Primary_SP: Primary PGCE - Specialism French, Primary Foreign Languages

Course start date: 29/08/2017



1

Maynard S. Why should languages be introduced at primary level? In: Teaching foreign languages in the primary school [Internet]. Routledge Taylor & Francis Group; 2012. Available from: https://www.dawsonera.com/readonline/9780203805022

2.

Nikolov M, Djigunovic JM. RECENT RESEARCH ON AGE, SECOND LANGUAGE ACQUISITION, AND EARLY FOREIGN LANGUAGE LEARNING. Annual Review of Applied Linguistics [Internet]. 2006 Jan;26. Available from: https://doi.org/10.1017/S0267190506000122

3.

Woodgate-Jones A. The educational aims of primary MFL teaching: an investigation into the perceived importance of linguistic competence and intercultural understanding. Language Learning Journal. 2009 Jul;37(2):255–65.

4.

Great Britain. Department for Education and Skills. Languages for all: languages for life: a strategy for England [Internet]. [London]: Department for Education and Skills; 2002. Available from: http://dera.ioe.ac.uk/6364/

5.

Costley T, Gkonou C, Myles F, Roehr-Brackin K, Tellier A. Multilingual and monolingual children in the primary-level language classroom: individual differences and perceptions of foreign language learning. The Language Learning Journal. 2018 May 18;1–13.

Kolb A. How Languages are Learnt: Primary Children's Language Learning Beliefs. Innovation in Language Learning and Teaching. 2007 Nov 15;1(2):227–41.

7.

Cameron L. Cameron, L. (2012) - Teaching Languages to Young Learners - Chapter 1; Children Learning a Foreign Language. In: Teaching languages to young learners [Internet]. Cambridge: Cambridge UP; 2001. p. 1–21. Available from: http://dx.doi.org/10.1017/CBO9780511733109

8.

McLachlan A. Modern languages in the primary curriculum: are we creating conditions for success? Language Learning Journal. 2009 Jul;37(2):183–203.

9.

Kirsch C. Chapter 3: Theories of second language acquisition. In: Teaching foreign languages in the primary school [Internet]. London: Continuum; 2008. Available from: https://contentstore.cla.co.uk/secure/link?id=0218ad4a-3945-e711-80cb-005056af4099

10.

Macedonia, Manuela; Von Kriegstein, Katharina Macedonia, Manuela (correspondence author). Gestures Enhance Foreign Language Learning. Biolinguistics [Internet]. 6(3–4). Available from: https://www.biolinguistics.eu/index.php/biolinguistics/article/view/248

11.

Byram M, Doyé P. Intercultural competence and foreign language learning in the primary school. In: The teaching of modern foreign languages in the primary school [Internet]. London: Routledge; 1999. p. 138–51. Available from: https://contentstore.cla.co.uk/secure/link?id=2efc8744-3945-e711-80cb-005056af4099

12.

European Journal of Teacher Education.

13.

Dervin F. Assessing intercultural competence in Language Learning and Teaching. Available from:

http://users.utu.fi/freder/Assessing%20intercultural%20competence%20in%20Language%20Learning%20and%20Teaching.pdf

14.

Peiser G, Jones M. The significance of intercultural understanding in the English modern foreign languages curriculum: a pupil perspective. The Language Learning Journal. 2013 Nov;41(3):340–56.

15.

Bigelow M, Ranney S. Knowledge about Language for Teachers is More than Knowing Grammar Rules. Studies in Hispanic and Lusophone Linguistics [Internet]. 2010 Jan 1;3(1). Available from: https://doi.org/10.1515/shll-2010-1070

16.

Tingley PA, Dore KA, Lopez A, Parsons H, Campbell E, Kay-Raining Bird E, et al. A Comparison of Phonological Awareness Skills in Early French Immersion and English Children. Journal of Psycholinguistic Research [Internet]. 2004 May;33(3):263–87. Available from: https://link.springer.com/article/10.1023%2FB%3AJOPR.0000027965.77686.1b

17.

Cheater C, Farren A. Chapter 2: Sentence Level. In: The literacy link [Internet]. London: CILT; 2001. p. 29–47. Available from: https://contentstore.cla.co.uk/secure/link?id=0018ad4a-3945-e711-80cb-005056af4099

18.

Cable C, Driscoll P, Mitchell R, Sing S, Cremin T, Earl J, et al. Language learning at Key Stage 2: findings from a longitudinal study. Education 3-13. 2012 Sep;40(4):363–78.

