

# **“What can NCELP offer a teacher educator?”**

**10 things**

**5 July 2022**

Presenter: Prof. Emma Marsden,  
University of York

# 1. An example of a language driven curriculum, **from which themes, functions, and notions emerge**

“We don’t know which words we have used in our textbooks and how often they appear again”  
(personal communication, prominent KS3 and KS4 textbook publisher)



vast bodies of research (international, peer-reviewed) have demonstrated how lexical, grammatical, phonological, and orthographical knowledge **strongly predicts skills and proficiency: reading** (e.g., Jeon & Yamashita, 2014; van Gelderen et al., 2003); **listening** (e.g., Andringa, Olsthoorn, van Beuningen, Schoonen, & Hulstijn, 2012; Vafaei & Suzuki, 2020); **speaking** (e.g., Bergeron & Trofimovich 2017; Saito, Trofimovich, & Isaacs, 2016); **writing** (e.g., Crossley & McNamara, 2012; Schoonen, et al., 2002).

NCELP offers one way of seeing  
how these components can be  
weaved into a curriculum that  
does not abandon meaning or  
cultural interest

Systematic revisiting of vocabulary every 3 weeks and 9 weeks				Vocabulary introduced	'Context': purpose of the language e.g., "Asking / answering questions" & cluster			Context / purpose of language use	
Year	Term	Week	Lesson	New words presented [with frequency rankings]. The NCELP Y7 scheme of work is based on 36 teaching average of 10 words taught per week (360 per year) lessons (of 45 - 60 minutes) per week. We allow 10% either way (above or below) on this total for any given year. Over the whole of KS3, words are introduced in the same order, 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 ranking is > 2,000 has been selected because of its grammatical, phonetic or additional semantic relevance. Frequency rankings of individual forms of verbs are not available. Words are listed in the following order of parts of speech: Verbs; pronouns; nouns; adjectives; prepositions; other. Includes highly irregular verbs as lexical items (as learners usually store and access these forms as lexical items). Words with multiple meanings are taught cumulatively in the NCELP SOW. Such words are indicated with superscript in this column, and more information is provided on the 'Multiple senses' tab.	Set of vocabulary revisited #1	Set of vocabulary revisited #2	Source and cluster words are used for teaching the SSCs. The words are high frequency and often cognates with English. The words' meanings may be learnt incidentally, but the words are not necessarily included in the planned vocabulary set taught, practised and learned each week. If the words are not included in the vocabulary set, then the words will be included in the weekly revision homework.	phonic practice every lesson	Asking and answering questions
7	2.1	4	35 36	question words cuándo; cuánto(s); cuál(es); quién(es) <b>HACER</b> - hago/haces/hace qué, dónde, cómo, quién (sing) -ar verbs; es; son; hay number agreement on adjective -s	¿cuándo? [57]; ¿cuánto? [580]; ¿cuál? [445]; hacer [26]; hago; haces; hace; deporte [1489]; <b>deberes</b> [2187]; actividad [344]; dibujo [1726]; noche [164]; tarde <sup>a</sup> [392]; mañana [402]; para [16]	2.1, week 1	1.2, week 3	a / o  SSCs revisited using vocabulary from 'la plaza tiene una torre' (2.1.1)  flor, saber, torre, balcón, pasar, dama, blanco, plaza, caballero, llevar	Weeks set aside for work on 'rich texts'

# Revisiting vocabulary in different grammatical and semantic contexts

## NEW

2.2	5	47 48	-Ex verbs (je, tu, il/elle, nous, vous, elles)  uses of en and à (to vs at/in)	arriver [174], changer [283], créer [332], gagner <sup>1</sup> [258], habiter [1186], monde [77], pays [114], politique [128], vêtements [2383], à <sup>3</sup> [2], chez <sup>2</sup> [206], comme <sup>2</sup> [32]	aéroport [2113], étranger [305], hôtel [1774], île [1245], université [1192], États- Unis [n/a], rarement [2535], souvent [287]	cinq [288], deux [41], dix [372], douze [1664], huit [877], neuf [787], onze [2447], quatre [253], sept [905], six [450], trois [115], un <sup>2</sup> [3], des [2 - de], il y a [13/36/8]	on [revisited]	<u>non</u> , onze, continuer, monde, montrer, au fond	Talking about people's lives
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## REVISITED

