The carousel-style lesson: an effective intervention to enhance motivation and the

learning of foreign languages at primary school

Claire Owen and Lorraine Thomas

Faculty of Education, Newman University, Genners Lane, Bartley Green,

Birmingham, B32 3NT, United Kingdom

Email: C.L.Owen@newman.ac.uk

Tel: 0121 476 1181

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Abstract

Although there is a direct link between pupil motivation and successful learning of foreign languages (FL), there appears to be a real paucity of research regarding carousels of activities as a pedagogical intervention, although carousels may often be used in the teaching and learning of FL. Located within two Year 6 French classrooms in a primary school in England, this article explores carousel-style lessons to enhance motivation and FL learning. A case study methodology was implemented and data were collected via observations of pupils engaged in carousels of activities and via questionnaires of pupil perceptions. The subsequent findings demonstrate that carousel-style lessons offer a very effective pedagogical practice in enhancing pupils' FL learning; these lessons are pupil-centred and pupil-led; they put pupils at the heart of their own learning and give them the locus of control of their learning; and they align well with motivational orientations, with a subsequent positive impact on pupil motivation and competence.

Keywords

Carousels of activities; foreign languages; intervention; motivation; pedagogy

Introduction

This article explores carousels of activities as a pedagogical intervention to enhance motivation and foreign language (FL) learning in two Year 6 classes (pupils aged 10 and 11) in a primary school in England. What is apparent in primary schools today is that no one model of learning and teaching should be exclusively followed, but there is a recognition of the repertoire of pedagogical practices required for teachers to bring about successful learning outcomes for pupils (Joyce, Calhoun and Hopkins 2009; Rieser et al. 2016; Mulvey, Tezuka and Franz 2017). In turn, a wide range of skills equips teachers with the ability to 'deal with unpredictability' (Eaude 2014: 5) and manage a classroom environment in which learning needs can be accommodated.

Despite the 'compulsory' nature of FL in the National Curriculum, interpretation and implementation of the subject vary greatly in primary schools. Paradoxically, whilst the curriculum demands substantial progress in FL (DfE 2013), the increased pressure from Statutory Assessment Tests (SATs) for core subjects has meant that languages are often regularly omitted from weekly timetables in primary schools in England.   A lack of resources, teaching time and specialist staffing can all contribute to a variation in the quality of FL lessons, which in turn can affect the motivation of the young learner (Chambers 2014; Graham et al. 2016). FL learning has varied success, therefore, and is very much dependent on the individual teacher being

equipped with a full range of strategies and language expertise to overcome these

barriers to learning.

It is often assumed that the learning difficulties encountered within the primary FL

classroom will be those associated with linguistic ability, such as difficulty in

communicating in the target language or difficulty with written tasks. Part of the

'difficult' image of FL learning is brought about due to the communicative nature of

language learning. Many pupils experience anxiety when asked to speak in front of

others and even more so when this is not in their own language; there is a need to

alleviate anxiety and ensure that pupils are comfortable in their ability to

communicate in front of others (Hood 2006: 5). However, other issues common to

any classroom, are also likely to arise; such issues may include poor motivation, low

self-esteem and a fear of failure. Embedding motivational strategies within the

learning process could, therefore, become an important aspect of the primary

language teacher's toolkit and pedagogical practice.

The demands of the current primary FL curriculum are rigorous, and yet there

remains a need for further work and research into FL pedagogy in order to provide

all pupils with the skills to 'speak with increasing confidence, fluency and

spontaneity' (DfE 2013: 151).   This article will explore the benefits and practicalities

of setting up a carousel-style lesson in primary French lessons and will consider the

subsequent impact of this intervention on pupil motivation and linguistic

development.

