

Reactivation of lapsed languages in the context of modern foreign languages teacher education

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This study examines the problems encountered by trainee language teachers who strive to maintain their language skills at their optimum level in the classroom. Many trainees will admit that their language skills need refreshing and a significant number of mentors agree with them. This article explores language attrition and strategies that can be employed to reactivate lapsed language skills. This three-year study comprised an extended case study followed by an action research project in which students were supported by a structured programme of language activities, language awareness sessions and contact with native speakers. Changes in levels of language skills were measured by language testing and an analysis of language logs provided additional data for the study. Findings revealed that students benefited from both exposure to language and structured input and that many activities could be accommodated alongside their teacher training. Furthermore, responses from students suggested that the work undertaken in the preparation and delivery of lessons could provide additional consolidation of language skills. The study was undertaken in the context of a Postgraduate Certificate of Education (PGCE) Modern Foreign Languages programme but the findings can contribute towards the metacognition and metalearning that are essential to all reflective practitioners.

Introduction

In the UK, students of modern foreign languages (MFL) who wish to join the teaching profession usually choose to follow a one-year higher education programme, the Postgraduate Certificate of Education (PGCE), in order to gain Qualified Teacher Status (QTS). Entry requirements include a language degree, which would, it could be assumed, indicate a high level of proficiency in the language to be taught. In the initial stages of PGCE programmes, students might typically be anxious about managing a classroom, understanding the requirements of a new training programme or making new friends. Concerns about their subject knowledge often appear low on their list of priorities, especially if they completed their language degree a few months before joining the PGCE programme. However, such programmes are generally made up of individuals from diverse backgrounds and they frequently include a significant proportion of students whose language skills may not be as polished as they would wish. These individuals might include students who have taken career breaks to bring up their families, others who have pursued different employment paths before deciding to join the teaching profession, as well as some who need to reactivate a language other than that of their degree in order to improve their employment prospects.

Among all types of students, there is occasionally a tendency to take language skills for granted and to fail to realise that such skills are both dynamic and transient; once a high level of proficiency has been achieved, students must work hard to maintain it. The responsibility for training PGCE students is falling increasingly onto schools, where key teachers undertake the task of being 'mentors' to the students, guiding them through the very complex learning process of professional development and practice. This process is overseen and supported by university tutors. PGCE students will find their language competence under the close scrutiny of university tutors and subject mentors, who are required to ensure that trainees have adequate subject knowledge if they are to attain QTS, although the level of skills that constitute adequate subject knowledge is often difficult to define (Barnes 2002). It could be argued that an acceptable minimum level of subject knowledge for the teaching profession would be:

a high degree of written and oral fluency in the target language, a firm grasp of the grammar of the language and some experience, knowledge and

awareness of the culture or cultures in the ethnographic sense where the language is spoken. (Pachler, Evans and Lawes 2007: 11-12)

However, this is not always the starting point for PGCE students. Nevertheless, once trainees identify gaps in their subject knowledge, they frequently develop strategies that will enable them to remedy any shortfalls, suggesting that when teachers act as learners, they can reap the cognitive benefits. An open-minded approach to learning and a willingness to go beyond the narrow reductive confines of traditional language learning are essential to the professional development of new teachers (Woodgate-Jones 2008). In cases where language skills have declined, it is useful to explore the nature of the attrition and how lapsed language can be reactivated.

Literature on second language attrition is a developing field of research. Hansen (2001) notes that the so-called regression hypothesis suggests that, in practice, second languages are lost in the reverse order of acquisition, so that the last learned tends to be the first forgotten. In an earlier study, Hansen (2000) also identified a higher proficiency advantage, which means that in practical terms learners with a higher level of language are less subject to attrition and are able to rely upon an initial learning plateau which can function for a considerable period of time.