3.2	4	65 66	aller: infinitive (future intention) (je, tu, il/elle, <b>nous, vous, ils/elles</b> )  inversion (VS) questions with question words (two-verb structures)	avenir [1409], allemand <sup>1</sup> [844], lettre [480], différent [350], prochain [380], bientôt [1208], demain [871], allemand <sup>2</sup> [844], Allemagne [n/a]	adjectives, languages and nationalities	café <sup>1</sup> [1886], cinéma [1623], plage [2693], rue [598], devant [198], derrière [805], entre [55]	arriver [174], changer [283], créer [332], gagner <sup>1</sup> [258], habiter [1186], monde [77], pays [114], politique [128], vêtements [2383], à <sup>3</sup> [2], chez <sup>2</sup> [206], comme <sup>2</sup> [32]	j [revisited]	<u>jour</u> , j'ai, déjà, génial, sujet, jamais	Asking about future intentions
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## REVISITED

3.2	2	63 64	revision of grammar from terms 2.2 and 3.1 for assessment (adjective agreement (gender patterns 1-3, 4 and irregular forms; number patterns 1, 2 and 3), adjective positioning (pre- and post-nominal; multiple adjectives); même(s), autre(s), plusieurs; verbs like entendre, prendre, lire, écrire, choisir, sortir, venir and choisir (present) (je, tu, il/elle/on, nous, vous, ils/elles); comparative structures with adjectives and adverbs	calme [1731], content [1841], malade [1066], méchant [3184], triste [1843], chambre [633], idée [239], rapide [672], drôle [2166], fille [629], personne [84], garçon [1599], lit [1837], comme <sup>1</sup> [32], couleur [1211], ciel [1538], rêve [1313], vague [1493], voyage [904], numéro [766], mauvais [274], cocher [>5000], habiter [1186], raison [72], exemple [259], préféré [preferer 597], histoire [263], tableau [1456], silence [1281], sage [2643], strict [1859], aussi [44], dans [11], problème [188], pour <sup>1</sup> [10], difficile [296], effort [388], d'accord [736], attention [482], île [1245], tuer [591], fils [735], guerre [266], contre [121], comme <sup>2</sup> [32], monde [77], politique [128], vérité [907], erreur [612], facile [822], algérien, algérienne [4163], langue [712], combien [800], matière [562], science [1114], nom [171], parce que [n/a], bureau [273], équipe [814], sous [122], sur [16], derrière [805], devant [198], entre [55], rue [598], bâtiment [1952], haut [264], madame [294], monsieur [79], billet [1916], aider [413], désolé [>5000], cœur [568], temps [65], pour <sup>2</sup> [10], si <sup>1</sup> [34]	Revisit 6/6				Revisit Year 7 and 8 SSCs	Talking about the environment
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Talking about  
people's lives

Asking about  
future intentions

Talking about the  
environment

## **CPD Teacher feedback**

Summer 2022

"I found interesting the notion of another approach to the design of the SOW (not topic related but driven by the language itself). I am looking forward to exploring this."

## **CPD Teacher feedback**

Summer 2022

"I really enjoyed this session, I found it very informative and it not only gave me a lot to think about in terms of things we could change in order to improve our curriculum, but I think I've come away with some concrete ideas on HOW to do that and will be able to use the NCELP resources with a few tweaks. Lots of very useful info and great ideas."

## 2. Ideas for trainees' empirical assignments?

### 1) **Students' views** about e.g.,

- systematic approach phonics?
- paired 'information gap' speaking activities?
- content of the culture-related texts?

### 2) **A small classroom experiment comparing different approaches**

- e.g., learning a grammatical function via input-based form-meaning practice versus holistic phrases?

### 3) **Teachers' views** on a SOW that revisits vocabulary systematically embedded in meaningful practice?

### 3. Examples of how classroom practice can be informed by research from applied psycholinguistics

What an expanding practice schedule can look like (Nakata, 2015)

Findings from research about feedback

The nature of vocabulary knowledge – breadth, depth, and growth

The role of frequency in vocabulary learning and teaching

What *real* “processing instruction” is (how the term was originally coined)

**Made ‘real’: Supported by resources for CPD and the classroom**

# 4. Examples of how culture & interaction can go hand-in-hand with a defined language content

## CULTURAL COLLECTION

A new '[Cultural Collection](#)' has been created which will be useful for teachers wishing to see how and where cultural content is integrated into the [NCELP Schemes of Work \(SOW\)](#) and lesson resources.

The slides included in the collection are standalone examples and may serve as templates and ideas for teachers looking to use other poems, songs, extracts of stories in their own lessons and SOW, and what activities can be done to exploit such texts.

