0	48
	% within Pri sch	8.3%	47.9%	33.3%	10.4%	.0%	100.0%
Primary School 4A	Count	4	5	12	2	1	24
	% within Pri sch	16.7%	20.8%	50.0%	8.3%	4.2%	100.0%
Primary School 4B	Count	6	16	20	3	0	45
	% within Pri sch	13.3%	35.6%	44.4%	6.7%	.0%	100.0%
Total	Count	36	76	107	23	2	244
	% within Pri sch	14.8%	31.1%	43.9%	9.4%	.8%	100.0%

Figure 4 20: Year 6 pupils' self-efficacy for languages.

4.4.13 Year 6 pupils' views of whether all pupils in Key Stage 2 should learn a language

The Year 6 pupils indicated the extent to which they agreed with the statement: 'All pupils should learn a language in Key Stage 2.' As displayed in Figure 4.21, the vast majority of pupils (82.3%; 201/244) agreed/agreed strongly with the statement, suggesting a high level of support for learning a language in Key Stage 2. The support for languages was particularly positive in Case 3 in which 96.6% (28/29) of pupils in PS3A agreed/agreed strongly and also in PS1B and PS4A in which 58.3% (14/24) and 50% (12/24) of pupils agreed strongly with the statement. These figures were much higher than the mean across all cases (30.7%; 75/244). In contrast, the picture emerging for PS2A was the least positive and 9 (36%; 9/25) pupils disagreed/disagreed strongly. However, it is important to underline the small number of respondents in this school (25).

		All pupils should learn a language in Key Stage 2					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Primary School 1A	Count	0	2	19	8	1	30
	% within Pri sch	.0%	6.7%	63.3%	26.7%	3.3%	100.0%
Primary School 1B	Count	0	3	6	14	1	24
	% within Pri sch	.0%	12.5%	25.0%	58.3%	4.2%	100.0%
Primary School 2A	Count	4	5	7	9	0	25
	% within Pri sch	16.0%	20.0%	28.0%	36.0%	.0%	100.0%
Primary School 2B	Count	0	1	12	6	0	19
	% within Pri sch	.0%	5.3%	63.2%	31.6%	.0%	100.0%
Primary School 3A	Count	1	0	18	10	0	29
	% within Pri sch	3.4%	.0%	62.1%	34.5%	.0%	100.0%
Primary School 3B	Count	4	10	29	5	0	48
	% within Pri sch	8.3%	20.8%	60.4%	10.4%	.0%	100.0%
Primary School 4A	Count	1	2	9	12	0	24
	% within Pri sch	4.2%	8.3%	37.5%	50.0%	.0%	100.0%
Primary School 4B	Count	0	8	26	11	0	45
	% within Pri sch	.0%	17.8%	57.8%	24.4%	.0%	100.0%
Total	Count	10	31	126	75	2	244
	% within Pri sch	4.1%	12.7%	51.6%	30.7%	.8%	100.0%

Figure 4.21: The extent to which Year 6 pupils agreed with the statement 'All pupils should learn a language in Key Stage 2.'

The subsequent question required the Year 6 pupils to explain why they agreed/disagreed with the statement. As displayed in Figure 4.21 above, the greatest proportion of the responses to the statement were positive. Of these, the largest number of respondents felt that all pupils should study a language in KS2 because languages are useful (39.5%; 98/248). Other popular reasons were that it would provide preparation for secondary school (10.1%; 25/248) and that KS2 is an appropriate age to learn a (foreign) language (9.7%; 24/248). In contrast, of the pupils who disagreed that languages should be studied in KS2 (14.1%; 35/248), the most common reason given was that pupils felt their peers would or may not enjoy language lessons (8.5%; 21/248).

In Case 1, the most common reason for agreeing that pupils should study a language in KS2 was that languages were useful (39.7%; 23/58). The other popular reasons related to preparation for language learning at secondary school (12.1%; 7/58) and that KS2 is an appropriate age at which to learn a language (12.1%; 7/58). 8 of the 58 (13.8%) pupils felt that not all pupils should not study a language in KS2 and the view that pupils may not enjoy language lessons was the most commonly cited reason (8.6%; 5/58). The findings from Case 2 suggest a slightly different picture of pupils' beliefs though it is important to acknowledge that Case 2 is the smallest in this study. In this case, although some pupils (15.9%; 7/44) explained that languages were useful, the most frequently cited reason Case 2 gave for studying a language in KS2 was that it is an appropriate age to do so (20.5%; 9/44). 6 pupils stated that languages were useful for communication (13.6%; 6/44) but 4 pupils (9.1%; 4/44) indicated that children should begin to learn a language after Key Stage 2.

The largest proportion of pupils in Case 3 (42.9%; 33/77) stated that pupils should learn a language in KS2 because they are useful (for employment or holidays). The other main reasons provided were that learning a language in KS2 prepares pupils for secondary school (7.8%; 6/77) and that KS2 is an appropriate time for pupils to learn a language (9.1%; 7/77). 6 pupils (7.8%; 6/77) felt that learning a language should be part of receiving a well-rounded education. However, 10 pupils in Case 3 (13%; 10/77) did not agree that all pupils should study a language in KS2 as the pupils may/will not enjoy it. Closer scrutiny of the data reveals that all 10 pupils were from the same school (Primary School 3B). As with Cases 1 and 3, the most common response for Case 4 was that all pupils should study a language in KS2 because it is useful to learn a language. This response was given by over half of the pupils in Case 4 (50.7%; 35/69). The other popular reasons in support of studying a language in KS2 were that it would prepare pupils for secondary school (13.0%; 9/69), it would aid their linguistic progression (10.1%; 7/69).

	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Primary School 1A	Primary School 1B	Case 1 total	Primary School 2A	Primary School 2B	Case 2 total	Primary School 3A	Primary School 3B	Case 3 total	Primary School 4A	Primary School 4B	Case 4 total	
Useful: employment, holidays	11 (36.7%)	12 (42.9%)	23 (39.7%)	3 (12.0%)	4 (21.1%)	7 (15.9%)	16 (55.2%)	17 (35.4%)	33 (42.9%)	14 (58.3%)	21 (46.7%)	35 (50.7%)	98 (39.5%)
Preparation for sec. sch	4 (13.3%)	3 (10.7%)	7 (12.1%)	0 (0.0%)	3 (15.%)	3 (6.8%)	4 (13.8%)	2 (4.2%)	6 (7.8%)	0 (0.0%)	9 (20.0%)	9 (13.0%)	25 (10.1%)
Communication	1 (3.3%)	0 (0%)	1 (1.7%)	5 (20.0%)	1 (5.3%)	6 (13.6%)	0 (0.0%)	1 (2.1%)	1 (1.3%)	0 (0.0%)	3 (6.7%)	3 (4.3%)	11 (4.4%)
Develops language skills	2 (6.7%)	1 (3.6%)	3 (5.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (1.2%)
Younger is better	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (6.9%)	0 (0.0%)	2 (2.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.8%)
Appropriate age	4 (13.3%)	3 (10.7%)	7 (12.1%)	4 (16.0%)	5 (26.3%)	9 (20.5%)	3 (10.3%)	4 (8.3%)	7 (9.1%)	0 (0.0%)	1 (2.2%)	1 (1.4%)	24 (9.7%)
Progression	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	1 (2.3%)	0 (0.0%)	1 (2.1%)	1 (1.3%)	3 (12.5%)	4 (8.9%)	7 (10.1%)	9 (3.6%)
Equity	1 (3.3%)	0 (0.0%)	1 (1.7%)	2 (8.0%)	0 (0.0%)	2 (4.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (4.2%)	1 (2.2%)	2 (2.9%)	5 (2.0%)
Confidence	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (4.0%)	0 (0.0%)	1 (2.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.4%)
Enjoyment	1 (3.3%)	0 (0.0%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.4%)	1 (2.1%)	2 (2.6%)	1 (4.2%)	1 (2.2%)	2 (2.9%)	5 (2.0%)
Part of education	1 (3.3%)	1 (3.6%)	2 (3.4%)	1 (4.0%)	3 (15.8%)	4 (9.1%)	2 (6.9%)	4 (8.3%)	6 (7.8%)	2 (8.3%)	2 (4.4%)	4 (5.8%)	16 (6.5%)
Not useful/relevant	1 (3.3%)	0 (0.0%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.4%)	0 (0.0%)	1 (1.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.8%)
Don't/may not enjoy	2 (6.7%)	3 (10.7%)	5 (8.6%)	3 (12.0%)	0 (0.0%)	3 (6.8%)	0 (0.0%)	10 (20.8%)	10 (13.0%)	1 (4.2%)	2 (4.4%)	3 (4.3%)	21 (8.5%)
Should begin earlier	0 (0.0%)	1 (3.6%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (4.2%)	2 (2.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (1.2%)
Should begin later	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (16.0%)	0 (0.0%)	4 (9.1%)	0 (0.0%)	1 (2.1%)	1 (1.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (2.0%)
Concern for progress of others (EAL)	0 (0.0%)	1 (3.6%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.1%)	1 (1.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.8%)
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (4.2%)	1 (2.2%)	2 (2.9%)	2 (0.8%)
Don't know	2 (6.7%)	0 (0.0%)	2 (3.4%)	0 (0.0%)	1 (5.3%)	1 (2.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (1.2%)
No response	0 (0.0%)	3 (10.7%)	3 (5.2%)	2 (8.0%)	1 (5.3%)	3 (6.8%)	0 (0.0%)	4 (8.3%)	4 (5.2%)	1 (4.2%)	0 (0.0%)	1 (1.4%)	11 (4.4%)
Total	30 (100%)	28 (100%)	58 (100%)	25 (100%)	19 (100%)	44 (100%)	29 (100%)	48 (100%)	77 (100%)	24 (100%)	45 (100%)	69 (100%)	248 (100%)

Figure 4.22: The reasons given by Year 6 pupils for their agreement/disagreement with the statement: 'All pupils should learn a language in Key Stage 2.'

4.5 Year 6 pupil questionnaire part 3: expectations for secondary school

The third section of the Year 6 pupil questionnaire explored pupils' expectations of secondary school. The responses from this section were compared to those from the Year 7 autumn and summer questionnaires to identify any similarities and differences (see Parts 2 and 3 of this chapter, below). In order to gauge pupils' expectations for secondary school (general) and for languages, and to allow these to be compared, the pupils indicated the extent to which they agreed with the statements:

- 'I am looking forward to lessons at secondary school'
- 'I am looking forward to language lessons at secondary school'.

4.5.1 Year 6 pupils' level of agreement with the statement: 'I am looking forward to lessons at secondary school'

As displayed in Figure 4.23, the response from the Year 6 pupils was very positive as 126 (51.6%; 126/244) of pupils agreed and a further 101 (41.4%; 101/244) agreed strongly that they were looking forward to lessons at secondary school. This means that of the 244 pupil responses, 227 (97%) were positive. In each of the four cases, the majority of pupils agreed/agreed strongly with the statement. Only 17 pupils (6.9%) disagreed with the statement, of which two pupils disagreed strongly. Of the four cases, the least positive response was Case 2 in which 13 pupils (68.4%) in Primary School 2B agreed/agreed strongly. However, this was the smallest sample in the study with only 19 pupils in the class.

For Case 1, the overall picture which emerges is positive with 87.0% (47/54) of pupils agreeing/agreeing strong with the statement. Closer scrutiny reveals that the response from primary school 1A - in which 25 pupils (83.3%) agreed/agreed strongly - was less positive and lower than the mean across cases. A contrasting picture emerges from Case 2. As mentioned above, the response from pupils in primary school 2B was the least positive of all schools in the study but the response from the other primary school in Case 2, PS2A, was very positive - the third most positive in the study with 24 pupils (96%) of pupils agreeing/agreeing strongly that they were looking forward to lessons at secondary school. The Case 3 responses reveal a very positive response from pupils with 75/77 pupils (97.4%) agreeing with the statement. Of these, 34 pupils (44%) agreed strongly. No pupil in Case 3 disagreed strongly and only two pupils (2.6%) -both in PS3B - disagreed. A similarly positive response was received from pupils in Case 4 with 68 pupils (98.5%) responding positively, of which 35 (50.7%) agreed strongly that they were looking forward to lessons at secondary school.

		Strongly disagree	Disagree	Agree	Strongly agree	Total
Primary School 1A	Count	0	5	18	7	30
	% within Pri sch	.0%	16.7%	60.0%	23.3%	100.0%
Primary School 1B	Count	1	1	13	9	24
	% within Pri sch	4.2%	4.2%	54.2%	37.5%	100.0%
Primary School 2A	Count	0	1	10	14	25
	% within Pri sch	.0%	4.0%	40.0%	56.0%	100.0%
Primary School 2B	Count	1	5	11	2	19
	% within Pri sch	5.3%	26.3%	57.9%	10.5%	100.0%
Primary School 3A	Count	0	0	15	14	29
	% within Pri sch	.0%	.0%	51.7%	48.3%	100.0%
Primary School 3B	Count	0	2	26	20	48
	% within Pri sch	.0%	4.2%	54.2%	41.7%	100.0%
Primary School 4A	Count	0	1	10	13	24
	% within Pri sch	.0%	4.2%	41.7%	54.2%	100.0%
Primary School 4B	Count	0	0	23	22	45
	% within Pri sch	.0%	.0%	51.1%	48.9%	100.0%
Total	Count	2	15	126	101	244
	% within Pri sch	.8%	6.1%	51.6%	41.4%	100.0%

Figure 4.23: The extent to which Year 6 pupils agreed with the statement: 'I am looking forward to lessons at secondary school'.

4.5.2 Year 6 pupils' level of agreement with the statement: 'I am looking forward to language lessons at secondary school'

Figure 4.24 presents the data relating to pupils' level of agreement with the statement: 'I am looking forward to language lessons at secondary school'. This enables a comparison to be drawn with pupils' responses to the general statement relating to lessons at secondary school. Overall, the pupils' response to the prospect of language lessons is less positive than for lessons in general with 62.3% (152/244) of pupils looking forward to language lessons at secondary school compared to 97% (227/244) looking forward to secondary school lessons. For language lessons, the proportion of pupils agreeing with the statement ranged from 73.9% (51/244) in Case 4 to 43.2% (19/44) in Case 2. Within Case 2, the response from primary school 2A was the least positive with 15 pupils (60%) disagreeing with the statement of which

10 pupils (40% of those at the school) disagreed strongly. This contrasts sharply with PS2A pupils' responses to lessons at secondary school which were far more positive with 24 pupils (96%) agreeing/agreeing strongly that they were looking forward to lessons at secondary school. Similarly, the responses for Case 3 were very positive for secondary school lessons in general with 75 pupils (97.4%) agreeing/agreeing strongly with only two pupils (2.6%) disagreeing and no pupils disagreed strongly. The picture for the same pupils' thoughts regarding language lessons at secondary school is less positive with 46 (59.7%) of pupils agreeing with the statement and 31 pupils (40.3%) disagreeing. Within Case 3, a particularly negative picture emerged for primary school 3B in which 22 pupils (45.8%) disagreed/disagreed with the statement. The most positive views were from PS1A with 23 pupils (76.6%) agreeing/agreeing strongly that they were looking forward to language lessons at secondary school.

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Missing data	Total
Primary School 1A	Count	1	6	19	4	0	0	30
	% within Pri sch	3.3%	20.0%	63.3%	13.3%	.0%	.0%	100.0%
Primary School 1B	Count	4	6	6	7	1	0	24
	% within Pri sch	16.7%	25.0%	25.0%	29.2%	4.2%	.0%	100.0%
Primary School 2A	Count	10	5	4	6	0	0	25
	% within Pri sch	40.0%	20.0%	16.0%	24.0%	.0%	.0%	100.0%
Primary School 2B	Count	2	8	8	1	0	0	19
	% within Pri sch	10.5%	42.1%	42.1%	5.3%	.0%	.0%	100.0%
Primary School 3A	Count	0	9	13	7	0	0	29
	% within Pri sch	.0%	31.0%	44.8%	24.1%	.0%	.0%	100.0%
Primary School 3B	Count	5	17	24	2	0	0	48
	% within Pri sch	10.4%	35.4%	50.0%	4.2%	.0%	.0%	100.0%
Primary School 4A	Count	1	4	10	8	0	1	24
	% within Pri sch	4.2%	16.7%	41.7%	33.3%	.0%	4.2%	100.0%
Primary School 4B	Count	3	8	30	3	1	0	45
	% within Pri sch	6.7%	17.8%	66.7%	6.7%	2.2%	.0%	100.0%
Total	Count	26	63	114	38	2	1	244
	% within Pri sch	10.7%	25.8%	46.7%	15.6%	.8%	.4%	100.0%

Figure 4.24: The extent to which Year 6 pupils agreed with the statement: 'I am looking forward to language lessons at secondary school'.

4.5.3 Year 6 pupils' language to be studied at secondary school

The Year 6 pupils were asked to state whether they would begin to study a new language at secondary school or continue to study the language they were learning in Year 6. As illustrated in Figure 4.25 (below) around half the pupils (50.4%; 123/244) did not know which language they would study at secondary school. 86 pupils (35.2%; 86/244) stated that they would learn a different language in Year 7 and only 34 pupils (13.9%) responded that in Year 7 they would continue to study the same language they were learning in Year 6. This raises the question of continuity as, if pupils change languages, linguistic continuity will be compromised though a skills-based approach would enable pupils to build on the language learning skills developed in primary school regardless of whether they begin to study a different language at secondary school. There is variation between the four cases and between the schools within each case. Case 1 has the highest proportion of pupils who did not know which language they would study in Year 7 (63.3%; 19/30) in PS1A and 19 (79.2%; 19/24) in PS1B. In contrast, Case 4 had the lowest percentage of pupils (30.4%; 21/69) who were unsure which language they would study. The school with the largest proportion of pupils who would continue to study the same language was PS2B (26.3%; 5/19) – the smallest class in the study – followed by PS3A (24.1%; 7/29).

Primary School		Same as Y6	A different language to Y6	Not sure	Missing data	Total
Primary School 1A	Count	6	5	19	0	30
	% within Pri sch	20.0%	16.7%	63.3%	.0%	100.0%
Primary School 1B	Count	0	5	19	0	24
	% within Pri sch	.0%	20.8%	79.2%	.0%	100.0%
Primary School 2A	Count	2	6	17	0	25
	% within Pri sch	8.0%	24.0%	68.0%	.0%	100.0%
Primary School 2B	Count	5	3	11	0	19
	% within Pri sch	26.3%	15.8%	57.9%	.0%	100.0%
Primary School 3A	Count	7	5	17	0	29
	% within Pri sch	24.1%	17.2%	58.6%	.0%	100.0%
Primary School 3B	Count	4	24	19	1	48
	% within Pri sch	8.3%	50.0%	39.6%	2.1%	100.0%
Primary School 4A	Count	1	20	3	0	24
	% within Pri sch	4.2%	83.3%	12.5%	.0%	100.0%
Primary School 4B	Count	9	18	18	0	45
	% within Pri sch	20.0%	40.0%	40.0%	.0%	100.0%
Total	Count	34	86	123	1	244
	% within Pri sch	13.9%	35.2%	50.4%	0.4%	100.0%

Figure 4.25: The language Year 6 pupils expect to study at secondary school.

4.5.4 Year 6 pupils' language preference for secondary school

Question 16 sought to elicit the pupils' language preference and to ascertain whether they would rather continue to study the same language or to study a different language – and, if so, which one. As displayed in Figure 4.26, over three quarters of respondents would rather study a different language in Year 7 from the language studied at primary school. This was consistent across all four cases and in each of the eight primary schools. Closer scrutiny reveals some variation in the responses ranging from 57.9% (11/19) of pupils in Primary School 2B preferring to study a different language to 89.7% (26/29) of pupils in Primary School 3A. It is interesting that for the majority of pupils, their experience of studying a language at primary school means that they would rather study a different one at secondary school. Only in schools 1B and 2B did over 40% of pupils wish to continue to study the same language, which may suggest these pupils had a relatively good experience of languages at primary school. This has important implications for continuity and

progression especially in light of the government’s decision/proposal to limit the range of languages taught in primary school to promote continuity and progression.

		Choice of Y7 language			Total
		Missing data	A different language to Y6	Same as Y6	
Primary School	Count	0	21	9	30
1A	% within Pri sch	0.0%	70.0%	30.0%	100.0%
Primary School	Count	0	14	10	24
1B	% within Pri sch	0.0%	58.3%	41.7%	100.0%
Primary School	Count	0	20	5	25
2A	% within Pri sch	0.0%	80.0%	20.0%	100.0%
Primary School	Count	0	11	8	19
2B	% within Pri sch	0.0%	57.9%	42.1%	100.0%
Primary School	Count	0	26	3	29
3A	% within Pri sch	0.0%	89.7%	10.3%	100.0%
Primary School	Count	1	41	6	48
3B	% within Pri sch	2.1%	85.4%	12.5%	100.0%
Primary School	Count	0	21	3	24
4A	% within Pri sch	0.0%	87.5%	12.5%	100.0%
Primary School	Count	0	36	9	45
4B	% within Pri sch	0.0%	80.0%	20.0%	100.0%
Total	Count	1	190	53	244
	% within Pri sch	0.4%	77.9%	21.7%	100.0%

Figure 4.26: Year 6 pupils’ preferred language to study at secondary school.

4.5.5 Year 6 pupils’ reasons for their preference to study in Year 7 the same or different language to the one studied in Year 6

A coding frame was developed for pupils’ responses to Question 17 (Appendix 25).

Figure 4.27 shows that the most common reason given for pupils’ preference to study the same language was for progression (64.2%; 36/56), followed by pupils stating that they found the language interesting or enjoyable (25%; 14/56). Only one respondent indicated that they wished to continue with the language as it would be useful to them. However, 32.4% (58/179) - the largest group of respondents - would rather study a different language, one which they felt would be useful. Having an

opportunity to develop their interest in the target language or culture was the next most common response (18.4%; 33/179) and (15.6%; 28/179) expressed a desire to study a particular language as they had some form of personal connection (e.g. a relative or friend who spoke the language). 14.5% of pupils (26/179) simply wanted to learn (any) other language and 7.8% (14/179) expressed a negative view and their wish to embark on a new language was to facilitate an escape from learning their Year 6 language.

Year 6 pupils' responses	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Pri. School 1A	Pri. School 1B	Case 1 total	Pri. School 2A	Pri. School 2B	Case 2 total	Pri. School 3A	Pri. School 3B	Case 3 total	Pri. School 4A	Pri. School 4B	Case 4 total	
Same language													
Progression	10	7	17	4	0	4	3	4	7	2	6	8	36
Interesting/enjoyable	3	0	3	1	5	6	2	2	4	0	1	1	14
Useful	0	0	0	0	0	0	0	0	0	1	0	1	1
Personal connection	0	0	0	0	0	0	0	0	0	2	0	2	2
Enjoyable	0	1	1	0	0	0	0	0	0	1	0	1	2
Other	0	1	1	0	0	0	0	0	0	0	0	0	1
Different language													
Useful	6	8	14	4	5	9	8	8	16	6	13	19	58
Personal connection	4	5	9	2	0	2	1	7	8	1	8	9	28
Desire to learn another language	2	1	3	6	4	10	2	1	3	5	5	10	26
Interest in language/culture	3	1	4	5	0	5	6	10	16	3	5	8	33
Challenge	0	0	0	0	2	2	3	5	8	0	1	1	11
Easy	0	0	0	0	2	2	2	1	3	0	0	0	5
Negative view of Y6 language	0	0	0	3	1	4	2	6	8	1	1	2	14
Other	1	0	1	0	0	0	0	0	0	0	3	3	4
Total responses	29	24	53	25	19	44	29	44	73	22	43	65	235

Figure 4.27: Year 6 pupils' reasons for preferring to study the same or a different language in Year 7 from the language they are studying in Year 6.

4.5.6 Year 6 pupils' hopes for language lessons at secondary school

Of the 220 responses, the most frequent related to visiting the Target Language (TL) country/trips (14.1%; 31/220), for lessons to be fun (14.1%; 31/220), to learn a different language (13.6%; 30/220) and for lessons to include more games (11.3%; 25/220). The theme of cultural development emerged from 42 of the 220 responses (relating to contact with the target language country/visits (14.1%; 31/220); having a native speaker teacher (2.2%; 5/220); cultural awareness (2.7%; 6/220).

Year 6 pupils' responses	Case 1			Case 2			Case 3			Case 4			Total across all cases
	Pri. School 1A	Pri. School 1B	Case 1 total	Pri. School 2A	Pri. School 2B	Case 2 total	Pri. School 3A	Pri. School 3B	Case 3 total	Pri. School 4A	Pri. School 4B	Case 4 total	
Visit TL country/trips	0	1	1	1	2	3	7	3	10	4	13	17	31
Contact with native speaker	0	2	2	2	0	2	1	0	1	0	0	0	5
Teacher	0	0	0	0	0	0	0	3	3	0	2	2	5
Easier	2	1	3	1	3	4	1	1	2	1	6	7	16
Fun	3	3	6	3	8	11	4	1	5	1	8	9	31
Different language	6	0	6	0	2	2	3	6	9	5	6	11	28
More lessons	0	0	0	0	0	0	0	0	0	0	0	0	0
Content/activities	1	1	2	1	0	1	2	4	6	4	2	6	14
Equipment	0	0	0	0	0	0	0	0	0	0	0	0	0
Shorter lessons	0	0	0	0	0	0	0	0	0	0	0	0	0
More games	7	4	11	4	2	6	2	2	4	2	2	4	25
Less writing	0	0	0	0	0	0	0	0	0	0	0	0	0
More ICT	2	2	4	2	0	2	0	1	1	1	0	1	8
No changes	2	0	2	0	0	0	0	0	0	0	2	2	4
More practice	2	0	2	0	1	1	0	0	0	0	0	0	3
Learn new things/progression	0	1	1	1	0	1	2	1	3	1	2	3	8
Other	4	1	5	1	1	2	2	2	4	2	1	3	14
Language awareness	0	1	1	1	0	1	0	0	0	0	0	0	2
Cultural awareness	0	1	1	2	0	2	2	0	2	0	1	1	6
Negative comment	0	4	4	4	0	4	1	0	1	0	0	0	9
Interesting	0	0	0	4	0	4	1	2	3	2	0	2	9
More challenging	0	0	0	0	0	0	1	0	1	0	0	0	1
Total responses	29	22	51	27	19	46	29	26	55	23	45	68	220

Figure 4.28: Year 6 pupils' responses to the question: 'If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?'

4.6 Summary of teacher questionnaires

As noted in Figure 4.2 (Summary of the data collected), questionnaires and interviews were administered to the Year 6 primary school teachers and to the Year 7 language teachers at the same points as the pupil questionnaires and interviews; namely the summer term of Year 6 and then in the following autumn term and summer terms (the pupils' first and final terms in Year 7 at secondary school).

	Case 1				Case 2				Case 3				Case 4				Total across all Cases
	SS1 (Sec. school 1)	PS1A (Prim. School 1A)	PS1B (Prim. School 1B)	Case 1 total	SS2 (Sec. school 2)	PS2A (Prim. School 2A)	PS2B (Prim. School 2B)	Case 2 total	SS3 (Sec. school 3)	PS3A (Prim. School 3A)	PS3B (Prim. School 3B)	Case 3 total	SS4 (Sec. school 4)	PS4A (Prim. School 4A)	PS4B (Prim. School 4B)	Case 4 total	
Year 6																	
Year 6 teacher questionnaires	-	1	1	2	-	1	1	2	-	1	1	2	-	1	1	2	8
Year 6 teacher interviews	-	1	1	2	-	1	1	2	-	1	0	1	-	0	0	0	5
Year 7 autumn																	
Year 7 autumn teacher questionnaire	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	4
Year 7 autumn teacher interviews	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	4
Year 7 summer																	
Year 7 summer teacher questionnaires	1	-	-	1	1	-	-	1	0	-	-	0	1	-	-	1	3
Year 7 summer teacher interviews	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	4

Figure 4.29: A case-by-case summary of the teacher data.

4.7 Year 6 teacher questionnaire

The Year 6 teacher questionnaire was used to collect contextual information about teachers' language experience and to yield information about their involvement in language teaching and their beliefs about it.

4.8 Contextual information

Figure 4.30 presents the role, language learning experience and the language taught for the respondents to the Year 6 teacher questionnaire. All eight respondents teach Primary Languages and, as Figure 4.30 displays, the respondents have varied levels of language learning experience ranging from no experience of learning the language they teach (PS2B) to studying the language at degree level (PS1A). In two of the eight schools (PS2A and PS3A), languages are taught by a teaching assistant to release the class teacher for Planning, Preparation and Assessment time.

School	Role	Language qualifications	Language taught
PS1A	Y6 teacher and PL co-ordinator	Degree (French and Spanish)	French
PS1B	Y6 teacher and PL co-ordinator	GCSE French; AS Spanish	Spanish
PS2A	Teaching assistant	O level French	French
PS2B	Y6 class teacher and literacy co-ordinator	GCSE German	French
PS3A	Y6 class teacher (languages taught by teaching assistant)	GCSE French	French
PS3B	Y6 class teacher	GCSE French, also completed a teaching French course (2hrs)	French
PS4A	Y6 class teacher (languages taught by class teacher and a native speaker parent)	GCSE French; GCSE and AS German GCSE	French
PS4B	Primary Language Co-ordinator and class teacher	O and A level French	French

Figure 4.30: Year 6 teacher questionnaire respondents' role, language learning experience and the language they teach.

4.8.1 Year 6 teachers' beliefs about language learning and teaching

As part of the Year 6 teacher questionnaire, the respondents indicated the extent of their agreement with a series of statements relating to language learning and teaching.

4.8.2 Year 6 teachers' personal experience of language learning

The responses were largely positive, with seven of the eight respondents indicating their personal experience of language learning was positive.

	Strongly Agree	Agree	Disagree	Total
PS1A	0	1	0	1
PS1B	1	0	0	1
PS2A	0	1	0	1
PS2B	0	0	1	1
PS3A	0	1	0	1
PS3B	1	0	0	1
PS4A	0	1	0	1
PS4B	0	1	0	1
Total	2	5	1	8

Figure 4.31: The extent to which Year 6 teachers agreed with the statement: 'My previous experiences of language learning have been positive'.

4.9 Year 6 teachers' enjoyment of teaching languages

Most teachers (5/8) reported enjoying teaching languages. The PS3A respondent did not respond to the question as language lessons were taught by a teaching assistant.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA	Total
PS1A	0	1	0	0	0	1
PS1B	1	0	0	0	0	1
PS2A	0	1	0	0	0	1
PS2B	0	0	0	1	0	1
PS3A	0	0	0	0	1	1
PS3B	0	1	0	0	0	1
PS4A	0	0	1	0	0	1
PS4B	0	1	0	0	0	1
Total	1	4	1	1	1	8

Figure 4.32: The extent to which Year 6 teachers agreed with the statement: 'I enjoy teaching languages'.

4.10 Year 6 teachers' support for Key Stage 2 languages

The responses suggest strong support for teaching languages in KS2 from most respondents. However, as shown in Figure 4.33, two teachers (from schools PS2B and PS4A), disagreed with languages being taught in primary school; both of whom indicated that they do not enjoy teaching languages.

		I support the teaching of languages in KS2					Total
		Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree	
School	PS1A	1	0	0	0	0	1
	PS1B	0	1	0	0	0	1
	PS2A	0	1	0	0	0	1
	PS2B	0	0	0	0	1	1
	PS3A	1	0	0	0	0	1
	PS3B	0	1	0	0	0	1
	PS4A	0	0	0	1	0	1
	PS4B	1	0	0	0	0	1
Total		3	3	0	1	1	8

Figure 4.33: The extent to which Year 6 teachers agreed with the statement: 'I support the teaching of languages in Key Stage 2'.

4.11 Teachers' beliefs about pupils' enjoyment of language lessons

The majority of respondents (6/8) felt that pupils enjoyed language lessons. Of the other two respondents, one teacher (PS4A) felt unable to comment and another (PS4B) felt that pupils did not enjoy language lessons.

	Strongly Agree	Agree	Don't know	Disagree	Total
PS1A	0	1	0	0	1
PS1B	0	1	0	0	1
PS2A	0	1	0	0	1
PS2B	0	1	0	0	1
School PS3A	1	0	0	0	1
PS3B	0	1	0	0	1
PS4A	0	0	1	0	1
PS4B	0	0	0	1	1
Total	1	5	1	1	8

Figure 4.34: The extent to which Year 6 teachers agreed with the statement: 'Pupils enjoy language lessons'.

4.12 Beliefs about the difficulty of language lessons

The questionnaire elicited mixed responses with responses being almost equally divided across the three options. As indicated above, the PS4B teacher felt that pupils did not enjoy language lessons. The teacher's response to this question suggests that this lack of enjoyment was not because they found languages challenging.

		Pupils find language lessons are more difficult than other lessons			Total
		Agree	Don't know	Disagree	
School	PS1A	0	0	1	1
	PS1B	0	0	1	1
	PS2A	1	0	0	1
	PS2B	0	1	0	1
	PS3A	0	1	0	1
	PS3B	1	0	0	1
	PS4A	1	0	0	1
	PS4B	0	0	1	1
Total		3	2	3	8

Figure 4.35: The extent to which Year 6 teachers agreed with the statement: 'Pupils find language lessons more difficult than other lessons'.

4.13 Primary Languages provision

4.13.1 Language(s) taught in each Key Stage 2 Year Group

French is the language most commonly taught across the eight schools. Two schools (PS1A and PS1B) teach French and Spanish in different year groups and two schools (PS1A and PS1B) follow a language awareness programme.

Language	Primary School							
	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B
French	Year 6	Years 5,6	Years 3,4,5,6	-	Years 3,4,5,6	Years 3,4,5,6	Years 3,4,5,6	Years 3,4,5,6
Spanish	Year 5	Years 3,4	-	Years 3,4,5,6	-	-	-	-
German	-	-	-	-	-	-	-	-
Italian	-	-	-	-	-	-	-	-
Japanese	-	-	-	-	-	-	-	-
Mandarin	-	-	-	-	-	-	-	-
Language Awareness	Years 3,4	-	-	-	-	-	-	Years 3,4,5,6
Other	-	-	-	-	-	-	-	-

Figure 4.36: Key Stage 2 Languages provision in each school.

4.13.2 Continuity of language

Most teachers (5/8) stated that pupils would continue to study the same language in Year 7. Two respondents (PS1B and PS3A) were uncertain and in one case (PS4B) the pupils would go on to study a different language.

	No	Yes	Don't know	Total
PS1A	0	1	0	1
PS1B	0	0	1	1
PS2A	0	1	0	1
PS2B	0	1	0	1
School PS3A	0	0	1	1
PS3B	0	1	0	1
PS4A	0	1	0	1
PS4B	1	0	0	1
Total	1	5	2	8

Figure 4.37: Year 6 teachers' views of whether pupils will continue to study the Year 6 language in Year 7.

4.13.3 Year 6 language teachers

Although the majority of classes were taught languages by their class teacher, several other models of provision emerged. The level of provision is broad and ranges from pupils receiving one language lesson in the whole of KS2 which is delivered by a teacher from the secondary school (PS2B); to schools where languages are taught throughout KS2 by the class teacher (PS1B, PS3B, PS4A and PS4B). In two schools (PS2A and PS3A) languages are taught by a Teaching Assistant or an external languages teacher. This is in order to release the class teachers for their planning, preparation and assessment (PPA) time.

Language teacher (role)	Primary School							
	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B
Class teacher	Years 3,4	Years 3,4,5,6	-	-	-	Years 3,4,5,6	Years 3,4,5,6	Years 3,4,5,6
Language co-ordinator	-	-	-	-	-	-	-	-
Teacher from secondary school	-	-	-	Year 6*	-	-	-	-
Teacher from within the primary school	Years 5,6	-	-	-	-	-	-	-
Teaching Assistant	-	-	Years 5,6	-	Years 3,4,5,6	-	-	-
Peripatetic language teacher (e.g. bought-in specialist)	-	-	Year 3,4	-	-	Years 3,4,5,6	-	-
Parent	-	-	-	-	-	-	Years 5,6	-

*A one-off transition session.

Figure 4.38: The Key Stage 2 language teacher in each year group in each of the primary schools.

4.13.4 Year 6 time allocation for languages

The majority of the teachers (7/8) reported that languages are taught weekly. The weekly time allocation for languages varies from nothing (PS2B) to an hour (PS1A and PS3A).

		Languages allocation per week (minutes)				Total
		0	30	45	60	
School	PS1A	0	0	0	1	1
	PS1B	0	1	0	0	1
	PS2A	0	1	0	0	1
	PS2B	1	0	0	0	1
	PS3A	0	0	0	1	1
	PS3B	0	0	1	0	1
	PS4A	0	0	1	0	1
	PS4B	0	1	0	0	1
Total		1	3	2	2	8

Figure 4.39: Weekly time allocation for languages in Year 6.

4.13.5 Integrated language learning

The study sought to explore whether languages were integrated into other aspects of the curriculum or of the school day. Respondents were asked whether languages were practised outside language lessons; for example, by integrating languages into other parts of the school day or week or taking the register in the language. The responses, shown in Figures 4.40 and 4.41, suggest that the majority of teachers (6/8) integrate languages into the school day. Those who do so all claim to take the register in the foreign language and others make cross-curricular links (2) or exploit unplanned opportunities for language learning (2).

	Not Integrated	Integrated	
PS1A	0	1	1
PS1B	0	1	1
PS2A	0	1	1
School PS2B	1	0	1
PS3A	0	1	1
PS3B	0	1	1
PS4A	1	0	1
PS4B	0	1	1
Total	2	6	8

Figure 4.40: Integration of languages into other lessons or aspects of the school day.

	School								
Opportunity	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B	Total
Beginning/end of the day	-	1	-	-	-	-	-	-	1
Cross-curricular links	-	1	-	-	-	1	-	-	2
Register	1	1	1	-	1	1	-	1	6
Songs	1	-	-	-	-	-	-	-	1
Unplanned opportunities	-	1	-	-	-	1	-	-	2

Figure 4.41: Ways in which languages are integrated into the school day.

4.13.6 Assessment in Primary Languages

75% (6/8) of respondents stated that they do not assess pupils' learning in languages. Of the two teachers who did so, one (PS1B) assigned a National Curriculum level to pupils at the end of the year and the other (PS4B) completed a passport termly which logged the development of language skills.

4.14 Transition activities

All schools reported that Year 6 children attended a transfer day at the receiving secondary school. For three schools, this involved a language activity. 5 of the 8 schools participate in transition meetings though this did not include discussion of languages for any of the schools. The highest level of transition activity was for Case 2. Both primary schools in this case (PS2A and PS2B) shared their scheme of work for languages (though school PSB did not teach languages routinely during Year 6) and pupils' language portfolios which were devised by SS2 and its feeder primary schools. Furthermore, secondary teachers visited PS2A to observe and teach languages and the Primary Languages teacher (Teaching Assistant) visited the secondary school to observe language lessons.