A research study carried out by De Bot and Stoessel (2000) defined three stages of language functioning: recall (where subjects are actively able to come up with words in the target language), recognition (where subjects can show passive recognition of words in the target language but cannot produce them) and a third category of language that can neither be recalled nor recognised. It is this third group that is particularly interesting for this research study. When subjects were required to relearn words in this third category, they were much more successful in recalling or recognising them in future tests, indicating that initial learning had left some residual trace. The researchers defined this as 'a relearning advantage of old items over new items' (De Bot and Stoessel 2000: 336), which is known as 'savings'. This is a very encouraging finding, although research is required to identify the cues that allow learners to retrieve otherwise inaccessible language.

The research context

This research study was undertaken in the context of a PGCE MFL programme in south Wales over a period of three years with the aim of identifying how students could best reactivate lapsed language skills. The study sought to discover which types of language seemed most resistant to change and whether specific learning strategies could allow students to maximise their language memory over a significant period of time. A clear understanding of the process of learning languages, resisting attrition and undertaking reactivation activities was seen as a central aim of the research and a means of helping students to understand their subject knowledge needs and helping them to develop into reflective practitioners (Schoen 1991).

The study

The first two years of the study (2006–2008) took the form of a case study, based on data gathered from students by means of a focus group, student interviews and reflective logs (see Appendices 1 and 2). These data were supplemented by information provided by questionnaires to subject mentors and interviews with tutors from PGCE programmes in other higher education institutes. Over the case study phase of the project, the data provided an extensive insight into how students reactivated their lapsed languages and into their evaluation of the effectiveness of a range of strategies. These rich data provided a valuable basis for the final action research phase of the project, which was completed the following year.

During this final phase, an intervention was planned, carried out, monitored and evaluated (Koshy 2005). During induction to the PGCE programme, students were asked to identify a language to reactivate. This could be either their main teaching language (for those who had not completed their degrees in the previous year) or another language (for those who wished to improve their employability). Students completed an audit of the language to be reactivated and identified a language partner with whom they could have regular conversations in that target language. In subsequent months, students attended language awareness sessions with the university tutor in order to support the reactivation of their lapsed language.

In the first of these sessions, language testing took place in French, German, Spanish and Italian. Three different tests were used.

- Diagnostic grammar test (adapted from Richards and Roberts 2008). This grammar test was in the form of multiple choice questions, but in addition to selecting the correct option, students were also required to state how they made their choice (knowledge of rules, guess or a 'feel' for the language). They also had to estimate how sure they were by attributing a percentage score (Appendix 3).
- Receptive vocabulary test (adapted from the X_Lex test of Meara and Milton 2003). This vocabulary test is normally done by a computer programme, but in this instance it was completed on paper. Students were provided with 60 words in the target language, of which 20 were pseudowords. They were told to tick the words that they recognised. If students correctly identified a real word, it was scored at 1; however, if they mistakenly identified a pseudoword as a real word, it was scored at 72. Therefore, if they ticked all boxes, they obtained a score of zero. However, random selection could result in a score of 740, if all of the pseudowords and none of the correct words were selected (Appendix 4).
- Productive vocabulary test, known as a 'spew test' (adapted from Meara and Fitzpatrick 2000). This test presented the students with 10 disparate words in the target language. For each word, they were asked to list as many words as possible in the target language that they associated with that word. There was no restriction in the choice of words as associations cannot be anticipated. For example, the word 'banana' would probably suggest words such as 'yellow' or 'fruit'. However, someone who had slipped on a banana recently might suggest the word 'accident'. Such a test should give a good indication of the range of productive vocabulary at the disposal of students (Appendix 5).

These tests took place in the first week of the PGCE programme and students were re-tested several months later to gauge any changing levels of proficiency in their reactivated language.

In addition to testing, the language awareness sessions provided a framework for the intervention. The language audit asked students to identify a wide range of language and cultural competencies using a scaled response, thus allowing them to identify weak areas in their skills.

Students kept a language log where they recorded a language activity every week and reflected on its efficacy. The logs provided material for discussion in further language awareness sessions and student were able to share observations and support each other. This was reinforced by a discussion forum on the university's virtual learning environment.

Findings

The case study phase of the investigation, which took place over two years and involved volunteer students from two PGCE MFL cohorts (N ¼ 22), allowed the emergence of many ideas for the reactivation of lapsed language skills. These have been organised into the model in Figure 1 and are explained more fully below. These ideas were disseminated, discussed and developed in the language awareness sessions with the students of the third cohort.

