NCELP
Grammar TRG

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PRIOR TO THE TRG SESSION: Hub teachers <u>must</u> have read the **two handouts** (Handout 1: What determines the difficulty of grammar. Handout 2: Principles of teacher grammar) and the **5 OASIS SUMMARIES** <u>before attending the TRG session</u>, as these handouts form the basis of the discussion throughout the session.

Introduction to TRG: Aims of this session

Content of the session

Parts 1 - 3 should take about 45 minutes – these are the ground work, about underpinning principles.

Please ensure we move on to parts 4 - 7 as these include examples of resources and hands on activities.

Suggested timings for delivering the TRG. NB Please amend depending on the length of your session. This suggested timing assumes a 3 hour session:

1: Brief summary of key principles: max 5 minutes – just read it through - all this will be covered again in the session

2. Key issue 1 – about 20 minutes, including **handout 1** (determining difficulty)

3. Key issue 2 – about 25 minutes, including **handout 2** (principles of teaching) and 'concerns' (the activity critiquing grammar presentation and practice in some textbooks)

4. Sample resources – about 1 hour 15 mins in total – depending on the languages of the teachers you have, but try to present examples of each language, and examples of morphology (inflections for person, number, tense) and syntax (questions, negation). The question word slides should also be shown. These are important, and they link to the vocabulary CPD, and will be necessary for when more complex questions are being taught.

5. Hands-on activities and resource development - about 30 minutes (15 mins on listening and/or reading; 15 mins on speaking and/or writing)

6. Grammar teaching discussion (observation record) – about 20 minutes, including

discussion

7. Update on SoW – *__no more than 5 minutes__* – keep this brief – it could turn into a long discussion but there will be opportunity for this in later CPD

Summary of what covered at end - 5 minutes

This leaves *a bit* of time for slippage and extra discussion/ questions etc. but not much at all! Pace will be important, as always.

Please remind them to complete the feedback survey at the end – your Hub teachers should have received a link. If they can complete the survey there and then, that would be ideal.

Key issues

Key issue 1: *What order should grammar be taught in?*

- What determines the difficulty of grammar?
- What grammar can we expect learners to use, and when?

Key issue 2: *What are the best ways to teach grammar?*

- Effective ways to introduce, embed and consolidate, and extend grammar

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We will cover these key areas

So the first Key issue relates to the notion of progression: what should be taught when, what can we expect learners to learn, when – that is, can we determine the difficulty of grammar to put it in a sensible order for teaching?

The second key issue is about effective methods for teaching grammar

Key issues: But first… is grammar teaching useful? Yes!

- Even after 100s of hours of exposure to an L2, learners still struggle with certain grammar

- Lots of evidence that explicitly teaching grammar can be beneficial

- Explicitly teaching grammar tends to be more effective than waiting for learners to pick up grammatical patterns themselves

- Brief description of the grammar before practice can speed up the rate of learning

(e.g. **Kasprowicz & Marsden, 2018; Lichtman, 2016; Marsden, 2006; Norris & Ortega, 2001**; Schmidt, 1990; Spada & Tomita, 2010; White, Spada, Lightbown, & Ranta, 1991)

For evidence, see summaries of research into grammar teaching: on OASIS or NCELP Resource Portal.

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We first just emphasise the importance of explicit grammar teaching. It is important to point this out because: <u>whether or not to teach grammar has been under debate for several decades in foreign language education and, as a result, messages have not always been clear in policy documents, in textbooks, or across different schools and classrooms.</u>

Point out that the 4 references in **bold** are those that are included in the 5 OASIS summaries that were sent to Hub teachers before the TRG session.

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Key issue 1: What order should grammar be taught in?

- There is little strong evidence to support *one prescribed* order for teaching grammar

- *Many factors* affect what can effectively be taught and learnt and *when* (e.g. the grammar feature, learner characteristics, task modality, context)

- But we do know…

  - The introduction of whole 'paradigms' at once has little support from research

  - Learners can only pay attention to a limited number of features at any one time

  - Introducing and practising *pairs of grammar features* with contrasting meanings (or functions) can lead to accurate understanding and production of the grammar features.

  - Regular practice and re-visiting are necessary

  (**DeKeyser, 2005**; DeKeyser, 2015; Ellis, 2006; Mitchell, Myles, & Marsden, 2019; VanPatten, 2004)

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Summarising What we know (or don't know!) about the order grammar should be taught
*Re. bullet point 2 - On next slide going to talk more about factors that can make grammar difficult to learn.

Reference in **bold** is included in the 5 OASIS summaries that will be sent to teachers for the TRG sessions

Some extra information for the TRG deliverers about the avoidance of whole paradigms. There is *no need to dwell on this* but we put it here for your information, in case Hub teachers ask. This is a really important message and should not be diluted, as hedging is likely to reduce the clarity and impact of the message. The evidence and arguments for this are also explained in the 'what makes grammar difficult' document. The evidence is multi-layered, drawn from multiple sources and even multiple disciplines.
Explicit information (i.e., 'rules about language') in and of itself, no matter when, how or what is taught, is not as effective as the practice itself. Whether explicit information is given as a whole paradigm or whether it is before or after practice, or given by teachers or worked out by learners is less important than the nature and the amount of practice. It is the **practice** that has been found to help: **Making grammar essential** for comprehension and production is where the most benefits lie (*not* in the explicit information) – so, in a way, this debate is not important, and, if dwelt upon, could

seriously detract attention from the ***much, much more*** important messages. But for the sake of argument… here are some additional points:

- Explicit information is prone to decay over time.
- Explicit information alone does not result in evidence of learning in different contexts, modes and modalities (evidence from the old grammar translation approaches).
- The usefulness of explicit information is *very* variable for different learners.
- There is *ample* evidence in cognitive psychology and language learning research that presenting whole new sets (of *anything*) all at once cannot be expected to result in robust or reliable learning in the longer term.
- The conceptual and formal complexity of (and, often, lack of familiarity with) morphology is an additional reason not to expect 'whole paradigms' per se to really show many learning benefits, compared to other more ***conceptually***-oriented presentations, which focus on the meaning and function of grammar.
- Languages are not learnt in whole sets as these are artificially put together by grammarians (that are based on the early teaching of Latin).
- There is evidence from cognitive linguistics that it is awareness and understanding of **concepts that are often not reliably, overtly expressed in the L1** (such as plurality of subjects; temporal such as 'complete in the past'; or 'doubt'; habituality) that can help learning. 'Paradigms' (within one of these 'concepts', such as 'past complete') do not serve the aim of teaching learners about the function of grammar.
- In a time-poor classroom, giving (a lot of) explicit information is unlikely to be an efficient use of time
- It risks confusing or overloading many learners during the initial presentation stages
- It sets unrealistic expectations about what has really been learnt.
- Grammar is learnt by frequent re-visiting and practising, and its success depends on a much wider range of factors than 'whether the inflections happen to fit together in one paradigm'.
- By sending the message that whole paradigm teaching is very unlikely to be effective (in terms of robust, reliable learning, in all modes and modalities, in the long term memory), we are helping teachers to set their expectations more realistically.

Key issue 1 (continued): What grammar can we expect learners to use, and when?

- Learners need to understand the meaning (or function) of grammar **before** producing it

- There is often a difference between the grammar learners **understand** (in reading or listening) and the grammar learners can **produce** accurately (in speech or writing)

- The grammar learners can produce in writing is often different from the grammar they can use in (more spontaneous) speaking

- Once knowledge has been practised, it can become "skill-specific"

  - This means that it can be less useful for other skills: if it has been practised and proceduralised for one purpose, the knowledge is less transferable to other purposes

- Therefore, learners need lots of practice in **both modalities** (oral and written) and **both modes** (comprehension and production)

(Bui & Skehan, 2018; DeKeyser, 2015; Mitchell, Myles, & Marsden, 2019; VanPatten, 2004)

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Key issue 1: What we can expect from learners

Key issue 1, (continued): Determining the difficulty of grammar

What determines the difficulty of grammar?

Summing up the last two slides, please review the Handout 1, *"What determines the difficulty of grammar in a second language?"*

Discussion around Handout 1:

- Which grammar features do your pupils (in years 7, 8 & 9) find difficult?
- How do you know they find it difficult? Across all modalities/modes?
- Based on the factors mentioned in the handout, **why** do you think those features cause difficulty?

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Key Issue 1: Determining the difficulty of grammar (going deeper on the key recommendations from NCELP)

Direct Hub teachers to **Handout [1]** What determines the difficulty of grammar in a second language. They should have been sent this ahead of the TRG session and been asked to read it. But give time for the Hub teachers to skim through again to refresh themselves (about 5 or 10 minutes) and ask questions.

REFLECTION QUESTIONS:

Ques 1) which grammar features do your pupils particularly struggle with? Based on the factors mentioned in the handout, discuss why the features mentioned cause particular difficulty.

Ques 2) Follow on question: what does the information in this sheet mean for ordering/SoW planning? More difficulty could mean teach it later OR introduce it sooner, of course! Sooner, with lots of revisiting and practice, might help to give more exposure; BUT if it is too conceptually or formally (e.g. the form of new sounds or spellings) difficult, then sooner might NOT be sensible before other types of knowledge are in place.

The important point is: having some understanding of difficulty helps **manage our expectations – it is essential for when we are testing knowledge and it informs our thinking about what we teach and how we teach it**.

Note that once the Hub teachers have seen the example resources, some

possible orders for teaching pairs of features will start to emerge – NB this only becomes really apparent after seeing some sequences, later in the session.

