Primary_SP: Primary PGCE - Specialism French, Primary Foreign Languages

Course start date: 29/08/2017

'3, 2, 1…Action! Le Drama Pour Apprendre l'anglais Au Cycle 3 | Primlangues'
<http://www.primlangues.education.fr/article/3-2-1action-le-drama-pour-apprendre-langlai
s-au-cycle-3>

Alexander, Robin J., Culture and Pedagogy: International Comparisons in Primary Education
(Oxford: Blackwell, 2000)

Barzanò, Giovanna, Jane Jones, Paola Spallanzani, and Oxymoron Team, Same Differences:
Intercultural Learning and Early Foreign Language Teaching (Torre Boldone: Grafital, 1998)

Bigelow, Martha, and Susan Ranney, 'Knowledge about Language for Teachers Is More
than Knowing Grammar Rules', Studies in Hispanic and Lusophone Linguistics, 3.1 (2010)
<https://doi.org/10.1515/shll-2010-1070>

Broady, Elspeth, 'Sameness and Difference: The Challenge of Culture in Language
Teaching', The Language Learning Journal, 29.1 (2004), 68–72
<https://doi.org/10.1080/09571730485200131>

Burstall, Clare, Primary French in the Balance (Windsor: NFER, 1974), Reports /National
Foundation for Educational Research in England and Wales

Burstall, Clare and National Foundation for Educational Research in England and Wales,
French in the Primary School: Attitudes and Achievement (Slough: National Foundation for
Educational Research in England and Wales, 1970)

Byram, M., and P. Doyé, 'Intercultural Competence and Foreign Language Learning in the
Primary School', in The Teaching of Modern Foreign Languages in the Primary School
(London: Routledge, 1999), pp. 138–51
<https://contentstore.cla.co.uk/secure/link?id=2efc8744-3945-e711-80cb-005056af4099>

Cable, Carrie, Patricia Driscoll, Rosamond Mitchell, Sue Sing, Teresa Cremin, Justine Earl,
and others, 'Language Learning at Key Stage 2: Findings from a Longitudinal Study',
Education 3-13, 40.4 (2012), 363–78 <https://doi.org/10.1080/03004279.2012.691371>

Cameron, Deborah, The Teacher's Guide to Grammar (Oxford: Oxford University Press,
2007)

Cameron, Lynne, 'Cameron, L. (2012) - Teaching Languages to Young Learners - Chapter

1 ; Children Learning a Foreign Language', in Teaching Languages to Young Learners (Cambridge: Cambridge UP, 2001), Cambridge language teaching library, 1–21 <http://dx.doi.org/10.1017/CBO9780511733109>

———, Teaching Languages to Young Learners (Cambridge: Cambridge University Press, 2001) <https://doi.org/10.1017/CBO9780511733109>

Chambers, Gary, 'Transition in Modern Languages from Primary to Secondary School: The Challenge of Change', The Language Learning Journal, 42.3 (2014), 242–60 <https://doi.org/10.1080/09571736.2012.708052>

Cheater, Catherine, and Anne Farren, 'Chapter 2: Sentence Level', in The Literacy Link (London: CILT, 2001), Young pathfinder, 29–47 <https://contentstore.cla.co.uk/secure/link?id=0018ad4a-3945-e711-80cb-005056af4099>

Cheater, Catherine, Anne Farren, and Centre for Information on Language Teaching and Research, The Literacy Link (London: CILT, 2001), Young pathfinder

Choi, Julie, and David Nunan, Language and Culture: Reflective Narratives and the Emergence of Identity (New York: Routledge, 2010), ESL&applied linguistics professional series <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203856987>

Costley, Tracey, Christina Gkonou, Florence Myles, Karen Roehr-Brackin, and Angela Tellier, 'Multilingual and Monolingual Children in the Primary-Level Language Classroom: Individual Differences and Perceptions of Foreign Language Learning', The Language Learning Journal, 2018, 1–13 <https://doi.org/10.1080/09571736.2018.1471616>

'Creativity in Modern Foreign Languages Teaching and Learning | Higher Education Academy' <https://www.heacademy.ac.uk/knowledge-hub/creativity-modern-foreign-languages-teaching-and-learning>

