



National Association
of Language Advisers

Shared understandings: a (mainly) social justice perspective on Languages Education

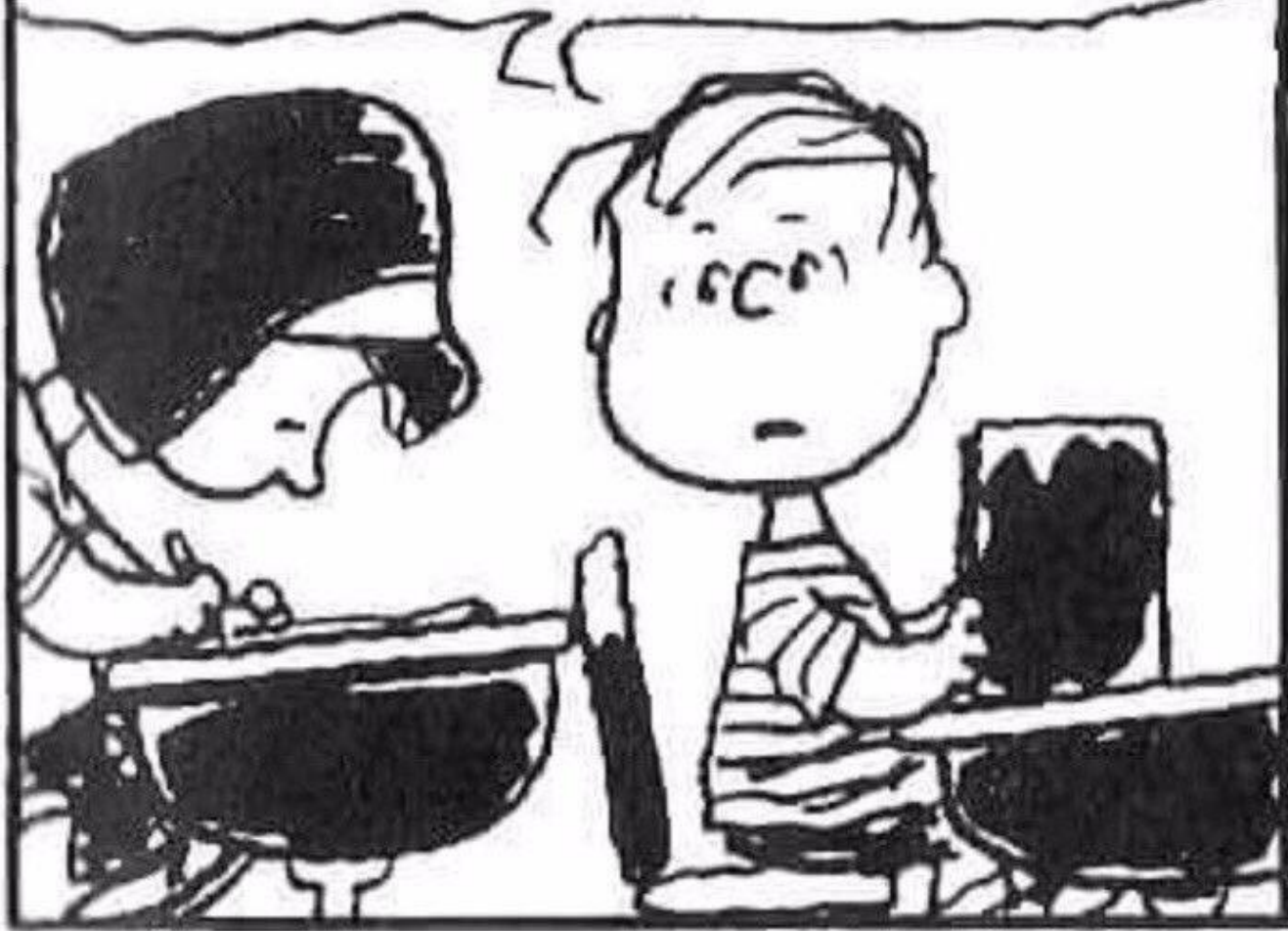
Camilla Smith (she/her)

Lecturer in Education, UCL Institute of Education

PGCE Secondary Languages Subject Lead; PGCE Secondary Deputy Programme Lead

All work on these slides is my own work: research, ideas and resources and nothing should be used without permission, thank you.