Key issue 2: What are the best ways to teach grammar?

Read Handout 2

"Principles of teaching grammar"

Discussion around Handout 2:
1) Which elements do you think align with practice in your school?

2) Which elements do you think will be more challenging to establish in your schools?

Summary of key recommendations:

i. Provide a *short* description of the grammar *before* practice in the input

ii. Regularly strip out all other cues so that the learner *has to* pay attention to the grammar *and* its meaning in the input (in reading *and* listening)

iii. Establish grammatical knowledge in reading and listening before expecting learners to produce the grammar in writing and speaking

iv. Gradually move from scaffolded production practice to more meaningful, freer production practice

v. Regularly re-visit the grammar feature, in different contexts, with different vocabulary

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Key recommendations about how grammar should be taught

Allow time to remind themselves of the content of **Handout 2. 'Principles of teaching grammar'**. This will probably take around 5-10 minutes. They should have been sent them before the session, so this is a chance to skim them and remind themselves.

Show the summary of key recommendations on the slide, **before** starting the discussion

Then host a **short** discussion – encourage the Hub teachers to reflect on challenges in their own context.
This might also elicit some challenges that you (STs) have encountered in implementing NCELP's recommendations following the Grammar CPD.

Keep the discussion about challenges quite short so that it moves quite soon in to focusing on textbooks – the next activity.

Key issue 2: Effective ways of teaching grammar
What are the *concerns*?

Review excerpts from a textbook (see Handouts 3 to 5 with examples)

Reflect on some **concerns** about how grammar is often presented and practised.

Keep a look out for potential problems, such as :

1. *whole paradigms* at once
2. no or little active (=*forced*) practice to link grammar to meaning *in input*
3. *jumping straight from* explanation or mere 'exposure' to production
4. production practice that is *mechanical, e.g.,*
   a. doesn't force learners to actively *choose which* grammar is needed;
   b. practice with just a small, fixed set of vocabulary.

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Handout 3, 4, 5– printed excerpts from textbooks (3 A3 print outs – one for each language)
In the light of the handout you have just read about principles of grammar teaching, reflect on discussion about common difficulties / challenges with the way grammar is presented in textbooks.
Give Hub teachers the opportunity to review and discuss the textbook excerpts, before displaying and talking through the concerns listed on the slide.

Please see slides 172, 173, 174 with annotated versions of the textbook excerpts, which highlight some of the key concerns explained on the slide and below.

The handouts are the excerpts that were used at the Residential. These textbook example activities illustrate 5 key concerns:
1) INPUT BASED ACTIVITIES THAT DON'T ACTUALLY ORIENT/FORCE LEARNERS' ATTENTION ON THE GRAMMAR, AS THEY ALLOW THEM TO ANSWER WITHOUT REALLY HAVING TO ATTEND TO THE FEATURE
2) WHOLE PARADIGMS BEING PRESENTED ALL AT ONCE with no clear follow up to practise them all in meaningful ways
3) SWIFT MOVES FROM GRAMMAR EXPLANATION TO PRODUCTION PRACTICE;
4) PRODUCTION PRACTICE THAT IS 'MECHANICAL' – THE ACTIVITIES DON'T FORCE THE LEARNER TO **ACTIVELY CHOOSE** BETWEEN DIFFERENT GRAMMATICAL FEATURES

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(E.G. THEY MIGHT SAY 'DESCRIBE WHAT YOU DID LAST WEEKEND' OR 'DESCRIBE YOUR FRIEND'S APPEARNACE' OR 'YOUR IDEAL X' – BUT THEY DON'T ENSURE ***DIFFERENT*** FEATURES NEED TO BE ACTIVELY CHOSEN (INSTEAD, LEARNERS CAN COPY FROM A FRAME, OR MECHANICALLY REPEAT A PATTERN THEY HAVE JUST BEEN TOLD ABOUT, WITHOUT CONNECTING TO A MEANING (OR FUNCTION) EACH TIME THEY USE IT).

5) PRACTICE IS JUST WITH A SMALL SET OF VOCABULARY WITHIN ONE TOPIC E.G. 'PAS' JUST PRACTISED WITH 'AIMER', OR PAST TENSE (EVEN PERHAPS IN ONE OR TWO 'PERSONS') WITH JUST 3 OR 4 VERBS ABOUT HOLIDAY ACTIVITIES AND THEN NOT REVISITED LATER WITH A WIDER RANGE OF VERBS

It might be helpful to explain that when we talk about textbooks, we note that:
They are space-limited and they should not represent all the teaching that needs to take place. Using them requires judicious selection, omission, independent planning. Teachers should not feel that they need to slavishly follow the book's own SOW, cramming the pages in without really thinking about what is realistic for learners to learn. Planning should always 'step away from the textbook', whichever textbook it is, both longer term planning but also day-to-day reflection about the sort of opportunities for practice that learners need (this applies to all of our strands: phonics, vocabulary, grammar and MP).

Summary of key principles for teaching grammar

To help learners connect grammatical features to their meaning (or function) in order to develop accurate use across modalities (oral and written) and modes (comprehension and production), it is important to:

i. Focus on pairs or *very* small sets of features and avoid introducing and practising whole paradigms at once, especially in the early stages.

ii. Provide a ***short,*** explicit explanation

iii. Strip out other cues so that the learner ***has to*** pay attention to the grammar ***and*** its meaning in the input (reading / listening)

iv. Establish and practise grammatical knowledge in ***reading and listening***

v. Give plenty of practice in ***producing*** the grammar in writing and speaking activities that make the grammar ***matter*** to communicate meaning

vi. Gradually move from scaffolded production practice to more meaningful, freer production practice

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Summary of parts 1 and 2: Aims of teaching grammar and six key considerations

NB: These are NCELP's key 'take-home' messages and recommendations for grammar learning

Give teachers a chance to read through these key principles and recommendations. Before moving onto the next section containing example resources which exemplify these key principles.

*explanation first – most reliable for most learners most of the time
*Pre-emptive – anticipating the features learners will have difficulty with

How to teach and learn grammar

We now provide examples of sequences of activities for each of the languages: Spanish, French & German

For each language we will present at least one full sequence:

1)   Explanation

2)   Reading

3)   Listening

4)   Writing (controlled)

5)   Speaking (controlled)

But we will also provide examples of other grammar features, to show how the principles can be extended to a range of features, modes, modalities.

We give examples of 1) verb morphology (that is, verb inflections for person,

number, tense) and 2) for syntax (S V order in French) and negation in Spanish.

NCELP also have developed or are currently developing materials for adjectival agreement, for articles, for aspect (imperfect in French - whether something is ongoing or complete).

Example resources for French

1) Explanation

2) Reading

3) Listening

4) Writing (controlled)

5) Speaking (controlled)

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How to teach and learn grammar
Go through and discuss example sequence of resources in each language (different grammar features across the three languages).

Please note: There will always be a 'vocabulary challenge' with the move from input (R/L) activities to production (W/S) activities, in terms of the **vocabulary** (nouns, prepositions, adjectives etc) that will be needed for production activities.
The aim is to let learners **try** to recall the necessary vocabulary (i.e., not always provide whole speaking or writing frames for everything).
But, where necessary, more scaffolding is possible (we have provided lists of vocabulary for teachers to use with selected pupils, perhaps)
Try to focus on rewarding the grammar point under focus, and not worry too much about everything else being accurate . If we want *everything* to be accurate *all* the time, this is what leads to very rigid formulae teaching, and the over-use of strict writing frames that don't provide any desirable difficulty for the learners.
In other words:
The key is that learners are getting the grammatical markers correct and pulling out the verbs from memory. Support with the other vocabulary is ok (particularly in the earlier controlled production activities) and some

errors in this other vocabulary can be tolerated (e.g., adjectival agreement if that hasn't been taught yet).
Try to aim for 'desirable difficulty' and resist the temptation to use lots of frames and holistic phrases.

We will now look at an example sequence of resources for French. We have an example to show you about syntax (question formation, using SV inversion).

Statements vs. Questions

'You'. 2nd person singular

Asking questions: You (*singular*)

In English, to ask a 'yes/no' question we can use the phrase 'Do you...' followed by the verb e.g., Do you eat pizza? -> 'Yes'.   Do you play football? -> 'No'

In French, we swap round the verb and the subject pronoun (e.g., 'tu' - you) to change a statement into a question, like this:

Statement

Tu aimes la pizza.   **You like** pizza.

Question

Aimes-tu   la pizza?   **Do you like** pizza?

So, here you will again see the sequence: brief explicit grammar description, focusing on the function of the grammar.
Followed by a reading, then listening, then writing and speaking

Punctuation has been removed here so that students have no other clue apart from the verb. Asking learners to write 'oui' or 'non' where the sentence is a question adds the element of reading for meaning at this stage, as well as identifying the statement or question.

To complete the task, students can work from the board, writing 1-12, Q or S, Oui / Non. Alternatively, the following two slides can be used to print student A5 copies.

Verb frequency rankings (1 is the most common word in French): jouer (219); penser (116); demander (80); aller (53); aimer (242); parler (106); comprendre (95); manger (1338); préparer (368); sortir (309); vouloir (57).
Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

A French blog writer interviews you and your friends by email about teenage life in England. But the email got corrupted. Decide if the sentences could be _statements_ about something he knows already (write **S**) or _have to be_ _questions_ (write **Q**), so you can reply with your answers. Remember that when the **_verb and subject swap,_** it must be a question. For all _questions_, answer with '**oui**' or '**non**' to say whether this is something you and your friends do.