The following is a synthesis of the data provided by the reflective logs, interviews and questionnaires of the case study and action research phases of the study.

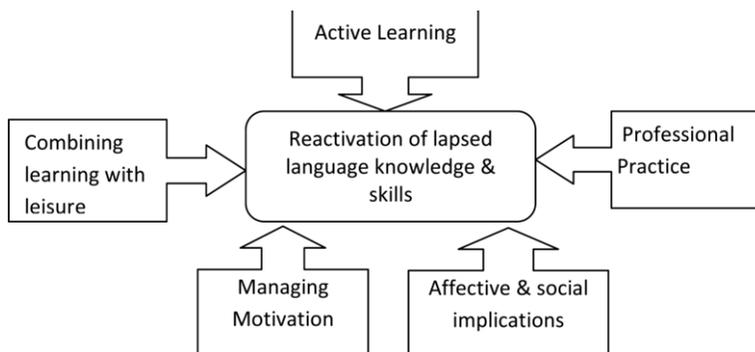


Figure 1. Model for reactivation of languages.

Active learning

Structural activities (grammar learning) need to be interspersed with immersion activities (reading, watching films, listening to music).

Memorisation techniques are useful, and students recalled and shared a range of ideas from their own learning experiences.

Music is helpful to root language in long-term memory.

Rote learning can be useful, but chunk memorisation can be a brake on real understanding if overused.

Productive skills should not be neglected. Keeping a diary in the reactivated language can allow the exploration and reactivation of language.

Language needs to be manipulated and dissected. It is important to be observant and curious about oddities as a way of finding out how language works.

In the revision of grammar knowledge or the review of vocabulary base, it is helpful to put this into practical use and not see it as a separate activity.

Managing motivation

Students need to have an idea of what they want to achieve.

It is useful to develop a picture of their 'ideal self' and to think about their hopes and aspirations (Do" rnyei and Ushioda 2009) as a tool for increasing motivation.

An awareness of their own level is important and they can use the Language Audit as a tool for identifying their needs and recording action. It should be a dynamic rather than a static document.

Students can reflect on previous successful learning experiences such as school or examinations and identify what worked well and why.

It is helpful to seek ways of making boring tasks (such as learning vocabulary) more interesting. Such activities can be turned into a challenge or game, e.g. learning as many words associated with a particular topic as possible.

Affective and emotional features

Students need to develop a robust attitude to error correction. It is important that they are aware of shortcomings and welcome corrections in a positive manner, accepting them as opportunities to improve. Students should encourage native speaker friends to correct them without taking offence. They need to develop an expectation of making mistakes and accept this as a normal part of language learning.

In reactivation of languages a 'bottom-up' approach was recommended by students. They found that if they re-start from basics, this can fill all gaps and can increase a sense of security, which is good for morale.

Students should give themselves credit for what goes well rather than being negative about perceived gaps in knowledge and skills. It is impossible to know a language completely, even as a native speaker, and although a constant striving for perfection is good, reasonable limits need to be set.

Links between affective elements and cognitive development should be recognised. It is essential to build on one's love of country and culture to support language learning.

Combining learning with social and leisure activities

Mixing work with pleasure helps to support motivation and increases effectiveness as students are more open to language development.

Reading materials (e.g. novels) that are well known allows students to concentrate on linguistic content while at the same time enjoying the experience of revisiting well-loved stories.

It is a pleasure to watch favourite films or TV series dubbed into the target language and linguistic skills can be reinforced while relaxing.

Settings on the computer, phones or other technology can be reset to the target language.

Foreign language websites can be viewed and favourite Internet sites such as Facebook or Ebay can be visited in their target language version.

Target language music can be used as a background to daily activities.

Daily routines can be adapted to the target language, e.g. cooking with target language recipes.

Evening classes are useful social events to make use of the target language and there are many organisations linked to the target countries (e.g. Alliance Franc, aise).

