Transcript: **KS2 Grammar knowledge**

Length of Talk: 51 minutes

Presenter: Rowena Kasprowicz

Slide 1 (0.22):

Hello. My name is Rowena Kasprowicz and I am a Research Specialist with NCELP.

This presentation will consider the language knowledge that children bring with them from Key Stage 2, in particular the grammatical knowledge they have developed in English, as well as in any foreign language they may have been learning in primary school.

Slide 2 (0.33):

In this presentation, we will:

- Explore what grammar teaching at Key stage 2 looks like, in terms of both the foreign language curriculum and the English curriculum

- Consider the role of metalanguage, i.e. how we talk about language, and discuss the terminology we can build on from Key Stage 2.

- We will also discuss the benefits of developing learners' knowledge about language and

- Explore the role of language analysis and cross-linguistic analysis in second language learning

Slide 3 (1.23):

On the slide here, you can see the references within the MFL Pedagogy Review to the knowledge students are bringing from primary school.

I'll give you a moment to read these.

So, the review emphasises the important of secondary schools being familiar with the content of both the national curriculum for English and the modern

foreign languages taught in their feeder primary schools, so that they are able to build on this in Year 7.

There are two questions on the screen – please take a moment to reflect on these for your own context. So when new starters arrive in Year 7, what information do you have in terms of:

- What the children have learnt so far about grammar in English?

- What the children have learnt so far about other languages?

I'll give you a moment to think about these questions for your own context.

Slide 4 (2.03):

Developing learners' awareness about language is a key part of the KS2 languages curriculum, which is emphasised both in the current Programme of Study as well as the (now archived) framework for languages, which is still widely used at KS2. On the screen you can see excerpts from these two documents, which not only emphasise the importance of developing learners' understanding of the grammatical structures within the language but also the need to develop learners' knowledge **about** language, for example their awareness of their similarities and differences between languages, and how they can build and apply their existing knowledge of English when learning a new language.

The KS2 Framework for languages contains three core strands – oracy, literacy, and intercultural understanding, alongside two cross-cutting strands, language learning strategies and knowledge about language. And it is these cross-cutting strands which emphasise the development of learners' knowledge **about** language.

I'm not going to focus too much on the specifics of primary foreign language curriculum today, since provision can vary so drastically between different schools and contexts. However, it is important to acknowledge the intention set out in the curriculum for primary foreign languages. As we've discussed before, often children's motivation is tied to their sense of progression, so it is important to keep in mind what children (may) have covered prior to arriving in Year 7.

In addition, even if children begin learning a new foreign language in Year 7 (which is different to the language they learnt in primary school), we can still

draw on that prior learning and the knowledge **about** language, the language awareness, that they have gained through language learning at primary school, to support their future language learning – this point will be discussed further later in the session.

Slide 5 (1.41):

In terms of the language and in particular grammar teaching within the primary English curriculum, the focus on language analysis and grammar teaching is very much driven by the Grammar, Punctuation and Spelling component of the SATs tests, which was previously referred to as SPaG. There has been a strong washback effect of the test on teaching, in terms of determining what is covered when and how, as you might expect.

The primary English national curriculum explicitly focusses on developing learners' explicit knowledge about English. This explicit focus on the grammar of the English language happens alongside the development of students' literacy skills, of course. Often the language students are able to use in speech is far more complex than the language they are able to use when writing. And so the Grammar, Punctuation and Spelling component of primary English teaching aims to help pupils become more sophisticated writers. And there will be a lot of focus on encouraging students to explore how new grammatical concepts are used by others (for example in their reading) and learning how to apply these concepts in their writing.

Often the grammar teaching focuses on small units of syntactic analysis (so breaking sentences and words down to explore, for example, how suffixes or prefixes are used for example) and the meaning they convey, introducing definitions of grammatical terms, and discussing the functions of individual word classes.

Slide 6 (1.40):

So, what does grammar teaching look like in Key Stage 2?