NO ONE IS GOING TO GIVE
YOU THE EDUCATION YOU NEED
TO OVERTHROW THEM.





**“For the master’s tools will never
dismantle the master’s house.**

They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change.

Racism and homophobia are real conditions of all our lives in this place and time.

I urge each one of us here to reach down into that deep place of knowledge inside herself and touch that terror and loathing of any difference that lives here. See whose face it wears.

**Then the personal as the political can begin to
illuminate all our choices.”**

Key Stage 3 National Curriculum for Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures.

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

[Thierry Henry reciting Baudelaire](#)

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of **authentic sources**

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through **discussion and asking questions**, and continually **improving the accuracy of their pronunciation and intonation**

can **write** at varying length, **for different purposes and audiences**, using the variety of **grammatical structures** that they have learnt

discover and develop an appreciation of a range of writing in the language studied

The Languages Mission



- to increase **social competence** and the **confidence to communicate**
- to **discover** and **embrace culture**
- to **develop a capacity** to **explore familiar** and **unfamiliar meanings** and **patterns** and **provide intellectual stimulation**
- to **counter prejudice** and **promote empathy**
- to **promote an awareness of** and **sensitivity to different social customs and behaviour**
- to encourage **creativity** and **co-operation**
- to develop an **understanding** and **appreciation** of **oneself** and **one's place in global humanity**

Curriculum and
Assessment
Review

Building a world-class curriculum for all

Final Report

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for Language Learning





Research and analysis

Research review series: languages

Published 7 June 2021



The fight against the Enemies of Promise is a fight for our children’s future. It’s a fight against ideology, ignorance and poverty of aspiration, a struggle to make opportunity more equal for all our children... (Gove, 2013)



Modern Foreign Languages Pedagogy Review, Sir Ian Bauckham, 2016, Teaching Schools Council

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

Note the review report is available through the University of York website, with whom the NCELP resources were initially developed

“I can remember it in languages clearly. We had a very good old-school teacher who taught us the **grammatical structure** of French **properly, sequentially** from the beginning, and insisted that we **practise to the point of automaticity** – my French became very good, very quickly. Later on we had a newer, younger teacher who had been trained differently, and who **exposed us to texts that we hadn’t been equipped for**, asking us to **guess the meaning** of words and grammatical structures based **on the context.**”

After university, Bauckham did a PGCE in Nottingham, which involved a lot of “**learning about Piaget and assorted misconceptions about teaching as I now understand them**”, before landing a job at a school in Brighton.



By whom?

As he grew in confidence he felt able to drop the progressive pedagogy he’d been taught during his PGCE and return to more traditional language-teaching methods. **He’s adamant there should be a preferred sequencing of information, and “absolute focus on the knowledge to be imparted, absolute focus on the words, the grammar, the pronunciation.**

“People characterise it as going back to the 1950s, a sort of Gradgrind approach, but that’s a totally misleading caricature.”

NCELP resources: culture reduced to unproblematised stereotypes and the four (five?) Fs?

Abdel au téléphone écouter / écrire / parler

Amir parle à un cousin, Abdel, en Algérie. Écoute la conversation et fais des notes.

France is not the only country where French is spoken! It is an official language in many countries, including Algeria.

Year 7 2.2

-ien ou -ienne ? écouter / parler

French is widely spoken in several countries in North and West Africa, including Algeria, Tunisia, Niger and Mali.

Les Nationalités

- algérien / algérienne
 - tunisien / tunisienne
 - nigérien / nigérienne
 - malien / malienne

Year 7 3.1

Mes artistes préférés parler

Prononce chaque nom en français. Fais attention à la **SSC** en orange.