Teresa Tinsley and Neela Doležal. Language Trends Survey 2018 [Internet]. Available from: https://www.britishcouncil.org/sites/default/files/language_trends_2018_report.pdf

20.

Lynne Cameron. Cameron, L. (2012) -Teaching Languages to Young Learners -Chapter 2; Learning Language through tasks and activities. In: Teaching languages to young learners [Internet]. Cambridge: Cambridge UP; 2001. p. 21–36. Available from: https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF4 2B159B8A9650D4CEB83409

21.

Martin C. Teaching ideas. In: Games and fun activities [Internet]. London: Centre for Information on Language Teaching and Research; 1995. Available from: https://contentstore.cla.co.uk/secure/link?id=2dfc8744-3945-e711-80cb-005056af4099

22.

D'Almeida, Essi. Modern foreign languages classroom: is inclusion of all, exclusion in disguise? [Internet]. 2015. Available from: http://publications.aston.ac.uk/27352/

23.

KS2 MFL: Weather Vocabulary [Internet]. Brook Lapping Productions; 2010. Available from: https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C178 2139?utm source=aspresolver&utm medium=MARC&utm campaign=AlexanderStreet

24.

Quist, G. Cosmopolitan imaginings: creativity and responsibility in the language classroom. Language and Intercultural Communication [Internet]. 2013; Available from: http://discovery.ucl.ac.uk/1386986/1/10.1080-14708477.2013.804536.pdf

25.

Greenwood R, Greenwood, Richard. Subject-Based and Cross-Curricular Approaches within

the Revised Primary Curriculum in Northern Ireland: Teachers' Concerns and Preferred Approaches. Education 3-13 [Internet]. 2013 Jan 1;41(4). Available from: http://www.tandfonline.com/doi/abs/10.1080/03004279.2013.819618

26.

Loveless A. Thinking about creativity: developing ideas, making things happen. In: Creativity in primary education. 2nd ed. Exeter: Learning Matters; 2009. p. 22–35.

27.

Greenwood R. Subject-based and cross-curricular approaches within the revised primary curriculum in Northern Ireland: teachers' concerns and preferred approaches. Education 3-13 [Internet]. 2013 Aug;41(4):443–58. Available from: https://doi.org/10.1080/03004279.2013.819618

28.

Doiz A, Lasagabaster D, Sierra JM. CLIL and motivation: the effect of individual and contextual variables. The Language Learning Journal. 2014 Apr 2;42(2):209–24.

29.

Dalton-Puffer C, Nikula T. Content and language integrated learning. The Language Learning Journal [Internet]. 2014 Apr 2;42(2):117–22. Available from: https://www.tandfonline.com/doi/abs/10.1080/09571736.2014.891370

30.

Wu X. Intrinsic motivation and young language learners: the impact of the classroom environment. System. 2003 Dec;31(4):501–17.

31.

Hunt M. Progression and assessment in foreign languages at Key Stage 2. Language Learning Journal. 2009 Jul;37(2):205–17.

Kyndt E, Gijbels D, Grosemans I, Donche V. Teachers Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes. Review of Educational Research. 2016 Dec 1;86(4):1111–50.

33.

Inceçay G. The role of teacher talk in young learners' language process. Procedia - Social and Behavioral Sciences. 2010;2(2):277-81.

34.

Jones J. The role of Assessment for Learning in the management of primary to secondary transition: implications for language teachers. Language Learning Journal. 2010 Jul;38(2):175–91.

35.

Chambers G. Transition in modern languages from primary to secondary school: the challenge of change. The Language Learning Journal. 2014 Sep 2;42(3):242–60.

36.

MACINTYRE PD, BURNS C, JESSOME A. Ambivalence About Communicating in a Second Language: A Qualitative Study of French Immersion Students? Willingness to Communicate. The Modern Language Journal. 2011 Mar;95(1):81–96.

37.

Opfer VD, Pedder DG, Lavicza Z. The role of teachers' orientation to learning in professional development and change: A national study of teachers in England. Teaching and Teacher Education. 2011 Feb;27(2):443–53.

38.

Hernández TA. The Relationship Among Motivation, Interaction, and the Development of Second Language Oral Proficiency in a Study-Abroad Context. The Modern Language Journal. 2010 Dec;94(4):600–17.

Renaut C. To what extent does teaching culture in modern foreign languages improve motivation to learn languages? 2010.

40.

Choi J, Nunan D. Language and culture: reflective narratives and the emergence of identity [Internet]. Vol. ESL&applied linguistics professional series. New York: Routledge; 2010. Available from:

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203856987

41.