		Q/S	oui/non			Q/S	oui/non
1	Jouez vous au foot			7	Parlez vous français		
2	Vous pensez que c'est vrai			8	Comprenez vous la question		
3	Vous demandez la raison			9	Vous mangez des fruits		
4	Allez vous en ville			10	Vous préparez le dîner		
5	Avez vous un animal			11	Vous sortez ce weekend		
6	Vous aimez le chocolat			12	Voulez vous sortir ce weekend		

Printable student copy. Select 2 slides to a page (Slides 7 & 8).

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Lire

A French blog writer interviews you and your friends by email about teenage life in England. But the email got corrupted. Decide if the sentences could be <u>statements</u> about something he knows already (write **S**) or *have to be* <u>questions</u> (write **Q**), so you can reply with your answers. Remember that when the **verb and subject swap,** it must be a question. For all <u>questions</u>, answer with '**oui**' or '**non**' to say whether this is something you and your friends do.

		Q/S	oui/non			Q/S	oui/non
1	Jouez vous au foot			7	Parlez vous français		
2	Vous pensez que c'est vrai			8	Comprenez vous la question		
3	Vous demandez la raison			9	Vous mangez des fruits		
4	Allez vous en ville			10	Vous préparez le dîner		
5	Avez vous un animal			11	Vous sortez ce weekend		
6	Vous aimez le chocolat			12	Voulez vous sortir ce weekend		

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Printable student copy. Select 2 slides to a page (Slides 7 & 8).

ANSWERS

Your French friend has left a voicemail for your brother. He needs help to understand it!
Listen. Decide if each utterance is a fact *(write F* = something she already knows about your brother) or a question (write **Q** = something she wants to know).
Remember that the **verb** and **subject pronoun swap round** when it is a question.

1	Q	7	Q
2	F	8	F
3	Q	9	F
4	Q	10	F
5	F	11	Q
6	Q	12	F

There are no other cues to help you. The intonation on the voicemail is flat, like a computerized voice!

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NB these sentences have been recorded **without** intonation, to remove additional cues that would otherwise help students identify between a statement and a question, so as to retain their focus on the initial verb.
Click on each orange number to trigger the audio. Each utterance is heard twice. Click again to repeat, as required.

Transcript
1) Joues-tu au foot?
2) Tu demandes la raison.
3) Vas-tu en ville?
4) As-tu un animal?
5) Tu aimes le chocolat.
6) Parles-tu français?
7) Comprends-tu la question?
8) Tu manges des fruits.
9) Tu sors ce weekend.
10) Tu prépares le dîner.
11) Veux-tu sortir?
12) Tu penses que c'est vrai.

Verb frequency rankings (1 is the most common word in French): jouer (219); demander

(80); aller (53); avoir (8); aimer (242); parler (106); comprendre (95); manger (1338); sortir (309); préparer (368); penser (116); être (5).

Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Image: pixabay (no attribution required) https://pixabay.com/vectors/robot-mustache-science-mechanical-161367/

Students could easily work from the board, writing 1-12 in their books and noting F or Q for each.
Alternatively, these two slides are printable student versions.

Printable student copy. To print, select 2 slides to a page (Slides 7 & 8) to give an A5 answer sheet to each pupil.

Or just ask pupils to write 1-10 in their exercise books.

Printable student copy. To print, select 2 slides to a page (Slides 7 & 8) to give an A5 answer sheet to each pupil.

Or just ask pupils to write 1-10 in their exercise books.

Vocab help

This slide can be used as a quick knowledge check in advance of the production activities to reinforce the meanings of the verbs. This can be done with teacher-led mini whiteboard work and then / or as a printed vocab help sheet for those who will need it during the speaking and the writing. This depends on how familiar the students already are with this selection of verbs.

If using as a printed help sheet, pupils should first try to say what they can and leave blanks, e.g. for any of the lexical verbs they don't know. This shows them what they don't know, a learning process known as "noticing the gap". The aim is to 'force recall', by not giving them all the language that they can then just manipulate mechanically. They have to 'pull out' the language from their memories.

Teachers may decide that some learners will need the prompts on this slide.

Verb frequency rankings (1 is the most common word in French): jouer (219); faire (25); chanter (1820); dessiner (2086); nager (>5000); sauter (2114).
Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

EMBEDDING and CONSOLIDATION.
This series of slides: a) revises the key activities, b) enables learners to spot questions and statements, c) makes the intonation difference between statements and questions clear, d) and enables learners to practise making statements and asking questions in the second person singular.

(NB: the slide numbers are correct for the stand-alone PPT for teaching this grammar sequence, rather than these slides that are embedded in the TRG PPT).

Slides 10 to 21 recap of the main verbs and formation of the partitive article, with embedded sound.

Point out that the learners can now hear the difference in intonation for statements and questions. Point out that we also raise our voices when we ask questions in English.

NB. For now, just focus on the idea of "not raising intonation when it is a statement". There are other practice opportunities to practise making questions simply by raising intonation but keeping the word order the same. The focus here

in this series of activities is just on making pupils attend to the word order.

When using slides 9 to 21 with the whole class, learners could first simply repeat the sentences, making sure they get the intonation correct.
In a second time through these slides, they could be asked to mime the action if it is a statement; but if it is a question, they could nod or shake their head to answer the question. Clearly, now, the question marks and the intonation give away more clues than just the word order alone! But they have already had practise in using just the word order, so now we are adding the other cues back in, to help for when they produce questions.

Slide 22 includes picture prompts and learners should be selected to read out the examples with the correct intonation and the correct word order.
Slide 23 encourages learners to think about recalling the correct verb with gapfills. As well as a speaking task, this could also be handed out A5 size as a written activity or learners could write the answers on mini whiteboards.
Slide 24 requires learners to work totally from picture recall. As well as a speaking task, this could also be handed out A5 size as a written activity. A sentence grid is provided for learners to record their answers here.
Slide 27 tests the learners' ability to apply the statement vs question formation with other activities that have not yet been revised. This could be done as a speaking activity and/or a writing activity. Some pupils may need support with vocabulary here.

This session could then lead to pairwork activities: "Bingo" and "All Activities"

Tu joues au football.

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Dessines-tu?

Sautes-tu?

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Nages-tu?

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Joues-tu au basket?

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Fais-tu du vélo?

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Tu dessines.

Tu sautes.

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Picture recall
Slide 22 includes picture prompts and learners should be selected to read out the examples with the correct intonation and the correct word order.

NB: The items 7 – 12 appear on one mouse click, to avoid information overload on the slide.

Partial recall

Slide 23 encourages learners to think about recalling the correct verb with gap-fills. As well as a speaking task, this could also be handed out A5 size as a written activity or learners could write the answers on mini whiteboards.

Total recall
Slide 24 requires learners to work totally from picture recall. As well as a speaking activity, this could also be used as a writing activity to allow students to practise the whole constructions of statements and questions.

Printable student worksheet for writing (or speaking) activity, if needed. [Usually, learners would write in their books using the projected image from the board.]
Select 2 slides to a page. (Slides 25&26)

Printable student worksheet for writing (or speaking) activity, if needed. [Usually, learners would write in their books using the projected image from the board.]
Select 2 slides to a page. (Slides 25&26)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Response grid for student sentences, if needed.

Extending phase: French

Characteristics of 'extension' can include one or more of:

The same grammar but with **new vocabulary**

      new to this sequence of activities, but already familiar to the learners

      or, in some situations, a few items of vocabulary could even be entirely new

Providing **less support** for the learners

Including practice of **other grammar features that have been learned previously**

Example of an activity that could be seen as in 'extending phase' : Providing examples of meaningful practice, with new vocabulary and little or no support.
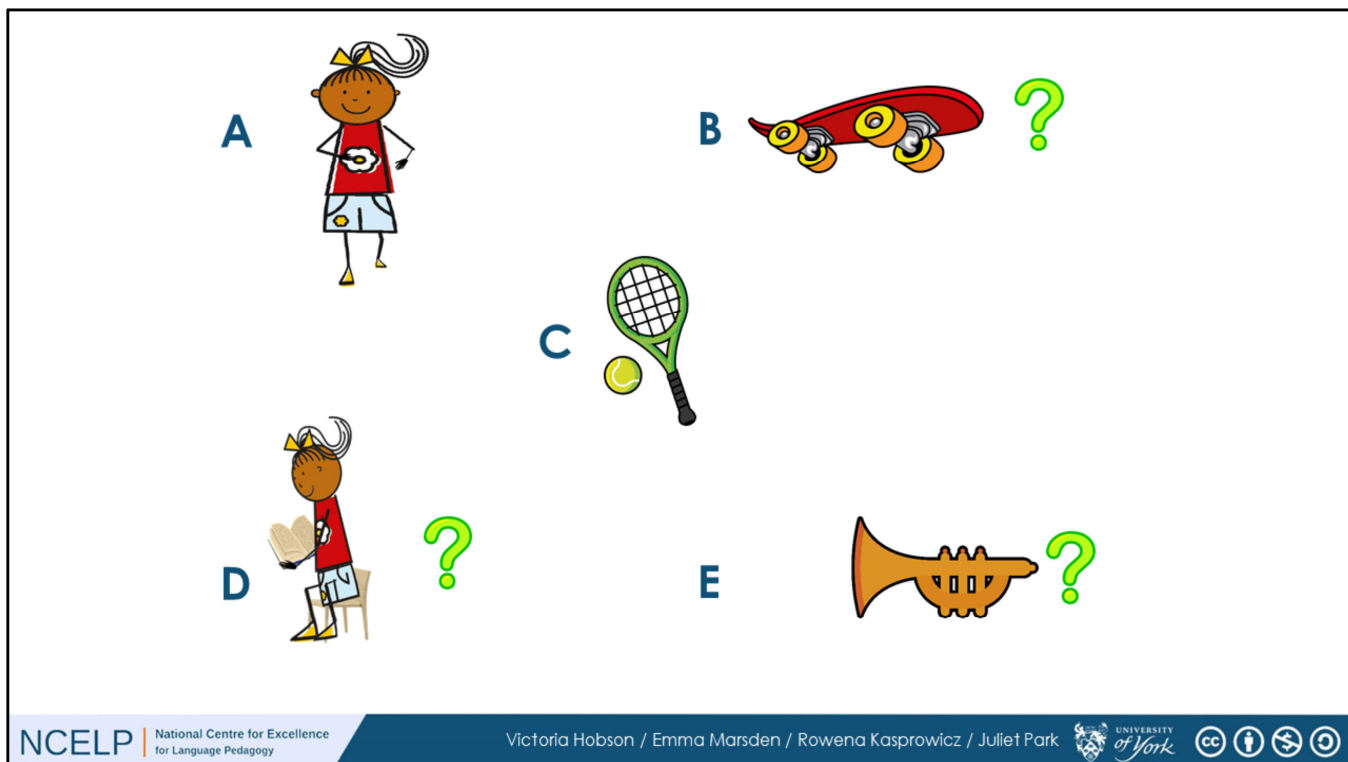
Example of an activity that could be seen as in 'extending phase' : Providing examples of meaningful practice, with new vocabulary and little or no support.