Much of the grammar teaching at this level will be very explicit, focused and systematic. Often, this takes the form of decontextualized explicit practice of particular grammatical structures (such as the worksheet excerpts you can see at the top of the screen).

There is lots of repetition and revisiting – grammar practice is likely to be part of primary school students' daily 'diet'.

In a study by Safford in 2016, which gathered teachers' views on grammar punctuation and spelling teaching – many teachers reported that grammar teaching is very much embedded throughout the school curriculum. Any opportunity to draw attention to grammatical rules or particular structures or metalanguage is utilised. So for example, highlighting and discussing structures when they arise in guided reading, shared and guided writing, and in other subject work (e.g. history)

So there is a tendency to also make use of more contextualised practice too, emphasising how grammar is used to convey meaning. Although this more contextualised practice is in contrast with how grammar is tested in the SATs tests – this point will be followed-up on the next slide.

In addition, it is not just about providing input to pupils about what key grammatical terms and structures mean, but also encouraging students to notice, discuss, and correct grammar in their own writing.

Slide 7 (2.01):

The examples on the screen here are excerpts from the Grammar punctuation and spelling SATs tests – these are taken from the 2019 test paper.

As you can see, this test is very much providing a discrete decontextualized measure of grammatical knowledge. The focus is on testing, for example, whether students can label parts of speech correctly, whether they can identify different types of sentences (for examples, questions versus commands in number 3), or whether they can transform words from one tense to another.

In many ways the focus is on pupils' understanding of the terminology itself – for example those words that are in bold within the question text (although it is also interesting to note that some questions could well be completed just by intuition rather than really understanding and applying the target terminology.

And there is a question about whether this test really requires students to demonstrate awareness **at the level of understanding** for the grammatical

structures that are being tested. For example in question 3, students may well be able to correctly indicate which sentences are questions and which are commands, and could well do this based on intuition, or what 'sounds right', but there is a question there about whether, in order to complete this successfully, they really need to understand **why** this is the case? And what it is about the structure of each sentence which indicates whether a sentence is a question or a statement?

As we can see then, there are issues with the Grammar Punctuation and Spelling test (for example this emphasis on identification of grammar features rather than testing understanding of their meaning). But we're not going to focus any further on the issues. I wanted to just include these examples as a demonstration of the way in which children are interacting with and talking about language in KS2 and what they are expected to be able to do.

Slide 8 (2.02):

The points on this slide are drawn from the Safford study I mentioned earlier, and these reflect the teachers' observations of how pupils respond to their grammar teaching at Key Stage 2.

What is particularly notable is that, in this study at least, students' perceptions of grammar teaching often seemed to be contrary to the views expressed by the teachers.

The teachers in this study expressed fairly negative views of the amount of grammar teaching that is happening and required at KS2. But interestingly they also observed that students actually seem to express quite positive views about their grammar learning.

One particular aspect which pupils seemed to respond quite positively to, is the fact that, at least within the context of the SPaG and the grammar part of the SATs tests, there is a clearly defined set of rules and terminology which pupils have to learn. So it tends to be a bit less subjective than some areas of the learning, such as creative writing for example. In the context of their grammar learning, students found it easier to reflect on their own learning and understand what they do and don't know, for example either they know what preposition is or not.

Grammar teachers felt that the grammar teaching was equipping learners with the tools to analyse their own learning and own language use. The

students found this empowering and they found that this builds confidence, in particular for weaker readers and writers. It is also interesting to note that SPaG is one area in which EAL learners in particular perform at a similar or indeed higher level that pupils with English as their first language.

Similarly, there is potential for pupils' grammar learning in English to support their learning of a new language. In particular is can be useful to draw connections with the language and structures that pupils already know and have encountered in English.

Slide 9 (2.23):

The MFL Pedagogy Review also emphasises the importance of making use of standard grammatical terminology when talking about language with students. And as we have seen, a key focus of the KS1 and KS2 English curriculums is on developing children's ability to recognise and use grammatical terminology.

