

National Priority Project: Innovate to motivate – Developing the languages curriculum

Project Summary: Support language teachers to innovate their curriculum with the purpose of increasing student engagement and motivation.

- Include rich cultural content in curriculum
- Include authentic / authenticated resources in curriculum
- Include relevant and engaging content for our learners
- Explore the increasing potential of AI tools
- Create a collaborative community of practice

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Motivation

Humans have three basic needs:

Based on the work of Richard Ryan and Edward Deci (1985; 2000)



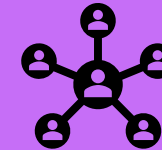
1. Competence

People need to gain mastery and control of their own lives & their environment. Essential to wellness.



2. Autonomy

People need to feel in control of their own life, behaviours and goals. This is about choice.



3. Relatedness

People need to experience a sense of belonging and connection with other people.

With thanks to Professor
Suzanne Graham

Suggestions for developing relatedness in language learners

- Contact with peers from partner schools in other countries

In the classroom

- Using authentic or authenticated cultural materials
- Using audio-visual material of real people



3. Relatedness

People need to experience a sense of belonging and connection with other people.

	Percentage of responding schools
Pupils go on trips abroad	74%
We employ language assistants	27%
We engage with cultural institutes (e.g. Confucius Institute, Goethe-Institut, Institut français, Gael Linn, Consejería de Educación)	28%
The school has one or more partner schools abroad	27%
The school has combined school trips abroad with other departments	22%
Pupils can do work experience abroad	7%
British Council international opportunities	10%
None	13%
Other	7%

British Council Language Trends Survey 2025

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Etherow Network collaboration “case-study”

- Secondary school in a challenging context (45% FSM)
- Very low take-up at GCSE
- Very limited Curriculum time at KS3
- Curriculum resourced with “Knowledge Organisers”
 - Need for tight organisation due to minimal lesson time
 - Scaffolding needed due to longer gaps between lessons
- Lack of cultural resources and engaging material

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Year 8 Spring 1 Knowledge Organiser Heritage – El patrimonio	
Altamira Caves  The Altamira Cave paintings were discovered by a young girl. They are about 14,000 years old! Las cuevas <i>the caves</i> Un bisonte <i>a bison</i>	Los reyes católicos  Isabel of Castile and Ferdinand of Aragon are known as the Catholic Monarchs. Rey/Reina <i>King/Queen</i>
The Romans The Romans conquered the Iberian Peninsula between 218 B.C. to 19 A.D. They named it "Hispania."	El Cid - Rodrigo Díaz de Vivar was born in 1043 in Burgos. He was called El Cid or El Campeador because he won lots of battles fighting with both Christians and Muslims. He died in Valencia. 
Los Romanos  Un faro <i>A lighthouse</i> Un viaducto <i>A viaduct</i> Un puente <i>A bridge</i> Una muralla <i>A city wall</i> Un anfiteatro <i>An amphitheatre</i> Un templo <i>A temple</i> Un acueducto <i>An aqueduct</i> Una terma <i>A spa</i> Un soldado <i>A soldier</i> Un casco <i>A helmet</i> Una espada <i>A sword</i> Un escudo <i>A shield</i>	The Jewish community in Spain  Jewish history in Spain dates to Roman times. During the period of Islamic rule, Jews were not given equal rights. After the Christian reconquest Jews were expelled from Spain in 1492.
La Edad Media The Middle Ages Un campanario <i>A belltower</i> Una torre <i>A tower</i>	Al-Andalus  Islamic rule in Spain started in 711 and ended in 1492 - nearly 800 years. The Alhambra palace in Granada and the Mezquita (Mosque) in Córdoba are examples of Moorish architecture. After the fall of Granada during the Christian reconquest, Muslims were expelled from Spain in 1492.

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Realismo Mágico

Catalan artist... born when?

Joan Miró era un artista catalán, nacido en Barcelona en 1893.

Desde 1920, Miró pintó al estilo del Realismo Mágico. Pintaba cuidadosamente y hacía que toc pareciera muy realista. Algunas partes de estas obras parecen incluso algo extrañas o inusuales.

Estas pinturas parecen bastante reales, pero hay algo en ellas que no cuadra. Esto produce la sensación de que son mágicas, o como si fueran un sueño.