The carousel-style intervention: links to effective learning theories and models of

teaching

In considering different models of learning and teaching, Carroll (2014), investigates

the converse approaches of both the objectivist and social constructivist models. It

can be seen within a carousel-style lesson and preceding preparation, that both

models are required for success to occur. The former, more traditional approach

offers pupils the opportunity to gain an insight into the main body of knowledge,

which provides them with learning objectives and divides lessons into manageable

chunks of learning, whilst also clearly allowing them to process relevant and key

information (Joyce, Calhoun and Hopkins 2009: 124-125). The second, more

progressive model, based on the social constructivist model of teachers as

facilitators of learning (Vygotsky 1962), recognises the significance of the individual

as an integral building block within the construction of their own educational

experience. This model allows for education to be a social experience that is

'facilitated', rather than teacher-led, and aligns with the work of Rogers (1980: 271)

who advocates the 'realness' of the facilitator in this context, which can lead to a

great impact on the learner experience. Furthermore, Rogers (1980: 115) advocated

the 'person-centered approach' which, when used in a primary classroom, allows for

pupils to be actively engaged in their own learning experiences, making sense of the

activities and having an input into educational discussions with their peers.

Carousels of activities align well with the social constructivist model and the work of

Rogers (1980) as discussed above. They provide a cooperative and communicative

learning strategy, which involves organising the class into small groups, with the

groups being engaged in their learning and interacting with each other at different

workstations. Cooperative learning involves pupils working together in small groups

to accomplish shared goals and is widely recognised as a strategy that promotes

socialisation and learning (Gillies 2007). Its apparent success led Slavin (1999) to

propose that cooperative learning is one of the greatest educational innovations of

recent times. For Dansereau (2014), the social context created by a cooperative

approach also serves to enhance pupils' motivation. Cooperative learning also

facilitates learning 'based on equal partnership in the learning experience, as

opposed to a fixed teacher/ learner … role' and fosters the 'active processing of the

information' (Dansereau 2014: 103).

In carousel-style lessons, each group starts at one of the workstations and pupils

work together to complete the activities. After a given amount of time all groups

rotate to the next workstation, so that by the end of the lesson pupils have

completed all activities. Carousels provide an interactive opportunity for pupils to

move around the classroom in a circular fashion, much like a real carousel.

Movement around the room as pupils participate in a variety of activities is

appealing, and not just to those learners who thrive in a more kinaesthetic

environment. The agency involved in moving from activity to activity and taking

responsibility for the task at each station is highly motivating (Thibaut et al 2015:

466) and the short bursts of activity ensure that pace is maintained. As well as

facilitating group work, carousels also encourage a communicative approach, which

aligns well with FL methodology, as pupils discuss activities and reflect on their

learning at each workstation.

Whilst social constructivism forms the main element of a carousel-style lesson, for

the carousel model to be truly effective, prior learning needs to be firmly embedded

via a sequence of carefully planned lessons, commensurate with the objectivist

approach discussed above. It is the role of the teacher to plan and implement this

sequence by carefully selecting and delivering relevant content thereby making

effective use of the more traditional model of teaching, before organising a carousel

of activities. The carousel-style lesson is then facilitated by the teacher to provide

pupils with an opportunity to fully engage with their own learning, discuss learning

with their peers, select personal challenges and assess their own progress. Joyce,

Calhoun and Hopkins (2002: 126-128) discuss the importance of 'social family

models' which enable the building of a learning community and allow for peer

interaction and cooperation. In facilitating group and pair work within a carousel

model, pupils practise and apply important life skills, as they learn to cooperate and

share ideas and resources with peers. In turn, this reflective approach to learning

can establish and help to maintain intrinsic motivation (driven by internal rewards)

as pupils become more autonomous and accountable for their own learning (Pollard

2014).

The carousel-style lesson carried out in this research sits perfectly within the

implementation of both the more traditional objectivist and the more progressive

social-constructivist models, thereby taking the benefits of both approaches and

combining them to create a successful learning experience. The role of the teacher

is still key, however, but based on the social constructivist approach (Vygotsky

1962), in which teachers move beyond didactic instruction into facilitating pupils'

engagement and independence in their learning via reflection and discussion.

Technology can also make a significant contribution in these models and a choice of

online activities provides an opportunity for personalised learning (Horn and Fisher

2017). Choice is also known to be effective for meaningful engagement in learning

(Browne-Ferrigno 2003). If scaffolding is carefully planned and provided, pupils can

take responsibility for their own learning, selecting a digital task and adjusting as

necessary. When pupils have a clear understanding about each station then

autonomy can thrive (Rieser et al. 2016) and teachers can facilitate lessons which

provide pupils with a broad range of experiences (Eaude 2014).