Language partners are an excellent source of language, both receptive and productive. Students were encouraged to spent considerable time talking (or even just listening) to native speakers, of whom there were many on the programme.

It is essential to be as sociable as possible with target language contacts, even though time to socialise is limited. This is important not only for linguistic development but also for cultural input.

Where target language contact is difficult, consider new technology such as webcams.

Professional practice

How much students can learn through teaching cannot be overestimated.

It is important to develop an awareness of language learning beliefs and to identify one's own credo. This was discussed at depth in Language Awareness sessions.

Regular activities are more likely to be effective than working in fits and starts. Teachers need to build a habit and commitment to language learning.

Students should take all opportunities to develop their subject knowledge and understanding, e.g. lesson observations in placement schools.

It is useful for students to do the tasks they set for pupils. This can also be achieved by attending evening classes. Teachers need to return to their role as learners as this allows the development of their metacognition. It is also an excellent exercise in empathy, an essential quality for an effective teacher.

Finally, discussions with students during each stage of the research project led to the consensus view that trainee teachers need to develop a fundamental belief in lifelong learning. Teachers who are open to new learning experiences are more likely to understand the importance of maintaining their subject knowledge, which will benefit not only themselves but the learners in their classrooms.

In the third year of the study, in the action research phase, the PGCE cohort comprised 32 students, mostly British (17), but also French (10), Spanish (1),

German (1), Russian (1), Argentinian (1) and Peruvian (1) nationals. Most students, therefore, were able to find language partners within the teaching group. Students attended the university every Monday and there was a two-hour gap between morning and afternoon sessions, which allowed time for language groupings to function informally. Not all students completed the language reactivation programme, but of those who did, the languages selected for reactivation were French (9 students), German (6 students), Spanish (4 students) and Italian (4 students), resulting in a total sample of 23 students.

As already noted, the main strands of the intervention were: (a) language audits;

language testing and re-testing; (c) language logs; (d) language partners; and (e) language awareness sessions.

The language audit was used as a means of encouraging students to reflect on their language skills and to consider whether their level of competence would be adequate for their training and professional needs. Once gaps or weaknesses had been identified, students would be supported by tutors, and in the language awareness sessions ways of improving their skills were identified. Students recognised the importance of language proficiency in the classroom and their concerns

were represented in the comments of the student who observed that 'there is always the fear of repeating errors that go uncorrected and that these will get hardwired into my language memory as I hear myself saying/thinking them.'

The language awareness sessions proved to be an effective forum for discussion of the best means of reactivating lapsed languages and most students were very proactive in finding ways of managing their learning. Students were given a free choice in the methods used to reactivate their lapsed languages. As tutors expected, many resorted to language activities from their own learning experiences and, as noted by one student:

I suppose that my choice of methods was influenced by the fact that I know that this is how I learnt things best in the first place. By resorting to tried and tested methods, I am convinced that I will be able to learn as quickly, in order to avoid moments of embarrassment when the words that are being asked for escape me.

Results from the three tests undertaken suggested that students had not invested as much time in consolidation of grammatical knowledge compared with the reactivation of productive and receptive vocabulary. This was confirmed by inspection of the language logs, which featured grammar-based activities relatively infrequently compared with activities that would boost vocabulary reactivation. The results of the diagnostic grammar test were particularly poor, as shown in Table 1. On further investigation, however, two main reasons for the lack of progress revealed themselves. First, due to time constraints, a decision had been made to

Table 1. Diagnostic grammar test: comparison between tests 1 and 2.

Total mark: 15 (<i>n</i> ¼ 23)	Change in score
French (<i>n</i> ¼ 9)	70.34
German (<i>n</i> ¼ 6)	70.16
Spanish (<i>n</i> ¼ 4)	60.5
Italian (<i>n</i> ¼ 4)	72

reduce the scope of the test from the 40 questions in the original test (Richards and Roberts 2008) to 15 questions. This did not allow for the demonstration of sufficient breadth of grammatical knowledge and students' success could largely depend on luck. Another reason for their lack of progress became evident, as indicated above, in the examination of student language logs. There was a significant tendency for students to select activities that fitted in with their very tight time schedules, particularly those activities that combined learning with leisure (see Figure 1). During the action research phase of the study, tutors had responded to students' anxiety about managing their workload by encouraging them to concentrate on language activities that could be easily completed, so the absence of grammatically based tasks was unsurprising.

