

Consolidating knowledge and making practice meaningful

An Introduction to NCELP
At Language World, 2021
Association for Language Learning

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Date updated: 13 March 2021

Five niggles



Are these really the most useful words I could be teaching?



I feel I need to create 'fun' and keep saying 'languages ARE useful!'.
Do they feel reward from 'making progress'?



I'm jumping around!
Will they ever practice that vocab and grammar again?



Do grammar and meaning have to feel so separate?



They seem to say and understand some impressive phrases, but what about the basics?
Can they read or spell unknown words?

Leaps in research (1): **Big data**



Are these really
the most useful
words I could be
teaching?

Massive digital collections of words!

-> We know what the 'most used and useful' words are

The **most** frequent words change very little, over time or context

2,000 most common words cover 80-87% of written text

(Meara, 1995; Nation, 2001; Nation & Waring, 1997).

90+% of words in informal conversation (Nation, 2001)

Some massive FL corpora: French 23 million; Spanish 2 billion; German 20 million

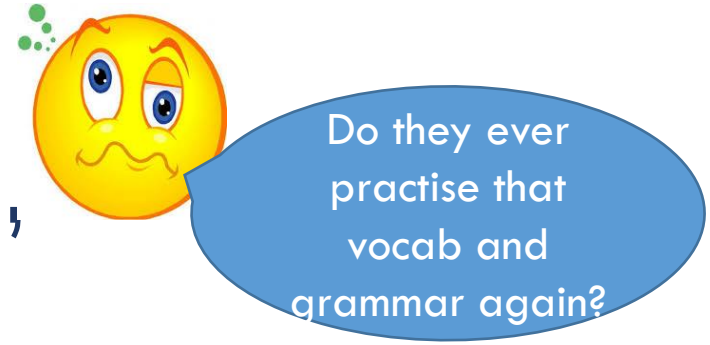
These huge datasets are so useful for teaching and testing

There are about 425 hours of teaching in years 7-11

Children seem to learn an average of about 4 words per lesson (Milton, 2006)

-> Careful selection of each word to be learnt

Leaps in research (2): **Careful studies about ‘practice’**



- Mere exposure (enriched input) isn't **reliable or efficient**
 - 6-20 (!) encounters with a word are needed
 - Very variable – risky approach for many learners (**45 findings** analysed by [Uchihara et al, 2019](#); Horst, Cobb & Meara, 1998)
- Explicit, intentional practice helps (**22 studies** analysed by [Webb et al. 2020](#))
- Words in varied sets & diverse contexts (Johns, B. T., Dye, M., & Jones, M. N. (2016); Pagán, A., & Nation, K. (2019)).
- Spreading out learning in expanding practice routines (Nakata, 2015; Ullman & Lovelett, 2018)
- Mix grammar features (Nakata & Suzuki 201; Suzuki, Nakata, DeKeyser, 2019).



Can they read out loud or spell new language?

Leaps in research (3):

Understanding core components of literacy

- We used to think that a very substantial part of reading comprehension happened '**top-down**'
 - use context, your own experience, predicting what will be in the text (Goodman 1967 & 1969; Smith, 1971)
- We now know that better readers have very fast '**bottom-up**' processes:
 - fast and reliable knowledge of sound-spelling-meaning correspondences (In L1: Gough & Tunmer, 1986, 'Simple View of Reading')
- 'Top down' kicks in particularly when 'bottom-up' fails
- Ability to decode (sound out) in L2 seems to benefit:
 - Reading comprehension, Vocabulary learning (Hamada & Koda, 2008, 2011; Li, in progress), Learner autonomy, Grammar learning (Erler, 2003), Motivation (Erler & Macaro, 2011), Speaking, Listening, Writing (Macaro, 2007)

Leaps in research (4): **Grammar & meaning: Same coin**



Do grammar and meaning have to feel so separate?

We used to think 'grammar knowledge' was separable from 'meaning'

Grammatical knowledge 'versus' communicative competence debates of the 1980s.

Now, hundreds of 'eye tracking', 'neurolinguistic' and 'reaction time' studies show we use grammar to **get meaning when we read & listen**.