Preparations for the Carousel-Style Lessons

The carousels were the third sessions in a series of 5 lessons relating to the topic of food and drink. Pupils in this inner-city, two form entry primary school were taught French for one hour every two weeks, with the primary scheme of Rigolo (Harper, Rainger and Collins 2014) forming the basis for the selected topics. Prior to the carousel lesson taking place, pupils in Year 6 had already had the opportunity to practise and demonstrate understanding of the new phrases in the preceding lessons and learning objectives and success criteria were made clear from the very start of the new topic (Figure 1). Whilst the first lesson introduced the vocabulary to the pupils and gave them the opportunity to practise the key skills of listening and speaking, the second lesson provided them with a chance to consolidate learning so far and become more adept at identifying food and drink items when listening to longer conversations or reading vocabulary items in a text.

Figure 1

	Learning objective	Success criteria
Lessons 1 and 2	To learn how to ask for snacks	- I can recognise the French for simple snacks - I can engage in a conversation about snacks - I can use the correct indefinite article for my snack - I can use the conditional tense to ask for my snack

It should be noted that the wording of the success criteria was taken from the national curriculum for primary foreign languages and therefore designed to give a 'practical purpose' to the lessons and an opportunity to equip pupils with the skills required to visit a foreign country (DfE 2013: 151). Throughout the sequence of lessons, the teacher-facilitator used the typical target language heard in the FL classroom – i.e. to facilitate pupils' learning, to ask pupils questions to elicit their understanding, to give reminders to pupils of the time to be spent on each activity, to give feedback to pupils regarding their work and to praise pupils' achievements. The core vocabulary and pupils' use of the target language for this topic so far, centred around a dialogue which might take place in a café, such as 'Qu'est-ce que vous voulez?' and ' Je voudrais…'. Key food and drink items included, 'un jus d'orange, un gâteau, une pomme, une banane, une pizza, une glace'. This type of target language encouraged pupils to extend their language skills by forming questions and responding in whole sentences, as opposed to focusing solely on single nouns of food and drink items which had been taught.

For the carousel lesson to be effective, it was necessary for pupils to have a prior understanding of the masculine and feminine indefinite articles and the ability to recognise the difference in pronunciation. This prior understanding ensured that when taking part in dialogue, as well as written exercises, pupils demonstrated their

ability to recognise difference in gender to ensure that their use of language became

more authentic as they were able to order one food or drink item as well as several

items. This knowledge would also form the basis for future learning as proficiency in

the use of the indefinite article would assist with the subsequent addition of

adjectives. Whilst the scheme of work used by the school was limiting in terms of

what it expected pupils to be able to learn, the teacher-researcher observed that the

pupils were both eager and able to learn further new vocabulary items and practise

grammatical structures within the carousel-style lesson.

Having now achieved a required level of expertise in this particular topic, pupils

were now ready to build on their new skills and confidence by rotating around the

four carousel activities, which required them to use all four language skills of

listening, speaking, reading and writing. Pupils now possessed the necessary skills

which enabled them to take part in the carousel and the success criteria were

changed slightly in order to provide greater challenge and allow for independent

choice and individual progression (Figure 2).

Figure 2

	Learning objective	Success criteria
Lesson 3	To learn how to ask for snacks	- I can read carefully and show understanding of vocabulary - I can say words and phrases from memory - I can broaden my vocabulary by using a

| | | dictionary |
| | | • I can evaluate my progress |

Each activity was carefully timed and lasted for 12 minutes. A countdown timer was displayed on the interactive whiteboard in order to give pupils ownership of their activity and encourage them to take responsibility for completing a task and preparing to move on to the next activity station. In order to promote a positive learning environment, furniture was moved around so that pupils could work comfortably in their carousel groups of 5 or 6 children and movement between activities was not awkward and time-consuming. It was imperative that this lesson took place after a lunch break, which allowed the teacher adequate time to set up the room and assemble all necessary resources. Groups were carefully selected based on a range of factors conducive to learning relating to ability, co-operation and friendship, which aligns with the 3 main components of self-determination theory – i.e. competence, autonomy and relatedness (Ryan and Deci 2000).