EXTENSION with other vocabulary.
This slide challenges the learners' ability to apply the statement vs question formation with other activities that have not yet been revised.
Note, some learners may need to see some vocabulary first.

Remember, the focus here is on word order, so if pupils don't shorten the verb from the infinitive to the 2nd person singular, you can gently correct it but don't get distracted from the main purpose of this activity. There are other opportunities to work more on verb endings, but in *this* activity, try to focus on whether or not the word order and intonation express a question or a statement.

This session could then lead to pairwork activities ("Bingo" and "All Activities").

BINGO, forcing learners to produce and notice word order to indicate questions.
Hand out Bingo cards to learners in pairs, one receives the Partner A cards and one receives the Partner B cards. Each learner should first of all fill in appropriate sentences for each picture in the top grid, taking note of whether it is a question (question mark) or a statement (tick).
Once the learners have filled in the cards, they should take it in turns to read at random one of the statements from the eight pictures. Using the bottom grid, the partner should listen to each utterance, work out which picture is being referred to and then add a tick or a question mark. They should take it in turns to do this and once all eight utterances have been read out they should check their answers to see if they have added the correct symbol.

ALL ACTIVITIES, forcing learners to produce and notice word order to indicate questions
Learners could then be given the All Activities cards which contain all images plus full stops and question mark. Students could put the punctuation symbols upside down into one pile and turn the activity cards upside down into another. Each learner should take it in turns to select a card from each pile and either read the activity as a statement or a question! Their partner has to answer 'oui' or 'non' *if*

it is a question. But if it is a statement, they do not need to answer.

You could ask them to use robotic voices when they make their statements or questions, so that their partner really has to listen out for the word order, and can't use intonation as a clue at all.

They should replace the punctuation cards underneath the pack each time.

Screen shot of the Bingo game

Vocab help sheet
Some students may need reference to the infinitives during the pair work activities.

Verb frequency rankings (1 is the most common word in French): jouer (219); faire (25); chanter (1820); marcher (1532); dessiner (2086); courir (1447); nager (>5000); sauter (2114).
Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Example resources for German

1) Explanation

2) Reading

3) Listening

4) Writing (controlled)

5) Speaking (controlled)

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How to teach and learn grammar
Now going to look at sequence of activities for teaching the perfect tense in German

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German – Perfect tense

Explanation and activities

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Grammar explanation

Perfect tense - things that have happened in the past

To talk about what you did, use the present tense of 'haben' and a past participle.

Regular past participles sandwich the stem with **ge-** and **–t.**

Infinitive	Stem	Past Participle
machen	mach-	**ge**mach**t**
spielen	spiel-	**ge**spiel**t**
tanzen	tanz-	**ge**tanz**t**

Note! Some verbs with 'haben' have past participles which don't follow this pattern!
- Ich habe Kuchen gegess**en**.
- Sie hat Freunde **be**sucht.

Teacher note: Short grammar explanations can never be fully complete. (For example, of course, some verbs don't follow this pattern as they are irregular). But the aim is to get pupils to learn a 'default', main pattern and then introduce the complexities and exceptions to the rule later. In any case, evidence suggests that it is the *practice* activities that are most helpful for learning (rather than these grammar explanations). But … these short grammar explanations at the start of practice do seem to speed up some learners in becoming accurate in the practice activities that follow.

Teacher note 2: Use this opportunity to prompt the meanings of the infinitive and past participles at this point, and then later the meaning of the whole phrases with the three examples.

Grammar explanation

Perfect tense – Word order

- The present tense of the verb 'haben' is always the second idea of the sentence.
- The past participle always goes to the end of the sentence.

	haben		**past participle**
Ich	**habe**	Fußball	**ge**spiel**t**
Der Mann	**hat**	jeden Tag	**ge**tanz**t**
Wir	**haben**	einen Ausflug	**ge**mach**t**

English learners of German sometimes find it tricky to use the perfect tense.

Why?

1. English word order is different. Learners don't expect a past participle at the end of a sentence.
2. Phrases like 'last week' or 'yesterday' give away the meaning, so it's easy to ignore the verb elements.

Here, the key message is that the past participle is not, alone, a cue to pastness; it is the co-existence of the 'habe' auxiliary and the past participle at the end of the sentence, which tell you the action has been completed. The next two tasks focus on noticing the co-existence of 'habe' and part participle as indicator of past meaning.

Instructions and teaser. The complete activity is available as a word / pdf doc. Alternatively, students can complete the activity from the board, writing 1-12 and ich or ich habe for each question.

Verb frequency rankings (1 is the most common word in German): spielen (197); besuchen (703); schwimmen (1832); machen (49); lesen (323); essen (655); trinken (609); liegen (118); kaufen (581); wohnen (380); haben (7)
Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German.* Routledge

ANTWORTEN

Liebes Tagebuch!

Dieser Sommer ist super!

1. *Ich habe* Ich Fußball gespielt.

2. *Ich habe* Ich Freunde besucht.

3. Ich habe *Ich* schwimme im Meer.

4. *Ich habe* Ich Ausflüge gemacht.

5. Ich habe *Ich* lese ein Buch.

6. Ich habe *Ich* esse Pizza.

ANSWERS

ANTWORTEN

7. *Ich habe* Wein getrunken.
   Ich

8. Ich habe besuche Familie.
   Ich

9. Ich habe liege in der Sonne.
   Ich

10. Ich habe kaufe Kleider.
    Ich

11. *Ich habe* im Hotel gewohnt.
    Ich

12. *Ich habe* Spaß gehabt.
    Ich

ANSWERS [cont'd]

Hören

Im Urlaub

Susi Sorglos is chatting to a friend about her summer. Unfortunately, the line keeps breaking up. Can you work out which activities Susi has done and which ones she is doing?

- Circle *Ich habe* for past activities
- Circle *Ich* for current activities

Remember
The perfect tense = 'haben' + past participle of the main verb.
The past participle always comes at the end of the sentence.

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Inge Alferink / Rachel Hawkes
Informed by a Language and Linguistics Area Studies Subject Centre materials development project

Verb frequency rankings (1 is the most common word in German): spielen (197); lesen (323); sehen (81); besichtigen (>5000); machen (49); trinken (609); essen (655); schreiben (245); sammeln (1324); sonnen (>5000); haben (7)

Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German.* Routledge

To complete the task, students can work from the board, writing 1-12 and either ich or ich habe as responses.
Alternatively there is an accompanying worksheet.

Transcript

1. (Ich) spiele Tennis
2. (Ich habe) Fußball gespielt.
3. (Ich) lese ein Buch.
4. (Ich habe) einen Film gesehen.

5. (Ich habe) ein Museum besichtigt.
6. (Ich) mache Fotos.
7. (Ich) trinke Wein.
8. (Ich habe) Pizza gegessen.
9. (Ich) schreibe Postkarten.
10. (Ich habe) Muscheln gesammelt.
11. (Ich) sonne mich.
12. (Ich) habe Sonnenbrand.

Click each number to hear the audio, twice. Click again for further repetition, as required.

It is helpful to check that the learners have done the first three or four correctly, so that they are on the right track for the rest of the task. This is why the answer slide for items 1-4 is inserted after this slide.

After that, learners can complete items 5-12 before checking.

Hören

1 Ich / Ich habe

2 Ich / Ich habe

3 Ich / Ich habe

4 Ich / Ich habe

ANSWER slide

Click each number to hear the audio, twice. Click again for further repetition, as required.

Click each number to hear the audio, twice. Click again for further repetition, as required.

ANSWER slide

Hören

9 Ich / Ich habe

10 Ich / Ich habe

11 Ich / Ich habe

12 Ich / Ich habe

ANSWER slide
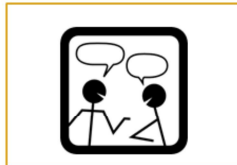
Verb frequency rankings (1 is the most common word in German): spielen (197); lesen (323); besuchen (703); sehen (81); essen (655); schreiben (245); treffen (287)
Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German.* Routledge

There is a word version of this task, if required.
NB: This writing primes well for the speaking task. Note though that the listening and reading input tasks have not used the verb 'treffen'. Teachers use their judgement to ensure that sufficient practice with past participles takes place, such that students have mastered the forms they need to complete tasks securely.

