**A) RATIONALE FOR THE PROJECT**

A great deal of research into second language learning focuses on the most effective ways of teaching language, and usually grammar (‘focus on form/s’, ‘error correction’, ‘task-based learning and teaching’, ‘input-based approaches’, ‘explicit information + practice’). Generally, effects on learning are measured a few days or weeks after the intervention on *linguistic* outcome measures (oral or written production, grammaticality judgement, gapfill or sentence matching tests). That is studies are a) relatively short term and b) focused on linguistic outcomes. However, of major interest to educators is whether interventions to help ‘language progression’ actually help ‘motivation’ i.e. the desire to ‘stick with it’! (See Erler & Macaro 2011 for an example of one study that does this). In Anglophone contexts, where drop out from language studies is a major concern, such information is critical. In addition, motivation research to date has not tended to look at the impact of relatively short language-focused interventions on affective factors, yet the achievement/motivation cycle is of prime theoretical interest. One claim often alluded to is that learners’ ability to be creative with the language (i.e. use grammar to make their own meaning) will lead to increased motivation. Another claim is that, in fact, what is more motivating (e.g. useful in the longer term) is learning a more *general awareness* about language, including about cross-linguistic differences. This project will address these gaps, by comparing two or more approaches to foreign language teaching over a year: one more grammar-focused and one more general language awareness-focused. We will measure learners’ a) knowledge of the target language b) general language analytic ability, c) motivation.

**B) REFERENCES THAT SHOULD BE READ** (if you do not have access to these, please email me)


**C) RESEARCH AIMS / QUESTIONS**

We will investigate:

1) The extent to which interventions to improve language knowledge can influence motivation

2) The extent to which any such influence is affected by the focus of intervention (general awareness vs grammar focussed)

**D) METHODS**

Students will choose the context. Preference will be given to Anglophone contexts in which foreign (non-English) languages are learned in statutory (obligatory) school lessons, over about one year. However, other contexts will be considered. The design will be a pre-post-delayed-post test quasi-experimental design. We will aim to exert some control over the content and delivery of the interventions and the similarity between the learners. We will aim for 60 learners per condition, and have a test-only group.
E) SKILLS AND OPPORTUNITIES YOU COULD GAIN
You will have the opportunity to work with schools, building on extensive established networks. This project will draw on work by Marsden on the national MFL Pedagogy Review committee (Bauckham, 2016) and the ESRC funded OASIS project to create open accessible summaries of research for teachers.