

# Evaluating modern language teaching

Sample questions for senior leaders

# Planning the course

- Does the scheme of work provide a cohesive plan from the beginning of KS3 to end of KS4?
- Is the course design based on a text-book's structure or around pupils' learning needs?

# Vocabulary

- How is teaching of vocabulary planned?
- Can teachers tell you what words will be taught and when?
- How has the order been decided?
- How are pupils taught to revise vocabulary?
- How is vocabulary learning tested?

# Grammar

- How is teaching of grammar planned and sequenced?
- How does assessment of grammar teaching inform corrective or remedial teaching and intervention?
- What core grammatical features will students have mastered by the end of each year?

# Phonics/pronunciation

- Are foreign language phonics taught to pupils in the early stages?
- How do you know this approach is successful?

# Use of the new language

- What opportunities are there for pupils at each stage in their learning to speak the new language in the classroom?
- How is the language used in a planned and systematic way to reinforce language previously taught?
- What is the balance in the classroom between pupil and teacher use of the new language?

# Textbooks

- What, if any, textbooks are used?
- How are they used and how extensively?
- How well do they support a planned approach to teaching vocabulary and grammar?

# Use of enriching and stimulating materials

- What authentic materials are used to support learning?
- Are the materials appropriate for the stage of the course pupils have reached and build on vocabulary and grammar taught?
- Do they provide interest or knowledge of another country?



# Transition from primary school

- What knowledge do pupils bring with them – of English grammar and of other languages - from primary school or from home?
- How is this knowledge used?
- Does the school have links with its main feeder primary schools to find out what pupils have covered in the KS2 curriculum?

# Attitudes to language teaching

- What proportion of students continue to study a language beyond key stage 3?
- What are pupils' views of how they have been taught languages?
- What does the department/school do to promote studying a language?