Tennis spielen
ein Buch lesen
England besuchen
einen Film sehen
Fußball spielen
Postkarten schreiben
Spanien besuchen
mit einem Freund/einer Freundin treffen
Eis essen

ein Museum besuchen

Extending phase: German

Rowena Kasprowicz & Emma Marsden

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This could be seen as an example of a consolidation activity or an extension activity because there is little support and some of the vocabulary has not been encountered so far within this sequence.

Talk to the Hub teachers about that fact that we should try to avoid perpetuating a strictly 'dichotomous' idea that one activity is clearly "consolidation" and another is strictly "extension" - the phases merge into each other. It's hard to say what is and what isn't 'extension' To help you decide whether it is extending learners, you can ask: is it extending the grammar feature to new vocab? Is it taking away some support that was given earlier? Are they required to recall or produce the language in a different context or at a faster speed? Also **task demands** make it an extension (e.g. narrating a series of pictures in the 'there and then' rather than the 'here and now')]

Verb frequency rankings (1 is the most common word in German): besuchen (703); essen (655); lesen (323); treffen (287); tanzen (1011); spielen (197); schreiben (245)
Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German.* Routledge
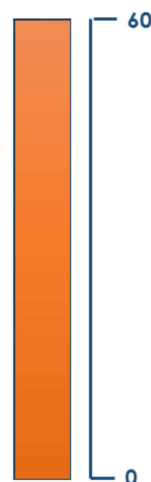
It is anticipated that students know most/all of these high-frequency verbs. This short activity is to re-activate their knowledge of the infinitive verbs ahead of the speaking/listening activity, in which they will be producing either 1st person present or 1st person perfect forms, referring only to the speaking cards and without reference to other notes.

Teachers will use their judgement as to the extent of the 're-activation' (i.e., checking knowledge before the practice) is required.

Click Anfang to start the timer. Clicking on each cloud will reveal the infinitive verb.

NB: In addition, learners will need to know and have practised these past participles: besucht, gegessen, gelesen, getroffen, getanzt, gespielt, geschrieben

NNB: besichtigen is far less frequent than besuchen but it is on the AQA GCSE vocabulary list, so retaining it here!

Teacher notes:
- Instruct students not to say last holiday | this holiday, but to indicate tense by the verb form.
- Partner ticks past or present in response grid
- Verbs in past tense are all regular, but note 'besuchen' and 'besichtigen'.

Chloes Urlaub

**1. play football
(this year)**

**2. write postcards
(this year)**

**3. play tennis
(last year)**

**4. eat ice cream
(this year)**

**5. visit Italy
(last year)**

**6. dance
(last year)**

Sams Urlaub

	last year	this year
1. ein Museum besichtigen		
2. die Schweiz besuchen		
3. Pizza essen		
4. ein Buch lesen		
5. mit einem Freund treffen		
6. tanzen		

speaking / listening

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Inge Alferink

Grid for partner A – blank.

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Sams Urlaub

	last year	this year
1. ein Museum besichtigen	✓	
2. die Schweiz besuchen	✓	
3. Pizza essen		✓
4. ein Buch lesen		✓
5. mit einem Freund treffen		✓
6. tanzen	✓	

speaking / listening

Inge Alferink

Chloes Urlaub

	last year	this year
1. Fußball spielen		
2. Postkarten schreiben		
3. Tennis spielen		
4. ein Eis essen		
5. Italien besuchen		
6. tanzen		

Chloes Urlaub

	last year	this year
1. Fußball spielen		✓
2. Postkarten schreiben		✓
3. Tennis spielen	✓	
4. ein Eis essen		✓
5. Italien besuchen	✓	
6. tanzen	✓	

**Example resources for Spanish &
How to create a grammar sequence**

1) Explanation

2) Reading

3) Listening

4) Writing (controlled)

5) Speaking (controlled)

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Rowena Kasprowicz & Emma Marsden

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We're now going to look at a sequence of resources for teaching Reflexive 'me' in Spanish.

This sequence will also explain 'How to create a grammar sequence'. The sequence of resources has been annotated to illustrate useful features to think about and include when designing new grammar teaching resources, based on NCELP's recommendations.

As you go through this next sequence of resources: you can first discuss the content of the resource itself (as with the previous sequences), and then show the annotations explaining how the resource was created.

Reflexive 'me':
Doing something to yourself

Show the grammar explanation first, then click to display the annotations.

Teachers can skip the speech bubble if they wish. It is ok to teach part of a rule and then add a variation later. Or you might want to mention this here now. Either way, just giving this information here or not, won't make much difference to learning, as the pupils will just practise the reflexive pronoun 'before the verb' here.

Almost *any* verb can be 'reflexive'!

hablar - to talk
hablo mucho → I talk a lot
me hablo → I talk to myself

sacar fotos – to take photos
saco fotos de mi amigo → I take photos of my friend
me saco fotos → I take photos of myself

escribir – to write
escribo a mi hermano → I write to my brother
me escribo → I write to myself

Use of animation: the teacher clicks to reveal the English translation (needs to be in a separate textbox to enable animation).

This allows for interactive elicitation during the explanation.

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Nick Avery / Emma Marsden / Rachel Hawkes

Ask the pupils: Imagine: When might you say 'I talk to myself' ?!
When might you say you 'write to yourself'? Ever write yourself reminders, or send yourself a text to remind yourself to do something?
You will get some fun answers. The idea is to convey that 'notion' of reflexiveness.
It can be applied to any verb, really! You just need a context for it to make sense.

Notice that in English, we don't always say the reflexive pronoun - we assume it!

Esteban is a carer and has written an anonymous article about his daily life. Some language **might** be missing.

Read the sentences and tick true or false.

1. Me levanto a las ocho
2. Despierto ___ a las siete.
3. Lavo ___ a las nueve.
4. Saco fotos
5. Me preparo un café
6. Llamo
7. Me escribo
8. Enseño español
9. Quemo
10. Me presento

	True	False
Esteban gets up at eight am	✓	
Esteban wakes up at seven am.		✓
He washes someone else at nine am.	✓	
He takes photos of himself.		✓
He makes someone else a coffee.		✓
He calls someone else.	✓	
He writes to someone else.		✓
He teaches himself Spanish.		✓
He burns something (!)	✓	
He introduces himself to someone.	✓	

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This slide shows the reading activity. The next slide explains key features of the task.

Verb frequency rankings (1 is the most frequent word in Spanish):
 levantar [354]; despertar [894]; lavar [1676]; sacar [273]; preparer [570]; llamar [122]; escribir [198]; enseñar [610]; quemar [1648]; presentar [235].
 Source: Davies, K. and Davies, K. (2018). A frequency dictionary of Spanish: Core vocabulary for learners (2nd ed.). London: Routledge

Wherever possible, use meaningful contexts.

Esteban is a carer and has written an anonymous article about his daily life. Some language **might** be missing.

Read the sentences and tick true or false.

`leer`

Begin with reading and listening activities to establish and practise grammatical knowledge.

1. Me levanto a las ocho
2. Despierto _____ a las siete.
3. Lavo _____ a las nueve.
4. Saco fotos
5. Me preparo un café
6. Llamo
7. Me escribo
8. Enseño español
9. Quemo
10. Me presento

	True	False
Esteban gets up at eight am		
Esteban wakes up at seven am.		
He washes someone else at nine am.		
He takes photos of himself.		
He makes someone else a coffee.		
He calls someone else.		
He writes to someone else.		
He teaches himself Spanish.		
He burns something (!)		
He introduces himself to someone.		

Remove cues so that learners *have to* pay attention to the grammar feature to complete activity.

Tip: Part of a sentence can be 'missing'. In this case, we removed the names of the people who were the objects of the action as this is an obvious cue for understanding 'action done to other person'.

Statements in true/false activity require an active choice between 'action done to self' and 'action done to other person'.

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Click to display each annotation

Listen to the sentences. You will hear the start of the sentence. The rest is missing.

Decide whether the start of the sentence matches picture A or B.

	Picture A	Picture B
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

escuchar

The tables for most practice activities are simple. Students can simply write 1-10 in their books to avoid printing!

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*Explain listening activity and then click to display annotation.

Blank grid for students. In this activity, students hear a verb with or without reflexive pronoun 'me' and have to decide which of two pictures matches it.
Each pair of pictures depicts (1) 'action being done to (my)self' and (2) 'action being done to another person / thing'.
Note that part of each sentence is 'missing' and students only hear the verb, with or without reflexive pronoun. This is done to remove non-grammatical cues that learners often rely on for meaning (e.g. an object after a transitive verb).

Verb frequency rankings (1 is the most common word in Spanish): escribir [198]; sacar [273]; preguntar [219]; quemar [1648]; llamar [122]; lavar [1676]; secar [2239]; mirar [125]; levantar [354]; presentar [235].
Source: Davies, M. & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge.

Transcript. 1. me escribo *noise* / 2. me saco fotos *noise* / 3. pregunto *noise* / 4. quemo *noise* / 5. llamo *noise* / 6. me lavo *noise* / 7. seco *noise* / 8. miro *noise* / 9. me levanto *noise* / 10. me presento *noise*

Go through the sequence of question items for the listening activity. An annotated slide is then provided at the end of the 10 items, after the answer slide.