Transition Activity	School								Total
	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B	
Sharing of pupils' KS2 SATs results	1	1	1	1	1	1	1	1	8
Sharing of assessment data for Primary Languages	-	-	-	-	-	-	-	-	0
Joint planning of the Primary Languages scheme of work	-	-	-	-	-	-	-	-	0
Sharing of the Primary Languages scheme of work	-	-	1	1	-	-	-	-	2
Use of a bridging unit of transition tasks	-	-	-	-	-	-	1	1	2
Use of the European Language Portfolio	-	-	1	1	-	-	-	-	2
Liaison meetings (with primary and secondary colleagues) where transition is discussed		1		1	1		1	1	5
Liaison meetings (with primary and secondary colleagues) where transition for languages is discussed	-	-	-	-	-	-	-	-	0
Informal contact	-	-	-	-	1	-	1	-	2
Primary teacher observing a KS3 lesson (any curriculum area)	-	-	1	-	-	-	-	-	1
Primary teacher observing a KS3 (foreign language) lesson	-	-	1	-	-	-	-	-	1
Secondary teacher observing a KS2 lesson (any curriculum area)	-	-	1	-	-	-	-	1	2
Secondary teacher observing a Primary languages lesson	-	-	1	-	-	-	-	-	1
Secondary teacher teaching languages	-	-	1 *	1 **	-	-	-	-	2
Children attend transfer day	1	1	1	1	1	1	1	1	8
Children attend transfer day which includes languages	-	-	1	1	-	-	-	1	3

* for half a term; ** once - at the end of the year.

Figure 4.42: Overview of transition activities undertaken by the primary schools.

4.14.1 Transfer of data

The transfer of data relating to languages was limited. Three of the eight primary schools reported that they informed the secondary school which language pupils had been studying (PS1A, PS1B and PS3B), one (PS1A) reported that it sent the scheme of work to one secondary school and another (PS4B) uses languages passports to share information with the feeder secondary schools.

Data/document	School								Total across all schools
	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B	
Inform which language is taught in KS2	1	1	-	-	-	1	-	-	3
Primary Languages scheme of work	1*	-	-	-	-	-	-	-	1
Pupil passport (self-evaluation of language skills)	-	-	-	-	-	-	-	1	1

* To one secondary school.

Figure 4.43: Transfer of data for languages.

Teachers reported sending more data for the core subjects (English, Maths and Science) which included SATs results and teacher assessment information. One school (PS4B) completed transition units for English and Mathematics. Most of the information was non-subject specific and included information about behaviour and attendance, personal information (interests and friendship groups), medical information, involvement with other agencies; details of pupils on the Gifted and Talented register and those with Special Educational Needs or English as an additional Language.

4.14.2 Effectiveness of transition arrangements for languages

As displayed in Figure 4.44, the arrangements were considered to be ineffective by all respondents. Furthermore, the majority of respondents (6/8) viewed the transition arrangements for languages as very ineffective.

		Effectiveness of transition arrangements		Total
		Ineffective	Very ineffective	
School	PS1A	0	1	1
	PS1B	0	1	1
	PS2A	1	0	1
	PS2B	0	1	1
	PS3A	1	0	1
	PS3B	0	1	1
	PS4A	0	1	1
	PS4B	0	1	1
Total		2	6	8

Figure 4.44: Year 6 teachers' views of the effectiveness of transition arrangements for languages.

When asked to justify their response, many respondents explained they were unaware of any transition activities or arrangements for languages (PS1A, PS1B, PS3A, PS3B). As summarised by one respondent: “We have no contact or discussions about languages” [PS4A]. One response raised issues related to the complexity of the transfer system: “Children move to 5 or 6 different schools who teach different languages and have different requirements. Communication and passing on work to colleagues is poor – work completed in KS2 is lost in offices/desks/corridors” [PS4B].

4.14.3 Continuity and progression

The most frequent response (4/8 schools) was that there were no arrangements to support continuity and progression. One respondent felt this was: “Probably more a question for Year 7 teachers” [PS1A]. Another participant shared concerns about providing continuity and progression within the primary school: “We do not teach languages effectively in our school. In my opinion, this is due to a lack of skill and confidence” [PS2B]. There were indications of a need and willingness to develop continuity and progression from two respondents: “Very often children say what they have learnt in primary French they repeat. A transition unit would be helpful so all primaries have the same baseline” [PS3B] (this teacher also expressed interest in learning about the teaching of languages in KS3). Also, the teacher in PS1B revealed plans to change the language taught in Year 6 to French to assist with continuity as French is the language which most of the PS1B pupils will study at secondary school.

Part 2: Year 7 (autumn pupil and teacher questionnaires)

4.15 Year 7 pupil questionnaire part 1 – characteristics of the Year 7 (autumn) respondents (analysis across the whole cohort)

This section reports the results of the Year 7 (autumn) pupil questionnaire (Appendix 8) for parts 1 (background information), part 2 (views of languages) and part 3 (views and experiences of languages at secondary school). The results for each of the three parts of the questionnaire are presented for the whole cohort and then for each case in order to explore the individual differences between cases.

4.15.1 Summary of Year 7 autumn pupil questionnaire response rate by secondary school

Across the 4 cases, a total of 90 questionnaires were completed by Year 7 pupils in the autumn term (see Figure 4.45).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary School 1	25	27.8	27.8	27.8
Secondary School 2	26	28.9	28.9	56.7
Secondary School 3	27	30.0	30.0	86.7
Secondary School 4	12	13.3	13.3	100.0
Total	90	100.0	100.0	

Figure 4.45: Response rates for Year 7 (autumn) pupil questionnaire.

The questionnaires were completed by one class in each school but, as shown in Figure 4.46 (below), there was some variation in class size between SS4 (12 pupils) and the other three schools.

Year 7 Autumn Secondary school	Primary school								Total
	PS1A	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B	
Count	0	0	0	0	0	1	8	16	25
% within Y7 autumn Sec. school 1 (SS1)	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	32.0%	64.0%	100.0%
Count	7	0	0	0	0	2	0	17	26
% within Y7 autumn Sec. school 2 (SS2)	26.9%	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	65.4%	100.0%
Count	0	1	3	3	3	0	0	17	27
% within Y7 autumn Sec. school (SS3)	0.0%	3.7%	11.1%	11.1%	11.1%	0.0%	0.0%	63.0%	100.0%
Count	0	0	0	0	0	0	0	12	12
% within Y7 Sec. school 4 (SS4)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Count	7	1	3	3	3	3	8	62	90
Total % within Y7 autumn Secondary school	7.8%	1.1%	3.3%	3.3%	3.3%	3.3%	8.9%	68.9%	100.0%

Figure 4.46: Year 7 (autumn) pupil questionnaire respondents by primary school.

Perhaps the most striking figure is that 62 pupils (68.9%) attended a primary school other than those in the study, even though the case study schools were selected because they were one of the main feeder schools for the secondary school in the same case. Indeed, the largest group is in Case 2 as 8 pupils (representing 8.9% of pupils who completed the Year 7 autumn questionnaire) from PS2B transferred to SS1. This highlights the complex nature of primary to secondary transfer.

Additionally, none of the pupils who completed the Year 6 questionnaire in PS1A completed the Year 7 autumn questionnaire and very small numbers of pupils from certain feeder primary schools were in the Year 7 classes. For PS1A, enquiries revealed that only a small number (13/82) of Year 6 pupils from the primary school transferred to SS1 at the end of Year 6 and that those who did were in other language classes to that which completed the questionnaire. This is particularly significant for Case 1 as of the 26 pupils who completed the Year 7 autumn questionnaire, 7 attended one of the feeder primary schools in the case study (PS1A), 17 attended a primary school from outside the four primary schools in the study and 2 attended PS2A. There was also a small degree of overlap between the cases. For example, 2

pupils from PS2A (a Catholic Primary School) transferred to SS1. This had implications for the structure of the study as it was not possible to track groups of pupils from Year 6 through to the autumn term of Year 7 and then through to the end of Year 7.

4.15.2 Analysis of Year 7 (autumn) questionnaires by gender

As shown in Figure 4.47 (below), there is some variation in the balance of female and male pupils between each of the different cases. As discussed above (Section 4.2.3), for the Year 6 pupil questionnaires, 42% of respondents were female and 58% were male and this may affect pupils' beliefs about languages (Barton, Bragg and Serratrice, 2009; Davies, 2004). For the Year 7 pupil autumn questionnaire, the gender imbalance remained though the pupil numbers are much smaller (female 46.6%: male 53.3%).

Year 7 (Autumn) Secondary	Gender		Total
	Female	Male	
Secondary School 1	11	14	25
Secondary School 2	11	15	26
Secondary School 3	14	13	27
Secondary School 4	6	6	12
Total	42	48	90

Figure 4.47: Respondents to the year 7 pupil questionnaire by gender.

4.15.3 Language(s) studied

As Figure 4.48 displays, of the 90 respondents to the Year 7 autumn questionnaire, 86.7% (78) were studying French and 13.3% (12) were studying Spanish. This represents a similar picture to the Year 6 pupil questionnaire in which 86.5% (211) of pupils stated that they were studying French, with the remainder 13.5% (33) studying Spanish.

		Year 7 (autumn) language		Total
		French	Spanish	
Year 7autumn Secondary school	Count	25	0	25
	SS1 % within Year 7a Secondary school	100.0%	0.0%	100.0%
	% within Year 7 language	32.1%	0.0%	27.8%
	% of Total	27.8%	0.0%	27.8%
	Count	26	0	26
	SS2 % within Year 7a Secondary school	100.0%	0.0%	100.0%
	% within Year 7 language	33.3%	0.0%	28.9%
	% of Total	28.9%	0.0%	28.9%
	Count	27	0	27
	SS3 % within Year 7a Secondary school	100.0%	0.0%	100.0%
	% within Year 7 language	34.6%	0.0%	30.0%
	% of Total	30.0%	0.0%	30.0%
Count	0	12	12	
SS4 % within Year 7a Secondary school	0.0%	100.0%	100.0%	
% within Year 7 language	0.0%	100.0%	13.3%	
% of Total	0.0%	13.3%	13.3%	
Count	78	12	90	
Total % within Year 7a Secondary school	86.7%	13.3%	100.0%	
% within Year 7 language	100.0%	100.0%	100.0%	
% of Total	86.7%	13.3%	100.0%	

Figure 4.48: Language studied by Year 7 (autumn) pupils in each of the secondary schools.

4.16 Pupils' perceptions of the length of their language study

The pupils reported the year in which they began to learn the language studied in Year 7 (Figure 4.49). Across the four cases, there is variation in the ages at which pupils began to study the language. This ranges from 1 pupil (1.1%; 1/90) in Year 1 to 24 pupils (26.7%; 24/90) beginning the language in Year 7. The largest proportion of pupils (28.9%; 26/90) began the language in Year 5, followed by 24 (26.7%; 24/90) in Year 7 and 16 (17.8%; 16/90) in Year 6. Pupils' levels of previous experience of the language varies between cases but in all 4 cases there are pupils in Year 7 classes with mixed levels of experience of the language. This indicates the level of challenge presented to secondary school teachers and is explored further in the discussion chapter (Chapter 5).

Year 7a Secondary school		The Year in which pupils believe they began to study the language							Total
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
SS1	Count	0	1	4	1	5	9	5	25
	% within Year 7a Secondary school	0.0%	4.0%	16.0%	4.0%	20.0%	36.0%	20.0%	100%
	% within Year 7 started language	0.0%	33.3%	44.4%	9.1%	19.2%	56.2%	20.8%	27.8%
	% of Total	0.0%	1.1%	4.4%	1.1%	5.6%	10.0%	5.6%	27.8%
SS2	Count	0	0	1	5	13	0	7	26
	% within Year 7a Secondary school	0.0%	0.0%	3.8%	19.2%	50.0%	0.0%	26.9%	100%
	% within Year 7 started language	0.0%	0.0%	11.1%	45.5%	50.0%	0.0%	29.2%	28.9%
	% of Total	0.0%	0.0%	1.1%	5.6%	14.4%	0.0%	7.8%	28.9%
SS3	Count	1	1	3	5	8	7	2	27
	% within Year 7a Secondary school	3.7%	3.7%	11.1%	18.5%	29.6%	25.9%	7.4%	100%
	% within Year 7 started language	100%	3.3%	33.3%	45.5%	30.8%	43.8%	8.3%	30%
	% of Total	1.1%	1.1%	3.3%	5.6%	8.9%	7.8%	2.2%	30%
SS4	Count	0	1	1	0	0	0	10	12
	% within Year 7a Secondary school	0.0%	8.3%	8.3%	0.0%	0.0%	0.0%	83.3%	100%
	% within Year 7 started language	0.0%	33.3%	11.1%	0.0%	0.0%	0.0%	41.7%	13.3%
	% of Total	0.0%	1.1%	1.1%	0.0%	0.0%	0.0%	11.1%	13.3%
Total	Count	1	3	9	11	26	16	24	90
	% within Year 7a Secondary school	1.1%	3.3%	10.0%	12.2%	28.9%	17.8%	26.7%	100%
	% within Year 7 started language	100%	100%	100%	100%	100%	100%	100%	100%
	% of Total	1.1%	3.3%	10.0%	12.2%	28.9%	17.8%	26.7%	100%

Figure 4.49: The year at which pupils believe they began to study the language studied in Year 7 (autumn).

4.17 Year 7 pupil questionnaire (autumn) part 2: views and experiences of language learning (analysis across the whole cohort)

Part 2 of the pupil questionnaire explored pupils' views and experiences of language learning (including the range of activities undertaken, pupils' enjoyment, pupils' perceived difficulty of language lessons and their self-efficacy). The pupils identified aspects of language lessons which they liked the most and least and proposed a change to language lessons.

Pupils identified the activities undertaken in language lessons, as did the Year 6 pupils (see Section 4.4) which enables the responses to be compared. The responses are summarised below (Figure 4.50). The pupils' responses suggest that the most common activities in Year 7 (autumn) language lessons are speaking (93.3%; 84/90) and pair work (86.7%; 78/90). A large proportion of pupils (83.3%; 75/90) reported that they did writing in language lessons. This is in contrast to other studies (e.g. Cable et al, 2010) in which pupils focused more on speaking and listening and less on writing. Interestingly, games – an activity commonly perceived as featuring heavily in language lessons – were reported by 72.2% (65/90) pupils.

Slightly fewer than half of pupils (45.6%; 41/90) reported that they “talk about ways to learn new things” i.e. language learning strategies, which is a strand of the (non-statutory) Key Stage 2 Framework for Languages (DfES, 2005a). Furthermore, only 44.4% (40/90) reported learning about life in other countries which is notable as Intercultural Understanding is a core strand of the Key Stage 2 Framework and, in

the broader context of primary teachers having low confidence regarding teaching Primary Languages (Board and Tinsley, 2014), this suggests that teachers are focusing on teaching language rather than on the cultural aspects though they may feel less confident in this area.

Activity	Case 1		Case 2		Case 3		Case 4		Total across all cases		Total responses
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Listening to language	19 76%	6 24%	13 50%	13 50%	12 44.4%	15 55.6%	10 83.3%	2 16.7%	54 60.0%	36 40.0%	90 100%
Practising listening skills	11 44%	14 56%	24 92.3%	2 7.7%	21 77.8%	6 22.2%	7 58.3%	5 41.7%	63 70.0%	27 30.0%	90 100%
Speaking	25 100%	0 0%	24 92.3%	2 7.7%	25 92.6%	2 16.7%	10 83.3%	2 16.7%	84 93.3%	6 6.7%	90 100%
Pair work	22 88%	3 12%	20 76.9%	6 23.1%	20 76.9%	2 7.4%	11 91.7%	1 8.3%	78 86.7%	12 13.3%	90 100%
Group work	7 28%	18 72%	8 30.8%	18 69.2%	11 40.7%	16 59.3%	8 66.7%	4 33.3%	34 37.8%	56 62.2%	90 100%
Reading	15 60%	10 40%	21 80.8%	5 19.2%	6 22.2%	21 77.8%	6 50.0%	6 50.0%	48 53.3%	42 46.7%	90 100%
Stories	1 4%	24 96%	2 7.7%	24 92.3%	1 3.7%	26 96.3%	0 0.0%	12 100%	4 4.4%	86 95.6%	90 100%
Writing	21 84%	4 16%	22 84.6%	4 15.4%	22 81.5%	5 18.5%	10 83.3%	2 16.7%	75 83.3%	15 16.7%	90 100%
ICT	1 4%	24 96%	1 3.8%	25 96.2%	2 7.4%	25 92.6%	1 8.3%	11 91.7%	5 5.6%	85 94.4%	90 100%
Songs	22 88%	3 12%	0 0.0%	26 100%	16 59.3%	11 4.7%	3 25.0%	9 75.0%	41 45.6%	49 54.4%	90 100%
Games	13 52%	12 48%	25 96.2%	1 3.8%	18 66.7%	9 33.3%	9 75.0%	3 25.0%	65 72.2%	25 27.8%	90 100%
Ways to learn new things	6 24%	19 76%	21 80%	5 19.2%	9 33.3%	18 66.7%	5 41.7%	7 58.3%	41 45.6%	49 54.4%	90 100%
Learning about life in other countries	4 16%	21 84%	23 88.5%	3 11.5%	11 40.7%	16 59.3%	2 16.7%	10 83.3%	40 44.4%	50 55.6%	90 100%
Other activities	2 8%	23 92%	0 0.0%	26 100%	3 11.0%	24 88.9%	2 16.7%	10 83.3%	7 7.8%	83 92.2%	90 100%

Figure 4.50: Year 7 (autumn) pupils' perceptions of the activities they experience in language lessons.

4.17.1 Year 7 (autumn) pupils' views of language lessons

As for the Year 6 questionnaire discussed above, the Year 7 (autumn) questionnaire elicited pupils' opinions of language lessons. The Year 7 (autumn) questionnaire responses were largely positive with 72.2% (69/90) pupils agreeing/agreeing strongly that they enjoyed language lessons. This is a slight increase on the responses of the Year 6 pupils (61% of pupils agreed/agreed strongly). However, variation between the cases is evident with 92% (23/25) of pupils in SS1 agreeing/agreeing strongly to SS4 where only 50% agreed/agreed strongly with the statement. A different picture emerges for SS1 as no pupil disagreed strongly and only 8% of pupils disagreed with the statement.

Year 7a (autumn) Secondary school		Enjoy language lessons				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS1	Count	0	2	19	4	25
	% within Year 7a Secondary school	0.0%	8.0%	76.0%	16.0%	100.0%
SS2	Count	4	3	15	4	26
	% within Year 7a Secondary school	15.4%	11.5%	57.7%	15.4%	100.0%
SS3	Count	0	10	16	1	27
	% within Year 7a Secondary school	0.0%	37.0%	59.3%	3.7%	100.0%
SS4	Count	2	4	4	2	12
	% within Year 7a Secondary school	16.7%	33.3%	33.3%	16.7%	100.0%
Total	Count	6	19	54	11	90
	% within Year 7a Secondary school	6.7%	21.1%	60.0%	12.2%	100.0%

Figure 4.51: Year 7 (autumn) pupils' responses to: 'I enjoy language lessons'.

4.17.2 Year 7 (autumn) pupils' enjoyment of lessons

This question sought to gauge whether pupils enjoyed their language lessons more or less than other lessons. The picture was very positive; more so than for language lessons (Figure 4.51, above) with 90% of pupils agreeing/agreeing strongly that they enjoyed lessons compared to 72.2% (65/90) for languages. In SS3, all pupils responded positively for 'lessons in general' but only 63% did so for languages. Interestingly, the responses suggest increased enjoyment of language lessons from Year 6 to the autumn term of Year 7 (rising from 61% (149/244) to 72.2% (69/90)) but the responses for subjects in general fell (from 91.8% (222/244) to 90% (81/90)).

Year 7a Secondary school		Strongly disagree	Disagree	Agree	Strongly agree	Total
SS1	Count	0	4	13	8	25
	% within Year 7a Secondary school	0.0%	16.0%	52.0%	32.0%	100.0%
	% of Total	0.0%	4.4%	14.4%	8.9%	27.8%
SS2	Count	1	3	17	5	26
	% within Year 7a Secondary school	3.8%	11.5%	65.4%	19.2%	100.0%
	% of Total	1.1%	3.3%	18.9%	5.6%	28.9%
SS3	Count	0	0	19	8	27
	% within Year 7a Secondary school	0.0%	0.0%	70.4%	29.6%	100.0%
	% of Total	0.0%	0.0%	21.1%	8.9%	30.0%
SS4	Count	1	0	7	4	12
	% within Year 7a Secondary school	8.3%	0.0%	58.3%	33.3%	100.0%
	% of Total	1.1%	0.0%	7.8%	4.4%	13.3%
Total	Count	2	7	56	25	90
	% within Year 7a Secondary school	2.2%	7.8%	62.2%	27.8%	100.0%
	% of Total	2.2%	7.8%	62.2%	27.8%	100.0%

Figure 4.52: Year 7(autumn) pupils' responses to the statement: 'I enjoy most lessons'.

4.17.3 Year 7 pupils' views of whether language lessons are interesting

The pupils responded positively, with the majority (67.7%; 61/90) disagreeing/disagreeing strongly with the statement: 'language lessons are not interesting'. This was more positive than the responses from the Year 6 respondents of whom 55.3% pupils disagreed/disagreed strongly. The responses for SS4 (12) were the least positive with 50% agreeing/agreeing strongly that lessons are not interesting which contrasts sharply with SS1 where 92% of pupils disagreed/disagreed strongly with the statement. Of course, though the pupils disagreed that languages lessons are not interesting does not necessarily mean that they consider language lessons to be interesting.

Year 7 autumn Secondary School	Y7a Language lessons not interesting				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	5	18	2	0	25
% within Year 7 autumn Secondary School 1 (SS1)	20.0%	72.0%	8.0%	0.0%	100.0%
Count	6	11	6	3	26
% within Year 7 autumn Secondary School 2 (SS2)	23.1%	42.3%	23.1%	11.5%	100.0%
Count	1	14	11	1	27
% within Year 7 autumn Secondary School 3 (SS3)	3.7%	51.9%	40.7%	3.7%	100.0%
Count	0	6	4	2	12
% within Year 7 autumn Secondary School 4 (SS4)	0.0%	50.0%	33.3%	16.7%	100.0%
Count	12	49	23	6	90
% within Year 7 autumn Secondary School	13.3%	54.4%	25.6%	6.7%	100.0%

Figure 4.53: Year 7 (autumn) pupils' responses to the statement: 'Language lessons are not very interesting'.

4.17.4 Year 7 (autumn) pupils' beliefs about the usefulness of language lessons

Across all four cases, most pupils (88.9%; 80/90) agreed/agreed strongly that: 'it's useful to learn a language'. Analysis reveals some variation between cases with the percentage of pupils agreeing/agreeing strongly ranging from 92% (SS1) to 83.3% (SS4).

Year 7(autumn) Secondary school		It's useful to learn a language				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
Count		1	1	6	17	25
SS1	% within Year 7a Secondary school	4.0%	4.0%	24.0%	68.0%	100.0%
Count		0	3	13	10	26
SS2	% within Year 7a Secondary school	0.0%	11.5%	50.0%	38.5%	100.0%
Count		0	3	14	10	27
SS3	% within Year 7a Secondary school	0.0%	11.1%	51.9%	37.0%	100.0%
Count		2	0	6	4	12
SS4	% within Year 7a Secondary school	16.7%	0.0%	50.0%	33.3%	100.0%
Count		3	7	39	41	90
Total	% within Year 7a Secondary school	3.3%	7.8%	43.3%	45.6%	100.0%

Figure 4.54: The extent to which Y7 (autumn) pupils agreed with the statement: 'It's useful to learn a language'.

4.17.5 Year 7 (autumn) pupils' beliefs about the difficulty of language lessons

The Year 7 (autumn) pupil questionnaire sought to explore three aspects of pupils' perceived difficulty of language learning:

- Whether it is difficult to learn a language
- Whether they have to think hard in language lessons (the level of cognitive challenge or focus required)
- Whether language lessons are 'harder' than other lessons

Of the 90 respondents, 68 pupils (75.5%) agreed that it is difficult to learn a language and, of these, 28 (31%) agreed strongly. There was some variation between the four cases with 82.4% pupils in SS4 (10/12) rating languages as difficult dropping to 65.4% (17/26) in SS2.

Year 7(autumn) Secondary school		Y7a It's difficult to learn a language					Total
		Strongly disagree	Disagree	Agree	Strongly agree	No response	
SS1	Count	0	5	16	3	1	25
	% within Year 7a Secondary school	0.0%	20.0%	64.0%	12.0%	4.0%	100.0%
SS2	Count	1	8	8	9	0	26
	% within Year 7a Secondary school	3.8%	30.8%	30.8%	34.6%	0.0%	100.0%
SS3	Count	1	4	11	11	0	27
	% within Year 7a Secondary school	3.7%	14.8%	40.7%	40.7%	0.0%	100.0%
SS4	Count	1	1	5	5	0	12
	% within Year 7a Secondary school	8.3%	8.3%	41.7%	41.7%	0.0%	100.0%
Total	Count	3	18	40	28	1	90
	% within Year 7a Secondary school	3.3%	20.0%	44.4%	31.1%	1.1%	100.0%

Figure 4.55: Year 7 (autumn) pupils' responses to the statement: 'It's difficult to learn a language.'

4.17.6 Pupils' responses to: 'You have to think hard in language lessons'

78.9% (71/90) of pupils agreed/agreed strongly that they have to think hard in language lessons. Interestingly, in light of the less positive responses from SS4 discussed above, the lowest proportion of pupils agreed/agreed strongly with the statement and the highest proportion was in SS1 (84.6%; 21/25). This may suggest that there is a relationship between pupils' enjoyment of language lessons and the level of challenge.

Year 7 (autumn) secondary school		Y7a You have to think hard in language lessons					Total
		Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
SS1	Count	1	3	12	9	0	25
	% within Year 7a Secondary school	4.0%	12.0%	48.0%	36.0%	0.0%	100.0%
SS2	Count	2	4	13	8	0	26
	% within Year 7a Secondary school	7.7%	15.4%	46.2%	30.8%	0.0%	100.0%
SS3	Count	0	5	16	6	0	27
	% within Year 7a Secondary school	0.0%	18.5%	59.3%	22.2%	0.0%	100.0%
SS4	Count	1	2	4	4	1	12
	% within Year 7a Secondary school	8.3%	16.7%	33.3%	33.3%	8.3%	100.0%
Total	Count	4	14	44	27	1	90
	% within Year 7a Secondary school	4.4%	15.6%	48.9%	30.0%	1.1%	100.0%

Figure 4.56: The extent to which Year 7 (autumn) pupils agree with the statement: 'You have to think hard in language lessons'.

4.17.7 Year 7 (autumn) pupils' beliefs about whether language lessons are 'harder' than other lessons

Slightly more than half of the pupils (51.1%, 46/90) agreed/agreed strongly that the work in language lessons is harder than in most other lessons. The lowest proportion (40%; 10/25) of pupils agreeing with this statement was in SS1 (none of whom agreed strongly) and the highest was in SS2 with 61.6% (16/26). The overall figure (51.1%; 46/90) suggests that pupils were slightly less likely to consider language lessons in Year 7 more difficult compared to other curriculum subjects than the respondents to the Year 6 questionnaire.

Year 7 (autumn) Secondary School	Strongly disagree	Disagree	Agree	Strongly agree	Missing data	Total
Count	2	13	10	0	0	25
% within Year 7 (autumn) Secondary School 1 (SS1)	8.0%	52.0%	40.0%	0.0%	0.0%	100.0%
Count	1	8	12	4	0	26
% within Year 7 (autumn) Secondary School 2 (SS2)	3.8%	30.8%	46.2%	15.4%	0.0%	100.0%
Count	1	11	11	4	0	27
% within Year 7 (autumn) Secondary School 3 (SS3)	3.7%	40.7%	40.7%	14.8%	0.0%	100.0%
Count	2	4	2	3	1	12
% within Year 7 (autumn) Secondary School 4 (SS4)	16.7%	33.3%	16.7%	25.0%	8.3%	100.0%
Count	6	36	35	11	1	90
% within Year 7 (autumn) Secondary School	6.7%	40.0%	38.9%	12.2%	1.1%	100.0%

Figure 4.57: Year 7 (autumn) pupils' responses to the statement: 'The work in language lessons is harder than in most other lessons'.

4.17.8 Year 7 (autumn) pupils' self-efficacy

Overall, most pupils indicated a high level of self-efficacy in relation to their school work in general with 92.2% (83/90) of pupils agreeing/agreeing strongly that they are good at school work. The response for SS3 (26/27; 96.3%) was particularly high but the lowest (SS4) was still positive with (91.7%; 11/12) agreeing/agreeing strongly with the statement.

Year 7(autumn) Secondary school		Y7a I am good at schoolwork in general				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS1	Count	1	1	20	3	25
	% within Year 7a Secondary school	4.0%	4.0%	80.0%	12.0%	100.0%
SS2	Count	2	1	17	6	26
	% within Year 7a Secondary school	7.7%	3.8%	65.4%	23.1%	100.0%
SS3	Count	0	1	20	6	27
	% within Year 7a Secondary school	0.0%	3.7%	74.1%	22.2%	100.0%
SS4	Count	0	1	9	2	12
	% within Year 7a Secondary school	0.0%	8.3%	75.0%	16.7%	100.0%
Total	Count	3	4	66	17	90
	% within Year 7a Secondary school	3.3%	4.4%	73.3%	18.9%	100.0%

Figure 4.58: Year 7 (autumn) pupils' responses to the statement: 'I am good at school work in general'.

4.17.9 Year 7 (autumn) pupils' self-efficacy for languages

The responses indicate that pupils' levels of self-efficacy are lower than for other subjects (64.5%; 58/90 for languages compared to 83/90; 92.2% for school work in general), though this is more positive than the levels suggested by the Year 6 respondents (53.3%; 130/244 agreeing/agreeing strongly). Within the Year 7 autumn responses, pupils in SS1 indicated the highest level of self-efficacy for languages (84%; 21/25) though this was marginally lower than for their response for school work in general (92%; 23/25). The lowest levels of self-efficacy for languages were from SS3 (50%; 6/12) and SS4 (51.8%; 14/27). SS2 was marginally higher (65.4%; 17/26).

Year 7 (autumn) Secondary school		Y7a I am good at languages					Total
		Strongly disagree	Disagree	Agree	Strongly agree	No response	
SS1	Count	0	3	18	3	1	25
	% within Year 7a Secondary school	0.0%	12.0%	72.0%	12.0%	4.0%	100.0%
SS2	Count	3	5	10	7	1	26
	% within Year 7a Secondary school	11.5%	19.2%	38.5%	26.9%	3.8%	100.0%
SS3	Count	2	11	11	3	0	27
	% within Year 7a Secondary school	7.4%	40.7%	40.7%	11.1%	0.0%	100.0%
SS4	Count	2	3	3	3	1	12
	% within Year 7a Secondary school	16.7%	25.0%	25.0%	25.0%	8.3%	100.0%
Total	Count	7	22	42	16	3	90
	% within Year 7a Secondary school	7.8%	24.4%	46.7%	17.8%	3.3%	100.0%

Figure 4.59: Year 7 (autumn) pupils' responses to the statement: 'I am good at languages'.

4.17.10 Year 7 (autumn) pupils' most liked aspects of language lessons

The coding frame developed for the Year 6 pupil questionnaire responses was trialled to check its suitability for coding the Year 7 (autumn) responses. As for the Year 6 questionnaire, most pupils identified an activity as their preferred aspect of language lessons; the most popular being games (26%; 27/104) followed by content (11.2%; 12/107) in which pupils cited the 'topic' studied (e.g. greetings, numbers, pets and the alphabet) and speaking (10.2%; 11/107). Speaking was particularly popular with pupils in SS2 (9/11) and the other two responses were from SS1. No pupil in SS3 or SS4 reported speaking as their favourite or most enjoyable part of language lessons.

Year 7 (autumn) pupils' responses	SS1	SS2	SS3	SS4	Total across all cases
Activities					
Active learning	0	0	0	0	0
Comparing the TL and English	1	0	0	0	1
Content	4	4	4	0	12
Developing language learning skills	0	0	0	0	0
Drawing/art	0	0	0	0	0
Games	9	5	8	5	27
Group/pair work	0	3	5	0	8
ICT	0	0	0	0	0
Learning new words	0	1	1	0	2
Listening	2	2	1	0	5
Pronunciation	0	0	0	0	0
Reading	0	0	0	0	0
Singing	0	4	4	0	8
Speaking	2	9	0	0	11
Variety of activities	2	0	0	0	2
Videos	0	0	0	0	0
Writing	1	0	1	0	2
Reasons for learning a language					
Communication with others/useful	2	3	0	0	5
Challenge/progression	0	0	0	2	2
Fun	0	0	3	1	4
Interesting	0	1	0	0	1
Learning about other cultures	1	0	1	0	2
Outcomes	0	0	0	0	0
Other					
Different from other lessons	0	1	2	0	3
It's new	0	0	2	1	3
Lack of writing	0	0	0	0	0
Negative response	1	0	0	2	3
Teacher	1	1	0	0	2
Missing data	0	0	0	0	0
It's easy	0	0	0	1	1
Total number of responses	26	34	32	12	104

Figure 4.60: Year 7 (autumn) responses to the question: 'What do you like the most about language lessons?'

4.17.11 Year 7 (autumn) pupils' least liked aspects of language lessons

The pupils were also asked to state their least preferred aspect of language lessons. The coding frame from the Year 6 pupil questionnaire was used and a few additions were made (other, too much work to do, tests/assessments). One of these additions, tests/assessments, emerged as the least popular activity overall and was identified in 19.8% (19/96) of responses and for three cases (SS1, SS2 and SS3). Though it was not the least popular activity in all cases, as for the Year 6 responses (it was the most unpopular activity in the Year 6 questionnaire), writing emerged as an unpopular activity and was cited by 14.6% of respondents (14/96) as the aspect of language lessons they liked the least.

Year 7 (autumn) pupils' responses	SS1 (Secondary School 1)	SS2 (Secondary School 2)	SS3 (Secondary School 3)	SS4 (Secondary School 4)	Total across all cases
Activities					
Content	1	0	0	0	1
Games	0	1	4	1	6
Group/pair work	0	0	0	0	0
Independent work	0	0	3	0	3
Learning new words	0	3	1	0	4
Listening	3	2	0	1	6
Practising vocabulary	0	0	0	0	0
Pronunciation	1	1	1	0	3
Range of activities	0	1	1	0	2
Remembering	1	0	0	0	1
Reading	1	1	0	0	2
Repetition	1	0	0	0	1
Singing	2	0	0	0	2
Speaking	1	0	1	2	4
Studying the language	0	0	0	0	0
Writing	2	5	3	4	14
Feelings/experiences					
Boredom	1	0	4	0	5
Confusion	0	0	0	0	0
Difficulty	1	0	2	1	4
Embarrassment	1	0	0	0	1
Irrelevance	0	0	0	0	0
Lack of progression	1	0	2	0	3
No choice of language studied	0	0	0	0	0
Other					
Length of lessons (too long)	0	1	0	0	1
Insufficient time/lessons too short	1	0	0	0	1
Need for accuracy	0	0	0	0	0
Need to practise	0	0	0	0	0
Teacher	0	0	0	1	1
Don't know	0	0	0	0	0
Missing data	0	2	0	0	2
Nothing	1	1	1	1	4
Everything	0	0	0	1	1
Other	1	0	0	0	1
Too much work to do	0	1	1	1	3
Tests/assessments	5	10	3	1	19
Total number of responses	25	29	27	14	96

Figure 4.61: Year 7 (autumn) responses to question 9: 'What do you like the least about language lessons?'

4.17.12 Changes Year 7 (autumn) pupils would make to language lessons

The most popular change was to include more games in language lessons and this was suggested by 23.4% (22/94) of pupils. This was a common response when the question was asked of Year 6 pupils (14%; 49/349), see Section 4.45, second only to changing the language studied (16.3%; 57/349). However, switching the language studied was only mentioned by two of the Year 7 (autumn) pupils (2.12%). In the Year 7 (autumn) questionnaire, the other common change was to make language lessons more fun/interesting (19.1%; 18/94).

Year 7 (autumn) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Provision					
More languages/different language	0	2	1	0	3
Classroom management/organisation	0	1	4	4	9
Teacher	0	0	0	0	0
Length/frequency of lessons	0	1	0	1	1
Activities					
Broader range of activities	2	1	3	1	7
More cultural activities/visits	1	2	0	0	3
More games	9	9	1	4	23
More ICT	1	1	2	0	4
More practice/revision	0	0	0	0	0
More songs	3	0	1	0	4
Less repetition/more progression	0	3	1	0	4
Less writing	4	0	0	0	4
Emotional Response					
Easier/experience success	4	1	3	0	8
More fun/interesting	5	3	7	3	18
Nothing	0	0	1	0	1
No response/Don't know	0	0	2	0	2
Other (less homework, more pupil choice, more useful phrases)	2	1	0	0	3
Total responses	31	25	26	13	94

Figure 4.62: Year 7 (autumn) responses to question 10: 'If you could make one change to your language lessons, what would it be?'

4.17.13 Year 7 (autumn) pupils' views of whether all pupils in Key Stage 2 should learn a language

As for the Year 6 pupils, the Year 7 (autumn) pupils' responses to the statement were supportive of compulsory language learning in Key Stage 2 were very positive. 77.8% (70/90) pupils agreed/agreed strongly with the statement and 25.6% of respondents (23/90) agreed strongly that all pupils should learn a language in KS2. Of those pupils who disagreed, on 2 pupils (2.2%) disagreed strongly. Figure 4.63 (below) displays the data.

Year 7 (autumn) Secondary school		Y7a All pupils should learn a language in Key Stage 2				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS1	Count	0	5	12	8	25
	% within Year 7a Secondary school	0.0%	20.0%	48.0%	32.0%	100.0%
SS2	Count	1	5	12	8	26
	% within Year 7a Secondary school	3.8%	19.2%	46.2%	30.8%	100.0%
SS3	Count	0	6	17	4	27
	% within Year 7a Secondary school	0.0%	22.2%	63.0%	14.8%	100.0%
SS4	Count	1	2	6	3	12
	% within Year 7a Secondary school	8.3%	16.7%	50.0%	25.0%	100.0%
Total	Count	2	18	47	23	90
	% within Year 7a Secondary school	2.2%	20.0%	52.2%	25.6%	100.0%

Figure 4.63: The extent to which Year 7 (autumn) pupils agree with the statement 'All pupils should learn a language in Key Stage 2.'

Pupils were then asked to explain why they felt that all pupils should/should not learn a language in Key Stage 2. As Figure 4.64 (below) shows, the most frequent responses were that pupils should study a language in Key Stage 2 because it would provide preparation for secondary school (27.78%; 25/90) and that it would be useful outside school – for example for employment and for holidays (17.8%; 16/90).

These were the two main reasons given by the Year 6 pupils in support of language learning in Key Stage 2 but, in addition, many of the Year 7 (autumn) pupils supported KS2 languages in order to achieve progression in language learning from primary to secondary school.

Year 7 (autumn) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Useful (employment, holidays)	8	3	2	3	16
Preparation for secondary school	7	7	8	1	23
Communication	2	0	0	0	2
Develops language skills	0	0	0	0	0
Younger is better	1	1	3	2	7
Appropriate age	0	0	0	0	0
Progression	2	4	5	2	13
Equity	1	2	2	1	6
Confidence	0	0	0	0	0
Enjoyment	1	0	0	0	1
Part of education	1	2	2	0	5
Not useful/relevant	0	2	2	1	5
Don't/may not enjoy	0	0	0	0	0
Should begin earlier	0	0	0	0	0
Should begin later	1	2	0	1	4
Concern for progress of others (EAL, native speakers)	0	0	1	0	1
Difficulty	3	1	1	1	6
Other					
Don't know	0	0	0	0	
No response	0	0	0	0	
Total number of responses	27	24	26	12	89

Figure 4.64: Reasons given by Year 7 (autumn) pupils for their agreement/disagreement with the statement: 'All pupils should learn a language in Key Stage 2'.

