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The National Consortium for Languages Education (NCLE)

The Institute of Education, together with the Goethe-Institut and the British Council is leading the nationwide hubs programme funded by the DfE up to £14.9 million over the next three years to re-energise language learning in state-maintained primary and secondary schools in England.



Re-energising language teaching in schools with Professor Li Wei

Our vision

We believe that languages and intercultural agility can help to foster universal understanding and contribute to building a peaceful and harmonious world future.

We recognise that Global Britain needs more and better language skills. In our globalised economy, language skills and intercultural understanding add value and widen opportunities for individuals, communities and society.

To fulfil this potential, we must leverage the value of all our languages by providing high quality language teaching in schools to increase languages uptake at GCSE. We must better recognise and support the rich diversity of languages in addition to English,

We believe in collaboration, creativity and collegiality. To build capacity in languages across the regions, we listen to teachers and pupils and develop core and bespoke training to meet their language learning needs.

We are committed to building progress through policy, principles, professional development and promotion. We uphold the recommendations and principles enshrined in Sir Ian Bauckham's 2016 Modern Foreign Languages Pedagogy Review (henceforth [MFLPR2016](#)).





Rückgang der Lernenden, die an Schulen in England Sprachen lernen. Deutsch als besonders betroffenes Fach.

Gesellschaftlicher Status des Sprachenlernens, soziale ökonomische und politische Kontexte

National Consortium for Languages Education (NCLE) **Konsortium beauftragt und finanziert durch das Department for Education**

Bildungspolitische Vorgaben und Empfehlungen

University College London (UCL)

Goethe-Institut

British Council

Universal CPD

Fortbildungsprogramm für Sprachlehrkräfte in England mit einem besonderen Fokus auf die Fächer Deutsch, Französisch und Spanisch

Ziel: Stärkung der methodisch-didaktischen Grundlagen und Reflexion der Sprachlehrkräfte.

Pädagogische Grundlagen und methodisch- didaktische Ausrichtung:

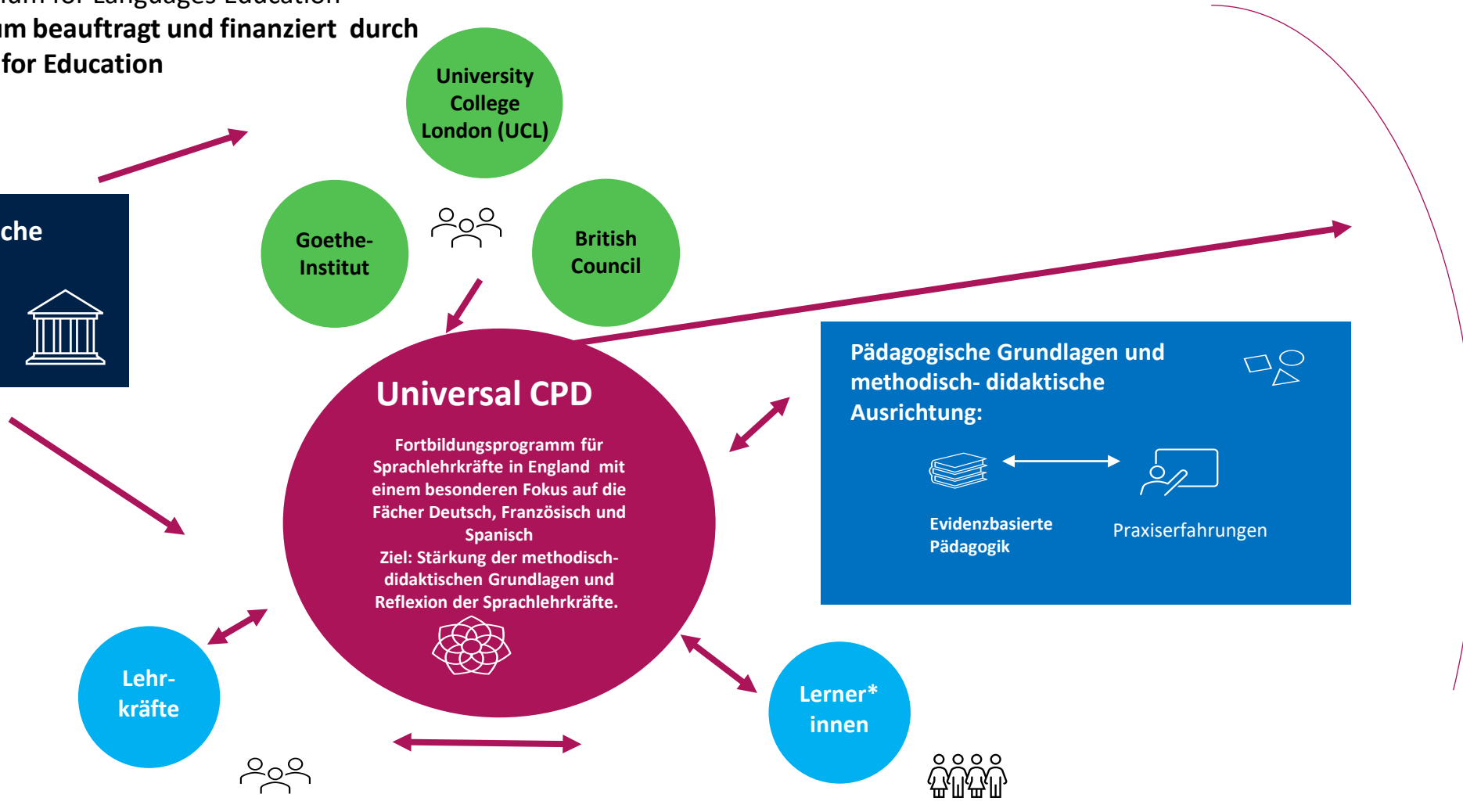
Evidenzbasierte Pädagogik ↔ Praxiserfahrungen