As we hear or read, we use word endings and word order to **comprehend**, and to **learn** new grammar

Teaching can tap into this '**processing**'

When we listen or read, our attention **can** be focused on grammar ('Processing Instruction' 50+ studies e.g. Cadierno 1995; VanPatten & Cadierno, 1993; VanPatten, 2002; Marsden, 2006; Marsden & Chen 2011; McManus & Marsden, 2018)

When we speak or write, we realise grammar is needed to be precise (Long, 1983 Mackey 1999, Pica 1994, Swain, 1985)

Balance! Carefully designed comprehension AND production activities can 'force' learners to pay attention to grammar, to get or express meaning

(Toth, 2006; Shintani, 2015; Shintani, Li & Ellis, 2013; DeKeyser & Prieto & Botana, 2015)

Leaps in research (5): **Understanding nature of motivation: The sense of progression**



Do they feel any sense of reward from making progress?

The construct of 'self-efficacy' and the achievement/motivation cycle

Perceptions of '**ease**' and sense of '**achievement following effort**' motivate
Graham (2004)

Just telling learners "FLs are useful" does not influence uptake

- perceptions of lessons, difficulty/ease, and personal relevance count most

Taylor & Marsden (2014) [OASIS summary](#)

Not being able to 'sound out' words is de-motivating

Erler & Macaro (2012) [OASIS summary](#)

Research can help us to...

Define and plan an achievable body of language,
so that:

Phonics
Vocabulary
Grammar

} -> meaning -> interest -> motivation

Alignment with the wider scene

See NCELP resources portal for '[NCELP alignment with wider policy](#)':

- NCELP alignment with [Ofsted Inspection Framework](#)
- NCELP alignment with [Early Career Framework](#)
- How [NCELP can support the draft GCSE Subject Content](#)
- NCELP alignment with [Rosenshine's principles of instruction](#)

AND ...

- NCELP's [Cultural Collection](#)
- NCELP's [Phonics Collection](#)

Want to hear more from NCELP?



- Join the mailing list, email: enquiries@ncelp.org for regular bulletins about resources arriving on the portal
- To get monthly alerts to **summaries** of new research, sign up in 10 seconds at <https://oasis-database.org/>



In the next session (break out)...

- 1. Planning practice: NCELP Schemes of Work**
- 2. Choosing which words to teach: “high frequency”**
- 3. Checking consolidation: NCELP tests**

Questions? Discussion.

In this session...(continued...)

- 1. Planning practice: NCELP Schemes of Work**
2. Choosing which words to teach: “high frequency”
3. Checking consolidation: NCELP tests

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13 March 2021

Systematic revisiting of vocabulary, about every 3 and 9 weeks

Sounds of the language practice every lesson

'Context' / purpose of the language e.g., "Describing a thing or person"

Year	Term	Week	Lesson	Grammar	Vocabulary Introduced	Set of vocabulary revisited #1	Set of vocabulary revisited #2	Phonics	Source & cluster words	Context / purpose of language use	Notes
7	2.1	4	36	<p>Grammar</p> <p>(N.B. The terminology used here is yet to be aligned with the KS2 terminology which pupils arriving in Year 7 are familiar with).</p> <p>Items in bold denote NEW grammar to be introduced.</p> <p>No bold formatting denotes grammar revisited.</p>	<p>Vocabulary Introduced</p> <p>New words presented [with frequency rankings].</p> <p>The NCELP 97 scheme of work is based on 36 teaching weeks, with an average of 10 words taught per week (360 per year), assuming two lessons of 45 - 60 minutes per week. We allow 10% either way (more or less) on the total for any given year. Over the whole of KS3, we allow 5% either way (above or below) on the total number of words. Most words are among the 2,000 most frequent words in the language. Any word whose frequency is <2,000 has been selected because of its grammatical, phonetic or semantic relevance. Frequency rankings of individual forms of words are listed in the following order of parts of speech: nouns, verbs, adjectives, adverbs, prepositions, other.</p>	<p>Set of vocabulary revisited #1</p> <p>To be entered into a vocabulary learning app. This learning will be undertaken before and/or after class, i.e., given as 'homework'.</p>	<p>Set of vocabulary revisited #2</p> <p>To be entered into a vocabulary learning app. This learning will be undertaken before and/or after class, i.e., given as 'homework'.</p>	<p>Phonics</p> <p>SSCs are introduced and practised in a series of short (approx. 10 minute) slots per lesson.</p> <p>For the highly frequent vowels SSCs, two SSCs are introduced per week. Then, each SSC is revisited for that week.</p>	<p>Source & cluster words</p> <p>Source and cluster words are listed for teaching the SSCs. The words are high frequency and often cognates with English.</p> <p>The words' meanings may be learnt incidentally, but the words are not necessarily included in the planned vocabulary set to be taught, practised, and learnt intentionally that week. If the words appear in both columns E and F, then the words are both part of the planned vocabulary set for that week.</p>	<p>Context / purpose of language use</p>	<p>Notes</p> <p>These notes provide some further information, including some rationales and ideas. N.B. The RESOURCES page provides URLs linking to specific NCELP resources.</p>

