

NCELP Meaningful practice

TRG presentation

NCELP | National Centre for Excellence
for Language Pedagogy

Please note: rather than scaling down this presentation from the CPD half day ourselves, and thereby forcing your attention onto particular studies or resources, we have instead left it intact and indicated where we feel you could choose from the material available in order to make the necessary cuts. Please select therefore according to your own perception of what will be most relevant and useful for your hub colleagues. (Teachers should have been sent all five study summaries in advance, however, and asked to read them).

Structure of the session

1. The role of practice in learning (Skill Acquisition)
2. Meaningful practice: Definitions, Rationales and Principles
3. Examples of research about practice
4. NCELP resources
 - Inflectional morphology
 - French regular '-ER'
 - French imparfait (habitual)
 - Syntax
 - French wh-questions
 - German verb 2nd
 - Spanish object pronouns
5. Creating materials and ideas for MP
6. Reflecting on TRGs to date and planning next steps

Please also remind the teachers that “Accessing meaning from rich texts” will be the focus of CPD in autumn / spring

Suggested timings:

5 minutes in total for explaining session outline on this slide, and summing up what has been covered at the end of the session (Slide 249)

Part 1: Learning theory. **5 minutes absolute max** – the aim is to get the terminology of these theoretical constructs straight

Part 2: Definitions, Rationales and Principles. This is a series of five key principles, plus time for discussion of the handouts, including reading the No Go Pedagogy document. **Max 30 minutes on this. So up to here there are 20 slides and 40 minutes – so 2 mins per slide.**

Part 3: Examples of classroom research about practice. **We suggest that you select one study from the five (all of which the teachers should have read in advance) to consider in detail. We would recommend Erlam, R. & Pimentel-Hellier, M. (2017), but you are of course free to choose another if you prefer. We have left all five in this presentation to allow you the choice.** Go through the key points and offer the

teachers some time to re-read and reflect further on the selected study. They might come up with interesting critiques of the methods, etc. That's ok and what it's all about. Each one of the summaries is linked to the resources we then present. **Max 10 mins.**

Part 4: NCELP resources. Bulk of the time on this. **Up to one hour 15 mins for a 3-hour TRG; 45 mins for a 2.5-hour TRG (rest is HW!). You may need to be selective, according to time available.** Allow some time for really digesting. Some are long sequences that you can talk through. But for others, please note, we will be showing some resources without their preceding more controlled sequences. We want to give you a wider taste of different kinds of activities, that are a bit freer, and could be sufficiently challenging for pupils in year 8 or 9 (or 10 even, for some learners). We are working to create the more controlled sequences that build up to the freer ones we present here.

Part 5: Creating opportunities for MP in your classes. **Allow up to 30 mins.** There might be some really interesting issues here, which align with or challenge the ideas.

Part 6: Reflecting back (**10 mins**) and planning ahead (**15 mins**).

Part 1) Learning theories about the role and nature of practice

Part 1: Learning theory. **5 minutes absolute max** – the aim is to get terminology of these theoretical constructs straight

This is just two slides long! Instead of talking a lot about the learning theory, we want to give you lots of concrete examples of actual research in classrooms and of actual teaching resources.

Where does practice sit in the instructed learning process? Skill acquisition theory (information processing theory)

Practice with control, with awareness.
Errors happen, speed is variable

Practice requires less awareness
Less error, faster and there is LESS
VARIABILITY in speed.
Declarative knowledge may be lost.

proceduralisation

automatisation

Declarative
knowledge

Procedural
knowledge

Automatised
knowledge

DeKeyser (2015 & 2017)

Examples of declarative knowledge? The letters ai are pronounced 'ai' in French; To say you do something to yourself in Spanish, you use 'me' before the verb; Knowledge that the sound string 'habe' means 'have'; If you see the ending 'aron' in Spanish, it means more than one person/thing completed something in the past.

It is important to understand that declarative knowledge is a type of representation in the mind – a type of memory.

- One advantage of **declarative** knowledge is that it *is* transferable – it can be used in different contexts and it can contribute to the start of the development process for acquiring a range of skills (e.g. knowledge what 'ai' means can be practised in a range of ways, and so feed into the development of knowledge that is useful for different modes and modalities, such as speech, writing, listening).

- One disadvantage is that it is prone to quite rapid **decay** – it does not reliably stay in the form that it was stored in for very long. The other problem is that, alone, it doesn't provide the 'useful' knowledge that allows people do actually '**do**' something with that knowledge.

For that, **we need to create some 'procedural' knowledge**, so that learners can actually do something - such as, in the case of learning a foreign language, understand or produce some language.

So, learners need to do something with the declarative knowledge, over and over, so

that they create this new type of knowledge - procedural knowledge. Now, procedural knowledge is much less transferable – it is most useful in the particular context or domain in which it is being practised. It is also *variable* – it can take different amounts of time to access it, it can be error-prone.

Once the procedural knowledge has been activated more, then a new type of knowledge is created – **automatized** knowledge. This is less prone to decay and it requires (less) conscious awareness; it can be accessed at greater speeds and with less variability. Sometimes the declarative knowledge that was involved at the start is completely forgotten.

This model of learning does not describe *all* learning phenomena: some learning in our lives happens implicitly, without awareness, such as learning most aspects of our first language or learning to walk!. But this model is a very useful account for most aspects of learning a foreign language where there is limited exposure to the language and where most learning happens after infancy when we are becoming 'conscious' learners; all characteristics of foreign language learning in the UK. The model emphasizes the need for repeated practice, on small bodies of knowledge.

NEW knowledge type established via spaced practice

Practice → declarative knowledge gets 'chunked' → more accessible
= precursor to automatised knowledge

Frequent and spaced practice: Guiding principles

- *Frequent* enough to prevent forgetting
- *Spaced* enough so recall is challenging for *your* learners, for *that feature*
- Spaced in *planned* ways to ensure re-visiting happens
- NCELP currently working on incorporating four 'broad types' of re-visiting:
 - More immediate 3-7 days;
 - Mid-spaced 3-4 weeks;
 - More spaced 9-12 weeks;
 - Longer term (annual & over the years).

(Bird, 2010; Kasprovicz & Marsden 2019; Rogers, 2015 & 2017; Suzuki 2018; Suzuki & DeKeyser, 2017)

TO RECAP: It is very important to understand that declarative knowledge doesn't get "turned into" proceduralised or automatized knowledge – they are different *types* of knowledge.

That is, practice lets us make something different, that draws on the declarative knowledge! But the new knowledge types (proceduralised, and then hopefully automatized knowledge) are easier to access, more ready to 'grab'.

SPACING – how often do we need to re-visit language?!

This is only a recent area of research, and there is not a huge amount available that is directly relevant to *language* learning.

There is enough research for NCELP to give **guiding principles**. ***Practice needs to be:***

- Frequent enough to prevent forgetting
- Spaced enough so recall is challenging for *your* learners, for *that language feature*
- Space in planned ways to ensure re-visiting happens

HANDOUT 3: NCELP Schemes of work (KS3) rationale and principles (DRAFT)

Note: This document is a draft but we think it's helpful to share it, here, as there is obviously a keen interest in knowing more about the SOW process.

There is enough research for us to make some **broad suggestions** about the frequency.

For the schemes of work development, NCELP is working on **four** 'types' of re-visiting:

- More immediate 3-7 days; (depending on frequency of lessons, but the idea is to practise a small set of features over pairs of lessons, rather than completely new material every lesson).
- Mid-spaced 3-4 weeks; (re-visiting the same language within each half term, perhaps in different contexts, modes & modalities)
- More spaced 9-12 weeks (re-visiting the same language within the term, perhaps in different contexts, modes & modalities)
- Longer term (annual & over the years) – this has to happen because knowledge is cumulative, so the language established in year 7 will be needed in year 8 etc etc.