Nikolov M. Early learning of modern foreign languages: processes and outcomes. Vol. Second language acquisition. Bristol, UK: Multilingual Matters; 2009.

42.

Nikolov M. The age factor and early language learning. Vol. Studies on language acquisition. Berlin: Mouton de Gruyter; 2009.

43.

Gavruseva E, Haznedar B. Current trends in child second language acquisition: a generative perspective. Vol. Language acquisition and language disorders. Amsterdam: John Benjamins Pub. Co; 2008.

44

Cameron D. The teacher's guide to grammar. Oxford: Oxford University Press; 2007.

45.

Nikolov M, Council of Europe, European Centre for Modern Languages, TeMoLaYoLe: Research into Teaching Modern Languages to Young Learners Conference. Teaching

modern languages to young learners: teachers, curricula and materials. Vol. Languages for social cohesion. Strasbourg: Council of Europe; 2007.

46.

Jones J, Coffey S. Modern foreign languages, 5-11: a guide for teachers [Internet]. 2nd ed. Vols 5-11. London: Routledge; 2013. Available from: https://www.taylorfrancis.com/books/9780429234460

47.

Hawkins E. Out of this nettle, drop-out, we pluck this flower, opportunity: re-thinking the school foreign language apprenticeship. The Language Learning Journal. 2005 Dec;32(1):4–17.

48.

Osler A, Starkey H, British Council. Citizenship and language learning: international perspectives. Stoke-on-Trent: Trentham Books in partnership with the British Council; 2005.

49.

Raveaud M. Hares, tortoises and the social construction of the pupil: differentiated learning in French and English primary schools. British Educational Research Journal. 2005 Aug;31(4):459–79.

50.

Tierney D, Gallastegi L. Where are we going with primary foreign languages? The Language Learning Journal. 2005 Jun;31(1):47–54.

51.

Creativity in modern foreign languages teaching and learning | Higher Education Academy [Internet]. Available from:

https://www.heacademy.ac.uk/knowledge-hub/creativity-modern-foreign-languages-teaching-and-learning

Franceschina F. Fossilized second language grammars: the acquisition of grammatical gender [Internet]. Vol. Language acquisition&language disorders. Amsterdam: John Benjamins; 2005. Available from:

 $https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService\&package_service_id=4973690360004761\&institutionId=4761\&customerld=4760$

53.

3, 2, 1...Action! Le drama pour apprendre l'anglais au cycle 3 | Primlangues [Internet]. Available from:

http://www.primlangues.education.fr/article/3-2-1action-le-drama-pour-apprendre-langlais-au-cycle-3

54.

Ofsted Subject Reports 2002/3: modern foreign languages in primary schools [Internet]. Available from:

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

55.

Broady E. Sameness and difference: the challenge of culture in language teaching. The Language Learning Journal. 2004 Jun;29(1):68–72.

56

Johnstone R. Evidence-based policy: early modern language learning at primary. The Language Learning Journal. 2003 Dec;28(1):14–21.

57.

Great Britain. Office for Standards in Education, Great Britain. Office for Standards in Education (England). Primary modern foreign languages in initial teacher training: a survey [Internet]. London: Office for Standards in Education; 2003. Available from:

http://dera.ioe.ac.uk/id/eprint/4795

58.

Graham SJ. Learners' Metacognitive Beliefs: A Modern Foreign Languages Case Study. Research in Education. 2003 Nov 1;70(1):9–20.

59.

Irimia M. Developing the Intercultural Dimension in Language Teaching. International Journal of Communication Research [Internet]. 2(4):325–31. Available from: http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=det ailsTab&ct=display&fn=search&doc=TN_proquest1274744560&indx=1&reclds=TN_proquest1274744560&recldxs=0&elementId=0&render Mode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dsc nt=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%20Te aching%20&dstmp=1497199537675

60.

Primary Subject Reports 2000/1: modern foreign languages [Internet]. Available from: 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

61.

Cheater C, Farren A, Centre for Information on Language Teaching and Research. The literacy link. Vol. Young pathfinder. London: CILT; 2001.

62.

Tierney D, Alonso-Nieto L. Modern languages in the primary school in Spain and Scotland. Vida Hispa

nica [Internet]. 2001;23:9-12. Available from: http://strathprints.strath.ac.uk/3230/

Mater Dolorosa. The Concept of Spain in the 19th century | Essay and science [Internet]. Available from:

http://www.essayandscience.com/book/18/mater-dolorosa-the-concept-of-spain-in-t/

64.

Alexander RJ. Culture and pedagogy: international comparisons in primary education. Oxford: Blackwell; 2000.