In a large part, it is this recognition of terminology that is tested in the Grammar Punctuation and Spelling test at the end of KS2. As noted on an earlier slide, whether or not the SPaG test does a good job of testing pupils' grammatical knowledge is open for debate, but in theory this is the purpose of the test.

Why is it useful to focus on using standard grammatical terminology?

Firstly, it equips pupils with a clearly defined set of language which they can use to talk about their own knowledge and learning.

Secondly, it provides clarity through a shared understanding, amongst both teachers and pupils, through a clearly defined set of terms and definitions.

Thirdly, as we saw on the previous slide, it can boost children's confidence, including for lower ability learners.

Finally, to some extent, the use of a standard set of terminology in principle facilitates the application of these concepts to different contexts and languages. If a pupil has a clear understanding of what we mean by 'subject' or 'object' or 'pronoun' in English, then they can draw on this understanding when they encounter those terms in relation to a new language.

It's important to acknowledge, of course, as we've said before, that although at KS2, students are developing knowledge of terminology and different grammatical concepts, the Grammar, Punctuation and Spelling (SPaG) test in itself really just seems to focus on labelling grammar features and matching terminology to grammatical features. Therefore, it is not exactly clear how transferable this knowledge is, and the test in and of itself doesn't necessarily tell us whether pupils are really understanding <u>how</u> and <u>why</u> particular grammatical structures are used. Nevertheless, it is important to acknowledge that at KS2, pupils have at least begun to establish knowledge of this core terminology, which we can then build upon at KS3 and beyond.

Slide 10 (2.10):

In line with the recommendation from the pedagogy review, NCELP have been developing a list of recommended grammatical terminology. <u>Handouts 1 to 3</u>, which accompany this presentation, contain the list of terminology for French, German, and Spanish respectively. The lists have been developed based on a) what structures students will be encountering in the KS3 SoW, and b) based on the terminology and concepts that children have covered in primary school, taking into consideration primarily the English but also the foreign language curriculums.

There is a bespoke version of the terminology list for each language, with definitions and examples tailored to that specific language.

You will see from the handouts, that we have included the equivalent target language terminology within the list. The target language terms which are given in square brackets are non-cognate terms, which are not expected to be explicitly taught, but are just provided here for reference. Terms that have an * next to them, are terms which are not included in the KS2 English programme of study, however, students may have met some of the terms through their KS2 foreign language learning – for example terms such as "gender". Finally, rows highlighted in grey are grammatical concepts that will not be introduced in the KS3 SoW in that language (but they may come up in one of the other languages). Those guidelines are included in the Key which you can find on page 1 of each of the handouts.

I would suggest that you pause this presentation for 5 to 10 minutes and have a look at the handouts. Whilst looking through the handouts, you might like to consider the questions on the screen:

- How closely do the terms match with those you currently use in your teaching?
- Are there any terms that are surprising or potentially problematic?
- And, is there anything missing?

When you are ready, continue with this presentation.

Slide 11 (2.08):

Before we move on, I wanted to just say a few words about NCELP's approach to introducing the terminology in the target language.

In general, NCELP recommends introducing new grammatical concepts using terminology in English first. This is because, it is important to ensure understanding is established using the first language (English) terms first, before introducing new terminology in the second language. This will build on pupils' learning from KS2, reinforce their understanding of these concepts and how they can then apply them in the new language.

It is also important to avoid overloading pupils – so that they are not having to deal with multiple levels of new learning / knowledge all at the same time (for example, understanding the meaning of the new target-language (TL) terminology, whilst also getting to grips with the new TL structure and it's meaning and use). Using grammatical terminology in English, which pupils are already familiar with, removes one layer of complexity when introducing these new grammatical concepts.

Once understanding of a new grammatical concept in the target language is firmly established, equivalent target language terminology could then be introduced in subsequent practice.

In the context of the NCELP SoW, Target language terms introduced in Year 7 are all cognates. Other terms (which are non-cognates) may then be introduced in later years.