Regarding competence and relatedness, groups were carefully selected to provide 'opportunities which enable pupils of different abilities to work together constructively' (Holmes 1994: 72). Pupils then moved around the activity stations simultaneously in mixed ability groups of 5 or 6. Harris (2000: 224) has criticised the lack of autonomy in FL lessons where 'There may be no requirement for pupils to base … choices on a careful review of their own strengths and weaknesses'. These activities, however, were organised so that there was an element of choice, since

choice is known to be important in learning (Browne-Ferrigno 2003) and places

pupils at the centre of their learning (Rivera-Mills and Plonsky 2007). Pupils also had

access to support materials (dictionaries and workbooks), with which they were

already very familiar. Pupils were given the opportunity to select the skill which

needed most practice and adjust their learning accordingly.

Pupils took part in the following activities:

- (i) This activity station comprised reading and understanding new food and

  drink vocabulary, which included pupils using dictionaries to find the English

  translation and completing vocabulary sheets in their workbooks. The

  worksheets provided the French vocabulary and pupils were asked to

  complete the necessary translation in the spaces provided. Pupils were also

  given the opportunity to look up additional words for their own favourite

  food and drink items in French, in order to select items in which they were

  particularly interested and to widen their vocabulary. Pupils were also

  encouraged to focus on spelling and discuss with their peers. Previous

  lessons had focused on 'pronunciation pitfalls' and pupils were reminded to

  use prior knowledge to avoid these errors and to increase confidence in

  speaking aloud. Once vocabulary sheets had been completed, pupils worked

  in pairs to test each other on the words and write a self-evaluation of their

  progress in their workbooks using two stars and a wish;

- (ii) At this activity station pupils were encouraged to practise their writing

  skills by having access to a modelling compound. Pupils were asked to make

food and drink items with their modelling dough which they then placed on large sheets of white paper. Pupils then wrote short dialogues on the paper underneath their models, using key phrases and vocabulary, 'Qu'est-ce que vous voulez?' and ' Je voudrais…'. Vocabulary word mats were available at this station and these provided key vocabulary items already encountered in previous lessons. However, pupils were encouraged to write from memory wherever possible and could practise their sentences on mini-whiteboards before transferring to the final piece of work. Models and writing were then photographed for their French books as a record of their progress;

-    (iii) All four skills of listening, speaking, reading and writing activity could be practised at this station, where pupils were asked to work independently or in pairs on laptops. Pupils accessed a language website which provides interactive games and were free to choose activities within the food and drink category. The website uses target language words relating to food and drink items and phrases such as 'Il/Elle mange…', 'Tu veux boire/manger quelque chose?', 'Qu'est-ce que tu prends pour le petit-déjeuner?' Here, pupils considered their own particular abilities and chose a game which enabled them to develop a language skill which they felt needed more practice. As some of the phrases and food and drink vocabulary items were new to the pupils, laminated vocabulary sheets were provided to enable pupils to work independently and thereby promote a sense of autonomy over their own learning;

(iv) Pupils practised their listening and speaking skills within a games activity

station and were free to choose from either a shopping list board game or a

game of pelmanism.   Target language included previously learnt food and

drink items as well as key phrases such as 'Je voudrais…' and 'Je voudrais

acheter…'. They could structure this 12 minute activity as they wished,

either playing in pairs or as one larger group. The emphasis for this activity

was on correct pronunciation, communication in the TL, collaboration and

peer support.

The carousel-style intervention: links to motivation and language learning

Motivation is considered one of the most important factors in determining success

in FL learning (Dörnyei 1994; Solak and Bayar 2014). Not only is motivation

perceived as being linked to successful language learning, it is also widely perceived

as being essential for success in this subject area and the driving force for ongoing

effort (Moskovsky et al. 2012). Moskovsky et al. (2012: 36) also argue that

motivating strategies should form a vital part of the language teacher's pedagogical

practice, asserting that 'the question of what teachers can do to enhance their

learners' motivation assumes critical significance'. There are inevitably tensions,

however, between what teachers would *like* to do in the classroom and what they

are *required* to do (Thomas and Griggs 2011), such as providing challenging and

engaging lessons in addition to preparing pupils for examinations, for example.