Please note, these types of revisiting have to be flexible, they are not strict categories. The amount of practice and revisiting needed varies for different learners, for different language features, for different proficiencies and ages.

You can see that the general effect is to reduce the amount of new content we cover, in order to accommodate more practice to embed and consolidate knowledge.

Part 2) Meaningful practice: Definitions, rationales and principles

Part 2: Definitions, Rationales and Principles. This is a series of five key principles, plus time for discussion of the handouts, including reading the No Go Pedagogy document. **Max 30 minutes on this. So up to here there are 20 slides and 40 minutes – so 2 mins per slide.**

The Pedagogy Review recommendations

- Plan opportunities for pupils to practise and **use** new language, so that language knowledge is **embedded and retained**.
- Plan practice tasks and activities that are **incremental**, develop **automatization** and lead to confident **communication**.
- Provide opportunities for pupils to use their new language for **meaningful communication** beyond the classroom.
- Design and use tasks where **manipulation of language** is needed to fill a **genuine information gap**.
- Exploit **meaningful contexts** that arise spontaneously in the classroom for the introduction of new language, and/or the **recycling** of known language.

Let the teachers read this – a quick refresher

We are now going to look at 5 key ideas underpinning NCELP's approach to practice

Each principle is first presented in concrete terms, and is followed by a short explanation and justification about 'why this approach to teaching is important'

Try not to dwell on each one too much. But, it is worth explaining that this is an important process in the whole chain of CPD: articulating **why** we do something provides us with a deeper understanding of why we are doing it and strengthens our ability to not only do it ourselves but, more importantly, communicate it to others.

Principle 1: Practice in different modes & modalities

Listening & reading can benefit production *without* practising production!

Over 50 studies, e.g., VanPatten & colleagues; Marsden & colleagues

But ... production practice is definitely helpful and necessary, too!

Shintani & Ellis (2015); DeKeyser & Prieto-Botano (2015)

So, we need practice ...

- With input
 - written
 - spoken+ corrective feedback!
- With production
 - written
 - spoken+ corrective feedback!

This principle is that learners can practise grammar in listening and reading activities and then be able to produce them; that both input and output modes and modalities are important for practice.

*** Remind the teachers that Error correction and error tolerance are going to be part of the CPD in the Autumn term.**

Why is practising one language feature in each mode & modality important?

To establish different representations in memory, for the *same* feature of language.

Slightly different memory traces are laid down when hearing, seeing, saying, or writing language.

These traces of declarative knowledge (e.g. of a pattern presented and practised in writing) help to establish proceduralised and then automatized knowledge.

Problem! Once automatized knowledge is established, it is much less transferable.

So, if automatization happens in just writing, this knowledge can be difficult to apply to other uses. (DeKeyser 2015)

So, declarative knowledge needs to be established and practised for each mode & modality.

DeKeyser (1997); Li & DeKeyser (2017)

This just needs going through quite slowly

You can ask teachers to give examples of where they think this kind of skill-specific learning can be seen in their pupils?

One example is on the slide : if they learn a pattern just in writing, and then it becomes automatized, it is then very hard for them to use it in other ways e.g. they can't recall it when needing to say it, or they don't perceive or understand it when they hear it.

You might have the example of learning to say a fixed phrase very fast and pronounced accurately, but when they need to read it, if they haven't ever established declarative knowledge of that phrase in writing, they might not recognize it or be able to write it.

Principle 2: Integrating modes & modalities

- Phonics practice!
 - e.g. 'listening & reading'; or 'reading & speaking' or 'listening & writing'
- Dictation **and its more meaningful variants – all simulating events in the 'real world':**
 - Dictogloss
 - Transcription
 - Aural -> written translations
 - Zero-error dictation (learners can ask questions after each sentence)
= Arabyan's (1990) dictée dialogue
 - Error spotting (L2 oral -> L2 reading & writing)
- Multi-modal presentation (listening while reading)
Can you think of other 'unusual combinations'?

Check that the teachers understand 'mode' and 'modality'

Mode = (production mode or comprehension mode) i.e. **what you are doing with the language, producing or understanding it**, and 'modality' (oral or written modality), **is the way in which the language presents, speech or writing!**

So, listening is comprehension mode in the oral modality; speaking is production mode in the oral modality.

This is important to help us move away from the way we have viewed skills as 'practising reading' or 'practising speaking'. It is the knowledge that underpins these activities that drives progression. The knowledge of phonics, vocabulary, and grammar.

The nature of the knowledge changes with practice: declarative → procedural → automatised

Check that the teachers understand 'dictogloss'

Learners hear some language (the amount will vary according to their level). They hear this at a near normal rate – the critical thing is that it is faster than the speed that they are able to write it out accurately. They take notes while they are listening. Then, either by themselves or in pairs, they have to create a written text that conveys the same meaning. They might not choose exactly the same words or grammar. But they do have to convey the same meaning, and accurately.

There are several variants on this activity. E.g., have them read a short text quite fast and then remove it. They can make notes while the text is available, but not copy as there

isn't time! They have to recreate the meaning in speech or in writing.

Multi-modal presentation

The evidence for the effectiveness of this is when discourse (language that is longer than a sentence) is presented in a 'synchronised way' – as in teletext, where the same language is heard and seen at the same time. There is strong evidence that this helps learners 'segment' the input, one of the most difficult things to do in listening – where does one word end and one word begin, when language is at a rate that is quite fast. (less so with subtitles)

If it seems like the pace is going well, then ask the teachers: Can you think of any other unusual combinations? If it seems like the timing is tight, then reassure them that we are about to see examples and more are being produced as we speak!

Why is integrating knowledge across modes & modalities important?

The slightly different memory traces (for saying, hearing, reading, writing) have to be linked!

We need to help establish connections between different kinds of representations and knowledge: oral, aural, written recognition, written production.

Principle 3) Practice in different kinds of contexts

Contextualization involves connecting a specific learning context and meaning-making in that context.

(Activity Theory (Leont'ev, 1981; van Oers (1998); see also Lyster & Sato, 2013)

'Contexts' =

- different kinds of tasks
- different task demands
- different topic areas
- different vocabulary for the same grammar

"I have to communicate something was in the past otherwise the person listening won't understand."

"Learners who engaged in repeated practice of the same grammatical structure (*wh*-questions) but with different lexical items became faster with shorter pauses during communicative interaction."

Sato & McDonough (2019)

Here 'contexts' means different kinds of tasks – different kinds of activities, with varying task demands, different topics areas, grammar with different vocabulary.

Why is practice across different contexts important? “Transfer Appropriate Processing”

In sum:

“we can better remember what we have learned if the cognitive processes that are active during learning are similar to those that are active during retrieval.”

(Lightbown, 2008, p. 27)

Or put more simply: ***you need to practise under the conditions under which you will need to use the knowledge.***

So, having a grammar feature explained in a paradigm and then practising gap fills or a translation, doesn't also give them practice in understanding the grammar in listening, or producing the words in a freer more spontaneous narration.

Principle 4) Production practice

4 benefits of production (or *output*):

- 1) Input alone is not enough to lead to accurate and fluent production;
 - Practice in producing language is necessary.
- 2) When listening or reading, we can *pretend* to understand;
 - When speaking or writing, we can't 'pretend' to produce something!
- 3) By our early teens, to understand meaning, we interpret gestures and context; we know expected events and behaviours and their meaning → we can guess a lot!
 - But when *producing* language, we need to express something as accurately and efficiently as possible – we can't 'guess'.
 - We 'notice the gap' – we realise what we can't say or write!
- 4) Learners try out new language.