The guiding principles that are followed within the NCELP resources, when using grammatical terminology to introduce a new concept, is to ensure that the meaning of the term is clearly established in English, and to ensure that clear examples are included in both English and the target language. This is to avoid any misunderstandings or ambiguity.

Slide 12 (2.32):

This next section of the presentation focusses on the development of learners' knowledge about language, and we will look at some research studies which have investigated the role of knowledge about language in the learning process.

There are a number of different terms that are used within the literature to refer to learners' knowledge about language or language awareness.

Firstly, the term **metalinguistic** is applied to / used to define tasks that require learners to look at language as an object

So, we can talk about a learners' metalinguistic ability or awareness, and this is generally used to refer to learners' **ability** to look at language as an object and their **ability** to describe linguistic phenomena and (where known) their ability to use technical language to do this.

The term metalinguistic knowledge refers to learners' **knowledge** of the rules governing a language and knowledge of the technical language used to describe patterns and linguistic phenomena

We can also talk about a learners' language analytic ability – this is learners' ability to analyse language, spot patterns, and to make generalisations and extrapolate rules based on those patterns.

These analytical skills and abilities are developing rapidly during middle childhood, which is generally defined as around 7 to 11 years old. This coincides with and is triggered by the biological changes happening in children at this age, as well as the development of their literacy skills once they start school, and any exposure they might have to other languages. By the time pupils reach KS3 and secondary school, they have a much greater propensity to be able to look at language in an abstract way.

As I mentioned just now, different terms tend to be used across different research studies; however, they are all essentially talking about learners' ability to look at language as an object, pick out patterns, apply rules, and talk about the language. In the following slides, when talking about specific studies, I will use the terminology that was used within that particular study.

Slide 13 (2.37):

The relationship between language learning and analytic ability is already fairly accepted for older learners / adults. Studies have demonstrated that for

older learners there is a strong relationship between analytical skills and success in language learning. However, this relationship is less clear for younger learners, because analytical skills are still developing. Earlier research suggested that younger learners rely primarily on memory abilities in learning. However, more recent research conducted in an instructed context, where learners are more likely to be encountering more explicit learning approaches and focussing on form, indicates that language analytic ability is also important for younger learners.

Studies have shown that developing learners' language knowledge about language and their ability to analyse language can be beneficial for language learning.

Further, although language-analytic ability (LAA) is still developing throughout childhood, a number of studies have shown that language analytic ability seems to be predictive of learners' foreign language proficiency for younger learners, as well as for older learners.

Handout 4 is an OASIS summary of a study by Karen Roehr-Brackin & Angela Tellier (2019) study. Their study was conducted with 111 8-9 year olds from 5 primary schools who were learning French. They found that LAA (rather than memory abilities) was the strongest predictor of proficiency (i.e. those learners with higher LAA were more likely to be doing well in their French learning).

Similarly, in our recent research with GG, we found a similar pattern, where learners' LAA predicted how well they would do on the game, and how quickly they would pick up the grammatical patterns being introduced. The summary of this study (Kasprowicz et al) is also available

These findings suggest that language analytic ability is particularly important in instructed settings where learners are more likely to be relying on explicit learning. In other words, the more form-focused the instruction learners experience, the more relevant language-analytic ability becomes, and the greater its role in children's language learning success.

Slide 14 (2.24):

Another benefit to providing some instruction that develops learners' metalinguistic knowledge, is that there is evidence of the relationship

between learners' **metalinguistic knowledge** and their **ability to use** the foreign language.

A study by White and Ranta in 2002 compared two groups of children who were learning English through an intensive programme.

Both classes engaged in communicative language lessons, however, one class **also** received metalinguistic instruction about the use of **his/her** in English vs. French. This instruction included explanations about the different uses of his/her in English versus French and activities to practice comparing and contrasting their use in the two languages.

The researchers found that although, overall, both classes improved in their use of the possessive adjectives, a **higher proportion** of learners in the metalinguistic instruction group had mastered the use of the agreement rule for his/her than in the other group.

