Assessment
of
Achievement
Programme

AAP

First Survey
of Modern Languages
(French and German)
2001

Assessment of Achievement Programme

Report of the
First Survey of Modern Languages
(French and German)
2001

Scottish Executive Education Department
2003

Acknowledgements

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Contents

1. The Assessment of Achievement Programme

The Assessment of Achievement Programme (AAP) was established by the Scottish Office Education and Industry Department in 1981 to monitor the performance of pupils in Scottish schools in particular areas of the curriculum. Since 1983, there have been regular surveys in three core curricular areas:

- English language
- Maths
- Science

A pilot AAP survey in modern languages was conducted in 1998, and, following this, the first full survey, in 2001.

The main objectives of the AAP are to:

- **assess what pupils in P4, P7 and S2 know and can do;**
- **provide information on performance in relation to levels defined in 5-14 curriculum guidelines;**
- **provide evidence about changes in performance over time;**
- **provide comparisons of performance and progression of pupils between P4 and P7, and P7 and S2;**
- **provide comparison of performance between girls and boys.**

The surveys are intended to inform SEED, education authorities, teachers and other interested parties about the achievement of pupils in the different aspects of the curriculum.

2. The 2001 Modern Languages Survey

The first AAP survey of pupils' attainment in modern languages was conducted in 2001 by modern languages specialists at the University of Stirling in collaboration with statisticians from the Scottish Council for Research in Education.

2.1 Survey participants

The survey targeted students of French or German in P7 and S2. In contrast to other AAP surveys, students in P4 were not included, as few students of this age will have begun the study of a modern language. The numbers of students learning languages other than French and German are small, and they were therefore not included in this survey.

A representative national sample of students of French and German from P7 and S2 was drawn. The numbers of participating schools and students are shown in Table 2a.

Table 2a
Participating schools and students

	P7		S2		TOTALS
	French	*German*	*French*	*German*	
Schools	44	28	50	36	158
Students	521	319	690	494	2024

An AAP survey of pupils' attainment in English was conducted at the same time as the modern languages survey. In order to compare student performance in these two subject areas, a proportion of the English and modern languages sample groups overlapped: 60% from P7 and 76% from S2 also took part in the English survey. The results of these comparisons will be presented in a separate report.

2.2 Survey design

The goal of the survey was to assess students' competence in listening, speaking, reading and writing French or German, and in knowing about language (KAL).

The survey was presented to students as a 'special task' concerning a French or German family planning to move to Scotland. Part 1 of the task involved students finding out about this family, either from video material (listening) or from a family album (reading). In Part 2, they provided information about themselves and the area where they lived, by means either of a taped conversation with a native speaker assessor (speaking), or through written messages which included postcards, email messages and web-site texts (writing).

The listening and reading texts were based on video material provided by a French and a German family. These materials were edited by the research team and 'scaffolded' in various ways to support students' understanding. Thus, although the French and German survey materials are not identical, they are very similar. Extensive analysis of the demands made by these materials on students' listening or

reading comprehension skills has shown that the two sets of texts are of similar levels of difficulty.

P7 students were not assessed on reading and writing French or German, as the primary curriculum had, at the time of the survey, tended to prioritise the spoken language. Time constraints meant that it was not possible to assess every S2 student in all language skills. The survey was therefore designed to enable each student to be assessed in one receptive skill (listening or reading) followed by one productive skill (speaking or writing). The different assessment 'packages' used in the survey are described in Table 2b.

KAL was understood to be an integral part of every aspect of students' language performance but was also assessed separately, in the form of written test questions, which all students were asked to complete, as Part 3 of the assessment exercise.

Table 2b
Design of AAP Modern Languages (French & German)

AAP Modern Languages (French & German)

Package 1			
TASK	Listening A	*followed by*	Speaking A
DURATION	40 mins		20-30 mins
MODE	Individual		Group
PURPOSE	Listening for information (from Family Video)		Interacting and conveying information
ACTIVITY	Completion of Information Folder		Speaking with native speaker

Package 2			
TASK	Reading A	*followed by*	Speaking B
DURATION	40 mins		20-30 mins
MODE	Individual		Group
PURPOSE	Reading for information (from Family Album)		Interacting and conveying experiences, feelings, opinions
ACTIVITY	Completion of Information Folder		Speaking with native speaker

Package 3			
TASK	Listening A	*followed by*	Writing
DURATION	40 mins		20-30 mins
MODE	Individual		Individual
PURPOSE	Listening for information (from Family Video)		Establishing and maintaining contact; exchanging information and ideas
ACTIVITY	Completion of Information Folder		Creating postcard, email and webtext

Package 4			
TASK	Reading A	*followed by*	Writing
DURATION	40 mins		20-30 mins
MODE	Individual		Individual
PURPOSE	Reading for information (from Family Album)		Establishing and maintaining contact; exchanging information and ideas
ACTIVITY	Completion of Information Folder		Creating postcard, email and webtext

2.3 Assessment

Assessment of student performance was based on the level descriptors set out in the revised *Modern Languages 5-14 National Guidelines* (Learning and Teaching Scotland 2000a, referred to in this report as the *Revised Guidelines*). In all 5-14 curriculum areas, students are expected to progress through a series of Levels. These start at Level A, the most basic level, which 'should be attainable in the course of P1 – P3 by almost all pupils'; and end at Level F, the most advanced, which 'should be attainable in part by some pupils and completed by a few pupils in the course of P7 – S2' (*Revised Guidelines:* p. 9). However, unlike the other curriculum areas, the *Revised Guidelines* do not include Levels A and B, as these represent a common 'language' competence which most students will have developed through English language work in the lower primary school. Thus, in this survey, Level C represents the most basic level of competence in a modern language, while Level F remains the most advanced.

Each test item in the receptive skills elements (i.e. listening and reading) of the survey was pre-allocated to one of the 5-14 Levels. For the productive skills elements (i.e. speaking and writing), each of the 5-14 Levels was considered to comprise a number of subcategories. In order to be deemed to have *achieved* a particular Level, a student must successfully
• have completed <u>at least 75%</u> of the items allocated to that Level (receptive skills)
or
• have fulfilled <u>at least 75%</u> of the subcategories at that Level (productive skills).

Students were deemed to be *working towards* the next Level if they had also successfully
• completed <u>at least 40%</u> of the items allocated to the next Level (receptive skills); or
• have fulfilled <u>at least 40%</u> of the subcategories at the next Level (productive skills).

There is one important caveat in relation to the discussion of student performance according to the 5-14 level descriptors set out in the *Revised Guidelines.* These were published in late 2000 and had not been implemented in schools at the time the survey was conducted (spring 2001). Thus, at the time of the survey, the *Revised Guidelines* had not yet been tested out in classrooms or formally validated in any way. **The findings from this survey should therefore be understood as 'benchmarking' the position *before* their implementation, and not as an assessment of student performance in relation to a well-established curriculum.**

3. Main Findings: Performance on the Four Skills

3.1 Performance in relation to the Revised 5-14 Guidelines

The results are presented here in terms of the percentage of students who had achieved Levels C and D in P7 and Levels D and E in S2. It is important to remember that the *Revised Guidelines* were not in operation at the time the survey was conducted, and therefore that the results in this survey represent a benchmark for future surveys, against which the success of the implementation of the *Revised Guidelines* can be measured. The results should not be interpreted either as a judgement on student performance or on teacher competence, given that they would not, at the time of the survey, have been working with the *Revised Guidelines* levels in mind.

Table 3a shows the percentage of students who achieved Levels C and D in P7 and Levels D and E in S2, in each of the four skills.

Table 3a
Student performance on all skill elements of the task

|	P7 (%)		S2 (%)	
	Level C	*Level D*	*Level D*	*Level E*
Listening	96	42	70	18
Speaking	85	32	56	16
Reading	-	-	80	40
Writing	-	-	42	11

The results show that:

- Almost all (96%) P7 students have achieved Level C in Listening, and over four fifths (85%) have achieved Level C in speaking; around a third have reached Level D in these two skills.

- In S2, over two thirds (70%) of the survey participants have achieved Level D in listening, and four fifths (80%) have achieved Level D in reading. Over half have achieved Level D in speaking.