French\_Cultural\_Collection\_Y7\_Term\_1.pptx  
Uploaded on 2021-02-16



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French\_Cultural\_Collection\_Y8\_Term\_1.pptx  
Uploaded on 2021-02-16

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French\_Cultural\_Collection\_Y8\_Term\_2.pptx  
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French\_Cultural\_Collection\_Y7\_Term\_2.pptx  
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French\_Cultural\_Collection\_Y7\_Term\_3.pptx  
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French\_Cultural\_Collection\_Y9\_Term\_1.pptx  
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French\_Cultural\_Collection\_Y9\_Term\_3.pptx  
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Collections of texts and activities from each term, in each of years 7, 8, and 9  
In French, German, and Spanish

hören / schreiben

# Phonetik - der Bodensee [1/2]

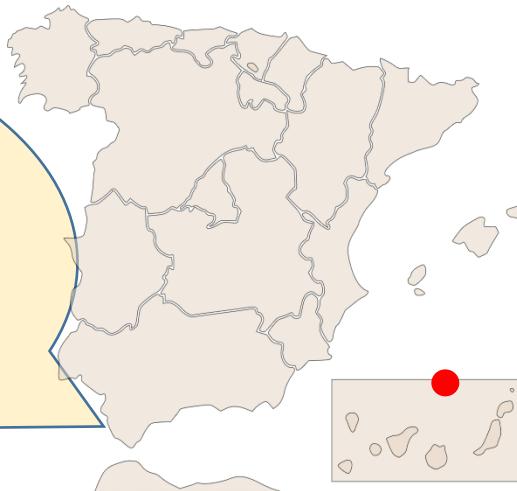


[escuchar](#)

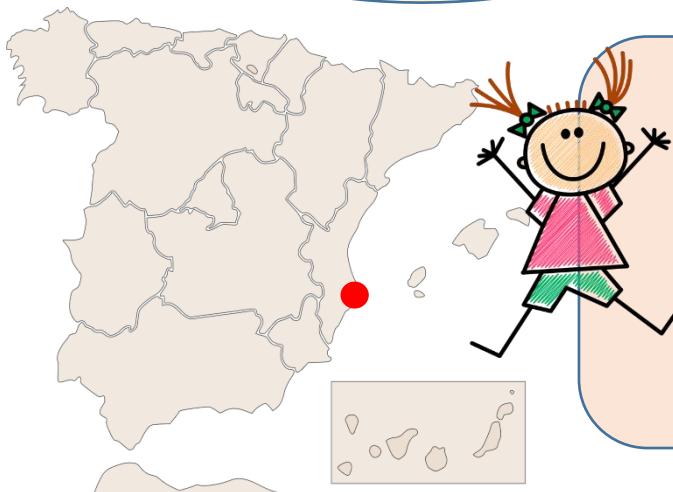
Pilar y Conchi son de lugares diferentes, así que no tienen la misma pronunciación de [ce] y [ci]. Escucha. Quién habla, ¿Conchi o Pilar? Escribe el lugar también.



¡Hola! ¿Cómo estás? Soy **Pilar** y soy de Puerto Rico en **las Islas Canarias**.



¡Buenos días! Soy **Conchi** y soy de **Alicante** en la Comunidad Valenciana.



	Pilar (Islas Canarias)	Conchi (Alicante)
1		✓ Ceuta
2	✓ Galicia	
3		✓ Valencia
4	✓ Murcia	
5	✓ Cáceres	
6		✓ Barcelona
7	✓ Andalucía	
8		✓ Albacete

# Chanson de la Seine – Jacques Prévert

La Seine a de la chance  
 Elle n'a pas de soucis\*  
 Elle se la coule douce  
 Le jour comme la nuit  
 Et elle sort de sa source  
**Tout doucement sans bruit**  
 Et sans se faire de mousse\*  
 Sans sortir de son lit  
 Elle s'en va vers la mer  
 En passant par Paris  
 La Seine a de la chance  
 Elle **les chemins à côté du fleuve**  
 Et **elle fait une promenade**  
 Tou



presque en silence

Avec sa belle **robe** verte  
 Et ses lumières **dorées**  
 Notre-Dame jalouse  
 immobile et sévère  
 Du haut de toutes ses pierres  
 La regarde de travers  
 mais la Seine s'en balance\*  
 Elle se la coule douce  
 Le jour comme la nuit  
 s'en va vers **le Havre**  
 s'en va vers  
 En passant co  
 Au milieu des  
 Des **misères** de Paris.