For the comparison group, it seems that without the metalinguistic instruction, learners had to rely more on their own ability. i.e. those learners with higher language analytic ability (LAA) were more likely to improve in their use of his/her because they were able to independently work out how these structures are used in English compared with French. However, learners with lower LAA were not able to work out the rules unaided.

Whereas in the class who did receive the metalinguistic instruction, it seems that the instruction helped to 'level out' these differences, meaning a higher proportion of learners demonstrated mastery of this feature.

The **important take-away here is that:** if we don't teach it and provide some metalinguistic instruction, then it is, arguably, less equitable - learners who are naturally good at analysing language could perhaps do it anyway, but those who can't are less likely to 'get it' and pick up the rules unaided. So when we provide some metalinguistic support, learning success becomes less reliant on individual variation between learners.

Slide 15 (2.45):

It, therefore, seems that training pupils in language analysis seems to lead to more consistent outcomes.

This was demonstrated in the previous study (White & Ranta) where there was less variation in performance within the group who had received

metalinguistic instruction – overall, a higher proportion of learners had mastered the target grammar feature, compared to the comparison group.

Similarly, Handout 5 gives an overview of a second study by [Roehr-Brackin & Tellier (2018)](#) that observed a similar finding.

This summary gives an overview of series of three studies looking at the benefits of teaching Esperanto (an artificial language, which has transparent, systematic, unambiguous grammatical rules). The researchers were interested to see whether providing some teaching in Esperanto could improve learners' metalinguistic ability?

Essentially, the idea is that Esperanto is a good 'test bed' for developing learners' metalinguistic and language analytic ability, because it is very systematic and unambiguous, with no exceptions to the grammatical rules.

Across the three studies, the researchers compared pupils who spent half a year learning either Esperanto, German or Italian. All pupils then went onto learn French for the second half of the year.

They were interested to look at whether the different languages led to an improvement in a) learners' metalinguistic ability & b) the subsequent benefits for learning French.

The researchers found that:

- Engaging learners with grammar teaching (form-focused activities) seemed to have a beneficial impact on learners' metalinguistic ability (regardless of whether they were learning Esperanto or French)

- Esperanto itself didn't seem to have any greater benefits than other languages, in terms of learners' overall metalinguistic ability and language proficiency.

Importantly, however, there was **less variation** in L2 performance among the children who had learnt Esperanto. So, having that period of form-focussed instruction which focussed on developing learners' metalinguistic ability did seem to be beneficial.

The **important take-home from this study** is that: these findings suggest that metalinguistic ability is **trainable**. This can help to 'level the playing field' by helping learners who are less naturally analytical in languages. Success in

language learning is therefore less reliant on individual differences and learners' natural propensity for analysis.

Slide 16 (1.53):

Bringing together the findings from those studies, we can conclude that engaging in language analysis can be beneficial for language learning for the following reasons:

It can facilitate a deeper understanding of language by encouraging learners to "spot patterns in language"

It can include any and all languages and it is useful to note that this can also be useful as a way to incorporate learners' home languages in the classroom discourse.

Engaging in language analysis can help to develop learners' understanding of language and culture, by encouraging learners' to draw comparisons between their first language (i.e. whether that's English or another language) and the foreign language. It gives pupils a chance to explore how language is used to covey meaning in different ways between different languages.

It is also in line with the move towards more explicit and direct teaching of language.

Point 5 on the screen, highlights another important benefit of language analysis in foreign language teaching, which is to present the target language as a source of interest, in order to encourage students' enjoyment of and engagement in language learning.

Further, as native English speakers, there is not one obvious language that we will need later in life. Therefore, developing learners' ability to analyse and talk about language will help to equip learners to tackle any language they may choose / need to learn in the future. This of course is reflected in the 2014 National Curriculum for languages which notes that 'language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

Slide 17 (0.23):

We're now going to look at an example of an activity designed to encourage learners to break down and analyse language.

This activity was kindly shared by Rachel Hawkes, originally adapted from the UK Linguistics Olympiad set of activities, and is an activity based around analysing Yodaspeak.