4.18 Year 7 (autumn) pupil questionnaire part 3: views and experiences of languages at secondary school

This section sought to elicit pupils' views of secondary school lessons – both in general and for languages. The responses were then compared to the Year 6 pupil data on pupils' expectations of secondary school.

4.18.1 Year 7 (autumn) pupils' level of agreement with the statement: 'Lessons at secondary school are as good as I thought they would be'

The responses suggest that pupils agree with the above statement and that lessons at secondary school have met their expectations. Whilst the general picture is positive with 74.4% (67/90) of respondents agreeing with the statement, it is interesting to note that 22.2% (20/90) of respondents disagree and a further three pupils (3.3%) disagree strongly. As displayed in Figure 4.65, the responses from pupils in SS1 and SS3 are the most positive and the least positive response was from SS4 with 3 out of 12 pupils disagreeing with the statement but these are part of a very small class of 12 pupils.

Pupils' responses to this question were compared to their views on whether language lessons at secondary school were as good as pupils anticipated and this is discussed in Section 4.18.2 which follows.

Year 7(autumn) Secondary school	Y7a Lessons as good as expected				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	0	7	11	7	25
% within Year 7a Secondary school (SS1)	0.0%	28.0%	44.0%	28.0%	100.0%
Count	1	6	14	5	26
% within Year 7a Secondary school (SS2)	3.8%	23.1%	53.8%	19.2%	100.0%
Count	0	6	13	8	27
% within Year 7a Secondary school (SS3)	0.0%	22.2%	48.1%	29.6%	100.0%
Count	2	1	7	2	12
% within Year 7a Secondary school (SS4)	16.7%	8.3%	58.3%	16.7%	100.0%
Count	3	20	45	22	90
Total % within Year 7a Secondary school	3.3%	22.2%	50.0%	24.4%	100.0%

Figure 4.65: Year 7 (autumn) pupils' level of agreement with the statement: 'Lessons at secondary school are as good as I thought they would be'.

4.18.2 Year 7 (autumn) pupils' level of agreement with the statement:

'Language lessons at secondary school are as good as I thought they would be'

As for the Year 6 pupil questionnaire, the responses to this language lesson specific question were slightly less positive than for lessons overall. As reported above, 74.4% (67/90) of respondents agreed/agreed strongly with the statement (for 'lessons in general') but for language lessons, this figure dropped to 64.6% (58/90). For language lessons, there was some variation between cases with the least positive response from SS3 with 48.1% (13/27) disagreeing compared to SS1 with 20% of pupils (5/25) disagreeing.

Year 7 (autumn) Secondary school		Y7a Language lessons as good as expected				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS1	Count	0	5	15	5	25
	% within Year 7a Secondary school	0.0%	20.0%	60.0%	20.0%	100.0%
SS2	Count	4	5	13	4	26
	% within Year 7a Secondary school	15.4%	19.2%	50.0%	15.4%	100.0%
SS3	Count	0	13	13	1	27
	% within Year 7a Secondary school	0.0%	48.1%	48.1%	3.7%	100.0%
SS4	Count	2	3	5	2	12
	% within Year 7a Secondary school	16.7%	25.0%	41.7%	16.7%	100.0%
Total	Count	6	26	46	12	90
	% within Year 7a Secondary school	6.7%	28.9%	51.1%	13.3%	100.0%

Figure 4.66: Year 7 (autumn) pupils' level of agreement with the statement: 'Language lessons at secondary school are as good as I thought they would be'.

4.18.3 Year 7 (autumn) pupils' beliefs about their language ability compared to their peers

Pupils were asked to gauge their perceived performance in language lessons compared to that of their peers through indicating the extent to which they agreed with the statement: 'Most people in my language class are better than me at languages'. A large proportion of respondents (42.2%, 38/90) disagreed with the statement although, overall, a narrow majority agreed/agreed strongly (51.2%, 46/90). The responses from schools differ from SS1 where 36% (9/25) agreed/agreed strongly compared to SS4 where 75% (9/12) of respondents agreed/agreed strongly. This might suggest that the pupils in SS1 had a higher level of self-efficacy for languages than those in the other cases.

Year 7 (autumn) Secondary school	Y7aMost people in my language class are better than me at languages				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
SS1 Count	2	14	9	0	25
% within Year 7a Secondary school	8.0%	56.0%	36.0%	0.0%	100.0%
SS2 Count	2	11	7	6	26
% within Year 7a Secondary school	7.7%	42.3%	26.9%	23.1%	100.0%
SS3 Count	1	11	10	5	27
% within Year 7a Secondary school	3.7%	40.7%	37.0%	18.5%	100.0%
SS4 Count	1	2	6	3	12
% within Year 7a Secondary school	8.3%	16.7%	50.0%	25.0%	100.0%
Total Count	6	38	32	14	90
% within Year 7a Secondary school	6.7%	42.2%	35.6%	15.6%	100.0%

Figure 4.67: Year 7 (autumn) pupils' level of agreement with the statement: 'Most people in my language class are better than me at languages'.

4.18.4 Year 7 (autumn) pupils' views of the difficulty of Year 7 language lessons compared to Year 6 language lessons

Pupils indicated their level of agreement with the statement: 'Language lessons in Year 7 are harder than in Year 6'. Most pupils (74.5%, 67/90) agreed that Year 7 language lessons are more difficult than their Year 6 language lessons. This might suggest that pupils experience progression and an increase in the challenge of language lessons as they cross the KS2-3 divide. Over a quarter of respondents (28.9%; 26/90) agreed strongly though a fifth of pupils disagreed (20%; 18/90). In SS3, 33.3% (9/27) of pupils disagreed – the highest level of all cases- followed by SS1 (32%; 8/25).

Year 7 (autumn) Secondary school	Y7a Language lessons in Y7 are harder than in Y6					Total
	Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Count	3	5	12	5	0	25
SS1 % within Year 7a Secondary school	12.0%	20.0%	48.0%	20.0%	0.0%	100.0%
Count	0	4	10	11	1	26
SS2 % within Year 7a Secondary school	0.0%	15.4%	38.5%	42.3%	3.8%	100.0%
Count	0	9	12	6	0	27
SS3 % within Year 7a Secondary school	0.0%	33.3%	44.4%	22.2%	0.0%	100.0%
Count	1	0	7	4	0	12
SS4 % within Year 7a Secondary school	8.3%	0.0%	58.3%	33.3%	0.0%	100.0%
Count	4	18	41	26	1	90
Total % within Year 7a Secondary school	4.4%	20.0%	45.6%	28.9%	1.1%	100.0%

Figure 4.68: Year 7 (autumn) pupils' level of agreement with the statement: 'Language lessons in Year 7 are harder than in Year 6'.

4.18.5 Year 7 (autumn) pupils' enjoyment of Year 7 language lessons compared to Year 6 language lessons

This question sought to explore whether pupils' enjoyment of language lessons had changed following their transition to secondary school. Overall, 51.1% (40/90) pupils agreed with the statement. Closer scrutiny reveals variation between cases as for SS1 only 24% (6/25) disagreed compared with 65.4% (17/26) for SS2.

Year 7 (autumn) Secondary school		Strongly disagree	Disagree	Agree	Strongly agree	99	Total
SS1	Count	1	5	13	6	0	25
	% within Year 7a Secondary school	4.0%	20.0%	52.0%	24.0%	0.0%	100.0%
SS2	Count	7	10	3	6	0	26
	% within Year 7a Secondary school	26.9%	38.5%	11.5%	23.1%	0.0%	100.0%
SS3	Count	5	9	9	4	0	27
	% within Year 7a Secondary school	18.5%	33.3%	33.3%	14.8%	0.0%	100.0%
SS4	Count	2	3	3	2	2	12
	% within Year 7a Secondary school	16.7%	25.0%	25.0%	16.7%	16.6%	100.0%
Total	Count	15	27	28	18	2	90
	% within Year 7a Secondary school	16.7%	30.0%	31.1%	20.0%	2.2%	100.0%

Figure 4.69: Year 7 (autumn) pupils' level of agreement with the statement: 'Language lessons in Year 7 are more fun than in Year 6'.

4.18.6 Language continuity

Pupils were asked to indicate whether the language they were studying in Year 7 was the same or a different language to the one they studied in Year 6. For the majority of pupils (58.9%; 53/90) this was the same language but the results were very varied with all pupils in SS4 (12/12) learning a new language in Year 7, half (13/26) of pupils in SS2 beginning a new language and SS3 where the majority of pupils (85.2%; 23/27) were continuing with the same language.

Year 7(autumn) Secondary school		Y7a Language same as Y6		Total
		A different language to Y6	Same language as Y6	
SS1	Count	8	17	25
	% within Year 7a Secondary school	32.0%	68.0%	100.0%
SS2	Count	13	13	26
	% within Year 7a Secondary school	50.0%	50.0%	100.0%
SS3	Count	4	23	27
	% within Year 7a Secondary school	14.8%	85.2%	100.0%
SS4	Count	12	0	12
	% within Year 7a Secondary school	100.0%	0.0%	100.0%
Total	Count	37	53	90
	% within Year 7a Secondary school	41.1%	58.9%	100.0%

Figure 4.70: Overview of which pupils are continuing their Year 6 language/learning a different one.

4.18.7 Year 7 (autumn) pupils' language preference for secondary school

Pupils were asked to state their preferred language to study at secondary school. As Figure 4.71 displays, most pupils (62.2%; 56/90) stated a preference for beginning a different language in Year 7 though there was some variation between cases as 83.3% of pupils (10/12) in SS3 wished to change language but 48% (12/25) in SS1 wished to pursue the same language they had studied in Year 6.

Year 7(autumn) secondary school		Year 7a language preference		Total
		Different language from Y6	Same language as Y6	
SS1	Count (SS1)	13	12	25
	% within Year 7a Secondary school	52.0%	48.0%	100.0%
SS2	Count (SS2)	15	11	26
	% within Year 7a Secondary school	57.7%	42.3%	100.0%
SS3	Count (SS3)	18	9	27
	% within Year 7a Secondary school	66.7%	33.3%	100.0%
SS4	Count (SS4)	10	2	12
	% within Year 7a Secondary school	83.3%	16.7%	100.0%
Total	Count (total)	56	34	90
	% within Year 7a Secondary school	62.2%	37.8%	100.0%

Figure 4.71: Year 7 (autumn) pupils' preferred language to study at secondary school.

4.18.8 Pupils' reasons for their preference to study in Year 7 the same or different language to that studied in Year 6

The Year 6 pupil questionnaire coding frame was used to analyse the responses from the Year 7 (autumn) questionnaires. As stated above, most respondents (62.2%; 56/90) wanted to study a different language to the one they had studied at primary school. The most common reasons given were that they felt a different language would be

easier to learn (26.6%; 17/64). Other pupils expressed an interest in the language or culture (17.2%; 11/64) and some pupils selected a language with which they had a personal connection (i.e. friends/family who speak the language). Of those pupils preferring to continue with the language studied at primary school, the main reason given was progression (65.4%; 17/26).

Year 7 (autumn) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Same language					
Progression	3	8	6	0	17
Interesting/enjoyable	2	0	0	0	2
Useful	0	0	0	1	1
Personal connection	0	0	0	0	0
Enjoyable	1	3	1	1	6
Other	0	0	0	0	0
Different language					
Useful	0	3	2	1	6
Personal connection	1	4	1	2	8
Desire to learn another language	3	1	6	1	11
Interest in language/culture	6	3	2	1	12
Challenge	2	0	1	2	5
Easy	6	3	5	3	17
Negative view of Y6 language	0	0	0	0	0
Other	1	0	2	1	4
No response	1	0	0	0	1
Total responses	26	25	26	13	90

Figure 4.72: Year 7 (autumn) pupils' reasons why they would rather study in Year 7 the same/different language from that studied in Year 6.

4.18.9 Year 7 (autumn) pupils' advice to year 6 pupils about learning languages at secondary school

Pupils were asked to draw on their experiences of language lessons in Year 7 to offer advice to their Year 6 peers who had yet to make the transition to secondary school.

As displayed in Figure 4.73 below, the most common piece of advice the Year 7 (autumn) pupils would give their Year 6 peers is to prepare to work harder in language lessons (32.2%; 29/90) and to listen or concentrate in lessons (26.6%; 24/90). The third most popular piece of advice was to revise or to practise (13.3%; 12/90).

Year 7 (autumn) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Listen/concentrate	4	9	9	2	24
Revise/practise	5	4	2	1	12
Prepare to work hard(er)	10	3	10	6	29
Value of learning a language	0	2	0	1	3
Language learning strategies	0	0	2	0	2
Spelling/pronunciation	2	1	0	0	3
Enjoy/don't worry	3	3	0	1	7
Do preparation work for Y7	1	2	2	1	6
Other	1	1	1	1	4
Total number of responses	26	25	26	13	90

Figure 4.73: Year 7 (autumn) pupils' advice to Year 6 pupils about learning languages at secondary school.

4.19 Year 7 (autumn) teacher questionnaire

The table below (Figure 4.74) summarises the role, language qualifications and involvement in Primary Languages of each of the four respondents (one from each of the four secondary schools participating in the study). They completed the questionnaire in the autumn term and an adapted version of this in the summer term of the same academic year.

4.20 Contextual information

In contrast to the Primary Languages teachers, all respondents to the Year 7 (autumn) questionnaire were specialist languages teachers. (Figure 4.74 (below) summarises their role, qualifications and involvement in Primary Languages). The SS2 teacher reported strong involvement in Primary Languages within the cluster whereas the teachers in SS1 and SS4 reported none. It may be important to note that these two teachers are class-based whereas the two other teachers are also Heads of Department.

School	Role	Language qualifications	Involvement in Primary Languages
SS1	French teacher, Head of Year.	Languages degree, PGCE	None
SS2	Head of Languages Department	Languages degree, PGCE	Established PL cluster, set up Year 5 languages conference, joint planning with primary colleagues, one term of teaching languages in Y5/6, team teaching of languages with primary colleagues (Y6)
SS3	Head of Languages Department	Languages degree, PGCE	Teach a taster session to Y6 pupils at a feeder primary school
SS4	Languages teacher	Languages degree, PGCE	None

Figure 4.74: Year 7 (autumn) teacher questionnaire respondents' role, language learning experience and involvement in Primary Languages.

4.21 Year 7 (autumn) teachers' beliefs about language learning and teaching

The respondents indicated their level of agreement with statements relating to language learning and teaching.

4.21.1 Year 7 (autumn) teachers' support for KS2 languages

All teachers expressed support for teaching languages in Key Stage 2 and one of these (SS4) agreed strongly that languages should be taught in KS2. This is more positive than the Year 6 teachers (6 of 8 agreed).

	Support for KS2 languages		Total
	Strongly Agree	Agree	
SS1	1	0	1
SS2	0	1	1
SS3	1	0	1
SS4	1	0	1
Total	3	1	4

Figure 4.75: The extent to which Year 7 (autumn) teachers agreed with the statement: 'I support the teaching of languages in Key Stage 2'.

4.21.2 Teachers' perceptions of Year 7 (autumn) pupils' enjoyment of language lessons

The teachers' responses are positive, with all four agreeing with the statement: 'Pupils enjoy language lessons in Year 7' of whom two (SS3 and SS4) agreed strongly that pupils enjoy Y7 language lessons.

The teachers also felt that pupils enjoyed their Year 6 language lessons. Again, two respondents (SS1 and SS4) agreed strongly with the statement: ‘Pupils enjoy language lessons in Year 6’. The SS3 teacher felt unable to comment.

4.21.3 Beliefs about the difficulty of Year 7 (autumn) language lessons

Most respondents (3/4) agreed that pupils find language lessons more challenging than other lessons. This represents a contrast to when the question was asked of Y6 teachers as an equal number agreed/disagreed.

		Pupils find language lessons more difficult than other lessons			Total
		Strongly Agree	Agree	Disagree	
School	SS1	1	0	0	1
	SS2	0	1	0	1
	SS3	0	1	0	1
	SS4	0	0	1	1
Total		1	2	1	4

Figure 4.76: The extent to which Year 7 (autumn) teachers agreed with the statement: ‘Pupils find language lessons more difficult than other lessons’.

4.22 Perceived impact of Primary Languages

4.22.1 Impact of Key Stage 2 languages on language learning skills

The teachers were asked to gauge the impact of Primary Languages on the language learning skills of pupils arriving in Year 7. Three respondents agreed (of whom two agreed strongly) that Primary Languages had a significant impact. The fourth respondent (SS2) felt unable to comment. The responses are displayed in Figure 4.77 which follows.

	KS2 languages has a significant impact on the language learning skills of pupils arriving in Y7			Total
	Strongly Agree	Agree	Don't know	
SS1	1	0	0	1
School SS2	0	0	1	1
SS3	0	1	0	1
SS4	1	0	0	1
Total	2	1	1	4

Figure 4.77: The extent to which Year 7 (autumn) teachers agreed with the statement: 'Teaching languages in Key Stage 2 has had a significant impact on the language learning skills of pupils arriving in Year7'.

4.22.2 Impact of Key Stage 2 languages on Year 7 (autumn) language lessons

The responses suggest that the impact of Primary Languages on the secondary curriculum has been minimal. Three respondents disagreed with the statement: 'The content of Y7 language lessons has been changed in response to the teaching of languages in KS2'. The other respondent (SS4) felt unable to comment.

4.23 Year 7 languages provision

4.23.1 Grouping of pupils for languages

The teachers provided details of the factors or information taken into account to arrange Y7 language groups. In schools SS2 and SS3 pupils were taught in ability groups based on the KS2 SATS results and in SS1 and SS4 pupils were taught in mixed ability groups. None of the groupings were arranged in response to pupils' prior experience or performance in languages.

4.23.2 Year 7 (autumn) teachers' perceptions of pupils' prior experience of languages

Overall, the Y7 teachers thought that most pupils learnt a language in KS2.

Although only asked to give an approximation, the data suggest differences in the proportion of pupils teachers believed to be continuing to study a particular language (in KS2 as KS3) and the data given by the pupils. This ranged from a difference of 10% in SS1 to over a third of pupils (38.3%) in SS4. As displayed in Figure 4.78, three of the four secondary teachers thought that more pupils were continuing the same language than is suggested by the pupil data. This makes it more noteworthy that lack of progression and the repetition of content are issues.

School	Teacher's approximation of % pupils who studied any language in KS2	Teacher's approximation of the % pupils continuing the language studied in KS2 in KS3	% pupils continuing the language studied in KS2 in KS3 (according to Year 7 autumn pupil questionnaire)	% difference between teacher's approximation and pupil self-report data
SS1	95%	90%	80% (20/25)	+10%
SS2	90%	50%	73.1% (19/26)	- 23.1%
SS3	90%	80%	95.6% (25/27)	+ 15.6%
SS4	60%	55%	16.7% (2/12)	+ 38.3%

Figure 4.78: Teachers' approximations of pupils' prior language learning (length of study and whether the same or a different language was studied).

4.24 Transition activities

The responses suggest a variation in the level of activity around transition for languages. In two schools (SS1 and SS4) transition activity was limited to receiving SATs results and running a transfer day for the forthcoming intake. However, in SS2 and SS3 there were activities relating to transition for languages. The SS3 teacher reported liaison meetings, where transition for languages was discussed, and informal contact. There was a much greater level of activity for SS2 which involved use of a portfolio which was based on the European Languages Portfolio (Council of Europe, 2001). This portfolio was used as a transition record and cross-phase liaison involving primary teachers observing KS3 lessons (including languages lessons), secondary language teachers running a language conference for Y5 pupils (in the year prior to their transfer to secondary school) and a transition day which was based on languages and a programme of Primary Languages teaching involving two of the secondary school language teachers. It emerged that in SS2, the majority of the school's transition work was in the area of languages.

Transition Activity	Secondary School				Total across all cases
	SS1	SS2	SS3	SS4	
Sharing of pupils' KS2 SATs results	1	1	1	1	4
Sharing of assessment data for Primary Languages	0	0	0	0	0
Joint planning of the Primary Languages scheme of work	0	0	0	0	0
Sharing of the Primary Languages scheme of work	0	0	0	0	0
Use of a bridging unit of transition tasks	0	0	0	0	0
Use of the European Language Portfolio	0	1	0	0	1
Liaison meetings (with primary and secondary colleagues) where transition is discussed	0	1	1	0	2
Liaison meetings (with primary and secondary colleagues) where transition for languages is discussed	0	1	1	0	2
Informal contact	0	0	1	0	1
Primary teacher observing a KS3 lesson (any curriculum area)	0	1	0	0	1
Primary teacher observing a KS3 (foreign language) lesson	0	1	0	0	1
Secondary teacher observing a KS2 lesson (any curriculum area)	0	0	0	0	0
Secondary teacher observing a Primary Languages lesson	0	0	0	0	0
Secondary teacher teaching languages	0	*1	**1	0	2
Children attend transfer day	1	1	0	1	3
Children attend transfer day which includes languages	0	1	0	0	1
Other	0	***	0	0	1

** Two teachers teach a series of Primary Languages lessons; ** a languages taster session; *** annual Year 5 languages conference.*

Figure 4.79: Overview of transition activities undertaken by the secondary schools.

4.24.1 Transfer of data

Only one school, SS2, reported receiving any data related to languages, receiving KS2 languages data and pupils' transfer booklets (which record pupils' experiences of and achievements in language learning). The other three teachers (from SS1, SS3 and SS4) only received generic information about pupils such as KS2 SATs results, behaviour information and a list of those pupils with Special Educational Needs, English as an Additional Language or on the Gifted and Talented register, as is statutory (Bew, 2011).

4.24.2 Effectiveness of transition arrangements for languages

In contrast to the Year 6 teachers' negative responses (feeling arrangements were ineffective (two responses) or very ineffective (six responses)), and the responses of the other Year 7 (autumn) respondents; one Year 7 teacher felt that transition arrangements for languages were effective (SS2). The other three respondents felt they were ineffective (SS3 and SS4) or very ineffective (SS1).

	Effectiveness of transition arrangements			Total
	Effective	Ineffective	Very ineffective	
SS1	0	0	1	1
SS2	1	0	0	1
SS3	0	1	0	1
SS4	0	1	0	1
Total	1	2	1	4

Figure 4.80: Year 7 (autumn) teachers' views of the effectiveness of transition arrangements for languages.

The SS2 teachers justified this opinion by explaining: “As a cluster we have made arrangements which work to some extent. Only primary schools in the cluster contribute and only some pass on transition booklets”. The SS3 teacher explained that pupils have very differing experiences of languages and that there is no common plan or approach to languages within the local authority. She also explained that she felt there were: “lots of possibilities and transition needs work”. The SS4 teacher felt there was a lack of data for languages. One teacher (SS1) did not comment.

4.24.3 Continuity and progression

Three of the four Year 7 (autumn) teachers felt that there were no arrangements in place to promote continuity and progression for pupils in languages. The exception was the SS2 teacher who reported work to strengthen links within the cluster to enable primary and secondary colleagues to work together, termly cluster meetings for languages and the creation of a transition booklet for languages (though this has not been adopted by all schools in the cluster).

4.24.4 Year 7 (autumn) teachers’ perceptions of pupils’ transition difficulties

The following aspects of language lessons were identified as being challenging to pupils at the KS2-3 transition: a faster pace to lessons (SS1), longer lessons, (SS2), grammar (SS3) and the more academic nature of the work (SS1, SS2). The SS4 teacher did not respond.

Part 3: Year 7 (summer) pupil and teacher questionnaire

4.25 Year 7 pupil questionnaire (summer): part 1 – characteristics of the respondents (analysis across the whole cohort)

This section will report the results of the final pupil questionnaire which was administered to Year 7 pupils in the summer term. It consists of three parts: background information (part 1), views of languages (part 2) and views and experiences of languages at secondary school (part 3).

4.25.1 Summary of Year 7 (summer) pupil questionnaire response rate by secondary school

A total of 98 questionnaires were completed by Year 7 pupils in the summer term across the 4 cases representing a small increase in the number completed by the Year 7 pupils in the autumn term. The Year 7 autumn and summer questionnaires were administered to the same classes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary School 1	25	25.5	25.5	25.5
Secondary School 2	26	26.5	26.5	52.0
Valid Secondary School 3	28	28.6	28.6	80.6
Secondary School 4	19	19.4	19.4	100.0
Total	98	100.0	100.0	

Figure 4.81: response rate for the Year 7 (summer) pupil questionnaire.

4.25.2 Summary of Year 7 (summer) pupil questionnaire responses rate by primary school

As suggested by the analysis of the Year 7 (autumn) questionnaires, a low proportion of pupils (29.6%; 31/98) in the four Year 7 classes attended the feeder primary school where the Year 6 data were collected. This is despite using the LA data to identify the main feeder primary schools of the four secondary schools in the study. No pupil who completed the Year 6 questionnaire completed the Year 7 questionnaire (in either the autumn or the summer) and the highest figure was for SS1 in which 28% (7/25) of pupils had attended Primary School 1B. This underlines the complexities of transition and the difficulty Year 7 teachers are likely to have when attempting to take into account Year 6 transition information in their planning and plan for progression.

Year 7summer Secondary school	Primary sch								Total
	PS1B	PS2A	PS2B	PS3A	PS3B	PS4A	PS4B	Other Primary School	
Count	7	1	0	0	0	0	0	17	25
% within Year 7 summer Sec. School 1 (SS1)	28.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	68.0%	100%
Count	0	2	7	0	0	0	0	17	26
% within Year 7 summer Sec. School 2 (SS2)	0.0%	7.7%	26.9%	0.0%	0.0%	0.0%	0.0%	65.4%	100%
Count	0	0	0	5	2	0	4	17	28
% within Year 7 summer Sec. School 3 (SS3)	0.0%	0.0%	0.0%	17.9%	7.1%	0.0%	14.3%	60.7%	100%
Count	0	0	0	0	0	1	0	18	19
% within Year 7 summer Sec. School 4 (SS4)	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	94.7%	100%
Count	7	3	7	5	2	1	4	69	98
Total Total % within Year 7 summer Sec. school	7.1%	3.1%	7.1%	5.1%	2.0%	1.0%	4.1%	70.4%	100%

Figure 4.82: Year 7 (summer) pupil questionnaire respondents by primary school.

4.25.3 Analysis of Year 7 (summer) questionnaires by gender

As displayed in Figure 4.83, the female: male ratio was 45.9%: 54.1% which is similar to the Year 6 questionnaire (42%:58%, see Section 4.5) and Year 7 (autumn) questionnaires (46.6%: 53.3% see Section 4.47). Of the four cases, the largest gender difference is for SS4 in which 36.8% (7/19) respondents are female and 63.2% (12/19) are male.

Year 7 summer Secondary School	Gender		Total
	Female	Male	
Count	12	13	25
% within Year 7 summer Secondary School 1 (SS1)	48.0%	52.0%	100.0%
Count	11	15	26
% within Year 7 summer Secondary School 2 (SS2)	42.3%	57.7%	100.0%
Count	15	13	28
% within Year 7 summer Secondary School 3 (SS3)	53.6%	46.4%	100.0%
Count	7	12	19
% within Year 7 summer Secondary School 4 (SS4)	36.8%	63.2%	100.0%
Count	45	53	98
Total % within Year 7 summer Secondary School	45.9%	54.1%	100.0%

Figure 4.83:-Respondents to the Year 7 (summer) questionnaire by gender.

4.25.4 Languages studied

As with the Year 7 autumn questionnaire, the majority of pupils (79/98; 80.6%) are studying French rather than Spanish. This is similar to the figures from the Year 6 and Year 7 autumn questionnaires (86.5%; 211/244 and 86.7%; 78/90 respectively).

Year 7 (summer) secondary school		Year 7 language		Total
		French	Spanish	
Secondary School 1	Count	25	0	25
	% within Year 7s Sec sch	100.0%	0.0%	100.0%
Secondary School 2	Count	26	0	26
	% within Year 7s Sec sch	100.0%	0.0%	100.0%
Secondary School 3	Count	28	0	28
	% within Year 7s Sec sch	100.0%	0.0%	100.0%
Secondary School 4	Count	0	19	19
	% within Year 7s Sec sch	0.0%	100.0%	100.0%
Total	Count	79	19	98
	% within Year 7s Sec sch	80.6%	19.4%	100.0%

Figure 4.84: Language studied by Year 7 (summer) pupils in each of the secondary schools.

4.26 Year 7 (summer) pupils' perceptions of the length of their language study

The responses reveal a variation in the years at which pupils reportedly began to learn the language they are studying in Year 7 (summer). This varies across the four cases from a large proportion of pupils (44%; 11/25) in SS1 beginning the language in Year 5 to SS4 where nearly all pupils (94.7%; 18/19) began learning the language (Spanish) in Year 7. In SS3, most pupils had some prior experience of the language before Year 7 (92.9%; 26/28) though, as Figure 4.85 shows, there is variation in the points at which the pupils began to study the language. Again, this demonstrates within the case study that the Year 7 intakes had very different levels of prior experience of the language.

Year 7 (summer) secondary school	Year pupils began to learn the language studied in Year 7									Total
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Native Speaker	Rec.	
Count	0	0	0	4	11	0	10	0	0	25
% within Year 7 summer Sec. School 1 (SS1)	0.0%	0.0%	0.0%	16.0%	44.0%	0.0%	40.0%	0.0%	0.0%	100%
Count	1	2	2	0	4	10	7	0	0	26
% within Year 7 summer Sec. School 2 (SS2)	3.8%	7.7%	7.7%	0.0%	15.4%	38.5%	26.9%	0.0%	0.0%	100%
Count	0	4	5	9	5	2	2	0	1	28
% within Year 7 summer Sec. School 3 (SS3)	0.0%	14.3%	17.9%	32.1%	17.9%	7.1%	7.1%	0.0%	3.6%	100%
Count	0	0	0	0	0	0	18	1	0	19
% within Year 7 summer Sec. School 4 (SS4)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	94.7%	5.3%	0.0%	100%
Count	1	6	7	13	20	12	37	1	1	98
% within Year 7s Sec sch	1.0%	6.1%	7.1%	13.3%	20.4%	12.2%	37.8%	1.0%	1.0%	100%

Figure 4.85: Year 7 (summer) pupils' perceptions of the length of their language study.

4.27 Year 7 pupil questionnaire (summer) part 2: views and experiences of language learning (analysis across the whole cohort)

This section of the questionnaire explored pupils' views and experiences of language learning (including the activities undertaken and pupils' enjoyment, their perceived difficulty of language lessons and their self-efficacy). As with the Year 6 and Year 7 (autumn) questionnaires, the Year 7 (summer) respondents identified the aspects of language lessons which they liked the most, the least and proposed a change which they would like to be made to language lessons.

4.27.1 Activities undertaken in language lessons

The Year 7 (summer) questionnaire asked pupils to report which activities they undertook in language lessons. The responses (summarised in Figure 4.86 below) suggest the most common activities were speaking (95.9%; 94/98), writing (88.8%; 87/98) and pair work (82.7%; 81/98). Both speaking and pair work were popular activities in the Year 7 pupil questionnaire but levels of group work have increased from the Year 7 autumn questionnaire (37.8%; 34/90) to the summer questionnaire (56.1%; 55/98). The responses also indicate a substantial reduction in the use of songs (45.6%; 41/90 in the autumn to 22.4%; 22/98 in the summer) and games (72.2%; 65/90 in the autumn to 54.1%; 53/98 in the summer); and a decrease in the amount of language learning strategy activities and learning about life where the target language is spoken.

Activity	Case 1		Case 2		Case 3		Case 4		Total across all cases		Total responses
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Listening to language	13 52%	12 48%	20 76.9%	6 23.1%	23 82.1%	5 17.9%	12 63.2%	7 36.8%	68 69.4%	30 30.6%	98 100%
Practising listening skills	17 68%	8 32%	19 73.1%	7 26.9%	26 92.9%	2 7.1%	15 78.9%	4 21.1%	77 78.6%	21 21.4%	98 100%
Speaking	23 92%	2 8%	25 96.2%	1 3.8%	28 100%	0 0%	18 94.7%	1 5.3%	94 95.9%	4 4.1%	98 100%
Pair work	22 88%	3 12%	20 76.9%	6 23.1%	27 96.4%	1 3.6%	12 63.2%	7 36.8%	81 82.7%	17 17.3%	98 100%
Group work	18 72%	7 28%	12 46.2%	14 53.8%	15 53.6%	13 46.4%	10 52.6%	9 47.4%	55 56.1%	43 43.9%	98 100%
Reading	18 72%	7 28%	18 69.2%	8 30.8%	24 85.7%	4 14.3%	8 42.1%	11 57.9%	68 69.4%	30 30.6%	98 100%
Stories	0 0%	25 100%	2 7.7%	24 92.3%	3 10.7%	25 89.3%	0 0%	19 100%	5 5.1%	13 94.9%	98 100%
Writing	23 92%	2 8%	21 80.8%	5 19.2%	25 89.3%	3 10.7%	18 94.7%	1 5.3%	87 88.8%	11 11.2%	98 100%
ICT	0 0%	25 100%	3 11.5%	23 88.5%	2 7.1%	26 92.9%	12 63.2%	7 36.8%	17 17.3%	81 82.7%	98 100%
Songs	1 4%	24 96%	5 19.2%	21 80.8%	14 50%	14 50%	2 10.5%	17 89.5%	22 22.4%	76 77.6%	98 100%
Games	6 24%	19 76%	11 42.3%	15 57.7%	22 76.8%	6 21.4%	14 73.7%	5 26.3%	53 54.1%	45 45.9%	98 100%
Ways to learn new things	9 36%	16 64%	9 34.6%	17 65.4%	12 42.9%	16 57.1%	5 26.3%	14 73.7%	35 35.7%	63 64.3%	98 100%
Learning about life in other countries	11 44%	14 56%	10 38.5%	16 61.5%	10 35.7%	18 64.3%	4 21.1%	15 78.9%	35 35.7%	63 64.3%	98 100%
Other activities	0 0%	25 100%	0 0%	26 100%	0 0%	28 100%	0 0%	19 100%	0 0%	98 100%	98 100%

Figure 4.86: Year 7 (summer) pupils' perceptions of the activities they experience in language lessons.

4.27.2 Year 7 pupils' (summer) opinions of language lessons

The Year 6, Year 7 (autumn) and Year 7 (summer) questionnaires elicited pupils' opinions of language lessons.

4.27.3 Year 7 (summer) pupils' views of language lessons

The results of the Year 7 (summer) questionnaire indicate a drop in pupils' enjoyment of language lessons (55.1%; 54/98 agreed or agreed strongly with the statement 'I enjoy language lessons') to a level lower than at both the Year 6 and Year 7 (autumn) data collection points (61%; 149/244 and 72.2%; 69/90 respectively). The Year 7 summer responses indicate a varied picture with 48% of pupils (12/25) in SS1 agreeing/agreeing strongly with the statement which is a sharp decline from the Year 7 autumn questionnaire (92%; 23/25). The most positive responses were from SS2 with 84.6% (22/26) of pupils agreeing/agreeing strongly (the second most positive in the autumn questionnaire after SS1) which represents a small rise in enjoyment from the autumn questionnaire. The least positive response was from SS3 where 57.2% (16/28) disagreed/disagreed strongly with the statement.

Year 7 (summer) secondary school		Y7s Enjoy language lessons				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS 1	Count	2	11	11	1	25
	% within Year 7s Sec sch	8.0%	44.0%	44.0%	4.0%	100.0%
SS2	Count	0	4	18	4	26
	% within Year 7s Sec sch	0.0%	15.4%	69.2%	15.4%	100.0%
SS3	Count	1	15	12	0	28
	% within Year 7s Sec sch	3.6%	53.6%	42.9%	0.0%	100.0%
SS 4	Count	4	7	8	0	19
	% within Year 7s Sec sch	21.1%	36.8%	42.1%	0.0%	100.0%
Total	Count	7	37	49	5	98
	% within Year 7s Sec sch	7.1%	37.8%	50.0%	5.1%	100.0%

Figure 4.87: Year 7 (summer) pupils' responses to the statement: 'I enjoy language lessons'.

4.27.4 Year 7 (summer) pupils' enjoyment of lessons

All three pupil questionnaires sought to gauge pupils' level of enjoyment of language lessons compared to other their enjoyment of other lessons. As for the Year 6 and Year 7 autumn questionnaires, the responses were more positive than for language lessons with 85.7% (74/98) of pupils agreeing/agreeing strongly with the statement 'I enjoy most lessons'. For pupils' enjoyment of language lessons, the most positive response was from SS2 with 96.1% (25/26) pupils agreeing or agreeing strongly that they enjoy most lessons. Interestingly, the levels of enjoyment of language lessons for pupils in SS4 were much lower (42.1%; 18/19) though they appeared to have high levels of enjoyment of lessons in other subjects (94.7%; 18/19). Another noticeable change is that in the autumn, no pupil in the SS3 sample disagreed with the statement but in the summer this was no longer the case with a fifth of pupils at SS3 disagreeing (21.5%; 6/28) with the statement.

Year 7 (summer) secondary school		Y7s Enjoy most lessons				Total
		Strongly disagree	Disagree	Agree	Strongly agree	
SS1	Count	1	5	18	1	25
	% within Year 7s Sec sch	4.0%	20.0%	72.0%	4.0%	100.0%
SS2	Count	0	1	18	7	26
	% within Year 7s Sec sch	0.0%	3.8%	69.2%	26.9%	100.0%
SS3	Count	1	5	20	2	28
	% within Year 7s Sec sch	3.6%	17.9%	71.4%	7.1%	100.0%
SS4	Count	1	0	13	5	19
	% within Year 7s Sec sch	5.3%	0.0%	68.4%	26.3%	100.0%
Total	Count	3	11	69	15	98
	% within Year 7s Sec sch	3.1%	11.2%	70.4%	15.3%	100.0%

Figure 4.88: Year 7 (summer) pupils' responses to the statement: 'I enjoy lessons'.

4.27.5 Year 7 (summer) pupils' views of whether language lessons are interesting

As displayed in Figure 4.89 (below), across the four cases, 43.9% (43/98) pupils disagreed with the statement that language lessons are not interesting. This is less positive than in the autumn term of secondary school (i.e. the first term after the primary-secondary transition) when 67.7% (61/90) of pupils disagreed/disagreed strongly with the statement; though this did represent a slight improvement of the responses from the Year 6 pupils (55.3%; 135/244). As for the Year 7 (autumn) questionnaire, the responses from SS4 were the least positive with 57.9% (11/19) of pupils agreeing that language lessons are not interesting. This compares to SS2 where 43.9% (12/26) agreed with the statement.

Year 7 (summer) secondary school	Y7 (summer) Language lessons are not interesting					Total
	Strongly disagree	Disagree	Agree	Strongly agree	Missing data	
Count	1	10	11	2	1	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	40.0%	44.0%	8.0%	4.0%	100.0%
Count	3	11	11	1	0	26
% within Year 7 summer Secondary School 2 (SS2)	11.5%	42.3%	42.3%	3.8%	0.0%	100.0%
Count	0	10	13	5	0	28
% within Year 7 summer Secondary School 3 (SS3)	0.0%	35.7%	46.4%	17.9%	0.0%	100.0%
Count	1	7	7	4	0	19
% within Year 7 summer Secondary School 4 (SS4)	5.3%	36.8%	36.8%	21.1%	0.0%	100.0%
Count	5	38	42	12	1	98
Total % within Year 7 summer Secondary School	5.1%	38.8%	42.9%	12.2%	1.0%	100.0%

Figure 4.89: Year 7 (summer) pupil responses to the statement: 'Language lessons are not very interesting'.