Lis le poème avec  
 un vêtement  
 naire.  
 mes ?

jaune-orange

une ville dans  
 le nord de la  
 France

\* **souci** = worry  
**se faire de mousse** =  
 to make a fuss  
 \***la lumière** = light  
 \***la pierre** = rock, stone  
 \***s'en balancer** = to not  
 care  
 \***au milieu de** = in the  
 middle of

## Year 9 Spanish Term 2.2 assessment - achievement test

This achievement test is designed to assess students' knowledge of a principled sample of phonics, vocabulary and grammar features.

Note: The score sheets are also uploaded to the Resource Portal here.

▶ Credits

▶ More details

### Items to download



[Sp\\_SOW\\_Y9\\_T2\\_achievement\\_test\\_paper\\_audio.mp3](#)

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[Sp\\_SOW\\_Y9\\_T2\\_achievement\\_test\\_transcript.docx](#)

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[Sp\\_SOW\\_Y9\\_T2\\_achievement\\_test\\_question\\_paper.docx](#)

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[Sp\\_SOW\\_Y9\\_T2\\_achievement\\_test\\_mark\\_scheme.docx](#)

Uploaded on 2022-03-25

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## 5. Examples of what informal tests might look like in a language-driven curriculum: 'Achievement test'

### PART B (DEFINITIONS)

You will hear a **short definition** in Spanish.

Put a **cross (x)** under the English word that **best matches** the Spanish definition that you hear.

You will hear each Spanish definition **twice**.

1.	Germany	Cuba	park	church
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	party	protest	wedding	birthday
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 5. Examples 'Applying your knowledge' test

## Year 9 Spanish Term 2.2 assessment - 'applying your knowledge' test

This test assesses students' ability to apply knowledge of phonics, vocabulary and grammar in context. Tasks include listening comprehension, oral picture description, and short translation tasks.

Note: The score sheets are also uploaded to the Resource Portal here.

▶ Credits

▶ More details

### Items to download



Sp\_SOW\_Y9\_T2.2\_AYK\_audio.mp3

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Sp\_SOW\_Y9\_T2\_AYK\_practice\_lesson.pptx

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Sp\_SOW\_Y9\_T2.2\_W5\_applying\_your\_knowledge\_test\_listening\_transcript.docx

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Sp\_SOW\_Y9\_T2.2\_W5\_applying\_your\_knowledge\_test\_mark\_scheme.docx

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Sp\_SOW\_Y9\_T2.2\_W5\_applying\_your\_knowledge\_test.docx

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Curriculum:

## 5. Examples of writing

### 'Applying your knowledge'

Read the text about **Frida Kahlo** below and answer the questions that follow.

#### PART A

**Number these events** in the order that they happened. Write the numbers 1-6 in the **boxes on the right** (1= happened first, 6 = happened last).

Frida Kahlo nació en Ciudad de México en 1907. Cuando era niña empezó a estar muy enferma. Soportó múltiples operaciones, pero siempre tuvo el apoyo de su padre.

Aunque ahora es conocida por su pintura\*, al principio pensó en estudiar medicina. Aprendió a pintar gracias a su primer trabajo con un artista, quien le enseñó a dibujar.

Un día sufrió un accidente terrible cuando estaba viajando en autobús. Pasó meses en su cama y su pasión por la pintura\* creció. Unos años después comenzó a salir con Diego Rivera, un artista famoso, y se casaron\*. Entonces, ambos viajaron a Estados Unidos para vivir allí. Cuatro años más tarde volvieron a México.

En 1939 organizó una exhibición en París, donde conoció a Picasso. También enseñó en una escuela. Murió en 1954 por sus numerosos problemas de salud.

\*pintura = painting

\*casarse = to get married



Frida taught in a school.

Frida and Diego moved to the United States.

Frida met Picasso.

Frida had an accident.

Frida started to go out with someone.

Frida learned how to draw.

# Examples of ‘inferencing’ work...

# Hanoucca

\***la bougie** = candle  
\*\***deuxième** = second  
\*\*\* **bonté** = goodness



lire

Lis le texte. Use the words you know to understand the **general meaning** of the words in **bold**.