- The proportion of S2 achieving Level D in writing is a little under half (42%). This undoubtedly reflects the very radical changes in perspectives on writing between the original *National Guidelines Modern European Languages 5-14* (Scottish Office Education Department 1993) and the *Revised Guidelines*. The *Original Guidelines* do not view writing as having a communicative function but primarily operating as an aid to learning spelling and vocabulary. They focus principally on the importance of accurate copying and writing words and phrases from memory (pp12-13). The *Revised Guidelines* envisage writing as having a number of communicative functions – to exchange information and ideas, to establish and maintain personal contact and to entertain – and therefore set a more challenging agenda.

3.2 Performance over stages

Comparisons between the performance of P7 and S2 can be made in relation to listening and speaking, given that both groups of students undertook the same tasks, with the same materials. These comparisons cannot be understood as measures of individual progression, which require assessment of the same students over a period of time, but they give some indication of the nature of progression between P7 and S2.

Figure 3i shows student performance in listening and speaking, for P7 and S2 students, in all cases at Level D, thus enabling comparisons to be made between the two year groups.

Figure 3i
Student Performance at Level D
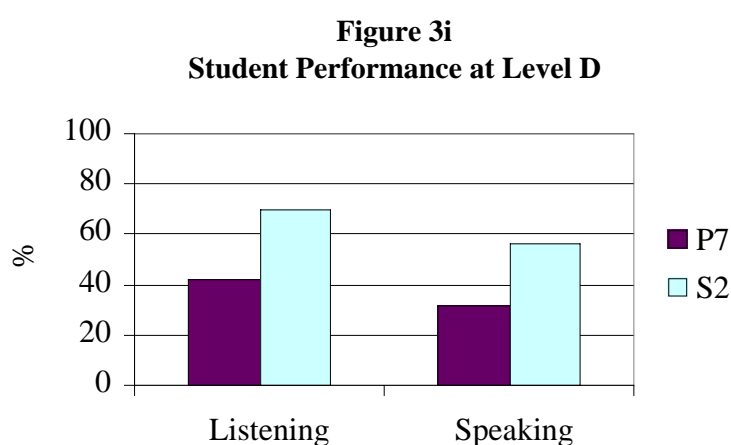
The data show significant differences, at the 1% level, between the performance of P7 and S2 students at Level D, in both listening and speaking, suggesting considerable progress between P7 and S2. While under half (42%) of P7 students achieved Level D in listening, over two thirds (70%) of S2 students had achieved this Level. Around a third (32%) of P7 students achieved Level D in speaking, compared with over half (56%) of the students in S2.

3.3 Performance by language

All aspects of the task were similar or identical for both the French and the German versions. While the French and German texts used for listening and reading contained different material, analysis of the listening and reading comprehension demands made on students in each language showed that the level of difficulty was very similar in each case.

Comparisons of French and German students' performance in all the skill elements of the task show that German students outperformed French students. The results indicate that the gap is wider in receptive (listening and reading) than in productive (speaking and writing) skills.

Table 3b
French and German students' performance on all skill elements of the task

	P7 at Level D		S2 at Level E	
	French	**German**	**French**	**German**
Listening	21	75**	10	30**
Speaking	32	33	13	23
Reading	-	-	32	51**
Writing	-	-	9	14

** = statistically significant difference at the 1% level

Listening
There is a very significant difference in listening performance between students of French and German in P7: three quarters (75%) of the German students in P7 achieved Level D compared with a fifth (21%) of their French counterparts. In S2, the difference is also significant: almost a third (30%) of German students achieved Level E, compared with a tenth (10%) of the French students.

Reading
There is also a significant difference in the reading performance of S2 French and German students: half the German students (51%), compared with a third (32%) of the French students achieved Level E.
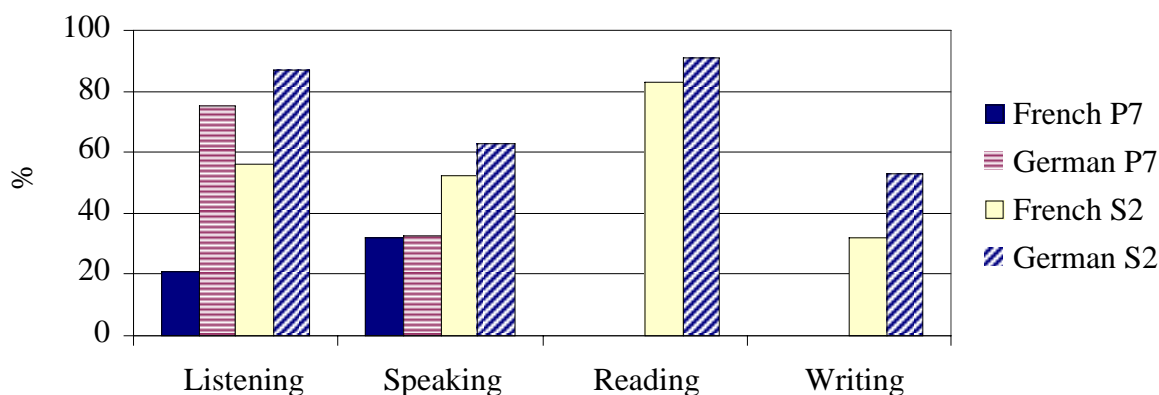
Speaking
In P7, there is virtually no difference in speaking performance between French and German students: in each case, a third (33% German; 32% French) achieved Level D. In S2, the difference is slightly greater, but is not statistically significant: 1 in 4 (23%) of German students, compared with 1 in 8 (13%) of French students achieved Level E.

Writing
Relatively few students (around 10%) of either French or German achieved Level E in writing, but the proportion of German students (13%) is slightly higher than the proportion of French students (9%).

Figure 3ii shows student performance for each of the four skills, at Level D in all cases, in order to enable comparisons between the performance of P7 and S2 to be made.

Figure 3ii
Student performance in French and German at Level D

The reasons for the differences in French and German students' performances are not easy to identify. There is some (limited) research evidence to suggest that German is an easier language for English-speaking students to learn (James, 1979), perhaps particularly at beginner level. It may be that beginners find it easier to understand German pronunciation than French, as the sounds of German are perhaps closer to those of Scottish English (although this would require very complex studies of students' perception of French and German speech to establish). It may also be the case that the German spelling system, which is more phonetic than the French system, makes it easier for beginner readers to understand.

3.4 Performance by gender

Modern languages have traditionally been regarded as a subject in which girls perform markedly better than boys. However, a recent review of research into girls' and boys' performance across the curriculum (Tinklin et al., 2001) has shown that girls have been outperforming boys in school examinations in almost all subject areas since the 1970s. The most recent Standard Grade examination results (SQA 2002) shows that the difference between boys' and girls' performance in modern languages is the same as the average difference between boys and girls across all subjects, not greater, as many believe to be the case.[1]

The results from this survey also show that girls outperform boys, sometimes by a small margin, and sometimes to a greater degree. Table 3c show the results for boys and girls, in French and German, at Level D in P7 and at Level E in S2.

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[1] Overall, 29% of boys and 40% of girls received five or more credit level awards at Standard Grade in 2000. In modern languages, 29% of boys and 40% of girls received a credit level award. This figure is derived by amalgamating the results for all modern languages: French, Gàidhlig, Gaelic (learners), German, Italian, Russian, Spanish and Urdu. Results for classical Greek and Latin have not been included.

Table 3c
Boys' and girls' performance on all skill elements of the task

| | P7 at Level D | | | | S2 at Level E | | | |
| | French | | German | | French | | German | |
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Listening	21	22	68	81*	6	16**	27	33
Speaking	32	33	27	39**	7	19**	20	25
Reading	-	-	-	-	21	42**	41	60**
Writing	-	-	-	-	5	12	13	14

** = statistically significant difference at the 1% level
*   = statistically significant difference at the 5% level

In P7, there is very little difference between girls' and boys' performance in French, in either listening or speaking. In German, however, there are significant differences (more marked in speaking than in listening) between boys' and girls' performance in each case.

Figure 3iii compares the listening and speaking performance of P7 boys and girls, in French and German, at Level D.