Sequencing of grammar is language specific
Some extremely high frequency (irregular!) verbs at start
A lot of revisiting of regular & frequent verbs

Detailed notes for teachers

Weeks set aside for work on 'rich texts'

Sets of vocab on Quizlet -
reading, writing, listening.
For learning prior to next
lesson, in which that same
vocabulary is practised

of Work- Resources Tab

Vocab homework
- audio practice

GG description
<https://www.gaminggrammar.com/>

Listening

Sp

Links to a free digital online game 'Gaming
Grammar'
<https://ncelp.org/resources/gaming-grammar/>

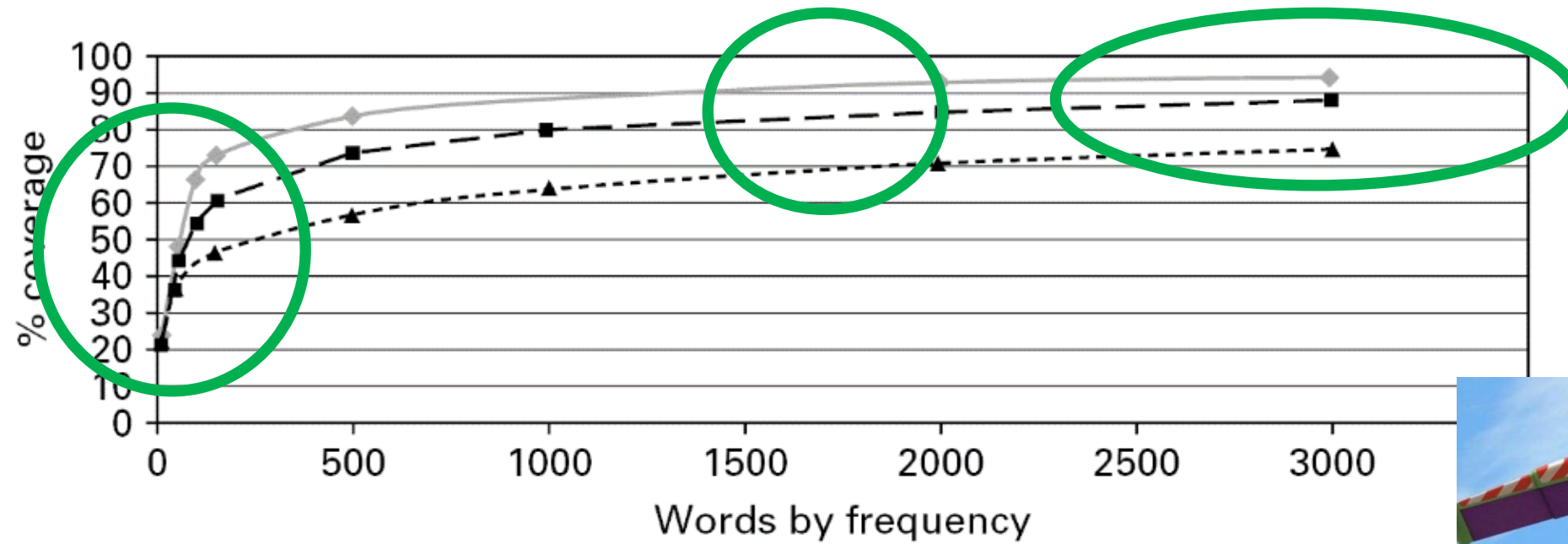
Available via:
Web browser
Apple app (ipads)
Google Play Store

Links to full lesson power
point for each week

		Y8 language guide	
		Y8 SOW overview	
1.1	Wk1	Y8_Term 1.1 Week 1	8.1.1 Week 1
1.1	Wk2	Y8_Term 1.1 Week 2	8.1.1 Week 2
1.1	Wk3	Y8_Term 1.1 Week 3	8.1.1 Week 3
1.1	Wk4	Y8_Term 1.1 Week 4	8.1.1 Week 4
1.1	Wk5	Y8_Term 1.1 Week 5	8.1.1 Week 5
1.1	Wk6	Y8_Term 1.1 Week 6	8.1.1 Week 6
1.1	Wk7	Y8_Term 1.1 Week 7	8.1.1 Week 7
1.2	Wk1	Y8_Term 1.2 Week 1	8.1.2 Week 1
1.2	Wk2	Y8_Term 1.2 Week 2	8.1.2 Week 2

1. Planning practice: NCELP Schemes of Work
- 2. Choosing which words to teach: “high frequency”**
3. Checking consolidation: NCELP tests

How many words in a text do you know if you know very high frequency words?



