



Languages – defining
today, transforming
tomorrow



NCLE - National Consortium for Languages Education



CAROLINE CONLON



PROFESSOR LI WEI



BERNARDETTE HOLMES



**PROFESSOR ZHU
HUA**



KATHARINE CARRUTHERS

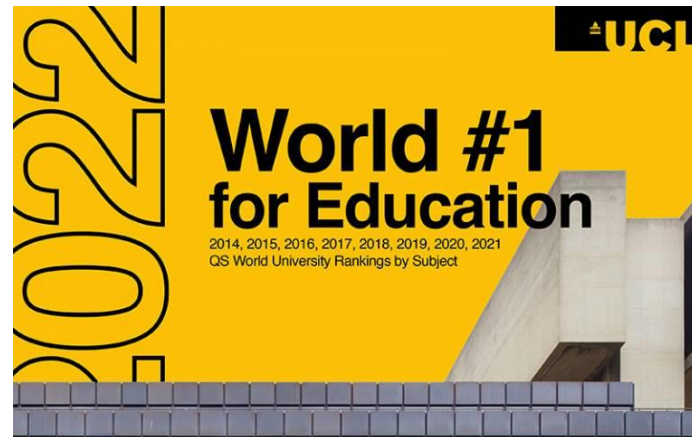


ANDREA PFEIL



VICKY GOUGH

Progress through partnership



SCHOOLS

HUBS

Teachers

**Researchers, academics, cultural partners,
professional associations, civil society**



Progress through policy

- National Curriculum Reform 2013
- Primary languages from seven 2014
- Modern Foreign Languages Pedagogy Review – ‘Bauckham Review 2016’ TSC
- NCELP pedagogy pilot 2018 -2023
- New GCSE for first teaching 2024, first assessment 2026
- National Hubs Programme 2023 (+ HHCL)
- German Promotion Project

Progress through principles

1. Every learner a language learner
2. Majority of young people studying a language to 16 to GCSE
3. Systematic progress – phonics, vocabulary and grammar
4. Stimulating content, enriching knowledge of culture, history and literature
5. Opportunities for interaction with native speakers in person and online
6. Develop biliteracy, building on grammar from primary NC for English
7. Strengthen transition from primary to secondary schools
8. Plan progress in pupil and teacher use of the target language in class
9. Use pupil error constructively to inform teaching and encourage learning
10. Teach listening, speaking, reading and writing as integrated skills
11. Provide two to three hours of well spaced teaching time
12. Ensure grouping and setting meets the needs and potential of all pupils
13. Develop a range of assessment techniques to support progress
14. Provide systematic development of early career teachers' subject specific knowledge

Modern Foreign Languages Pedagogy Review, Sir Ian Bauckham, 2016, TSC



Progress through professional development

- System-led leadership and training
- Implementing recommendations from Bauckham Review 2016
- Developing subject specific knowledge, skills and understanding
- Curriculum sequencing, building progress from founding principles to automaticity
- Motivating teachers and learners
- Developing self-efficacy



Progress through promotion

- Bringing languages to life
- Changing the optics
- Developing effective messaging – nudge theory
- Promoting social, academic, cultural, cognitive and economic benefits of bi-and multilingualism
- Engaging civil society – parents, employers, peers
- Advocacy through influencers and events
- Motivation through international experience (hybrid)
- Linking employability to productivity

‘Global Britain needs language skills’