Figure 3iii
P7 Performance of Boys and Girls at Level D
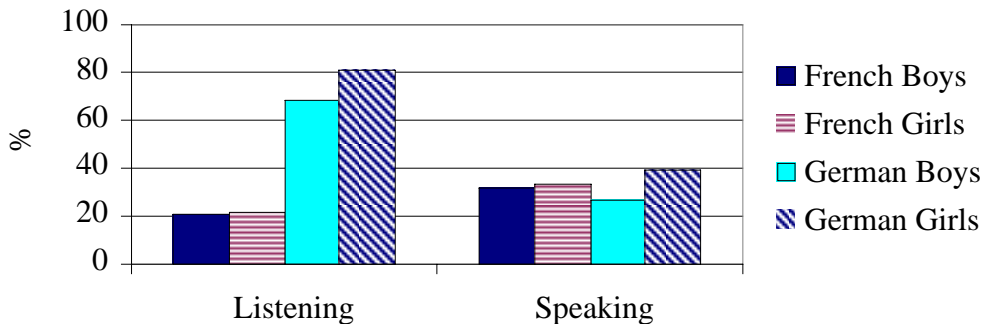
There is a contrasting picture in S2. Here, the gap between boys and girls studying French is significant at the 1% level in listening, speaking and reading. This is the case for reading in German, but there are no significant differences in speaking, listening or writing.

The picture is illustrated by Figure 3iv.

Figure 3iv
S2 Performance of Boys and Girls at Level E
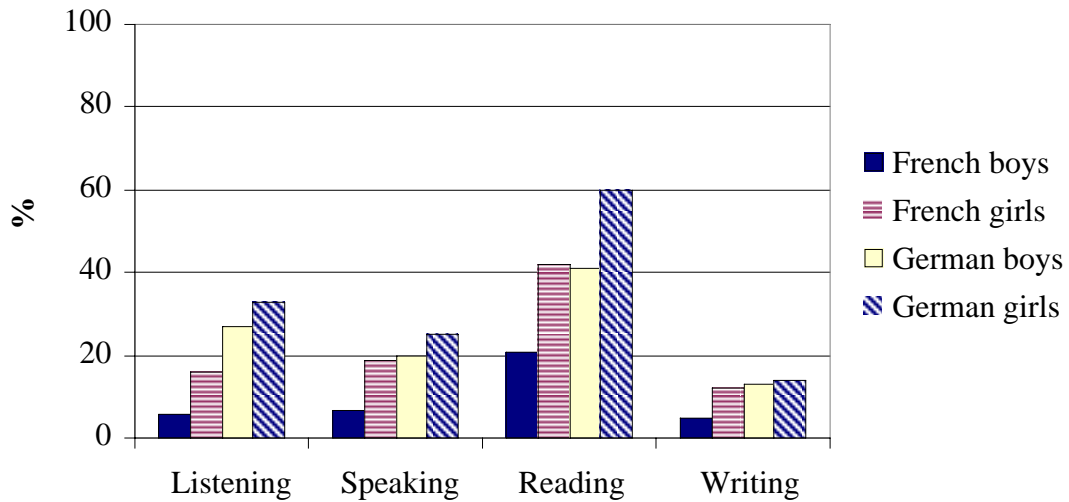
The results for speaking and listening therefore suggest that in the early stages of learning French, boys and girls are relatively even, but that girls begin to pull ahead over time. For German, they suggest that girls quickly gain an advantage, but that boys begin to catch up over time. The reasons for these different patterns are difficult to establish, but may be linked to the possibility that German is an easier language at the beginner stages than French.

The substantial differences between S2 boys and girls in relation to reading in both French and German may be explicable in terms of other research findings relating to boys' and girls' reading performance in English. Boys have been found to have less well-developed reading skills generally than girls and to scan texts rather than read from beginning to end. (See Harris, 2002, for an overview of gender differences in language learning.) The results from this survey therefore reflect those of many earlier studies relating both to modern languages and to English.

4. Main Findings: Knowing about Language

4.1 KAL in the Revised Guidelines

It is not possible to present the results of the tests of students' KAL in terms of 5-14 levels because the *Revised Guidelines* do not treat KAL in this way. Rather, they present KAL as an integral feature of each of the four skills, running as an undivided block across Levels C to F (*Revised Guidelines*: pp. 22-29). The *Revised Guidelines* do not therefore provide any indications of hierarchies or progression in relation to students' KAL.

The *Revised Guidelines* also make it clear that assessment of student language skills implies assessment of KAL:

> All strands in all outcomes contribute to knowing about language. Conversely, knowing about language promotes progression in all strands. Assessment of strands will not only indicate progress within the strands themselves but also contribute to an assessment of progress in knowing about language.
>
> *(Revised Guidelines: p. 8)*

These and other comments on KAL elsewhere in the *Revised Guidelines* indicate that classroom-based assessment of KAL is envisaged as taking place in the context of work involving the four skills (i.e. the 'outcomes' mentioned in the quotation above). For the purposes of this survey, however, it was thought that a formal assessment of KAL would be of interest, principally to explore the extent to which students in P7 and S2 are acquiring KAL explicitly, and to facilitate possible comparisons with KAL in the English language survey.

4.2 Assessment of KAL in the AAP survey

The KAL element of the survey was part of a student questionnaire, and consisted of five questions directly relating to formal knowledge of grammar in French or German. Students were asked:
- to allocate appropriate definite articles (der/die/das/die in German; le/la/l'/les in French) to a series of nouns
- to give an explanation for the use of different words meaning 'the' in French or German
- to rewrite a sentence capitalising as appropriate (German only)
- to reorder a jumbled collection of words to form sentences in French or German
- to deconstruct a sentence, identifying the relevant part of speech for each word.

4.3 Findings

Generally speaking, in all aspects of students' formal knowledge of grammar in French or German assessed in the survey, students in S2 performed better than students in P7. However, there was little difference between students of French and students of German.

Allocation of articles
This item required students to allocate the appropriate definite article to a series of nouns. In the German version, the exercise tested students' recall of the gender of each noun (masculine, feminine or neuter) and also their recognition of plural forms (which require the article *die* in each case). In French, the exercise tested students' recall of the gender of each noun, their recognition of plural forms, and their recall of the rule that singular nouns beginning with a vowel (or h) require the abbreviated form of the article *(l')*.

The results show that S2 performed significantly better on this task than P7, but that there was little difference between students of French and students of German in their ability to allocate articles appropriately.

Table 4a
Average scores for allocation of articles to nouns

	P7	S2
French	38%	60% **
German	41%	55% **

** = statistically significant difference at the 1% level

Explanation of different words for 'the' in French and German
Following the exercise on allocating articles to nouns, students were asked to explain why the word for 'the' varies in French or German. Three possible explanations were offered and students asked to select the explanation they thought most accurate.

S2 performed significantly better than P7 on this task. Students of German were significantly more likely than students of French to be aware of the reasons for changing the form of the definite article.

Table 4b
Correct explanations for use of different definite article forms

	P7	S2
French	38%	55%**
German	50%*	69%**

** = statistically significant difference at the 1% level
* = statistically significant difference at the 5% level

French students were also asked to explain the use of *l'* and *les*. S2 performed better than P7 on this task.

Table 4c
Correct explanations for use of l' and les

	P7	S2
l'	12%	47%*
les	24%	58%*

* = statistically significant difference at the 5% level

Among primary students, correct responses were markedly lower in relation to *l'* (12%) and *les* (24%) than they were for *le* and *la* (38%). By S2, about half the student group are able to articulate the rules for all the forms of 'the' in French.

Capitalisation of nouns (German only)
A distinctive feature of German punctuation is that all nouns require a capital letter when written. The findings suggest that just over a quarter (27%) of P7 and over a third (38%) of S2 are aware of the need for additional capital letters in German, though their application of the rule is not accurate. This is significant at the 5% level.

Word order
For this item, students were given the words of a number of French or German sentences, and asked to reorder them in a meaningful way. Students' ability to organise the sentences correctly varied markedly, depending presumably both on comprehension and also on understanding (intuitive or learned) of differences in word order between English and French and German. However, in every case, S2 students performed better on this task than P7 students.

Both French and German students found re-ordering the sentences a challenging task. This is indicated not only by the low proportions of students who completed the exercise successfully, but also by the high proportion of students who did not attempt these items. On average, there was a non-response rate of 40% of P7 French students and 43% of P7 German students, a much higher non-response rate than for any other element in the survey. Non-response rates drop for S2 - on average, 10% of S2 French and 9% of S2 German – although these are still high compared with the rest of the survey. These findings suggest that non-naturalistic exercises such as re-ordering sentences are relatively rare in primary schools and that primary students therefore feel less confident about tackling exercises of this kind. By S2, students are perhaps more familiar both with a focus on language structure and with the kinds of exercises associated with this focus.