(Output Hypothesis, Swain, 1995; work by Canadian researchers: Swain, Lightbown, Spada, Collins)

We talked a lot about the importance of 'input' in the previous CPD sessions: for phonics, the importance of connecting sounds we hear to the symbols we see; for vocabulary and grammar, the importance of getting a lot of listening and reading practice for understanding vocabulary and grammar before we can expect learners to produce it reliably with understanding.

(Note! For the eagle eyed! This slide has combined the presentation of the principle with why it is important - you need no further clarification about what production is.)

Principle 5) Meaningful interaction

That is, asking and answering questions to get and give meaning.

This can be:

- Real time (online, face to face)
- Offline (email, leaving and receiving oral messages)

Errors are important and helpful when they lead to modification.

The '*surprisal effect*' of a **mis**communication helps establish new knowledge or recall stored knowledge.

Interaction is where learners:

- a) talk or write to others (teachers, peers) and there is reciprocal interest – not just one way information giving
- and also, b) the speaker and the listener are encouraged to ask for clarification, about meaning or the words (can be synchronous writing nowadays, too!)

Why is 'interaction' important?

3 benefits of interaction:

- 1) Learners seek clarification about meaning
...and knowing **meaning**, helps things to be learnt!
- 2) Interaction provides an opportunity for feedback.
- 3) Learners 'modify' their output.
They correct themselves!

Long's Interaction Hypothesis (1985 & 1996); Pica, Young & Doughty (1987)

All these help *attention* and *memory* systems to establish **declarative knowledge** and **proceduralisation**.

Meta-analysis: role of interaction in vocabulary teaching

- 32 studies, 1,964 learners
- having interaction helped more than no interaction

Vos et al. (2018)

Pause on meta-analysis. Explain that meta-analyses select, following carefully laid out criteria, a set of studies. They extract their findings and then join their findings together across the set – this gives 'grand effect sizes', showing broad patterns across a number of studies.

So – it's a no brainer that the pedagogy review recommends interaction with other speakers of the language – e pals, trips etc., etc.

A short note on the limitations of
visually enhancing the input:

There is LOTS of research providing ...

very *little* evidence that visual enhancement reliably improves:

attention on the feature,
or comprehension,
or learning over time.

(Alanen, 1995; Izumi, 2002; Issa & Morgan-Short, 2018; Jourdenais, 1998; Kubota, 2000; Leow, 2001; Leow, Egi, Nuevo, & Tsai, 2003; Loewen & Inceoglu, 2016; Lyddon, 2011; Park, Choi, & Lee, 2012; Park & Nassif, 2014; Winke, 2013; Wong, 2003)

We just want to flag one more thing, which isn't exactly a positive principle, but something to be aware of and to make your colleagues aware of.

As you can see, visually enhancing includes techniques such as colour, formatting (bold, underline) or changing the font size.

There is a fairly substantial body of research about the role of visual enhancement in the learning process.

This is simply to manage our expectations about what that can actually achieve.

Many laboratory and classroom studies have been carried out and there is *very little solid evidence*.... [as per the slide]

Visual enhancement might be useful simply so we can easily direct learners to look at feature, i.e., just as a physical 'pointer': "look at the words you can see there in red" "read out the word that is underlined" ... It can be a device just to actually explicitly direct learners to look somewhere.

But, the message is: let's not pin any hopes on this kind of thing increasing attention at a level that will really engage learning processes.

Key points from Part 2: Meaningful Practice

1. Declarative knowledge

- SEAR: **S**hort, **E**xplicit, **A**s **A**ccurate-As-Possible-At-Present, **R**evisited
- Prone to decay
- Usefulness is very variable across different learners

2. Practice needed to establish useful types of knowledge: “procedural” and “automatised”

- Reduce cognitive load in early stages of practice
- Spacing in planned ways to ensure re-visiting happens
 - Frequent enough to prevent forgetting
 - Spaced enough so recall is challenging for your learners, for *that language feature*
- In different modes & modalities
- Integrating modes & modalities
- Same language needed in different contexts

On 1) explicit means ‘given by the teacher’. The information is given in a planned, intentional way. That is, it is ‘deductive’, i.e. before practice is often most helpful for most learners.

On 2) Frequency – we need classroom judgement to know for those pupils at that time. So, planned schemes of work for your context are important.

If any teachers ask: we will be sending a draft SoW before the summer term, and the full versions of example SoW in early September.

Key points from Part 2: Meaningful Practice

3. Genuine information gaps to force recall

- Meaningful interaction
- Make the feature essential to get or give meaning

4. Manage expectations

- a LOT of practice is needed
- oral production is usually 'behind' written production
- errors happen as part of proceduralisation

Note that for 3) Varying the topic **around** the grammar is a key principle of our SoW

Discussion

To prepare:

1. Think back to the document “Meaningful Practice: Definitions, Rationales and Principles”
2. Read the short document ‘No-Go Pedagogy’
3. Think about the ideas we have covered so far.

Question 1: Are there any aspects of these ideas that teachers in your Hub Schools might find difficult to understand or relate to their classrooms?

Question 2: How might we address these kinds of challenges?

The teachers were sent the **‘Meaningful practice: Definitions, Rationale and Principles document** before the session. There should also be a printout in their packs.

The No-Go Pedagogy document aims to help further define what useful practice is likely to look like. It stylizes some practices that might take place in some classrooms occasionally.

Part 3) Examples from research

Part 3: Examples of classroom research about practice. . **We suggest that you select one study from the five (all of which the teachers should have read in advance) to consider in detail. We would recommend Erlam, R. & Pimentel-Hellier, M. (2017), but you are of course free to choose another if you prefer. We have left all five in this presentation to allow you the choice.** Go through the key points and offer the teachers some time to reflect further on the selected study. They might come up with interesting critiques of the methods, etc. That's ok and what it's all about. Each one of the summaries is linked to the resources we then present. **Max 10 mins.**

Summary 1: Asking learners to co-create language doesn't necessarily focus them on attending to or producing the language we want them to

Erlam, R. & Pimentel-Hellier, M. (2017). Opportunities to attend to language form in the adolescent near-beginner classroom. <https://oasis-database.org/concern/summaries/2r36tx526?locale=en>

Relevance to context is high: Beginner learners of French and Spanish
Preparing conversations and role plays on topics (food, hobbies, personal information!)

Thoughts for our classrooms?

The positives of this kind of activity?

These interaction tasks steered a little focus on *some language* form; pupils learnt some things from these paired interactions even when not always corrected by teacher.

BUT..
Learners focussed on *vocabulary*, most of the time.

Learners could complete the tasks without actually having to get grammar right.

Highlights need for resources that make grammar 'task-essential' during interaction.

Pause on the question **Thoughts for our classrooms?** to ask what the teachers think.
Then, summarise key implications given on the slide
When it comes to 'having a conversation', students are unlikely to focus naturally on grammar.
Shows need for plenty of production practice isolating and focussing on getting those structures right; then lead up to freer tasks.

(cont'd...) trapping certain language (grammar!) in paired production-creation tasks is difficult

“Work with your partner to create a conversation / letter / a role play”

- The hope: learners “reflect upon their own target language use...enabling them to control and internalise linguistic knowledge”

(Swain, 1995, p. 126).