Partenaire A

- Angèle
- Françoise Hardy
- Vanessa Paradis
- Brigitte
- Céline Dion
- Louise Attaque

Year 7 2.1

Mes artistes préférés parler

Prononce chaque nom en français. Fais attention à la **SSC** en orange.

Partenaire B

- Justice
- Slimane
- Indochine
- Casseurs Flowiers
- Air
- Les Variations

Ahora escribe cada palabra en español en la categoría correcta.

escribir

a) [black m/f] b) [man] c) [to win, winning] d) [to hide, hiding] e) [cat] f) [to open, opening]

g) [letter] h) [woman] i) [rich m/f] j) [old m/f] k) [to drink, drinking] l) [same m/f]

Nombres: el hombre, el gato, la carta, la mujer

Adjetivos: negro/a, rico/a, viejo/a, mismo/a

Verbos: ganar, esconder, abrir, beber

¿Cómo se dice en español? The same woman La misma mujer

Remember that some adjectives can only be used with 'estar' because they only describe a state, not a permanent trait.

Organiza los adjetivos. ¿Van con 'ser' y 'estar' o sólo con 'estar'? Escribe el inglés.

ser y estar solo estar

aburrido = boring / bored, listo = clever / ready, nervioso = nervous, moreno = dark-skinned / tanned, tranquilo = quiet, serio = serious

Some adjectives like **aburrido**, **listo** and **moreno** change meaning depending on their use with **ser** or **estar**. **malto** (tired / ill) and **seguro** (confident / sure / safe) are further examples.

aburrido enfermo listo emocionado loco triste enojado nervioso moreno contento tranquilo serio

Year 9 2.1

Year 9 1.2

Lee las descripciones (1-4) otra vez y busca la imagen correcta (a-f).

¿Qué lehas? el helado - lling

1. Es una jugadora de fútbol. Su equipo se llama La Rosa.

2. Es un poeta* chileno. Sus poemas hablan del amor, la historia, la naturaleza y cosas así.

3. Es un animal muy fuerte. Su peso puede ser hasta 100 kilos.

4. Es un actor chileno-americano. Es famoso por sus 'Toppers' en dos series de televisión: El Mandibolano y Juego de Tronos.

Emboque es a popular game in Chile. They even hold national competitions. It is a wooden ball with a hole in the middle and is attached by string to a stick. The aim is to flip the ball and catch it on the point of the stick.

Ahora escucha seis frases sobre Chile. ¿Cómo terminan?

1 ...cambio mucho. ...cambian mucho.

2 ...son tan secos. ...es tan seco.

3 ...cubren mucho de su tierra. ...cubre mucho de su tierra.

4 ...es único. ...son únicos.

5 ...son muy especiales. ...es muy especial.

6 ...son muy buenos. ...es muy bueno.

Chile tiene una longitud* de 4270 kilómetros. Una gran parte de su población vive en el centro. El desierto en el norte y la tierra seca y fría en el sur son características.

*el volcán = volcano *la longitud = length *la estatua = statue *el desierto = desert

Year 8 1.1

C'est où ? écouter / écrire / parler

Noura étudie les pays où on parle français. Elle demande le nom des villes à Léa.

- Tournai (Belgium)
- Rumelange (Luxembourg)
- Montreux (Switzerland)
- Monte Carlo (Monaco)

What might “Cultural heritage” mean to a Year 10 French learner?

NCELP French SOW Y10 Term 1.1 Week 5:

Cultural heritage (Preverbal position of reflexive pronouns (singular) | Preverbal position of direct object pronouns (singular) | Preverbal position of direct object pronouns vous (singular), nous (H), vous (pl.) (H), les (H) | Negation with direct object pronouns

La Basilique du Sacré Cœur

lire/écrire

Stéphanie écrit un message à Léa sur une visite.

Remplis les blancs avec les pronoms **me, te, se**. Attention ! Il y a trop de blancs !

Je **1** **souviens** d'une visite à la Basilique* du Sacré-Cœur quand j'étais petite. Maintenant, ma mère et moi, **on** **2** **organise une autre visite**. La Basilique* est **une grande église célèbre qui** **3** **trouve à** **Montmartre** dans le nord de Paris. Je **4** **demande si tu la connais**. Tu **5** **pré pares pour venir** ? Je **6** **suis la vie d'une religieuse** sur Facebook.