Students fared much better in the vocabulary tasks, as shown in Tables 2 and 3. In the receptive vocabulary test, students had to identify correctly words in the target language. The inclusion of pseudowords as distracters and a marking scheme that discouraged guesswork and rewarded careful selection of real words meant that students had not only to demonstrate knowledge but had to respond honestly to the task. In the productive vocabulary test (the 'spew' test), students had to generate words in the target language from prompt words. Students found this test particularly challenging, but generally performed very well, apart from one language group.

The vocabulary tests, both receptive and productive, demonstrated overall a considerable level of improvement, apart from a small group working on their productive vocabulary in Italian. On reviewing the content of the language logs, this improvement could be attributed to the nature of the tasks which predominated, such as reading novels, watching films and contact with native speakers. These were the preferred tasks of students as they allowed leisure to be combined with work, an advantage that was particularly appreciated given the heavy workload of the PGCE programme.

The language logs were of central importance to the study as they charted the language activities of the students and required them to reflect on their relevance and usefulness. Those students who had devised interesting and useful activities were asked to share their experiences and suggestions with others. These experiences

Table 2. Receptive vocabulary test: comparison between tests 1 and 2.

Total mark: 40 (<i>n</i> ¼ 23)	Change in score
French (<i>n</i> ¼ 9)	þ1.1
German (<i>n</i> ¼ 6)	þ8.87
Spanish (<i>n</i> ¼ 4)	þ2
Italian (<i>n</i> ¼ 4)	þ1.75

Table 3. Productive vocabulary test: comparison between tests 1 and 2.

Total mark: open ended (<i>n</i> ¼ 23)	Change in score
French (<i>n</i> ¼ 9)	þ14.8
German (<i>n</i> ¼ 6)	þ31.17
Spanish (<i>n</i> ¼ 4)	þ21.75
Italian (<i>n</i> ¼ 4)	þ3.78

provided a good model to others and allowed students to suggest a wide range of useful activities to each other and alerted them to practices that were particularly enjoyable, helpful and ones that could be easily integrated into their daily routines. Some students also shared their experiences in the discussion forum of the virtual learning environment of the university, Blackboard, and a thread was developed for students to discuss effective ways of improving their subject knowledge while coping with the demands of the programme. Tutors were also able to review this discussion and provide suggestions and appropriate support.

The most valuable discussions took place in the language awareness sessions, however, where students were able to interrogate the data of the project as it was gathered and use the discussion to formulate and develop their beliefs about language learning. Group discussions allowed students to add to the detail of the model for reactivation of lapsed languages (Figure 1) and the development of ideas about its constituent parts. They were able to discuss ways of managing motivation and extending professional development, allowing them to verbalise their

concerns and provide each other with support. Students found that careful lesson preparation paid substantial dividends, in that the work required to feel secure about their subject knowledge increased their confidence and perceived competence significantly. Students felt that strengthening their subject knowledge improved their teaching and, in turn, teaching consolidated their subject knowledge. Once students recognised this symbiotic process, their levels of motivation improved. Participation in the language awareness sessions meant that students were able to recognise that not only had they consolidated their language skills in the project but they had gained considerable insight into the process of learning, an understanding that would be of great value in their future careers as teachers.

Conclusion

As the students of the final cohort built on the experiences of the preceding two years, the tasks that they selected as a means of reactivating and recalling previously learnt language skills tended to fall into two broad categories: exposure to language (such as reading and target language contact) and structured input (for example, learning vocabulary and doing grammar activities). Discussions with students revealed a perception that both approaches were necessary if language was to be effectively reactivated. Although students favoured working on receptive skills as they tended to be more passive and relaxing, they recognised that their progress would stall without a structure in which to place it, such as systematic language learning. Students came to realise that conscious practice of the structure of languages provides the hooks on which to hang future learning (Hawkins 1999).