When assessing the motivational levels of pupils within the carousel-style lessons, the concept of 'self-determination' was used as the model to measure results. Ryan and Deci (2000: 68) found 'three innate psychological needs - competence, autonomy and relatedness – which when satisfied yield enhanced self-motivation and mental health'. Ryan and Deci (2017: 5) argue that 'human thriving' can occur, where learners are satisfied in these three areas. Consequently, if pupils feel they have the necessary levels of competence to undertake a FL activity and if they also feel secure within their learning environment, then anxiety may be lessened as they participate in the lesson and feel a sense of achievement for accomplishing a task, communicating in the target language or their contribution to the lesson. Strategies implemented by primary school teachers, therefore, play a fundamental role in bringing about this ability to cope with the demands of learning a second language. Liu (2015: 1165) also found that 'Motivation and autonomy had a high level of positive correlation' in FL learning. This freedom enables pupils to make decisions about their own learning, placing them at the centre of the second language learning classroom (Rivera-Mills and Plonsky 2007). If pupils are made aware of the available resources and are then given opportunities to practise their skills then their independence will increase, by being given the locus of control over their own learning. Pupils also need to relate to others and feel valued by their teachers and peers. Such strategies may include creating a welcoming learning environment and a positive classroom climate, in which relationships with teachers and peers are given

a high importance and working with others is encouraged. As such, carousel-style

lessons have much to offer.

The arrangement of second language classrooms and how interpersonal interactions

should be managed have also been researched regarding enhancing motivation to

learn (Nguyen, Jang and Yang 2010). For Nguyen, Jang and Yang (2010: 347) seating

arrangements which 'provide students with an equal chance of participation' also

enhance a pupil's relatedness and self-worth, creating a safe learning environment.

Nguyen, Jang and Yang (2010: 349) also found that pupils 'are more ready to learn in

a caring and supportive atmosphere'. Carousel-style lessons can be used effectively

by teachers to arrange the classroom in a more creative way to facilitate

motivational strategies and a safe learning environment.

Methodology

This classroom-based case study research explores pupils' motivation and progress

within the pedagogical intervention of carousels of activities within one primary

school in England. The school is representative of a diverse socio-economic, co-

educational, inner-city school which is adapting to the primary curriculum and

providing an opportunity for all pupils to learn a foreign language at KS2.

The case study methodology is certainly a popular one in the field of educational research as it allows the 'spotlight' to focus narrowly on one particular instance (Denscombe, 2017: 57). This paper has as its 'spotlight' one particular intervention and its subsequent impact on FL motivation and learning within one school. Whilst the focus may have been singular, the research gave the practitioner scope to explore how the intervention can be implemented and why it is effective. According to Yin, these 'how' and 'why' questions are more likely to lead to the use of a case study design as the result is a more explanatory one, tracing a process rather than reporting incidences (Yin, 2018: 10).

This small-scale research project was undertaken by a teacher-researcher, using observations and questionnaires to explore pupils' motivation and perceived progress within FL learning during a carousel-style intervention. The use of the case study methodology also provided the opportunity to 'delve into things in more detail', (Denscombe 2017: 58) leading to 'thick description' of the phenomenon under scrutiny (Merriam and Tisdell 2016: 256) whilst at the same time exploring the attitudes of the participants within their 'natural setting' (Denscombe 2017: 56). The majority of pupils involved in the research had already become familiar with the carousel-style lesson having previously experienced such a strategy in earlier French lessons. Only those new to the school in Year 6 were unfamiliar with the concept, however, supported by peers they quickly adapted to the lesson style.

Data were collected via two lesson observations in two Year 6 classes (aged 10 – 11)

and disseminating a questionnaire to 44 pupils in these classes. The observations

were undertaken to carefully monitor the impact of taking part in carousel activities

on Year 6 pupils. For Merriam and Tisdell (2016: 137) 'observational data represent

a firsthand encounter with the phenomenon of interest'. A further benefit of the

observations was that the pupils were interacting within the natural environment of

their own classrooms and within the comfort zone of a regular, timetabled French

lesson with their own teacher, so that fairly authentic observations could take place.