Lehrkräfte

Lerner*innen

Arbeitsbedingungen, Zeit, Ressourcen

Individuelle Bedürfnisse, Interessen, Multilingualität, Diversität sozio-ökonomische Faktoren



10 Module mit multiplen Micro-Einheiten



Principled Practice

Module 1
Learning from What Works & Evidence-Based Pedagogy for Language Teachers

[View module](#) →



Languages Leadership

Module 2
Languages Leadership and Developing Communities of Practice

[View module](#) →



Classroom Ethos

Module 3
Motivation and Engagement

[View module](#) →



Effective Transitions

Module 7
Transitions and Transfer: KS2 into KS3

[View module](#) →



Teaching for Success 1

Module 8
Effective Approaches to Teaching the Three Pillars: Phonics, Vocabulary and Grammar

[View module](#) →



Teaching for Success 2

Module 9
Effective Approaches to Integrating the Four Skills

[View module](#) →



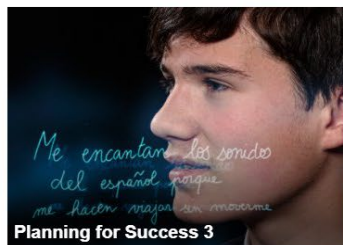
Planning for Success 1

Module 4
The Three Pillars: Phonics, Vocabulary and Grammar



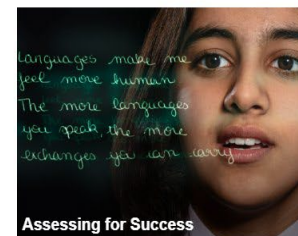
Planning for Success 2

Module 5
Curriculum Design and Development



Planning for Success 3

Module 6
The Intercultural Dimension



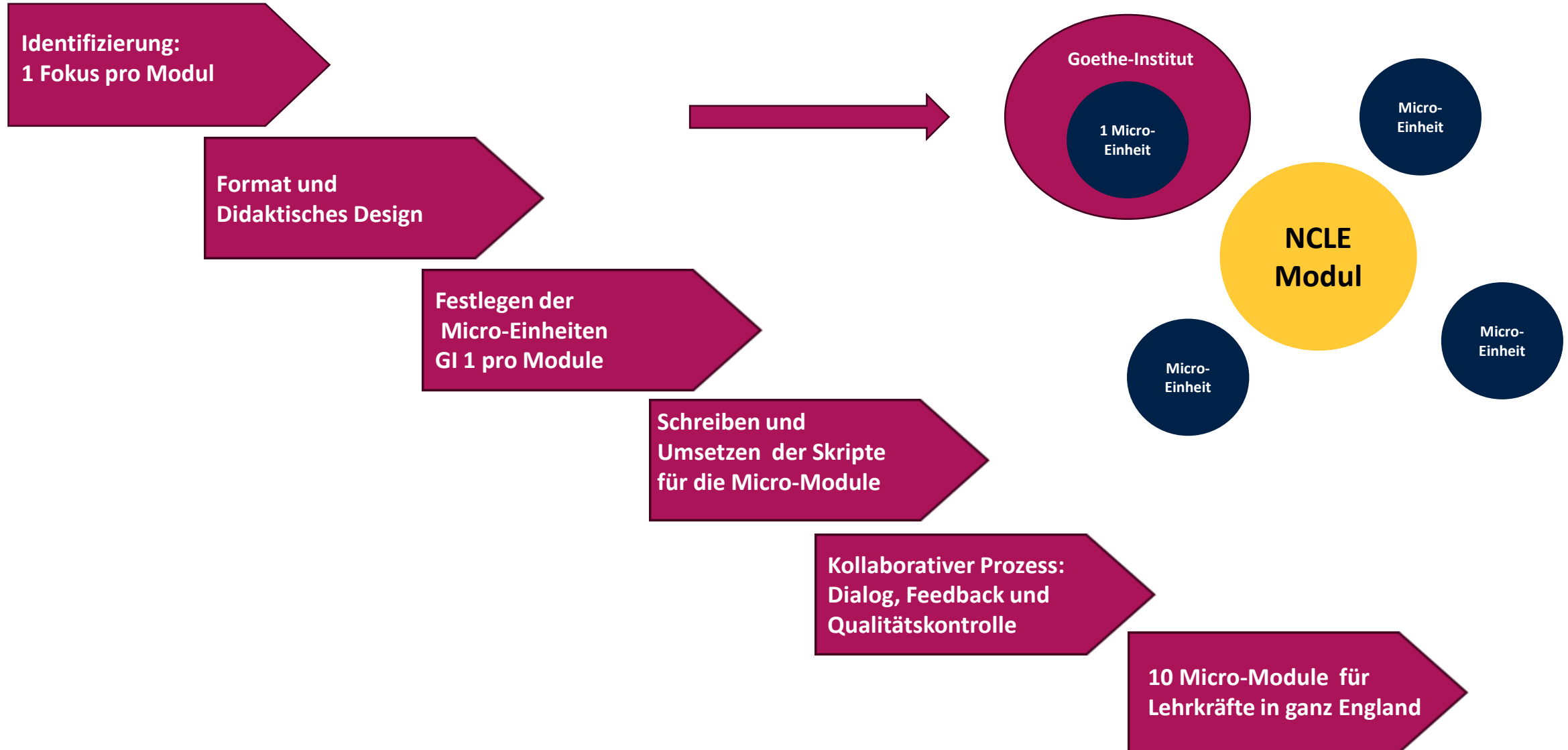
Assessing for Success

Module 10
Assessment for and of Learning (AfL) and (AoL) and the new GCSE



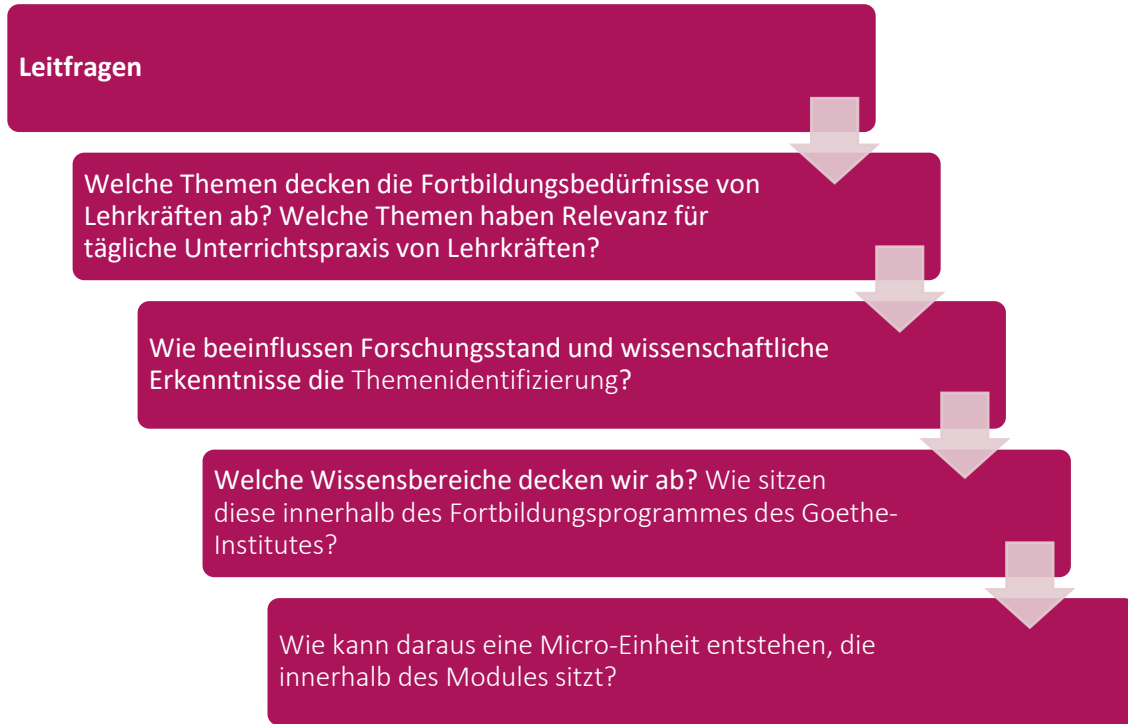
NCELP Resources

Resources index
Access to the repository of the NCELP resources





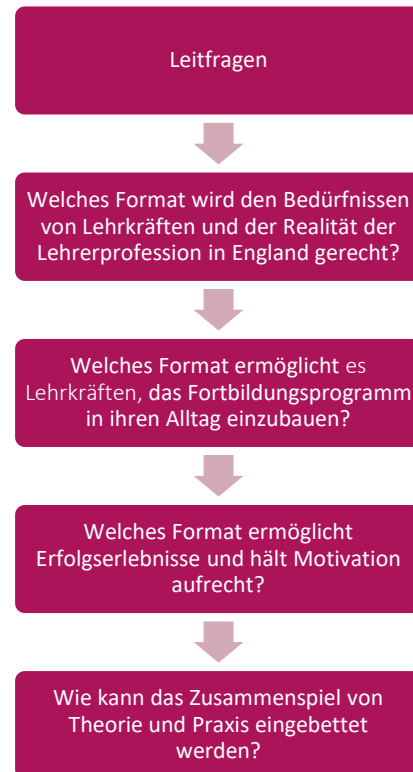
Identifizierung des Themas für die Micro-Einheit eines Modules



- Principled Practice**
Module 1: Learning from What Works & Evidence-Based Pedagogy for Language Teachers
- Languages Leadership**
Module 2: Languages Leadership and Developing Communities of Practice
- Classroom Ethos**
Module 3: Motivation and Engagement
- Planning for Success 1**
Module 4: The Three Pillars: Phonics, Vocabulary and Grammar
- Planning for Success 2**
Module 5: Curriculum Design and Development
- Planning for Success 3**
Module 6: The Intercultural Dimension
- Effective Transitions**
Module 7: Transitions and Transfer: KS2 into KS3
- Teaching for Success 1**
Module 8: Effective Approaches to Teaching the Three Pillars: Phonics, Vocabulary and Grammar
- Teaching for Success 2**
Module 9: Effective Approaches to Integrating the Four Skills
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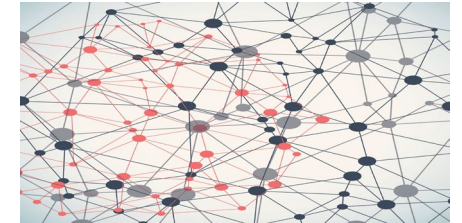