- But... this learner talk is variable, in amount and quality:
- Most learner-initiated talk relates to lexical items and spelling
- Learners don't focus on grammar much!
 - Varies widely depending on proficiency and task type
 - Between about 10% (Williams 1999) - 40% (Kowal & Swain 1994) of what they talk about

That study we have just seen by Erlam & Pimentel-Hellier is not the only study to have shown this.

Quickly go through the points on the slide. “There is a hope that getting learners to produce language together, creating relatively ‘free’ production tasks, directly feeds language learning. But ...”

Summarise the key point: There are limits to what we can expect learners to say or attend to *by themselves*. This finding has driven much of our resource creation. We need to *actively manipulate* the input, and we need to *actively control and plan what language will be produced* in any given activity.

Further information: This extract from a very recent study nicely summarises some of the limitations and concerns about the body of evidence that can really support this kind of ‘meta-cognitive strategy’ approach, where, for example, learners are left to discuss language in the hope that language learning results.

From **Ammar & Hassan (2018) Learning Benefits of Collaborative Dialogue: Language Learning.**

“The learning benefits of collaborative dialogue are increasingly being acknowledged by L2 researchers (Swain, 2006, 2010). For example, Swain (2006) explained that by talking it through, the learner comes to understand the language, which in turn triggers interlanguage development. Albeit informative, findings from the extant research about

the beneficial effects of collaborative dialogue need to be interpreted with caution because of methodological choices that limit the external validity of the findings (Kim, 2008; Kuiken & Vedder, 2002a, 2002b; Nassaji & Tian, 2010; Shehadeh, 2011; Storch, 2005; Storch & Wigglesworth, 2007). First, several studies have looked at the effects of collaborative dialogue on text quality without necessarily measuring its effects on L2 learning (Kuiken & Vedder, 2002a; Storch, 2005; Storch & Wigglesworth, 2007). Second, the instructional interventions in these studies have been short lived (with the exception of Shehadeh, 2011), consisting of one to two periods, sometimes targeting a single feature (e.g., Kuiken & Vedder, 2002b), thus limiting the ecological validity of the reported results. Lightbown (1983) warned that instruction that is both intensive and short lived is vulnerable to rapid forgetting. Lastly, there have been several contradictory findings as to the L2 learning benefits of collaborative dialogue. For instance, with respect to the effects of collaborative dialogue on vocabulary learning, Kim reported that learners who had performed the dictogloss task in pairs outperformed those who had done so individually on both immediate and delayed posttests. However, Nassaji and Tian failed to obtain similar evidence as to the positive effects of collaborative tasks on L2 vocabulary learning. Additionally, several studies have shown no benefits of collaborative writing for morphosyntax (Kuiken & Vedder, 2002b; Shehadeh, 2011). Attributing such unexpected results to learners' low proficiency level, Shehadeh argued that the low-intermediate level of learners might have rendered them "unable to assist each other with the needed grammatical accuracy" (p. 295). Last but not least, although research focusing on the learning benefits of collaborative dialogue has been conducted in different contexts, it has predominantly targeted adult learners of intermediate to advanced proficiency. Thus, it is unclear whether the reported benefits of collaborative dialogue would apply to L2 learners in elementary schools and more generally to learners of lower proficiency levels. This question is of paramount importance in light of results from descriptive research demonstrating the mediating effect of proficiency level on the effectiveness of collaborative dialogue".

Summary 2: Input practice benefited freer oral production

McManus, K. & Marsden, E. (2019). Using explicit instruction about L1 to reduce crosslinguistic effects in L2 grammar learning: Evidence from oral production in L2 French.

<https://oasis-database.org/concern/summaries/hh63sv92f?locale=en>

- A picture narration story
- Task directly contrasted need for imparfait with passé composé

Thoughts for our classrooms?

- Although the instruction was input-based (R & L), the tests showed gains on oral production.
- Nice example of 'NCELP sequence'
- NCELP is adapting this sequence for younger learners
 - we show you just one part today – the final meaningful practice component.

Summary 3: Actively producing questions in pairs led to more improvement (than hearing or reading out questions)

McDonough, K. & Chaikitmonkol, W. (2010). Collaborative syntactic priming activities and EFL learners' production of wh-questions. <https://oasis-database.org/concern/summaries/2j62s484w?locale=en>

- Group who did collaborative priming produced more *wh*-questions than other question types
 - whereas regular class mostly produced *wh*-questions without required auxiliary verb.
- In the collaborative priming group, the improvement on post-tests was related to the number of target *wh*-questions they had *actively produced* during the activities, rather than number of questions they had heard or just been directed to ask by a written prompt.

Thoughts for our classrooms?

Importance of active (rather than heavily prompted) production practice in meaningful contexts.

Consider seating plans. Consider placing more advanced with less at the start; then more equal for a repetition

Teachers might notice a weakness of the design? The regular group didn't focus on WH questions especially – just normal amount in regular lessons.

Other studies have had stronger designs.

Another related summary, with a slightly different design, McDonough, K. & Mackey, A. (2008). Syntactic priming and ESL question development. <https://oasis-database.org/concern/summaries/st74cq441?locale=en>

Summary 4: Daring to give more complex tasks, but still 'trapping a form'

Révész, A. (2009). Task complexity, focus on form, and second language development.
<https://oasis-database.org/concern/summaries/x059c7329?locale=en>

Relevance! Photo description, with teenagers and pre-intermediates.

Describe a "burglary at Soho" - a timed picture series, in which use of past progressive was essential

Thoughts for our classrooms?

- Illustrates effects of task complexity on accuracy of grammar
 - the idea of 'desirable difficulty'
- Need to sometimes overlook inaccuracies in aspects that are not 'in play' (e.g. knowledge of vocabulary or gender accuracy when we are focussing on other grammar)
 - progress with one structure/feature can be better isolated.
- Learners made most gains when there was a) challenge and b) immediate feedback

Teachers may be concerned that these sorts of conditions, when a student tries to speak for 45 seconds about a photo and gets listened to, might only currently happen in end of term/year tests or mock exams. But by using oral homework tasks and by using group and pair work, we can be confident in giving more of these kind of oral narration tasks that force the learners' to recall previously practised language (without providing 'frames' that do a lot of the work for them). And we can remind teachers that not *every* learner has to be corrected *all* the time (for learning to happen).

Summary 5: Won't pupils be anxious about talking?

Baralt, M. & Gurzynsky-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication.
<https://oasis-database.org/concern/summaries/ff3655257?locale=en>

- Face to face oral interaction was *not* ridden with state anxiety
- Perhaps no more so than written online communication

Thoughts for our classrooms?

A lot of NCELP resources rely on peers interacting with each other.

These activities are carefully designed to:

- 'trap' (force!) the desired language, where possible
- give *both* learners something to do (speak, listen, write, or read).

But how *else* can we help create an atmosphere where learners talk in the target language in pairs, in groups, or in a whole class setting?

Helpful definitions: 'State anxiety' is anxiety caused in that moment (versus trait anxiety = an anxious person).

This summary might be a good conversation starter about the best conditions for interaction, and how to reduce anxiety levels. Teachers might talk about the peer pressure, reluctance of a lot of students from Y8 onwards to speak in front of the class.

There are different strategies that teachers can use in the classroom to reduce the anxiety and encourage talk e.g.,

- seating configurations sitting with a range of more, matched, and less proficient learners can be useful.
- start in year 7 with this expectation that talking will happen in pairs
- structure the tasks so that genuine *two way* performance is needed (listening and speaking), .

Tell the teachers that, thanks to an idea from a teacher in Preston, we are looking into buying clips (menu card holders) that can hold conversation cards between learners, meaning they can't see each others' information, to support the information gap. We intend to give one set to each school to trial. Schools may already have something like this.