Curtain, Helena, Marianne Nikolov, Council of Europe, and European Centre for Modern Languages, An Early Start: Young Learners and Modern Languages in Europe and Beyond (Strasbourg: Council of Europe Publishing, 2000)

D'Almeida, Essi, 'Modern Foreign Languages Classroom: Is Inclusion of All, Exclusion in Disguise?', 2015 <http://publications.aston.ac.uk/27352/>

Dalton-Puffer, Christiane, and Tarja Nikula, 'Content and Language Integrated Learning', The Language Learning Journal, 42.2 (2014), 117–22 <https://doi.org/10.1080/09571736.2014.891370>

Dervin, Fred, 'Assessing Intercultural Competence in Language Learning and Teaching' <http://users.utu.fi/freder/Assessing%20intercultural%20competence%20in%20Language%20Learning%20and%20Teaching.pdf>

Doiz, Aintzane, David Lasagabaster, and Juan Manuel Sierra, 'CLIL and Motivation: The

Effect of Individual and Contextual Variables', The Language Learning Journal, 42.2 (2014), 209–24 <https://doi.org/10.1080/09571736.2014.889508>

Doyé, Peter, Alison Hurrell, Council of Europe, and Council of Europe. Council for Cultural Co-operation. Education Committee, Foreign Language Learning in Primary Schools (Age 5/6 to 10/11) (Strasbourg: Council of Europe, 1997)

Driscoll, Patricia, and David Frost, The Teaching of Modern Foreign Languages in the Primary School (London: Routledge, 1999)

Edelenbos, Peter, Richard Johnstone, Centre for Information on Language Teaching and Research, Centre for Information on Language Teaching and Research. Scottish CILT., and Rijksuniversiteit Groningen. GION., Researching Languages at Primary School: Some European Perspectives (London: CILT in collaboration with Scottish CILT and GION (University of Groningen), 1996)

Ellis, Rod, Second Language Acquisition (Oxford: Oxford UP, 1997), Oxford introductions to language study

'European Journal of Teacher Education'

Field, Kit, Issues in Modern Foreign Languages Teaching (London : RoutledgeFalmer, 2000), Issues in subject teaching <https://www.taylorfrancis.com/books/9780203005682>

Franceschina, Florencia, Fossilized Second Language Grammars: The Acquisition of Grammatical Gender (Amsterdam: John Benjamins, 2005), Language acquisition&language disorders <https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4973690360004761&institutionId=4761&customerId=4760>

Gavruseva, Elena, and Belma Haznedar, Current Trends in Child Second Language Acquisition: A Generative Perspective (Amsterdam: John Benjamins Pub. Co, 2008), Language acquisition and language disorders <https://doi.org/10.1075/lald.46>

Graham, S. J., 'Learners' Metacognitive Beliefs: A Modern Foreign Languages Case Study', Research in Education, 70.1 (2003), 9–20 <https://doi.org/10.7227/RIE.70.2>

Great Britain. Department for Education and Skills, 'Languages for All : Languages for Life: A Strategy for England' ([London]: Department for Education and Skills, 2002) <http://dera.ioe.ac.uk/6364/>

Great Britain. Office for Standards in Education and Great Britain. Office for Standards in Education (England), 'Primary Modern Foreign Languages in Initial Teacher Training: A Survey' (London: Office for Standards in Education, 2003) <http://dera.ioe.ac.uk/id/eprint/4795>

Great Britain. Scottish Office Education and Industry Department. Inspectors of Schools, Standards and Quality in Primary and Secondary Schools 1995-98: Modern Languages, London : Stationery Office,1998

Greenwood, Richard, 'Subject-Based and Cross-Curricular Approaches within the Revised Primary Curriculum in Northern Ireland: Teachers' Concerns and Preferred Approaches', Education 3-13, 41.4 (2013), 443–58 <https://doi.org/10.1080/03004279.2013.819618>

Greenwood, Richard and Greenwood, Richard, 'Subject-Based and Cross-Curricular Approaches within the Revised Primary Curriculum in Northern Ireland: Teachers' Concerns and Preferred Approaches', Education 3-13, 41.4 (2013) <http://www.tandfonline.com/doi/abs/10.1080/03004279.2013.819618>