In addition, many opportunities for language consolidation were provided in the planning that the students had to undertake for their lesson preparation during their school experiences. Many students felt that the careful preparation of language points that they had to teach their pupils helped them to reinforce and consolidate their own knowledge. One student observed that her skills improved because:

through teaching and using vocabulary such as this, it will now be ingrained in my memory! There are only so many times that you can repeat things with flashcards before it is permanently ingrained in your head!!!

Teaching and learning became two halves of the same whole in the process of improving their own language skills and knowledge. Throughout the study, exposure to language tended to be the favoured type of activity of students, allowing vocabulary and receptive skills to be consolidated. However, they recognised that teaching was a significant means of consolidating their grammatical knowledge and it is possible that in their future careers, these skills will become more and more reinforced. The breadth of knowledge (a wide vocabulary base) that students possessed at the time of their degree studies could well be replaced by more depth of knowledge, particularly of grammatical forms, after some years of teaching modern foreign languages. This would be a useful area of future research.

During the study, data were gathered to identify the type of language that seemed most resistant to loss. The findings were varied and the regression hypothesis (Hansen 2001) was sometimes contradicted in this small sample. Students' learning experiences were diverse, so this was not unexpected. As regards the retention of basic structures, students found that if they had been initially well learned, they could remain accessible for very many years. They found a 'bottom-up' approach, where they revisited basic knowledge before moving onto more sophisticated structures, to be the most effective means of reactivation of grammatical knowledge. One surprising aspect of the study was that many students reported that if they had previously acquired regional accents in the target language, these became standard accents on reactivation. This is a significant finding and would be a worthwhile topic for further research. Additionally, students found that if they had achieved a clear understanding of the rules of pronunciation, this was rarely subject to attrition.

The learning methods that had allowed students to maximise their language memory over a significant period of time tended to be those that included some element of language manipulation, such as tense switching practice. Activities of this nature supported extensive learning and developed a more profound understanding of how language works. Rote learning and chunk memorisation were not highly rated by students, who tended to prefer strategies that strengthened learner autonomy.

The main benefits that derived from the study, apart from the obvious advantages of consolidating language knowledge and skills, were an increased understanding of the learning process. Students became more self-aware and confident, allowing them to understand their own learning needs more fully. At the end of the study, most students were

able to articulate their feelings about the process of learning in clear terms and this will help them to manage their future learning needs. An enhanced understanding of what it means to be both a teacher and a learner is likely to increase their empathy. This should predispose them to anticipate the needs of the learners in their own classrooms and benefit their pupils and their ongoing professional development. The students and their learning lie at the heart of this study, and the benefits of the process are aptly summed up by one of the participants:

Reviving language skills can seem like an uphill struggle to begin with, but if you've already learnt it once, it really doesn't take that long to relearn it. Focus on activities that you enjoy doing anyway, such as reading or watching films, but in the target language, and reinforce this with a bit of grammar from time to time. Don't panic if you have to teach a word or phrase that you've never seen before, just enjoy the opportunity to expand your subject knowledge; there's nothing like forgetting a word in front of a class full of children to ensure that you never forget that word again!

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Appendix 1: Student interview schedule

- Which languages do you want to reactivate and how long have they been inactive?
- How easy/difficult has it been to regain language skills?
- What came back easily/with difficulty?
- How did you go about it?
- Were you methodical in your approach? (How?)
- Were you more intuitive in your approach? (Why?)
- What language elements were left when you began to look?
- Were receptive/productive skills equally balanced?
- Which aspects of language reactivation have you most/least enjoyed?
- What do you see as the key issues of this area of language learning?

Appendix 2: Reflective log question schedule

The following questions were sent – two or three at a time – by email to students every three weeks.