Part 4) Sample resources for Meaningful Practice

French, German, Spanish

Morphology
Syntax
Lexicon
Phonics

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Part 4: NCELP resources. Bulk of the time on this. **Up to one hour 15 mins for 3-hour TRG; 45 mins for a 2.5-hour TRG (rest is HW!). You may need to be selective, according to time available.** Allow some time for really digesting. Some are long sequences that you can talk through. But for others, please note, we will be showing some resources without their preceding more controlled sequences. We want to give you a wider taste of different kinds of activities, that are a bit freer, and could be sufficiently challenging for pupils in year 8 or 9 (or 10 even, for some learners). We are working to create the more controlled sequences that build up to the freer ones we present here.

One of our greatest challenges: Making language “task essential” = trapping the form!

To encourage use of the language feature we want them to practise...
...is difficult! In the materials you will see, watch out for the tension:

Letting go	Trapping the language under focus
releasing support, tasks are 'freer'	all the language pupils need is provided, tasks are 'controlled'
pupils need to attend to lots of parts of the input	forcing attention (attend to and understand x)
pupils need to recall lots of aspects of knowledge	forcing recall (production of x)
...TOO MUCH? learners avoid the language we want them to understand or produce (they use other words, guess, don't use grammar)	...TOO MUCH? activity becomes mechanical (can be done by rote-producing a pattern, without really thinking about function/meaning)

Very occasionally, it's not possible to make language 'task essential'

→ We call it “task useful” instead! It helps completion of the activity but isn't essential.

Before we look at the materials, let's think about the key challenge in creating meaningful practice.

Remember in the grammar session, we covered how language can be made meaningful (grammar can be linked to its meaning) fairly easily in the input.

So, we can create sentence level tasks that force learners' attention on specific grammar or words.

But it is a challenge to create meaningful practice activities. Let's look at the tension.

Sample resources

Using prototype French verbs to narrate a sequence of events

French regular -ER verbs, in the present.

This activity practises use of French –ER verbs in the third person, and focuses on distinguishing il/elle subject pronouns.

Presents some challenge as the 3rd person forms they have previously learnt are now used in a different context with different lexicon, and further challenge in that this is discourse level (not individual sentences); the ideas are linked.

In our SoW we are planning on having these highly frequent and regular verbs late in term 1 or early in term 2- they will have been covered in various activities prior to this.

Sample resources

Narrating habitual events in the past:
French imparfait

Habitual events in the past – French *imparfait*

We would have covered a couple of sequences of work which focused learners attention on the role of the *imparfait* – contrasting **present ongoing** with **past ongoing** events, perhaps just in the first and third person singular. Also a sequence where the learners would have compared *imparfait* with the *passé composé* – the difference between **completed** and **habitual past** events.

The learners would have completed controlled listening, reading, speaking and writing activities, so that their knowledge of this feature was well embedded.

Then, this listening and oral narration activity consolidates and extends this knowledge. It has a story to it, which lifts the level of cognitive difficulty - the learners are describing something that is unfamiliar to them, not in the here and now (but in the there and then)

(McManus and Marsden created such a sequence and we are now adapting it for NCELP materials)

Habitual versus completed events in the past

Monologic narration task Nathalie et son chat Pompon

Stephen Owen, Emma Marsden & Nick Avery

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Learners' previous knowledge

We assume that the pupils have completed the sequence of activities which teach them:

- the use of *avoir* versus *être* with the perfect tense, and its function to describe completed events in the past
- the third person singular form of the imperfect tense, and its function to describe habitual events in the past.

The verbs in this activity are regular –er (or behave like an –er verb in the imperfect, e.g. dormir). There are two irregular verbs: partir and être.

Source of pictures

Huensch, A., & Tracy-Ventura, N. (2017). Understanding second language fluency behavior: The effects of individual differences in first language fluency, cross-linguistic differences, and proficiency over time. *Applied Psycholinguistics*, 38(4), 755-785.

McManus, K., & Marsden, E. (2017). L1 explicit instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*, 39(3), 459-492.

Sample resources

Word order: German verb 2nd

Word order: German verb 2nd

Syntax is notoriously difficult to trap!

It is difficult to make it essential to the task without the task becoming a meaningless mechanical task where learners don't have to think about which pattern to use, because they can just keep repeating a surface pattern. We tried to make a task where the learners have to choose each time whether they need to have a verb 2nd or not.

We provide the prior sequence here, to illustrate the development from presentation to controlled practice to freer production.

German word order

Putting the verb second

Sample resources

Word order: Wh- questions in French

Word order: Wh-questions in French

Syntax is notoriously difficult to trap!

It is difficult to make it essential to the task without the task becoming a meaningless mechanical task where learners don't have to think about which pattern to use, because they can just keep repeating a surface pattern. We tried to make a task where the learners have to choose each time whether they need to have a verb 2nd or not.

Prior sequence already available here too, to illustrate the build up.

This is based on a study in which learners of English improved in question formation after the kind of whole class interaction practice. Some information about that study is on the next slide.

Practising one structure ... on different topics

“learners who engaged in repeated practice of the same grammatical structure (*wh*-questions) but with different lexical items became faster with shorter pauses during communicative interaction”

Sato & McDonough (2019)

Practice, rather than quantity of initial declarative knowledge (the rules), predicted accuracy and fluency of learners' productions.

Teacher holds the information (= information gap).
Students asked questions to obtain that information.

- *Biography*: Determine the identity of a famous person
- *Interview*: Obtain information about the teacher's life
- *Picture difference*: Spot the difference between teacher's picture and students' picture
- *Truth or lie?* *Would I lie to you?* Is the teacher telling the truth or lying?

*We don't have a summary yet of this one, but it is on its way.

Sato, M. & McDonough, K. (2019) Practice is important but how about its quality? Contextualized practice in the classroom *Studies in Second Language Acquisition*.

Full article is available here:

[https://www.researchgate.net/publication/330398217 Practice is important but how about its quality Contextualized practice in the classroom ---- Studies in Second Language Acquisition](https://www.researchgate.net/publication/330398217_Practice_is_important_but_how_about_its_quality_Contextualized_practice_in_the_classroom_----_Studies_in_Second_Language_Acquisition)

Just in case, some information about this study:

The tasks drew on three themes: work and education, environmental issues, and physical and mental health.

Variation in the communicative goal of the tasks (e.g., deciding if the instructor was telling the truth or lying versus guessing the identity of a Chilean celebrity)

This contextualized practice helped both accuracy and fluency

“effect sizes” were all medium to large between Time 1 and Time 5:

- error rate ($d = .72$),
- speech rate ($d = 1.53$),
- and mean length of pauses ($d = .66$)

Practising questions with question words

On va jouer!

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This sequence of meaningful practice activities is intended to build on two grammar learning sequences you have already used:

Questions vs Statements PPT sg-pl

Question words PPT1/PPT2

This sequence begins with a speeded practice activity with the first set of images spinning for 5 seconds and the second set spinning for 3 seconds. Simply repeating has been shown to have some positive effects on fluency e.g. the 4-3-2 (decreasing minutes for doing an oral narrative) task (De Jong and Pefetti, 2011)

Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization

Language Learning 61:2, June 2011, pp. 533–568

<http://www.pitt.edu/~perfetti/PDF/de%20Jong%20Language%20Learning.pdf>

Sample resources

Vocabulary

Information gap: Holiday experiences
WH-questions

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Note: I've inserted this 'vocabulary' MP resource here to show an example of varying the lexicon/semantic field around the grammar structure 'WH-questions' that we have just seen.