1. I remember
2. we are organising
3. a big famous church which is located in Montmartre
4. I wonder if you know it.
5. Are you getting ready to

La Semaine de la mode à Paris

- e.g. Je **ne** les découvre **pas** !
- Les spectacles énormes **ne** me surprennent **pas**.
 - Vous, mannequins* célèbres, je **ne** vous trouve **pas** vraiment jolis.
 - Je **ne** te trouve **pas** travailler.
 - Je **ne** le visite **pas**.
 - Les stylistes **ne** les créent **pas**.
 - Un styliste **ne** les intègre **pas**.
 - Je **ne** la trouve **pas** belle.
 - La production de nouveaux vêtements **ne** la cause **pas**.

Le château du Clos Lucé

écrire

Une professeure regarde une vidéo sur un réseau social.

Elle poste des commentaires avec un employé du château. Lis et écris les pronoms.

Je suis prof d'histoire, et je trouve cette vidéo très intéressante !

* **la maquette** = model

L'histoire culturelle de ce bâtiment **vous** surprend _____ ? (you [sing. fml])

Oui, et le film **m'** aide _____ à imaginer la vie quotidienne de l'artiste, Léonard de Vinci. (**me**)

écrire **vous** invite _____ à visiter le château avec votre classe. (you [sing. fml])



*le mannequin = model

Un concert

écrire

Tu vas à un concert. Réponds aux messages de ton ami(e).

Ils ouvrent la porte maintenant ?

Tu connais bien l'artiste ?

Comment trouves-tu la première chanson ?

Tu aimes le concert ?

Tu te sens comment ?

“... education systems continue to marginalise students, chiefly through the imposition of culturally fixed assessment criteria...What can teachers do to 1) combat culturism in their own classrooms, and 2) militate, with any degree of hope or success, for attitudinal change *within* that larger marginalizing system and within the larger society within which it is sited?”

“it is not only incumbent on teachers to adopt –as far as they are able –anti-culturist practices within their own classrooms, but to militate for changes within the culturist system itself, through a willingness ‘individually and collectively, to challenge aspects of the power structure of the wider society’” (Cummins, 1996, p.iii)

Moore, A. (1999) *Teaching Multicultural Students: Culturism and anti-culturism in school classrooms* (Studies in Inclusive Education series) London: Falmer Press

“The implications of the GCSE reforms are undoubtedly worrying: while there is no denying that knowledge of grammar, lexis and phonics is a key part of linguistic competence, treating language learning primarily as the acquisition of knowledge ‘ignores the multidimensionality of language and the relationship between language, culture, society and identity’ “(Arber et al. 2020: 2)

“Furthermore, it reinforces a very limited public idea about what languages are and what language learning involves ‘based on partial information, complex realities and unhelpful discourses’ “(Copland and McPake 2021: 8)

Cazzoli, M. A. (2022) ‘Can the gap get any wider? How the new GCSE curriculum will make progression to university more challenging and less inclusive’ *The Language Learning Journal, Volume 50 Issue 2 (Special Edition: The OFSTED Curriculum Research Review for Languages)*

Critical pedagogy:

“addressing radical concerns, the abuses of power in intercultural contexts, in the acquisition of languages and in their circulation. And this work is never just neutral... examining and challenging common sense assumptions, hegemonic structures and any uncritical belief in the status quo”
(Guilherme and Phipps, 2003)

Representation of minoritised groups:

“Thomson’s (2002) ‘virtual schoolbag’ “that denotes the microinteractional processes whereby individuals’ strategic use of specific competences, dispositions and knowledge advantage certain pupils over others” (Dawes, 2022).

Agentive teachers as professionals:

Developing teachers who have a pedagogic identity that goes beyond that of a technician who implements pre-specified routines (Leaton Gray, 2007), ITE courses onwards which recognise the importance of developing teacher agency, whose highly specialised skills and practical knowledge respond to the (situated and context-specific) hyperdiverse cultural and linguistic backgrounds and needs of their learners

Persistence:

...