Slide 18 (0.29):

The aim of this activity is to give learners practice identifying the subject, verb, and object in English sentences to consolidate their understanding of these terms. To practise identifying and describing word order patterns and practise manipulating word order in English sentences.

Rachel used this activity originally as a precursor to introducing word order changes in German.

Slide 19 (0.37):

On the screen here you can see the introduction for this activity.

The first part of the activity asks students to identify the verbs, subjects and objects within a series of sentences which are produced by Yoda in the Star Wars films.

Importantly, this activity uses sentences that are made up of English words, but use an unfamiliar word order. This means, that learners aren't preoccupied with understanding the meaning of the individual words or lexical items but can really focus in on the grammatical function of the words in each sentence.

Slide 20 (0.26):

Here, we have some examples of the sentences that pupils would be working with. I'll give you a moment to have a look through them.

Slide 21 (0.27):

Here you can see some of the answers highlighted. This activity is introducing the idea of word order moving away from strict SVO order that we follow in English. It is introducing the idea of verbs appearing at the end of the sentence and also sometimes at the start (for example when the sentence includes a modal or auxiliary verb).

Slide 22 (0.52):

The next step in this activity would be to ask students to examine the sentences they have been working with, to spot the patterns in these sentences. There is a question to prompt students to do this.

For example, they might spot that the subject moves to the end of the sentence just before the verb. And crucially that verbs move in Yoda's sentences. Similarly, in Yoda's sentences the object appears at or near the start of the sentence.

Once the students have identified some of the patterns in Yoda's sentences, they then have a question to prompt them and encourage them to compare Yoda's sentence to regular English sentences and to explain the differences.

Slide 23 (0.29):

The final part of the activity then asks pupils to create sentences in correct 'Yodaspeak' using the patterns and rules they identified in the first part of the activity. So here, pupils are having to actively manipulate word order and apply the rules that they have identified.

This is one example of an activity that could be used to provide some practice and training in language analysis.

Slide 24 (0.36):

As I mentioned, the Yodaspeak activity was adapted from a UK linguistics Olympiad practice activity. I just wanted to flag this as a potentially useful resource for these sorts of activities.

The UK Linguistics Olympiad is a annual competition which aims to develop learners' understanding of language.

UK Linguistics Olympiad website has a huge set of example problem sets, drawing on a wide range of languages so this may be a useful database to explore, for inspiration for these sorts of activities.

Slide 25 (2.46):

As noted earlier – another very effective method for developing learners' analytical abilities and metalinguistic awareness is through activities that encourage comparisons between different languages.

As discussed in the previous CPD session on the use of the target language, strategically and systematically using the first language (and other languages) in comparison with the second language, can be beneficial for both first language and second language learning.

This cross-linguistic awareness is an important part of learners' wider metalinguistic awareness.

In previous sessions (grammar, meaningful practice, use of the target language), and earlier in this session, we've seen a range of evidence that explicitly drawing comparisons between the first language (L1) (i.e. English) and second language (L2) can be beneficial for learners' developing knowledge of the L2.

- We saw this in the earlier study by W&R where we saw that metalinguistic instruction about possessive adjectives in French versus English had a positive impact of learners' mastery of possessive adjectives in the L2 (English).

- In addition, a study by Ammar, Lightbown, and Spada in (2010) looked at the benefits of instruction which focussed on drawing learners' attention to the differences in question formation in English vs. French. The study found that this instruction had a positive impact on learners' ability to accurately form questions.

- In addition, we've encountered the studies by McManus and Marsden in previous sessions, which demonstrated that providing the grammar explanation and practice in the L1 English as well as the L2 French, was beneficial for leaning how to form the habitual versus ongoing meaning in past tense in French, and led to better learning than providing explanation and practice for French learning alone.

- Another study by McManus 2019 in *Language Awareness* journal also demonstrated that awareness of form-meaning mappings in the L1 can benefit L2 learning of crosslinguistically complex features (i.e. those that exist but behave differently in the two languages)

Important take away here from these studies is that: teaching, comparing, switching between languages does seem to be helpful for L2 learning.