Format und Didaktisches Design



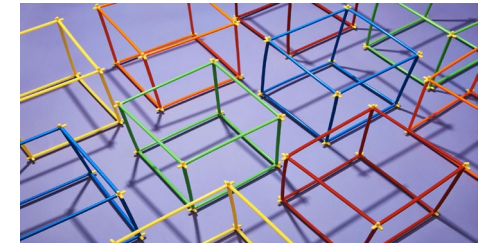
Pädagogische Grundstruktur des NCLE

- Know that- Wissen dass
- Know how- Wissen wie
- Know why- Wissen warum



Micro- Einheiten: Kleine Wissenseinheiten

- Praktische, knappe, und direkt umzusetzende Inputs und Materialien
- Themen werden genau strukturiert und in einzelne Lerninhalte aufgeteilt



Vorteile

- Konzentration auf das Wesentliche-bereits beim Erstellungsprozess
- Leicht in den Alltag integrierbar
- Kann schnell und gut wiederholt werden
- Geringe Einstiegshürde und hohe Abschlussquote

CPD 1: Learning from what works, lessons from research.

Fokus auf Unterrichtsprinzipien:
Lerneraktivierung,
Handlungsorientierung,
Erfolgsorientierung, Personalisierung

CPD 2: Languages Leadership. Professional standards, collaboration and communities of practice.

PEP Einführung

CPD 3: Motivation and Engagement

Routinen und Rituale im Unterricht unter besonderer Berücksichtigung der Progression von Routinen und Ritualen

CPD 4: Planning for Success 1: Phonics, Vocabulary and Grammar

Erfolg durch strategisches Planen:
Wortschatz, Grammatik und Phonetik im Kontext

CPD 5: Planning for Success 3: Curriculum Design and Development.

Bedeutung globaler Lernziele und Teillernziele für den Lernweg

CPD 6: Planning for Success 3: The intercultural dimension .

Eindeutigkeit hinterfragen:
Deutschland verstehen,
kulturbezogenes Lernen.

CPD 10: Assessing for Success.

Lernstützende Fehlerkorrektur für erfolgreiches Lernen in allen Fertigkeiten

CPD 7: Effective transitions: KS2 into KS3

Methodik-Didaktik im Primarbereich

CPD 8: Effective approaches for teaching grammar, vocabulary and phonics.