Audio: me escribo
Click on the orange number to hear the audio, twice.

Audio: me saco fotos

Audio: pregunto

4a.

4b.

Audio: me quemo

Audio: llamo

Audio: me lavo

7

7a.

7b.

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escuchar

Audio: seco

8

8a.
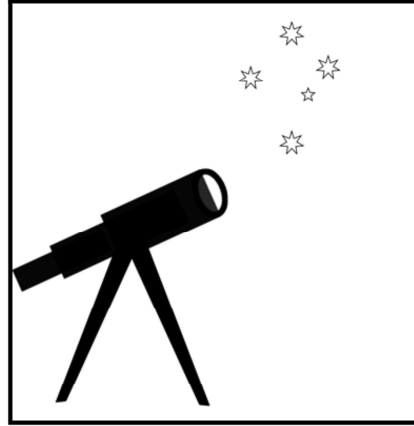
8b.

escuchar

Audio: me miro

Audio: levanto
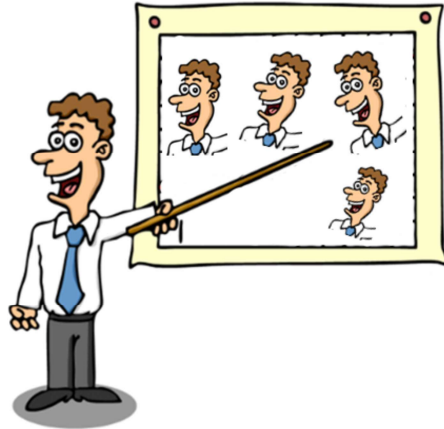
Audio: me presento

	Picture A	Picture B
1	✓	
2		✓
3	✓	
4		✓
5		✓
6	✓	
7	✓	
8	✓	
9		✓
10		✓

escuchar

Answers

Annotations for listening activity slides.

Annotations for listening activity answer slide.

*Explain writing activity and then click to display annotation.

Students will need to write 'a mi abuelo' if the action is done to the grandfather.

Note that in this activity Student A and B's cards have the same actions – the only difference is the 'receiver' of the action.

The activity is designed in this way so that students can then compare what their characters do afterwards (see slide 20).

*Show the activity cards for student A and student B. Then click to display the annotations.

Verb frequency rankings: levantar [354]; preparar [570]; sacar [273]; lavar [1676]; escribir [198]; enseñar [610].

Vocabulary support slide for writing activity.
Click to show annotation.

*Explain the grid and then click to show annotations.

Blank grid for students

The prompt cards should be turned over when they complete this grid as they should be comparing each other's sentences. Afterwards, they can turn cards back over to check answers.

The actions on the prompt cards for speaking/listening are the same as in the previous activity (so the lexicon is known), but information about 'action done to self' vs 'action done to other' has been changed.

But, vocabulary *can* be varied if other previously learnt words can be used in a meaningful context with reflexive and non-reflexive meaning.

Activity cards for Speaking/Listening activity.
Show activity cards and then click to show the annotations.

NB The verbs have been kept the same as in the writing activity, but absence/presence of reflexive pronoun on the prompt cards has been changed.

Verb frequency rankings: levantar [354]; preparar [570]; sacar [273]; lavar [1676]; escribir [198]; enseñar [610].

First grid:

	does it to herself	does it to Grandpa
get up		
prepare coffee		
take photos		
teach Spanish		
wash		
write		

speaking / listening

Second grid:

	does it to himself	does it to Grandpa
get up		
prepare coffee		
take photos		
teach Spanish		
wash		
write		

speaking / listening

Here, students have (near-)identical grids; the only difference is 'himself' / 'herself'.

When the response grid for Student A and B is the same, it can be displayed on the board and copied into pupils' books, rather than printed.

On completion of the grid, students can be asked to compare grids and find which two activities they both do to themselves (answer: prepare, coffee, write)

Further resources: Resources portal

Other grammar resources available here: https://resources.ncelp.org

Searchable database.

You will get alerts when new material has been uploaded.

For now, continue to use: https://ncelp.org/resources/resource-portal/

For the phonics, vocabulary, grammar, and residential materials

Eventually, all will be put on the database, and so searchable(☺), using fine-grained search terms and/or the title of the document.

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Show the Resources portal, if there is internet. Explore what is available. Stress we are adding things every day! And teachers in the network will receive alerts when new things arrive!

See also the RESOURCES tab, under Resources Portal, under *Grammar*

Hands on: Developing resources (R & L)

Activity: Develop a grammar activity

Use the principles you've seen illustrated.

Perhaps choose one of the problematic grammar features discussed earlier. Warning! the principles can't always be applied easily, e.g. to gender on articles in French or German (one coming soon on the portal!). Perhaps think about tense (present versus past, or present versus future)?

Reminders:

- Practise pairs of grammar features with contrasting meanings (or functions)
- Strip out all other cues that might stop the learner focussing on the grammar features, so that the target grammar features are *task-essential*

  (e.g. a car horn covers the subject pronoun, or a paint splodge obscures the temporal adverb, a computerised voice strips out intonation that might give a clue to interrogatives)

- Make sure that the activities actually **provide** the feature you are focusing on in the input and make learners use it to interpret meaning

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Developing resources for grammar teaching
About 15 minutes
Now we have reviewed a sequence of grammar teaching resources in each of the three languages.
We are now going to spend some time developing ideas for other resources.

Activity: Split the teachers into 4 groups, working individually or in pairs, to design a R or L or S or W activity (i.e., one activity each). Only a few items need to be designed for each type of activity, e.g., about five example items to illustrate the general point and design of the activity. Allow time for feedback to discuss the activities that have been created, <u>always keeping in mind the key grammar teaching principles discussed in the session.</u> Allow plenty of time for discussing ideas, coming up with example activities and reviewing and discussing together.

This slide provides reminders for those who wish to develop a listening or reading activity for one of the problematic grammatical features discussed earlier in the session (see slides 6 to 8 and discussion of Handout 1). The next slide provides reminders about W and S activities.

If they suggest gender on articles, try to steer them on to something more concrete and more straightforward to do using the principles and examples they have seen today. But,

please note, NCELP are putting a resource on the portal very soon relating to gender in articles.

However, adjectival agreement for gender IS very doable with the kind of L & R activities we have seen here today. For example, the learners hear an adjective (with either a masculine or a feminine agreement) and then have to decide does it belong to the man (e.g. Mr Trump!) or the woman (his wife!).

Hands on: Developing resources (W & S)

Activity: From the examples provided, choose a *pair of grammar features* in one of the languages and design a writing or speaking activity to add to the sequence.

Reminders:

- Make sure the target grammar features are *task-essential*
- Use a meaningful context, where the speaker (or writer) is using the grammar to communicate a message that the listener (or reader) *needs to understand*
- Try to avoid providing all of the language that is needed. Encourage learners to try to recall key verbs etc.
- Pictures can be used to prompt particular words, so that learners are given some ideas about what to say

Developing resources for grammar teaching
About 15 minutes

Activity: Split the teachers into 4 groups, working individually or in pairs, to design one of: a R or L or S or W activity.

This slide provides reminders for those who wish to develop a controlled production practice activity.

2 examples of input practice are provided (one from French, one from Spanish), for one pair of grammar features (or just choose one language if there is consensus in the group).
In the slides that follow are L/R activities for tú/vosotros in Spanish and tu/vous in French. Teachers could try to develop W/S tasks to follow on from these.
Teachers can choose one and then develop a writing and/or speaking activity to practise **that pair of grammar features**.
Key principle: learners must actively select which grammar they need - not a mechanical repetition of one pattern
Getting the grammar right must matter for communication – their partner or the teacher or the other children in the class should have some reciprocal listening or reading activity that demonstrates that the learners who are PRODUCING the grammar

have successfully communicated their message - using the grammar. Recall the response grids that were used in the activities you saw just now.

Talking to others: *tu* and *vous*

2nd person singular vs 2nd person plural

Talking to others: *tu* and *vous*

When you say 'you' (**vous**) to *more than one* person, use a different **verb form** from when you say 'you' (**tu**) to *one* person.

For example:

To one person:		To more than one person:
tu joues	→	vous jou**ez**
tu ne manges pas	→	vous ne mang**ez** pas

The following activity will help you to realise that the '**ez**' on the verb means something!

This slide is the animated explanation of the difference between the present tense second person singular and second person plural forms of verbs (the idea being that the learner will learn to spot the –ez on the plural form).

Talking to others: *tu* and *vous*

ANSWERS

Decide whether each sentence begins with '**tu**' (talking to one person) or with '**vous**' (talking to more than one person). Remember that it is the *verb ending* that tells you this!

		To one person (tu) ✔	To more than one (vous) ✔
1	…… avez un animal?		✔
2	…… as un frère?	✔	
3	…… as les cheveux courts?	✔	
4	…… avez les cheveux longs.		✔
5	…… mets une chemise?	✔	
6	…… mettez un pantalon?		✔
7	…… donnez un cadeau?		✔
8	…… donnes des euros?	✔	
9	…… jouez au tennis?		✔
10	…… joues au foot?	✔	

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This reading exercise requires the learner to notice the form of the verb (specifically the –**ez** of the *vous* form) as the only means of obtaining the correct answer.

To complete the task, learners can simply work from the board, writing 1-10 in their books, and either 'tu' or 'vous' for each question, or alternatively, there is an A4 worksheet with questions 1-20.