Slide 26 (1.51):

We know, of course, that learners' knowledge about their first language is always there – even if the first language is not explicitly mentioned in the classroom.

In addition, learners are making use of this knowledge, in the process of trying to breakdown, understand, and use the new second language – with potentially positive and negative consequences.

- For instance, (particularly in the early stages of language learning), learners try to apply patterns from their first language in their second language– for example, transferring the canonical S-V-O word order from English. This can lead to difficulties when learning languages such as German where word order behaves quite differently to English.

- We know that, particularly in the earlier stages of learning, pupils are likely to be viewing the new language through the lens of their first language.

Given that learner's knowledge about L1 is always there and that learners do make use of this (regardless of whether its explicitly mentioned or not), the important question becomes "how can we harness what pupils have been learning about English, to help them develop their knowledge and understanding of the second language"? As mentioned on the previous slide, this is where drawing cross-linguistic comparisons (i.e. comparing L2 and L1) can be useful.

Note: this is not necessarily a blanket approach for <u>all</u> aspects of the new language. This sort of comparison is particularly useful for features that have a complex relationship between the first and second languages, i.e. those features that exist in both languages but behave differently.

Slide 27 (2.26):

Handout 6 provides a summary of a pilot study by Horst, White, and Bell, that was looking at the feasibility of using cross-linguistic comparison activities in the classroom. Within the study, the researchers observed both the first language (French) classes and second language (English classes that a group of secondary school pupils received. They then developed a series of cross linguistic awareness activities to trial in the English lessons and gathered feedback from both the teachers and the pupils about these activities. The

box in the top-right hand corner lists the features that they explored in these activities.

It is important to note, that this was a pilot study and therefore, does not provide evidence about the impact of these activities.

Nevertheless, their main findings were, that:

- Unprompted use of L1/L2 comparisons was rare in both of the classrooms observed. This suggests that when, where, and how to draw on these comparisons and utilise these sorts of activities needs to be considered and planned systematically and explicitly.

- They found that the use of cross-linguistic activities did not lead to overuse of the L1 (the students knew when it was time to talk about/use the L1), contrary to some initial concerns expressed by the teachers.

- Both the teachers and students expressed positive responses to the language comparison activities.

- Students' learning diaries suggested that they were able to draw thoughtful, detailed comparisons between the two languages and reflect on similarities and differences.

At this point, it might be useful to pause the presentation for a few minutes to consider the two questions on the screen:

- In your own teaching, where do you think it might be useful to draw comparisons between English and the target language?
- And, are there particular language structures that it would be useful to explore with your pupils?

Take a few moments to consider these questions before continuing with the presentation.

Slide 28 (0.33):

We're now going to turn to look at an example of how cross-linguistic comparisons have been embedded in the NCELP resources.

The example we're going to look at here is taken from a set of resources for introducing question formation in German.

Syntax, and changes in word order, is one particular area where cross-linguistic comparisons can be particularly useful, to draw pupils' attention to the differences in how structures, such as questions, are formed in different languages.

Slide 29 (1.45):

Many of the grammar explanations within the NCELP resources, begin with an explanation of how the structure is formed in English. This is important, because, as we discussed earlier, students are bringing their expectations from English with them, when they begin learning the new language. So it can be helpful to remind students of how we form structures, such as questions, in English, before explicitly contrasting this with how the other language forms this structure.

This slide is included in week 1.1.7 to introduce students to question formation in German. On the screen here you can see that we start with the explanation about English.

This is then followed by the explanation about German. You'll notice that in both the English and the German examples, the verb has been highlighted to draw learners' attention to the fact that in English the verb doesn't move when we create a question, whereas in German the verb moves in front of the subject.

It is also useful to explain to students why they might find it tricky to remember this because a) the English construction is different, and b) additional cues are provided by intonation in spoken form, and punctuation in written form.