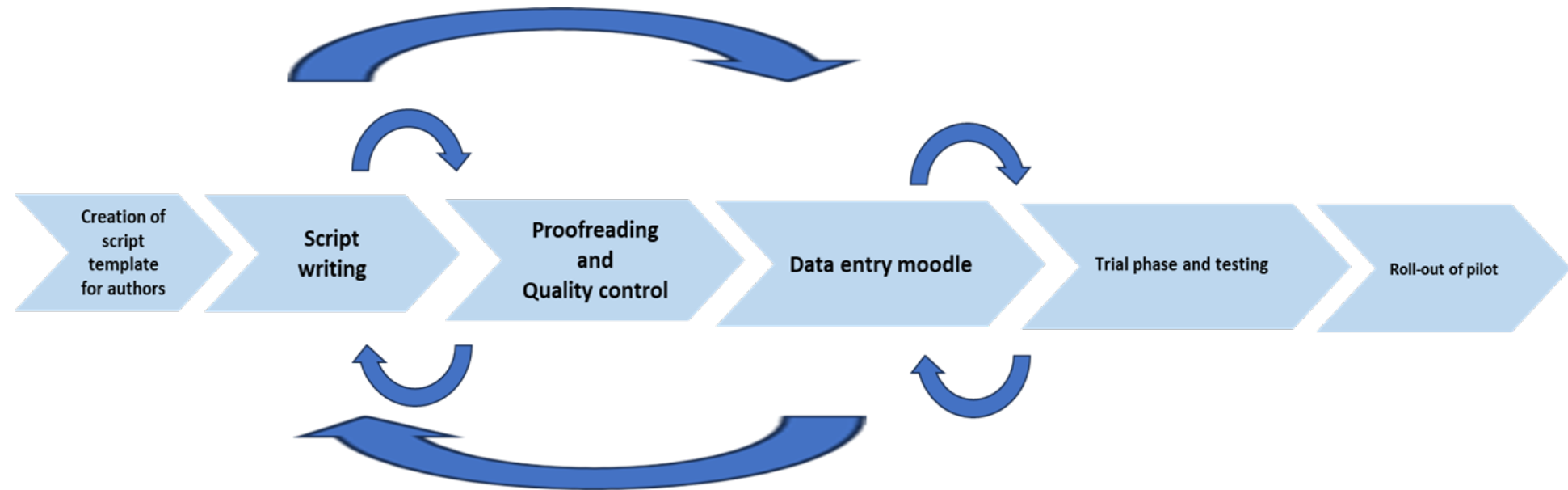
Aufgabenorientierung als Mittel zum Erfolg.

CPD 9: Effective approaches for Integrating the four skills.

Integration der Fertigkeiten am Beispiel Hörverstehen



- Wie sieht die gemeinsame Zusammenarbeit aller Beteiligten konkret aus?
- Wie spiegeln sich die Werte und Prinzipien unserer Zusammenarbeit in diesem Prozess wider?





1

NCLE Einführung in das Modul

Two related theories of motivation provide useful underpinnings for that better understanding: expectancy-value theory (EVT) and Self-Determination Theory (SDT). Within EVT, motivation is believed to be driven by the expectation that one will be successful in a given activity (expectancy), and also by sense of value or how worthwhile an activity is perceived to be (Eccles & Wigfield, 2002). Value in turn has echoes within SDT, where 'intrinsic' and 'extrinsic' motivation are key constructs underpinning an individual's engagement in different activities. Intrinsic motivation, held to be the most powerful form of motivation, can be characterised as the sheer enjoyment an activity stimulates. In turn, its maintenance requires that three fundamental psychological needs are met: autonomy (where the learner exercises agency, self-regulation and choice); relatedness (sense of connectedness to others), and competence (feeling able to undertake a learning activity effectively (Deci & Ryan (2000). Expectancy and sense of competence are clearly related, and also overlap with another term frequently (mis)applied in today's educational context, self-efficacy (Bandura, 1999; see also Graham, 2022). Self-efficacy is the belief in one's ability to achieve specific, challenging and valued goals through personal agency. In other words, the individual understands that the success has arisen from their own actions, rather than just because the task was easy. Self-efficacy influences academic outcomes by impacting persistence, effort, and self-regulation, leading to positive learning results.

Demotivation and sense of difficulty have tended to dominate research into L2 motivation in the UK. For example, learners' lack of desire to continue with French after age 14 has been attributed to low levels of self-efficacy in mastering French phonics (Erlar & Macaro (2011). A more complex picture, however, emerges from other studies. Thus Taylor and Marsden (2014) found that Year 9 learners' decisions about studying languages at GCSE were driven not only by how easy they found them to learn, but also by how far they felt they were personally relevant to them. Similarly, Graham et al. (2016) attributed declining motivation among learners during the first year of secondary school, Year 7, to a mismatch between what learners valued about language learning, namely communicating in the language, and what they felt lessons equipped them to do. In other words, both sense of competence and sense of value contribute in equal measure to enhancing and maintaining motivation for language learning.

What research-informed practices can we adopt to improve all these aspects of motivation?