4.27.6 Year 7 (summer) pupils' beliefs the usefulness of language lessons

Overall, most of the pupils in all four cases (88.7%; 87/98) agreed/agreed strongly that: 'It's useful to learn a language'. The most positive responses were from SS2 where only one pupil (representing 3.8%) disagreed. Interestingly, the response from SS4 was positive with 89.5% (17/19) agreeing or agreeing strongly which represents a small increase from the autumn questionnaire (83.3%; 10/12).

Year 7 (summer) secondary school	Y7s It's useful to learn a language					
	Strongly disagree	Disagree	Agree	Strongly agree	Missing data	Total
Count	1	2	14	7	1	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	8.0%	56.0%	28.0%	4.0%	100.0%
Count	0	1	9	16	0	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	3.8%	34.6%	61.5%	0.0%	100.0%
Count	0	4	20	4	0	28
% within Year 7 summer Secondary School 3 (SS3)	0.0%	14.3%	71.4%	14.3%	0.0%	100.0%
Count	0	1	13	4	1	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	5.3%	68.4%	21.1%	5.3%	100.0%
Count	1	8	56	31	2	98
Total % within Year 7s Sec sch	1.0%	8.2%	57.1%	31.6%	2.0%	100.0%

Figure 4.90: The extent to which Year 7 (summer) pupils agreed with the statement: 'It's useful to learn a language'.

4.27.7 Year 7 (summer) pupils' beliefs about the difficulty of language lessons

The questionnaire sought to gauge three aspects of pupils' perceived difficulty of language lessons:

- Whether it is difficult to learn a language
- Whether pupils are required to 'think hard' in language lessons (level of cognitive challenge/focus required)
- Whether language lessons are 'harder' than other lessons.

In total, 77.6% (76/98) of the Year 7 summer questionnaire respondents agreed that it is difficult to learn a language; representing a small increase from the autumn questionnaire (75.5%; 68/90). There was some variation between cases with 89.3% (25/28) of pupils in SS3 agreeing with that it is difficult to learn a language, dropping to 72.2% (18/26) in SS2.

Year 7 (summer) secondary school	Y7s It's difficult to learn a language				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	1	6	11	7	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	24.0%	44.0%	28.0%	100.0%
Count	1	7	14	4	26
% within Year 7 summer Secondary School 2 (SS2)	3.8%	26.9%	53.8%	15.4%	100.0%
Count	2	1	14	11	28
% within Year 7 summer Secondary School 3 (SS3)	7.1%	3.6%	50.0%	39.3%	100.0%
Count	0	4	8	7	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	21.1%	42.1%	36.8%	100.0%
Count	4	18	47	29	98
% within Year 7s Sec sch	4.1%	18.4%	48.0%	29.6%	100.0%

Figure 4.91: Year 7 (summer) pupils' responses to the statement: 'It's difficult to learn a language'.

4.27.8 Pupils' responses to the statement: 'You have to think hard in language lessons'

86.7% (87/98) of pupils agreed/agreed strongly that they have to 'think hard' in language lessons. This is an increase on the responses from the autumn (78.9%; 71/90) and Year 6 (78.7%; 192/244) questionnaires. The responses from each case were similar and the percentage of pupils agreeing/agreeing strongly with the statement ranged from 84% (21/25) in SS1 to 89.5% (17/19) in SS4. Therefore, the responses from SS4 have changed from having the smallest proportion of pupils agreeing with the statement in the autumn questionnaire to the highest proportion for the summer questionnaire. This suggests a perceived increase in the level of challenge of their language lessons.

Year 7 (summer) secondary school	Y7sThinkHard				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	1	3	18	3	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	12.0%	72.0%	12.0%	100.0%
Count	0	3	17	6	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	11.5%	65.4%	23.1%	100.0%
Count	0	4	20	4	28
% within Year 7 summer Secondary School 3 (SS3)	0.0%	14.3%	71.4%	14.3%	100.0%
Count	0	2	11	6	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	10.5%	57.9%	31.6%	100.0%
Count	1	12	66	19	98
% within Year 7 summer Secondary School	1.0%	12.2%	67.3%	19.4%	100.0%

Figure 4.92: Year 7 (summer) pupils' responses to the statement: 'You have to think hard in language lessons'.

4.27.9 Year 7 (summer) pupils' beliefs about whether language lessons are 'harder' than other lessons

Almost two-thirds of pupils (63.3%; 62/98) agreed/agreed strongly that the work in language lessons is 'harder' than in other lessons. This figure is higher overall than for the autumn questionnaire (51.1%; 46/90 pupils agreed/agreed strongly with the statement) and the percentage of pupils who strongly agree has risen from 12.2% (11/90) in the autumn to 23.5% (23/98) in the summer. Therefore, the responses indicate that pupils believe the level of challenge in language lessons to be greater than in other curriculum areas and greater than that presented by their language lessons in the autumn term.

Year 7 (summer) secondary school	Y7s The work in language lessons is harder than in most other lessons				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	1	6	12	6	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	24.0%	48.0%	24.0%	100.0%
Count	3	9	8	6	26
% within Year 7 summer Secondary School 2 (SS2)	11.5%	34.6%	30.8%	23.1%	100.0%
Count	2	9	12	5	28
% within Year 7 summer Secondary School 3 (SS3)	7.1%	32.1%	42.9%	17.9%	100.0%
Count	0	6	7	6	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	31.6%	36.8%	31.6%	100.0%
Count	6	30	39	23	98
% within Year 7s Sec sch	6.1%	30.6%	39.8%	23.5%	100.0%

Figure 4.93: Year 7 (summer) pupils' responses to the statement: 'The work in language lessons is harder than in most other lessons'.

4.27.10 Year 7 (summer) pupils' self-efficacy

As for the autumn questionnaire, most responses suggested a high level of self-efficacy with 87.8% (86/98) of pupils agreeing/agreeing strongly that they are 'good' at school work in general even though there was a slight decline on the autumn responses (92.2%; 83/90). The highest levels were from SS1 (88%; 22/25) and the lowest from SS3 (82.2%; 23/28) which is a decrease for SS3 from 96.3% (26/27) – the highest of all cases in the autumn.

Year 7 (summer) secondary school	Y7s I am good at schoolwork in general				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	1	2	16	6	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	8.0%	64.0%	24.0%	100.0%
Count	0	4	14	8	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	15.4%	53.8%	30.8%	100.0%
Count	1	4	22	1	28
% within Year 7 summer Secondary School 3 (SS3)	3.6%	14.3%	78.6%	3.6%	100.0%
Count	0	0	15	4	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	0.0%	78.9%	21.1%	100.0%
Count	2	10	67	19	98
% within Year 7 summer Secondary School	2.0%	10.2%	68.4%	19.4%	100.0%

Figure 4.94: Year 7 (summer) pupils' responses to the statement: 'I am good at school work in general'.

4.27.11 Year 7 (summer) pupils' self-efficacy for languages

The findings of the Year 7 (summer) questionnaires were consistent with those of the Year 6 and Year 7 (autumn) questionnaires and reveal a lower level of self-efficacy for languages with fewer pupils agreeing/agreeing strongly with the statement: 'I am good at languages' (65.2%; 62/98) than school work in general (87.8%; 86/98).

There was a divide in the responses from the four cases with higher levels reported in SS1 (76%; 19/25) and SS2 (73%; 19/26) than for SS3 (53.6%; 15/28) and SS4 (47.4%; 9/19).

Year 7 (summer) secondary school	Y7s I am good at languages				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	2	4	18	1	25
% within Year 7 summer Secondary School 1 (SS1)	8.0%	16.0%	72.0%	4.0%	100.0%
Count	0	7	16	3	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	26.9%	61.5%	11.5%	100.0%
Count	2	11	14	1	28
% within Year 7 summer Secondary School 3 (SS3)	7.1%	39.3%	50.0%	3.6%	100.0%
Count	5	5	8	1	19
% within Year 7 summer Secondary School 3 (SS3)	26.3%	26.3%	42.1%	5.3%	100.0%
Count	9	27	56	6	98
% within Year 7 summer Secondary School	9.2%	27.6%	57.1%	6.1%	100.0%

Figure 4.95: Year 7 (summer) pupils' responses to the statement: 'I am good at languages'.

4.27.12 Year 7 (summer) pupils' most liked aspects of language lessons

The coding frame developed for the Year 6 pupil questionnaires and used to code the Year 7 autumn questionnaires was also used for the Year 7 summer responses. As in the Year 6 and Year 7 (autumn) responses, most respondents to the Year 7 summer questionnaire identified an activity as their preferred aspect of language lessons of which the most popular was games (22.4%; 22/98). Working collaboratively (i.e. pair/group work) was also popular, being identified by 14.2% (14/98) of pupils. Other popular aspects included speaking (7.1%; 7/98) and the variety of activities (7.1%; 7/98). Of those pupils citing a reason for learning a language as the aspect of language lessons which they like the most, the most common responses were: communication with others/useful (7.1%; 7/98) and learning about other cultures (6.1%; 6/98).

Year 7 (summer) pupils' responses	SS1 (Secondary School 1)	SS2 (Secondary School 1)	SS3 (Secondary School 1)	SS4 (Secondary School 1)	Total across all cases
Activities					
Active learning	0	1	1	0	2
Comparing the TL and English	0	0	2	0	2
Content	2	1	1	0	4
Developing language learning skills	0	0	1	0	1
Drawing/art	0	0	0	0	0
Games	3	3	5	11	22
Group/pair work	5	4	4	1	14
ICT	0	0	1	1	2
Learning new words	2	2	0	1	5
Listening	1	0	0	0	1
Pronunciation	0	0	1	0	1
Reading	1	0	0	0	1
Singing	0	0	4	0	4
Speaking	2	2	2	1	7
Variety of activities	1	2	3	1	7
Videos	0	0	0	0	0
Writing	0	0	2	0	2
Reasons for learning a language					
Communication with others/useful	2	3	0	2	7
Challenge/progression	0	0	0	0	0
Fun	0	4	0	0	4
Interesting	0	1	0	0	1
Learning about other cultures	2	2	1	0	5
Outcomes	0	0	0	0	0
Other					
Different from other lessons	0	0	0	0	0
It's new	2	0	0	1	3
Lack of writing	0	0	0	0	0
Negative response	0	0	0	0	0
Teacher	1	1	0	0	2
Missing data	0	0	0	0	0
It's easy	1	0	0	0	1
Total number of responses	25	26	28	19	98

Figure 4.96: Year 7 (summer) responses to question 8: 'What do you like the most about language lessons?'

4.27.13 Year 7 (summer) pupils' least liked aspects of language lessons

The Year 7 (summer) pupils were also asked to identify their least preferred aspect of language lessons. As for the Year 6 questionnaire, writing was identified by the Year 7 summer respondents as the least preferred aspect of language lessons (27.8%; 27/98). Writing was the most unpopular activity in all four cases and was the least popular in SS1 (40%; 11/25). Tests/assessments –which were the aspect Year 7 (autumn) pupils liked the least - were also unpopular (cited by 9.2%; 9/98 of pupils) though it was only mentioned by pupils in SS2 (7.7%; 2/26) and SS3 (25%; 7/28). Other unpopular aspects (identified by relatively small numbers of pupils) were the difficulty of lessons (8.2%; 8/98) and speaking activities (6.2%; 6/98).

Year 7 (summer) pupils' responses	SS1 (Secondary School 1)	SS2 (Secondary School 2)	SS3 (Secondary School 3)	SS4 (Secondary School 4)	Total across all cases
Activities					
Content	0	1	0	1	2
Games	0	0	0	1	1
Group/pair work	0	1	0	0	1
Independent work	1	0	0	0	1
Learning new words	0	0	1	0	1
Listening	0	0	2	0	2
Practising vocabulary	1	1	0	0	2
Pronunciation	0	0	1	0	1
Range of activities	1	2	1	1	5
Remembering	0	1	2	0	3
Reading	1	0	0	1	2
Repetition	0	1	0	0	1
Singing	0	0	0	0	0
Speaking	0	1	3	2	6
Studying the language	0	0	0	0	0
Writing	11	7	4	5	27
Feelings/experiences					
Boredom	0	4	1	0	5
Confusion	0	0	0	0	0
Difficulty	2	2	2	2	8
Embarrassment	0	0	0	1	1
Irrelevance	0	0	0	0	0
Lack of progression	1	0	2	0	3
No choice of language studied	0	0	0	0	0
Other	0	0	0	0	0
Length of lessons (too long)	0	0	0	0	0
Insufficient time/lessons too short	0	0	0	0	0
Need for accuracy	0	0	0	0	0
Need to practise	0	0	0	0	0
Teacher	1	0	2	1	4
Don't know	0	0	0	0	0
Missing data	1	0	0	0	1
Nothing	1	2	0	0	3
Everything	0	0	0	0	0
Other	2	1	0	2	5
Too much work to do	2	0	0	2	4
Tests/assessments		2	7	0	9
Total number of responses	25	26	28	19	98

Figure 4.97: Year 7 (summer) responses to question 9: 'What do you like the least about language lessons?'

4.27.14 Changes Year 7 (summer) pupils would make to language lessons

The most frequent request was to include more games in language lessons. This was requested by 19.4% (19/98) of the Year 7 (summer) questionnaire respondents and was also a common response from the Year 6 (14%; 49/349) and Year 7 (autumn) (23.4%; 22/94) respondents. Other frequent responses to the Year 7 (summer) questionnaire were: less writing (13.3%; 13/98); making language lessons more enjoyable/interesting (13.3%; 13/98) – a common request in the Year 7 (autumn) responses (19.1%; 18/94); and more ICT (10.2%; 10/98).

Year 7 (summer) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Provision					
More languages/different language	2	0	3	1	6
Classroom management/organisation	0	2	3	0	5
Teacher	0	0	0	0	
Length/frequency of lessons	0	0	0	1	1
Activities					
Broader range of activities	1	2	2	1	6
More cultural activities/visits	1	2	0	0	3
More games	4	8	3	4	19
More ICT	2	2	6	0	10
More practice/revision	1	1	1	1	4
More songs	0	0		1	1
Less repetition/more progression	1	0	1	0	2
Less writing	8	2	2	1	13
Emotional Response					
Easier/experience success	2	0	3	3	8
More fun/interesting	2	3	4	4	13
Nothing	0	1	0	1	2
No response/Don't know	1	1	0	0	2
Other (less homework, more pupil choice, more useful phrases)	0	2	0	1	3
Total responses	25	26	28	19	98

Figure 4.98: Year 7 (autumn) responses to question 10: 'If you could make one change to your language lessons, what would it be?'

4.27.15 Year 7 (summer) pupils' views of whether all pupils in Key Stage 2 should learn a language

As for the Year 6 and Year 7 (autumn) questionnaires, the Year 7 (summer) pupil responses indicated strong support for compulsory language learning in Key Stage 2 with 78.6% (77/98) agreeing/agreeing strongly that all pupils in KS2 should learn a language which is a similar proportion to the Year 7 autumn questionnaire (77.8% (70/90)). The overall figures mask the decline from the Year 7 autumn to the Year 7 summer in the proportion of pupils in SS1 and SS4 who agreed strongly with the statement. For SS1, the proportion of respondents who agreed strongly fell from 32% (8/25) in the autumn to 16% (4/25) in the summer of Year 7 and for respondents in SS4, the figures fell from 25% (3/12) to 5.3% (1/19). In contrast, there has been a positive shift for SS2 with the number of pupils strongly agreeing increasing from 30.8% (8/26) in the autumn to 42.3% (11/26) in the summer questionnaire.

Year 7 (summer) secondary school	Y7s All pupils should learn a language in Key Stage 2				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	0	3	18	4	25
% within Year 7 (SS1)	0.0%	12.0%	72.0%	16.0%	100.0%
Count	0	2	13	11	26
% within Year 7 summer (SS2)	0.0%	7.7%	50.0%	42.3%	100.0%
Count	3	5	14	6	28
% within Year 7 summer (SS3)	10.7%	17.9%	50.0%	21.4%	100.0%
Count	3	5	10	1	19
% within Year 7 summer (SS4)	15.8%	26.3%	52.6%	5.3%	100.0%
Count	6	15	55	22	98
% within Year 7 summer Secondary School	6.1%	15.3%	56.1%	22.4%	100.0%

Figure 4.99: The extent to which Year 7 (summer) pupils agree with the statement: 'All pupils should learn a language in Key Stage 2'.

The pupils were asked to explain why they felt that pupils should/should not learn a language in KS2. In line with the Year 6 and Year 7 autumn questionnaires, the two most popular reasons given by pupils in the summer of Year 7 were that languages are useful (28.6%; 28/98) and that language lessons in KS2 prepare pupils for language lessons at secondary school (23.5%; 23/98). The responses are displayed in Figure 4.100, below.

Year 7 (summer) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Useful (employment, holidays)	8	9	6	5	28
Preparation for secondary school	6	7	8	2	23
Communication	1	2	1	1	5
Develops language skills	2	0	0	0	2
Younger is better	3	2	3	0	8
Appropriate age	0	0	0	0	0
Progression	0	3	2	2	7
Equity	0	0	1	1	2
Confidence	0	0	0	0	0
Enjoyment	0	0	0	0	0
Part of education	3	0	0	1	4
Not useful/relevant	1	1	2	1	5
Don't/may not enjoy	0	1	0	4	5
Should begin earlier	0	0	0	0	0
Should begin later	0	0	2	0	2
Concern for progress of others (EAL, native speakers)	0	1	0	0	1
Difficulty	0	0	3	2	5
Other					
Don't know	0	0	0	0	0
No response	1	0	0	0	1
Total number of responses	25	26	28	19	98

Figure 4.100: The reasons given by Year 7 (summer) pupils for their agreement/disagreement with the statement: 'All pupils should learn a language in Key Stage 2'.

4.28 Year 7 (summer) pupil questionnaire part 3: views and experiences of languages at secondary school

The Year 7 (summer) questionnaire sought to explore pupils' views of lessons at secondary school. The responses were compared to the responses to the Year 6 and Year 7 (autumn) questionnaires.

4.28.1 Year 7 (summer) pupils' level of agreement with the statement: 'Lessons at secondary school are as good as I thought they would be'

As Figure 4.101 displays, three quarters of pupils (76.5%; 75/98) agreed/agreed strongly with the statement. This overall picture is similar to that from the Year 7 autumn questionnaire (74.4%; 67/90 agreed/agreed strongly) but closer scrutiny reveals variation amongst the four cases. Cases SS1 and SS3 had the most positive responses and SS4 the least positive. Interestingly, the responses to the summer questionnaire (administered two terms after the autumn questionnaire) indicate a shift in pupils' views of their secondary school lessons. SS1 and SS3 had changed from having the most positive responses to the lowest proportion of pupils agreeing/agreeing strongly with the statement (60%; 15/25 for SS1 and 75%; 21/28 for SS3). In contrast, the responses for SS4 had become more positive and it had shifted from being the least positive in the autumn (75%; 9/12) to the most positive in the summer (89.4%; 17/19) – or at least that they met the pupils' expectations.

Year 7 (summer) secondary school	Y7s Lessons as good as expected				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	0	10	15	0	25
% within Year 7 summer Secondary School 1 (SS1)	0.0%	40.0%	60.0%	0.0%	100.0%
Count	0	4	19	3	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	15.4%	73.1%	11.5%	100.0%
Count	1	6	20	1	28
% within Year 7 summer Secondary School 3 (SS3)	3.6%	21.4%	71.4%	3.6%	100.0%
Count	0	2	15	2	19
% within Year 7 summer Secondary School 4 (SS4)	0.0%	10.5%	78.9%	10.5%	100.0%
Count	1	22	69	6	98
% within Year 7 summer Secondary School	1.0%	22.4%	70.4%	6.1%	100.0%

Figure 4.101: Year 7 (summer) pupils' level of agreement with the statement: 'Lessons at secondary school are as good as I thought they would be'.

4.28.2 Year 7 (summer) pupils' level of agreement with the statement:

'Language lessons at secondary school are as good as I thought they would be'

The Year 6 and Year 7 autumn responses to this question were slightly less positive than for lessons overall (for example, in the Year 7 autumn questionnaire, 74.4% (67/90) agreed or agreed strongly compared to 64.6% (58/90) for languages) .

However, the responses to the summer questionnaire suggest that the gap has widened. For the summer questionnaire, 76.5% (75/98) of respondents agreed that lessons at secondary school had met their expectations but for languages, the figure fell dramatically to 38.7% (38/98) – representing a sharp decline since the autumn (64.6%; 58/90). In the summer, in SS1, SS3 and SS4 the majority of pupils disagree with the statement. However, in SS2, the majority agreed (65.4%; 17/26), no pupil disagreed strongly (compared to 15.4%; 4/26) in the autumn term and 34.6% (9/26) disagreed. This is in contrast to the proportion of pupils in the other cases who disagreed with the statement: SS1 68% (17/25); SS3 75% (21/28) and SS4 68.4% (13/19).

Year 7 (summer) secondary school	Y7s Language lessons as good as expected				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	1	16	8	0	25
% within Year 7 summer Secondary School 1 (SS1)	4.0%	64.0%	32.0%	0.0%	100.0%
Count	0	9	15	2	26
% within Year 7 summer Secondary School 2 (SS2)	0.0%	34.6%	57.7%	7.7%	100.0%
Count	2	19	7	0	28
% within Year 7 summer Secondary School 3 (SS3)	7.1%	67.9%	25.0%	0.0%	100.0%
Count	5	8	6	0	19
% within Year 7 summer Secondary School 4 (SS4)	26.3%	42.1%	31.6%	0.0%	100.0%
Count	8	52	36	2	98
% within Year 7 summer Secondary School	8.2%	53.1%	36.7%	2.0%	100.0%

Figure 4.102: Year 7 (summer) pupils' level of agreement with the statement: 'Language lessons at secondary school are as good as I thought they would be'.

4.28.3 Year 7 (summer) pupils' beliefs about their language ability compared to their peers'

In all three questionnaires, the pupils were asked to indicate the extent to which they agreed with the statement: 'Most people in my language class are better than me at languages'. As for the autumn questionnaire, the largest proportion of respondents in the summer (44.9%; 48/98) disagreed with the statement although a narrow majority agreed/agreed strongly (53%; 52/98). The picture for SS2 stands out as it has the highest proportion of respondents disagreeing (73%; 19/26) compared to SS4 (15.8%; 3/19) and SS3 (39.3%; 11/28); thus suggesting a variation in the levels of pupils' self-efficacy for languages across the four cases.

Year 7 (summer) secondary school	Y7s Most people in my language class are better than me at languages				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	0	13	9	3	25
% within Year 7 summer Sec. School 1 (SS1)	0.0%	52.0%	36.0%	12.0%	100.0%
Count	1	18	6	1	26
% within Year 7 summer Sec. School 2 (SS2)	3.8%	69.2%	23.1%	3.8%	100.0%
Count	1	10	9	8	28
% within Year 7 summer Sec. School 3 (SS3)	3.6%	35.7%	32.1%	28.6%	100.0%
Count	0	3	11	5	19
% within Year 7 summer Sec. School 4 (SS4)	0.0%	15.8%	57.9%	26.3%	100.0%
Count	2	44	35	17	98
% within Year 7s Sec sch	2.0%	44.9%	35.7%	17.3%	100.0%

Figure 4.103: Year 7 (summer) pupils' level of agreement with the statement: 'Most people in my language class are better than me at languages'.

4.28.4 Year 7 (summer) pupils' beliefs about the difficulty of Year 7 language lessons compared to Year 6 language lessons

In order to gauge pupils' beliefs about the difficulty of Year 7 language lessons compared to their Year 6 language lessons, the pupils were asked to indicate their level of agreement with the statement: 'Language lessons in Year 7 are harder than in Year 6'. Most pupils responding to the Year 7 autumn (74.5%; 67/90) and summer (72.5%; 71/98) questionnaires felt that language lessons were more difficult in Year 7 than in Year 6 which might suggest that pupils experience progression and an increase in the challenge of language lessons as they move from KS2 to KS3. This means that over a quarter (27.5%; 27/98) of the Year 7 summer questionnaire respondents did not agree that their lessons had increased in difficulty (the figure was slightly higher in the autumn: 28.9%; 26/29). In the summer questionnaire, the highest proportion of pupils who disagreed with the statement was from SS2 (34.6%; 9/26). The lowest proportion was from SS4 (15.8%; 3/19) which may relate to the

pupils' level of self-efficacy and enjoyment of language lessons as explored above (Section 5.27.3).

Year 7 (summer) secondary school	Y7s Language lessons in Y7 are harder than in Y6				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	0	7	14	4	25
% within Year 7 summer Secondary School 1 (SS1)	0.0%	28.0%	56.0%	16.0%	100.0%
Count	1	8	9	8	26
% within Year 7 summer Secondary School 2 (SS2)	3.8%	30.8%	34.6%	30.8%	100.0%
Count	0	8	12	8	28
% within Year 7 summer Secondary School 3 (SS3)	0.0%	28.6%	42.9%	28.6%	100.0%
Count	1	2	7	9	19
% within Year 7 summer Secondary School 4 (SS4)	5.3%	10.5%	36.8%	47.4%	100.0%
Count	2	25	42	29	98
% within Year 7 summer Secondary School	2.0%	25.5%	42.9%	29.6%	100.0%

Figure 4.104: Year 7 (summer) pupils' level of agreement with the statement: 'Language lessons in Year 7 are harder than in Year 6'.

4.28.5 Year 7 (summer) pupils' enjoyment of Year 7 language lessons compared to Year 6 language lessons

The Year 7 pupils were asked whether they enjoyed their Year 7 language lessons more than their Year 6 language lessons. Overall, 51.1% (40/90) of the autumn questionnaire respondents found their Year 7 lessons more enjoyable; however, this figure fell to 30.6% (30/98) in the summer. The most positive responses in the summer were from SS2 where most pupils (57.7%; 15/26) agreed/agreed strongly (an increase from 34.6%; 9/26 in the autumn) and the least positive from SS1 where only 24% (6/25) indicated that Year 7 language lessons were more enjoyable than in Year 6.

Year 7 (summer) secondary school	Language lessons in Y7 are more fun than in Y6				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Count	8	11	6	0	25
% within Year 7 summer Secondary School 1 (SS1)	32.0%	44.0%	24.0%	0.0%	100.0%
Count	3	8	12	3	26
% within Year 7 summer Secondary School 2 (SS2)	11.5%	30.8%	46.2%	11.5%	100.0%
Count	8	13	7	0	28
% within Year 7 summer Secondary School 3 (SS3)	28.6%	46.4%	25.0%	0.0%	100.0%
Count	3	14	1	1	19
% within Year 7 summer Secondary School 4 (SS4)	15.8%	73.7%	5.3%	5.3%	100.0%
Count	22	46	26	4	98
% within Year 7 summer Secondary School	22.4%	46.9%	26.5%	4.1%	100.0%

Figure 4.105: Year 7 (summer) pupils' level of agreement with the statement: 'Language lessons in Year 7 are more fun than in Year 6'.

4.28.6 Language continuity

Both the Year 7 autumn and summer questionnaires asked pupils to indicate whether the language they were studying in Year 7 was the same language they had studied in Year 6. The majority of pupils in the autumn (58.9%; 53/90) and summer (57.1%; 56/98) were continuing the same language. However, there was variation with many pupils in SS4 learning a new language (100%; 12/12 in the autumn; 89.5%; 17/19 in the summer) whilst in SS3 85.7% (24/28) continued to learn the same language.

Year 7 (summer) secondary school	Y7s Language same as Y6		Total
	Different language from Y6	Same language as Y6	
Count	10	15	25
% within Year 7 summer Secondary School 1 (SS1)	40.0%	60.0%	100.0%
Count	11	15	26
% within Year 7 summer Secondary School 2 (SS2)	42.3%	57.7%	100.0%
Count	4	24	28
% within Year 7 summer Secondary School 3 (SS3)	14.3%	85.7%	100.0%
Count	17	2	19
% within Year 7 summer Secondary School 3 (SS3)	89.5%	10.5%	100.0%
Count	42	56	98
% within Year 7 summer Secondary School	42.9%	57.1%	100.0%

Figure 4.106: Language continuity: whether the language studied in Year 7 (summer) is the language pupils studied in Year 6.

4.28.7 Year 7 (summer) pupils' language preference for secondary school

The pupils were asked whether they would prefer to study the same language in Year 7 as in Year 6 or begin a different language. Most of the Year 6 respondents across all four cases (77.9%; 190/244) indicated they would have preferred to study a different language in Year 7 from the one they were studying in Year 6. Only in two primary schools (PS1B and PS2B) did more than 40% of pupils wish to continue the same language, perhaps related to their enjoyment of languages in primary school. The majority of the Year 7 autumn and summer respondents (62.2%; 56/90 in the autumn and 63.3%; 62/98 in the summer) would have preferred to have changed language between Years 6 and 7. Though the Year 7 summer responses indicated that a clear majority of pupils in SS4 (73.7%; 14/19), which was the highest figure of the four cases, would rather study a different language at secondary school.

Year 7 (summer) secondary school		Year 7 summer language preference		Total
		Different Language from Year 6	Same Language as in Year 6	
Secondary School 1	Count	13	12	25
	% within Year 7 summer Secondary School 1 (SS1)	52.0%	48.0%	100.0%
Secondary School 2	Count	16	10	26
	% within Year 7 summer Secondary School 2 (SS2)	61.5%	38.5%	100.0%
Secondary School 3	Count	19	9	28
	% within Year 7 summer Secondary School 3 (SS3)	67.9%	32.1%	100.0%
Secondary School 4	Count	14	5	19
	% within Year 7 summer Secondary School 4 (SS4)	73.7%	26.3%	100.0%
Secondary School	Count	62	36	98
	% within Year 7 summer Secondary School	63.3%	36.7%	100.0%

Figure 4.107: Year 7 (summer) pupils' preferred language to study at secondary school.

4.28.8 Year 7 (summer) pupils' reasons for their preference to study in Year 7 the same or a different language from the one studied in Year 6

The majority of respondents to each of the three pupil questionnaires expressed a preference to study a different language in Year 7 than in Year 6. The pupils were asked to explain their reasoning for this choice and their responses were analysed using the Year 6 pupil questionnaire coding frame (this was adapted for the Year 7 autumn and summer questionnaires). The most common reasons provided for wishing to study a different language were that it would be useful (14.3%; 14/98) or enable the pupils to pursue their interest in the target language or culture. Other common reasons were that pupils wished to study a language with which they had a personal connection (e.g. a friend or family member speaks the language) (13.3%; 13/98) or that the language would be easy to learn (13.3%; 13/98). Of those pupils wishing to continue to study the Year 6 language at secondary school, the main reason cited for their preferred language was progression. This response was given by 65.4% (17/26) of respondents to the autumn questionnaire and 13.3% (13/98) of

the summer questionnaire respondents. They felt that continuing to study the same language as in Year 6 would enable them to build on their prior language learning.

Year 7 (autumn) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Same language					
Progression	6	5	1	5	17
Interesting/enjoyable	0	0	0	0	0
Useful	0	1	2	0	3
Personal connection	0	0	0	0	0
Enjoyable	2	2	0	0	4
Other	0	0	0	0	0
Different language					
Useful	5	3	4	2	14
Personal connection	1	3	6	3	13
Desire to learn another language	2	2	2	1	7
Interest in language/culture	2	5	3	4	14
Challenge	1	1	0	1	3
Easy	2	2	6	3	13
Negative view of Y6 language	2	0	1	0	3
Other	0	0	2	0	2
No response	2	2	1	0	5
Total responses	25	26	28	19	98

Figure 4.108: Year 7 (summer) pupils' reasons why they would rather study in Year 7 the same language or a different language from the language studied in Year 6.

4.28.9 Year 7 (summer) pupils' advice to Year 6 pupils about learning languages at secondary school

Pupils were asked to draw on their experiences of Year 7 language lessons to offer advice to their Year 6 peers who had yet to make the transition to secondary school. The responses to the autumn and summer questionnaires were similar and the most common piece of advice both cohorts would give their Year 6 peers was to prepare to work harder in language lessons (32.2%; 29/90 in the autumn and 31.6%; 31/98 in the summer) and to listen or concentrate in lessons (26.6%; 24/90 and 22.4%; 22/98 in the summer). The third most popular piece of advice was to revise or to practise (13.3%; 12/90 in the autumn and 16.3%; 16/98 in the summer). In the summer questionnaire, reassuring pupils 'not to worry' or encouraging them to enjoy language lessons were responses given by 16.3% (16/98) of respondents.

Year 7 (summer) pupils' responses	Secondary School (SS1)	Secondary School (SS2)	Secondary School (SS3)	Secondary School (SS4)	Total across all cases
Listen/concentrate	3	9	6	4	22
Revision/practice	4	3	7	2	16
Prepare to work hard(er)	6	8	10	7	31
Value of learning a language	0	0	0	1	1
Language learning strategies	0	0	0	0	0
Spelling/pronunciation	0	0	0	0	0
Enjoy/don't worry	7	4	3	2	16
Do preparation work for Y7	1	1	1	0	3
Other	0	0	1	1	2
No response	4	1	0	2	7
Total number of responses	25	26	28	19	98

Figure 4.109: Year 7 (summer) pupils' advice to Year 6 pupils about learning languages at secondary school.

4.29 Year 7 (summer) teacher questionnaire

The questionnaire was completed by three of the four respondents to the Year 7 (autumn) questionnaire. Contextual information is provided in Figure 4.74 above.

No response was received from the SS3 teacher.

4.29.1 Year 7 (summer) teachers' support for KS2 languages

All three teachers expressed support for teaching languages in KS2; two of whom agreed strongly (SS1 and SS4). This response is more positive than for the autumn questionnaire as the SS1 teacher's support for KS2 languages had increased from agreeing to agreeing strongly with the statement: "I support the teaching of languages in Key Stage 2". Both the Year 7 (autumn and summer) questionnaire responses were more positive than the Year 6 teachers' questionnaire responses in which six of the eight respondents agreed with the statement.

4.29.2 Year 7 (summer) teachers' perceptions of pupils' enjoyment of language lessons

All three respondents agreed that Year 7 pupils enjoy language lessons. This response is more positive than for the Year 7 autumn questionnaire as the teacher in SS4 (who disagreed with the statement in the autumn) agreed with the statement: 'Pupils enjoy language lessons in Year 7' in the summer questionnaire.

4.29.3 Pupils' attitudes to language learning

The respondents gauged whether Year 7 pupils' attitudes to language learning improve by the end of Year 7. One respondent (SS1) disagreed with the statement: 'Pupils attitudes to language learning improve during Year 7' and two selected 'don't know'.

4.29.4 Beliefs about the difficulty of Year 7 (summer) language lessons

The Year 7 (summer) responses were in line with the Year 7 (autumn) teachers' responses in which three of four respondents agreed that pupils find language lessons more challenging than other lessons. Of the Year 7 (summer) respondents, one agreed strongly (SS1), one agreed (SS2) and one disagreed (SS4).

4.30 Perceived impact of KS2 languages

4.30.1 Impact on language learning skills

The Year 7 summer questionnaire responses suggest a shift in teachers' views of the impact of KS2 languages on the language learning skills of the Year 7 intake. In the autumn questionnaire, three respondents agreed (of whom two agreed strongly) that Primary Languages had a significant impact. The fourth respondent (SS2) was unable to comment. However, in the summer questionnaire, the situation had changed with the responses of two teachers becoming more positive: the SS1 teacher disagreed (previously disagreed strongly) and the SS2 teacher agreed (previously did not know). However, the SS4 teacher's response "agree" was slightly less positive (previously agreed strongly).

4.30.2 Impact of KS2 languages on Year 7 language lessons

The autumn questionnaire responses suggested that the impact of Primary Languages on the content of Year 7 language lessons had been minimal with three respondents disagreeing with the statement: “The content of Y7 language lessons has been changed in response to the teaching of languages in KS2” and the other (SS4 unable to comment). The responses from SS1 and SS4 remained the same (“disagree” and “don’t know” respectively) but the SS2 teacher, who disagreed with the statement in the autumn, agreed with the statement in the summer, indicating that Year 7 lesson content had been revised in response to pupils’ prior learning.

4.31 Year 7 (summer) teachers’ beliefs about the KS2-3 transition for languages

The Year 7 summer responses were slightly different from the autumn responses with the SS1 respondent feeling unable to comment (previously agreed), the SS2 teacher was unable to comment (as in the autumn). The SS4 teacher, who was unable to comment in the autumn, agreed that the KS2-3 transition for languages was smooth.

4.31.1 Teachers’ beliefs about the priority of transition

Teachers’ responses to the statement: “In general, KS2 transition is a high priority in school” were mixed with one agreeing (SS1), one disagreeing (SS2) and one unsure (SS4). Further exploration revealed teachers’ feelings about the pastoral or social aspects of transition. All three respondents agreed with the statement: “In general,

the pastoral/social aspects of transition are a high priority in school”. Similarly, all respondents agreed that the academic aspects of the KS2-3 transition were a high priority in their school.

4.31.2 Transition for languages

None of the three respondents indicated that transition for languages is a high priority in school. One respondent disagreed strongly (SS1), one disagreed (SS2) and one (SS4) did not indicate their level of agreement/disagreement with the statement: “In general, the KS2-3 transition for languages is a high priority in school”.

4.31.3 Effectiveness of transition arrangements for languages

Two respondents (SS2 and SS4) felt that the transition arrangements for languages were effective. The other respondent (SS1) felt unable to respond to the question as: “With regards to languages, we assume nobody has learnt the language”. The teacher from SS2, who felt the transition for languages was effective, explained that pupils recall the activities taught by teachers in primary school and on the language conference day. The SS2 teacher believed that continuity, building momentum and developing skills are important for an effective transition for languages.

4.31.4 Year 7 (summer) teachers’ perceptions of continuity and progression

In contrast to the autumn questionnaire, in which three of the four respondents felt there were no arrangements in place to promote continuity and progression in languages, the Year 7 (summer) responses identified a variety of arrangements

including: half-termly assessments in each of the four skills (listening, speaking, reading and writing), on-going informal assessments, half-termly analysis of National Curriculum levels (QCA, 2010) and target setting (SS1). The SS2 teacher referred to the skills-based transition booklet for languages and the SS4 teacher to use of targets, termly assessments and informal assessments.

The SS1 teacher's comments revealed a lack of knowledge about language provision in the primary phase: 'We don't know what topics and language are taught in primary school and to what level. We don't know the quality of the teaching.' She also went further and asked about Primary Languages provision: "Is the primary approach consistent? E.g. 1 hour a week?"

The Year 7 (summer) teachers identified the following aspects of language learning as being difficult for pupils: grammar, writing, being expected to memorise more vocabulary and that lessons are "not as fun" (SS1); grammar, retention of vocabulary and the need for written work (SS2). These responses contrast with that from SS4: "Pupils do not find the subject as academic as others, so they see it as exciting and enjoy using the language, although sometimes it's not easy".

Part 4: Pupil and teacher interviews

As reported in the methodology chapter, face-to-face interviews were conducted with teachers and pupils at each data collection point, as summarised in Figure 4.2 above (Summary of the data collected). Individual teacher interviews and group pupil interviews were carried out for each school (see Figure 4.3 ‘A case-by-case summary of the data collected for the study’) and the participants also completed the teacher/pupil questionnaires. The purpose of the interviews was to follow up points emerging from the questionnaires and to explore in depth the participants’ beliefs and experiences of language learning across the primary-secondary school transition.

4.32 Summary of pupil interviews

Presented below is a summary of the key points emerging from the analysis of the pupil interviews which were carried out in:

- Year 6 (summer term)
- Year 7 (autumn term)
- Year 7 (summer term).

