

Pre-application Guidance Notes – Asynchronous Course

Introduction

Thank you for your interest in the NCELP Continuing Professional Development (CPD) Courses. NCELP (National Centre for Excellence for Language Pedagogy) was established in December 2018, funded by the UK Government's Department for Education (DfE) to create and deliver research-informed resources and professional development for teaching KS3/4 French, German, and Spanish in collaboration with a network of school teachers. NCELP is housed within the University of York's Department of Education.

Our CPD course takes an in-depth look at KS3/4 Modern Foreign Language (MFL) curriculum design and pedagogy. The asynchronous version of our NCELP CPD course has been developed for participants who wish to work flexibly through the modules at a personalised pace.

These notes provide guidance which we recommend you review before you submit your application for the NCELP asynchronous CPD course. If you have a question that is not answered in these notes or on our website (www.ncelp.org/self-study-cpd-course/) then please email us at enquiries@ncelp.org.

Course Content

The course consists of five modules on: principles of curriculum design, phonics, vocabulary, grammar and culture. A further self-study opportunity on assessment is offered as an optional sixth module.

Module 1	Curriculum Design How to plan a scheme of work for KS3 and KS4 The new GCSE subject content for French, German and Spanish requires that students learn and can readily use key vocabulary, grammar and phonics so that they can understand and produce meaning, writing with increasing accuracy and speaking with increasing fluency. A KS3 and KS4 curriculum planned to support preparation for GCSE specifications 'will ensure systematic, well-sequenced coverage of the specification's linguistic content, avoiding overloading pupils at any given point, and with ample opportunities for practising the content taught at each stage receptively and productively, in the oral and written modalities, with an approximately equal emphasis on each.' In light of these requirements, this first module sets out the main principles for designing a successful curriculum for Modern Foreign Languages at Key Stage 3 and Key Stage 4.
Module 2	Phonics Teaching the sounds of the language at KS3 and KS4 The new GCSE subject content for French, German and Spanish considers sound-symbol correspondences as core literacy and sets out a list of the sound-symbol correspondences that represent key differences between the new language and English. Students are expected to learn these, to be able to read aloud and transcribe them. What is the rationale for teaching the sound-writing relationship?

	<p>How do we teach it effectively and engagingly? How can we integrate it with meaning and with culture?</p> <p>Many of us as teachers did not learn how to teach phonics as part of our training. This module aims to equip teachers with the pedagogical knowledge, but also with ideas and resources, for phonics teaching in Modern Languages at Key Stage 3 and 4.</p>
Module 3	<p>Vocabulary</p> <p>The why, what, how well and how much of vocabulary learning in MFL</p> <p>In this module we address the following questions:</p> <ul style="list-style-type: none"> • Why is vocabulary learning so important? • What does it mean to know a word? • Which words and how many words should students learn and how do they relate to themes and contexts? • How can students best learn and retain words?
Module 4	<p>Grammar</p> <p>Making form-meaning connections an essential part of practice</p> <p>In a time-limited context for learning languages, what kinds of grammar practice are likely to be most effective? We first present some principles drawn from relevant research. For example, studies have found benefits for activities that 'trap' a grammar feature and make form-meaning connections essential to task completion, both in the 'input' (reading and listening) and production (writing and speaking). We then consider how to put these principles into practice in the design of classroom activities for French, German and Spanish.</p>
Module 5	<p>Culture and Cultural Capital & Introduction to assessment</p> <p>Culture and cultural capital in language teaching at KS3 and KS4</p> <p>Language and culture are two sides of the same coin; closely related, there cannot be one without the other. This module offers a practical and holistic view on language and culture in classroom language teaching, showing how culture combines easily with phonics, vocabulary and grammar teaching, providing students with a strong linguistic and cultural foundation, encouraging them to 'step beyond familiar cultural boundaries and develop new ways of seeing the world'. Particularly relevant to the new GCSE subject content, all ideas come with freely available resources in French, German and Spanish.</p> <p>The module will finish by looking at an introduction to assessment, as a platform from which participants will then be able to undertake module 6, an optional further self-study module which builds on this introduction.</p>
Module 6 (Optional)	<p>Assessment</p> <p>Principles of assessment design</p> <p>You will develop an enhanced understanding of the NCELP assessment design principles that underpin test design for both achievement style tests and the more holistic knowledge application tests. This module aims to equip teachers to be able to go on to design their own tests and assessments that join up their KS3 practice now with the assessment requirements of the new GCSE for French, German and Spanish.</p>

