

Allez

OXFORD IMPACT
EVALUATED

Impact Study

To what extent does *Allez* increase students' readiness for the next level of study?



kerboodle

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Research objective

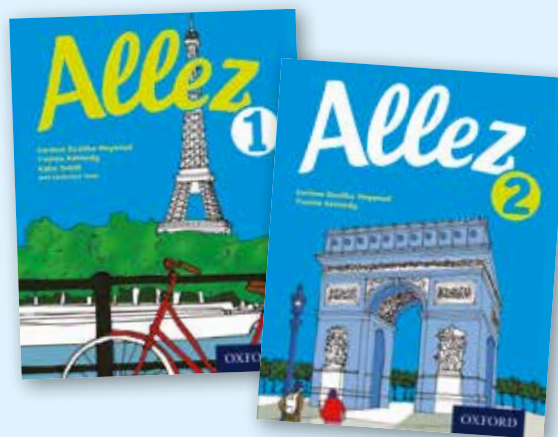
To discover the extent to which teachers perceive that Oxford University Press's 11–14 French course *Allez* increases students' readiness for the next level of study**.

Methodology

Oxford Impact is a unique way of evaluating the impact that educational products and services from Oxford University Press have on teaching and learning. An independent research company, Shift Learning, carried out an impact study*.

The impact study included thirteen 45-minute in-depth telephone interviews with Heads of MFL and MFL teachers from a mixture of school types. All respondents:

- used *Allez 1* and *Allez 2* student books as well as the *Allez Kerboodle*
- had been using *Allez* for at least two years.



Perceived impact of Allez on increasing students' readiness for the next level of study**

Participants were asked to rate the perceived impact of *Allez* (the student book and Kerboodle) on a scale from 1–7, with 1 being no impact and 7 being extremely impactful. They were then asked whether this was a positive or negative impact.

The result was that 12 out of 13 respondents felt that the *Allez* course had had a positive impact on increasing their students' readiness to move on to the next level of study.

Respondents also gave suggestions to consider for future updates to the course.

Builds skills and confidence

“It's increased their ability and it's increased their perception of their ability.”

GN, Teacher, Yorkshire and Humber, private/independent school

Supports independent learning

“It's enabled us to hit the ground running... they've already seen grammar and structures and vocabulary previously so we can continue to build on that rather than having to start again at GCSE. I think giving them strategies for reading, listening and speaking has allowed us to continue building things at GCSE rather than having to start from the beginning.”

MA, Head of Department, London, comprehensive

* An impact study is research that investigates a particular change or outcome that a product or service has on the group of people it is intended to help or benefit. For more information on Oxford Impact studies please visit: www.oup.com/oxfordimpact

**The impact study was carried out based on the next level of study being KS4

Why did teachers perceive *Allez* to have a positive impact?

When asked why they felt *Allez* has a positive impact on increasing students' readiness for the next level of study, respondents reported that *Allez* provides students with:

- a solid base in grammar and vocabulary that gives them confidence that they can say and do more, early on in their studies
- good coverage of the four key skills that they would expect to develop at the next level of study
- advice on language-learning strategies, to support independent learning
- opportunities to challenge themselves with differentiated content, to support those with different attainment levels.

How does **kerboodle** support teaching and learning?

Respondents perceived the *Allez Kerboodle* to have a positive impact. Teachers highlighted the range of materials on Kerboodle, including differentiated content ('Star' and 'Plus' levels). In particular, respondents praised the:

- differentiated assessments and the GCSE-style assessments
- interactive activities, including grammar activities
- digital versions of the *Allez* student books, with easy access to audio files.

Helps assess progress

“ We really like the extra interactive activities, the assessments and also the new style assessments, the ones that are more geared to GCSE. ”

MA, Head of Department, London, comprehensive

Widens vocabulary

“ I think it's had a very good impact, a positive impact on their readiness for GCSE. Vocabulary is wide. There's a focus on developing skills that will help them to decipher unknown vocabulary, which they're going to need for GCSE. ”

GN, Teacher, Yorkshire and Humber, private/independent school

Supports independent learning

“ The grammar in particular: it builds on itself through the two books, and explains things really well in student speak. It also introduces more complex things earlier on. [It says] “this is an example. This is what it means; try and use it in your work.” I find that really good. ”

Alex Bamber, Head of Department, London, academy

Builds confidence

“ It's better for their confidence and their enjoyment of the language. They feel they can say much more, much quicker. ”

PH, Head of Department, South East England, private/independent school

Supports different attainment levels

“ We do like using the Star and Plus [levels] when we do the assessment. In Year 7 our classes are mixed ability, so we try to go for the harder one and see how they get on, and if it's too difficult then with some students we use the easier one. ”

EC, Head of Department, East of England, comprehensive

How do students respond to *Allez*?

- Some respondents reported that their students found it easy to engage with the format and style of the *Allez* student books
- Some respondents reported that their students reacted positively to the cultural materials in *Allez*, including the video series.

Well structured

“ It’s quite easy to find what you need, and visually it’s not over-packed with information. It’s easy for students to find what they want, and also the keywords are repeated all the time like in the target language and in English. ”

OC, Head of Department, London, academy

Conclusion

Respondents perceived that the *Allez* course had increased students’ readiness to move on to the next level of study, by introducing students to a good range of grammar, language structures and vocabulary that they can build on as they continue their learning beyond Key Stage 3.

As well as increasing their readiness for the next level, some respondents felt that the *Allez* course also positively impacted their students’ motivation and engagement.

If you’d like to try *Allez* and get a free trial of Kerboodle, please contact secondary.enquiries@oup.com and one of our team will be in touch.

www.oxfordsecondary.com/allez

This product has been evaluated using the Oxford Impact Framework. The Framework is a systematic approach to evaluating the impact of Oxford University Press products and services, developed through a unique collaboration with the National Foundation for Educational Research (NFER) and supported by the Oxford University Department of Education.



OXFORD IMPACT FRAMEWORK
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