The teacher-researcher was able to closely observe the pupils as they participated in

activities at each workstation, which enabled pupils to proceed comfortably with the

lesson in their usual manner and without any circumstances which may have

affected behaviours.

Each lesson/ observation lasted for one hour and was carried out one week before

the teacher-researcher then disseminated questionnaires to pupils. Questionnaires

were used to gain the pupil perspectives of the carousels of activities from a large

group of 44 pupils, as questionnaires can ensure consistency and standardisation in

collating responses, especially when used with large numbers of respondents

(Denscombe 2017). An overall response rate of 100% was achieved, because

questionnaires were disseminated and collected within the lesson by the teacher-

researcher. The teacher-researcher asked pupils not to write their names on the

questionnaires to ensure anonymity of responses. The questionnaire design used a

pattern familiar to pupils – i.e. a popular educational self-evaluation tool of 'two

stars and a wish' (Wiliam 2011) which is typically used in primary schools, thus giving

pupils the confidence and ability to complete the questionnaire, as well as allowing

them the space to answer more freely if they so wished. The 'two stars' identify two

features of the work that are positive and 'the wish' identifies one suggestion

regarding how the work could be improved.   Data were presented in the form of a

tally chart and data were then analysed using open-coding (Waring 2017). Results

were then presented systematically via a word cloud

The research was subject to approval by the University's ethics committee detailing

matters of informed consent, academic integrity and the security of data.
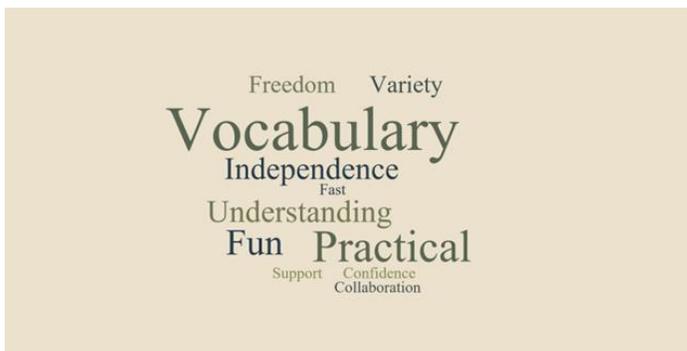
Anonymity was assured.

Findings

The teacher-researcher observed that pupils were fully engaged in completing the

activities at each workstation, they demonstrated a very high level of pupil

autonomy and took responsibility for running the activity stations themselves. Good

levels of relatedness, in which pupils worked together quietly, enthusiastically and

diligently, were also observed. Furthermore, the teacher-researcher observed that

the pupils engaged well with the activities when competing against the clock in fast-

paced timed games on a French website. Overall, these findings illustrate pupils'

high levels of motivation when participating in the carousel of activities.

In addition, the teacher-researcher observed that pupils supported each other well and their behaviour was also good. The teacher-researcher noted the pupils' responses as they discussed their work. Pupil comments were very positive and they discussed "developing vocabulary", "practical activities" and "variety" as being the perceived benefits of a carousel lesson. These findings illustrate the pupils' perceptions of the benefits to learning via the carousel.

After the observations of the carousel-style lessons, pupil responses were elicited regarding the carousel activities via a 'two stars and a wish' questionnaire. Pupils' responses from the 'star' aspect were used to generate a word cloud (see Figure 3 below), with the most common responses from pupils presented in larger font.

Figure 3: Word cloud of pupil responses

Most of the findings in the word cloud above can also be categorised within the theme of motivation - as exemplified via words which relate to motivation and motivational strategies, such as 'Freedom', 'Variety', 'Independence', 'Fast', 'Fun', 'Practical', 'Support', 'Confidence' and 'Collaboration'. Two of the findings - as exemplified via 'Vocabulary' and 'Understanding' - can also be categorised within

the theme of benefits to learning. Whilst there are only two key words which indicate this particular theme, the size of the font for 'Vocabulary' in particular, demonstrates the high number of participants who felt their grasp of the vocabulary in this topic area had greatly improved due to the carousel-style lesson. In total, 19 pupils felt that their vocabulary had improved in this topic, which had provided benefits to their learning.