65.

Field K. Issues in modern foreign languages teaching [Internet]. Vol. Issues in subject teaching. London: RoutledgeFalmer, 2000; Available from: https://www.taylorfrancis.com/books/9780203005682

66.

Hallam C, Neilsen B, Door V. Teaching French in primary schools: a preparation for future learning. Francophonie: the French journal of the Association for Language Learning. 1990;22:24–7.

67.

Lawes S. Why learn modern foreign languages? In: Issues in modern foreign languages teaching [Internet]. London: RoutledgeFalmer, 2000; p. 41–53. Available from: http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractVie w/S9780203005682

68.

Moore A. Chapter 1: Models of Teaching and Learning. In: Teaching and learning: pedagogy, curriculum and culture [Internet]. Second edition. London: Routledge; 2012. p. 7–22. Available from:

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203487556

69.

Curtain H, Nikolov M, Council of Europe, European Centre for Modern Languages. An early start: young learners and modern languages in Europe and beyond. Strasbourg: Council of Europe Publishing; 2000.

70.

Nuffield Languages Inquiry, Nuffield Foundation. Languages: the next generation: the final report and recommendations of the Nuffield Languages Inquiry. London: Nuffield Foundation; 2000.

71.

Sharp K, Driscoll P. Chapter 5: At what age should foreign language learning begin? In: Issues in modern foreign languages teaching [Internet]. London: RoutledgeFalmer, 2000; Available from:

http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203005682

72.

Driscoll P, Frost D. The teaching of modern foreign languages in the primary school. London: Routledge; 1999.

73.

Lightbown P, Spada NM. How languages are learned [Internet]. 4th edition. Vol. Oxford handbooks for language teachers. Oxford: Oxford University Press; 2013. Available from: https://www.vlebooks.com/Product/Index/702408?page=0&startBookmarkId=-1

74

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. 1999 Jan 1;3(1):33–56.

75.

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.

76.

Barzanò G, Jones J, Spallanzani P, Oxymoron Team. Same differences: intercultural learning and early foreign language teaching. Torre Boldone: Grafital; 1998.

77.

Nakayama TK, Halualani RT, Wiley InterScience (Online service). The handbook of critical intercultural communication [Internet]. Vol. Handbooks in communication and media. Chichester, West Sussex, U.K.: Wiley-Blackwell; 2010. Available from: http://dx.doi.org/10.1002/9781444390681

78.

Doyé P, Hurrell A, Council of Europe, 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.

79.

Ellis R. Second language acquisition. Vol. Oxford introductions to language study. Oxford: Oxford UP; 1997.

80.

Spada N. Form-Focussed Instruction and Second Language Acquisition: A Review of Classroom and Laboratory Research. Language Teaching. 1997 Apr;30(02).

81.

Edelenbos P, Johnstone R, Centre for Information on Language Teaching and Research, Centre for Information on Language Teaching and Research. Scottish CILT., Rijksuniversiteit Groningen. GION. Researching languages at primary school: some European perspectives. London: CILT in collaboration with Scottish CILT and GION (University of Groningen); 1996.

Hawkins E, Centre for Information on Language Teaching and Research. 30 years of language teaching. London: CILT; 1996.

83.

Hurrell A, Satchwell P, Centre for Information on Language Teaching and Research. Reflections on modern languages in primary education: six UK case studies. Vol. Reflections on practice. London: Centre for Information on Language Teaching and Research; 1996.

84.

Sharpe K. The primacy of pedagogy in the early teaching of Modern Languages. The Language Learning Journal. 1995 Sep;12(1):40–2.

85.

Johnstone R, Scottish Council for Research in Education. Teaching modern languages at primary school: approaches and implications. Vol. Practitioner minipaper /Scottish Council for Research in Education. Edinburgh: Scottish Council for Research in Education; 1994.

86.

Sharpe K. Communication, culture, context, confidence: the four Cs of primary modern language teaching. The Language Learning Journal. 1992 Sep;6(1):13–4.

87.

Burstall C. Primary French in the balance. Vol. Reports / National Foundation for Educational Research in England and Wales. Windsor: NFER; 1974.

88.

Burstall C, 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.

Schools Council (Great Britain), Nuffield Foundation. French in the primary school: the joint Schools Council/Nuffield Foundation pilot scheme. Vol. Working paper /Schools Council. London: HMSO; 1966.

90.

Cameron L. Teaching Languages to Young Learners [Internet]. Cambridge: Cambridge University Press; 2001. Available from: http://ebooks.cambridge.org/ref/id/CBO9780511733109