Pour la communauté juive, la fête importante de décembre est Hanoucca. C'est une fête de lumières et on utilise des bougies\* pour célébrer. La fête est de huit jours, et on allume une bougie le premier jour, deux bougies la deuxième\*\* jour ... Les bougies sont un symbole de **la bonté** de Dieu. Dans une vieille histoire juive, une petite bouteille d'**huile** a nourri une lampe pendant huit jours, beaucoup plus de temps que normalement. On mange des **beignets** comme un symbole de l'huile. Les enfants jouent avec des **toupies** qui contiennent une phrase religieuse. Hanoucca est plus familial et spirituel que religieux.

1. **huile** : a type of
2. **beignet** : a type of
3. **toupie** : a type of

wood / plant / liquid / shoe  
drink / chair / cup / food  
toy / book / hat / sweet

oil

doughnut

spinning top



# Le festival de Dieppe



Comment dire "What noun mots orange en anglais ?"

Le festival est le plus grand au monde.

On trouve des cerfs-volants sur la plage.

Les visites sont traditionnelles.

**traditionnels**, de l'art et de la culture.

Le start of this word looks like "beaucoup".

Il y a beaucoup de choses à voir.

This word has the same stem as the previous one you worked out.

What might it mean?

Pendant le dernier week-end du festival, on regarde les cerfs-volants illuminés.

Pendant un show son\* et lumière.

Quelques personnes à visiter le festival.

**Tu veux voyager au festival avec ma famille ?**

What words that you already know could you use instead of the words in orange?

Now answer the question at the end.

\*le plus grand = the biggest

\*le cerf-volant = kite

\*le son = sound

What does this sentence tell you about the festival?

What adjective does this look like?

illuminated pieces.



# 6. Early career framework: resources and support

## Introduction to NCELP for Early Career Teachers of Modern Foreign Languages

### INTERACTIVE ONLINE SESSION FOR EARLY CAREER TEACHERS

**Format:** online

**Timings:** 3 – 4.30pm & 3.30 – 5pm

**Dates:** Wednesday 22 June 2022 & Monday 4 July 2022

**Session Lead:** Jenny Hopper

**Audience:** Early Career MFL teachers

**Cost:** free

Under revision, currently available at <https://resources.ncelp.org/concern/resources/0c483k36p?locale=en>

**Items to download**



The thumbnail image shows a Microsoft Word document titled "DfE\_Early\_Career\_Framework\_and\_NCELP.docx". The document contains several sections of text, including headings and bullet points, related to the Early Career Framework and NCELP.

[DfE\\_Early\\_Career\\_Framework\\_and\\_NCELP.docx](#)

Uploaded on 2021-04-27

Public

# 7. Lexical content: Research on vocabulary learning and teaching and analyses of current GCSEs – for debate and use in classrooms

## Items to download

Lexical content:  
selection, teaching,  
learning, and testing

Amina Maycock  
Anjali Sooley  
Nick Avery  
Sarah Thompson  
Sarah Thompson  
Teacher Centre  
Year 10  
Last updated: 13 January 2022

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[Lexical\\_content\\_selection\\_teaching\\_learning\\_testing\\_NCELP\\_13\\_Jan\\_2022.pptx](#)

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Public

[word\\_families\\_from\\_list\\_never\\_used\\_edexcel.xlsx](#)

Uploaded on 2022-02-14

Public

[word\\_families\\_used\\_in\\_every\\_exam\\_paper\\_edexcel.xlsx](#)

Uploaded on 2022-02-14

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[word\\_families\\_used\\_one\\_year\\_only\\_aqa.xlsx](#)

Uploaded on 2022-02-14

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# 8. Introduction to the 2024/2026 GCSE

## NCELP SUBJECT LEADER AND TEACHER BRIEFING

### UNDERSTANDING THE NEW SUBJECT CONTENT FOR GCSE FRENCH, GERMAN AND SPANISH

**Format:** online | **Timings:** 3.30-4.30pm / 4.00-5.00pm | **Dates:** 4 May – 13 July

**Audience:** MFL Heads of Department, Subject Leaders or MFL teachers.

These briefings are FREE online events and will develop your understanding of the new GCSE subject content for French, German and Spanish and draw out their implications for teaching and assessment, answering key questions and providing a springboard for any curriculum and pedagogy development planning.

The foci for the session will be:

- the background and rationale for the changes
- the main similarities and differences between the current (2015) and the new (2022) GCSE Subject Content documents
- the implications for teaching and assessment
- answers to key questions to inform curriculum development planning going forward.

Visit the [event page](#) for more information and to book your place.