Es It is	una línea unas líneas	
No es It isn't	una espiral unas espirales	
	una estrella unas estrellas	
	un círculo unos círculos	
Hay There is	un cuadrado unos cuadrados	blanco/a/os/as negro/a/os/as amarillo/a/os/as rojo/a/os/as
	un triángulo unos triángulos	
No hay There isn't	un punto unos puntos	
	un óvalo unos óvalos	
Tiene It has	un ojo unos ojos	verde/s azul/es gris/es marrón/es
No tiene It hasn't got	un rectángulo unos rectángulos	de color { naranja rosa violeta



Innovating the Curriculum to increase motivation and engagement

- We focussed on adapting a knowledge organiser for Y8 French - food topic
- Inserting more cultural content – authentic material
- Making bespoke content with AI /Edtech tools - that are easy and quick to use!
- The following ideas could be used for innovating any language curriculum

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En France, il y a beaucoup de restaurants traditionnels. Les touristes aiment beaucoup manger les spécialités régionales. Ils mangent de la viande, du fromage et des fruits de mer. Sur le menu, il y a des plats salés qui sont délicieux.

 <p>A</p>	 <p>B</p>	 <p>C</p>	 <p>D</p>	 <p>E</p>
 <p>F</p>	 <p>G</p>	 <p>H</p>	 <p>I</p>	 <p>J</p>

1.Un steak-frite	2.Une fondue savoyarde	3.Des fruits de mer	4.Des escargots	5.Une raclette
6.Une quiche lorraine	7.Des moules frites	8.Du riz avec de la blanquette de veau	9.De la bouillabaisse, soupe Provençale	10.De la ratatouille

Examples of French cuisine

Create a reaction and stimulate interest in French culture

8. Read Aloud



En France, les gens mangent beaucoup de pain et de viande. Il y a des supermarchés mais les Français aiment aussi acheter de la baguette dans une boulangerie. C'est une petite boutique en centre-ville. Il y a des croissants, des pains au chocolat et beaucoup de pains. C'est le boulanger qui fait le pain et les gâteaux.

Dans une boucherie, il y a de la viande rouge et de la viande blanche. Le boucher est le monsieur qui sert de la viande. Il porte un uniforme blanc.

Comprehension questions:



1. Where do French people buy bread?
2. Where do French people buy meat?
3. What can you find in a "boulangerie"?
4. What sort of meat can a person buy in a "boucherie"?

Pictures with examples of French culture

Reading Aloud text with cultural focus



Raclette

Watch the video and tick off the French words for food as you hear them.

	✓
moules	
sauce	
soupe	
raclette	
fondue	
crêpes	
tomates	
poulet	
cassoulet	
saucisse	
oignons	



Cassoulet

Engagement - Videos of real people – used for Listening practice



Adobe

<https://www.adobe.com> › Home › Feature ›

Add Captions to Videos Online for Free | Adobe Express

Add captions to your videos for free. **Quickly generate captions for any video** with the Adobe Express online editor. No experience necessary. Upload your video ... [Read more](#)

Es el protagonista del segundo gol del Real Madrid en esta victoria, que coincidimos todos, merecida, ¿verdad Jude? Muy buenas del Real Madrid hoy aquí en Sevilla.

Sí, sí, un partido no mucho _____, pero necesitamos ser _____ para los últimos dos partidos aquí, uno más en el Bernabéu. _____ con la victoria, como siempre, pero sí, es un poco _____ porque queremos _____ para títulos en este último partido, pero _____ y feliz de ganar.

Feliz

importante

triste

difícil

profesional

2 of 3 daily transcriptions used

 GO UNLIMITED

Shortcuts

 Recent Files

Folders

 New Folder

 Recent Files

☐ Name

☐ Así es

☐ Así Es

 Transcribe Files



Audio / Video File



Drag & Drop

MP3, MP4, M4A, MOV, AAC, WAV, OGG,
OPUS, MPEG, WMA, WMV

— OR —

BROWSE FILES

Audio Language

Spanish 

Transcription Mode



Cheetah
⚡ Fastest



Dolphin
⚙ Balanced



Whale
★ Most Accurate

 Speaker Recognition & More Settings ▾

TRANSCRIBE



 TRANSCRIBE FILES

Duration

Mode

Status

10m 2s

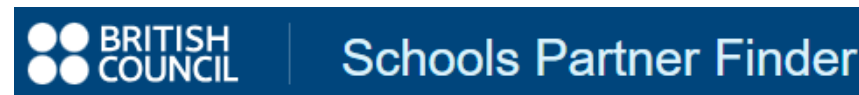


8m 20s



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Language Assistants or partner schools? Make a video about themselves to use as a Listening resource.