- ◆ General conversation
- More formal speech – e.g. lectures
- ▲ Written language



Milton, J. (2009) *Measuring second language vocabulary acquisition* (p. 58). Multilingual Matters.

**Full text: J. K. Rowling – Harvard Commencement Address, 2011:
*The Fringe Benefits of Failure and the Importance of Imagination.***

Actually, I have _____ my mind and heart for what I ought to say to you today. I have asked myself what I wish I had known at my own _____, and what important lessons I have learned in the number of years that have _____ between that day and this.

I have come up with two answers on this wonderful day, when we are gathered together to _____ your academic success. I have decided to talk to you about the benefits of failure; and, as you stand on the _____ of what is sometimes called real life, I want to _____ the _____ importance of _____.

Words \geq 2K removed (92.5% coverage)

1. Planning practice: NCELP Schemes of Work ✓
2. Choosing which words to teach: “high frequency” ✓
3. **Checking consolidation: NCELP tests**

NCELP tests

For more on the principles of assessment and how it aligns with NCELP SOW, see short CPD sessions with voiceovers from NCELP colleagues:

- i) [Phonics](#)
- ii) [Vocabulary](#)
- iii) [Grammar](#)

Two types of tests

'Achievement' tests (February & June each year)

Tests to what extent students have learnt *everything* up to test

Assesses a principled *sample* of phonics, vocabulary, grammar

'Applying your knowledge' test (June each year)

More holistic assessments, combining knowledge of phonics, vocabulary, grammar

As 'knowledge' turns to 'skill': More recognisable listening, reading, writing and speaking tasks.

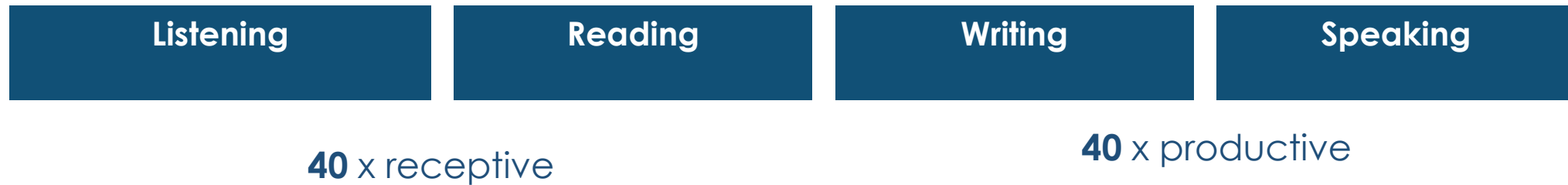
Assesses ability to apply knowledge in context through:

- listening comprehension,
- oral picture description,
- short translation tasks.

Checking *cumulative* retention: Half tests *new* material since last test; half tests material by sampling from everything *before* the last test

Listening and reading can be done online and marked by the computer (contact enquiries@ncelp.org)

Achievement test – Vocabulary



Balance of parts of speech: 2 nouns : 1 verb : 2 others types (adj, adv, preposition)

Test **breadth** - the number of words known

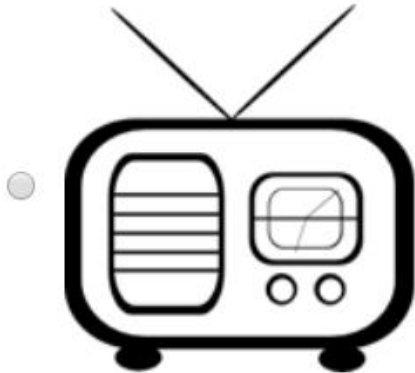
Test **depth** - how well the words are known – definitions, collocations, synonyms

Read (2000)

Achievement test – Vocabulary - Listening

Question type 1

Select the picture that best matches what you hear.



Question type 2

Listen to the word.

This is a good example of

- ☐ a place
- ☐ a type of transport
- ☐ an animal
- ☐ a type of food

Question type 3

Two different words can fill this gap to make **sensible French sentences**.

J'ai une voiture _____.

Tick two boxes below.