This is NOT to suggest that you would move straight from one to the other! It's to show that the same, essential grammar needs to be revisited systematically and that, with time and sufficient practice, the level of control can be reduced and the level of spontaneity increased, **gradually!**

It's important to stress (it does say this in the teacher instructions for the task) that the table of indicative language is guidance for the teacher, and DEFINITELY NOT to be used as a speaking frame. It's important to stress that students need to have embedded this language sufficiently well before doing this task, as it does bring together quite a few question words, a variety of vocabulary etc..

Just to give an indication, I have used the German version of this task in term 4 of learning in the past.

The Spanish and German versions are the equivalent task – it seemed important to show that we are creating equally across the three languages, as much as possible.

As the images on the slides are small, STs have handouts of this resource: Handouts

10, 11 and 12.



Instructions
 Divide students into pairs and ask them to imagine that they are in the holiday destination on the postcard that they have been given. Students have to share information about their destination with their partner and decide which holiday they prefer and why. The language below is to inform the teacher and show the sort of language students will need. Students draw on language from memory to complete the task, and may produce different language.

Target language

Word(s)	Word class(es)	Frequency ranking(s)
1. Questions Où es-tu? Où restes-tu? Quel temps fait-il? Combien de temps restes-tu là? Avec qui es-tu là / en vacances? Que fais-tu? Quelles vacances préfères-tu?	adv., verb, pron. adv., verb adv., noun, verb, pron. adv., noun, verb, prep., pron., verb, pron., adv. adv., noun verb, pron.	48 [où] 5 [être] 112 [tu] 48 [où] 100 [restes] (or 3060 [sages]) 146 [quel] 65 [temps] 25 [faire] 800 [combien] 10 [109] 23 [avec] 14 [qui] 9 [que] 1726 [vacances] 597 [préférer]
2. Accommodation types Je reste (j'ôte) dans... un hôtel (m) une maison une pension (f)	verb, prep noun noun noun	22 [je] 100 [reste] 11 [dans] 1774 [hôtel] 1821 [pension] 325 [maison]
3. Weather il fait chaud il fait beau il fait du soleil il pleut	verb, noun verb, adj, noun	13 [il] 1852 [chaud] 393 [beau] 1713 [soleil] 4586 [pleuvait]
4. Duration of stay mes vacances durent... / je suis / passe... ici une semaine (f) un weekend (m) deux jours (m, pl)	adv., noun, verb verb, adv. noun noun noun	60 [mon] [mes] 1726 [vacances] 1118 [durer] 90 [passer] 167 [ici] 245 [semaine] 2475 [week-end] 78 [jour]
5. Who you are with Je suis (avec mon/ma...) mère (f) père (m) amis / amies (m/f, pl) copains / copines (m/f, pl)	verb, prep, adj noun noun noun noun	60 [mon] 645 [mère] 367 [père] 467 [ami] 3020 [copain]
6. Activities je mange de la glace je visite Disneyland	verb, noun verb	1338 [manger] 2580 [glace] 1378 [visiter]
7. Opinions, comparisons je préfère... parce que c'est mieux que c'est pire que c'est plus... que c'est moins... que	verb, conj verb, conj, adv. conj verb, adv, conj verb, conj, adv, conj verb, conj, adv, conj	217 [mieux] 743 [pire] 19 [plus] 62 [moins]

Note: pronunciation: orthographe: conjugaison: accents: etc. - preparation:
 Source of frequency ratings: Louisa G. & Sue Ellis, 1999. A frequency dictionary of French: Core vocabulary for learners London: Routledge.

Sample resources

Vocabulary

Information gap: Holiday experiences
WH-questions

Barcelona		

Barcelona		

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 University of York

Teacher instructions
 Divide students into pairs and ask them to imagine that they are in the holiday destination on the postcard that they have been given. Students have to share information about their destination with their partner and decide which holiday they prefer and why. The language below is to inform the teacher and show the sort of language students will need. Students draw on language from memory to complete the task, and may produce different language.

Target language

Word(s)	Word class(es)	Frequency ranking(s)
1. Questions		
¿Dónde estás?	adv., verb	161 [dónde] 21 [estar]
¿Dónde te quedas?	adv., verb	48 [te] 100 [quedar]
¿Qué tiempo hace?	pron., noun, verb	50 [que] 80 [tiempo] 26 [hacer]
¿Cuánto tiempo estás ahí?	adj., noun, verb	58 [cuánto] 68 [197]
¿Con quién estás?	prep., pron., noun	14 [con] 299 [quién] 21 [estar]
¿Qué actividades haces?	pron., noun, verb	50 [que] 344 [actividad] 26 [hacer]
¿Qué vacaciones prefieres?	pron., noun, verb	2641 [vacaciones] 713 [preferir]
2. Accommodation types		
me quedo en...	verb, prep	22 [me] 100 [quedar] 5 [en]
un hotel (m)	noun	1163 [hotel] 2652 [pension]
un albergue (m)	noun	>5000 [albergue]
una pensión (f)	noun	
3. Weather		
hace calor	verb, noun	26 [hacer] 945 [calor]
hace buen tiempo	verb, adj, noun	26 [hacer] 103 [bueno] 80 [tiempo]
llueve	verb	2134 [llover]
4. Duration of stay		
mis vacaciones duran... / estoy aquí	adj., noun, verb	37 [m] 2641 [vacaciones] 1118 [durar]
una semana (f)	verb, adv.	21 [estar] 130 [se] 301 [semana]
dos semanas (f, pl.)	noun	
5. Who you are with		
estoy (con mi...)	verb, prep, adj	21 [estar] 14 [con] 37 [mi]
madre (f)	noun	226 [madre]
padre (m)	noun	162 [padre]
abuela (f)	noun	733 [abuela]
abuelo (m)	noun	4796 [abuelo]
6. Activities		
como helado	verb, noun	347 [comer] 3024 [helado]
como el sol	verb, noun	133 [tomar] 1 [el] 383 [sol]
7. Opinions, comparisons		
prefiero... porque	verb, conj	713 [preferir] 40 [porque]
es mejor que	verb, adj, conj	7 [ser] 116 [mejor] 3 [que]
es peor que	verb, adj, conj	7 [ser] 694 [peor] 3 [que]
es más... que	verb, adj, conj	7 [ser] 23 [más] 3 [que]
es menos... que	verb, adj, conj	7 [ser] 117 [menos] 3 [que]

Note: prep=preposition; adj=adjective; conj=conjunction; adv=adverb; prep=preposition.
 Source of frequency rankings: Davies, M. & Davies, K. (2018). A frequency dictionary of Spanish: core vocabulary for learners. London: Routledge.

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 University of York

Sample resources

Vocabulary

Information gap: Holiday experiences
WH-questions

		
Berlin		
		

		
Berlin		
		

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BOCHUM HUNDESBURG PROGRAM - BOCHUM, GERMANY

UNIVERSITY of York

Instructions
 Divide students into pairs and ask them to imagine that they are in the holiday destination on the postcard that they have been given. Students have to share information about their destination with their partner and decide which holiday they prefer and why. The language below is to inform the teacher and show the sort of language students will need. Students draw on language from memory to complete the task, and may produce different language.

