APPENDIX 1: Questionnaire

1 How interested are you in languages?

| _ | Hate | Disilike | Neutral | Like | Love |
|---|------|----------|---------|------|------|
| | 1 | 2 | 3 | 4 | 5 |

2 What made you feel this way?

3 Learning the material from the lesson is

| Very Difficult | Difficult | Neutral | Easy | Very Easy |
|----------------|-----------|---------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |

4 What made you feel this way?

5 How do you feel about your achievements at the end of the lesson?

| Below Average | Average | Above Average |
|---------------|---------|---------------|
| 1 | 2 | 3 |

6 What made you feel this way?

7 How do you feel about being in your current language group?

| | Very Bad | Bad | Neutral | Good | Very Good |
|---|----------|-----|---------|------|-----------|
| _ | 1 | 2 | 3 | 4 | 5 |

8 Why have you chosen this score?

9 During the lesson I feel

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------|----------------|---------|-------|----------------|
| included in all the activities i | n the lesson? | | | |
| 1 | 2 | 3 | 4 | 5 |
| appreciated and valued by y | our classmates | | | |
| 1 | 2 | 3 | 4 | 5 |

10 What made you feel this way?

11 During the lesson

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|------------------------------|---------------------------|---------|-------|----------------|
| my answers are appreciate | d and valued by the teach | er | | |
| 1 | 2 | 3 | 4 | 5 |
| teachers are interested in h | earing what I have to say | | | |
| 1 | 2 | 3 | 4 | 5 |
| I try my best, because the t | eacher is expecting that | | | |
| 1 | 2 | 3 | 4 | 5 |

12 What made you think that?

13 In my language lessons...

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------------------------------|------------------|---------|-------|----------------|
| teachers make clear what is | expected | | | |
| 1 | 2 | 3 | 4 | 5 |
| teachers explain things in an | intersting way | | | |
| 1 | 2 | 3 | 4 | 5 |
| teachers help us to understa | and our work | | | |
| 1 | 2 | 3 | 4 | 5 |
| I can ask for help if I'm stuck | | | | |
| 1 | 2 | 3 | 4 | 5 |
| teacher has good control over | er the class | | | |
| 1 | 2 | 3 | 4 | 5 |
| we learn in lots of different w | ays | | | |
| 1 | 2 | 3 | 4 | 5 |
| we also learn from one anot | her | | | |
| 1 | 2 | 3 | 4 | 5 |
| we get to do things for ourse | lves | | | |
| 1 | 2 | 3 | 4 | 5 |
| what we learn is useful and i | interesting | | | |
| 1 | 2 | 3 | 4 | 5 |
| we get worthwhile homework | k | | | |
| 1 | 2 | 3 | 4 | 5 |
| lessons are enjoyable | | | | |
| 1 | 2 | 3 | 4 | 5 |
| teacher explains how I could | l do even better | | | |
| 1 | 2 | 3 | 4 | 5 |
| I am told what progress I'm r | making | | | |
| 1 | 2 | 3 | 4 | 5 |
| my progress matches my go | als | | | |
| 1 | 2 | 3 | 4 | 5 |

14 I feel that inmy language class

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|------------------------------|------------------------|---------|-------|----------------|
| I am getting somewhere and | d going forward | | | |
| 1 | 2 | 3 | 4 | 5 |
| I can always get the support | if I need it | | | |
| 1 | 2 | 3 | 4 | 5 |
| I am encouraged to think for | myself | | | |
| 1 | 2 | 3 | 4 | 5 |
| I am confident about how I a | ım doing | | | |
| 1 | 2 | 3 | 4 | 5 |
| I am more interested in lang | uages than 2 years ago |) | | |
| 1 | 2 | 3 | 4 | 5 |