Regarding the 'star' aspect, one pupil also commented: "I liked it when we went on the laptops and played games". Regarding the 'wish' aspect for the next carousel-style lesson, many pupils just asked for more similar lesson styles - e.g. "I wish there could be more like them". Some pupils also had suggestions for future carousel activities, such as "I think next time we should also add bingo!" (an activity which had been previously used as a plenary in other areas of the curriculum). Many pupils typically responded by saying "There was nothing I didn't like". These participant comments again demonstrate pupils' motivation levels and suggestions for further benefits to learning arising directly from the carousel of activities.

Discussion

Overall, the two key themes of pupil motivation and the benefit to pupils' learning were identified via observations of pupil behaviours during these carousel-style lessons and pupil perceptions of the carousel activities gained via questionnaires later. Both themes are discussed below.

Pupil Motivation

The teacher-researcher observed that pupils were fully engaged in completing the activities at each workstation in line with the three main components of self-determination theory – competence, autonomy and relatedness (Ryan and Deci 2000). Firstly, pupils had the necessary levels of competence to undertake the activities via the lessons which preceded the final carousel activities and as a result of the resources provided. Secondly, a high level of pupil autonomy was observed in the lessons, which enabled the teacher-researcher to move into the role of facilitator and to circulate around the classroom, in order to observe and assess all pupils' progress. During the lessons, the teacher-researcher listened to pupils' conversations, observed the tasks selected by individuals and asked questions to assess pupil progress. In line with Dutton's (1997) findings that independence unlocks motivation and achievement and Liu's (2015) findings that motivation and autonomy have a high level of positive correlation, pupils took full responsibility for running the activity stations themselves, with the teacher-researcher observing good levels of relatedness as pupils worked together quietly, enthusiastically and diligently. Pupils supported each other to complete the activities, by co-operating and communicating well with each other, sharing resources and offering encouragement, and their behaviour was also good, which concurs with findings from Stead et al (2011: 7) that 'interventions which use skill based interactive teaching styles are more effective in relation to young people's behaviour'.

Furthermore, the teacher-researcher observed that the pupils experienced a high level of motivation when competing against the clock in fast-paced timed games on a French website, showing pupils' enthusiasm for FL lessons with good pace (Pachler et al. 2014). The sense of enjoyment via the computer games was a powerful tool in increasing pupils' desire to succeed and language acquisition, as they worked to complete a level in the game before their time at the activity station was at an end, which aligns with Hilton's (2006) research that the use of information and communication technology (ICT) increases pupil motivation in language learning. In addition, these findings align with Horn and Fisher's (2017) research that online activities provide an opportunity for personalised learning and can support pupils in taking responsibility for their own learning, linked to motivation.

Benefits to Pupil Learning

The teacher-researcher noted the pupils' responses as they discussed their learning and observed that comments indicated a positive learning experience. For example, pupils perceived that the variety of practical activities at each workstation had enhanced their learning and language acquisition in a range of ways, such as developing their vocabulary. These findings concur with Pachler et al's (2014) research that practical lessons with variety encourage participation and promote linguistic improvement as well as individual achievement. In addition, Hood (2006) found that variety brings a positive learning experience in the subject area.

In addition, this linguistic improvement supported many of the requirements of the National Curriculum for FL which calls for pupils to 'broaden their vocabulary and develop their ability to understand new words … including through using a dictionary' (DfE 2013: 152). Activity stations encouraged the development of skills such as the 'development of accurate pronunciation' and being able to 'write phrases from memory'. The activity station with games required pupils to 'speak in sentences' and 'show understanding by joining in and responding' (DfE 2013: 152) and each station created another opportunity to become familiar with grammatical structures. The format of the carousel-style lesson therefore allowed the pupils to meet many of the aims of the FL programme of study.

The findings also show that many pupils considered that the carousel of activities had provided practical activities with a variety of opportunities to practise their French, which aligns with the teacher-researcher's observations and is discussed above. Many also perceived that the carousel-style lessons had been fun, which appears to be a key feature of good practice in FL learning and can assist with reducing the anxiety of participating in oral communication (Hood 2006). Lots of pupils also recognised that the carousel of activities had developed their understanding of the topic area and had promoted independence and a sense of freedom, which also concurs with the significance of competence and autonomy for motivation (Ryan and Deci 2000).