- (1) What are your feelings regarding your present level of language skills?
- (2) Have you undertaken any preparation to revive lapsed language skills for your school placement? If so, what have you done?
- (3) What has influenced your choice of methods to revive lapsed language skills?
- (4) How well have you coped with working to regain lapsed language skills? Which aspects have been fairly straightforward? What has been challenging?
- (5) Which features of language came back easily/what came back with more difficulty?
- (6) What sort of language seems the most resistant to loss? Why do you think this is?
- (7) How much do you think the way you were taught has influenced your choice of methods for language reactivation?
- (8) What do you remember about the way you were taught languages? What seemed to work well, as far as you can recall?
- (9) Have the methods you have chosen to revive lost language skills worked as well as you would have liked? Did some work better at the beginning or would they have been better later on in the process?
- (10) What tips would you give to a PGCE student wishing to revive lapsed language skills?

Appendix 3: Diagnostic Grammar Test

Diagnostic Language Test for French (adapted from Richards 2008)

The following is an indicative extract of a test that comprised 15 questions.

Circle the letter (A, B, C, or D) of the sentence that you think is the best French.

Circle one sentence only.

Show as a percentage how sure you are of the right answer (e.g. if you're completely sure put 100%, if your answer is a complete guess put 0%)

Circle to show whether you answered through your feel for the language, or your knowledge of the rule (could you state it?) or if it was just a guess.

- (1) (A) Expliques-moi cela mon petit.
 (B) Expliquez-moi cela s'il vous plait monsieur.
 (C) Explique-moi cela mes enfants.
 (D) Explique-moi cela s'il vous plait monsieur.

Percentage sure ¼% 'feel'/knowledge if the rule(s)/guess

- (2) (A) Il a décrit les vacances qu'il se souvient avec plaisir.
 (B) Il a décrit les vacances lesquelles il se souvient avec plaisir.
 (C) Il a décrit les vacances dont il se souvient avec plaisir.
 (D) Il a décrit les vacances desquelles il se souvient avec plaisir.

Percentage sure ¼% 'feel'/knowledge if the rule(s)/guess

- (3) (A) Elle est belle avec sa robe et son chapeau vert.
 (B) Elle est belle avec sa robe et son chapeau verts.
 (C) Elle est belle avec sa robe et son chapeau verte.
 (D) Elle est belle avec sa robe et son chapeau vertes.

Percentage sure ¼% 'feel'/knowledge if the rule(s)/guess

The remainder of this test and tests for German, Spanish and Italian are also available on:
<http://repository.uwic.ac.uk/dspace/bitstream/10369/879/1/Jill%20Llewellyn%20Williams.pdf>

Appendix 4: Receptive Vocabulary

Test Vocabulary Recognition Test (adapted from Meara and Milton 2003)

Which words do you recognise? Be careful – there are plausible non-words.

Yes	Yes	Yes	Yes
choint	impair	spectacle	affiche
palmier	plassart	imprimerie	mourant
deviner	comporter	agrautable	degré
fournure	examen	bletter	matrer
relative	tristesse	ratoir	avocat
pre'tenser	liste	bonne	pourboire
re've'ler	morler	centrale	é'virelle
contrat	varier	personnel	docher
classique	gaston	jambon	re'pandre
veindre	pyjama	riquer	intente
tapis	appuyer	telle'ne	acide
observer	grippe	expression	placard
taitelle	jadit	cho'mage	mauve
since're	mallenier	espace	emploi
scolaire	s'empa'trer de	penté'e	dore'e

Tests are also available for German, Spanish and Italian on:
<http://repository.uwic.ac.uk/dspace/bitstream/10369/879/1/Jill%20Llewellyn%20Williams.pdf>

Appendix 5: Productive Vocabulary Test ('spew test' adapted from Meara and Fitzpatrick 2000)

	French	German	Spanish	Italian
1	Banane	Banane	Plá tano	Banana
2	Lampe	Lampe	La' mpara	Lampada
3	Jardin	Garten	Jardi' n	Giardino
4	Malade	krank	Malo	Malato
5	E' couter	Ho" ren	Escuchar	Ascoltare
6	Tasse	Tasse	Taza	Tazza
7	Chanson	Gesang	Cancio' n	Canzone
8	Triste	traurig	Triste	Triste
9	Lent	langsam	Lento	Lento
10	Mer	Meer	Mar	Mare