Pen pals – still a great option!

AI for generating bespoke curriculum content

- Difficulty in finding appropriate video resources
- Schools with their own curriculum – no publisher material (ready-made listening/reading content)
- Etherow Webinar looked at AI tools to create bespoke audio-visual material
- Focus on tools that are simple and easy to use

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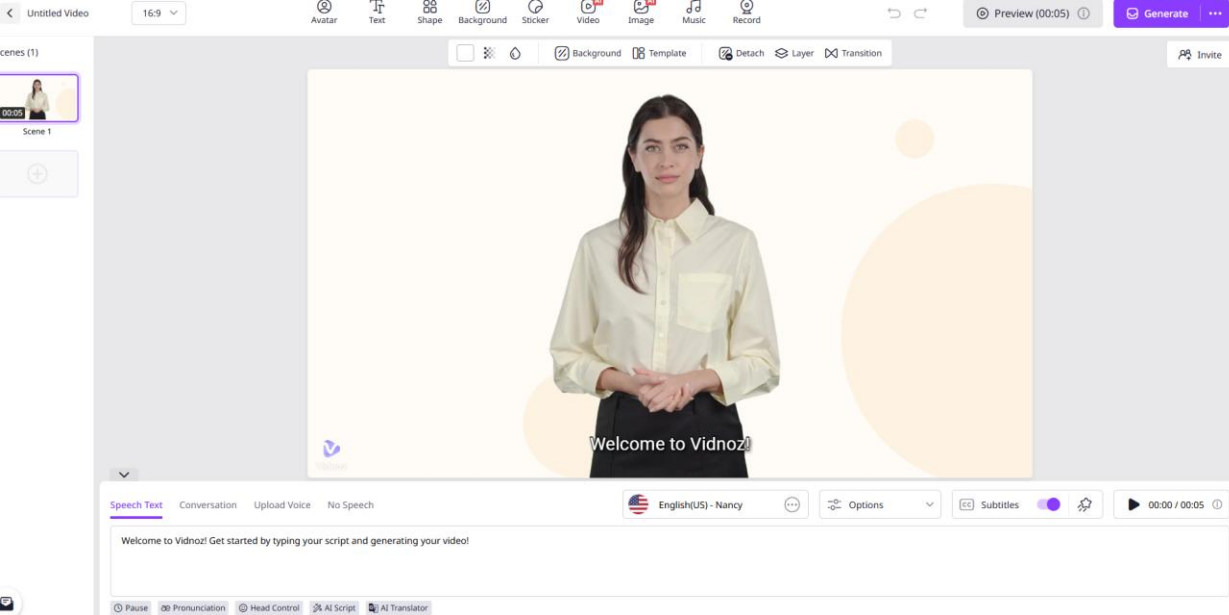
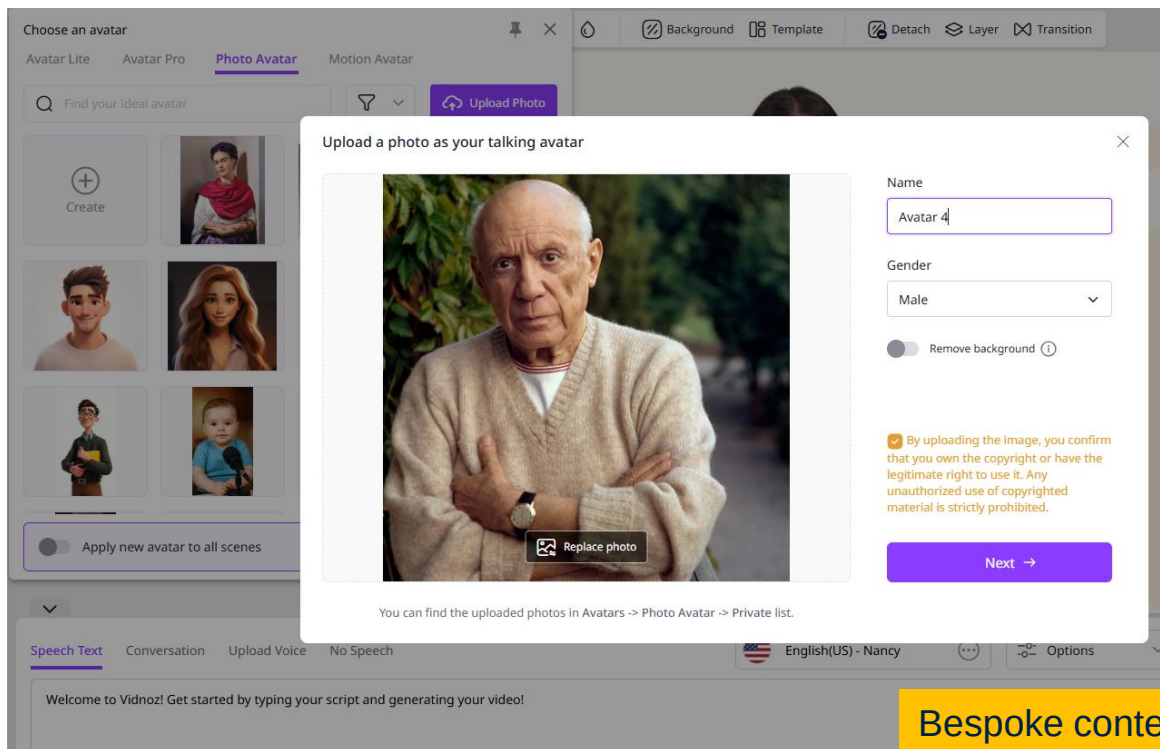