Frequency
Verb and other vocabulary frequency rankings (1 is the most common word in French): avoir [8]; mettre [27]; donner [46]; jouer [219]; animal [1002]; frère [1043]; cheveux [2296]; chemise [3892]; pantalon [4670]; cadeau [2298]; euro [1753]; tennis [3857]; foot(ball) [2602]; long [202]; court [545].
Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Talking to others: *tu* and *vous*

ANSWERS

Decide whether each sentence begins with '**tu**' (talking to one person) or with '**vous**' (talking to more than one person). Remember that it is the *verb ending* that tells you this!

		To one person (tu) ✓	To more than one (vous) ✓
11	......regardes un film?	✓	
12	......écoutez la radio?		✓
13	......étudies le français?	✓	
14	...... mangez un fruit?		✓
15	......chantes bien!	✓	
16	......étudiez les maths?		✓
17	......écoutes de la musique?	✓	
18	......chantez souvent?		✓
19	......regardez la télé?		✓
20	...... manges du poisson?	✓	

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This reading exercise requires the learner to notice the form of the verb (specifically the –**ez** of the *vous* form) as the only means of obtaining the correct answer.

Frequency

Verb and other vocabulary frequency rankings (1 is the most common word in French): manger [1338]; écouter [429]; chanter [1820]; étudier [960]; regarder [425]; poisson [1616]; fruit [896]; musique [1139]; radio [1526]; bien [47]; souvent [287]; français [251]; math(ématique)s [3438]; télé(vision) [2746]; film [848]

Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Dans la salle de classe (A)

Listen. Decide when the teacher must be talking to several pupils (**vous**…) or just one pupil (**tu**…).
Write 1-10 and '**vous**' or '**tu**' in your exercise book for each one. The lesson buzzer stops you
hearing the whole message, so your only clue is the **verb ending**.

	VOUS	tu		VOUS	tu		VOUS	tu
1	vous		4	vous		7	vous	
2		tu	5	vous		8		tu
3		tu	6		tu	9	vous	
			10	vous				

When you hear '**ez**' you know it is 'plural you'

ANSWERS

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This exercise requires the learner to listen for the verb form to determine whether one person is being addressed, or more than one person. This slide features declarative (affirmative) sentences; the next slide features negative sentences. Transcript and frequency data are below.

Transcript

The start of each sentence is missing.
Decide whether each sentence starts with "Tu…" OR "Vous…".

…regardez le problème. [EACH SENTENCE REPEATED AFTER 1 SECOND PAUSE]
…restes en silence.
…ouvres le livre.
…écrivez sur le tableau?
…me donnez le chewing-gum.
…parles en anglais.
…dessinez très bien.
…manges dans la salle de classe.
…écoutez l'histoire?

…copiez?

Frequency
Verb frequency rankings (1 is the most common word in French): regarder [425]; rester [100]; ouvrir [257]; écrire [382]; donner [46]; parler [106]; dessiner [2086]; manger [1338]; écouter [429]; copier [4637].
Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Dans la salle de classe (B)

Écouter

Listen again. The teacher is telling one or several pupils what they are **not** doing. Is he talking to talking to several pupils (**vous**…) or just one pupil (**tu**…)? Write '**vous ne**' or '**tu ne**' for each one. The lesson buzzer still stops you hearing everything, so listen carefully for the **verb ending**.

When you hear '**ez**' you know it is 'plural you'

ANSWERS

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Transcript

The start of each sentence is missing.
Decide whether each sentence starts with "Tu ne…" OR "Vous ne…".

1)   …regardez pas le problème. [EACH SENTENCE REPEATED AFTER 1 SEC PAUSE]
2)   …restes pas en silence.
3)   …ouvres pas le livre.
4)   …écrivez pas sur le tableau?
5)   …me donnez pas le chewing-gum.
6)   …parles pas en anglais.
7)   …dessinez pas très bien.
8)   …manges pas dans la salle de classe.

Frequency
Verb frequency rankings (1 is the most common word in French): regarder [425]; rester [100]; ouvrir [257]; écrire [382]; donner [46]; parler [106]; dessiner [2086]; manger [1338]; écouter [429]; copier [4637].

Source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Talking to 'you' vs more than one 'you':
Verbs with 'tú' and 'vosotros'

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Talking to 'you' vs more than one 'you': Verbs with 'tú' and 'vosotros'

Spanish uses different verb endings for *tú* (one 'you') and *vosotros* (more than one 'you').

Compare:

1. Escuch**as** → you listen (***one*** 'you')
2. Escuch**áis** → you listen (***more than one*** 'you')

So, for regular Spanish verbs ending in –ar (e.g. hablar):

Remove –ar and add **–as** for one 'you'

Remove –ar and add **–áis** for more than one 'you'

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		one 'you'	more than one 'you'
1	1	✓ pasas	
2	2		✓ llegáis
3	3	✓ dejas	
4	4		✓ habláis
5	5	✓ llevas	
6	6	✓ buscas	
7	7		✓ pensáis
8	8	✓ llamas	
9	9		✓ tomáis
10	10		✓ preguntáis

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escuchar

Verb frequency rankings (1 indicates the most common word in Spanish): pasar [68]; llegar [75]; dejar [86]; hablar [90]; llevar [101]; buscar [179]; pensar [105]; llamar [122]; tomar [133]; preguntar [219].

Source: Davies, M. & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge.

Click on the orange number to hear the audio, once. Click again to repeat, as required. To complete the task, students can number 1-10 in their books, write the table headings at the top and complete by ticking in the correct column. Students can be encouraged to transcribe the verb form, too.

Transcript

1. pasas
2. llegáis
3. dejas
4. habláis
5. llevas
6. buscas

7. pensáis
8. llamas
9. tomáis
10. preguntáis

Verb frequency rankings: cantar [717]; llevar [101]

Verb frequency rankings: acompañar [606]; celebrar [886]

Verb frequency rankings: bailar [1323]; llamar [122]

Verb frequency ranking: entrar [207]; llorar [630]

Verb frequency ranking: escuchar [281]; cortar [755]

Question words! What, when, why, which…

- Question words cross over the vocabulary and grammar strands
- To teach the formation of wh-questions, learners first need secure knowledge of the question words themselves!
- But... common chunks (formulae) often give misleading evidence about the meaning of question words e.g.,
    - **quel** age as-tu? 'quel' doesn't generally express English 'how'!
    - **comment** tu t'appelles? 'comment' doesn't usually express English 'what'!

(If such chunks of language are taught, learners need help breaking down such chunks)

- **Learners need to know the more 'reliable' words for frequent question words**

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NB: The French versions of two PPTs are inserted here – Questions words introduction and Questions words practice.
The equivalent resources exist (and have been uploaded already) for Spanish and German.

French Question words
Learning Routine

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comment?
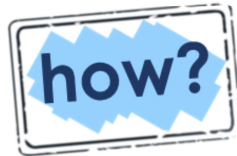
how?

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comment?

how?

116

comment?

how?

Comment vas-tu au collège?

[**How** do you go to school?]

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comment?

how?

Comment vas-tu au collège?

[**How** do you go to school?]

où?

where?

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où?

where?

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OÙ?

where?

OÙ est Amélie?

[**Where** is Amélie?]

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où?
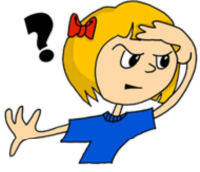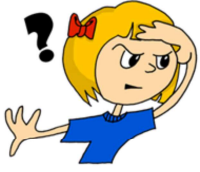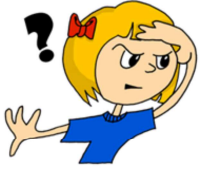
where?

Où est Amélie?

[**Where** is Amélie?]

quand?

when?

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quand?

when?

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quand?

when?

Quand commence le film?

[**When** does the film start?]

quand?

when?

Quand commence le film?

[**When** does the film start?]

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qui?

who?

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qui?

who?

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qui?

who?

Qui est ton prof de maths?

[**Who** is your maths teacher?]

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qui?

who?

Qui est ton prof de maths?

[**Who** is your maths teacher?]

que?

what?

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que?

what?

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que?

what?

Que fais-tu?

[**What** do you do/are you doing?]

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que?

what?

Que fais-tu?

[**What** do you do/are you doing?]

pourquoi?

why?

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pourquoi?

why?

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pourquoi?

why?

Pourquoi aimes-tu ça?

[**Why** do you like that?]

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pourquoi?

why?

<u>**Pourquoi**</u> aimes-tu ça?

[**Why** do you like that?]

quel?

which?
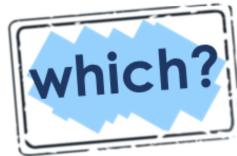
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quel?

which?

140

quel?

which?

Quel est ton mot préféré?

[**Which** is your favourite word?]

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quel?

which?

Quel est ton mot préféré?

[**Which** is your favourite word?]

quelle?

which?
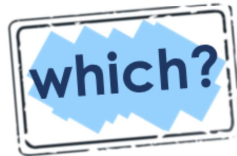
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quelle?

which?

Quelle photo aimes-tu?

[**Which** photo do you like?]

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quelle?

which?

Quelle photo aimes-tu?

[**Which** photo do you like?]

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combien?

how much?   how many?

Combien de chiens as-tu?

[**How many** dogs do you have?]

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combien?

how much? how many?

?

Combien de chiens as-tu?

? [**How many** dogs do you have?]

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French question words
Practice

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Quelle est la question?

1. ____ fais-tu?

2. ____ est ton mot préféré?

3. ____ commence le film?

4. ____ vas-tu au collège?