Parts of speech

In this item, students were given five sentences and asked to choose one of them. They were then asked to identify the different parts of speech in their chosen sentence. Given that knowledge of parts of speech is considered to be part of KAL in English (Scottish Office Education Department 1991: 66), students could reasonably be expected to be familiar with the terms. The present task would identify the extent to which they would be able to transfer this knowledge to French or German.

The data relating to this element are complex and cannot be reported in detail here. They are set out in full in Appendix B. Analysis indicates that generally S2 are more advanced than P7 in identifying parts of speech in this way. However, the differences between S2 and P7 are not always substantial, and in some cases P7 outperform S2. In comparing performance on the two languages on this same item, German is somewhat ahead of French at both P7 and S2, but not substantially so.

An overall impression arising from this item is that at both P7 and S2 many pupils are not yet fully certain in verbalising their knowledge of parts of speech in relation to fairly simple sentences of the sort that some students at those same levels are able to write.

5. Summary and Key Issues

5.1 Summary

This report presents the findings from the first AAP survey of pupils' attainment in modern languages, conducted in 2001. Over 2000 students of French and German, from a nationally representative sample of students in P7 and S2, took part in the survey.

The survey measured student attainment in terms of the level descriptors set out in the *Modern Languages 5-14 National Guidelines*. At the time the survey was conducted, these Guidelines were not yet in operation in Scottish schools, and the results should therefore be regarded as a benchmark against which future progress towards meeting the targets set in the Guidelines can be measured.

The results indicate that:
- almost all (over four fifths) of P7 students achieved Level C in listening and speaking (the only skills assessed at this level), and about a third achieved Level D;
- over two thirds of the students in S2 have achieved Level D in listening and reading;
- over half of the students in S2 achieved Level D in speaking and a little under half achieved Level D in writing;
- S2 students are more advanced than P7 students in terms of listening and speaking skills;
- attainments in German are higher than those in French, significantly so in respect of listening and reading;
- girls outperformed boys on almost every element of the skills assessment task, with the biggest difference in performance found in reading skills (S2 only), in both French and German;
- in terms of the formal assessment of students' knowledge of French or German grammar, students in S2 performed better than students in P7; however, there is little difference between students of French and students of German.

5.2 Key issues

The findings from the survey raise two key issues relevant to future developments in learning and teaching modern languages in the upper primary and lower secondary school:
- evidence of progression from P7 to S2
- a fuller picture of 5-14 Levels

Evidence of progression from P7 to S2
Using the model of progression set out in the *Revised Guidelines,* evidence from the survey suggests that S2 students have made good progress in relation to the performance of P7 students. As noted in Section 3.2, the survey provides no evidence of individual progression as such, as to do so would entail assessing the performance of the same group of students over a period of time. A number of other studies of student performance, in a range of subjects, indicate that there is a hiatus in progression following transition from primary to secondary school (see Hargreaves

and Galton, 2002; Her Majesty's Inspectors of Education, 2002). However, in this survey, where comparisons can be made between P7 and S2 (i.e. in speaking and listening), there is a clear distinction between the two groups in most of the areas assessed. Detailed analysis of the performance of P7 and S2 in relation to these skills shows that:

- In *listening,* S2 students appear to have a more extensive repertoire of vocabulary and basic structures than P7 students. However, there appears to be little difference between P7 and S2 in terms of their ability to deal with the unexpected. These findings raise the question of whether there is a need to focus more on decoding strategies, the ability to hypothesise from the known to the unknown and on what might be termed 'educated guesswork' – all essential strategies for good linguists.

- In *speaking*, there is also evidence that S2 students have a wider vocabulary than P7 and are more able to communicate freely on topics of their own choosing. At the same time, both P7 and S2 rely heavily on known chunks and, even in S2, students are only beginning to be able to move beyond this to a more creative use of the language they are studying.

It is not possible to make similar comparisons in relation to reading and writing, given that these elements of the assessment task were restricted to S2 only. However, it is still possible to comment on the implications of S2 performance in these areas in terms of what has been achieved and where the focus for improvement should be. Evidence from the survey shows that:

- In *reading* – S2 students' strongest skill, despite the likelihood that reading is less commonly taught at primary level – most S2 students can read and understand structurally simple texts containing vocabulary and phrases that go beyond the most basic. A substantial proportion (40%) can cope with texts which are structurally more demanding, and identify not only key information but also subsidiary detail from more complex texts.

- In *writing* – S2 students' weakest skill – most students can use simple, familiar words, phrases and structures to exchange information and ideas, and a substantial proportion (42%) can go beyond this to ask and respond to questions which build on their previous knowledge of the addressee or explore areas of interest to themselves.

A fuller picture of 5-14 Levels

At the time the survey was conducted, the *Revised Guidelines* were not yet in operation in schools and therefore understanding of student performance at each of the Levels C to F was limited to the descriptors set out in the *Revised Guidelines* and the exemplification in the accompanying *Guide for Teachers and Managers* (Learning and Teaching Scotland 2000b). The AAP survey provides a more detailed picture of actual student performance at each level than currently exists elsewhere. Illustrations of student performance for each level of each skill are set out in Appendix A.

Detailed analysis of student performance has produced the following summary models of progression in each of the four skills, from Level C to Level F in each case.

Table 5a
Progression in Listening and Reading

Vocabulary:	focuses specifically on the progression from the understanding of simple vocabulary (including words cognate with English forms or borrowed from English, as well as the most basic vocabulary in the language) to less familiar vocabulary (including terms not associated with particular topic areas)
Length:	focuses specifically on the progression from understanding shorter to longer utterances or texts; but shortness alone should not necessarily be equated with ease of understanding – 'short dense' utterances or texts which compress a considerable amount of information into a few words tend to be more difficult than 'long diffuse' utterances or texts
Predictability:	focuses specifically on the progression from understanding standard utterances or texts in specific contexts (e.g. lists of hobbies, self-introductions, daily routines) to those previously unencountered or unexpected views (e.g. the history of a cello, anticipation of problems ensuing from a move from one country to another)
Structure:	focuses specifically on the progression from understanding structurally (usually grammatically) simple utterances or texts (e.g. short, present tense, declarative sentences) to those which are more complex (e.g. sentences containing a range of tenses, dependent clauses, hypotheses, etc.)

Table 5b
Progression in Speaking

Language:	focuses specifically on the progression from the use of simple familiar words to the generation of new language
Context:	focuses specifically on the progression from coping with familiar situations, activities and topics to tackling unfamiliar ones
Complexity:	focuses specifically on the progression from the use of stock phrases and non-verbal communication to the use of more spontaneous language with increasing fluency and accuracy
Support:	focuses specifically on the progression from coping, with interlocutor support, to requiring minimal support, only when indicated by speaker

Activity:	focuses specifically on progression from coping with simple exchanges to taking part in open-ended conversation.

Table 5c
Progression in Writing

Purpose:	focuses specifically on the progression from establishing contact and providing and requesting basic information to writing to entertain or persuade and to present information to a wider audience
Volume:	focuses specifically on the progression from writing around 40 words to over 100 words in the target language
Linguistic Range:	focuses specifically on the progression from writing words and short phrases to creating longer text with some use of connectors, sequencing and manipulation of text.
Complexity and Accuracy:	focuses specifically on progression from developing control of simple grammatical features to demonstrating generally high, although not necessarily perfect, control of language attempted. This subcategory also indicates progression in the reception of the written text, from comprehension frequently impeded to desired message communicated successfully.

5.3 Conclusions

This survey provides evidence that provision for languages in the primary school is enabling most students (over four fifths) to achieve the most basic level of competence (i.e. Level C), and some (around a third) to achieve more than this. Secondary students have consolidated the basics of the language they are studying, and, in many cases, are widening their linguistic repertoire, with more extensive vocabulary, phrases and structures than at primary level. Some secondary students are beginning to become more creative in their use of the language they are studying.

Given that the *Revised Guidelines* were not in operation when the survey was conducted, the findings reported here may be most usefully regarded as a benchmark against which future cohorts might be measured. More detailed evidence of the nature of student performance – making reference in particular to the examples of what students can do at each of the 5-14 levels, as set out in Appendix A – should help teachers to assess whether or not their students are at a similar stage of development, and in what ways they might move on from where they are.