Target language

Word(s)	Word class(es)	Frequency ranking(s)
1. Questions		
Wo bist du?	pron, verb, pron	94 [wo] 3 [sein] 52 [du]
Wo wohnst du?	pron, verb, pron	380 [wohnen]
Wie ist das Wetter?	pron, verb, noun	28 [wie] 1 [das] 1369 [Wetter]
Wie lange bist du dort?	pron, adj, verb, pron, adv	95 [lang] 135 [dort]
Mit wem bist du (dort)?	prep, pron, verb, pron	15 [mit] 173 [wer]
Was machst du?	pron, verb, pron	39 [was]
Welcher Urlaub ist besser, (deiner Meinung nach)?	pron, noun, verb, adj	138 [welch], 1192 [Urlaub] 231 [besser]
2. Accommodation types		
Ich wohne in (einem/einer)	pron, verb, prep	8 [ich] 45[n]
Hotel (n)	noun	1129 [Hotel]
Pension (f)	noun	>5000 [Pension]
3. Weather		
Es ist kalt	pron, verb, adj	14 [es] 874 [kalt]
Es ist warm	pron, verb, adj	1109 [warm]
Es ist heiß	pron, verb, adj	918 [heiß]
Es ist sonnig	pron, verb, adj	>4037 [sonnig]
4. Duration of stay		
Ich bin ... hier.	pron, verb, adv	71 [hier]
zwei Wochen (f, pl.)	num, noun	77 [zwei] 209 [Woche]
ein Wochenende (nt)	art, noun	5 [ein] 764 [Wochenende]
zwei Tage (m, pl.)	num, noun	198 [Tage]
5. Who you are with		
Ich bin mit meinen... hier.	pron, verb, prep, poss adj	53 [mein]
Freunden (m, pl.)	noun	327 [Freund]
Eltern (pl.)	noun	351 [Eltern]
6. Activities		
Ich schwimme/ Ich gehe schwimmen	pron, verb	1832 [schwimmen] 69 [gehen]
Ich liege am Strand?	pron, verb, prep, noun	118 [liegen] 19 [an] 2047 [Strand]
7. Opinions, comparisons		
Ich finde (A) besser	pron, verb, adj	110 [finden]
Es ist (interessanter) als (B)	pron, verb, adj, conj	531 [interessant] 25 [als]

Note: pron=pronoun; adj=adjective; conj=conjunction; adv=adverb; prep=preposition; num=number; source of frequency ranking: Jones, E. & Tommer, S. (2006). A frequency dictionary of German oral vocabulary for learners. Routledge.
 *Cultural note: there are beaches in Berlin!

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Sample resources

Word order: Direct objects in Spanish

We present a full sequence here, drawing together several different ways in which word order can fall in to Object first in Spanish.

The OVS pattern itself is difficult because of entrenched ways of using SVO word order in English – learners don't expect to hear an object first!

The morphology is also difficult because of the lack of salience and the similarity with other forms (la has a dual function; el and le very similar)

So, we are thinking that some parts of this might be appropriate for mid to late year 7. It is important to introduce this first because soon we need to introduce them to me gusta, me interesa - but first, let's get the idea of object first starting to embed in their minds. This will help them process the input better, without always thinking that what they hear or read first will be the subject... it is a slow drip feed.

Saying who receives the action: 'lo' and 'la' in object-first sentences

Nick Avery and Emma Marsden

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French phonics activity

Read aloud, peer dictation, errorless dictation, dictogloss

Sound-symbol correspondences:

*SFC, ien (jɛ̃), in ('œ̃), é, u (y), en/an (ɑ̃),
o/au/eau (o)*

Meaningful practice with phonics is often likely to be a short activity integrated within a sequence of activities focusing on grammar and/or vocabulary. A feature of such phonics-focused activities will be the combination of a number of previously learnt SSC. There is likely to be the opportunity to decode new language or language that is being revisited after a significant period of time, and also to practise writing what is heard.

Un poème – full text

1

Où est Adrien ?
Il est dans le magasin.

Où est Nicolas ?
Il est dans le cinéma.

Où est Artus ?
Il est dans la rue.

Où est Chloé ?
Elle est dans le marché.

Où est Laurent ?
Il est dans le champ.

Où est Hugo ?
Il est dans le bureau!

Comment dit-on
'**champ**' en
anglais ?



Ask your teacher or your peers for any meanings you don't know.

There are different activities that can be done with this poem, as suggested on the following slides.

1) Read aloud

Students could simply try to read it aloud, applying their SSC knowledge in trying to decode (read aloud) the text accurately and also to ask their teacher about any vocabulary they don't know. To do this, they will need to be able to pronounce the unknown words.

In addition, teacher leads a whole class check of comprehension at the end.

Word frequency rankings (1 is the most common word in French):

où [48]; **être** [5]; **dans** [11]; **magasin** [1736]; **cinéma** [1623]; **rue** [598] **marché** [280]; **champ** [847]; **bureau** [273]

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

Un poème

Où est Adrien ?
Il est dans

Où est Nicolas ?
Il est dans

Où est Artus ?
Il est dans

Où est Chloé ?
Elle est dans

Où est Laurent ?
Il est dans

Où est Hugo ?
Il est dans

le bureau
le cinéma
le marché
la rue
le champ
le magasin

There are different activities that can be done with this poem:

2) Read aloud and gap-fill

Students have to decode accurately in order to work out how to fill the gaps.

Names and places have been chosen for sounds where different spellings for the same sound are possible.

This ensures that learners are not just able to match written letter strings, without engaging with how they pronounce the words.

In addition, teacher leads a whole class check of comprehension at the end.

Un poème

Où est Adrien ?
Il est dans le

Où est Nicolas ?
Il est dans le

Où est Artus ?
Il est dans la

Où est Chloé ?
Elle est dans le

Où est Laurent ?
Il est dans le

Où est Hugo ?
Il est dans le

salle de bains bureau
cinéma rue
salle à manger marché
photo
gare banque
champ magasin
musée de statues

VERSION 2 (greater challenge and dual purpose)

2) Read aloud and gap-fill

With this version the articles are given, and then two plausible rhyming options are provided (NB: where there are not two possible options with the same sound, a similarly written word has been chosen to at least make learners weigh up the different sounds, e.g., magasin / cuisine. Students must select not only a place noun that has the correct sound, but also one that matches the gender article provided in the poem.

It is NOT expected that students will know the gender of all of these nouns. It is to make them stop and notice that gender is significant, that they can't proceed without knowing the gender.

So they will need to use reference resources to check the genders, where not known.

In addition, teacher leads a whole class check of comprehension at the end.

Word frequency rankings (1 is the most common word in French):

où [48]; **être** [5]; **dans** [11]; **magasin** [1736]; **cinéma** [1623]; **rue** [598] **marché** [280]; **champ** [847]; **bureau** [273]

PLUS:

photo [1412]; **gare** [2581]; **banque** [774]; **musée** [2216]; **statue** [4020]; **salle** [812];
manger [1338]; **bain** [3458]

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

Student A

Où est Adrien ?
Il est dans

Où est Nicolas ?
Il est dans

Où est Artus ?
Il est dans

Où est Chloé ?
Elle est dans

Où est Laurent ?
Il est dans

Où est Hugo ?
Il est dans

Student B

3

Où est Adrien ?
Il est dans le magasin.

Où est Nicolas ?
Il est dans le cinéma.

Où est Artus ?
Il est dans la rue.

Où est Chloé ?
Elle est dans le marché.

Où est Laurent ?
Il est dans le champ.

Où est Hugo ?
Il est dans le bureau.

3) Peer dictation [DO NOT DISPLAY THIS SLIDE TO THE CLASS]

One pupil has the full version of the poem and reads aloud. The other student has the gapped version and has to write in the missing words.

As there are several plausible spellings of each word, it is the feedback from this task that is the most important.

Any plausible phonetic spellings of each word will be acknowledged as good SSC knowledge, but the correct spellings will be established in feedback.

