
Contents

<i>List of illustrations</i>	xii
<i>List of contributors</i>	xiii
<i>List of abbreviations</i>	xvii
 Introduction	 1
 I	
Policy and rationale	7
 1 Modern foreign languages in the primary school: a fresh start	 9
PATRICIA DRISCOLL	
<i>Key issues in the debate about the inclusion of MFL in the primary curriculum</i>	10
<i>Curriculum diversity in primary MFL programmes</i>	13
<i>Distinguishing between different types of provision</i>	19
<i>Conclusion</i>	23
<i>References</i>	24
 2 Teacher expertise in the primary modern foreign languages classroom	 27
PATRICIA DRISCOLL	
<i>The structure and organisation of the programmes</i>	30
<i>The management of the teaching and learning</i>	30
<i>Social relationships which influence the conditions of learning</i>	41
<i>Conclusion</i>	45
<i>References</i>	48

3 Policy issues for primary modern languages 50

LESLEY LOW

- MLPS strategy in Scotland* 51
- MLPS developments in England* 52
- The nature of MLPS innovations* 54
- The place of the foreign language in the primary curriculum* 56
- Foreign language diversification and transition to secondary school* 58
- The educational imperative for MLPS* 61
- Postscript* 62
- References* 63

II Classroom issues 65

4 The four language skills: the whole works! 67

ALISON HURRELL

- Understanding* 67
- The introduction and development of the four language skills* 69
- Listening* 70
- Implications for the teacher* 72
- The role of first language* 73
- Speaking* 74
- Implications for the teacher* 74
- Reading* 79
- Writing* 83
- The challenge to the learner, pupil and teacher* 86
- References* 87

5 Teaching in the target language 88

PETER SATCHWELL

- Why should we try to teach in the target language in primary school?* 89
- What skills does the primary language teacher need?* 91
- What kinds of language do we need for classroom communication?* 91
- Progression* 95
- References* 98

6 Classroom connections 99

JOHN MUIR

Past imperfect? 99*Curricular connections* 100*Heard and not seen?* 102*Creating a climate for learning* 102*Reinforcement* 103*Sharing good practice* 108*Matters of quality* 108*Future perfect?* 111*References* 113**7 Games and songs for teaching modern foreign languages
to young children 114**

GLYNIS RUMLEY

Rationale behind the Kent project 114*Who teaches modern languages in primary schools?* 115*Content* 115*Incidental language use* 117*Specific teaching* 117*Conclusion* 124*References* 124**8 Resources for the teaching of modern foreign languages
in the primary school 126**

SHELAGH RIXON

Range of resources surveyed 126*Keeping up to date* 127*Reasons for teaching MFL at primary level* 127*Different learning modes* 131*Materials for pupils to use independently* 133*Computer-based materials* 133*Support for teachers* 136*Acknowledgements* 137*References* 137

9 Intercultural competence and foreign language learning in the primary school 138

MICHAEL BYRAM AND PETER DOYÉ

Language teaching in context 138

Describing intercultural communicative competence 140

Learning foreign languages and culture in primary education 143

Teachers of language and culture in primary education 146

Curriculum planning 148

Teaching materials 149

Conclusion 150

References 150

10 European school links as a vehicle for promoting languages in the UK 152

MICHAEL EVANS

Comenius Action1 funded projects 154

The Cambridge study 156

Summary of survey findings 158

General conclusions 160

References 162

III

Future development 163

11 Modern foreign languages in the primary school in England: some implications for initial teacher training 165

KEITH SHARPE

The context of initial teacher training in England 168

Initial teacher training for primary modern foreign languages: a possible strategy 169

Primary MFL training for specialists 172

Primary MFL training for non-specialists 176

Conclusion: the way forward 179

References 179

12 Developing primary MFL: a teacher-led, community-focused approach 181

DAVID FROST

- The idea of a national training strategy* 182
- The teacher as an agent of change* 183
- The school's capacity for change* 184
- The importance of community* 186
- A national framework of support for local government* 188
- Initiating a local development of primary MFL* 189
- Locating external support* 190
- Identifying and using languages expertise* 191
- Strategic planning* 192
- Evidence-based development* 193
- References* 194

13 A research agenda for modern languages in the primary school 197

RICHARD JOHNSTONE

- Introduction* 197
- Reports* 198
- Metalinguistic awareness and partial immersion* 203
- New directions* 207
- References* 208
- Appendix I* 210
- Appendix II* 228
- Index* 229