The *Revised Guidelines* should stimulate discussion about the nature of progression in language learning in the early years (10 to 14). The evidence from the survey is that the model of progression implied in the *Revised Guidelines* is generally adequate. However, recent research on second language acquisition suggests that a learner's performance on language tasks is influenced by a range of 'task variables', which include the cognitive and psychological demands of the task, the amount of time available for preparation and the precise role of the interlocutor. Future developments in Modern Languages will need to take account of this challenging evidence and of more complex models of progression in language learning than those currently in use. Developments in Europe should also be taken into account, most notably the

Common European Framework which is based on the notion of 'proficiency' rather than attainment and which is applicable in over 50 countries across a wide range of languages. The AAP modern languages survey findings provide a starting point for such discussions.

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APPENDIX A

Student performance at each Level (C to F) in the four skills

A1: Listening for information and instructions

Level Descriptors from the Revised Guidelines

Listening for information and instructions is one of four strands identified for listening in the *Modern Languages 5-14 National Guidelines,* the others being listening and reacting to others, listening for enjoyment, and knowing about language (listening).

The four levels of performance set out within the Guidelines for the strand of listening for information and instructions are defined as follows:

Level C

> listen and respond verbally and non-verbally to a range of instructions and information in largely familiar contexts, supported by gesture, mime, facial expression and repetition at a standard rate of speech.

Level D

> listen and respond to familiar language in an increasing range of contexts, with longer sentences and involving one or more speakers, with less teacher support.

Level E

> listen and respond to familiar language in unfamiliar contexts and to some unfamiliar language in familiar contexts. Texts may be longer and more complex.

Level F

> listen and respond to an increasing range of unfamiliar language that has a greater degree of unpredictability and more complex sentence structure.

Illustration of these levels from student performance in the survey

At Level C, students can …

…understand texts which are structurally simple and contain familiar vocabulary and phrases, e.g.:

• *Understand basic information about someone who has just introduced themselves, or been introduced.*	Je m'appelle Adélia. <u>J'ai douze ans</u>[2]. Je suis en cinquième au Collège Hector Berlioz et <u>j'aime beaucoup les animaux.</u> Das ist mein Mann, Peter. <u>Er ist 54 Jahre alt.</u>
• *Identify hobbies or activities from a list provided by a speaker*	Comme activité sportive, <u>je fais du hip-hop</u> depuis deux ans et avant j'ai fait aussi quatre ans de <u>modern jazz</u> et deux ans de <u>danse classique</u> Meine Hobbys sind: <u>Cellospielen</u>, <u>Fahrradfahren</u> und ich arbeite auch gern am <u>Computer</u>. Zur Zeit arbeite ich an <u>einer eigenen Homepage</u>

At Level D, students can …

… understand texts which are structurally simple and contain vocabulary and phrases of average familiarity, e.g.:

• *Establish some of the detail of a speaker's hobbies or interests*	Pour les loisirs, on peut aller dans le Bois de Vincennes <u>pour faire des balades ensemble</u>. Il y a un magnifique château. De temps en temps <u>on prend nos vélos et on fait du vélo dans le bois</u>. Un autre avantage pour nous, c'est qu'on a à côté un métro, qui nous permet d'aller dans Paris et <u>d'aller ensemble dans les magasins.</u> Ich hatte auch schon mehrere Auftritte, <u>einzeln oder mit dem Orchester.</u> Das [Judo] ist eine <u>japanische</u> Kampfsportart.
• *Recognise some of the concerns which people might have when moving from one country to another*	Moi je voulais savoir <u>si on avait un examen à passer</u> avant d'entrer dans l'école. Und außerdem in der Schule muß ich mich erstmal <u>an Englisch gewöhnen</u>

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[2] Sections of the text which have been underlined indicate the information sought in test items.

<u>At Level E, students can …</u>

… understand texts which are structurally more complex (this implies high density of information as well as grammatical complexity) and contain vocabulary and phrases of average familiarity, e.g.:

• *Understand elements of someone's job*	Ich bin 47 Jahre alt und arbeite als Sprach<u>lehrerin</u> für Deutsch als Fremdsprache
• *Recognise some of the concerns which people might have when moving from one country to another*	<u>Ich weiß gar nicht, ob ich meinem Wellensittich mitnehmen kann, nach Schottland.</u> <u>Wie werden wir von unseren Nachbarn aufgenommen?</u>

<u>At Level F, students can …</u>

…understand texts which are structurally more complex and contain unfamiliar vocabulary and phrases, e.g:

• *Understand detailed descriptions of someone's hobbies or interests*	Wichtig ist auch, daß wir in unserer Freizeit sehr viel miteinander reden. Ich glaube, <u>politische Diskussionen</u> sind durchaus bei uns in der Familie eine Freizeitbeschäftigung.
• *Recognise some of the concerns which people might have when moving from one country to another*	<u>Aber mein Arbeitgeber hat mir schon Hoffnung gemacht, daß ich vielleicht als Projektleiter ein Projekt in Schottland übernehmen kann.</u> Si je pars en Écosse, il faut que je me mette en disponibilité pour un an, ce qui me laisse la possibilité de faire autre chose, <u>peut-être d'enseigner la langue française</u> ou alors de m'occuper de mes deux enfants pendant un an. Ce serait une solution.

A2: Speaking to interact or convey information or experiences, feelings and opinions

Level Descriptors from the Revised Guidelines

Four strands are identified for speaking in the *Modern Languages 5-14 National Guidelines*: speaking and interacting with others, speaking to convey information and ideas, speaking to convey experiences, feelings and opinions, and knowing about language (speaking). *Speaking A* and *Speaking B* focus on the first three strands. The four Levels are defined by the Guidelines as follows:

Level C

Interact:	Take part in simple exchanges, using familiar words and phrases in familiar contexts, reacting verbally to others with peer or teacher support if required
Convey information:	Use simple and familiar words and phrases for a variety of purposes and to participate in familiar classroom activities, with some teacher support
Convey experiences:	Use simple and familiar words and phrases and non-verbal language to express feelings and opinions on a range of familiar themes; ask for support in the foreign language as required.

Level D

Interact:	Take part in simple conversations and discussions, within defined contexts using a wider range of language; ask and answer questions relevantly; react verbally and non-verbally to others with peer or teacher support as required
Convey information:	Use familiar words and phrases to talk at greater length for a variety of purposes and to participate in familiar classroom activities with reduced teacher support
Convey experiences:	Use familiar words and phrases to express feelings and opinions on a range of topics, within defined contexts, and offer a reason for holding that opinion; ask for support in the foreign language as required; say they only speak a little of the language

Level E

Interact:	Take part in more open-ended conversations and discussions, using a wider range of language, ask and answer questions relevantly and comment upon the ideas of others; show an awareness of register and markers of time and tense
Convey information:	Go beyond the reproduction of fixed phrases to share information on a variety of themes of interest to the learner; demonstrate some ability to generate new language; where the context and content are familiar this should be done with increasing fluency and accuracy
Convey experiences:	Go beyond the reproduction of fixed phrases to speak about a range of experiences and opinions and be able to offer reasons

A2: Speaking to interact or convey information or experiences, feelings and opinions

Level F

Interact:	Take part in open-ended conversation in a growing range of circumstances with increasing fluency and accuracy, respond appropriately to the opinions and reactions of others, demonstrate appropriate social usage and register of language, and some control of tense
Convey information:	Go beyond the reproduction of fixed phrases and generate new language in familiar contexts, and in some unfamiliar contexts, to share information on a variety of themes of interest to the learner. This should be done with increasing fluency and accuracy
Convey experiences:	Go beyond the reproduction of fixed phrases to speak with reasonable fluency and accuracy about a widening range of experiences and opinions, and offer reasons, show an increasing control of the language system

Learning and Teaching Scotland, 2000a: 25

A2: Speaking to interact or convey information or experiences, feelings and opinions

Illustration of these levels from student performance in the survey

<u>At Level C, students can …</u>

… use simple words and some familiar phrases to interact and convey information

• *Take part in simple exchanges, when directly questioned*	A: Comment tu t'appelles? S: Je m'appelle J.	A: du bist dreizehn, und dein Bruder? S: eh, zehn
• *Use simple and familiar words and phrases to convey information*	S: Il fait du soleil.	S: Mein Lieblingssport ist Eishockey.
• *Respond to questions with additional information*	A: Tu as des frères et des soeurs? S: Le grand frère	A: Wann gehst du schwimmen? S: Ich lerne schwimmen am Sonntag.
• *Exploit English as bridging device to fill lexical gaps*	A: Combien de fois? S: trois - three times A: trois fois	S: I've got zwei Schwester
• *Ask for vocabulary in English, and then integrate this in target language*	S: Le… hmm don't know how to say 'adventures' A: Aventures S: Les aventures	
• *Begin to monitor own production of patterns and structures*	S: six [English], no six [French] ans	S: ich habe, eh, em, that's not it, ich habe a jünger Bruder

<u>At Level D, students can …</u>

… use longer phrases and sentences to take part in simple conversation and convey information e.g.:

• *Respond to more open-ended, complex questions*	A: Alors, tu es fort en directions? S: Oui A: Alors, pour aller à la cantine? S. Tournez à gauche.	A: Kannst du etwas über deine Familie erzählen? S: Ich habe zwei Swester und zwei Bruder.
• *Initiate response when part of group*		A: Habt ihr Haustiere? S: *Ich* habe ein Wellensittich und ein Hund.
• *Begin to monitor own production of more complex grammatical aspects*		S: Ich habe einen älteren Bruder. Sie ist, er ist vierzehn Jahre alt.