4.33 Year 6 pupil interviews

4.33.1 Lesson content

The responses were in line with the pupil questionnaires. Pupils commented positively on the variety of activities and unpredictability of language lessons:

It's sort of better than other things because you don't know what you're going to do in the lessons, like in maths... you sort of think you might do your times tables, but in MFL you might be learning a story in French, or different words or sentences or something like that, so it sort of keeps you guessing [PS1A].

Many pupils commented positively about speaking which was the favourite activity of pupils in PS2A: “We speak because we have a lot of things to share with our classmates, and we can learn more from other people's opinions” [PS2A]. “When you're speaking French, we get used to it, and we get to know more” and another pupil joked that they liked it: “Because we're all very good at speaking” [PS2A]. However, further discussion of speaking flagged up the potential embarrassment which the pupils feared and in PS4B it was identified as the least popular activity because: “It's embarrassing when you forget the words” [PS4B]. Pupils did not enjoy learning new vocabulary through choral repetition: “It's just repeating and it gets boring” [PS2A].

The pupils were largely positive about pair work rather than working individually “because we just find it easier” [PS3B] and appreciated the benefits of collaborative learning: “You get someone else's opinion so if you think something is the right answer and it's not; they tell you.” [PS1A] or, more concisely: “If they know what it

means and we don't, we can ask them for help” [PS2A]. However, pupils preferred to select their own partner “I like it most when we get to choose who we work with so they can help us [...]” [PS2A].

As for the questionnaires, there appeared to be less evidence of reading or writing than oracy. “We don't do much writing and we don't really do much reading either. We don't do much of the words at all. It's just speaking and listening” [PS4B].

Discussion of writing evoked strong views and many pupils stated that they did not enjoy writing and found it difficult, as one pupil explained: “When you write in French, it's all complicated” [PS4A]. Some pupils cited examples of writing for a real purpose, for example to communicate with their pen pals. However, pupils found this difficult and demoralising: “It wasn't that good because you couldn't write about much” [PS4B].

There was a general consensus amongst pupils that Intercultural Understanding ought to be part of language lessons: “It's important to learn about the country, culture, food as well as language” [PS3A]. In particular, pupils would welcome contact with native speakers: “I would like it if we got people from that country come over, instead of your normal teacher” [PS2B].

4.33.2 Enjoyment of language lessons

Several pupils identified pressure and fear of embarrassment (in particular, related to speaking in front of the class) as potential barriers to their enjoyment of language lessons: “Some people find French hard if they get put under pressure. Cause she puts you on the spot, 'can you answer this?', and then you worry" [PS3B]. A link between pupils’ enjoyment of language lessons and their perceived level of difficulty emerged: “I prefer other lessons to French because I find French quite tricky” [PS3B]. Another pupil tried to explain this: “We don't know what the words are [and] we don't understand it quickly like we do with [lessons conducted in] English” [PS2A]. Pupils also took issue with the structured nature of their language lessons and that lessons were very teacher-led and pupils had little independence, in contrast to other lessons: “It's like you're in reception - say this, say this; do that, do that” [PS4B]. Pupils’ made comments suggesting that their enjoyment of language lessons was linked to their level of motivation: “If they're like fun games, then you'll want to play them at home as well, so it would encourage you to play Spanish games at home” [PS2B].

4.33.3 Perceived difficulty and pupil self-efficacy

Some pupils related the difficulty of lessons to the language being learned. However, a pupil took issue with this, suggesting a link between enjoyment and achievement: “I don't think it was easier to learn Spanish, I think it was just that we were more excited about learning it, so you just remember it for longer, and get excited about it” [PS1A].

In terms of self-efficacy, pupils were reluctant to claim that they were good at language “I think I’ve improved since the start of year 5” and, as indicated in the pupil questionnaires, many felt that they were not as ‘good’ at languages as at other subjects: “It's hard to put them in order, probably somewhere at the bottom” [PS3B]. Some pupils felt frustrated: “I can't pronounce the words. I don't understand French. [...]. I want to hear you say it in English!”

4.33.4 Comparison with other lessons

In general, language lessons did not compare favourably to other lessons with many pupils interviewed (including all of the pupils interviewed in PS2B) stating that they enjoyed language lessons less than other lessons. Many pupils felt other lessons provided greater cognitive challenge: “In other lessons you use your brain” [PS4B]. They indicated they would welcome increased cognitive challenge in language lessons, suggesting this might be achieved through: “[...] learning phrases and longer words as we might prefer languages if we weren't just learning words like ‘dog’” [PS2B].

Pupils also lacked confidence in their language-learning ability and were more fearful of embarrassment in language lessons than in other lessons; in particular, when asked to speak in the target language in front of their peers: “because you don't know if you're pronouncing it wrong and then someone else might like know it really well and laugh at you but in maths sometimes nobody knows the answer and then if you give an answer they don't know if that's right or wrong' so they don't [...] tease” [PS1A].

4.33.5 Practice

In the pupil interviews, there was strong agreement that practice was important for effective language learning: “It would help if you had lessons daily; you learn your times tables because you do maths every day. If one day you get it wrong, you don't have to wait a month or two, the next day you can correct it. Then you can move further on” [PS2B]. Other pupils argued that practice is essential for progression: “You forget everything, because... sometimes you do it loads, but then you just forget it, and it's really hard to remember. And the next time you do it you just move on to another subject, so you've basically forgotten the last subject that we did” [PS4B]. Pupils identified homework as being able to support practice: “We don't actually have language homework (here), so we don't practice. When we get home we just forget it.” [PS4B]. Also, pupils identified (unprompted) the potential benefits of homework as a tool for promoting practice: “The homework will help though because it won't just be you know everything on Wednesday and then lose it the next Wednesday” [PS3A].

Another area which arose was the effect of the length and frequency of language lessons on learning: “We only do it about once every three weeks for about half an hour, so we learn this little bit and then it just goes out of our head because we're doing all these other subjects that take up our memories.” [PS4B].

4.33.6 Pupils' perceptions of teacher subject knowledge

The level of their teacher's subject knowledge for languages was identified by a small minority of pupils. Despite acknowledging the efforts of their (primary) language teachers, pupils questioned their teachers' linguistic knowledge: "In Year 4 where we had Miss X and Mrs Y. They weren't French and they were trying to say the words but they got it wrong and then we'd learn the wrong words, and, when we checked on the internet, they were wrong" [PS3A]. Another pupil speculated: "I think our teachers just get a book about the language, and they have to learn it" [PS4B].

4.33.7 Progression

Lack of progression emerged as a principal reason for pupils' dislike of language lessons. Pupils felt there was a high level of repetition: "We get really bored because we're going over the same thing over and over again" [PS4B] referring also to insufficient progression between year groups: "In primary school... all you learn is like 'bonjour' throughout the whole of Key Stage 2" [PS4B] and "We've counted to 12 a hundred and fifty times! Every single year you never finish it [counting], so you have to keep starting again" [PS4A]. The pupils also complained about too much repetition in lessons and not using language for a clear purpose: "The teacher says all words, and you repeat it, then she repeats it, then you repeat it. It's just learning it, but not actually putting your skills to use" [PS4B].

4.33.8 Expectations of secondary school

The pupils were asked to share their expectations of language lessons at secondary school. For the majority of pupils, the comments were based on reports received from older siblings and friends at secondary school or from their experience of attending an open evening at their prospective secondary school. However, pupils at PS2B had been taught a series of Spanish lessons by a teacher from the secondary school as part of a transition project: “He showed us flashcards and pictures and I think we played ‘Guess Who?’ in Spanish. We played other games too and learnt different types of food in Spanish” [PS2B]. The pupils explained that they would go abroad “[...] and actually talk to people in that language” [PS2B]. Pupils also expected and hoped for engagement with native speakers: “I would want loads of people from different countries to come along and give us, like, a day in the life of” [PS1B].

Several comments related to the theme of progression and feared: “it might be the same thing over and over again” [PS1A]. Some pupils anticipated revising the content from their Primary Languages lessons: “We might learn what we've learnt in primary school just to recap our memories” [PS2A] though many pupils believed that there would be progression of some form: “We'll do a lot more pronunciation and we'll go higher with the numbers. [...] It won't be simple number counting and there'll be a better variety of words” [PS4A].

4.33.9 Future language learning

The pupils considered whether they intended to pursue their language studies at GCSE. Some pupils wished to continue their studies to be able to communicate when on holiday: “It would be really nice if you could just speak to them normally without doing any actions” [PS1A] and for other pupils, their choice would depend on the opportunity to study a particular language: “I would like to learn German instead because my grandma knows some bits of German and I could probably talk to her” [PS1A]; “I’d like to learn Spanish because every year me and my family [sic] go on holiday to Spain” [PS2A]. One pupil’s comments were influenced by the impact of repetition and lack of progression: “I’d like to carry on but I wouldn’t want to do it as often because we do French every Wednesday and I find it boring as we keep going over the same things” [PS1A].

However, many of the pupils did not plan to study a language at GCSE due to their perceived lack of relevance: “There’s no point because, say if you learn Spanish, and you never go to Spain, what’s the point in learning it?” [PS3A]. Another pupil did not consider a language being useful in her future career: “I’d much rather do a different subject that would, like, help me in a job that I’d actually want to do, not a language that I wouldn’t need to actually do” [PS3A].

Other negative comments related to pupils’ self-efficacy and the time required to learn a language: “I don’t really like languages because it takes a while to learn them.” [PS2B]. Other comments suggest that pupils’ self-efficacy influences their

future language learning. “I’ll probably not [continue to study French]. I just don't think I’m very good at languages” [PS4B].

4.34 Year 7 (autumn) pupil interviews

This section explores the responses to the Year 7 (autumn) pupil interviews and compares them to the questionnaire responses.

4.34.1 Lesson content

The most popular activities were games and speaking and, for pupils in SS3, singing (their favourite activity). Those pupils who had experienced singing in language lessons generally felt that it was enjoyable and an effective tool for learning and remembering new language: “It's like a song, like a way of remembering French in a song” [SS3A], though others dismissed it as “boring” [SS1A]. The subject of group work sparked discussion over whether or not it was valuable. The general view emerging was that the value was determined by the nature of the task and the groupings: “Sometimes people don't listen to your ideas and stuff. It depends who your partners are” [SS1A].

Writing emerged as the least popular activity. In particular, pupils took issue with the quantity of writing (compared to the complexity of writing which was raised in the Year 6 interviews) which was expected by their teachers: “When you write too long it hurts your hand, and you have to write loads of stuff” [SS1A] though others admitted to enjoying some writing activities and acknowledged the value of writing

as a memorisation tool: “Sometimes I like writing the stuff that she tells us, and I like writing to remember it” [SS1A]. The pupils reported copying from the board and then using these examples to write their own sentences. “Sometimes once you've done the work, you've got to make your own ones, and sometimes you don't really know what because they're not explained”. “They are explained, it's just people don't listen” [SS1A].

4.34.2 Choice of language

As for the pupil questionnaire, many pupils stated that they would rather study a different language. Of those pupils interviewed, a common explanation for this was that they felt they should be able to choose: “I think we should have a choice of what language we want to learn. We have to do French for 3 years” [SS1A].

One pupil shared her positive experience of French at primary school, praising the integration of French across the curriculum: “In different lessons like PE we had to involve some French as well, when we were warming up or something. But our teacher was the French teacher. I think that's why she incorporated other French things as well” [SS1A]. This highlights the importance of teacher subject knowledge and confidence.

4.34.3 Comparison with Year 6 language lessons

Pupils felt that the pace of learning was greater at secondary school than primary school and there was more evidence of building on prior learning:

It's very different because in primary school you don't learn as much as you learn here. We don't have as much time to learn it. At my primary school we had two years, just to learn a certain subject in the language. Here we have a lesson to learn a whole subject in Spanish, and then we have to suddenly go onto the next thing and we have to remember the last thing, and it's just too much [SS4A].

One of their peers added: “In languages [at secondary school] you don't always stay on the same subject” [SS4A]. This contrasts with others who felt they were repeating work from primary school.

Pupils felt secondary lessons were more formal (“We have to, like, look at the board” [SS1A]) and Primary Language lessons as more active: “At my primary school we actually did acting. We would do conversations, like say we did a shopkeeper, we did a robbery, just things like that.” [SS4A]. Pupils explained that this made lessons more interesting: “[...] instead of just sitting there with a text book, you're standing up and you're learning, and then you're talking to this person as if it's actually real. So it's better [SS4A].” Pupils shared examples of attempts to use the language outside language lessons: “At my primary school, sometimes when we went to get lunch, we had to ask for it in Spanish. I thought: 'what's the point?' Then I realised the point is learning” [SS4A].

Pupils felt that Year 7 language lessons were formulaic: “It's like the same old, same old, we always have to do a sheet.” [SS1A] another pupil added: “We did more activities and we watched videos.” [SS1A]. Fewer pupils reported Intercultural Understanding activities than in Year 6 and lamented the lack of these: “In Year 6 you got to see the culture as well, not just like the words. In Year 7 it's just like the words and stuff, in Year 6 you got to see everything” [SS1A].

“In Year 6 we didn't get as much homework, we'd get like a piece every three weeks. It would be nice if we could have one lesson on ICT, doing some games, or like work on the internet -just something different” [SS1A].

4.34.4 Perceived difficulty and pupil self-efficacy

There were mixed responses over whether languages are harder than other lessons. Some pupils felt that learning a new language is challenging; commenting: “It's quite tricky. Because it's a new language you've got to have all the sounds and the saying all the different words for 'the' and 'a'. It's like you don't even know what the words are, so it's pretty hard -and most of the words sound the same.” [SS4A]. One pupil observed that the change in language between KS2 and KS3 increases the challenge of language learning: “I don't think I'm very good. In Year 3 I started learning one language, then I came over here [secondary school] and learnt another language and I'm no good at languages anyway. It would have helped to carry on” [SS4A]. Another pupil from the group argued that languages are not difficult but practice is required: “I don't think it's that hard, but you have to revise quite a lot” [SS4A].

However, from SS2, there was a general agreement that lessons, including language lessons, were not as difficult as anticipated. They credited their primary lessons and use of ‘Building Learning Power’ (BLP) (Claxton, 2002) for preparing them for the transition to secondary classes: “Because they'd prepared us so much, when I got here it was fine. That's why we did BLP [...] because it teaches us how to learn” [SS2A].

4.34.5 Comparison with other lessons

When asked to compare language lessons with other lessons, a common theme which emerged was that the pupils preferred practical lessons: “I don't really like French as much as other lessons [...]. It's not as exciting as other lessons, like you get to do practical in science” [SS1A]. Not all pupils disliked language lessons though many preferred other lessons: “It's alright. I like doing it but I prefer to do Design because it's more exciting. You get to do more stuff and not sit down. I like to be able to make things and be able to say 'I did that’” [SS1A].

4.34.6 Progression

Though pupils felt that they were repeating some of what they had learnt at primary school, some felt that there was progression: “We still do all the basics but it's a little bit more advanced so we're adding to what we already know”. [SS4A].

Though many pupils would have preferred to have begun a new language at secondary school, others would have preferred to continue with the language studied

at primary school: “At primary school I was learning French and I was getting into it and knew most of the words. Then when you come here, people say that you can choose what language you're going to do, but you just get put into another classroom, and you think 'oh, so now I've got to learn another language and I haven't even learnt how to speak French. We should have been able to choose.” [SS4A].

4.34.7 Expectations of secondary school

Pupils acknowledge the preparation Primary Languages lessons had provided for lessons at secondary school, particularly if learning the same language. However, they also identified the risk of losing interest if content is repeated: “They [Primary Languages lessons] gave me a head start compared with the people who didn't do languages before. If I'd have started a different language I'd have felt really nervous. If you've already done French and then you come to secondary school and do it again but you might get a bit bored going over it again” [SS3A].

One pupil's experience was much better than anticipated: “I was told language lessons were quite boring but they're exciting. We're doing all different games and my teacher helps us a lot and she's quite funny as well. She makes the lessons really fun” [SS2A].

4.34.8 Future language learning

The most positive responses were from SS2A where most pupils would either choose to study a language at GCSE or would at least consider it. There was a mixed response from SS1A as two pupils wanted to study a foreign language at GCSE though no-one would choose French. Pupils in SS3 had mixed views. Some wished to study a language at GCSE: “My dad talks to German people all day and he doesn't know a lot of German, so he's confused when they talk. So if I had to work and talk to a French person, then that would be quite good, one of life's skills” [SS3A] but others did not: “Because when you get older it gets harder and confusing” [SS3A]. Pupils in SS4A shared different reasons for not studying a language: “If it was my choice I wouldn't, but my parents might make me.” One dislikes language lessons: “It's just not my cup of tea [...] I'm just not very good at languages so it makes me feel bad that I'm not very good at it” [SS4A]. One pupil did not see the need to learn Spanish even if he were to visit the country: “If I ever go to another country, I'll just buy a phrase book; it'll be easier than learning a whole language and I'll probably never go to Spain.” [SS4A].

4.35 Year 7 (summer) pupil interviews

The section below examines the Year 7 (summer) pupil interview responses and compares these to the questionnaire data.

4.35.1 Lesson content

As in previous interviews, the respondents viewed partner work favourably, describing pair work as “quite fun” [SS2S] (secondary school 2, summer term) and commenting on the benefits for learning “the other person might know a bit more than what you know” [SS2S]. They also shared that they felt more confident asking their peers for assistance than their teacher, with the caveat: “It depends who's in your group” [SS2S]. It was the most popular activity for pupils in SS3S and pupils in SS1S commented favourably on it: “Group work is fun: you can talk to your friends as well as learn. If you don't know something you don't always have to ask the teacher because your friend, or whoever you sit next to, knows and helps you” [SS1S].

There were signs of changes in the pupils' perceptions of whether singing is age-appropriate. Pupils in SS2S felt that singing was no longer appropriate and described it as “embarrassing” [SS2S]. “I'm embarrassed by singing in front of the class!” [SS3S]. For others this depended on how singing was managed: “I don't mind if we're doing it as a class but I don't like doing it on my own” [SS3S]. For another pupil, the response was clear: “I just don't like singing” [SS3S]. However, it was more popular amongst their peers and was rated as the third most popular activity in language lessons for SS3.

The pupils expressed a preference for reading over writing and, again the theme of self-consciousness arose. This was in relation to pronunciation: “It's a bit awkward if you don't know how to pronounce it but it [reading] can help you learn” [SS2S].

Writing emerged as an activity which all the pupils engaged in - but, in general, it was not popular and was rated as the least popular activity in SS2S.

There were mixed responses regarding games. Some pupils found them helpful but others less so "They are quite boring" [SS4S]. Overall, the responses suggest that games are less common in the summer term of Year 7 than at the previous data collection points.

Pupils in SS1S enjoyed games "That's the best part about French but we never do them because people mess around" [SS1S]. They were clear of the benefits for learning: "It's an easier way to learn, it's more fun. It's like practising what you're learning in a fun way" [SS1S]. This relates to comments from other groups: "It helps you to learn as well" [SS2S]. Games were the favourite activity of pupils in SS2S and SS4S.

Intercultural Understanding was uncommon in lessons. Indeed, interviewees in SS1 stated that they did not learn about the target culture but wished to do so and to have contact with native speakers: "If you're learning French and go to France and just like have a natural conversation with a French person" [SS1S].

4.35.2 Enjoyment of language lessons

One pupil made a link between enjoyment and learning: “If it's fun then you enjoy it more and if you enjoy it more then you learn more” [SS1S].

Most of the SS3S pupils liked language lessons less than other lessons. However in SS2S, some pupils found Year 7 language lessons more enjoyable than their Year 6 lessons: “they're a bit more enjoyable; you learn more and do more stuff” [SS2S].

Respondents from this school also commented positively about speaking:

“Speaking's quite fun, when you're doing conversations” [SS2S]. The comments from pupils in SS1 show the breadth of views from pupils at the same school. Whilst all pupils in SS1 agree that they liked language lessons less than other lessons, some did not like language lessons at all: “I don't know [why], I just don't like it, it's boring - I don't see the point of learning languages in school cause you might not even need them” [SS1S] but other pupils in the group were less negative: “You only think it's boring because all the other lessons are just a bit better than that one” [SS1S].

Another pupil was more positive: “I do see the point though. I like it better than maths though, because in maths it's the same over and over again with the same numbers, but with French you're learning new things” [SS1S].

Pupils' level of enjoyment seemed to relate to their self-efficacy: “[I don't like French] because I'm not very good at it and I enjoy subjects I feel better at” [SS3S].

4.35.3 Choice of language

As in the questionnaires, pupils expressed a desire to learn a language they perceived as useful: “I’d prefer to learn Spanish because you’re not going to use French”

[SS1S]. Some responses from SS2S supported the view that Spanish is more useful: “It’s more widely spoken”; “I go on holiday more times to Spain than I would to France, I’ve only been to France twice when I’ve been to Spain about ten times”

[SS2S] whereas one pupil wished to continue to learn French: “We’ve had it [French] since Year 3 and it’s easy because it’s quite close to English and some words are the same” [SS2S]. Other pupils wished to begin a new language –often being attracted by the target culture: “I just like the [Italian] language and the accent. I think it would be a good language to learn -and there’s the food!” [SS2S] or through a personal connection with the target country: “Because I have some family in Germany and I find German, quite appealing. It sounds easier” [SS4S].

4.35.4 Writing

Slightly different views of writing were expressed by pupils in different schools.

Pupils in SS1S discussed the benefits of writing: “They think you’re more likely to learn from writing it down but sometimes it’s better to do both [games and writing], rather than just one” [SS1S]. Pupils in SS2S were less enthusiastic: “we don’t like writing very much” [SS2S]. Pupils worried about accuracy “I always get the accents wrong and stuff”, including spelling: “You’re doing something that doesn’t have a spell check, because it’s an English spell check, so it comes up with English” [SS2S]. Some expressed frustration with writing in the target language: “it takes you longer because you’re thinking about every single word and the grammar’s different, so if

you're writing something it don't make sense in English, but it makes sense in French” [SS2S].

However, the pupils in SS1S were the most negative and when discussing activities undertaken in language lessons one pupil stated: “the worst is writing” [SS1S]. The pupils agreed that writing was “boring” and explained that writing activities included: “writing lists of new words and their meanings” [SS1S]. Pupils in SS3S expressed more positive views of writing. One pupil said that although they don’t like writing, “it’s better than listening” [SS3S]. Most of the group agreed with the view expressed by one of their peers: “I don’t mind writing” [SS3S].

4.35.5 Intercultural understanding

Overall, the pupils reported that they spent either no or very little lesson time studying life in countries where the target language is spoken, though they expressed an interest in this: “We don't learn about life in other countries, but would I’d like to. We did at primary school.” [SS2S]. “I'd like to do more videos to understand French people.” [SS1S].

4.35.6 Comparison with Year 6 language lessons

As with the Year 7 autumn interviews the interviews suggested a difference between primary and secondary school language lessons: “They're so different” [SS1S].

4.35.7 Nature of lessons

Pupils perceived their Year 6 language lessons as including more games and being more interactive: “Here we do the language lesson for the hour, and at primary school you do like half an hour of French and then play games” [SS4S]. Another pupil commented: “In Year 6 we were learning through activities and interactive things” [SS1S]. For some pupils, this made secondary lessons less enjoyable: “It's not as good at secondary school because at primary school we like played loads of games and walked around the room and turned places, but now we just sit and write and it's really boring” [SS4S]. Pupils also felt that games supported language learning: “At our primary school we learnt more because we were having fun and when you're having fun you memorize things” [SS4S]. Relating to enjoyment, for one interviewee, their Primary Languages experience meant that there was no novelty value in secondary language lessons: “In Year 6 it was new so it was like 'wow, this is all new' but in Year 7 it's not new at all so we don't enjoy it” [SS3S].

For pupils in SS1S the interviews suggested a shift from predominantly oral-based lessons at primary school to lessons at secondary focusing on the development of literacy skills in addition to oral and aural skills. This is stated succinctly by one pupil: “We did it verbally rather than writing the whole sentence down” [SS1S]. Pupils also felt that this was one of the main ways in which primary and secondary language lessons differed: “They want you to write it down so that you remember it, rather than like say it verbally. There's more writing” [SS1S].

4.35.8 Difficulty

There were mixed views about the difficulty of language lessons in secondary school compared to primary school. Some pupils – particularly in SS4 - found secondary lessons more difficult: “They’re much harder! At primary school you learn basic things. Here you get to learn more difficult stuff” [SS4S]. Others – particularly in SS3 – found secondary lessons easier: “[they’re] a lot easier, because in Year 6 we had to write to French people, do lots of 'we live in', tell them what we like and don't like, what our house looks like, what we're actually doing now” [SS3S]. For other pupils secondary lessons were easier because of their prior experience:

Pupil A: “I think they're [secondary language lessons] easier because we've learnt things in Year 7 that we learnt in Year 6”.

Pupil B: “We learnt some things in Year 7 that I learnt in Reception, so it gets a bit boring!”

Pupil C: “Actually, it’s easy because my mum decided to make me go to after-school French class. So when I came to this school I was expecting the same old stuff, same old stuff, and it was”. [SS3S]

However, pupils in SS1S reported a different experience, feeling they built on their learning from primary school in secondary language lessons: “I've learnt more in Year 7 lessons than in Year 6. We learnt odd words in Year 6 but in Year 7 like remember the odd words, and then you get the new words and you mix them together and you get sentences”. Pupils reported moving from learning words at primary school to forming sentences at secondary schools: “We didn't really do sentences in primary, rather words” [SS1S].

4.35.9 Opportunities in Year 7

Pupils appeared to recognise additional opportunities available in secondary school:

“You do a lot more in secondary school. We got to go to Paris -we spoke to the waiters, asked them how they were” [SS2S].

4.35.10 Practice

The theme and perceived value of practice emerged: “You only do French once a week so you tend to forget what you learnt last lesson” [SS2S]. Another pupil’s advice on how to make progress was: “Keep practising, keep saying it in your head, and then just keep listening and saying it. Keep saying ‘bonjour, bonjour, bonjour’” [SS3S].

4.35.11 Preparation for secondary school

Some pupils felt strongly that their primary school language learning was simply repeated at secondary school: “When you get to secondary school they can't just say 'oh we'll start from where you left', they have to re-make you re-do everything you've already done. So it's basically just like repeating it all” [SS3S]. Some pupils identified the potential benefits of progression from primary to secondary school: “If we learnt German at primary school, and if we started learning it here, we could get like a higher level. Cause we've already learnt stuff at primary school” [SS4S] and viewed Primary Languages as preparation for secondary school: “It prepares you for secondary when you're learning harder words. It's like a bit of extra homework in a way that, before you actually start the lesson. It's a bit of revision” [SS4S].

4.35.12 Perceived difficulty and pupil self-efficacy

Pupils expressed a range of preconceptions relating to the difficulty of language lessons at secondary school. For one pupil, language lessons were not as difficult as anticipated: “Before we started French, I thought I wouldn't understand it, but you can read a sentence and you know what it says without even writing it out.” [SS1S]. Others disagreed: “It’s difficult” [SS3S].

Aspects which some pupils found difficult included grammar: “It's hard to pick out all the bits that they put on the end: if it's masculine, feminine, plural.” [SS1S] and difficulty understanding the target language: “The teacher explains our task in French and we just don't understand.” [SS3S]. Another pupil found the pace of lessons too quick: “The problem is we do stuff too fast, so we do so much in a lesson and you just forget all of it” [SS4S].

In terms of self-efficacy, the responses indicated a range of views. Those in SS2S were positive: “I’m a lot better since I came to this school. I wouldn't say I’m the best but I can do it”. For one pupil, this was linked to continuity of language from KS2: “I'm good at it because I've been doing it for four years”. However, those from SS3S were more mixed: “I think I’m pretty good” to “I don't think so, not me” [SS3S].

4.35.13 Comparison with other lessons

Pupils identified ways in which language lessons are similar to or different from other lessons. Most pupils focused on the differences though in SS3S the pupils felt that their language lessons were similar to English lessons: “It's like English because you do writing and they're both languages” [SS4S].

The key differences pupils identified were that lessons were desk-based: “In French you don't really get to do anything practical... in technology or sciences you can do things outside but in French you're basically just sitting down” [SS2S]. Pupils would welcome opportunities for outdoor learning: “You could go outside and name stuff in French, like say what a tree is in French or something” [SS2S]. One pupil felt that there was more repetition in language lessons than in other lessons: “We repeat stuff from Year 6 – just in language lessons” [SS3S].

4.35.14 Beliefs about language learning

As in the pupil questionnaires, the interview responses suggested that many pupils believe languages are useful: “It [learning a language] helps you get into a better university, helps you get a better job” [SS2S]. Another pupil simply stated: “It can be useful” [SS3S]. However, this was not shared by all pupils: “Personally I don't understand why we have to learn languages in school” [SS1S].

4.35.15 Progression

A lack of progression emerged as a key concern. When reflecting on their Primary Languages experience, several pupils reported a lack of progression and this perception was particularly strong for pupils in SS1S. Some felt this was a result of studying a variety of languages: “We did German, Spanish and French. They kept switching, and we didn't know much” [SS1S] or of the repetition of content: “I didn't like it how in one year you do French, then in the next you do Spanish, and you come here [secondary school] and do French again” [SS1S]. One pupil identified lack of progression as a factor limiting the extent to which Primary Languages lessons prepared her for secondary school: “once you've learnt the same thing, and learn it again, it doesn't really prepare us” [SS3S]. However, other pupils advocated studying one language: “You get to learn a different language, and instead of just sticking with one language, you get to learn about another one. In the future you'll get a better job because you know more languages” [‘SS2S].

4.35.16 Expectations of secondary school

Pupils in SS2S commented on whether their secondary language lessons met their expectations of secondary school. For many pupils, the lessons met expectations and described them as: “it's hard work, but then it's fun at the same time” [SS2S]. For others, the lessons exceeded their expectations: “They're better than I expected because I didn't think they were going to be any good, I thought they'd be boring and we'd be copying out of textbooks or listening to someone saying something and then repeating it” [SS2S].

4.35.17 Pupils' perceptions of teacher subject knowledge

Pupils in SS2S also commented (unprompted) about their teachers' knowledge of the target language. Pupils felt that their secondary teachers had a deeper knowledge of the language and questioned their primary school teachers' knowledge of the target language: "You're not sure if you're actually learning French, because the teachers don't really know it" [SS2S]. Another added: "You get taught less than what you would if they knew more French" [SS2S]. Some expressed a preference for native-speaker teachers: "If they're actually from that country, they've got the accent and can help you pronounce it. They've known it all their life and if you've known it all your life then you know everything" [SS2S].

4.35.18 Future language learning

As at the other data collection points, the pupils were asked whether they planned to study a language at GCSE. The responses were mixed. Some indicated an intention to study a language and, for one pupil, this was motivated by a personal connection: "My grandma's Swiss and I'd like to talk to her in a different language. It would be good to have a conversation that no-one knows about" [SS1S]. Others felt that knowledge of a language would be useful, either for leisure: "I go abroad a lot, normally to Spanish countries. It would be cool if I could have a conversation" [SS1S] or work: "If you're in a business and you're trading with people in other countries, then it would be a good skill" [SS1S]. Most pupils in SS4S agreed they planned to study a language at GCSE: "although you might not like doing them it will really help you with your career. If you have a language then you'll have a better chance to get a better job" [SS4S]. Similarly, most pupils in SS2S planned to

study a language though there was a split between those who wished to continue with French or begin Spanish. In SS3S, one pupil raised parental influence: “My parents would probably want me to” [SS3S].

Other pupils declared they had no intention to study a language: “For what I want to do you would travel around a lot, but you don't need to talk in different languages” [SS1S]; “I wouldn't even consider it. If I did go to another country, they're always people who speak English and they can translate. Or I could take a [phrase] book.” [SS3S]. However, others felt it should be optional: “some people don't go abroad and won't need to learn any languages but I'd like to learn Spanish as I like going to places where they speak Spanish” [SS1S]. One pupil flagged up the opportunity cost of studying a language as, if they chose to study a language they would be unable to study another subject: “If you do languages, you don't get to do graphics or drama and that's annoying because I want to do graphics and be a designer” [SS4S]. These responses are broadly in line with those from the pupil questionnaires.

This chapter has considered the sample included in the study and has examined the results of the pupil and teacher interviews and questionnaires. It identified patterns of findings emerging from both the quantitative and qualitative data. The following chapter, Chapter 5, discusses these results in the context of the literature.

CHAPTER 5: DISCUSSION

This chapter discusses key findings of the study and explores them in the context of the literature discussed at the outset and relevant theory.

A key issue in the background to this study, which deserves discussion, has been change in support and co-ordination for transition during the period during which this research was conducted. This research began at a time when all the schools in the study were part of two local authorities (LAs), which had policies for transition, practices they encouraged and mechanisms to support staff activity and staff development. Originally, this study proposed to include data from these sources, including LA policies, LA documentation and interviews with LA personnel. However, this did not happen, for two reasons. Firstly, as mentioned in the introduction, contact with research in the field convinced the researcher that further examination of the structural and administrative aspects of transition was not the most pressing aspect of research. Secondly, during the course of the study, the role of LAs changed and they ceased to take responsibility for transition. The LAs suffered reduced funding and withdrawal of a variety of sources of funding from government and this led to the removal of support mechanisms including the Primary Languages advisors, transition support and many training opportunities available at the start of this study in the two LAs in which this study took place. To a large degree, the changes were a result of the 2010 election result. The Conservative- Liberal Democrat Coalition government's policies moved away from a system of educational planning which gave power and funding to local authorities. This system had funded the local authority advisory teachers and the creation of resources and support for

transition. Instead, the post-2010 government moved towards a more centralised system of resource allocation which gave schools the opportunity to have greater autonomy by opting out of local authority control and receiving funding directly from the government as academy and free schools (Higham and Earley, 2013). At the time of writing, 80% of secondary schools are academy or free schools and 20% of primary schools. The post-2010 government also cancelled the proposed 2010 curriculum which would have made languages in primary school compulsory from 2010 and freed academy and free schools from the requirement to teach the National Curriculum (DfE, 2013) which was implemented in 2014. Therefore, the LA structures for transition and curriculum requirements which existed in relation to primary and secondary languages at the start of this research no longer existed at the end of it.

The impact of this change for the current research has been that some of the data sources proposed at the start of the programme were not included in the results, as they ceased to exist during the study. Although not reported in the results, the impact of such data absence is a matter for the discussion. It cannot be considered in an evidenced-based way, although this would in itself be an interesting study, but the effects of increased independence and loss of LA support are a background issue in the changes to transition taking place.

The rest of this chapter will examine the nature of the transition in languages in the four cases of the study. It will discuss some of the issues which emerged as problematic, in their wider theoretical and practical context. This inter-relationship of factors affecting transition is displayed below (Figure 5.1).

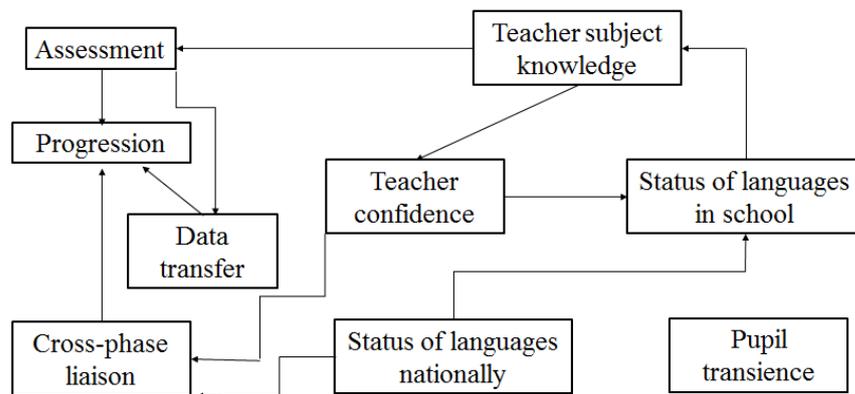


Figure 5.1: The inter-relationship of different aspects of transition for languages.

5.0 Transition as a problematic issue

The most obvious finding of this study is that transition in languages remains inadequate in at least three of the case studies, despite the tight local authority (LA) structure which existed at the time the research was started. This LA structure might have been expected to provide a coherent transition for pupils moving between primary and secondary schools with the aim of providing progression for pupils in language learning. Indeed, both LAs created documentation for schools to use to share information and in one of the LAs the languages advisor sought to collate and disseminate the information to schools. However, the goal of achieving coherent transition through LA support was not reached and only two primary schools (PS2A and PS2B) with their secondary school, in this study continue to engage in these processes.

Transition in languages in these cases was complex (Richardson, 2012a), with secondary schools receiving pupils from large numbers of feeder primary schools (as found also in the study by Galton, Gray and Ruddock, 1999; Harris, 2013) and the challenges of trying to track children through this process were unexpected. The level of difficulty experienced in tracking pupils through from the Year 6 primary schools to the Year 7 language classes was much greater than anticipated (discussed in Chapter 3 and Chapter 4). To achieve the initial aim of tracking pupils through from Year 6 to the summer term of Year 7, the primary schools were identified after the secondary schools participating in the study had been identified. The primary schools were selected using LA data to identify the two main feeder primary schools for each of the four secondary schools in the study. However, despite this, a number of issues, including pupil absence, mid-year school transfer, the allocation of pupils to different Year 7 language groups and logistical difficulties with the interviews (for example, some pupils in the sample forgot to attend the interview, were absent from school or changed schools), resulted in only a very small number of pupils (4.18%; 14/335) participating in the study at all three data collection points. Overall, only 29.6% (29/98) of pupils completing the Y7 summer questionnaire attended one of the six primary schools in the study. This means the study did not effectively track the pupils through. This changed the nature of the study although this difficulty in following pupils was an interesting issue in itself, which has been investigated in the literature.

Such acute difficulties with tracking pupils from primary to secondary school were not immediately evident in the review of other transition studies given in Chapter 2 and there are a number of reasons for this. Firstly, studies of transition in languages

did not attempt to track pupils (Bolster et al., 2004; Bolster, 2009; Chambers, 2012; Hunt et al., 2005) and focussed on one side of the primary-secondary divide. Two studies which did track pupils through the transition in languages learning were found. These were Jones (2010), which tracked twelve pupils - six pupils from two schools - and Courtney (2014) which tracked twenty-six pupils (from two primary schools) from Year 6 to Year 7 in languages. These involved much smaller numbers of participants and schools than the present study and took a qualitative and individual approach. A much larger study is the Nuffield-funded longitudinal study for which the final report is currently in preparation (Graham, Courtney, Marinis and Tonkyn, 2014). This study focuses on the impact of different teaching approaches in Primary French lessons on pupils' attainment and preparedness for secondary school. This study involved 240 pupils across eight primary schools. The researchers experienced difficulty tracking the pupils (from Year 5 to Year 7) and of the 254 Year 5 participants, 99 (38.9%) were tracked through to the end of Year 7. It is also noteworthy that between the beginning and the end of Year 7, 60 pupils were unavailable to participate in the study.

It is interesting to consider whether this problem of tracking pupils through transition relates specifically to transition in languages or whether it also relates to transition in general (especially in the core subject areas where the use of a national curriculum, until this year, might have been expected to ensure more effective continuity and less diversity in provision). A large-scale longitudinal study of transition in Scotland followed pupils from the age of 11 through to 18 and 19 (West, Sweeting and Young, 2010). This study explored the impact of transition on pupils' attainment and well-being across the curriculum (so not specifically related to languages) and seems to

have experienced issues with tracking the pupils through the process of transition. The study began with 2586 pupils but this number was reduced, largely through attrition, to 1258 (45% of the original sample) which resulted in a weighting system being used by the researchers. In the ORACLE study (Galton and Willcocks, 1983), which observed a sample of eight pupils in fifty-eight classrooms over a five year period, the researchers acknowledged that the scale of pupil observations was reduced after transfer due to resourcing demands. These studies do not discuss the difficulty of tracking pupils but the data suggest that issues were encountered. The challenges experienced in the present study of tracking transition in languages are important in showing that it is not a simple issue with a simple solution and also that it is something which may affect the findings of a wide range of studies. Moreover, the tracking difficulties experienced in this study compared with the larger studies discussed suggest that transition in languages is, indeed, more problematic than across some other subject areas.