5. ____ est Amélie?

6. ____ de chiens as-tu?

7. ____ aimes-tu ça?

8. ____ est tu prof de maths?

9. ____ photo aimes-tu?

These repeat the questions from the learning presentation.
It would of course be possible to use completely different questions and create a higher level of challenge.

Noughts and crosses game.
Note: How much and how many are the same word in French (combien) but it's important that pupils know this!

| how? | what? | ... | ... | ... | ... | ... | ... | ... |

Students can also draw a 3 x 2 grid and choose six of the nine question words for a bingo.

Strip bingo is even better. Students write all of the nine question words in their own chosen order from left to right in English.

Teacher (or another student) calls out the question words in Spanish. Pupils can only tear off from either end.

The player who has nothing left on his/her strip first, wins.

Use the images to elicit the question words and/or a whole question (can easily differentiate – a bonus point can be offered for those who are able to create new questions).

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Slap the board.
Could also be done the other way around for reading practice.

This activity doesn't use all of the question words, but is a very useful one for practising questions in a scaffolded, yet 'contingent' context. Students only know which question word to use by looking at both lines of dialogue either side and processing for meaning. As the first line is repeated each time, the cognitive load is firmly focused on the 3rd utterance to cue the correct question word.

Using the Q words in context to reinforce their meaning. Lines 1 – 3 are there. Students supply the question word orally. Do a couple first to model, then give each pair 20 seconds to say each dialogue first before taking the answer whole class for the rest of the slides.

This is an additional use of 'comment' we are introducing here.

Quelle est la question?

- Je joue au football.

- ? **Pourquoi?**

- C'est génial!

Rachel Hawkes

This is a way to introduce a variant of ''qui' and one that is very useful for students, when talking about what they do with their friends / family.

Pair work
Question words are spontaneous
Responses are then supported.

After students have tried this out for themselves, use the animations to elicit their responses as a whole class orally and give them feedback.

Students can then create their own sequences of questions and answers, starting with a different statement. Their partner has to select the answer that has to be given.

How to teach and learn grammar
We now provide examples of sequences of activities for each of the languages: Spanish, French & German

For each language we will present at least one full sequence:

1)   Explanation

2)   Reading

3)   Listening

4)   Writing (controlled)

5)   Speaking (controlled)

But we will also provide examples of other grammar features, to show how the

principles can be extended to a range of features, modes, modalities.

We give examples of 1) verb morphology (that is, verb inflections for person,

number, tense) and 2) for syntax (S V order in French) and negation in Spanish.

NCELP also have developed or are currently developing materials for adjectival agreement, for articles, for aspect (imperfect in French - whether something is ongoing or complete).

How to teach and learn grammar

Slide content (Grammar teaching discussion document):

Grammar teaching discussion
Teacher: Date: Year Group (and set):
Observer: School: Language:

Lesson learning objective:

NB: There is no expectation that all these elements would be present in one lesson.

From this lesson, there is evidence that the learners:

☐ understand and use grammatical terminology, building on knowledge from KS2
☐ understand explicit and succinct descriptions of the target grammar features
☐ understand how one target feature compares with another feature to illustrate their different meanings (e.g. je fais versus j'ai fait: der Hund versus den Hund)
☐ understand problems they might have, including complex L1-L2 differences
☐ undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference)
☐ encounter the grammar features with a varied lexicon (e.g., a range of high frequency verbs, or nouns), whilst focusing their attention on the meaning of the grammar features
☐ receive corrective feedback, item by item wherever possible
☐ after input practice, practise producing the target features at phrase or sentence level, in speech and writing, in activities where the feature is essential to communicate meaning
☐ after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning

From this lesson, there is evidence that the teacher has:

☐ ensured that other 'cues' for the target meaning/function are removed (e.g. temporal adverbs if both adverbs and the grammar convey tense; intonation if both intonation and word order convey the interrogative function)
☐ guided learners' production of the grammar feature in free writing or speech, as appropriate
☐ ensured grammar features are revisited at frequent, planned intervals
☐ assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class)

Speech bubble: In the Autumn, we will be exploring "What children bring with them from KS2"

Grammar teaching discussion
Questions following the lesson / teaching sequence

1. In your lesson, to what extent do you think that learners successfully:
  • learnt new grammar features?
  • consolidated knowledge of previously taught grammar features?
  • developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities?
  • developed fluency/automaticity?

2. How do you know?

3. What aspects of grammar learning and teaching are you pleased with?

4. What do you think are the next steps for this class in terms of their grammar development?

5. What would help you to further ensure that previously taught grammar features are consolidated and revisited systematically?

6. To what extent are learners gaining from the following approaches to developing their grammar knowledge?:
  • providing succinct explanations of new grammar features
  • comparing two grammar features with contrasting meanings / functions
  • initially practising the grammar features in reading and listening when the features are essential for understanding meaning
  • providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice
  • regular re-visiting (i.e., spaced practice)
  • using the grammar feature in multiple contexts (oral, written, comprehension and production)
  • doing information gap tasks, where production of the target feature is essential to communicate meaning
  • short, regular assessments to check learning is incremental

7. Are there any aspects of grammar teaching that you want to develop further?

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Grammar teaching discussion document.
In this session we have explored the key principles underpinning NCELP's recommendations for teaching grammar, and explored lots of resources for teaching different bits of grammar across the three languages.
Handout 6a is the Grammar teaching discussion document that capture the key grammar teaching recommendations. This can be used to guide and structure discussions about grammar teaching amongst the Lead and Hub schools.

Handout 6a – Grammar teaching discussion (and handout 6b: grammar teaching discussion sheet incl. VEO tags)
Allow time for teachers to read this document. They will not have seen it before but will be familiar with the lay out.

Explain that Autumn term will include session on knowledge about language from KS2. So more information on this to come.

Discussion / any questions – this should align with what we covered in the earlier parts today

Learners…
Introducing the grammar knowledge
understand and use grammatical terminology, building on knowledge from KS2
understand explicit and succinct descriptions of the target grammar features
understand how one target feature compares with another feature to illustrate their different meanings (e.g. *je fais* versus *j'ai fait*; *der Hund* versus *den Hund*)
understand problems they might have, including complex L1-L2 differences
Embedding and Consolidating: Practice
undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference)
encounter the grammar features with a *varied lexicon* (e.g., a range of high frequency verbs, or nouns), whilst focusing their attention on the meaning of the grammar features
receive corrective feedback, item by item wherever possible
after input practice, practise *producing* the target features at phrase or sentence level, in speech and writing, in activities where the feature is essential to communicate meaning
Extending
after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning

Teachers…
ensured that other 'cues' for the target meaning/function are removed (e.g. temporal adverbs if both adverbs and the grammar convey tense; intonation if both intonation and word order convey the interrogative function)
guided learners' production of the grammar feature in free writing or speech, as appropriate
ensured grammar features are revisited at frequent, planned intervals
assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class)

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How to teach and learn grammar

This slide takes the statements from the Grammar Teaching Discussion document and puts them into phases of grammar learning.

The different phases are not clear cut, they definitely merge in to each other: you practise when you are establishing knowledge for the first time, and consolidating knowledge is often also extending it.

Many activities can be repeated for different purposes, depending on how well the grammar is already embedded.

These ways of working with grammar are intended to broaden thinking about the range of opportunities we give learners in and outside the classroom.

Update about Scheme of Work

Resources shared so far through the TRG sessions are activity ideas for you to be trying with your classes, largely fitting them around your current plans.

By the end of Summer term 2019: draft SoW for years 7 and 8 French

By the start of Autumn term 2019: draft SoW for KS3 all three languages

Not expecting schools to abandon current SoW!

We would only suggest "switch to NCELP SoW" once we have a full set of supporting resources in place

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NB: It's important to say that the **SOW development is ongoing - hope to have draft in one language, for year 7 and hopefully also 8, by end of summer term. Version in all three languages by end of summer holidays.**

In this TRG session we have introduced ideas, principles, and resources for teachers to try out and integrate for grammar teaching.

Please note, 2: NCELP's current aim is to get resources and basic principles communicated - so when the SoW is in a fuller draft, it will make sense and won't be arriving in a vacuum, but will have lots of resources to support it and you will understand the principles that underpin it and be able to create materials easily and implement the ideas 'on the hoof' during lessons.

In practical terms, resources and the SoW are having to be developed in tandem, and will be released as they are ready.

Summarise what has been covered today

Please remind Hub teachers to complete the feedback survey – this should have been sent to them by email.

Ideally they would complete it in the session, at the very end on their devices, so that we get more responses.

Conclusion and next steps

- **Cascade to colleagues in your departments**
- **Plan and resource**
  Keep in touch with each other and your lead school, sharing anything you create (or adapt from an NCELP resource). NCELP resources will be added frequently to Resource Portal.
  If teachers create their own resources, please send to enquiries@ncelp.org.uk – we can help with copyright free images / audio recordings etc. If the aim is to have the resources uploaded on to the Portal, NCELP will edit and give feedback.
- **Teach and reflect**
  Make grammar teaching the focus of your next planned visit / observation. Use the observation schedule as a planning tool and focus for discussion. Share the completed document with us enquiries@ncelp.org.uk .
- **Video parts of lessons where you focus on grammar**
  If possible, video parts of your lessons. Upload to VEO and tag.
- Remind yourself of your next key dates:
  Meaningful Practice TRG
  Hub Day 1

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Selection of relevant research references. References in bold are the 5 OASIS summaries which will be sent out for the TRG meetings.

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