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A2: Speaking to interact or convey information or experiences, feelings and opinions

<u>At Level E, students can …</u>

… use a wider range of language and structures to express ideas in more open-ended conversation e.g.:

• *Take part in extended conversation, manipulating language well*	A: Qu'est-ce que tu as fait le weekend dernier? S: Ohh, oui, ehhm. Je joué au foot. Emmm, j'ai visité ma mère. ehmm A: Elle habite où? S: Ma mère habite à E.	A: und wie ist es mit dir, du hast Geschwister? S: Ja, ich habe eine Schwester. A: und wie ist ihr Name? S: Sie heißt Katy A: Ja, und ist sie auch hier in der Schule? S: Nein. A: Nein, wie alt ist sie? S: Sie ist sieben Jahre alt. A: mmm, und wo ist sie in der Schule? S: in F.
• *Use a wider range of vocabulary to convey information*	S: Je range ma chambre… et je sors avec mes amis.	S: ich… schwimme, ich…spiele Klavier, ich lese gern, ich spiele mit dem Computer
• *Persevere to resolve communication difficulties*	S: Le 'conconce' A: 'Conconce'? Qu'est-ce que c'est 'conconce'? S: eh, le… A: C'est une salle, a room? S: non A: C'est quoi? S: C'est un vestibule. A: Un vestibule? Ahh.	
• *Express and substantiate opinions*	S: J'aime le français parce que c'est difficile aussi.	

A2: Speaking to interact or convey information or experiences, feelings and opinions

<u>At Level F, students can …</u>

… take part in open-ended conversation on a wide range of topics.

Below are three examples of more extended conversation in German, which show a number of features. While the vocabulary and structures used by students at Level F is not necessarily more complex than students at lower levels, they display a fluency and accuracy which moves discourse beyond question and answer sessions to a two-way conversation. They are more able to use intonation and gesture to enhance verbal communication.

- *Take part in extended conversation, using gesture and intonation to communicate with and engage interlocutor*

  A: Was macht ihr denn, also was macht ihr nach der Schule, zum Beispiel? S, was machst du?
  S: Ich gehe in die Disko, in die Stadtzentrum, mmm, ich gehe schwimmen, 'eis*fahren*'?
  A: Eislaufen? Ihr habe eine Eisbahn hier?
  S: Ja
  A: … machst du so Eistanzen oder Eiskunstlauf oder Eishockey oder
  S: Eishockey, und, you know [possible hand gesture]
  A: In Kreis laufen [laughs]
  S: Ja [laughs] Ja, em, ja. Ich gehe ganz gern ins Kino
  A: Ja, Welche Filme interessieren dich?
  S: Mmm *Toystory*
  A: Ja, hast du das gesehen? Und war das gut?
  S: Ja [emphatically]

- *Link information to convey information*

  S: ich habe einen Bruder. Er ist dreizehn Jahre alt.
  A: Wie alt bist du?
  S: Dreizehn Jahre alt.
  A: Hast du einen Zwillingsbruder?
  S: Ja
  A: Ah so
  S: Er heißt Andrew. Er hat braune Augen und rote Haare. Er ist ein Meter achtzig.
  A: Was? und wie groß bist du? Du bist nicht 1,80.
  S: Nein. Meine Mutter ist klein.

A2: Speaking to interact or convey information or experiences, feelings and opinions

- *Seek cultural information from native speaker in group discussion*

S1: Der Unterricht beginnt um neun Uhr
A: Also in Deutschland beginnt er um acht Uhr.
S2: Acht Uhr
S1: Die Schule hört auf um viertel vor vier.
S2: .. vor vier
A: Um Viertel vor vier, in Deutschland um eins. Er hat den ganzen Nachmittag frei. Hättet ihr das gern? Möchtet ihr lieber früh beginnen und früh aufhören, oder wie..? Was ist besser, wie in Deutschland oder wie hier?
S1: mmmm
S2: mmm in Deutschland
S1: in Deutschland
A: Ja? Hättet ihr lieber den Nachmittag frei?
S1: Ja
S2: Samstag gehen die Junge in Schule?
A: Nein, nicht immer. Aber sie machen z.B. viel Sport, und Musik nachmittags.

Parallel examples are not yet available for both languages at all levels and under all features. It is likely that a more in-depth study of the spoken data would allow an expanded list of features to be developed, but this is not yet possible at this stage.

A3: Reading for information and instructions

Level Descriptors from the Revised Guidelines

Reading for information and instructions is one of four strands identified for listening in the *Modern Languages 5-14 National Guidelines,* the others being reading aloud, reading for enjoyment, and knowing about language (reading). Attainment targets C to F are defined as follows

Level C
> read and understand words, phrases and simple sentences of familiar language in familiar contexts from a limited range of sources with appropriate support.

Level D
> read and understand short texts consisting mainly of familiar language in familiar contexts from a wider range of sources with less teacher support.

Level E
> read and understand straightforward texts of greater length and difficulty written in a range of tenses. The texts may include some unfamiliar language in familiar contexts. A growing range of information/ reference sources of interest to the learner should be used.

Level F
> read and understand independently longer texts of greater difficulty written in a range of tenses. […]

Learning and Teaching Scotland, 2000a: 27

Illustration of these Levels from student performance in the survey

At Level C, students can …

… read and understand texts which are structurally simple and contain familiar vocabulary and phrases;

… and also identify key information from more complex texts, e.g.:

• *Understand basic information about someone who has just introduced themselves, or been introduced.*	Je m'appelle Adélia. J'ai douze ans[3]. Je suis en cinquième au Collège Hector Berlioz et j'aime beaucoup les animaux. Hallo. Ich bin Ansgar. Ich bin vierzehn Jahre alt und ich bin Schüler am Gymnasium in Oberursel.
• *Identify hobbies or activities from a list provided by a speaker*	Ensuite, je regarde la télé, je joue à l'ordinateur, je lis, je dessine, j'écoute de la musique et puis je danse parfois. Wenn wir gemeinsam Freizeit haben, dann gehen wir sehr, sehr gern raus: wir wandern gern, wir schwimmen gern und wir fahren sehr, sehr gern Farhrrad.
• *Recognise some of the concerns which people might have when moving from one country to another*	On se demande aussi si le climat est différent; peut-être est-il un peu plus humide? Moi, je voulais savoir si on avait un examen à passer avant d'entrer dans l'école. Ich muß auch eine Schuluniform tragen, und das hatte ich bis jetzt nicht, weil ich eigentlich immer so zur Schule gegangen bin, wie ich eben Lust.
• *Infer writer's attitudes*	Le samedi est largement couvert au niveau de toutes les activités pratiques, comme les commissions, qui sont un peu moins rigolottes, mais que nous devons faire. Aber ich war von Anfang an ja nicht so begeistert davon, nach Schottland zu ziehen. Naja, kann man nichts machen.

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[3] Sections of the text which have been underlined indicate the information sought in test items.