As long ago as 1967, the Plowden report drew attention to the “need to treat the years immediately before and after transfer as a transitional period” (DES, 1967:144).

However, in the present study a number of factors made this nearly impossible for languages. One hugely difficult issue revealed in this study is the extremely diverse experiences of languages children had prior to secondary school, in what Plowden called the ‘transitional period’ before transition and the impact of this diversity upon the pupils’ experiences of transition in languages. The variety of the experiences of children at different primary schools within the same local authority and school cluster was startling, even when the picture from the literature (Chapter 2) is considered. Board and Tinsley (2014) found that in 2013, of the 591 primary schools

who replied to their survey, 95% claimed to be teaching Primary Languages. However, the cases in the present study illustrate the huge range of practices which Board and Tinsley's simple figure overlays. This diversity of provision and experience in Primary Languages can be illustrated by considering the specific example of schools PS2A and PS2B. Though both these schools feed the same secondary school and are in close geographical proximity, the experience for the children was very different. These two schools make points about key differences in experience, provision and, therefore, transition and this example is worth highlighting. All pupils in PS2A stated they were learning French. In PS2B pupils were unsure which language they were learning in Year 6 - just over half of the pupils indicated they were learning French and the remainder of the class stated they were studying Spanish! It emerged that the pupils in PS2B were all meant to be studying French in Year 6 but had received so few lessons and languages had such a low profile within the school that the children were clearly confused about which language they were studying. Though the school taught languages, it was in such an erratic and unmemorable way that it is questionable whether it made a positive impact on languages learning, especially for those pupils who had totally forgotten their French lessons.

Another difference in provision in these two schools was the amount of time pupils studied a language at primary school. In PS2A most of the pupils learnt French from Years 3- 6 (four years) but, in PS2B, most pupils began to study French in Year 5 so they only studied French for two years. Pupils in PS2B started languages later, attended a school where less priority was given to languages and they received less language teaching than their counterparts in PS2A. The activities pupils reported

experiencing in language lessons were also very different in these two schools, although with no evident pattern, and were also differences between pupils' high levels of enjoyment of language lessons as in PS2A and low levels in PS2B. In other words, those who had few language lessons liked them more! The background of the language teachers in these two schools was also very different. Language lessons in PS2A were taught by a Teaching Assistant who had an O level qualification in French whereas in PS2B, lessons were taught by the class teacher who holds a GCSE in German but has no formal qualification or experience of the language she was required to teach (French). This is a fairly standard situation, reported in the recent survey of languages provision Board and Tinsley (2014), showing Primary Languages are taught by a primary school teacher in 71% of schools and by a Teaching Assistant in 20% of schools.

The policy response to such diversity has been complicated and contradictory. The 2014 curriculum (DfE, 2013) makes the teaching of languages in Years 3-6 mandatory, but only in the diminishing number of maintained schools. The programme of study given to these schools is, at best, scanty, but it supersedes and conflicts with previous guidance, which will not be replaced. On the other hand, the current government has, to some extent, acknowledged the complexity of transition in languages, in the framing of the new primary National Curriculum (DfE, 2013). This curriculum promotes the teaching of all four language skills, including writing, in primary schools and emphasises the development of progression in one language. This move is aimed to promote the teaching of discrete language lessons, rather than languages teaching which adopts a multilingual or language awareness approach:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. (DfE, 2013:2).

However, the application of this national curriculum (DfE, 2013) only to the diminishing number of schools in local authority control (discussed above), may undermine the emphasis given to preparation for secondary school for the primary schools. It is likely to be more difficult to prepare children for secondary school where children can choose from a wider range of schools, whose curriculum is not known to the primary schools.

5.1 Continuity and progression in transition in languages learning

Two (out of eight) primary school teachers in this study were unaware which language pupils would study at secondary school and most (three of the four) secondary school teachers had scant knowledge of pupils' prior language experience in terms of the language taught, the length of time pupils had been studying the language, the lesson content or pupils' attainment. The two schools discussed above (PS2A and PS2B) exemplify this point. The staff of both these schools felt they shared some transition information with the secondary school, although no languages assessment information was available in either primary school. PS2A sent detailed information about the scheme of work to the secondary school, the primary teacher observed a secondary languages lesson and the secondary teacher taught and observed pupils over a half term. In PS2B the secondary school visited once and

observed one class. Against a background of the existing research, these two schools (PS2A and PS2B) both represent relatively good practice in languages transition, because they both made efforts to transfer information. In this study the transfer of data and liaison between sectors were inadequate. Only two primary schools in the study, PS2A and PS2B, sent data for languages to secondary schools (using a languages portfolio devised by the primary and secondary cluster group). In the other primary schools, most of the transition activities were limited to providing pupils' performance data for the core subjects or personal information (e.g. SATs results, details of other agency involvement), which is a statutory requirement (Bew, 2011). This is consistent with the national survey by Tinsley and Board (2013). If information is not passed between phases, or insufficient liaison takes place, then subsequent lessons are unlikely to meet pupils' learning needs and fuel a system riddled with repetition and a lack of progression for pupils if secondary schools do not receive information from feeder primary schools and draw on it to inform practice at secondary school (for example, by differentiating provision according to pupils' prior knowledge and experience). This is not entirely unexpected, as the low levels of transfer of information and complexity of information transfer in the existing studies are shocking. In Chambers' study (2012) which explored transition in languages through the perceptions of the secondary languages teachers, information was transferred in only one school (out of a sample of 12). In the study by Capel, Zwozdiak-Myers and Lawrence (2004) – focusing on the exchange of information for the primary-secondary transition in PE- over half of responding primary schools (54.8%; 143/261) indicated they passed information to feeder secondary. However, 69% (53/77) of secondary schools reported receiving no

information from primary schools. Information may be claimed as “sent” but it is not always effectively “received”, or acted upon.

The contrast between schools (PS2A and PS2B) in terms of the diversity of pupils’ experience in two schools where pupils were studying the same language and where some of the children would transfer to the same secondary school, exemplifies the scale of the challenge faced by the secondary school language teachers in this study, whose task is to teach children with such diversity of prior experience and to do so in a way which is continuous and progressive (DfES, 2005b). The schools in the cases in this study face dilemmas about whether to try to teach the same language children have experienced before, teach a new language and, whatever the decision, how to make languages successful for all children, avoiding repetition. Sadly, the issues regarding continuity and progression in languages are not new and were discussed as long ago as the evaluation of the Primary French pilot project (Burstall et al., 1974). The findings of the present study suggest that despite the challenges highlighted by Galton et al. (1999), who focused only on the core subjects, and in the key Primary French evaluation by Burstall et al. (1974); later studies which made recommendations for the primary-secondary transition for languages (including Board and Tinsley, 2014; Bolster et al., 2004; Cable et al., 2010; Hunt, 2009; Jones, 2010; McLachlan, 2009), the problem of which language to teach at secondary school persists. Recent policy changes may not ameliorate the situation. The guidance for the new National Curriculum has recognised the need for continuity in a general sense, stating: “Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one.” (DfE, 2013:2). This is a fine

sentiment, but the document does not dictate how teaching should build on the foundation of language learning in KS2 where some children have learnt the language to be taught in secondary and some have not. This is essentially because the present research study suggests that ‘the foundations of language learning’ are seen differently in different schools. If one school considers the foundations of language learning as intercultural understanding, openness to language learning and interest in languages and future language learning, the children at that school will have very different “foundations of language learning” from a school which sees the foundations of language learning as a secure knowledge of particular items of vocabulary!

The results of this study illustrate that the issue of progression in languages learning is not simply one of mechanics- it relates to what the goals of language learning are, what best prepares children for future learning and to teacher subject knowledge and confidence. These debates have continued for many years in the research (Hawkins, 2005; Hoy, 1977; McLachlan, 2009; Powell et al, 2000; Satchwell, 2006; Tierney and Gallastegi, 2005; Woodgate –Jones, 2009) and are still impacting negatively on children’s learning. The continued existence of this debate undermines effective transition.

Despite the disappointing picture of transition across the whole of this study, the results of this study do suggest some pupils experienced more continuity and progression than others, suggesting that, even in the confused policy context, it is possible to offer continuity and progression. The Year 7 results showed that over half (57%) of the Year 7 children in all the four schools continued the same language

they studied in Year 6. However, this figure, derived from the questionnaire results across the schools, concealed huge variations between the four cases and emphasised why it is important to present a case by case picture, rather than a general survey. Pupils who continued the same language in each school ranged from only 10.4% (2/19) continuing the same languages in SS4 to 85.5% (24/28) in SS3. This emphasises the caution with which such “population” figures like those of the annual language trends survey must be treated in the field of languages and transition.

The teachers in this study would be unlikely to argue against the necessity for continuity and progression in language learning from Key Stage 2-3. However, the teachers in this study did not seem to interpret ‘continuity’ or ‘progression’ in the same ways as each other or have clear ideas about how to achieve this. Most teachers focused on what they did, as a school, or even as a class. They discussed planning within the school at different levels (whole school, scheme of work, class co-ordination) but not planning with other schools in the same or different age phases. Moreover, there was no evidence of a genuine partnership between the primary and secondary colleagues seeking to ensure transition in languages. Rather, the schools presented ‘this is what I do’ to each other and sought to adapt the practices of the other school to work with theirs. For a secondary school which may work with a large number feeder schools (for example, 36 for SS4), offering continuity with provision from a wide range of feeder schools must seem a daunting task. The findings of the present research can be set against the national picture provided by the annual languages survey (Tinsley and Board, 2013), which blames insufficient flexibility on the part of secondary schools for the phenomenon:

Secondary schools' systems for organising the Year 7 curriculum are complex and not flexible enough to cope with the diverse range of language learning experiences presented by children arriving from primary school. There is a perceived lack of consistency and progress in KS2 languages, leading many secondary teachers to dismiss what has been learnt. (Tinsley and Board, 2013:41).

This is a clear statement of lack of flexibility by the secondary schools in this annual survey, although the evidence for this is not entirely clear, but, again, a survey like this conceals variation between providers which the present research picks out. Case 2 in the present study is a good illustration. Secondary school 2 made efforts to work closely with its primary schools, the secondary department found out about the pupils and their experience by visiting the primary schools over a prolonged period, and they modelled expectations to the primary schools. Many of the pupils in the three other secondary schools in the study exhibited low self-efficacy for languages which relates to the research by Oxford and Shearin (1994). However, in contrast to this, in secondary school 2 (SS2), the Year 7 pupils showed higher levels of self-efficacy than pupils in other schools, liked language lessons and wanted to continue with languages learning to a greater degree than in the other cases. This case (Case 2) included the two, very diverse, primary schools discussed in detail above, showing that exceptional effort from the secondary school could, to some extent, address the diversity of primary provision. However, there appeared to be a lack of connection or consistency between the two primary schools in Case 2 and this is similar in the other three cases. The success of transition in Case 2 was largely a result of the measures implemented by the secondary school and was heavily dependent on the secondary school to teach Primary Languages classes (in school PS2A) and lead

liaison activities. That this was not equally effective in both of the schools in this case study illustrates that it cannot simply be the secondary school which is responsible for transition. Primary schools must participate actively. In all the cases there was no or limited contact between the primary schools in the same case.

The present study suggests that the flexibility demanded by Tinsley and Board (2013) requires sustained effort and commitment from the secondary teachers. The research background has reported that some schools take into account prior learning but that provision is at best variable (Board and Tinsley, 2014; Evans and Fisher, 2009) and this study shows that this is still the position in these four cases. However, this study argues for reference to positive models within this patchy provision.

5.2 Professional development in transition in languages learning

Cable et al. (2010) and Evans and Fisher (2009) argued the need for professional development to improve transition. However, it is essential to identify which aspects of transition ought to be developed through professional development. The issues in the present study do not relate to the mechanics of transition but to more profound languages issues such as which aspects of the languages curriculum need to be planned and taught continuously and progressively. For example, in addition to linguistic content (such as which vocabulary, structures and grammatical elements ought to be included), statements of progression might need to include Intercultural Understanding and the development of language learning strategies. The KS2 Framework for Languages (DfES, 2005a) included this but its impact on the schools in the current study seems to have been variable with only one primary school (PS1B)

reporting using the (non-statutory) Framework despite it being intended as a source of support sent to every school (Woodgate-Jones, 2009). This suggests that achievement of progression demands more than central guidance.

Based on the discussion earlier in this chapter about the “foundations for further foreign language teaching at Key Stage 3” (DfE, 2013:2), there is clearly a need to share views about what these are. To achieve progression there must be agreement about which aspects of languages learning need to be progressed and training needs to be offered about how to do this. The new primary curriculum (DfE, 2013) specifies content to be learnt and that children should study one language with a view to continuing it. However, there are other foundations which might promote progression. A curriculum which promotes the development of skills allows pupils to develop essential language learning skills which can be transferred to another context or language. This may be a more realistic foundation for secondary language study than specific language knowledge, in a climate of inconsistency in provision where primary schools are providing mixed levels of experience in languages and secondary schools find it very challenging to build successfully on pupils’ prior experience. In a climate where diversity is increasing I argue that transferability of language learning skills may be more important than rigidity in planning language learning provision. The findings of the ‘Discovering Language’ language awareness programme suggest key benefits of adopting a language awareness approach (rather than teaching one language throughout KS2) including increasing pupils’ extrinsic motivation and interest in learning a variety of languages and exposes them to a range of different languages and cultures (Barton, Bragg and Serratrice, 2009). In terms of language learning, though pupils gain a grounding in several languages

through learning key phrases such as greetings and numbers, the real benefit is the development of transferable skills. These skills relate largely to the ‘Language Learning Strategies’ and ‘Knowledge About Language’ strands of the KS2 Framework for Language (DfES, 2005a) and include skills such as listening for gist and how to approach a text in another language. Pupils can also transfer grammatical knowledge and awareness that other languages may have different grammar (e.g. word order, noun genders, adjectival agreements), script or phonology to English which they can draw on when approaching any new language. Such programmes may also be an appropriate basis for professional development for teachers, who lack the confidence or subject knowledge to teach one language (see below).

5.3 Language selection

One obvious approach to consistency would be for clusters of schools or for a secondary school’s key feeder schools to teach the same language, as discussed in the introduction to this study. The high cost of not having an agreement between schools has been documented in the past:

While liaison is patchy, and if agreement has not been reached between feeder primaries and secondary schools on which languages should be taught, we may find that pupils are confronted with the prospect of demotivation if they have to re-learn a language already learned in primary school (Barton, Bragg and Serratrice, 2009:160).

In this study, the primary schools and secondary schools were teaching the same language in three of the four cases. However, it is important to note that this was a matter of chance and circumstance, not the result of cross-phase liaison. This

situation was due to factors within primary schools such as teacher expertise and resources. In an English speaking country with a high immigrant population, schools have a much wider choice of languages to teach than other countries, which are keen to have English as a second language (Hawkins, 2005), but chose a narrow range in this study. The national picture is similar, where French and Spanish dominate (Tinsley and Board, 2013) and lesser taught languages include one of the four most spoken languages in the world- Mandarin Chinese.

The choice of language in the present study came down to one of two issues: either the pragmatic choice of what can be taught or what teachers believe are the purposes of teaching languages in primary school. For instance, in schools with staff committed to intercultural understanding, teachers might deliberately choose to teach language awareness of a wider range of languages. As this study has shown, neither of these issues – the selection of the target language and the aims of Primary Languages -is clear or unanimous. This mixed language position does not seem likely to change in the near future and there is no sign of consensus about which language to teach, though a strategic approach, as advocated by Tinsley and Comfort (2013), is much needed. Although seven languages were suggested in the draft of the 2014 curriculum, they were removed after consultation, suggesting a lack of consensus, lack of teaching capacity or unwillingness to be bound to particular languages. The list was very different – particularly in the case of Latin and Ancient Greek – from the British Council list of ten languages “which will be of crucial importance for the UK’s prosperity, security and influence in the world in the years ahead” (Tinsley and Comfort, 2013:3). Moreover, “Academies, free schools, studio schools and university technical colleges are not required to teach the NC although

they may do so, if they wish” (Roberts, 2014:4) so they do not have to offer a language in KS2. This diversity is unlikely to promote the teaching of a single language across schools and across phases and, therefore, greater independence and autonomy in decision making for schools may widen the diversity of pupil experience even further and diminish the chances of successful experience of transition in languages learning between primary and secondary school.

The issue of which language to offer in primary schools links back to the aims of Primary Languages. Without shared knowledge and understanding of these aims, it is not possible to plan and provide provision which will ensure that all the aims are met for all pupils.

5.4 Status of languages

The findings of this study emphasise that the status of languages as something worth learning is important in transition, not just the mechanisms or features of languages learning. The status of languages is partly a matter of policy and also a matter of how policy is manifest in schools and the beliefs of the teachers and pupils about the importance of the subject.

In contrast to the strong view of the importance of Primary Languages expressed in the Nuffield Foundation report (2000), recent research such as the studies by McLachlan (2009) and Legg (2013), suggests mixed feelings amongst teachers of the importance of languages in the curriculum. Drawing on the literature pertaining to the influence of teacher belief on practice (Pajares, 1992), this means that teachers’

views of the importance of languages will influence practice. This may manifest itself in a variety of very simple ways; for example, through the frequency of lessons, the timetabling of lessons and lesson content. Therefore, the actual languages practices may show us more about the actual importance given to languages than the expressed views of teachers or headteachers.

Existing research and this study find high levels of support expressed for languages in the primary curriculum. Cable et al. (2010) report teachers' support and pupils' declared support for compulsory language learning for every child in KS2 as evident in the results section of this study (Chapter 4). However, despite this, languages does not appear to be treated as a subject with a high status in most of the primary or secondary schools in this study. In primary schools, this is evident in the small amounts of curriculum time allocated to languages, the lack of assessment or recording of languages attainment, the paucity of resources, minimal training and support for teacher development in languages and the very varied staffing patterns seen in this study. The low status of languages within the primary curriculum in some schools is exemplified in school PS2B in which almost half of pupils (47.4%; 9/19) were unable to state accurately which language they were studying in Year 6 due to its low profile and the lack of curriculum time for languages. However, where the secondary school in this case (Case 2) did give priority and status to languages and transition, there was a very distinct and a positive effect on pupil enjoyment and engagement by the end of Year 7.

The status of language is also, of course, a matter of policy. At the time this research took place, national policy about languages was on the rollercoaster ride as discussed

in the review of literature (Chapter 2) and this was reflected in the schools' use of government and school documentary policies. Support for schools included the Key Stage 2 Framework for Languages (DfES, 2005a; DCSF, 2007) and the QCA schemes of work (2007a, 2009). However, variation and inconsistency in policy and use of documentation emerged, even within the same local authority in the evaluation of the KS2 language Pathfinders (Muijs et al., 2005). Some schools used the QCA schemes of work (QCA, 2000) or the (at the time) draft KS2 Framework for Languages (DfES, 2005a) – both support the planning of progression. In the present study, only one primary school (PS1B) mentioned using the KS2 Framework and the school also used the National Curriculum level descriptors (DfEE, 1999) for end of year assessments. The study by Cable et al. (2010), which took place over three years, found the Framework was used by language co-ordinators as a reference document, though only a few reported using it regularly as a planning tool. The revised QCA schemes of work (QCA, 2007) were adopted by the majority of schools in the sample and many followed commercial schemes.

This study suggests that building the status of languages in primary and secondary schools is essential in order to equip pupils with the knowledge, skills and understanding of another language and of other cultures, but at the time this study took place, this was not happening. High status for language in the curriculum may provide additional benefits. Building the status of languages could also help to close the gap between pupils in England and other countries, including those in countries who comply with the “ML + 2” requirement states in the Barcelona Agreement (Commission of the European Communities, 2003) which stated that children should learn their mother tongue plus two other languages. The new NC Programme of

Study for languages (DfE, 2013) has been pared down and does not offer specific advice likely to develop teacher confidence. It is very brief and the government's explanation for this is:

For subjects other than English, mathematics and science, we are proposing the introduction of new, shorter programmes of study, focused on the essential knowledge and skills to be taught in each subject. "This will give schools more freedom to develop their own curriculums in a way that best meets the needs of their pupils. (Network for Languages, 2013).

This means that the landscape for languages – and other curriculum areas – is likely to become more diverse as less prescription gives schools more agency to shape the curriculum. This greater freedom and flexibility has implications for teachers: secondary schools will receive pupils from a range of primary school (some of which are likely to be academies or free schools and are therefore not required to implement the new National Curriculum), and pupils' experiences of Primary Languages are likely to be even more varied. This has implications for transition and for secondary schools. Indeed, it may lead to the increased occurrence of situations such as that in PS2B in which Year 6 pupils had very little experience of languages in Year 6 due to the pressures of preparing for the SATs, the low status of languages in the school and the teachers' low confidence and limited subject knowledge of French. This is in stark contrast to the French education system which is heavily centralised and in which most pupils (93% reported in Tinsley and Comfort, 2012) learn English as their first foreign language, thus reducing the diversity of pupils' pre-secondary school language education and lessening the issues of providing continuity in learning. The brevity and ambiguity of the new National Curriculum for languages

for schools and the move to allow academy schools and free schools not to offer a language does not seem likely to promote high status, but, of course, these schools are also free to offer many languages!

5.5 Teacher expertise and confidence

The subject knowledge and confidence to teach Primary Languages emerged as an important feature underpinning effective transition. This related to the schools' selection of language to teach, because the larger studies suggest that primary schools' choice of language is based upon teacher expertise and confidence. As explored in Chapter 4, some pupils were aware of their teachers' limited subject knowledge of the language being taught, though the pupils did recognise and appreciate the efforts of their teachers to learn the language and to support the pupils with their language learning.

The impact of primary teacher confidence emerges strongly from the results of the present study and the existing literature. De Vries (2011) states that: “[...] beginning teachers' low confidence levels about teaching music result[ed] in these teachers choosing not to teach music on a regular basis” (2011:20). This is also an issue for languages, because, like music, it is not a core subject. The resulting lower status, compared to the core subjects and their assessments, means that other subjects like languages can be omitted from the timetable or included in cross-curricular teaching in a tokenistic way which is unlikely to occur for core subjects. This was identified by Mills (1989:137): “The problem is that student teachers with low confidence in music can avoid teaching it to an extent which would be impossible in mathematics,

for instance”. Most importantly, research suggests a link between teacher confidence and pupils’ enjoyment of languages (Woodgate-Jones, 2008). In the present doctoral study there was no clear link between pupils’ enjoyment of language lessons and teachers’ enjoyment of teaching languages, nor teacher qualification in the language taught. For example, the pupils with the lowest levels of enjoyment of language lessons (PS3B and PS4B) were taught by the class teacher who had an A level qualification in the language and was also the school language co-ordinator (PS4B) and by a teacher with GCSE French and a very minimal amount of language teaching training (PS3B). Decreases in enjoyment and motivation accompanied a fall in pupil progress in the seminal study by Galton et al. (1999) though the present study did not focus on pupil progress.

As reported in Chapter 4, in most primary schools in the study, Year 6 language lessons were taught by the class teacher, but many of these teachers have only a GCSE or below. The implication of this is that it is essential to plan to ensure a sustainable supply of teachers who have the required level of expertise and confidence to be effective teachers of Primary Languages in Key Stage 2 and, looking ahead, to plan for the introduction of languages in KS1 and in the Foundation Stage. This will have implications for schools’ recruitment of teachers and also for teacher training. The success of languages teaching in primary schools has been acknowledged as being largely dependent on the supply, and the sustainability of the supply, of appropriately skilled teachers (Muijs et al., 2005) and that teacher supply is a barrier to successful languages teaching in primary (Cable et al, 2010; Hunt, Barnes, Powell, Lindsay, and Mujis, 2005; Low, 1999; Martin, 2000; McLachlan, 2009; Powell et al, 2000). However, as McLachlan (2009) argues, the

challenges to supply are increased through the 2004 policy change by the government to remove the requirement for pupils to study a language beyond Year 9 (14-15). The result of this, and the ensuing decline in pupils opting to study the language at GCSE level (Tinsley and Han, 2012), is that increasing numbers of prospective trainee teachers will not have studied a language beyond Year 9 (McLachlan, 2009:198). The need for professional development for teachers, in addition to trainee teachers, is a view shared by the Association for Language Learning (ALL), the subject association for languages, which responded to the new National Curriculum consultation with a call for training for primary teachers and support for teachers to develop their subject knowledge for languages (ALL, 2012). To put this into context, in the recent analysis of language trends (Tinsley and Board, 2013), primary schools identify: “[...] improving staff expertise and self-confidence as major priorities: as many as 23% may have no member of staff with language competence higher than GCSE and up to 8.5% may have no language expertise at all amongst their staff” (Tinsley and Board, 2013:5). Although this is certainly an area for development, a view supported by previous studies (Cable et al, 2010; Evans and Fisher, 2009; McLachlan, 2009; Muijs et al. 2005; Powell et al, 2000; Woolhouse, Bartle, Hunt and Balmer, 2013), there have been improvements in the supply and level of expertise of teachers of Primary Languages (Wade, Marshall and O’Donnell, 2009) and the findings of Tinsley and Board (2013) report this – though the findings of this survey (and Board and Tinsley, 2014) suggest that there is much scope for further advancement.

There have been several programmes within Initial Teacher Education which have prepared generalist primary school teachers (Medwell and Richardson, 2013; Rowe,

Herrera, Hughes and Cawley, 2011) to teach languages – some of which included a four-week placement teaching in a primary school abroad (Ofsted 2008) as part of the Training and Development Agency (TDA) bilateral Primary Language visit programme. Similarly, training has been available to practising primary teachers from LA support and Specialist Languages Colleges (Cable et al. 2010). Though these initiatives went some way to increasing capacity for teaching Primary Languages, as provision was often patchy and financial support limited -and funding from central government was later withdrawn- further training provision is required, as identified by both teacher and pupil participants in this study.

The expansion of such programmes would go some way to addressing the challenges of primary teacher supply, as raised in the study. As reported in the results chapter (Chapter 4), the two primary teachers in the study (PS1A and PS2A) who had observed a specialist language teacher teach Primary Languages found this valuable. Another innovative project involved the co-teaching of Chinese by a Primary Languages specialist with primary pedagogy expertise and a native-speaker teacher of Chinese. This model of co-teaching may be adapted for the primary school, particularly for languages such as Mandarin Chinese, where there is an acute shortage of appropriately skilled teachers (Medwell, Richardson and Li, 2012; 2013a, 2013b) at a time when repeated calls are being made by politicians to increase the provision for Mandarin Chinese in English schools (Watt and Adams, 2013).

5.6 Lack of assessment

The findings of this study suggest that discontinuity in learning is inherent in current practices and policies for languages. This relates to the issues with progression and continuity; the transfer of data and assessment. The findings of the present study showed there was very little assessment of languages reported in the Year 6 teacher interviews with 75% (6/8) of respondents stating that they do not assess pupils' learning in languages. Of the two teachers who did, one (PS1B) assigned a National Curriculum level to pupils at the end of the year and the other (PS4B) completed a passport termly which logged the development of language skills. This lack of assessment is similar to findings of existing research (Cable et al., 2010; Hunt 2009; Tinsley and Board, 2013) which identified assessment as an area for development but the present study is able to look at how this might be related to the experiences of the teachers and their views and practices of language teaching.

Tinsley and Board (2013) found that 33% of schools had no arrangements in place to assess pupil progress in Primary Languages and half of schools recognise assessment as a key priority for improvement. The present study offers a more textured picture of this. Of the eight Primary Languages teachers in the study, the six who did not assess pupils' language learning, had very wide, and sometimes vague, approaches to teaching languages. Their aims for languages teaching focused on enjoyment, fostering love of language learning and intercultural experience but were diverse and occasionally unique. It would be hard to identify what to assess from these aims and, until teachers share views of what it is important to assess, they are unlikely to do it. Lack of assessment may also be linked to primary teachers' confidence in teaching

languages, uncertainty about how to assess languages, a lack of guidance for assessment or teachers' beliefs that Primary Languages should focus on fostering enjoyment of language learning and they may believe assessment to be a threat to this. These explanations of why teachers may not be assessing pupils can underpin discussions of how they might develop assessment.

Formative assessment (or Assessment for Learning) could be a useful way to develop assessment but would need to be underpinned by a clear view of what should be assessed. If teachers of Primary Languages do not possess adequate Pedagogical Content Knowledge (Shulman, 1986), (considered to be teachers' knowledge of both the content and of appropriate pedagogy to teach that content) to assess pupils' learning and give formative feedback then this makes the learners inactive agents in their learning. This would be because they would be unable to take ownership of their learning and evaluate accurately their progress, which may inhibit their sense of success. This is important as experiencing success can develop self-efficacy (Dörnyei, 1994) and there is persuasive evidence that low levels of self-efficacy can erode pupils' motivation for language learning in Key Stage 3 (Erler and Macaro, 2011).

In Jones' study (2010) of Assessment for Learning (AfL) in the languages learning of a group of pupils who used this approach in their final year of primary school and also at secondary school, it emerged that: "[...] one way to enhance current practice in transitional learning is to exploit the growing ability of pupils, in the light of embedded AfL in primary schools, to take more responsibility for their own learning" (Jones, 2010:189). Pupils who can take ownership of their learning, assess their

work and identify strengths and areas for development may truly understand the success criteria and what is being asked of them by assessing their peers' work and engaging in a discussion about their learning. For pupils to do this, their teachers must have secure subject knowledge and a firm understanding of progression within the subject. Guidance for teachers would be extremely useful, especially in light of the changes in assessment with the removal of National Curriculum 'levels' and replacing them with end of Key Stage expectations (DfE, 2014) but, as discussed above and exemplified in the results of the present study, guidance alone will not shape practices in the diverse context of policy and practices emerging in schools.

5.7 Lesson content and pedagogy

As discussed in the results chapter (Chapter 4), there were some similarities in the content and pedagogy of language lessons in the primary and secondary schools – such as a strong focus on oracy and the use of pair work. However, further analysis revealed the emergence of distinct models of provision for each sector with a stronger focus on reading and writing in secondary schools (which was found by Ofsted, 2011) and more extensive use of the target language in contrast to a greater focus on intercultural awareness, fostering a love of languages and developing language learning skills in primary schools. This also emerged from recent studies by Courtney (2014) and Graham et al. (2014) and may relate to teacher confidence or teachers' personal experience of language learning (Sato and Kleinsasser, 1999) as a primary teacher may feel more confident teaching intercultural aspects rather than writing.

The activities and experiences reported by pupils and teachers were different in primary and secondary classes. Writing activities were reported by a larger proportion of secondary pupils and the results suggest that KS2 lessons include more active learning whereas KS3 lessons include more desk-based activities such as writing. This emerged from one of the pupil interviews: “In Year 6 we were learning through activities and interactive things” [SS1S] where there was a focus on the development of oral and aural skills. The start of secondary school seemed to offer a change in focus to include more emphasis on reading and writing in addition to speaking and listening. KS2 also showed greater focus on intercultural awareness, fostering a love of languages and developing language learning skills in primary schools. This has been reported elsewhere since this study was undertaken Courtney (2014).

Secondary language lessons were reported to contain more extensive use of the target language than primary lessons. This may relate to teacher confidence or teachers’ personal experience of language learning (Sato and Kleinsasser, 1999). Additional opportunities for language use were available to pupils in secondary school. In the primary schools, pupils reported some contact with native speakers (e.g. pen pals and occasional visitors) but in secondary school pupils were able to benefit from additional opportunities, including participating in visits abroad.

Such contrasting experiences of language learning in the two phases may result from teachers’ aims for language learning (discussed above), which are linked to teachers’ personal beliefs (Pajares, 1992) about language learning and what they feel are the aims of languages in the primary school and in the secondary school. Although not

related to language learning, the transition study by Sutherland et al. (2010) described such differences in beliefs and cultures of teachers in the two sectors by likening them to being ‘two tribes’:

We suggest that this dominant system has resulted in the creation of —two tribes, namely primary teachers and secondary teachers. In general there is very little understanding and valuing of the diversity of experience and expertise across these —two tribes. We suggest that the —two tribe mentality works against the development of a coherent educational experience for pupils across the transition from primary to secondary schools. (Sutherland, Yee and McNess; 2010:74).

The teacher questionnaires and interviews in the present study elicited teachers’ beliefs about language teaching in both the primary sectors. Strong views emerged from the Year 6 primary school teachers that Primary Language lessons should foster a love of language learning and teach children about different cultures. The notion that Primary Language lessons should develop language learning skills was also raised. The views of the Year 7 teachers in the study of the Primary Languages were broadly similar and felt that the aim of Primary Languages ought to be to promote enthusiasm for language learning. There was also a strong view that language lessons should focus on language awareness and developing transferable language learning skills (SS2), rather than teaching discrete language lessons which aim to develop linguistic competence in one language. Programmes promoting such aims would also be appropriate for the current national context in which many primary school teachers do not feel they have the subject knowledge or confidence to teach Primary Languages effectively (as discussed earlier in this chapter). However, the National Curriculum (DfE, 2013a) takes a ‘knowledge and skills’ approach which conflicts with a language awareness approach.

Closer scrutiny of the data suggested a concern amongst secondary school teachers – and some of the primary school teachers – that, as generalists, not all primary school teachers have sufficient knowledge of the target language to teach the language effectively and, as discussed above, this may influence the content of lessons and reinforce the identity of the ‘two tribes’ (Sutherland et al., 2010).

5.7.1 Intercultural Understanding

The aim of Primary Languages as a vehicle for developing pupils’ cultural awareness and Intercultural Understanding (IU) is shared widely and is commonly cited as a principal aim of Primary Languages (Powell et al., 2000; Woodgate-Jones, 2009). This is a view held by many of the Primary Languages teachers in this study. In the Woodgate-Jones study, which examined teachers’ and pre-service teachers’ beliefs of the importance of IU and linguistic competence in Primary Languages, developing IU was perceived by teachers and pre-service teachers as a key aim of Primary Languages. This is consistent with the status of IU as one of three core strands in the (non-statutory) Key Stage 2 Framework for Languages (DfES, 2005a) in place at the time this research took place and is one of the aims of languages in the Languages Programme of Study in the new National Curriculum: ‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world [...], equipping pupils to study and work in other countries.’ (DfE, 2013:1).

Despite this background in research and policy, at the time of the data collection for this study, IU was much less evident in Primary Languages teaching in these cases than might have been expected. In the Year 6 pupil questionnaire, just over a third of pupils reported learning about life in other countries in language lessons. This level rose in the Year 7 autumn questionnaire but by the summer term it had dropped to below the level reported in the Year 6 questionnaire. These low levels are similar to the findings of Cable et al. (2010). However, pupils' desire for a greater emphasis on cultural aspects was strong. The Year 6 pupil questionnaires indicated an appetite for greater cultural awareness activities in lessons, with 19% of respondents to the question: "If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?" identifying a cultural activity (for example, visiting the target language country or having contact with a native speaker). The theme of culture continues through to the Y7 summer pupil interviews in which several participants expressed an interest in learning more about life in other countries: "We don't learn about life in other countries, but I'd like to. We did at primary school" [SS2S]. This is indicative of the power of IU as a hook to draw pupils into the language through culture (Li, 2014) and a means of developing pupils' motivation to learn a language, as suggested by Peiser and Jones (2013:347): "The results indicate that an increased focus on (inter)cultural learning may have the potential to narrow the gap in motivation for language learning between: (a) boys and girls; and (b) pupils from more and less advantaged socio-economic backgrounds".

The profile of IU in this study is consistent with the place of IU in assessment which reflects its current low status. Though IU was one of the core strands in the KS2 Framework for Languages (DfES, 2005a) and in the Key Stage 3 Framework for

Languages (DCSF, 2009), the National Curriculum level descriptors of the time (QCA, 2010) did not make explicit reference to culture, nor was IU recognised in the Languages Ladder assessment tool (DfES, 2004).

If developing IU is a widely shared aim of languages, particularly Primary Languages, this ought to be reflected in the assessment system to protect its status and, importantly, to ensure that pupils have opportunities to deepen their intercultural understanding and to develop a genuine interest in the target culture(s) and their own. Therefore, it is important to raise the profile of IU and the contribution it can make as an effective motivator and as a ‘hook’ into language learning. It ought to be considered one of a range of strategies for increasing and sustaining motivation rather than a silver bullet, as Peiser and Jones (2013:354) warn: “we cannot conclude from our study that a greater focus on IU is a panacea to motivation issues in the MFL curriculum”.

5.7.2 Writing

In this study, writing emerged as an area of variability in the practices of the classes. Many pupils in both the primary and secondary sectors did not enjoy writing in language lessons and many identified it as the aspect they liked the least (as discussed in Chapter 4, it was the least popular activity in language lessons for both the Year 6 and Year 7 summer questionnaire respondents). Although the study also found that pupils undertook fewer literacy activities in primary school language lessons than at secondary school, the Year 6 pupils stated they did not enjoy writing in language lessons as they found it difficult. (It was also identified in the Year 7

summer teacher interviews as an area which pupils found difficult.) This perceived difficulty may relate to pupils' low levels of self-efficacy for languages. However, other pupils enjoyed the challenge presented by writing in the target language. Writing in another language may relate to pupils' self-efficacy and also to assessment as if pupils are able to have writing broken down into steps, then this 'chunking' may promote a sense of achievement and success, rather than being overwhelmed by the perceived difficulty of writing in another language and the challenge the blank page can present.

Pupils' lack of enjoyment and their belief that writing in another language is difficult may also relate to teachers' confidence in teaching writing in another language.

Cable et al. (2010) found that writing provision was stronger when teachers' linguistic skills were stronger. Several studies have identified that development is required in the teaching of writing (Board and Tinsley, 2014; Cable et al., 2010; Graham et al., 2014; Hunt, 2009). Therefore, if teachers do not have an appropriate level of subject knowledge or the confidence to teach writing effectively, they are perhaps less likely to teach it, as research in other subjects such as music has found, as mentioned above in relation to teacher confidence (De Vries, 2011).

5.8 Enjoyment

One of the most disappointing and potentially important findings of this study was that despite the teachers' efforts, at each data collection point, pupils enjoyed languages less than other subjects. This was somewhat surprising, as it contrasted with the findings of existing research reports which herald Primary Languages as

very enjoyable (Cable et al., 2010; QCA, 2001; Wade et al., 2009). This discrepancy in the levels of enjoyment of different subjects may relate to beliefs that languages are difficult, or a lack of progression in learning - as discussed above. Enjoyment of languages lessons rose from the end of primary school to the beginning of secondary school but then fell sharply, to lower than the Year 6 level, by the end of the first year of secondary school. Of the three data collection points, enjoyment was lowest at the end of Year 7 and highest in the autumn term of Year 7. This initial increase may be the result of 'novelty' (Schumann, 2001 cited in Dörnyei, 2003) or other reasons such as being taught by a specialist teacher, having contact with a native speaker, a native speaker teacher, embarking on learning a new language or being aware of opportunities to travel abroad. The pattern of pupil enjoyment for languages which emerges from the results of this study differs from that for 'other lessons' – which shows a decline in enjoyment levels over the period of transition (which is similar to that in the study by Galton and Willcocks (1983)).