Hallam, Collette, Barbara Neilsen, and Victoria Door, 'Teaching French in Primary Schools: A Preparation for Future Learning', Francophonie: The French Journal of the Association for Language Learning, 22 (1990), 24–27

Hawkins, Eric, 'Out of This Nettle, Drop-out, We Pluck This Flower, Opportunity: Re-Thinking the School Foreign Language Apprenticeship', The Language Learning Journal, 32.1 (2005), 4–17 <https://doi.org/10.1080/09571730585200141>

Hawkins, Eric and Centre for Information on Language Teaching and Research, 30 Years of Language Teaching (London: CILT, 1996)

Hernández, Todd A., 'The Relationship Among Motivation, Interaction, and the Development of Second Language Oral Proficiency in a Study-Abroad Context', The Modern Language Journal, 94.4 (2010), 600–617 <https://doi.org/10.1111/j.1540-4781.2010.01053.x>

Hunt, Marilyn, 'Progression and Assessment in Foreign Languages at Key Stage 2', Language Learning Journal, 37.2 (2009), 205–17 <https://doi.org/10.1080/09571730902928086>

Hurrell, Alison, Peter Satchwell, and Centre for Information on Language Teaching and Research, Reflections on Modern Languages in Primary Education: Six UK Case Studies (London: Centre for Information on Language Teaching and Research, 1996), Reflections on practice

İnceçay, Görsev, 'The Role of Teacher Talk in Young Learners' Language Process', Procedia - Social and Behavioral Sciences, 2.2 (2010), 277–81 <https://doi.org/10.1016/j.sbspro.2010.03.010>

Irimia, Maria, 'Developing the Intercultural Dimension in Language Teaching', International Journal of Communication Research, 2.4, 325–31 <http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1274744560&indx=1&recIds=TN_proquest1274744560&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=Developing%20the%20Intercultural%20Dimension%20in%20Language%20Teaching%20&dstmp=1497199537675>

Johnstone, Richard, 'Evidence-Based Policy: Early Modern Language Learning at Primary', The Language Learning Journal, 28.1 (2003), 14–21

<https://doi.org/10.1080/09571730385200161>

Johnstone, Richard and Scottish Council for Research in Education, 'Teaching Modern Languages at Primary School: Approaches and Implications' (Edinburgh: Scottish Council for Research in Education, 1994)

Jones, Jane, 'The Role of Assessment for Learning in the Management of Primary to Secondary Transition: Implications for Language Teachers', Language Learning Journal, 38.2 (2010), 175–91 <https://doi.org/10.1080/09571730902928052>

Jones, Jane, and Simon Coffey, Modern Foreign Languages, 5-11: A Guide for Teachers, 2nd ed (London: Routledge, 2013), v–xi <https://www.taylorfrancis.com/books/9780429234460>

Kirsch, Claudine, 'Chapter 3: Theories of Second Language Acquisition', in Teaching Foreign Languages in the Primary School (London: Continuum, 2008) <https://contentstore.cla.co.uk/secure/link?id=0218ad4a-3945-e711-80cb-005056af4099>

Kolb, Annika, 'How Languages Are Learnt: Primary Children's Language Learning Beliefs', Innovation in Language Learning and Teaching, 1.2 (2007), 227–41 <https://doi.org/10.2167/illt033.0>

'KS2 MFL: Weather Vocabulary' (Brook Lapping Productions, 2010) <https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1782139?utm_source=aspresolver&utm_medium=MARC&utm_campaign=AlexanderStreet>

Kyndt, E., D. Gijbels, I. Grosemans, and V. Donche, 'Teachers Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes', Review of Educational Research, 86.4 (2016), 1111–50 <https://doi.org/10.3102/0034654315627864>

Lawes, Shirley, 'Why Learn Modern Foreign Languages?', in Issues in Modern Foreign Languages Teaching (London : RoutledgeFalmer, 2000), Issues in subject teaching, 41–53 <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203005682>

Lightbown, Patsy, and Nina Margaret Spada, How Languages Are Learned, 4th edition (Oxford: Oxford University Press, 2013), Oxford handbooks for language teachers <https://www.vlebooks.com/Product/Index/702408?page=0&startBookmarkId=-1>

Loveless, A., 'Thinking about Creativity: Developing Ideas, Making Things Happen', in Creativity in Primary Education, 2nd ed (Exeter: Learning Matters, 2009), Achieving QTS. Cross-curricular strand, 22–35