Of course with German, there is also the added complication of the homophony between the English 'do' at the start of the question and the German 'du' pronoun – so it is useful to ensure pupils understand that this German 'du' is not the English 'do'!

Slide 30 (0.37):

After the initial explanation, we then move onto a reading task where pupils are deciding whether each sentence is a question or a statement, based on the position of the verb. You'll notice that the punctuation has been removed and, indeed, that's what the student have to fill in—whether each sentence ends with a question mark or a full-stop. By removing the

punctuation this means that the only cue the learner has about whether each sentence is a question or a statement is the position of the verb and the word order that is used.

Slide 31 (0.15):

On this screen we can then see the answers. In the resources the answers would be revealed one by one, so that the teacher can elicit responses from the class on an item-by-item basis.

Slide 32 (0.48):

This next slide is taken from week 1.2.3, and is used to revisit the knowledge that students were taught in the previous sessions about question formation.

Here you can see that the focus is now primarily on the change in word order which is used to form questions in German. Again, the verbs are highlighted to remind students that to form a question in German we have to move the verb in front of the subject. But importantly we still have the English translation on the screen, and it is useful to remind students here that German does not have a word for do or does or the continuous equivalent are/is.

Slide 33 (0.31):

We then have a listening activity to revisit the verb-subject-object (VSO) syntax of questions in comparison to the subject-verb-object (SVO) order of statements. It is important to revisit essential grammar within different lexis for students to deepen their understanding of the grammar feature. Here vocabulary is recycled from previous weeks (1.2.1 and 1.2.2) and integrated with the frequency adverbs that have been introduced in that week's session.

Slide 34 (0.05):

[empty audio track]

Slide 35 (0.28):

This next slide shows the explanation that takes the students onto the next stage of question formation in German, using question words.

Again here as you can see the word order change has been highlighted, and the target language sentences are contrasted with English sentences, to draw learners' attention to the differences in how questions are formed in the two languages.

Slide 36 (0.56):

Here we have a further explanation slide used to revisit the question formation rules that students have learnt – this slide comes from a later week, week 1.2.4.

This slide is animated so that each point and each example sentence appears sequentially. This provides the opportunity for the teacher to elicit the *du* and *er/sie* forms of the sentences, as well as the English translations.

The teacher can pay special attention to the word order with adverbs, highlighting that a word-for-word translation from English will result in **incorrect word order.**

Slide 37 (0.36):

Ok we have looked through one example together to demonstrate how explanations and examples are including for both English and the target language structures, within the NCELP grammar resources. There is a separate PowerPoint which accompanies this presentation, and contains some further examples of crosslinguistic comparisons within the NCELP resources. You might like to have a look through these examples after this presentation.

The examples include the "Present simple and continuous" tenses in French…

Slide 38 (0.05):

…the use of possessive adjectives in French…

Slide 39 (0.16):

…and the third person singular verb form in German. You will also see lots of other instances of comparisons between English and the target language embedded throughout the NCELP resources.

Slide 40 (1.24):

We have reached the end of this session then. This slide just provides a summary of the content of the presentation.

We looked first of all at grammar teaching at KS2 in both the English and foreign language curriculums. We saw that students have encountered quite a wide range of grammatical metalanguage and concepts during KS2, in particular through the English curriculum.

We also considered the role of metalanguage and discussed the study by Safford from 2016 which highlighted that adopting standard terminology for talking about language can provide clarity and boost students' confidence, and equip students with the language they need to talk about the language itself as well as their own learning.

We also looked at a number of key research findings, which have demonstrated the benefits of developing learners' language analytic ability – and this indeed seems to have a levelling effect, helping a wider range of learners to access and benefit from more explicit teaching.

And in the final part of this session we have looked at ways in which we can draw cross-linguistic comparisons, which can be particularly helpful for grammatical features which exist, but work differently in the target language compared to English.

Slide 41 (0.13):

Here we have the references for the literature that informed this presentation. The references in bold refer to the OASIS summaries that accompany this presentation.