APPENDIX 2: Extract of interview answers with codes

| TO TO YOU I'VE ADOUG THE LEVEL OF CHAMETINE III THE LESSONS: | | | |
|--|------------------------------------|--|---|
| TOP | | BOTTOM | |
| we do a lot of stuff on our own | independence | Ms makes it easy | teacher's expectations |
| we're allowed to research on our own | independence | we're not given impossible things to do | teacher's expectations |
| we do a lot of independent work | independence | learning in this group doesn't make me feel bad | peer role models and support |
| ue halo anch ciber | peer role models and support | basks are horing to applying is nice | lesson content |
| n being destructed beingen men ingent med des seine send en det de benachen benachen benachen seine seines. Der being des | | the second of th | the interest of the desired |
| יוו ספרווק טרמופרוקאם טע גרופרורא עסכמס מדם ווצפרוווקט או ום רפסטופן אינוסרונים עפטרופרו המאדר בהספטעמווע גמעקר גע | reductier s experientes | | reacher's expectations |
| | | sometimes just copy, like copying | teacher's expectations |
| | | lessons are boring when we have write paragraphs, | lesson content |
| | | the lessons are sometimes boring; | lesson content |
| | | quite boring, I never really get anything | lesson content |
| | | lessons are too repetitive, we're not learning to say anything, just bits and words | lesson content |
| How do vou feel about being assigned to this set? | | | |
| dul | | BOTTOM | |
| Think is considered and the formal one Palls and the same take the same allocated and the same trade. | محمد مرادات محمد | Control of the second of the s | the second of the second |
| offilish wooduling many missions and many for the source of the copy with the value of the copy with the value (associated to the copy). | pace of charlescol | doctors to the people, in moved a decided | peer role models and support |
| learning is easy, it comes naturally, so I like it in my set, because we're faster than other sets | pace of the lesson | comfortable there | lesson content |
| they all want to learn and do well as well | peer role models and support | feeling fine, just struggling | lesson content |
| we bounce off each other, | peer role models and support | I prefer being in this group (moved down from set 6) because then I don't need to answer | peer role models and support |
| Classmates are the people who are the smartest in the year, they can probably help more | peer role models and support | we're all at the same level | peer role models and support |
| Positive-there's a strong halping culture in the cat | tronger shapped and support | we're kind of the same | neer role models and support |
| the mane of the leavest is seen both the second country for the phrace is one. | novo of the leaven | figure control of many | trong is but slobe and since |
| Line pages of the response very right, the second you have a way right of the principal of the | TOSSELLE TOSSELLE | | Production of the state of the |
| the people in my set are more focused | peer role models and support | would change to a higher set for a bit of challenge | lesson content |
| quite a few would shout answers out quickly | peer role models and support | she doesn't feel challenged here; what they do in th elesson is too simple | lesson content |
| I definitely learn well in this set, because we're too set they mush us a lot, and whole class can cope with that, because we're all on similar level | peer role models and support | sometimes we don't really listen to Miss | peer role models and support |
| The control of the co | | | |
| | Sodden pile supplication and | | Sodden prie sienom ein med |
| | | higher sets have less distractions | peer role models and support |
| | | like the set because they get a lot of help from the teacher | interaction with the teacher |
| | | I don't think I really deserve to be in another group, other groups are smarter | peer role models and support |
| | | bowe're learning things a lot slower than other groups | peer role models and support |
| How do vou feel about vour Progress and achievement? | | | |
| TOD | | MOTTOR | |
| | - | | 7 7 7 |
| I don't get to choose the questions, and sometimes they catch you of guard and I don't always know the answer | independence | I don't understand the teacher | Interaction with the teacher |
| know I am progressing because what I'm doing in the lesson – I can follow what Miss wants | interaction with the teacher | I don't know what I need to do in the lesson it was easier in year 7 | lesson content |
| | | feels like she had more achievement in younger lessons | lesson content |
| | | I don't get it too much, a bit, not a lot. I'm just not paving attention, but nobovielse is | peer role models and support |
| | | I don't understand what the words are | lesson content |
| | | | Name of the last |
| | | When I leave the classroom I still don't understand it | |
| | | I never really get anything, like a sitting duck, waiting for the lesson to be over | |
| | | What we learn is useless, if I went to France I would not be able to speak | lesson content |
| What motivates you to learn? | | | |
| TOP | | BOTTOM | |
| the teacher agrees with you and helps you develop what you're saying to makes you better | interaction with the teacher | multioultural background | intrinsic motivation |
| Classmates are the people who are the smartest in the year, they can probably help more | peer role models and support | meh for languages; not interesting; the we learn are meaningless so I have no mojustion | lesson content |
| there's a strong helping outline in the set | tronger specification and stronger | motivated to be an order of the analysis of th | Extrinsic motivation |
| I ment of a construction of a | Futripelo motivation | Participant of the state of the | |
| | Padilisic Illodagdoll | Signification of the state of t | |
| it's not a big thing, but I want to do well, I don't like failing | intrinsic motivation | doesn't really matter, I'm just waiting for the lesson to be over | |
| Big tests are important. | Extrinsic motivation | | |
| I don't need the GCSE for anything that much, but I will get it because eit might be useful. | Extrinsic motivation | | |
| Reinn in blis aroun will one our une acces in honorous misses in the future | trongers bas slobom oldringer | | |
| | | | |
| potential to go on holiday | Extrinsic motivation | | |
| better job prospects | Extrinsic motivation | | |
| | | | |

| | TOP SET | BOTTOM SET |
|--|---|--|
| challenge level | high to very high, extension tasks available | very low, no extension tasks available for early finishers |
| variety of materials and tasks | very varied (different types of reading activities, listening and oral activities) | 3 types of tasks (matching unscrambling, copying translations) |
| cultural references and TL use | rich | none |
| pace | high to very high, no time wasted | extremely slow (10 minutes to unscramble 4 sentences, another 10 minutes to translate 3 simple sentences) |
| students' behaviour | focused, disciplined, no uniform violation, settle down immediately | students come late (20 minutes in the lesson), do not prepare for the lesson or get the books out, unless directly told to do so, many talk over the teacher, some completely disaffected (head on the table) |
| students' engagement | students are proactive, they know they need to annotate their WS | Some students complete the work fast, but then have nothing to do, others do not even look at the tasks set, simply claim they do not know what to do (matching exercise) |
| use of AfL (progress checks) | Frequent, progress is clearly expected, students aim to produce the answers | limited to "are you done?" but no follow-up or checks once the students say "yes", after some time answers simply presented for the rest to copy |
| behavoiur management | teacher challenges even slightest off-task behaviour | Teacher does not challenge uniform violations, low level disruption or even shouting across the room |
| teacher's message regarding languages (teachers' expectations) | "You all have to take the GCSE" (compulsory for top set), "languages are dead easy, if you know posh English words" | "You need to get through this year, then you can forget about the languages, for now focus on the test" |
| class size | 31 | 12 |