Lynne Cameron, 'Cameron, L. (2012) -Teaching Languages to Young Learners -Chapter 2; Learning Language through Tasks and Activities', in Teaching Languages to Young Learners (Cambridge: Cambridge UP, 2001), Cambridge language teaching library, 21–36 <https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF42B159B8A9650D4CEB83409>

Macedonia, Manuela ; Von Kriegstein, Katharina Macedonia, Manuela (correspondence author), 'Gestures Enhance Foreign Language Learning', Biolinguistics, 6.3–4 <https://www.biolinguistics.eu/index.php/biolinguistics/article/view/248>

MACINTYRE, PETER D., CAROLYN BURNS, and ALISON JESSOME, 'Ambivalence About Communicating in a Second Language: A Qualitative Study of French Immersion Students? Willingness to Communicate', The Modern Language Journal, 95.1 (2011), 81–96 <https://doi.org/10.1111/j.1540-4781.2010.01141.x>

Martin, C., 'Teaching Ideas', in Games and Fun Activities (London: Centre for Information on Language Teaching and Research, 1995), Young pathfinder <https://contentstore.cla.co.uk/secure/link?id=2dfc8744-3945-e711-80cb-005056af4099>

'Mater Dolorosa. The Concept of Spain in the 19th Century | Essay and Science' <http://www.essayandscience.com/book/18/mater-dolorosa-the-concept-of-spain-in-t/>

Maynard, S., 'Why Should Languages Be Introduced at Primary Level?', in Teaching Foreign Languages in the Primary School (Routledge Taylor & Francis Group, 2012) <https://www.dawsonera.com/readonline/9780203805022>

McLachlan, Angela, 'Modern Languages in the Primary Curriculum: Are We Creating Conditions for Success?', Language Learning Journal, 37.2 (2009), 183–203 <https://doi.org/10.1080/09571730902928078>

Moore, Alex, 'Chapter 1: Models of Teaching and Learning', in Teaching and Learning: Pedagogy, Curriculum and Culture, Second edition (London: Routledge, 2012), pp. 7–22 <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203487556>

Nakayama, Thomas K., Rona Tamiko Halualani, and Wiley InterScience (Online service), The Handbook of Critical Intercultural Communication (Chichester, West Sussex, U.K.: Wiley-Blackwell, 2010), Handbooks in communication and media <http://dx.doi.org/10.1002/9781444390681>

Nikolov, M., '"Why Do You Learn English?" "Because the Teacher Is Short. "A Study of Hungarian Children's Foreign Language Learning Motivation', Language Teaching Research , 3.1 (1999), 33–56 <https://doi.org/10.1177/136216889900300103>

Nikolov, Marianne, Early Learning of Modern Foreign Languages: Processes and Outcomes (Bristol, UK: Multilingual Matters, 2009), Second language acquisition

———, The Age Factor and Early Language Learning (Berlin: Mouton de Gruyter, 2009), Studies on language acquisition

Nikolov, Marianne, Council of Europe, European Centre for Modern Languages, and TeMoLaYoLe: Research into Teaching Modern Languages to Young Learners Conference, Teaching Modern Languages to Young Learners: Teachers, Curricula and Materials (Strasbourg: Council of Europe, 2007), Languages for social cohesion

Nikolov, Marianne, and Jelena Mihaljevic Djigunovic, 'RECENT RESEARCH ON AGE, SECOND

LANGUAGE ACQUISITION, AND EARLY FOREIGN LANGUAGE LEARNING', Annual Review of Applied Linguistics, 26 (2006) <https://doi.org/10.1017/S0267190506000122>

Nuffield Languages Inquiry and Nuffield Foundation, Languages : The next Generation: The Final Report and Recommendations of the Nuffield Languages Inquiry (London: Nuffield Foundation, 2000)

'Ofsted Subject Reports 2002/3: Modern Foreign Languages in Primary Schools' <http://webarchive.nationalarchives.gov.uk/20081030015852/http://ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Annual-Report-2002-03-Ofsted-subject-reports-primary>