# 9. Explore digital tools

## MultilingProfiler

- This [text profiling tool](#) allows the user to see what proportion of a text is within the 1, 2, 3, 4, 5,000 most frequent words, or **has been previously taught**

## Gaming grammar

- [Digital game](#) with activities in a 'spy mission' context
- Reading and listening-based grammar practice



## Oak online national academy videoed lessons

- Year 7 and year 8 used NCELP resources
- Years 9, 10, 11: informed by language-driven principles (revisiting, input—based grammar, sound-spelling relations), preparation for **current** GCSE.

## 10. Invite us to come and talk, for breadth and debate

So far, e.g., Universities of  
Cambridge  
Liverpool Hope  
Reading  
Oxford (via Woore)  
York

Further resources from <https://resources.ncelp.org/>

Over 1,000 resources: lesson materials and CPD resources, free to use or **adapt!**

## Fully resourced SOW + materials Spanish, French, German

Year 7, 8 and 9 complete

- including audio files, homeworks, tests with mark schemes
- Sample GCSE word lists
- Phonics collection : Sound-symbol correspondences systematically taught and revisited from Y7-Y9, incl. **read aloud** and **transcription** opportunities
- 'The culture collection'

[Link to all resource collections](#)

# CPD – sign up for autumn

- Short course is **free** to teachers in state schools
- Content is research-informed languages teaching at KS3 and KS4, to help criticality and access to research
- 5 remote learning sessions of 2.5 hours
- Course leaders are NCELP Specialist Teachers
- Additional online peer and instructor support
- Online self-study version of the course available
- More “GCSE briefings” (1.5 hours) will be available for autumn

**NCELP** | National Centre for Excellence for Language Pedagogy

## Free CPD Course

### MFL Curriculum Design and Pedagogy

Research-informed French, German and Spanish teaching at KS3 and KS4 for higher uptake and greater success at GCSE

Five **free** 2½ hour remote learning sessions over one term, complemented by online peer and instructor support

#### Phonics

Unlock the many benefits of phonics: help pupils learn the sound system, sound out accurately, develop confidence in production and much more.

#### Vocabulary

Explore why word frequency and a secure verb lexicon are key to promoting stronger vocabulary learning, which in turn is key to all language learning.

#### Grammar

Approach grammar in three phases: explanation, practice in understanding, and practice in production - to allow learners to use grammar quickly.

#### Curriculum Design and Assessment

Develop Schemes of Work and assessments to best support early stages of language development in our low exposure foreign language setting, aligned to the proposed GCSE MFL subject content.

#### Meaningful Practice

Understand the meaningful (as opposed to mechanical) practice that learners need: purposeful, frequent, varied (in mode and modality) and incremental.

✓ Research-informed approach as set out in [MFL Pedagogy Review](#)

✓ Accompanied by [free resources](#) for KS3 and (forthcoming) KS4

✓ Aligned with [proposed new GCSE](#)

✓ Aligned with [Ofsted Framework](#)

✓ Aligned with [Early Career Framework](#)

✓ Aligned with [Rosenshine Principles](#)

# Feedback – see ‘testimonials’

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for Language Pedagogy  
Understanding, improving and promoting language learning

TEACHER TESTIMONIAL: CRAIG PAPPER

## TEACHER TESTIMONIAL

23, June 2022

Craig Papper, Spanish teacher at Reddish Vale High School in Stockport, shares how NCELP resources have helped his students gain confidence using their language skills.

[Continue Reading](#)

## Forthcoming: Ofsted inspection...

**NCELP** | National Centre for Excellence  
for Language Pedagogy  
Understanding, improving and promoting language learning

EDUCATOR TESTIMONIAL: KATHRYN WILD

## EDUCATOR TESTIMONIAL

19, May 2022

Former headteacher and primary adviser, Kathryn Wild, shares her experience as an Spanish learner using NCELP

[Continue Reading](#)

# Want to keep in touch?

Join the mailing list, email: [enquiries@ncelp.org](mailto:enquiries@ncelp.org) for regular bulletins about resources arriving on the portal

## Open Accessible Summaries in Language Studies (OASIS)

- To get monthly alerts to **summaries of new research**, sign up in **seconds** at

<https://oasis-database.org/>



## References – please contact [enquiries@ncelp.org](mailto:enquiries@ncelp.org) for any that are cited but not here

- Andringa, S., Olsthoorn, N., van Beuningen, C., Schoonen, R., & Hulstijn, J. (2012). Determinants of success in native and non-native listening comprehension: an individual differences approach. *Language Learning*, 62, 49–78. <https://doi.org/10.1111/j.1467-9922.2012.00706.x>
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