It is difficult to really understand why children enjoyed languages less than other subjects so consistently- except for the nature of the subject, which involves learning and, often, repetition. The learning challenges seem to relate to language rather than the cultural activities (based on the questionnaire findings). This may relate to the notion of practice of skills and memorisation of content. Games are often used in language lessons as a means of practising language - often in concentrated bursts. The competitive nature of some games can be an effective means of engaging learners (Tierney and Gallastegi, 2011). In both Year 6 and in Year 7 (autumn and summer), the most popular change to language lessons requested by pupils was to include more games. This change was requested by 14% (49/349) of respondents in

Year 6; 23.4% (22/94) of respondents in the autumn of Year 7 and by 19.4% (19/98) of respondents in the summer of Year 7.

As discussed in Chapter 4, writing emerged as the area which pupils in all eight schools liked the least. This was followed by repetition and singing. Drawing on these responses, it may be logical to call for even greater inclusion of games (as a means of practising language) in language lessons as pupils state they find them a useful means of learning the language (vocabulary) and may be a way of engaging more pupils in the lesson – particularly with the offer of rewards (extrinsic motivation). This very much depends on the ways in which games are used and on the definition of a ‘game’. They need to enable learners to be cognitively challenged (for example, through developing higher order thinking skills as per Bloom’s taxonomy (Bloom, 1956; Krathwohl, 2002), develop more sophisticated language, move beyond word level work and be able to sustain their concentration. By games, pupils may mean ‘practice’ or practical activities or opportunities to experiment with language with perhaps less pressure of making mistakes. The extensive use of games in language lessons is different to the approaches in some other countries, for example, in China (Medwell, Richardson and Li, 2012) where independent homework replaces classroom-based practice. Indeed, one co-teaching programme where language lessons (Mandarin Chinese) were taught jointly by a native English speaker and languages specialist with a native Chinese speaker and teacher of English revealed the latter’s very strong views that learning does not have to be enjoyable to be productive and questioned the effectiveness and need for using games in language lessons (Medwell et al., 2012; Medwell et al. 2013a). Graham (1997) found that less successful language learners viewed language learning as an

almost passive process requiring minimal effort on their part whereas more successful learners recognised the level of needed. It is perhaps important to explore with learners why they request greater use of games and how they find them to be beneficial. This may relate to success and achievement as games may be a method of breaking down a large piece of learning (e.g. introducing yourself) into smaller, manageable chunks of learning or, simply, an enjoyable way to experience long lessons (this relates to Dörnyei's work on developing self-efficacy by developing a sense of success (Dörnyei, 1994)). Games often provide learners with immediate feedback on their learning and provide an opportunity to experience success of 'getting it right' – something which can be difficult for learners to feel once they move beyond the very basics of a language, especially in a classroom culture which does not emphasise assessment of languages learning and so does not give children regular, specific, experiences of successful feedback (this relates to the discussion of assessment above). Teachers need the subject knowledge and confidence to assess learning in Primary Languages effectively. Games might encourage pupils to develop a sense of competition with their peers which can boost their motivation to learn languages. It is important to consider how children tackle difficult aspects of other subjects, such as English and Mathematics, yet maintain high levels of self-efficacy. However, this must be considered with caution, as core subjects have much greater opportunity for intensive practice and support activities, such as homework, than Primary Languages.

Worryingly for languages, pupils' perceptions of language lessons became more negative through Year 7. Though this may be attributed to novelty (Schumann, 2001 cited in Dörnyei, 2003) to a certain extent, the figures raise concerns as the

proportion of Year 7 pupils who felt that their secondary school language lessons met their expectations fell sharply at the end of Year 7. Furthermore, their perceptions of language lessons were much more negative than for other lessons. However, this bleak picture only emerged from three of the four cases. In stark contrast to the other three cases, in Case 2 (SS2) the majority of pupils agreed that Year 7 language lessons met their expectations with 65.4% (17/26) agreeing in the Year 7 summer questionnaire –an identical response to the autumn questionnaire (65.4%; 17/26). These largely positive views were sustained throughout Year 7 whilst those in the other cases were more negative in the summer term of Year 7 than they were at the beginning of Year 7. One implication of this might be that transition ought not to be conceptualised as separate from pupils’ secondary school experience but that it continues up into KS3 and beyond. To maintain pupils’ enjoyment, motivation and interest, secondary school provision must meet pupils’ needs and expectations. Many pupils appeared disappointed that secondary provision for languages did not capture their interest or meet their needs. Managing pupils’ expectations may be one approach but meeting them through responding to pupils’ views – and the views of secondary languages departments – would be a more productive one.

5.9 Motivation to learn languages

Though pupils’ initial enthusiasm for language lessons decreases, perhaps in relation to the novelty effect (Schumann, 2001 cited in Dörnyei, 2003), their support for compulsory language lessons for all Key Stage 2 pupils was sustained. Pupils’ strong beliefs of the usefulness of learning another language also suggest that they are supportive of the notion of language learning and are not automatically opposed

to it, despite its perceived difficulties. The selection of language to be studied appeared to be important to the pupils; many of whom wanted to select the language they studied, and their preferred language of study revealed their motivation was integratively oriented (Gardner, 1985) and often related to their personal experience: wishing to study a particular language to speak to a (native speaker) friend or family member who speaks the language or to communicate on holiday.

Though pupils are motivated language learners, they believe that learning a language is useful and important and that every child in Key Stage 2 should learn a language. However, they find languages difficult. The conundrum, therefore, is to find out how to make languages learning more palatable and offer a range of languages which makes children willing to persist in the face of difficulty. One route towards this is to understand what it is that is difficult (languages were viewed as 'difficult' by over three-quarters of respondents, at all three points).

The responses suggest that pupils believe there is increase in the level of cognitive challenge between the beginning and end of Year 7. Furthermore, more than half of pupils found languages more difficult than other lessons - slightly less difficult at the beginning of Year 7 but then the demands increased throughout the year. This raises questions about pupils' concept of difficulty – and also relates to progression. Many pupils felt language provision lacked continuity and progression but perhaps these areas are related: different approaches to teaching languages (for example, greater use of the target language, fewer games and more writing at secondary school) are what pupils find difficult and the issue from progression is that pupils expect to study

different ‘topics’ rather than to revisit areas previously studied but at a higher level, as per Bruner’s spiral curriculum (Bruner, 1960).

The difficulty pupils experience in language lessons may relate to the nature of the subject as pupils feel it is different from other lessons. Though many respondents believe that all pupils should learn a language in KS2 and that languages are useful, many pupils do not enjoy language lessons and pupils’ self-efficacy for languages is low. One approach to remedy this may be to defer pupils’ immediate gratification from unassessed, ‘fun’ activities and to focus on realistic tracking of their own progress, long-term progress and on developing pupils’ self-efficacy in languages. As discussed above, in relation to pupils’ enjoyment of language lessons, one recommendation would be to explore how teachers of English and Mathematics maintain and develop pupils’ self-efficacy. This is explored in greater depth in the section below.

5.10 Self-efficacy

Pupils’ self-efficacy for languages emerged from the study as an area of concern.

Although there was a small increase in self-efficacy levels from the end of Year 6 to the autumn term of Year 7 and again from the autumn term of Year 7 to the summer term of Year 7, it remained much lower than for other subjects. Quite simply, pupils in the study believe they are less capable of experiencing success in languages than in other subjects. This is important as self-efficacy relates to motivation and affects pupils’ effort and persistence – particularly in challenging times as high levels of self-efficacy can enable pupils to persevere and overcome difficulties (Bandura,

1995). Motivation levels are dynamic, as stated by Bandura: “what people think, believe, and feel affects how they behave” (1986:25).

One of the tenets of Bandura’s Social Learning Theory (1977) is that pupils learn from observation of others. This is difficult to achieve when children do not have positive models around them and are often surrounded by monolinguals. In England, the low status of languages is a pervasive problem which damages children’s self-efficacy as beyond their school teachers, many children are often not exposed to positive (foreign) language learning role models, despite the best efforts of teachers and the promotional work of agencies such as the Association for Language Learning, CILT (the now-disbanded government centre for language teaching and research), Network for Languages, embassies and cultural institutes. However, though present in language lessons, as discussed in the results chapter (Chapter 4), teachers could perhaps create further opportunities for partner work and group work. This would mean that in addition to the contribution of such social constructivist activities (Vygotsky, 1978), pupils would witness and experience the success of their peers in lessons. Also, perhaps pupils would benefit from further opportunities for pupils in higher year groups sharing their experiences of language learning with younger pupils which would provide a real purpose and authentic audience for the older pupils (for example, through teaching the younger children or performing a play, rap, poem, or story). This would also enable the older pupils, as the More Knowledgeable Others (Vygotsky, 1978), to consolidate their learning whilst furthering the learning of the younger learners and provide them with models of language learners. This would also give the experienced learners an opportunity to focus on the positive (e.g. what they can do/read/write/say) and provides a genuine

opportunity for celebration of the learners' achievements. The research suggests that it would support pupils in fulfilling their language-learning potential: "[...] self-efficacy is needed for individuals to make the most of their abilities" (Graham, 2007:82). For example, through successfully embedding the principles of Assessment for Learning (Hattie and Timperley, 2007) as reported in the study by Jones (2010), pupils can be more actively engaged in their learning and take ownership of it which has the potential to boost self-efficacy and aid transition.

In supporting pupils to persist with language learning, I would argue that it is necessary to develop their self-efficacy and consider how pupils respond to challenges presented by language learning. It may be possible to draw on practice in other subjects as though little attempt is made in the schools in the study to develop pupils' self-efficacy in languages, attempts are made to develop pupils' self-efficacy in other curriculum areas, such as mathematics. In mathematics, energy is put into learning number bonds and multiplication tables to improve students' levels of automaticity with the basic maths skills; for languages, effort might be invested in learning vocabulary and, importantly, structures, language learning strategies and the confidence to manipulate language.

In a situation where assessment practice is poor, or as in the primary schools in this study, very limited; the children face an impossibly large task. Breaking down the learning into smaller, manageable steps would enable pupils to monitor their progress and gain a greater sense of achievement through being able to succeed at the smaller steps, rather than to conceptualise the learning of a language as one discrete piece of learning and that they either 'know it' or not. This also relates to pupils'

expectations of their language classes and whether they equate successful language learning with achieving a particular grade in class or in examinations, being able to hold a spontaneous conversation if abroad on holiday or if they aspire to achieve native-speaker competency.

5.11 The aims of Primary Languages

The picture emerging from the study of the Primary Languages is one with strengths and good intentions but one which lacks clarity. In their report for the British Council 'Languages for the future', Tinsley and Board (2013:3) state: "The conclusion of this analysis is that the UK must take a strategic approach in planning for effective development of the language capacity which this country needs." This vision must permeate language learning at all levels beginning with Primary Languages as future language learning is built on this foundation.

At the heart of the ambiguity surrounding Primary Languages on many levels (for example, selection of the language to be taught, the teacher and methods of assessment) is a void in the agreed aims of Primary Languages. The current uncertainty and ambiguity regarding the aims of Primary Languages, such as that observed by McLachlan (2009) is well-established, and was cited by Burstall et al. (1974) as one of the reasons for the disbanding of the Primary French pilot in the 1970s.

As identified by Sharpe (2001) there is no agreement of the aims of Primary Languages and, in particular, whether the prime aim should be to develop pupils'

linguistic competence or intercultural understanding. However, Woodgate-Jones' study (2009) found that for both pre-service teachers and teacher educators, fostering pupils' motivation for language learning was the priority for Primary Languages. This, along with developing oracy, was also found by Cable et al. (2010) and Wade et al. (2009). This view contrasted with 'The Warwick Study' (Powell et al., 2000) in which teacher educators felt the development of cultural awareness was the most important aim of Primary Languages though, as Woodgate-Jones (2009) observed, the teacher educators participating in 'The Warwick Study' nine years earlier were mostly involved in secondary languages whilst those in McLachlan's study were Primary Languages teacher educators.

The 'Purpose of Study' statement from the forthcoming National Curriculum (DfE, 2013:226) states: "A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.", thus signalling the inclusion of linguistic and cultural knowledge, and communication with native speakers. However, the non-statutory status for academies and free schools of this new curriculum undermines the importance of this message.

Without consensus on the aims of Primary Languages, the foundations of pupils' learning are built on quicksand. It is not possible to build on them effectively at the point of primary-secondary school transition and beyond. This threatens to prevent successful language learning across Key Stages 2 and 3 and, in effect, sabotage the introduction of statutory language learning for pupils in Key Stage 2. Quite simply,

without shared understanding and agreement of the aims of Primary Language learning, effective transition for languages and successful language learning in both the primary and secondary sectors becomes almost unattainable. In this context of uncertainty, one possible and pragmatic solution is to adopt what Hawkins referred to as ‘a two-stage apprenticeship’ to equip pupils with: “the tools for (and, we may hope, a taste, for) foreign language learning” (2005:4), followed later (I would argue, in Key Stage 3) with “intensive immersion in the chosen language” (Hawkins, 2005:5).

This would also provide an appropriate response to the recognised challenges to providing an effective transition for pupils in languages. These include: progression in learning, teacher supply, teacher confidence and subject knowledge, assessment practice and reach a consensus on which language(s) to study in Key Stage 2. It is important to consider other options. For example, Johnstone (1994) proposed five different models for language provision in primary schools in Scotland: awareness, encounter, teaching, embedding and immersion. Though a small number of schools may be in a position to offer more complex provision (for example, immersion), language awareness programmes such as those evaluated by Barton, Bragg and Serratrice, (2009), Candelier (2003) and Jones, Barnes and Hunt (2007) represent a feasible and worthwhile alternative –or, ideally, a complement- to discrete language provision. Such programmes may be particularly beneficial at the early stages of the implementation of statutory languages in Key Stage 2 due to the concerns surrounding teacher supply, confidence and expertise as discussed earlier in this chapter. In addition to the potential benefits of such programmes in terms of transition, there is also scope to use these as valuable vehicles for language learning.

This is through developing pupils' language learning strategies, intercultural awareness and knowledge about language. There are also opportunities to strengthen relationships with community groups and create opportunities to celebrate the linguistic and cultural diversity present in many English classrooms through including community languages as part of the range of languages studied.

5.12 A Case of successful transition?

Despite the issues and challenges emerging from the study, the findings were not a consistent tale of woe. Case 2 stood out from the other cases (Richardson, 2013; 2014) and the features of the case which offered effective transition for pupils in languages are discussed below.

Perhaps the most interesting difference between the views of pupils in Case 2 (or, more specifically, of the pupils attending Secondary School 2 (SS2)) and of those in the other cases was in the levels of self-efficacy for languages. The pupil questionnaires explored two aspects of self-efficacy and pupils responded to the statements: "I am good at languages" and "Most people in my language class are better than me at languages". The Year 7 summer responses suggest that levels of self-efficacy for SS2 pupils increased when levels in all of the other three cases in the study declined. SS2 pupils responded positively to the statement: "I am good at languages" with 65.4% (17/26) agreeing in the Year 7 autumn questionnaire and 73% (19/26) in the Year 7 summer questionnaire. This contrasts with the mean averages (for all participants from all four cases) in the Y7 autumn questionnaire and summer questionnaire as 64.5% (58/90) and 63.3% (62/98) respectively. This means that

although the Year 7 pupils arrived at SS2 with levels of self-efficacy which were in line with those of their peers at the other schools in the study, as a result of their Year 7 language experiences, the self-efficacy of SS2 pupils increased whilst that of their peers in the other three cases in the study decreased. This is an immensely positive and interesting finding which raises the question of what it is that this school did to promote such levels of self-efficacy. These children believed languages to be valuable, wanted to learn languages and considered themselves to be successful language learners. The SS2 pupils interviewed in the summer term also stated that languages were their favourite subject. As presented in chapter 4, it emerged from the pupil and teacher questionnaires and interviews that the SS2 languages department was very active and had implemented a range of activities to support cross-phase liaison and to smooth the primary-secondary transition for pupils in languages.

Although requiring considerable effort (in terms of time and resources) and personal commitment (for example, for those secondary school teachers who gave up their non-contact time to participate in outreach work with the feeder primary schools), this does suggest that primary-secondary transition for languages can be positive and that pupils can emerge from Year 7 with positive views of language learning and a desire to continue to learn a language. This case study confirms to the notion of transition being conceptualised as part of both the primary phase and the secondary phase so that teachers in both phases have ownership of and engagement in the transition process. Also, it is not viewed as the short period of time in the final few weeks of the summer term once the Year 6 pupils have undertaken the SATs but rather a much longer process. For example, the Secondary School 2 (SS2) language

teachers have contact with the pupils in many of the feeder primary schools in Year 5. This is through visiting the primary schools and through arranging an annual languages conference for all Year 5 pupils from the six main feeder primary schools. This occurs up to two years before the pupils transfer to secondary school.

It is also interesting to consider the broader picture of transition activities within the secondary school as in SS2 the languages department undertook the majority of the school's transition work. Languages was the focus of the Year 5 conference and one of the key foci of the Year 6 transfer day. Also, the languages department was heavily involved in cross-phase liaison and was the only department teaching in the feeder primary schools. This was largely due to the commitment and vision of the head of department who enlisted the support of colleagues. Whilst this was a whole-department approach and all members of the (small) department, including the Initial Teacher Education students on teaching practice, were involved in the cross-phase liaison and transition work, it raises the question of the sustainability of such an approach. This is because it resulted from personal commitment and enthusiasm and was not underpinned by school policy in either the primary or secondary phases. In terms of support from the school's leadership team, staffing for the Year 5 conference and Year 6 transition day was achieved through agreeing to 'release' members of the secondary languages department from their usual teaching commitments. This was funded by the school and so indicated some commitment. This approach highlights the precarious nature of the provision and underlines the potential lack of sustainability.

Drawing on the work of Pajares (1992), if teachers in both phases believe in the potential of Primary Languages to enrich pupils' lives, the contribution it can make to academic development, and recognise the importance and impact of effective liaison and transition then this will in turn inform their practice. This would mean that the primary-secondary transition for languages could be a positive process and build on pupils' prior language learning and foster positive attitudes towards language learning.

5.13 Conclusion

The study of transition in Primary Languages raises a range of issues which relate back to the aims of Primary Languages and the need to clarify what we want children to learn in Primary Languages and what we want them to experience. If the principal aim of Primary Languages is to prepare children for language learning at secondary school, then effective transition can only be achieved where the nature of Primary Languages provision for all pupils is agreed –for those attending state maintained, academy or free schools alike. The next chapter of this thesis will conclude by discussing the issues this proposition raises and developing an agenda for change.

CHAPTER 6: CONCLUSION

The study considered the following research questions:

1. What transition policies, processes and activities take place for transition in languages and how are the data and information passed to secondary schools used?
2. What are pupils' beliefs about language learning at primary school?
3. Do pupils' beliefs about language learning change at the Key Stage 2-3 transition?
4. What are the beliefs of primary and secondary (language) teachers about the Key Stage 2-3 transition in languages?

The answers to these questions have been presented in Chapters 4 and 5, although not organised strictly in terms of the original questions. This chapter will reflect on the foregoing chapters by considering the key conclusions from the findings and discussion, presenting limitations of method which may affect the validity of the conclusions and identifying the contribution to knowledge and implications which result from this study.

6.0 Conclusions from the study

Among the transitions during a pupil's school career, the transfer from primary to secondary school arguably has the most impact (Jones, 2010). This impact affects their language capabilities, views about languages, self-efficacy, enjoyment and

future persistence with language studies. This is why it is important to understand more about transition in languages.

The research presented here focused on the period of transition and aimed to explore pupils' experiences and beliefs about in their final year of primary school (Year 6) and first year of secondary school (Year 7). The pupils and teachers were interviewed and completed questionnaires at critical stages during the transition. The first conclusion to be drawn from the findings across the cases is the relatively clear picture of poor transition between primary schools - which were teaching a range of languages in a vast range of ways, with diverse staff and aims - and secondary schools.

The pupils' views about learning languages across the period of transition in this study led inexorably to the conclusion that the pupils in this study do not enjoy languages as much as existing literature might suggest (Cable et al. 2010; Martin, 2012; Wade et al., 2009). In the present study, more than half of the children agreed that they enjoyed language lessons in Year 6, and this rose to over 70% at the start of Year 7, but plummeted to below primary levels of enjoyment towards the end of Year 7. Perhaps the novelty of new methods waned, or the children realised that learning the new language that most of them had started was going to be challenging. The most shocking finding in this study was that most of the children found languages much less enjoyable than other lessons in both primary and secondary school.

A number of explanations for the perceived “difficulty” of languages emerge from the findings of this study and it is interesting to consider these. One explanation for the unpopularity of language learning is the perceived risk involved: “You don't know if you're pronouncing it right and someone might laugh at you but in maths nobody teases you.” [PS1A]. This notion of language anxiety and pupils feeling exposed in language lessons has emerged in previous research (Gardner and MacIntyre, 1993; Martin, 2012) and raises the question of why nobody teases you in maths and why they might in languages, raising the level of risk involved. The nature of language learning activities (and teaching methods) and the actual amount of learning and memorisation in languages lessons might also be an issue: “In other lessons we usually get on with working in our books and trying to figure things out but in Spanish you get told everything - and then you have to repeat it.” [Y6 pupil, PS1B].

Another explanation for the unpopularity of languages across school transition is the levels of self-efficacy pupils experienced: “I don't enjoy French because I'm not very good at it. I like subjects I feel good at.” [Y7 pupil (summer), SS3]. In Year 6 just over half of respondents felt they were good at languages. This rose considerably at the start of Year 7 and continued to rise, slightly, towards the end of Year 7.

Although primary and secondary languages teaching in this study was characterised by different content and activities, secondary languages lessons left pupils feeling more able. As discussed in Chapter 5, this might be related to who is teaching languages in secondary classes, the use of assessment to give children feedback about the progress they are making in secondary school, or the status of the subject in secondary school. However, in terms of self-efficacy, the pupils still felt much lower

self-efficacy at languages than at other subjects in both primary and secondary schools. One of the key implications of this study is that this lack of self-efficacy must be explored. It is important to find out why children enjoy and feel more effective at subjects which have equal cognitive demand. There are lessons to be learnt from English and maths teachers, even if many of those lessons relate to the status of the subject and the allocation of time.

In this study, though some of the primary children had found language learning frustrating because of the lack of progression experienced in primary school, they had high expectations of languages learning in secondary school. Over 70% wanted to study a new language (rather than continue to study the language they were learning in primary school) when they entered secondary school. This is just as well, in a situation where the selection of language in primary schools is haphazard and opportunistic, but it does raise the important question of what we want children to learn from languages in the primary school. The very different teaching methods, activities and views of the “two tribes” mentioned by Sutherland et al. (2010:74) were evident in this study and were underpinned by a lack of shared purpose and pedagogy between the primary and secondary schools. Even within the individual primary schools in the four cases, teachers and pupils had very different emphases, with primary schools emphasising oracy, enjoyment and intercultural understanding and the secondary schools focusing on developing literacy skills of one language.

A key conclusion of this study is that, as a nation, at the level of teachers and school policymakers, we are very unclear on the fundamental issue of what we want children to learn from Primary Languages lessons. Teachers are unsure whether the

aim is to equip pupils with: transferable language learning skills, such as those promoted by the Coventry Local Authority Language Investigator programme (Jones et al., 2005); an awareness of a range of languages and of the features of different languages, such as the multilingual approach (Barton et al., 2009); developing pupils' cultural awareness (Powell et al., 2000) or a solid foundation in the linguistic and cultural aspects of one language. This lack of clarity undermines efforts to offer children continuity and progression in languages teaching across transition.

This lack of a clear vision for Primary Languages extends to policy. This study has found that the policies in existence at the time of the fieldwork, including the guidance of the KS2 Framework for Languages (DfES, 2005; DCSF, 2007) were not effective in creating or shaping consistent aims or teaching in Primary Languages. Although the introduction to this document stated the Framework ought to be considered "a climbing frame, not a cage" (DfES, 2005a:4), it was a frame few teachers in this study chose to climb for support with planning (Cable et al., 2010). The provision in these cases was characterised by, at worst, common sense teaching in which teachers identified on an opportunistic basis a nebulous need of dubious status within school and society. In this situation, the advent of a National Curriculum which sets out a programme of study which aims to: "lay the foundations for further foreign language teaching at key stage 3." (DfE, 2013:2) might offer a common vision and, hopefully, a direction. However, this study has presented the argument that until a consensus can be achieved about what the foundations for KS3 teaching should be, transition will continue to be a serious barrier to effective language learning. The National Curriculum (DfE, 2013) is now statutory for a small

proportion of secondary schools and more primary schools and, as the re-structuring of school funding increases school autonomy (Higham and Earley, 2013), a shared vision of the foundations of language learning seems unlikely. However, new alliances of schools have the potential to develop local visions which could improve transition locally.

One of the clear conclusions from Chapters 4 and 5, is that the selection of languages offered at KS2 and KS3 is important. Although prescription seems like an obvious answer, lack of consensus over whether the languages ought to be prescribed and, if so, which language dogged the development of the new National Curriculum for primary schools (DfE, 2013). No commitment was made because of the insuperable difficulties presented by teacher supply, if one language should be favoured. To prescribe the language to be taught would de-skill existing teachers and create greater demand for the widespread training of teachers.

Against the background of the rather gloomy picture of transition in languages painted by the cross case analysis, Case 2 stands out as promoting better levels of pupil self-efficacy and better pupil enjoyment. Furthermore, the children were much more motivated towards future language learning than in other cases. This seems to have been related to the actions of the secondary languages teachers in this case, who seized the languages transition agenda, and indeed, the languages teaching agenda for the primary schools in the case by sharing SAT results, sharing the languages scheme of work and creating their own language portfolio document based on the

Junior European Languages Portfolio (Council of Europe, 2001). In one of the primary schools in this study, the primary teachers observed secondary language lessons and the secondary teacher observed and taught half a term of Primary Language lessons. This is effectively, the secondary school showing leadership in the direction of Primary Languages teaching, shaping the teaching and desired outcomes. However, the teachers in this case recognised this and, as one teacher stated: “We don’t teach it [French] systematically in KS1 or KS2 so transition is the least of our worries” [Y6 teacher, PS2B]. When the children in this case attended a transition day which included languages, there was much more continuity than in other cases. The conclusion to be drawn from this is that it is possible to have relationships between primary and secondary schools which do promote effective transitions in language learning. This conclusion rests, of course, on a raft of questions about whether it is appropriate for secondary schools to set the agenda and how sustainable the provision is in this case. These are questions beyond the scope of this study.

The most obvious conclusion of this study is that there remains a need to develop transition in languages. Conducting one teacher interview in a secondary school (SS1) led to a discussion between the teacher interviewed and the Head of Languages about transition and their future practice: “Currently, there are no transition activities taking place but being involved in this research has given us ideas of what we could actually do to make it better next time” [SS1 (autumn) teacher interview]. This reveals the scale of the development which is still required in the area of transition and the low baseline some schools will start with— over forty years since it was cited in the Primary French evaluation by Burstall et al. (1974) as one of the principal

reasons for the abandonment of the Primary French pilot. Many of the issues discussed above are not new and we may learn from the past to avoid continuing the cycle of inadequate support for successful language provision in all schools and ensure all pupils have positive experiences of languages before, during and after the primary-secondary school transition.

6.1 Conclusions about the method and limitations

This study presents four cases of transition because transition is such a multi-faceted and messy phenomenon (Richardson, 2012), which cannot be meaningfully separated from its context. Case studies are a way to explore and examine an issue in context. However, the case study method was less cohesive than had been anticipated, because the transition mechanisms were less cohesive than the literature might suggest. The cases were sampled and so do not represent the experiences of everyone in the case, to limit this threat to the validity of the conclusions a clear statement of the sampling process is given.

No generalizability is claimed for these case studies and this approach does not require generalizability as a measure of validity (Yin, 2009). Rather, the validity of the conclusions drawn from the cases rests on the transparency of method and detail in reporting. This enables the reader to make informed judgements.

This study also presents a cross case analysis which highlights the variability of practices and views (though making no claims of generalizability) and the way this

variation may be concealed by the annual survey results about transition in languages learning (Board and Tinsley, 2014). The cross case analysis, like the case studies, uses descriptive figures and percentages of responses but these have not been treated statistically and statistical significance is not claimed, as might be possible where variables were isolated from the context. Rather, these figures offer a measure or raw quantity in what is primarily a qualitative study.

A further issue, which is also a limitation of this study, is the difficulty discussed in Chapter 5 of tracking students through primary and secondary schools, which was an important feature of the pilot design. This proved much less successful than anticipated and so the study is not one of following the same children but one of following some children and looking, snapshot fashion, at three classes.

Finally, the changing structures around these cases, and particularly the disappearance of the local authority support have meant that this study is different from the study which was planned. The study is of four cases of transition in Primary Languages at a time of great uncertainty about the future of Primary Languages. However, the advent of a new National Curriculum (DfE, 2013) has not offered further certainty or support.

6.2 Implications

The study offers some far ranging implications for both policy and research. First and foremost, it is vital that some consensus be reached about the aims of Primary Languages, at either locally or nationally. Without this, transition cannot flourish

and the experiences of children will continue to be widely varied and unpredictable. The issues affecting the provision, teaching and assessment of Primary Languages, stem from this (McLachlan, 2009). It is important to acknowledge that the goals of Primary Languages may or may not be the same as for languages in secondary schools and, for any consensus to be achieved, the goals of both parties must be considered.

A second implication of this study is that transition work, at least in languages, has languished. This study, as well as a national survey (Board and Tinsley, 2014), identifies transition as a problem which, in the current policy setting, is growing. Schools need to raise awareness of transition, be provided with guidance and be more active in this area.

This study identifies issues of enjoyment, self-efficacy and motivation in languages which require further exploration. In particular, it may be time to explore how and why other equally challenging subjects in the curriculum achieve better enjoyment and pupil self-efficacy.

Finally, in answering the research questions, the differences between cases have highlighted that there is no simple, uniform picture but that there are successful cases where teacher action makes a difference. This should be explored in future studies which involve tracking the progress, commitment, motivation and continued study of the pupils in these cases.

6.3 Conclusion

Twenty five years ago, Galton and his team (1999) identified five approaches or ‘bridges’ that needed to be crossed to ensure a smooth transition. These were: administrative or bureaucratic approaches (the formal liaison between schools); pupil-centred social approaches (pupil induction); curriculum continuity approaches; pedagogic approaches; and management approaches (in the sense of the management of learning). In this study, most activity seemed to be concentrated upon the first ‘bridge’. The limitations of this have been discussed and it is not a successful model. Case 2 offers interesting insights into the possibilities for curriculum continuity, although this is undermined by the curriculum ambivalence. Finally, Case 2 also offers some models for sharing pedagogy, which the cross case analysis shows to be a gulf. There seems to have been little progress in the fifteen years since the report by Galton et al. (1999). However, the weakness of transition is not simply about the weakness of the five bridges Galton identified. It is a fundamental lack of shared purpose and value in languages learning. These issues need tackling with vigour if the language education received by children in England is to equal that provided in the highest-performing education systems: “There is also still a great deal to be done to convince school leaders, parents and pupils themselves of the value of languages and that speaking only English in today’s world is as big a disadvantage as speaking no English.” (Board and Tinsley, 2014:9). This is not a new thought: “**A nation's fate will depend, in the end, on the quality of the education its children get in language**” (Comenius, 1649).

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Appendices

Appendix 1: Secondary school invitation

Dear XXX

My name is Katherine Richardson and I am a PhD student at the University of Warwick. I am researching the Key Stage 2-3 transition for languages and would like to invite you to participate in the study.

Overview of the study

The research will examine experiences and beliefs about languages through the KS2-3 transition from the summer term of Year 6 through to the autumn and summer terms of Year 7. This will be through pupil and teacher questionnaires and interviews.

Your participation

Participation is entirely voluntary and all participants (pupils and teachers alike) have the right to withdraw from the study at any time. If you agree to participate in the study, I would like to visit your school to administer a questionnaire (paper based) to a mixed ability Year 7 class and their language teacher and to interview one group of 6 Year 7 pupils and their teacher. This would be in the autumn term (late November/early December 2010) and again towards the end of the summer term at a mutually convenient time. The questionnaires and interviews will take 20 minutes and in order to minimise any inconvenience and additional work for teachers, I would administer these.

Time	Data collection tool	Participant(s)	Duration
Autumn 2010 (late Nov/early Dec. 2010)	Y7 pupil questionnaire	1 mixed ability Year 7 class	20 minutes
	Year 7 pupil interviews	1 group of 6 Year 7 pupils	20 minutes
	Year 7 teacher questionnaire	1 Year 7 MFL teacher	20 minutes
	Year 7 teacher interview	1 Year 7 MFL teacher	20 minutes
Summer 2010	Y7 pupil questionnaire	1 mixed ability Year 7 class	20 minutes
	Year 7 pupil interviews	1 group of 6 Year 7 pupils	20 minutes
	Year 7 teacher questionnaire	1 Year 7 MFL teacher	20 minutes
	Year 7 teacher interview	1 Year 7 MFL teacher	20 minutes

Although I would not anticipate being alone with a pupil, I have an enhanced CRB disclosure and have been granted ethical approval for the study from the University of Warwick. Furthermore, the research will be conducted in accordance with the British Educational Research Association's ethical guidelines (2004).

I do hope that you will be able to participate. Given the tight timescale for the Year 6 pupil and teacher interviews and questionnaires, I would be extremely grateful if you would confirm your participation by **Thursday 17 June**. Please contact me should you have any queries or require any further information.

Yours sincerely

Katherine Richardson (PhD researcher, University of Warwick).

Appendix 2: Primary school invitation

Dear XXX

My name is Katherine Richardson and I am a PhD student at the University of Warwick. I am researching the Key Stage 2-3 transition for languages and would like to invite you and your Year 6 class to participate in the study.

Overview of the study

The research will examine experiences and beliefs about languages from the summer term of Year 6 through to the autumn and summer terms of Year 7. This will be through pupil and teacher questionnaires and interviews.

Your participation

Participation is entirely voluntary and all participants (pupils and teachers alike) have the right to withdraw from the study at any time. If you agree to participate in the study, I would like to visit your school to administer a questionnaire (paper based) to one Year 6 class and their language teacher and to interview one group of 6 Year 6 pupils and their language teacher. This would be before the end of this academic year and I enclose a reply form which lists possible dates. The questionnaires and interviews will take 20 minutes and in order to minimise any inconvenience and additional work for teachers, I would administer the questionnaires and interviews. This is summarised in the table below:

Time	Data collection tool	Participant(s)	Duration
Summer 2010	Y6 pupil questionnaire	1 Year 6 class	20 minutes
	Year 6 pupil interviews	1 group of 6 Year 6 pupils	20 minutes
	Year 6 teacher questionnaire	1 Year 6 teacher	20 minutes
	Year 6 teacher interview	1 Year 6 teacher	20 minutes

I have an enhanced CRB disclosure and have been granted ethical approval for the study from the University of Warwick. Furthermore, the research will be conducted in accordance with the British Educational Research Association's ethical guidelines (2004).

I do hope that you will be able to participate and I look forward to receiving your response. Given the tight timescale for the interviews and questionnaires, I would be extremely grateful if you would confirm your participation by **Tuesday 29th June**. A reply form is enclosed for your convenience and a copy of this letter has also been sent to the Headteacher.

Please contact me should you have any queries or require any further information. Thank you.

Yours sincerely

Katherine Richardson

PhD researcher, University of Warwick.

Y6 Research Project: Transition in Languages

Reply slip

Name of teacher:

Name of school:

Please tick one of the following options:

We would like to participate in this research project

We are unable to participate

I very much hope that you are able to participate. To help identify convenient times for the interviews and questionnaires, please indicate your availability on the grid below:

Date	Time	Yes	No
Tuesday 29 June	pm		
Wednesday 30 June	pm		
Thursday 1 July	am		
Thursday 1 July	pm		
Friday 2 July	am		
Friday 2 July	pm		
Tuesday 6 July	am		
Monday 12 July	am		
Monday 12 July	pm		
Tuesday 13 July	am		
Tuesday 13 July	pm		
Wednesday 14 July	am		
Thursday 15 July	am		
Thursday 15 July	pm		

I would be very grateful if you could return this reply form ASAP, and by **Tuesday 29 June** if at all possible, in order to make arrangements with other schools in the study. Please feel free to contact me should you have any queries. **Thank you.**

Appendix 3: Year 6 Pupil questionnaire instructions/rubric

My name is Katherine Richardson and I am a lecturer and a student at the University of Warwick. I am carrying out some research. [Discussion: 'what is research?']. My research is about the teaching and learning of languages in Year 6 and year 7.

I am interested to learn about your experiences of languages and also your views and opinions of languages at primary school. I understand from [name of teacher] that you have all kindly agreed to take part in my research study. Are there any questions you'd like to ask me?

Today, I am going to ask you to complete a questionnaire so that I can find out your views. It does not have your name on so all your replies will be kept private. I'll also meet with a group of 6 of you to talk about your views about languages. I might also meet with some of you in Year 7.

[Distribution of the questionnaires]

[Check that every pupil has a questionnaire and a pen/pencil]

There are no 'right' or 'wrong' answers to the questions but what I ask is that you are honest and give your own opinions. Your responses will be kept confidential and will be anonymised so that it won't be possible to work out 'who said what'.

I will read out each of the questions and give you time to write your answer before we move on to the next question together. I'll also give you some time at the end to check through your answers and to complete any unfinished answers.

[Collect the questionnaires]

[Thank the pupils and teacher]

Appendix 4: Year 7 pupil questionnaire instructions/rubric

My name is Katherine Richardson and I am a lecturer and a student at the University of Warwick. I am carrying out some research. [Discussion: ‘what is research?’]. My research is about the teaching and learning of languages in Year 6 and year 7.

I am interested to learn about your experiences of languages and also your views and opinions of languages. Some of you have already helped me with my research when you were in Year 6. I understand from [name of teacher] that you have all kindly agreed to take part in my research study. Are there any questions you’d like to ask me?

Today, I am going to ask you to complete a questionnaire so that I can find out your views. It does not have your name on so all your replies will be kept private. I’ll also meet with a group of 6 of you to talk about your views about languages. I might also meet with some of you again at the end of Year 7 in the summer term.* (*Year 7 autumn only)

[Distribution of the questionnaires]

[Check that every pupil has a questionnaire and a pen/pencil]

There are no ‘right’ or ‘wrong’ answers to the questions but what I ask is that you are honest and give your own opinions. Your responses will be kept confidential and will be anonymised so that it won’t be possible to work out ‘who said what’.

I will read out each of the questions and give you time to write your answer before we move on to the next question together. I’ll also give you some time at the end to check through your answers and to complete any unfinished answers.

[Collect the questionnaires]

[Thank the pupils and teacher]

Appendix 5: Teacher interview/rubric

[Introduce myself and give an overview of the study (e.g. As you are aware, I am carrying out some research into the primary-secondary school transition for languages. I am interested to learn about your experiences and beliefs about Primary Languages, in addition to those of your pupils)].

[Thank the teacher for indicating they are willing to participate in this research study].

[Reiterate that participation is entirely voluntary and that the participant can withdraw from the study at any time. Check they would still like to participate and answer any queries].

[Explain that the responses will be anonymised and gain the participant's consent to record the interview using the digital voice recorder].

[Thank the teacher]

Appendix 6: Pupil interview rubric

Do you know why you are here? [Share with the pupils that the purpose of the pupil interviews is to explore their own experiences and views in more depth]. This will consist of a group task and then a discussion.