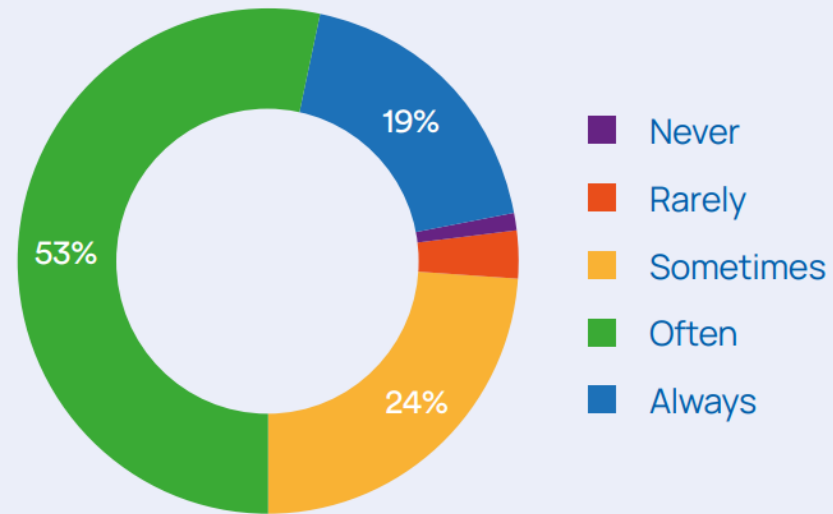
National Association of Language Advisers (NALA) survey: The languages curriculum and disadvantaged students

Survey report

October 2020

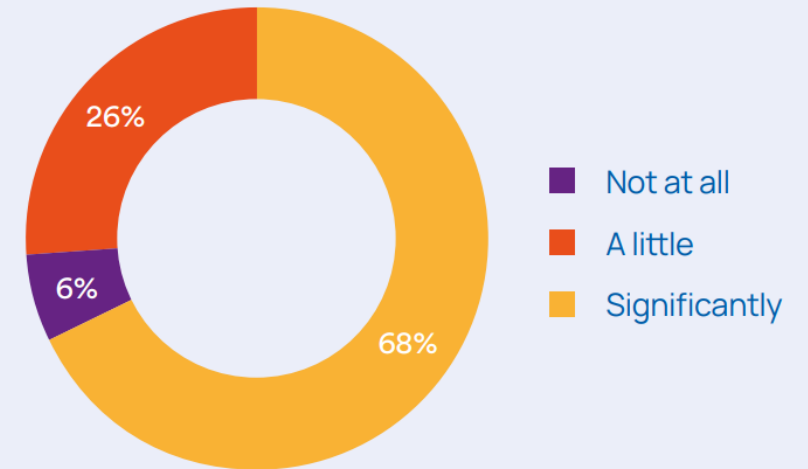
Q5 - Do students in your school find it difficult to make up answers to questions where they have no direct experience of the topic?

553 responses



Q6 - In your opinion, if a student has to invent the content of an answer, how likely is this to disadvantage them?

553 responses



Ourselves

Encourage practitioner research and academic research in tandem: we need to reclaim our professionalism as “critical, independent, social and sociable thinkers and actors, which may rectify rather than reproduce the mistakes of the past, and pulling off that rather difficult pedagogic trick of helping young people to both achieve academic and creative success *and* to develop as critical, confident, independent and socially responsible [global] citizens” (Moore, 2003)

Our children and young people

We need to prepare them for “an uncertain, yet-to-be-constructed future... that prioritise the child ... [be] more concerned with the creation of democratic, culturally inclusive classrooms than with cultural and behavioural conformity.” (Moore, 2003)

Frameworks and key vocabulary (!) for curriculum considerations: adaptive teaching?

