
Contents

1	The problem with ‘improving language learning’	1
1.1	<i>The language learning industry</i>	1
1.2	<i>Something about this book</i>	3
1.3	<i>The project: The Professional Development Consortium in Modern Foreign Languages</i>	4
1.4	<i>The project principles</i>	5
1.5	<i>Motivation to learn a language</i>	6
1.6	<i>The grammar debate</i>	8
1.7	<i>Second language learning contexts</i>	9
2	Oral interaction in the second language classroom	10
2.1	<i>Situating the discussion</i>	10
2.2	<i>The role of the first language in oral interaction</i>	11
2.3	<i>The oral interaction principles</i>	16
2.4	<i>Student teachers’ views regarding the principles</i>	26
3	Reading and listening: Developing knowledge and making the most of it	31
3.1	<i>Situating the discussion</i>	31
3.2	<i>Reading and listening in L1: How do we do it?</i>	33
3.3	<i>Reading and listening in an L2: Challenge and complexity</i>	39
3.4	<i>Developing L2 reading and listening</i>	41
3.5	<i>The PDC principles for reading and listening</i>	61
4	Developing the learner through writing: Recursion and compromise	68
4.1	<i>Situating the discussion</i>	68
4.2	<i>The gap in L2 writing proficiency</i>	69
4.3	<i>A model of L2 writing</i>	70
4.4	<i>Josh: A case study of an L2 writer</i>	71
4.5	<i>Strategies for bridging the writing gap</i>	80
4.6	<i>Themes in the writing research literature</i>	83

5	A pedagogical assessment system	93
5.1	<i>Introduction</i>	93
5.2	<i>Objectives and domains of assessment</i>	93
5.3	<i>Categorization of language content</i>	95
5.4	<i>Exam type</i>	97
5.5	<i>Exam levels</i>	97
5.6	<i>Test validity</i>	98
5.7	<i>Test reliability</i>	99
5.8	<i>Progression in second language acquisition</i>	100
5.9	<i>The PDCinMFL pedagogical assessment system</i>	106
6	Preparing to become and continuing to be a language teacher	125
6.1	<i>Introduction</i>	125
6.2	<i>Initial Teacher Education (ITE) and the role of research</i>	125
6.3	<i>Teacher continuing professional development</i>	127
6.4	<i>Barriers to engagement with research findings</i>	129
6.5	<i>Can engaging with research findings change teachers' beliefs?</i>	132
6.6	<i>Can engaging with research findings change teachers' practice?</i>	137
6.7	<i>Teacher self-efficacy</i>	139
7	The PDCinMFL project	143
7.1	<i>Introduction</i>	143
7.2	<i>Teacher development in the PDCinMFL</i>	143
7.3	<i>Evaluating the impact on participants' pedagogical understanding and practice</i>	148
8	Putting the principles into practice	165
8.1	<i>Introduction</i>	165
8.2	<i>Presenting and discussing the eight pedagogic principles</i>	165
8.3	<i>Document-based materials</i>	166
8.4	<i>Video-based materials</i>	172
8.5	<i>Joining and setting up clusters</i>	179
8.6	<i>Evaluating impact</i>	179
9	By way of conclusion	181
9.1	<i>Working with the gap</i>	181
9.2	<i>Challenge, self-efficacy and attributions</i>	182
9.3	<i>The nature of professional learning</i>	183
9.4	<i>Barriers to change</i>	184
9.5	<i>A final note of optimism</i>	185

<i>References</i>	186
<i>Appendix: Assessment framework for MFL</i>	198
<i>Index</i>	210