Motivation Quiz

Drag the words into the correct boxes

The text talked about Expectancy-Value. Match the right word in bold to the definition (here correctly)

• Expectancy – expectation that you will be successful in an activity

• Value – how worthwhile that activity is perceived to be

Can you work out how we might define different types of 'value'? Match the definition to the type of value.

how enjoyable and interesting the task is for the individual

how far an activity is personally important to an individual

how a task competes with other goals

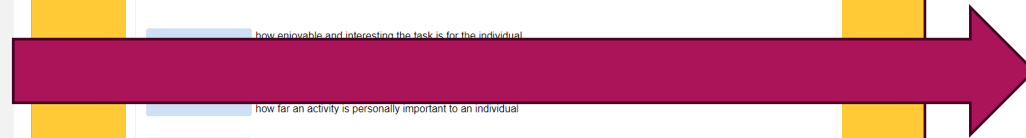
(Eccles & Wigfield, 2020).

Check

Reuse Embed

Progress indicator

- attainment value
- intrinsic value
- utility value
- cost



2

Goethe Institut Micro-Einheit

Routinen und Rituale im Unterricht unter besonderer Berücksichtigung der Progression von Routinen und Ritualen

Motivation Quiz

Complete this definition of motivation by choosing the correct words from the bank below:

"the study of the determinants of thought and action – it addresses why behavior is , and stops, as well as what are made" (Weiner, 1992: 17, original emphasis).

Check





National Consortium for Languages Education

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Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL

Automation Process of knowledge retrieval from long-term memory becoming automatic	A
Cognitive Load Theory A theory of learning which seeks to explain the effects of different types of cognitive pressure during learning task execution	C
Extraneous Load Unnecessary cognitive pressure associated with the instruction design	E
	G

Englisch

Deutsch

Spanisch

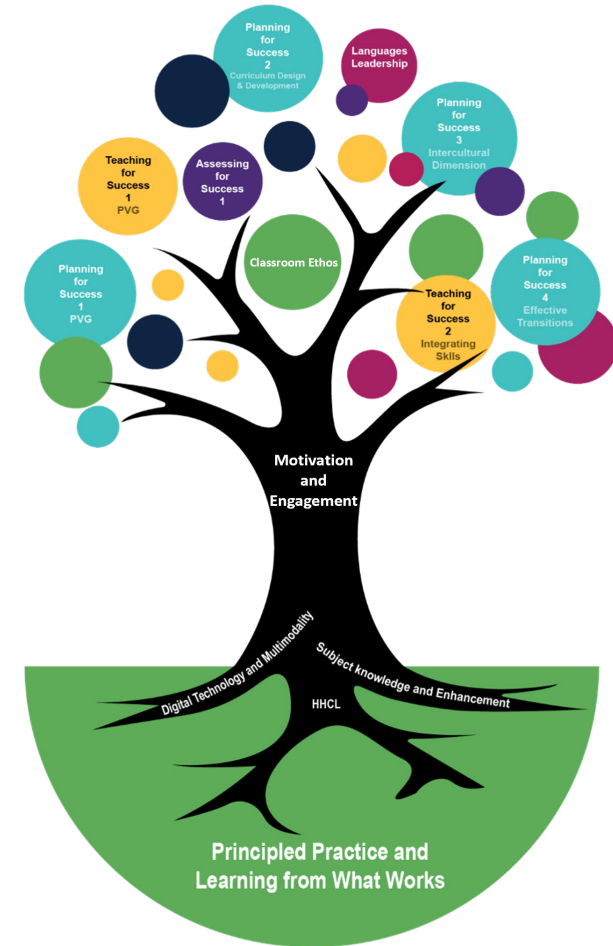
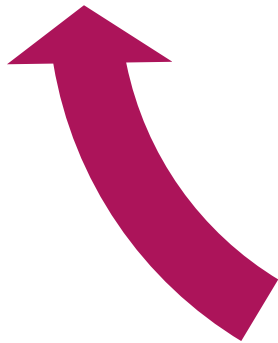
Französisch



Kollegialität

Kollaboration

Kreativität





Danke für Ihre
Aufmerksamkeit.

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