Seligman's Authentic Happiness

Wisdom and knowledge (e.g. curiosity, love of learning, open-mindedness, ingenuity, perspective)

Courage (e.g. bravery, diligence, integrity)

Humanity and love (e.g. kindness, accepting love, loving oneself)

Justice (e.g. teamwork, fairness, leadership)

Temperance (e.g. self-control, discretion, humility)

Transcendence (e.g. appreciation of beauty and excellence, gratitude, hope, playfulness)

Deci and Ryan's Self-Determination Theory (2000)

Autonomy

Relatedness

Competence

Guilherme and Phipps (2003)

Action, hope, transformation

Critical reflection, critical dialogue and the recognition of difference and dissent

Reflection, dissent, difference, dialogue, empowerment, action and hope

Sachs' five principles: rethinking teacher professionalism (2003)

Learning, Participation, Collaboration, Cooperation and Activism

A more engaging curriculum?

Climate change and sustainability education: cultural relevance and the natural world?



My local environment



International understanding: a refugee's journey?

Elle s'appelle Amal. En français, ça veut dire "Espoir".

Elle a fait un long voyage, en cherchant sa mère.

Elle est syrienne.

Elle a voyagé en/au/à/aux ...

En Angleterre, **elle a visité** (des monuments historiques?)

En France, **elle a rencontré** (des acrobats?), et **il faisait mauvais.**

Elle est restée (sur un radeau en Mexique?)

Elle a vu des montagnes et la plage.

Elle a beaucoup aimé le port aux Pays-Bas.

Surtout, elle a inspiré l'espoir – quels sont vos espoirs pour l'avenir?



1. Include non-binary pronouns in your verb paradigms **2. Teach inclusive writing for adjectival agreement**

French example

Mon ami.e est intelligent.e

Je suis bavard.e

If the student does not want to disclose their gender use this method:

Je suis une personne amusante.

To be	ser
I am	
You are	
he/she/NB is	
We are	
You (pl) are	
They are	

Examples of some (of many) LGBTQIA+ inclusive resources made by Beth Olijnyk French and Spanish curriculum at Dunraven School, Streatham (shared here with permission from Beth)

Vamos a emparejar las frases

1. Discrimination	1. G	a. La violencia
2. Violence	2. A	b. La igualdad
3. Worry/concern	3. F	c. Prohibido
4. Equality	4. B	d. Libre
5. Human rights	5. E	e. Los derechos humanos
6. United nations	6. J	f. Una preocupación
7. Human beings	7. I	g. La discriminación
8. Free	8. D	h. La identidad de género
9. Gender identity	9. H	i. Los seres humanos
10. Prohibited	10. C	j. Las naciones unidas

Vamos a ver un vídeo <https://www.youtube.com/watch?v=TKTPD9hfutU>

- In 1948, the UN passed a declaration that stated that everyone is born:
 - free and equal
 - free and not equal
 - equal and dignified
- In 2011, the UN became worried about what happening to LGBTQIA+ members?
 - being more involved in society
 - more acceptance
 - acts of violence and discrimination
- What do LGBTQIA+ members suffer from in different parts of the world?
 - torture
 - murder
 - discrimination
- In how many countries are same sex relationships considered to be a crime?
 - 77
 - 76
 - 40
- Since 1990, nearly how many countries have legalised same sex relationships?
 - 40
 - 50
 - 76
- What have many other countries done?
 - legalised same sex marriage
 - introduced gender neutral pronouns
 - prohibited discrimination against LGBTQIA+
- If we work together, what can we create?
 - new laws
 - a world where we are all free
 - a community

See following slides for references, resources and further reading

[Further resources from the Centre for Climate Change and Sustainability Education at UCL Institute of Education](#)

Although this was designed to be used as part of the Primary Music curriculum, it feels very appropriate to me to design some KS3 Spanish teaching around it: <https://climateeducation.org.uk/professional-development/subject-modules/primary-music/where-to-start-in-primary-music>

This is the Living Cities project which inspired my Walthamstow Wetlands ‘faucon pèlerin et martin pêcheur’ comparative idea: <https://climateeducation.org.uk/professional-development/subject-modules/secondary-interdisciplinary/living-cities?section=case-study-westminster-academy>

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