Some pupils also felt that the carousel-style lesson had fostered collaboration between them and provided support for their learning, which may have been engendered by the arrangement of tables necessary for carousels of activities, fostering a supportive learning environment and allowing pupils to participate equally (Nguyen, Jang and Yang, 2010). Carousels require teachers to arrange classrooms more creatively, in which pupils work in small groups at workstations, rather than the traditional layout of seating pupils in rows facing the front of the classroom. Also, collaboration between peers and support concur with the significance of relatedness for motivation (Ryan and Deci 2000), which is discussed above. In addition, these carousel-style lessons provided greater peer support via cooperative and collaborative learning (Slavin 1999; Gillies 2007; Dansereau 2014), in addition to the support from the teacher as facilitator (Vygotsky 1962). Finally, some pupils perceived that the carousel-style lessons had boosted their confidence, which is important for an academic subject deemed as difficult by many pupils in England (Graham, MacFadyen and Richards 2012).

The remaining two lessons in the sequence of sessions for this topic also provided additional insight into the progress and confidence of the pupils in their use of the now more familiar language. Lessons 4 and 5 continued to extend linguistic knowledge and competence by introducing vocabulary and phrases linked to expressing likes and dislikes and justifying opinions. Pupils were now confident in

their use of the vocabulary items and demonstrated intrinsic motivation in their

desire to adapt their learning to meet the demands of structuring new and more

complicated sentences which required them to use the negative form. Learning

objectives and success criteria for these subsequent lessons indicate an

advancement in learning (Figure 4).

Figure 4

	Learning objective	Success criteria
Lessons 4 and 5	To give opinions about food and drink items	• I can give an opinion in French with accurate pronunciation • I can remember the vocabulary for snacks • I can engage in a conversation about snacks

Conclusion

The findings from this research demonstrate the carousel-style lesson as a very

effective pedagogical intervention in enhancing pupils' motivation and FL learning at

primary school. Many of the motivational benefits found in the carousel-style

lessons clearly align with the three main components of self-determination theory –

i.e. competence, autonomy and relatedness (Ryan and Deci 2000). Carousel-style

lessons also provide greater peer support via cooperative and collaborative learning

(Slavin 1999; Gillies 2007; Dansereau 2014), in addition to the support from the

teacher as facilitator (Vygotsky 1962). Furthermore, the findings illustrate that

carousel-style lessons are pupil-centred and pupil-led, since they put pupils at the

heart of their own learning and give them the locus of control of their learning.

Whilst qualitative case study research is not intended for large-scale generalisation,

these findings could be used by both primary and secondary school teachers to

inform and improve their practice, in order to enhance pupils' motivation and skills

in the FL classroom. These findings could also be used by teachers in a range of

subject areas in primary and secondary schools, but could also be used in other

educational settings. For example, these findings could be used by teacher-

educators working with student-teachers in higher education (HE) to improve

student-teachers' understanding of motivation and to encourage them to use

carousels of activities as part of their own pedagogical practice. Carousels could be

used well overall within HE, in order to enhance students' learning, since the

motivation orientations discussed above and the facilitation of learning are highly

compatible for adult learners within an andragogical approach (Knowles 1990),

based on a conception of self-directed and autonomous learning which is of

paramount importance in HE. In addition, the findings could be used by

policymakers to inform, develop and improve future FL initiatives and provision for

the benefit of pupils in primary and secondary schools.

In conclusion, promoting motivation within schools and within FL learning is key, and

embedding motivational strategies within the learning process could, therefore,

become an important aspect of the primary language teacher's pedagogical practice

as well as creating 'a shared curricular experience for a whole school' (Hood 2006:

4). Clearly, there is currently a lack of alignment with motivational orientations and

some pedagogical practices in FL learning for young pupils in England (and in other

subject areas and phases of education), but findings from this research offer a

positive way forward. Overall, these findings demonstrate that carousel-style

lessons align well with motivational orientations and offer a very effective

pedagogical practice in order to enhance motivation for primary school pupils in

their learning of foreign languages.

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