Are you all happy to take part? [Reiterate that participation is entirely voluntary and that they can withdraw from the study at any time].

Explain my intention to record the interview using a digital voice recorder in addition to taking notes. [Check that pupils consent to the interview being recorded and explain the data security measures which will be taken.]

As with the questionnaires that you have just completed, there are no 'right' or 'wrong' answers to the interview questions or task but what I ask is that you are honest and give your own opinions and to listen to others and let everyone have the opportunity to share their views. Your responses will be kept confidential and will be anonymised so that it won't be possible to work out 'who said what'.

[Thank the pupils and teacher]

Appendix 7: Year 6 pupil questionnaire

Year 6 pupil questionnaire

I would like to find out about your views of language lessons at primary school and about your hopes and expectations for language lessons at secondary school. Please be honest and write what you really think - there are no 'right' or 'wrong' answers. Thank you.

Part 1: Background information

1. Name

2. School.....

3. Are you: male female (*Please circle*)

4. Which is the main language you are learning in your Year 6 language lessons?

Tick one from the list below:

French

German

Italian

Spanish

Other (*Please state which language.....*)

5. When did you start to learn this language? *Tick one from the list below:*

Year 3

Year 4

Year 5

Year 6

Other (*Please state when.....*)

Part 2: Views of Primary Languages

6. What do you do in language lessons? *Tick all those which apply.*

Listen to the language being spoken

Practise listening skills

Speaking

Pair work

Group work

Reading

Stories

Writing

- ICT
- Songs
- Games
- Talk about ways to learn new things
- Learn about life in other countries
- Other activities

7. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy language lessons				
I enjoy most lessons at school				
Language lessons are not very interesting				
It's useful to learn a language				
It's difficult to learn a language				
You have to think hard in language lessons				
The work in language lessons is harder than in most other lessons				
I am good at school work in general				
I am good at languages				

8. What do you like the most about language lessons?

.....

9. What do you like the least about language lessons?

.....

10. If you could make one change to your language lessons, what would it be?

.....

11. Read the opinion below and tick the box to show how much you agree or disagree. Tick **one** box:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
All pupils should learn a language in Key Stage 2				

12. Why?.....
.....

Part 3: Expectations of secondary school

13. Which secondary school will you join in September?.....

14. Please read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
I am looking forward to lessons at secondary school				
I am looking forward to language lessons at secondary school				

15. Which language will you study in Year 7? Tick **one** option from the following list:

- The same language you are learning in Year 6
- A different language to the one you are learning in Year 6
- Not sure

16. If you had the choice, which language would you study at secondary school?

- The same language you are learning in Year 6
 - A different language
- (Please state which language)

17. Why?.....
.....

18. If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?.....
.....

Thank you very much for your help

Appendix 8: Year 7 pupil questionnaire (autumn)

Year 7 pupil questionnaire (autumn)

I would like to find out about your views of language lessons at primary school and about your experiences and views of language lessons. Please be honest and write what you really think - there are no 'right' or 'wrong' answers. Thank you.

Part 1: Background information

1. Name

2. School.....

3. Are you: male female (*Tick **one** box*)

4. Which is the main language you are learning in your Year 7 language lessons?
(*Tick **one** from the list below:*)

French

German

Italian

Spanish

Other (Please state which language.....)

5. When did you start to learn this language? (*Tick **one** from the list below:*)

Year 3

Year 4

Year 5

Year 6

Year 7

Other (Please state when.....)

Part 2: Views of Languages

6. What do you do in language lessons? (*Tick all those which apply.*)

Listen to the language being spoken

Practise listening skills

Speaking

Pair work

Group work

Reading

Stories

Writing

ICT

- Songs
- Games
- Talk about ways to learn new things
- Learn about life in other countries
- Other activities Please state which.....

7. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy language lessons				
I enjoy most lessons at school				
Language lessons are not very interesting				
It's useful to learn a language				
It's difficult to learn a language				
You have to think hard in language lessons				
The work in language lessons is harder than in most other lessons				
I am good at school work in general				
I am good at languages				

8. What do you like the most about language lessons?

.....

9. What do you like the least about language lessons?

.....

.....

10. If you could make one change to your language lessons, what would it be?

.....

.....

11. Read the opinion below and tick the box to show how much you agree or disagree. Tick **one** box:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
All pupils should learn a language in Key Stage 2				

12. Why?.....

Part 3: Views and experiences of languages at secondary school

13. Which school did you attend in Year 6?

14. Please read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
Lessons at secondary school are as good as I thought they would be				
Language lessons at secondary school are as good as I thought they would be				
Most people in my language class are better than me at languages				
Language lessons in Year 7 are harder than in Year 6				
Language lessons in Year 7 are more fun than in Year 6				

15. (Tick **one** option from the following list.) The language you are learning in Year 7 is:

- the same language you studied in Year 6
- a different language to the one you studied in Year 6

16. If you had the choice, which language would you have chosen to study at secondary school?

- The same language you studied in Year 6
- A different language (please state which language.....)

17. Why?.....
.....
.....

18. If you could give one piece of advice to Year 6 pupils about learning languages at secondary school, what would it be?
.....
.....
.....

Thank you very much for your help

Other activities

Please state.....

7. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy language lessons				
I enjoy most lessons at school				
Language lessons are not very interesting				
It's useful to learn a language				
It's difficult to learn a language				
You have to think hard in language lessons				
The work in language lessons is harder than in most other lessons				
I am good at school work in general				
I am good at languages				

8. What do you like the most about language lessons?

.....

9. What do you like the least about language lessons?

.....

.....

10. If you could make one change to your language lessons, what would it be?

.....

.....

11. Read the opinion below and tick the box to show how much you agree or disagree. Tick **one** box:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
All pupils should learn a language in Key Stage 2				

12. Why?.....

.....

.....

Part 3: Views and experiences of languages at secondary school

13. Which school did you attend in Year 6?

14. Please read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Disagree	Strongly disagree
Lessons at secondary school are as good as I thought they would be				
Language lessons at secondary school are as good as I thought they would be				
Most people in my language class are better than me at languages				
Language lessons in Year 7 are harder than in Year 6				
Language lessons in Year 7 are more fun than in Year 6				

15. (Tick **one** option from the following list.) The language you are learning in Year 7 is:

the same language you studied in Year 6

a different language to the one you studied in Year 6

16. If you had the choice, which language would you have chosen to study at secondary school?

The same language you studied in Year 6

A different language

Please state which language

17. Why?

18. If you could give one piece of advice to Year 6 pupils about learning languages at secondary school, what would it be?

.....

Thank you very much for your help

Appendix 10: Year 6 teacher questionnaire

Year 6 Teacher Questionnaire:

Transition from Key Stage 2 to Key Stage 3 in Languages

Thank you for completing this questionnaire which is part of a research study into the transition process from Key Stage 2 to Key Stage 3 for Languages.

The results of this questionnaire will be used in conjunction with responses from interviews to contribute to the study. Participation in this study is completely voluntary and the responses will be only read by the researcher and will be treated in confidence - no individual or school will be identified in the report.

Section 1: Languages in your school

1. Name of school:
2. Please state your role (e.g. Y6 class teacher (general), Primary Languages co-ordinator, specialist language teacher, secondary language teacher etc).
3. In the table below, please summarise your experience/qualifications in languages (for both the language(s) you teach and other languages):

Language	Details of course/studying	Length of time studied	Level/ qualifications

4. *Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:*

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My previous experiences of language learning have been positive					
I enjoy teaching languages					
I support the teaching of languages in key stage 2					
Pupils enjoy language lessons					
Pupils find language lessons more difficult than other lessons					

5. What (foreign) language teaching do pupils receive in curriculum time in Key Stage 2? *Please complete the grid below (tick as appropriate)*

	Year 3	Year 4	Year 5	Year 6
French				
Spanish				
German				
Italian				
Japanese				
Mandarin				
Language Awareness				
Other (please state)				

6. Will pupils continue to study the same language(s) in Key Stage 3? *Please circle the relevant option.*

Yes No I don't know

7. Who teaches language lessons? *Please tick the appropriate box*

	Year 3	Year 4	Year 5	Year 6
Class teacher				
Languages co-ordinator				
Teacher from secondary school				
Peripatetic language teacher (e.g. bought-in language specialist)				
Other (please state)				

8. On average, how much time per week is spent in Year 6 each week on language lessons?

..... minutes

9. What resources do you use?

.....
.....

10. Why/how did you choose the resources that you use in language lessons?

.....
.....

11. Do you incorporate/practise languages in other parts of the school day or week (e.g. taking the register)?

Yes No (please circle)

12. If you answered 'yes' to question 11, please provide details below:

.....
.....

13. Do you assess pupils' learning in languages? If so, please outline the assessment methods used:

.....
.....

Section 2: Transition Activities

14. Which of the following take place?

Please tick the appropriate box(es)

- Sharing of pupils' Key Stage 2 SATs results
- Sharing of assessment data for Primary Languages
- Sharing of the Primary Languages scheme of work
- Joint planning of the Primary Languages scheme of work
- Use of a bridging unit or transition tasks
- Use of the European Language Portfolio
- Liaison meetings (with primary and secondary colleagues) where transition arrangements are discussed
- Liaison meetings (with primary and secondary colleagues) where transition for Primary Languages is discussed
- Informal contact
- Primary teacher observing a KS3 lesson (any curriculum area)
- Primary teacher observing a KS3 (foreign) languages lesson
- Secondary teacher observing a KS2 lesson (any curriculum area)

- Secondary teacher observing a Primary Languages lesson
- Other (please state).....

15. What information/data are passed to secondary schools?

For languages	For other subjects/areas

Section 3: Effectiveness of Transition Arrangements

16. How would you rank the effectiveness of transition activities related to languages?

Please tick one of the following options:

- Very effective
- Effective
- Ineffective
- Very ineffective

17. Please briefly justify your response to question 9.

.....

.....

18. What arrangements are made to ensure continuity and progression of learning in languages?

.....

.....

19. Please use the space below to make any other comments relating to the Key Stage 2-3 transition for pupils in languages. (Please continue overleaf if required).

.....

.....

Appendix 11: Year 7 teacher questionnaire (autumn)

Year 7 Teacher Questionnaire: Transition from Key Stage 2 to Key Stage 3 in Languages

Thank you for completing this questionnaire which is part of a research study into the transition process from Key Stage 2 to Key Stage 3 for Languages.

The results of this questionnaire will be used in conjunction with responses from interviews to contribute to the study. Participation in this study is completely voluntary and the responses will be only read by the researcher and will be treated in confidence - no individual or school will be identified in the report.

Section 1: Languages in your school

1. Name of school:
2. Please state your role (e.g. Y7 MFL teacher, Head of Department, form tutor, etc).
.....
3. In the table below, please summarise your experience/qualifications in languages (for both the language(s) you teach and other languages):

Language	Details of course/study	Length of time studied	Level/qualifications

4. Please list any involvement with the teaching of Primary Languages (e.g. training, transfer day activities, primary outreach work)
5. Please list below details of any transition activities that take place

Transition activity	Your involvement/the involvement of secondary colleagues

6. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
I support the teaching of languages in key stage 2					
Pupils enjoy language lessons in Year 7					
Pupils enjoy language lessons in Year 6					
Pupils find language lessons more difficult than other lessons					
Teaching languages in KS2 has had a significant impact on the language learning skills of pupils arriving in Y7					
The content of Y7 lessons has been changed in response to the teaching of languages in KS2					
Pupils make a smooth transition in languages from KS2 to KS3					

7. What (foreign) language teaching do pupils receive in Year 7?
Please complete the grid below (tick as appropriate)

Language 1 (please state the language)	Minutes per week	Language 2 (if relevant) (please state the language)	Minutes per week

8. What factors are taken into account and what information is used to arrange Y7 language groups? (E.g. SATs scores, language preference, language studied in KS2 etc).

Factors	Information

9. In the Year 7 language classes that you teach, approximately what percentage of pupils studied a language(s) in Key Stage 2?
.....%

10. In the Year 7 language classes you teach, approximately what percentage of pupils are continuing to study the same language(s) in Key Stage 3 that they studied in Key Stage 2?

Section 2: Transition Activities

11. Which of the following take place between feeder primary schools and you or another secondary colleague?

Please tick the appropriate box(es)

- Sharing of pupils' Key Stage 2 SATs results
- Sharing of assessment data for Primary Languages
- Sharing of the Primary Languages scheme of work
- Joint planning of the Primary Languages scheme of work
- Use of a bridging unit or transition tasks
- Use of the European Language Portfolio
- Liaison meetings (with primary and secondary colleagues) where transition arrangements are discussed
- Liaison meetings (with primary and secondary colleagues) where transition for Primary Languages is discussed
- Informal contact
- Primary teacher observing a KS3 lesson (any curriculum area)
- Primary teacher observing a KS3 (foreign) languages lesson
- Secondary teacher observing a KS2 lesson (any curriculum area)
- Secondary teacher observing a Primary Languages lesson
- Other (please state).....

12. What information/data do you receive from feeder primary schools?

General/other subjects	For languages

13. Using the information provided in the table above, please indicate whether the information was:
- requested by the secondary school (S)
 - provided by the primary school (P)
 - requested by the Local Authority (L)
 - you are unsure (U)

Section 3: Effectiveness of Transition Arrangements

14. How would you rank the effectiveness of transition activities related to languages?

Please tick one of the following options:

- Very effective
- Effective
- Ineffective
- Very ineffective

15. Please briefly justify your response to question 14

.....
.....
.....

16. What arrangements are made to ensure continuity and progression of learning in languages?

.....
.....
.....

17. What aspects of the transition from languages at primary school to languages at secondary school do Year 7 pupils find difficult?

.....
.....

18. Which aspects of the transition from languages at primary school to languages at secondary school do Year 7 pupils find straightforward?

.....
.....

19. Please use the space below to make any other comments relating to the Key Stage 2-3 transition for pupils in languages. (Please continue overleaf if required).

Thank you

Appendix 12: Year 7 teacher questionnaire (summer)

Year 7 Teacher Questionnaire (summer):

Transition from Key Stage 2 to Key Stage 3 in Languages

Thank you for completing this questionnaire which is part of a research study into the transition process from Key Stage 2 to Key Stage 3 for Languages.

The results of this questionnaire will be used in conjunction with responses from interviews to contribute to the study. Participation in this study is completely voluntary and the responses will be only read by the researcher and will be treated in confidence - no individual or school will be identified in the report.

Part 1: Languages in your school

1. Name of school:
2. Please state your role (e.g. Y7 MFL teacher, Head of Department, form tutor, etc).
.....

Part 2: Languages Provision

Questions **3, 4 and 5** were included in the autumn questionnaire. Please note any changes such as changes to planned activities or plans for new activities for 2011-12.

3. In the table below, please summarise your experience/qualifications in languages (for both the language(s) you teach and other languages):

Language	Details of course/study	Length of time studied	Level/qualifications

4. Please list any involvement with the teaching of Primary Languages (e.g. training, transfer day activities, primary outreach work)

5. Please list below details of any transition activities that take place

Transition activity	Your involvement/the involvement of secondary colleagues

6. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
I support the teaching of languages in key stage 2					
Pupils enjoy language lessons in Year 7					
Pupils' attitudes to language learning improve during Year 7					
Pupils find language lessons more difficult than other lessons					
Teaching languages in KS2 has had a significant impact on the language learning skills of pupils arriving in Y7					
The content of Y7 lessons has been changed in response to the teaching of languages in KS2					
Pupils make a smooth transition in languages from KS2 to KS3					

Part 3: Effectiveness of Transition Arrangements

7. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
In general, Key Stage 2-3 transition is a high priority in school					
In general, the pastoral/social aspects of Key Stage 2-3 transition are a high priority in school					
In general, the academic aspects of Key Stage 2-3 transition are a high priority in school					
In general, the Key Stage 2-3 transition for languages is a high priority in school					

8. How would you rank the effectiveness of transition activities related to languages?

Please tick one of the following options:

- Very effective
- Effective
- Ineffective
- Very ineffective

9. Please briefly justify your response to question 7

.....

.....

.....

10. What arrangements are made to ensure continuity and progression of learning in languages throughout Year 7?

.....

.....

.....

11. What aspects of the transition from languages at primary school to languages at secondary school do Year 7 pupils find difficult?

.....

.....

What aspects of the transition from languages at primary school to languages at secondary school do Year 7 pupils find straightforward?

.....
.....
.....

12. Please use the space below to make any other comments relating to the Key Stage 2-3 transition for pupils in languages. (Please continue overleaf if required).

.....
.....
.....

Thank you

Appendix 13: Year 6 pupil interview

Year 6 Pupil Interview (30 minutes)

The (semi-structured) interviews will consist of three parts:

1. Introduction/Background information
2. Views of PL
3. Expectations of languages at secondary school

<p>Part 1: Background information/introduction</p> <p>-Overview of interview arrangements, reminder of the participant's right to withdraw from the study</p> <p>-Introductions and collect the pupils' names.</p> <p>1..... 2..... 3.....</p> <p>4..... 5..... 6.....</p> <p>Name of school.....</p>		
--	--	--

Part 2: Views of PL

Group activity: pupils are given a set of cards with the following activities:

Task 1: sort the activities into two groups: those you do and those you don't do in language lessons

Task 2: order the activities into order of preference from the activity you most enjoy in language lessons to the activity you like the least. (1=favourite, 14= least favourite)

	Task 1 Activities do/don't do in language lessons (Yes, no)	Task 2 Order of preference (1=favourite, 14= least favourite)
Games		
Group work		
ICT		
Learning about life in other countries		
Listening to the language being spoken		
Other activities		
Pair work		
Practising listening skills		
Reading		
Singing		
Speaking		
Stories		
Talking about ways to learn new things		
Writing		

Discussion: Which language(s) are you learning? Are you good at learning ...(French, Spanish etc)? Why?

Perceptions of language lessons

Do you **like** your languages lessons more or less than other lessons? Why?

In what ways are language lessons **similar to other lessons**? How are they **different**?

What do you **like most** about language lessons? Why?

N.B. Include points raised by the pupil questionnaires

<p>Part 3: Expectations of languages at secondary school</p> <p>Similarities and differences</p> <p>How do you think language lessons in Year 7 will be different from language lessons in Year 6?</p> <p>How do you think language lessons in Year 7 will be the same as language lessons in Year 6?</p>
<p>What do you know about language lessons at secondary school? How do you know this?</p>
<p>Have you done anything to prepare for your Year 7 language lessons?</p>
<p>Have you had any contact with the secondary school you will attend in September (e.g. attended an open evening/day; visit from secondary school teacher; work produced to be sent to the secondary school). Do any of these relate to languages? Was this useful? How? informative, reassuring etc.</p>
<p>Would you like to continue to study a language? for GCSE and A level? Why?</p> <p>N.B. Include points raised by the pupil questionnaires (identified during the analysis of the questionnaires).</p>
<p>Any other comments relating to language lessons/ transition:</p>

Appendix 14: Year 7 (autumn) pupil interview

Year 7 Pupil Interview (30 minutes)

The (semi-structured) interviews will consist of three parts:

1. Introduction/background information
2. Views of languages
3. Expectations and experiences of languages at secondary school

Part 1: Background information/Introduction

<p>-Overview of interview arrangements, reminder of the participant's right to withdraw from the study</p> <p>-Introductions and collect the pupils' names.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>Name of school.....</p>
--

Part 2: Views of Languages

Group activity: pupils are given a set of cards with the following activities:

Task 1: sort the activities into two groups: those you do and those you don't do in language lessons

Task 2: order the activities into order of preference from the activity you most enjoy in language lessons to the activity you like the least. (1=favourite, 14= least favourite)

	Task 1: Activities do/don't do in language lessons (Yes, no)	Task 2: Order of preference (1=favourite, 14= least favourite)
Games		
Group work		
ICT		
Learning about life in other countries		
Listening to the language being spoken		
Other activities		
Pair work		
Practising listening skills		
Reading		
Singing		
Speaking		
Stories		
Talking about ways to learn new things		
Writing		

Discussion:

Which language(s) are you learning? Are you good at learning ...(French, Spanish etc)? Why?

Perceptions of language lessons

Do you **like** your languages lessons more or less than other lessons? Why?

What do you **like most** about language lessons? Why?

In what ways are language lessons **similar to other lessons**? How are they **different**?

N.B. Include points raised by the pupil questionnaires

Part 3: Expectations of languages at secondary school

Expectations

How do language lessons at secondary school live up to your expectations?

- difficulty/challenge
- enjoyment

Similarities and differences

How are language lessons in Year 7 **different** from language lessons in Year 6?

How are language lessons in Year 7 the **same** as language lessons in Year 6?

Did your language lessons at primary school prepare you **for your Year 7** language lessons?

How?

Would you like to **continue to study a language**? for GCSE and A level? Why?

N.B. Include points raised by the pupil questionnaires (identified during the analysis of the questionnaires).

Any other comments relating to language lessons/ transition:

Appendix 15: Year 7 summer pupil interview

Year 7 Pupil Interview (summer) 30 minutes

The (semi-structured) interviews will consist of three parts:

1. Introduction/background information
2. Views of languages
3. Expectations and experiences of languages at secondary school

Part 1: Background information/Introduction –

Overview of interview arrangements, reminder of the participant's right to withdraw from the study. -Introductions and collection of the pupils' names.

- 1
- 2
- 3
- 4
- 5
- 6

Part 2: Views of Languages

Group activity: pupils are given a set of cards with the following activities:

Task 1: sort the activities into two groups: those you do and those you don't do in language lessons

Task 2: order the activities into order of preference from the activity you most enjoy in language lessons to the activity you like the least. (1=favourite, 14= least favourite)

	Task 1: Activities do/don't do in language lessons (Yes, no)	Task 2: Order of preference (1=favourite, 14= least favourite)
Games		
Group work		
ICT		
Learning about life in other countries		
Listening to the language being spoken		
Other activities		
Pair work		
Practising listening skills		
Reading		
Singing		
Speaking		
Stories		
Talking about ways to learn new things		
Writing		

Discussion: Which language(s) are you learning? Are you good at learning ...(French, Spanish etc)? Why?

Perceptions of language lessons

Do you **like** your languages lessons more or less than other lessons? Why?

What do you **like most** about language lessons? Why?

In what ways are language lessons **similar to other lessons**? How are they **different**?

N.B. Include points raised by the pupil questionnaires

Part 3: Experience and beliefs about language learning at secondary school

Expectations How do language lessons at secondary school live up to your expectations? <ul style="list-style-type: none">- difficulty/challenge- enjoyment
Similarities and differences How are language lessons in Year 7 different from language lessons in Year 6? How are language lessons in Year 7 the same as language lessons in Year 6?
Did your language lessons at primary school prepare you for your Year 7 language lessons? How?
Would you like to continue to study a language ? for GCSE and A level? Why? N.B. Include points raised by the pupil questionnaires (identified during the analysis of the questionnaires).
Any other comments relating to language lessons/ transition:

Appendix 16: Year 6 teacher interview

Year 6 Teacher Interview

Section 1: Biographical information

Teacher's own experiences of language learning
Exploration of how they came to teach languages

Views of teaching languages in KS2

Section 2: Primary Languages Provision

1. Choice of language:
2. Which languages do you teach? Why?
What were the factors that were considered when deciding which language(s) to teach?
(Staffing, Local Authority guidance, links/Comenius projects, languages taught at secondary school etc.)
3. In your view, what should be the **aims** of language teaching in KS2?

4. Describe a typical language lesson
5. What activities do you do? Why? Which are the most successful? Why?
6. Pupils' attitudes: How do pupils respond to PL lessons?
Do their attitudes change when they transfer to secondary school? How? Why?
7. Assessment: Are pupils assessed in languages?
Which assessment methods are used?

Section 3: Liaison with secondary school

8. Do you do anything to provide progression and continuity for pupils in language learning at KS3?
9. What do you know about the teaching of languages at secondary school?
How are lessons similar to/different from language lessons in Year 6?

10. Primary Languages **data**:

- What data relating to Primary Languages are shared? (Scheme of work, assessment data, European Primary Languages Portfolio etc.) Who decides?
- How are these identified? (By the primary or secondary school, LA, at joint meetings?)

- How are the data and information passed to secondary schools?

- How are the data used by secondary schools?

11. What **liaison activities** are you involved in for Primary Languages?

12. How do transition arrangements for Primary Languages compare to other curriculum areas?

13. Do you have any recommendations or suggestions for improving transition for languages?

14. Any other comments regarding Key Stage 2-3 transition for Primary Languages.

Appendix 17: Year 7 autumn teacher interview

Year 7 Teacher Interview

Part 1: Biographical information

Teacher's role

Knowledge of/involvement with the teaching of Primary Languages

Knowledge of/involvement with transition activities

Part 2: Languages Provision

Which languages are taught in feeder primaries?

Involvement in the decision to teach a particular language at primary?

(Staffing, Local Authority guidance, links/Comenius projects, languages taught at secondary school etc.)

Which languages are taught in Year 7?

Allocation of pupils to language groups.

In your view, what has been the impact of PL on Key Stage 3 (pupils' knowledge and skills; secondary provision).

Have any adaptations been made to languages at KS3 in response to PL?

What measures are taken to ensure progression in language learning from KS2 to KS3?

In your view, what should be the **aims** of language teaching in KS2?

Describe a typical Year 7 language lesson:

What activities do you do? Why? Which are the most successful? Why?

Pupils' attitudes: How do Year 7 pupils respond to language lessons?

Do their attitudes change during Year 7? If so, how? Why?

Part 3: Liaison with secondary school

Do you do anything to provide progression and continuity for pupils in language learning from KS2-KS3?

What do you know about the teaching of languages at primary school?

How are lessons similar to/different from language lessons in Year 6?

Primary Languages data:

What data relating to Primary Languages are shared? (Scheme of work, assessment data, European Primary Languages Portfolio etc.) Who decides?

How are these identified? (By the primary or secondary school, LA, at joint meetings?)

How are the data and information passed to secondary schools?

How are the data used by secondary schools? By whom?

Are you involved in any liaison activities for languages?

How do transition arrangements for languages compare to other curriculum areas?

Do you have any recommendations or suggestions for improving transition for languages?

Any other comments regarding Key Stage 2-3 transition for languages.

Appendix 18: Year 7 summer teacher interview

Year 7 Teacher Interview (Summer)

Part 1: Biographical information

Teacher's role

Knowledge of/involvement with the teaching of Primary Languages

Knowledge of/involvement with transition activities

Part 2: Languages Provision

Which languages are taught in feeder primaries?

Involvement in the decision to teach a particular language at primary?

(Staffing, Local Authority guidance, links/Comenius projects, languages taught at secondary school etc.)

Which languages are taught in Year 7?

Allocation of pupils to language groups.

In your view, what has been the impact of PL on Key Stage 3 (pupils' knowledge and skills; secondary provision).

Have any adaptations been made to languages at KS3 in response to PL?

What measures are taken to ensure progression in language learning from KS2 to KS3?

In your view, what should be the **aims** of language teaching in KS2?

Describe a typical Year 7 language lesson:

What activities do you do? Why? Which are the most successful? Why?

Pupils' attitudes: How do Year 7 pupils respond to language lessons?

Do their attitudes change during Year 7? If so, how? Why?

Part 3: Liaison with secondary school

Do you do anything to provide progression and continuity for pupils in language learning from KS2-KS3?

What do you know about the teaching of languages at primary school?

How are lessons similar to/different from language lessons in Year 6?

Primary Languages **data**:

What data relating to Primary Languages are shared? (Scheme of work, assessment data, European Primary Languages Portfolio etc.) Who decides?

How are these identified? (By the primary or secondary school, LA, at joint meetings?)

How are the data and information passed to secondary schools?

How are the data used by secondary schools? By whom?

Are you involved in any liaison activities for languages?

How do transition arrangements for languages compare to other curriculum areas?

Do you have any recommendations or suggestions for improving transition for languages?

Any other comments regarding Key Stage 2-3 transition for languages

7. Read the opinions below and tick the box to show how much you agree or disagree with each opinion. Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
I enjoy language lessons					
I enjoy most lessons at school					
Language lessons are not very interesting					
It's useful to learn a language					
It's difficult to learn a language					
You have to think hard in language lessons					
The work in language lessons is harder than in most other lessons					
I am good at school work in general					
I am good at languages					

8. What do you like the most about language lessons?

.....

9. What do you like the least about language lessons?

.....

10. If you could make one change to your language lessons, what would it be?

.....

.....

11. Read the opinion below and tick the box to show how much you agree or disagree. Tick **one** box:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
All pupils should learn a language in Key Stage 2					

12. Why?.....

.....

Part 3: Expectations of secondary school

13. Which secondary school will you join in September?.....

14. Please read the opinions below and tick the box to show how much you agree or disagree with each opinion.
Tick **one** box for each opinion:

Opinion	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
I am looking forward to lessons at secondary school					
I am looking forward to language lessons at secondary school					

15. Which language will you study in Year 7? Tick **one** option from the following list:

- The same language you are learning in Year 6
- A different language to the one you are learning in Year 6
- Not sure

16. If you had the choice, which language would you study at secondary school?

- The same language you are learning in Year 6
 - A different language
- Please state which language

17. Why?.....
.....

18. If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?
.....

Thank you very much for your help

Appendix 20: Year 6 pupil interview (pilot)

Year 6 Pupil Interview (30 minutes)

The (semi-structured) interviews will consist of three parts:

1. Introduction/Background information
2. Views of PL
3. Expectations of languages at secondary school

Part 1: Background information/Introduction

Overview of the interview arrangements, reminder of the participant's right to withdraw from the study

Collect the pupils' names.

Part 2: Views of PL

Group activity: pupils are given a set of cards with the following activities:

Listen to the language being spoken

Practise listening skills

Speaking

Pair work

Group work

Reading

Stories

Writing

ICT

Songs

Games

Talk about ways to learn new things

Learn about life in other countries

Other activities

Task 1: sort the activities into two groups: those you do and those you don't do in language lessons

Task 2: order the activities into order of preference from the activity you most enjoy in language lessons to the activity you like the least.

Discussion:

Are you good at learning ...(French, Spanish etc)? Why?

Do you like your languages lessons more or less than other lessons? Why?

In what ways are language lessons similar to other lessons? How are they different?

What do you like most about language lessons? Why?

N.B. Include points raised by the pupil questionnaires (identified during the analysis of the questionnaires).

Part 3: Expectations of languages at secondary school

How do you think language lessons in Year 7 will be different from language lessons in Year 6?

How do you think language lessons in Year 7 will be the same as language lessons in Year 6?

Have you done anything to prepare for your Year 7 language lessons?

What do you know about language lessons at secondary school? How do you know this?

Have you had any contact with the secondary school you will attend in September (e.g. attended an open evening/day; visit from secondary school teacher; work produced to be sent to the secondary school). Do any of these relate to languages? Was this useful? How? informative, reassuring etc.

Would you like to continue to study a language? for GCSE and A level? Why?

N.B. Include points raised by the pupil questionnaires (identified during the analysis of the questionnaires).

Appendix 21: Coding frame for: ‘What do Year 6 pupils like the most about language lessons?’

Year 6 pupils’ responses	Example
Activities	
Active learning	‘Participating and moving around.’
Comparing the TL and English	‘Comparing new words to English words.’
Content	‘I like learning the colours.’
Developing language learning skills	‘I like learning new language skills.’
Drawing/art	‘Drawing pictures and things for display.’
Games	‘The games we play.’
Group/pair work	‘Working in groups.’
ICT	‘Going on the computers.’
Learning new words	‘Learning new words.’
Listening	‘Listening to the teacher.’
Pronunciation	‘Learning to pronounce French words.’
Reading	‘Reading.’
Singing	‘Doing the songs.’
Speaking	‘Doing conversation work.’
Variety of activities	‘Having different activities.’
Videos	‘Watching the videos.’
Writing	‘I like writing.’
Reasons for learning a language	
Communication with others/useful	‘When you go on holiday you can speak to people.’
Challenge/progression	‘Learning more than how to count and the months.’
Fun	‘It’s really fun.’
Interesting	‘They are very interesting.’
Learning about other cultures	‘Learning different cultures.’
Outcomes	‘It’s very good for you when you’re older.’
Other	
Different from other lessons	‘They’re not like other lessons.’
It’s new	‘I like the fact that learning a new language opens your brain to a wide range of learning things that you never learnt before.’
Lack of writing	‘Not doing so much writing.’
Negative response	‘I don’t really enjoy language lessons.’
Teacher	‘The French teacher.’

Appendix 22: Coding frame for: ‘What do Year 6 pupils like the least about language lessons?’

Year 6 pupils’ responses	Example
Activities	
Content	‘Learning about the weather.’
Games	‘Games.’
Group/pair work	‘Working as a group.’
Independent work	‘Working independently.’
Learning new words	‘Learning new foreign words.’
Listening	‘Sitting on the carpet and listening.’
Practising vocabulary	‘The way that you’re taught - (listen to it, say it, read it) all over again.’
Pronunciation	‘Trying to say the words that are very hard to say.’
Range of activities	‘That you’re always confined to your seat.’
Remembering	‘Having to remember all the words and phrases.’
Reading	‘I least like the reading.’
Repetition	‘Repeating the words again and again.’
Singing	‘The patronising songs we have to sing which have no useful French phrases in them.’
Speaking	‘The speaking.’
Studying the language	‘Studying the language.’
Writing	‘Writing sentences in a different language.’
Feelings/experiences	
Boredom	‘It can be boring and there are not many games to make it fun.’
Confusion	‘When it gets confusing.’
Difficulty	‘That most of the work is very hard.’
Embarrassment	‘I’m shy at talking in front of the whole class in case I get a word wrong or I say the word wrong.’
Irrelevance	‘I hate it when you learn things that you might not do if you ever go to that place.’
Lack of progression	‘We don’t learn much, just the same thing.’
No choice of language studied	‘That you have to do a particular language chosen for you, not chosen by you.’
Other	
Length of lessons (too long)	‘Sometimes it goes on too long.’
Insufficient time/lessons too short	‘Moving on too fast.’
Need for accuracy	‘Sometimes the language can stress you out a bit because you can’t get it right.’
Need to practise	‘What I least like is that it takes time to learn.’
Teacher	‘The teacher.’
Don’t know	‘Don’t know.’
Nothing	‘Nothing.’
Everything	‘Everything.’

Appendix 23: Coding frame for: one aspect of language lessons Year 6 pupils would change.

Year 6 pupils' responses	Example
Provision	
More languages/different language	'Learn a different language.'
Classroom management/organisation	'More group work.'
Teacher	'A different teacher.'
Length/frequency of lessons	'Make them longer.'
Activities	
Broader range of activities	'More activities.'
More cultural activities/visits	'Go on trips to that country.'
More games	'To play more games.'
More ICT	'Use more ICT.'
More practice/revision	'Revising more often.'
More songs	'More songs.'
Less repetition/more progression	'Less repeating of things we already know.'
Less writing	'To do less writing.'
Emotional response	
Easier/experience success	'Make language lessons easier.'
More fun/interesting	'Making them fun.'
Nothing	'I don't want to change anything.'
No response/Don't know	'I don't know.'
Other (less homework, more pupil choice, more useful phrases)	'Learn what sentences you want.'

Appendix 24: Coding frame for the reasons given by Year 6 pupils to explain why they agree/disagree with the statement: ‘All pupils should learn a language in Key Stage 2.’

Year 6 pupils’ responses	Example
Positive	
Useful (employment, holidays)	‘Because it can help them later on in life if on holiday or in a job.’
Preparation for secondary school	‘It makes you more comfortable learning a different language at secondary school because you already know a language.’
Communication	‘It will help to communicate with people in different languages.’
Develops language skills	‘They should learn languages so they get used to learning languages and remembering the words.’
Younger is better	‘Because it is easier to learn things when you are younger.’
Appropriate age	‘They are old enough to experience how the other country speak and get used to it.’
Progression	‘Because they can advance quicker.’
Equity	‘Because it’s not fair if some people don’t do it.’
Confidence	‘Because it boosts our confidence.’
Enjoyment	‘I enjoy it.’
Part of education	‘Everyone should do a bit of everything.’
Negative	
Not useful/relevant	‘It should not be compulsory to learn a language that they won’t use.’
Don’t/may not enjoy	‘Because if they don’t want to learn a language then they shouldn’t have to.’
Should begin earlier	‘If they learn in KS1 they would be better at it.’
Should begin later	‘We should wait until we are at secondary school to learn.’
Concern for progress of others (EAL, native speakers)	‘Of one child is from another country he/she would struggle.’
Other	
Don’t know	‘I don’t know.’
No response	-

Appendix 25: Coding frame for Year 6 pupils' explanation for their responses to the question: 'If you had the choice, which language would you study at secondary school?'

Year 6 pupils' responses	Example
Same language	
Progression	'Because I learned a bit and would like to speak it fluently.' 'Because I already know the basics so I could proceed in learning.'
Interesting/enjoyable	'Because it is a language I enjoy.'
Useful	'Because if I go there, I will be able to speak to the people.'
Personal connection	'Because my family is Spanish.'
Enjoyable	'It is a language I enjoy.'
Other	'Because I am good at it.'
Different language	
Useful	'So that we can visit those places.'
Personal connection	'Because I have Polish friends and when they talk Polish I feel I want to join in.'
Desire to learn another language	'Because I've already learned two languages and it's best to learn as many languages as you can.'
Interest in language/culture	'Because I have always wanted to go to Italy and I would be able to say 'pizza' in Italian.'
Challenge	'Because it is harder, you work harder and remember more.'
Easy	'Because the words are easier to learn and it's not hard.'
Negative view of Y6 language	'Because it would be better than French.'
Other	'So that I know more than my brother.'

Appendix 26: Coding frame for Year 6 pupils' responses to the question: 'If you had a magic wand and could make one wish for your language lessons at secondary school, what would it be?'

Year 6 pupils' responses	Example
Visit TL country/trips	'To go to that country.'
Contact with native speaker(s)	'To have somebody from Spain visit us.'
Teacher	'That the teacher was nice.'
Easier	'Make it easier.'
Fun	'Make it fun.'
Different language	'To learn Portuguese.'
More lessons	'To hard more language lessons.'
Content/activities	'I would want to act out a story but say the speech in French.'
Equipment	'To have really good quality equipment to learn with.'
Shorter lessons	'To have a shorter lesson.'
More games	'To have more games.'
Less writing	'Less writing.'
More ICT	'Use more ICT.'
No changes	'There is nothing to change.'
More practice	'Go back to what we have learnt and revise it.'
Learn new things/progression	'To learn something new every week and review what we did the week before.'
Other	'To learn funny phrases.'
Language awareness	'Comparing 2 different languages and seeing the difference between them'.
Cultural awareness	'That we would learn about their culture.'
Negative comment	'To have no language lessons.'
Interesting	'Make it more interesting.'
More challenging	'Learn more complicated things.'

Appendix 27: Coding frame for Year 7 (autumn) pupils' responses to the question: 'If you could give one piece of advice to Year 6 pupils about learning languages at secondary school, what would it be?'

Year 7 (autumn) pupils' responses	Example
Listen/concentrate	'Make sure you concentrate because it will be clearer to understand'
Revise/practice	'Practise hard and then you become good'
Prepare to work hard(er)	'It is much harder'
Value of learning a language	'Try to make them understand that if you moved to France you would need to speak French to make friends'
Language learning strategies	'To write things down to help you remember'
Spelling/pronunciation	'The way it is spelt is not the way you say it'
Enjoy/don't worry	'In secondary school languages are fun'
Do preparation work for Y7	'Prepare and try to learn some basic phrases'
Other	'If you have already learned what is being taught, sit still and try to listen because they could be talking about something you haven't covered'