<u>At Level D, students can …</u>

… read and understand texts which are structurally simple and contain vocabulary and phrases of average familiarity;

… and also identify key information and some subsidiary detail from more complex texts e.g.:

• *Establish some of the detail of a speaker's hobbies or interests*	<u>Avec ma femme, je fais par exemple de la lecture</u> l'après-midi, ou on joue aussi parfois à des jeux de société, <u>en particulier on aime beaucoup jouer aux cartes.</u> Judo mache ich zwischendurch <u>damit ich mich fit halte</u>
• *Link two pieces of information (e.g. doing an activity at a particular time of day or week, or length of time)*	Comme activité sportive, <u>je fais du hip-hop depuis deux ans,</u> et avant j'ai fait aussi <u>quatre ans de modern jazz</u> <u>et deux ans de danse classique.</u> Dann sehe ich ein bißchen fern, <u>und zwischen halb zehn und um zehn gehe ich dann ins Bett.</u>
• *Recognise some of the concerns which people might have when moving from one country to another*	Ici en France on a beaucoup d'activités <u>avec des amis,</u> on fait beaucoup de sorties, de sports; les loisirs, les vacances sont souvent liées aux amis. *[In this case, students had to infer from what was said that the writer was concerned about not having any friends after moving to Scotland.]* <u>Wie werden wir von unseren Nachbarn aufgenommen? Werden wir überhaupt Nachbarn haben?</u>

At Level E, students can …

… read and understand texts which are structurally more complex (this implies high density of information as well as grammatical complexity) and contain vocabulary and phrases of average familiarity;

… and also identify key information with a greater amount of subsidiary detail from more complex texts e.g.:

• *Understand main elements of someone's job*	Je suis <u>institutrice</u>. J'enseigne à des enfants qui ont à peu près quatre ans.
• *Recognise some of the concerns which people might have when moving from one country to another*	<u>Ich weiß gar nicht, ob ich meinem Wellensittich mitnehmen kann, nach Schottland.</u>

At Level F, students can …

… read and understand texts which are structurally more complex and contain unfamiliar vocabulary and phrases;

… and identify both key points and accompanying fine detail, e.g.:

• *Understand detailed description of someone's job*	Ich arbeite als Sprachlehrerin für Deutsche als Fremdsprache.
• *Recognise some of the concerns which people might have when moving from one country to another*	Ich weiß gar nicht, ob ich meinen Wellensittich mitnehmen kann, nach Schottland. Si je pars en Écosse, il faut que je me mette en disponibilité pour un an, ce qui me laisse la possibilité de faire autre chose, peut-être d'enseigner la langue française ou alors de m'occuper de mes deux enfants pendant un an. Ce serait une solution. En France à la fin de l'année prochaine, j'aurais le bac de français à passer, et je voudrais savoir s'il y a aussi un examen à passer à la fin de l'année en Écosse.

A4: Writing to exchange information & ideas, establish & maintain personal contact

Level Descriptors from the Revised Guidelines

Level C

Exchange information and ideas:
exchange information and ideas using simple and familiar words and phrases with teacher support and reference materials for a variety of purposes, e.g. to describe oneself, someone or something else.

Establish and maintain personal contact:
write in an appropriate format to establish and maintain personal contact with other speakers of the foreign language, using simple and familiar words and phrases, with teacher support and reference materials.

Level D

Exchange information and ideas:
exchange information and ideas using simple and familiar words and phrases, and write at greater length, with increasing accuracy, reduced teacher support and reference materials for a variety of purposes.

Establish and maintain personal contact:
write in an appropriate format providing information asked for, asking simple follow-up questions where appropriate with reduced teacher support and reference materials, and using simple straightforward language.

Level E

Exchange information and ideas:
exchange information and ideas on a variety of themes of interest to the pupil, with increasing accuracy and going beyond fixed words and phrases. Opinions should be expressed and substantiated where possible.

Establish and maintain personal contact:
write in an appropriate format, providing information requested and asking for further information with a view to maintaining personal contact with the reader/writer, write with increasing independence and accuracy, using appropriate structures and punctuation and going beyond straightforward, fixed phrases.

Level F

Exchange information and ideas:
exchange information and ideas in some depth on a variety of themes of interest to the pupil; go beyond fixed words and phrases with increasing accuracy. Opinions should be expressed and substantiated.

Establish and maintain personal contact:
write at length in an appropriate format over a widening range of topics of mutual interest to the pupil and reader/writer with a view to maintaining personal contact, write with independence and accuracy.

A4: Writing to exchange information & ideas, establish & maintain personal contact

Illustration of these Levels from student performance in the survey

NB student texts are reproduced *verbatim*:
<u>At Level C, students can …</u>

… use simple, familiar words, phrases and structures to exchange information and ideas, e.g.:

•	*Express opinions*	J'aime l'histoire; Mein Lehrer ist toll.
•	*Establish[1] and maintain[2] personal contact with another person*	[1] ça va?, wie geht's? [2] À bientôt!; Gruß
•	*Encourage a response to their writing by the use of tag questions*	Ca va bien merci. Et toi?; und du?
•	*Expand sentences by listing*	J'ai hobbies. C'est le hockey, la piscine + le foot; In Glasgow es gibt, das Kino, Fußballstadion und der Kirche.
•	*Exploit English as a bridging device to fill lexical gaps*	B. est beautiful. 2 plage, 2 parcs, Magasins; meine hobbies ist flying my model plane und Fussball.

<u>At Level D, students can …</u>

… respond to questions and ask questions which build on their previous knowledge of the addressee or explore areas of interest to themselves e.g.:

•	*Describe themselves*	J'ai les cheveux brun et les yeux marron; ich bin groß und schlank, ich habe lange braune haare und braune augen.
•	*Express opinion with greater variety of lexis*	Je deteste l'anglais et j'adore le dessin; Frau M. ist mein Lieblingslehrer
•	*Link information to avoid repetition*	Je joue au hockey le weekend avec mes amis; ich spielen Fußball dreimal in der wochen.
•	*Maintain contact by asking simple follow-up questions*	Tu aime jouer au badminton?; Hast du eine Lieblingsgruppe?
•	*Strengthen personal contact through simple language or topic initiation*	À bientôt! Ta copine, S.; was machst du in Judo?

A4: Writing to exchange information & ideas, establish & maintain personal contact

<u>At Level E, students can …</u>

… use a wider range of vocabulary to exchange information and ideas and substantiate opinions e.g.:

• *Provide extensive personal information*	J'ai les cheveux châtains, courts et raides; Am Montag habe ich ein Doppelstunde Chemie mit Herr L.
• *Give supporting reasons for personal opinions*	J'aime jouer aux cartes et faire la natation. C'est amusant et difficile; ich bin superfit… Ich spiele golf wiel das ist sehr spannend
• *Use non-topic-specific vocabulary to increase text cohesion or modify statements*	… c'est super aussi; ich bin relative groß
• *Use more complex structures to convey information*	M. is un belle village dans nord-est l'écosse entre le P. et F.; Man kann schwimmen gehen im H[otel].
• *Strengthen personal contact through reference to previously discussed topics*	Qu'est-ce que tu fais à l'école?; War Mathe und English gut oder langweilig?

A4: Writing to exchange information & ideas, establish & maintain personal contact

At Level F, students can …

… express their own ideas on topics of interest to themselves in an increasingly accurate and varied way, e.g.:

• *Provide in-depth information*	De temps en temps je joue au foot, bein que je ne sois pas fort en ça; ich habe blonde Haare und grune Augen, und ich bin sehr klein für mein alter! (ich bin dreizehn, vierzehn in April).
• *Expand upon initial statements for own purposes*	Glasgow est une ville important. Il y a beaucoup d'entreprises et des collèges bien; meine Lieblingsfußballmannschaft ist Tottenham Hotspur (Tottenham hat mit Kaiserslautern gespielt in UEFA Cup, aber wir haben verloren! Furchtbar!)
• *Qualify or substantiate statements*	Le hockey est bien mais quelquefois c'est fatigant; Kunst ist ein bißchen langweilig, weil es zu viel Hausaufgaben gibt.
• *Strengthen personal contact by prompting for further information or supporting reasons*	Mon anniversaire, c'est le dix avril. Quelle est le date de ton anniversaire; Was sind deine hobbys, und warum? Schreib bald.
• *Use more complex structures to provide additional information*	J'ai un frère qui s'appelle R.; ich habe nicht veil freizeit, weil ich so veil hausaufgaben habe!