In addition, teacher leads a whole class check of comprehension at the end.

Students

4

Comment dit-on
'XXX' en
anglais ?



Ask your teacher for any meanings or spellings.

'XXX', comment
ça s'écrit ?

..... ?

..... ?

..... ?

..... ?

..... ?

..... ?

..... ?

..... ?

4) Errorless whole class dictation

Teacher dictates the whole (or just part) of the poem. This task proceeds slowly and carefully, and learners are encouraged to ask for clarification, as needed.

In addition, teacher leads a whole class check of comprehension at the end.

Students

5

Comment dit-on
'XXX' en
anglais ?



Ask your teacher for any meanings or spellings.

'XXX', comment
ça s'écrit ?

..... ?
..... ?
..... ?
..... ?
..... ?
..... ?
..... ?
..... ?

5) (Interactive) Dictogloss

Teacher reads the whole poem several times, too quickly for students to transcribe, at a suitable speed for them to write notes, which might be in a mixture of English and French.

Students then work in pairs or small groups to reconstruct the poem.

They should be encouraged to ask questions of the teacher, to clarify word meanings on spellings. This gives them an opportunity to put their SSC knowledge into practice, as they have to decode/read aloud what they have noted down in order to ask the teacher about meaning. When they ask for spellings of particular words, the teacher will note whether there are several plausible spellings for those words (eg. the é sound) or whether it's a case of students needing more practice to establish the knowledge of a particular SSC.

In addition, teacher leads a whole class check of comprehension at the end.

Spanish phonics activity

Interactive 'zero error' dictation

Interactive 'zero error' dictation



This activity is an interactive 'zero error' dictation. It brings together a wide range of sound-spelling correspondences (SSCs) previously taught in NCELP Spanish phonics materials.

Procedure

- The teacher reads each sentence segment aloud (as indicated by forward slashes) and asks students to write what they hear.
- Depending on the time available and the ability of the group, students can either be asked to write the whole text or to complete the scaffolded text (see below).
- Students are allowed to ask questions about spelling and meaning as they listen.
- The teacher may repeat an individual segment multiple times to increase students' chances of getting the correct answer without corrective feedback.

Alternative activities:

The teacher may also decide to use the text below for a phoneme monitoring activity (tallying how many times a certain phoneme is heard in the passage) or for a dictogloss (note taking, either in Spanish or English, and text reconstruction in small groups).

Scaffolded text

Me __ amo __uan / y soy de Ar__ntina.

/ En mi __le__o, / ten__ una bue_a ami__, / __bi.

__bi __abla / muchos idiomas: / fran__s, ingl_s, /espa_ol y portu__s. /

Siempre __eva / un _ibro amari__o / al cole__o. /

Cuando es__cha / _ue_as pala_ras / las escribe / en su libro.

Escribe entre __nco y __nce / al d_a. /

Para m_, / estas pala_ras / son muy dif_ciles de escribir / (por e_emplo, /

“pe_o” y “pe__o”, / “_ablar” y “_brir”), / pe_o, pa_a __bi, / ¡son muy fá__les!



Full text

Note. Bold highlights an SSC or phoneme used for contrast with an SSC, e.g. RR vs R.

Me **llamo** Juan / y soy de **Argentina**. / En mi **colegio**, / **tengo** una buena amiga, / **Gabi**. Gabi habla / muchos idiomas: / **francés**, **inglés**, / **español** y **portugués**. / Siempre **lleva** / un **libro** amarillo / al **colegio**. / Cuando **escucha** / **nuevas** palabras / las escribe / en su libro. Escribe entre **cinco** y **quince** / al **día**. / Para **mí**, / estas palabras / son muy difíciles de escribir / (por **ejemplo**, / “pero” y “perro”, / “**hablar**” y “**abrir**”), / pero, para Gabi, / ¡son muy **fáciles**!

SSCs in this activity:

1. 'Soft G' vs. 'hard G'; 2. 'soft C' vs 'hard C'; 3. **GUE**; 4. **Ñ** (with N to contrast); 5. **LL** (with L to contrast); 6. **RR** (with R to contrast); 7. **Silent H** (with 'vowel only' to contrast); 8. **Vowels with tilde** (Á, É, Í); 9. **QUI**; 10. **J**; 11. **V** (with B for contrast).

Summary of key characteristics of Meaningful Practice: Moving towards 'freer tasks'

- **Contextualised** (with a meaning, avoiding the mechanical)
- **Interaction** – both the 'producer' and the 'receiver' have to do something with the language
- **Reducing support**
- **Forcing attention on or recall of** the features under focus
- Creating the 'Goldilocks' of '**desirable difficulty**'
- **Gradually increasing the range** of language needed
 - Be this phonics, vocabulary, or grammar
 - Being aware of what is familiar (a lot) and what is new (a little)
- **Revisiting** the language focus in another context later.

We are going to look at some of these ideas in a bit more depth.

Activity: Creating opportunities for meaningful practice

Choose one of the following (or something else!) and develop some ideas for a resource to create opportunities for meaningful practice.

- 1) an interaction task that 'traps' a set of Sound-Symbol Correspondences
- 2) an information-gap that makes two grammar features essential to produce and to hear correctly, e.g. question formation (= morphology and syntax)
- 3) a dictogloss that makes a small set of potentially confusing inflections essential, such as: regular –AR third person past (habló), the third person present (habla), and the first person present (hablo)
- 4) a narration or scenario that makes a pair of forms very useful for the task e.g., describing a famous person's past habitual events in the old year versus what is happening now in the new year.

Part 5: Creating opportunities for MP in your classes. **Allow up to 25 mins.** There might be some really interesting issues here, which align with or challenge the ideas.

Chance for reflection, Q & A, discussion

How is the work on phonics, vocabulary
and grammar going?

About **10 minutes** is suggested. Could be done prior to the session. One lead school had post-it notes on the desks as the teachers arrived for the TRG, for them to feed back whilst waiting to start – very efficient!

Next steps

- **Video parts of lessons where you provide opportunities for meaningful practice**

Upload to VEO and tag. Let your specialist teacher know that the video is there, and s/he will also tag.

- **Plan and resource going forward**

Following the TRG, keep in touch with your lead school.

- Resources will be added frequently to the Resource Portal. Share with lead teachers and NCELP other examples of the activities and the principles we have covered today.
- If you would like to share your resources via the NCELP Resource Portal, please send them to Enquiries@ncelp.org.uk – we will advise and are happy to help with copyright free images or audio recordings

- **Teach and reflect**

Make meaningful practice the focus of your next lesson discussion.

- Next key date?

- **The Full Hub Day**

Planning the contributions. NCELP team members to be present and speak about the project, but pedagogy contributions should ideally come from lead and hub school colleagues. Arrange to liaise with STs.

About **15 minutes** on this slide

Ask hub colleagues to:

- a) video some classes whilst trying out some of the activities and principles covered today
- b) arrange to be observed teaching using the lesson discussion sheet. NB: There will NOT be a lesson discussion sheet focusing solely on meaningful practice. There will be a 4th lesson discussion sheet, however, which combines key elements from phonics, vocabulary, grammar and meaningful practice into one sheet. This is currently being developed and will be emailed to STs.

Summary of the session

1. Brief summary of theories and research about the nature and role of 'practice' ✓
2. Sample resources, in three languages, covering range of features, in different kinds of learning activities ✓
3. Hands-on classroom activity development ✓
4. Reflection and next steps ✓

Summarise what has been covered today (30 seconds!)

Note: There will not be a session survey for MP. We are refining/streamlining processes for collecting feedback as much as possible.

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