Opfer, V. Darleen, David G. Pedder, and Zsolt Lavicza, 'The Role of Teachers' Orientation to Learning in Professional Development and Change: A National Study of Teachers in England', Teaching and Teacher Education, 27.2 (2011), 443–53 <https://doi.org/10.1016/j.tate.2010.09.014>

Osler, Audrey, Hugh Starkey, and British Council, Citizenship and Language Learning: International Perspectives (Stoke-on-Trent: Trentham Books in partnership with the British Council, 2005)

Peiser, Gillian, and Marion Jones, 'The Significance of Intercultural Understanding in the English Modern Foreign Languages Curriculum: A Pupil Perspective', The Language Learning Journal, 41.3 (2013), 340–56 <https://doi.org/10.1080/09571736.2013.836350> 'Primary Subject Reports 2000/1: Modern Foreign Languages' <http://webarchive.nationalarchives.gov.uk/20081030015852/http://ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Art-and-design/Primary/Annual-Report-2000-01-Ofsted-subject-reports-primary>

Quist, G, 'Cosmopolitan Imaginings: Creativity and Responsibility in the Language Classroom', Language and Intercultural Communication, 2013 <http://discovery.ucl.ac.uk/1386986/1/10.1080-14708477.2013.804536.pdf>

Raveaud, Maroussia, 'Hares, Tortoises and the Social Construction of the Pupil: Differentiated Learning in French and English Primary Schools', British Educational Research Journal, 31.4 (2005), 459–79 <https://doi.org/10.1080/01411920500148697>

Renaut, Cassandra, To What Extent Does Teaching Culture in Modern Foreign Languages Improve Motivation to Learn Languages?, 2010

Schools Council (Great Britain) and Nuffield Foundation, French in the Primary School: The Joint Schools Council/Nuffield Foundation Pilot Scheme (London: HMSO, 1966), Working paper /Schools Council

Sharp, Keith, and Patricia Driscoll, 'Chapter 5: At What Age Should Foreign Language Learning Begin?', in Issues in Modern Foreign Languages Teaching (London : RoutledgeFalmer, 2000), Issues in subject teaching <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203005682>

Sharpe, Keith, 'Communication, Culture, Context, Confidence: The Four Cs of Primary

Modern Language Teaching', The Language Learning Journal, 6.1 (1992), 13–14
<https://doi.org/10.1080/09571739285200351>

———, 'The Primacy of Pedagogy in the Early Teaching of Modern Languages', The
Language Learning Journal, 12.1 (1995), 40–42
<https://doi.org/10.1080/09571739585200411>

Spada, Nina, 'Form-Focussed Instruction and Second Language Acquisition: A Review of
Classroom and Laboratory Research', Language Teaching, 30.02 (1997)
<https://doi.org/10.1017/S0261444800012799>

Teresa Tinsley and Neela Doležal, 'Language Trends Survey 2018'
<https://www.britishcouncil.org/sites/default/files/language_trends_2018_report.pdf>

Tierney, Daniel, and Laly Alonso-Nieto, 'Modern Languages in the Primary School in Spain
and Scotland', Vida
Hispa
́
nica, 23 (2001), 9–12 <http://strathprints.strath.ac.uk/3230/>

Tierney, Daniel, and Lore Gallastegi, 'Where Are We Going with Primary Foreign
Languages?', The Language Learning Journal, 31.1 (2005), 47–54
<https://doi.org/10.1080/09571730585200081>

Tingley, Patricia A., Katherine A. Dore, Anita Lopez, Heather Parsons, Elizabeth Campbell,
Elizabeth Kay-Raining Bird, and others, 'A Comparison of Phonological Awareness Skills in
Early French Immersion and English Children', Journal of Psycholinguistic Research, 33.3
(2004), 263–87 <https://doi.org/10.1023/B:JOPR.0000027965.77686.1b>

Woodgate-Jones, Alex, 'The Educational Aims of Primary MFL Teaching: An Investigation
into the Perceived Importance of Linguistic Competence and Intercultural Understanding',
Language Learning Journal, 37.2 (2009), 255–65
<https://doi.org/10.1080/09571730902928136>

Wu, Xinyi, 'Intrinsic Motivation and Young Language Learners: The Impact of the Classroom
Environment', System, 31.4 (2003), 501–17
<https://doi.org/10.1016/j.system.2003.04.001>