☐ contente

☐ malade

☐ méchante

☐ chère

☐ sage

☐ rapide

Question type 4

She has a green bike.

Elle a un vélo _____.

We normally do that on Saturdays.

_____, nous faisons ça le samedi.

Achievement test – Phonics

Listening -> writing

You will hear 15 Spanish words. You will hear each word **twice**.

Complete the spelling of each word by filling in the missing letters.

There may be more than one way of spelling them. Just type in any one possible spelling for each word.

You won't know these words. Don't worry – just do your best!

1. _ mbral
2. _ _ ma
3. _ _ mba
4. _ _ rafa
5. _ _ na
6. a _ _ oba

Achievement test – Phonics

Reading -> speaking

Read the following list of Spanish words aloud.

You won't know these words. Just say them as you think they should sound in Spanish.

You will get marks for pronouncing the **bold**, **underlined** parts of each word.
If you're not sure, don't worry – just have a go and do your best.

1. amparar
2. jinete
3. **qui**co
4. **gi**lar
5. valla
6. **ce**rner

Achievement test – Grammar

Listening

Listen to the sentences.

Choose **who the verb is referring to**.

Circle your answer.

- | | | | | | |
|----|------------------------------------|-----|---|------|-------------------------------------|
| 1. | <input checked="" type="radio"/> I | you | he/she | they | we |
| 2. | <input type="radio"/> I | you | he/she | they | <input checked="" type="radio"/> we |
| 3. | <input type="radio"/> I | you | <input checked="" type="radio"/> he/she | they | we |
| 4. | <input checked="" type="radio"/> I | you | he/she | they | we |

Achievement test – Grammar

Reading

Choose which word could replace the underlined word.
Circle your answer.

1. Compra una casa.

el

la

los

las

2. Quiero el bolígrafo.

un

una

unos

unas

Achievement test – Grammar

Writing

Complete the Spanish sentences using the **correct form** of the word in brackets.

1. _____ en clase. (he asks)
preguntar = to ask
2. _____ en un museo. (you work)
trabajar = to work
3. ¿ _____ bien? (do I dance)
bailar = to dance
4. ¿ _____ un teléfono? (do you use)
usar = to use

Applying your Knowledge test: Reading

Léa is texting Sophie about holiday plans. **Translate** what she says into **English**.

Write your answer **in English** in the box on the right.

You have **10** minutes to complete this part of the test.

Que fais-tu aujourd'hui, Sophie ?

Je travaille en ce moment.

Mais souvent je vais chez Amir.

Il habite à Nice !

C'est une ville très intéressante.

Parfois, nous allons à la plage et nous
faisons une promenade en bateau !

Applying your Knowledge test: Speaking

Speaking

Look at the picture.

Describe it to a friend

by saying these sentences in French:

- | | |
|--------------------------------|------------------------------|
| 1. Voici le musée. | 1. Here is the museum. |
| 2. Le bâtiment est très grand. | 2. The building is very big. |



For **meaning** (per sentence):

2 marks awarded where the meaning of the sentence is fully communicated with little effort required on the part of the listener.

1 mark awarded where the meaning of the sentence is fully communicated with some effort required on the part of the listener.

0 marks awarded where the meaning of the sentence is not communicated.

For **accuracy** (per sentence):

2 marks awarded where all or most of the features tested are accurately produced.

1 mark awarded where some of the features tested are accurately produced.

0 marks awarded where few or none of the features tested are accurately produced.

Want to give a *flavour* of the tests to pupils?

ppts and videos of teachers delivering a lesson to prepare pupils for the test

French	<u>1. Achievement test video prep lesson</u>	<u>2. Applying your knowledge test video prep lesson</u>
German	<u>1. Achievement test video prep lesson</u>	<u>2. Applying your knowledge test video prep lesson</u>
Spanish	<u>1. Achievement test video prep lesson</u>	<u>2. Applying your knowledge test video prep lesson</u>

Links to tests, audio files, mark schemes

Tests, including audio, transcripts and scorings spreadsheets are available in the [French](#), [German](#) & [Spanish](#) “test collections” on the NCELP Resource Portal.

	Achievement	Mark Scheme	Applying Your Knowledge	Mark Scheme
French	Link	Link	Link	Link
German	Link	Link	Link	Link
Spanish	Link	Link	Link	Link

Questions? Discussion?

1. Planning practice: NCELP Schemes of Work ✓
2. Choosing which words to teach: “high frequency” ✓
3. Checking consolidation: NCELP tests ✓

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