Course Information

There is no financial cost to complete the course.

The asynchronous CPD Course will open on the NCELP Learning Management System (LMS) week commencing 25 April 2022 and will remain open until Sunday 26 February 2023.

The course will run as five modules of recorded content and learning activities. All modules will be completed on the NCELP LMS. Participants will be asked to commit one hour for pre-module reading and one hour for a post-module follow-on task for each module.

Each module of the course is split into a number of parts. This allows participants to undertake each module in a number of different sittings. There are activities included within each part to help strengthen participants' understanding of the themes, such as reflection questions and 'hands-on' tasks.

At the end of each module there is a suggested follow-on task, and as such, we recommend that participants leave at least a week between modules to allow time for these follow-on activities. Often these tasks are about taking what you have learnt back into the classroom and/or discussing your learning with your MFL colleagues.

Whilst the asynchronous course is flexible and self-paced we have included below recommended milestones for completing each module to ensure participants are able to complete the course, and download any relevant materials, prior to the course closing on the NCELP LMS. Participants will receive reminders from the NCELP team when key milestones have not been reached.

Action description	Milestone
Complete the pre-course knowledge quiz Complete Module 1 on Curriculum Design	9 November 2022
Complete Module 2 on Phonics	23 November 2022
Complete Module 3 on Vocabulary	7 December 2022
Complete Module 4 on Grammar	4 January 2023
Complete Module 5 on Culture Complete the course completion reflection question	18 January 2023
Complete the post-course knowledge quiz	1 February 2023
HALF TERM HOLIDAYS	
Complete Module 6 on Assessment (optional)	22 February 2023

Participants will be added to a dedicated online Slack channel (our online communications platform) to enable sharing of ideas and supportive discussions between all participants undertaking the asynchronous course.

Eligibility

We welcome applications from all those involved in Modern Foreign Language education.

The course is designed for those new to NCELP approaches, though it would also suit participants who want to develop their understanding further (for example teachers who have already adopted [NCELP Schemes of Work](#)).

Application form

Applications will only be accepted via our online application form, available at www.ncelp.org/self-study-cpd-course/ and should be filled in by the applicant (the individual who will complete the course).

The registration form will ask for information about the applicants school/setting, role and contact details.

All registrants will be asked to read, and confirm acceptance of the asynchronous NCELP CPD course privacy notice and terms and conditions available at www.ncelp.org/self-study-cpd-course/.

If you have any difficulty completing a registration form, please contact us: enquiries@ncelp.org

Receipt of applications

Applications for the asynchronous NCELP CPD course will close at midnight on Sunday 11 December.

Applicants will be admitted to register on the NCELP LMS if:

1. The applicant is involved in Modern Foreign Language education
2. The applicant accepts the course Terms and Conditions available at www.ncelp.org/self-study-cpd-course/.

Course registration

Applicants will be invited to complete their registration for the course within 7 days of applying, with possible delays during the holidays.

Applicants will be asked to:

1. Complete a pre-course knowledge quiz
2. Create a member account on the NCELP LMS
3. Review the course guidance and Code of Conduct

Course participants will be required to complete a short pre-reading quiz at the start of modules 2-5, module evaluations and a course completion question at the end of module 5. Each participant will complete a post-course knowledge quiz at the end of the fifth module, and on completion, receive a course completion certificate, their knowledge score and access to the sixth module on assessment.