APPENDIX B

Student Performance in Identification of Parts of Speech

Table Ba
Parts of speech (French)

	Glasgow (N)	*est* (V)	*une* (IA)	*grande* (A)	*ville* (N)
P7 correct (%)	86	26	54	31	32
S2 correct (%)	91	44	84	51	26
	Les (DA)	*élèves* (N)	*sont* (V)	*en* (Pre)	*France* (N)
P7 correct (%)	19	22	11	4	63
S2 correct (%)	7	44	32	2	56
	J' (Pro)	*aime* (V)	*la* (DA)	*musique* (N)	*écossaise* (A)
P7 correct (%)	8	15	0	15	8
S2 correct (%)	33	38	22	69	38
	Le (DA)	*petit* (A)	*chien* (N)	*s'appelle* (V)	*Bob*[4] (N)
P7 correct (%)	12	51	65	14	49
S2 correct (%)	10	69	82	29	43

Table Bb
Parts of speech (German)

	Glasgow (N)	*ist* (V)	*eine* (DA)	*schöne* (A)	*Großstadt* (N)
P7 correct (%)	80	45	59	50	31
S2 correct (%)	80	58	82	70	49
	Die (DA)	*Schüler* (N)	*sind* (V)	*in* (Pre)	*Deutschland* (N)
P7 correct (%)	0	82	36	46	54
S2 correct (%)	23	68	55	7	61
	Ich (Pro)	*mag* (V)	*schottische* (A)	*Musik* (N)	
P7 correct (%)	67	67	38	62	
S2 correct (%)	66	72	43	62	
	Der (DA)	*klein* (A)	*Hund* (N)	*heißt* (V)	*Max* (N)
P7 correct (%)	21	54	75	43	73
S2 correct (%)	20	49	78	56	51

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[4] An analysis which split 's'appelle' into two parts (pronoun and verb) was also accepted.

APPENDIX C

Pupil and School Samples

Sampling was carried out by the Scottish Centre for Research in Education (SCRE). Two samples were required, the first for P7 and the second for S2. The underlying structures of these samples were the same as for all other AAP samples, namely, two stage cluster samples, with the first stage comprising a random selection of schools, drawn proportional to size, and the second stage comprising a fixed number of pupils, equal for all schools, drawn at random from all pupils at either P7 or S2. The combined effect of drawing schools proportional to size and the same number of pupils from each, means that all pupils in Scotland at the relevant stage had an equal chance of being selected, and in that sense the samples are representative.

All state schools and all private schools are eligible, except for those catering exclusively for disabled pupils or other exceptional cases. Pupils with identified learning difficulties that are encountered within the selected sample schools are in principle eligible for testing, but are excluded if headteachers advise against.

The survey was restricted to pupils studying French and German, ideally those who had studied one of these languages, and just that one, continuously from P6.

The samples were weighted to compensate for the predominance of French in schools. Instead of a pro-rata division of schools it was decided to select 50 French and 30 German schools at P7, and correspondingly 60 and 40 at S2. These choices were made to ensure sufficient data on each language. A pro-rata division would have given too few German schools.

Several factors complicated the actual implementation of the basic design in the AAP MFL survey, principally a lack of knowledge at the outset as to what languages were being studied in which schools, and secondly, a need to co-ordinate the MFL samples with those for the concurrent AAP English survey. For these reasons the two samples, P7 and S2, were drawn, or constructed, quite differently and the methods used are thus best reported separately.

The P7 French and German samples

The design called for 50 French schools and 30 German. However, in point of fact, the original design called for double these numbers and unless the reader is aware of that, the explanation that follows would read rather strangely. Initially it was planned to assess Speaking and Talking in half the schools and Reading and Writing in the other half, but once the study was underway it became very clear that this second goal was unrealistic at P7, and thus the half of the sample that was to do this work was dropped. Therefore, while the initial target was 100 French schools and 60 German, the final sample reduced to 50 French and 30 German.

The starting point for obtaining these was the sample of schools used for the 1995 AAP English survey at P4. The pupils assessed in these schools were to form the main part of the P7 sample for the 2001 English survey, and thus provided both the required overlap between that survey and the MFL one, as well as a convenient

sample of schools drawn in proportion to size as is required for AAP surveys. This last statement is justifiable as, by and large, just one foreign language is taught in each primary school and so P7 stage rolls will be the same as MFL rolls. This is not quite a true statement as some schools do operate a system of taster sessions in two or more languages, but it is true enough for sampling purposes. It might also be objected that there could have been movement in and out of schools between P4 in 1995 and P7 in 2001, but this too is likely to have been a small effect. Finally, it will be appreciated that the numbers of schools doing the two languages in which we were interested and those doing others should have been represented in this sample of schools in the correct relative proportions to the population at large.

There were 159 such schools. Each was written to asking whether it had pupils who had done French or German from P6 or pupils who had done neither. Of the 159 all but 2 replied, and of these: 90 did French only, 23 did German only, 11 did both French and German, and 33 did neither French nor German. The difficulty posed by the 11 schools doing both French and German was simply resolved by randomly fixing one or other language for each. The outcome was the following distribution of schools:

Table Ca
Distribution of Schools

In French set	In German set
95	29

As, at this stage of the study, the target was still 100 French and 60 German schools, more schools were required. Given the preponderance of French in schools, and the need to avoid troubling EAs to much, the extra schools were chosen by different methods.

French
A random sample of 10 schools (5 + 5 spare) was taken, proportional to size, from the remaining primary schools in Scotland, excluding those schools used in the 1999 AAP Mathematics survey, the 2000 PIRLS schools, the MFL pilot survey schools, and Denominational schools. The first three groups were omitted to avoid over-burdening schools with survey work. The last was omitted because it was believed these schools in some cases at least teach Italian or Spanish, but the amount of Italian or Spanish teaching overall in Scotland was too small to be included in the sample. A post-hoc check was made to confirm that the selected schools did actually teach French.

German
Thirty six (36) additional schools were required, 31 + 5 spare. These were selected in two stages. First, recourse was made to a list of EAs in Scotland that had a high proportion of primary pupils studying German, and these EAs were asked for the names of their schools which were in fact doing German. Secondly, the 36 schools were selected proportional to the numbers studying German from this final, short list.

EAs recorded with few pupils doing German were not asked for lists. While this possibly biases the sample slightly, it cannot do so seriously.

At this point, a list of 100 French and 60 German schools was available, plus a number of reserve schools. As noted, this list was subsequently halved to provide the final sample of schools. A few changes, about eight, were made subsequently when the schools were actually approached for pupil names at which point some declined to participate and others revealed they had changed their language in the interim.

Twelve pupils were to be assessed in all but the smallest schools. The final numbers of schools and pupils participating were:

Table Cb
Schools and Pupils Participating

	Approached	Accepted	Participated	
	Schools	Schools	Schools	Pupils
French sample	50	44	44	521
German sample	42	29	28	319

The S2 French and German samples

The samples determined upon were of 60 French schools and 40 German. As at P7, these numbers were not pro-rata to the actual numbers learning the two languages but chosen to give sufficient data on each language. At S2, unlike P7, these numbers remained unchanged throughout the survey. At this stage, testing was in all four modes: Reading, Writing, Listening, and Talking.

As there was extremely little prior information on what languages were being taught at S2, a very brief questionnaire asking for just that information was sent to all secondary schools in Scotland to provide the information necessary for the sampling frame.

Of the 446 mainstream secondary schools in Scotland, 437 were approached, those omitted being the 'non-Scottish' independent schools and the few small independent schools. Useable returns were received from 400 schools. Of the 37 remaining schools, 20 were small and their omission of little consequence. SQA data on S-grade entries was used to deduce the status of the remaining 17 schools.

Schools were subsequently allocated to one of two sets: the French set or the German set. In the case of schools that taught only one of the two languages at S2, the placing was obvious. Schools that taught both were allocated randomly, while taking account of pupil numbers, to one set or the other. A few schools were omitted from the frame because they had participated either in the MFL pilot study or in AAP Maths 2000.

The required 60 French (plus 4 reserves) and 40 German (plus 6 reserves) were drawn from these two sets proportional to the numbers of pupils studying the relevant language. The samples were checked against their respective population statistics for S2 MFL roll, FSME%, and Audit Unit S-grade index, and although the measures did not match exactly, they did match closely.

A number of adjustments were made subsequently when schools were asked to participate in the actual survey. In most cases this was for reasons of particular convenience for the schools, in others because the initial information provided had been ambiguous, and in two cases because the school wished to be assessed in the two languages, French and German.

Table Cc
Adjustments to Original Participants

	Original	F	G	Spare
Final	F			4
	G	4		4
No reply/refused		5	1	4

The final returns from schools were:

Table Cd
Final Returns from Schools

	Approached	Accepted	Participated	
	Schools	Schools	Schools	Pupils
French sample	62	52	50	690
German sample	48	36	36	494

The intention was to assess 14 pupils per school at S2.