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Led by Cheadle Hulme High School



Bespoke content - AI generated videos – motivation and engagement - Listening practice

Celebrity cartoon characters

Create a cartoon image of Lionel Messi and Penelope Cruz are sitting at a table together outside a Spanish café



1. Adobe animate express

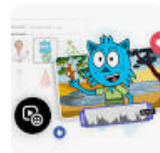


Adobe

<https://www.adobe.com> › express › create › animation ›

Free Animation Maker: Generate Animated Videos Online

Make animated videos in minutes. Quickly animate a character for free using your own audio or recording. Video animation has never been easier.

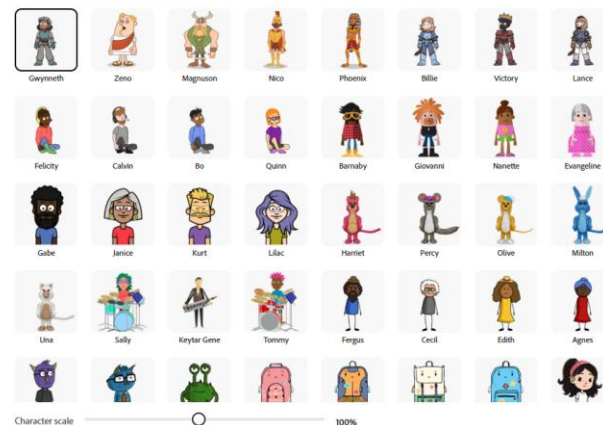


Animate Characters

Make an animated character with your own voice.

Character Background Size

Category All



Character scale

100%

Record your character's dialogue or [browse](#)
MP3, AIF, WAV, and MP4 files | 2 minutes and 1GB max per upload

Record

Enhance speech ⓘ



narakeet

Tools Use Cases Voices Help Pricing News

MY ACCOUNT

SIGN UP

Text to Speech Voices

Narakeet helps you create narration in more than 100 languages and accents using text to speech, with [realistic AI voice generators](#).

CONVERT TEXT TO SPEECH ▶

Text to audio

Type or paste the [narration script](#) below, or click **Upload File** to load the script from a document. You can upload plain text (.txt), MS Word (.docx and .doc), MS Excel (.xlsx and .xls), PDF, EPUB, RTF, Open Document (.odt, .ods) and subtitle (.srt, .vtt) files.
(Looking for a quick example? Download [this file](#).)

LANGUAGE: French - Metropolitan ▼

VOICE: Marion ▼ ▶ +

SCRIPT:

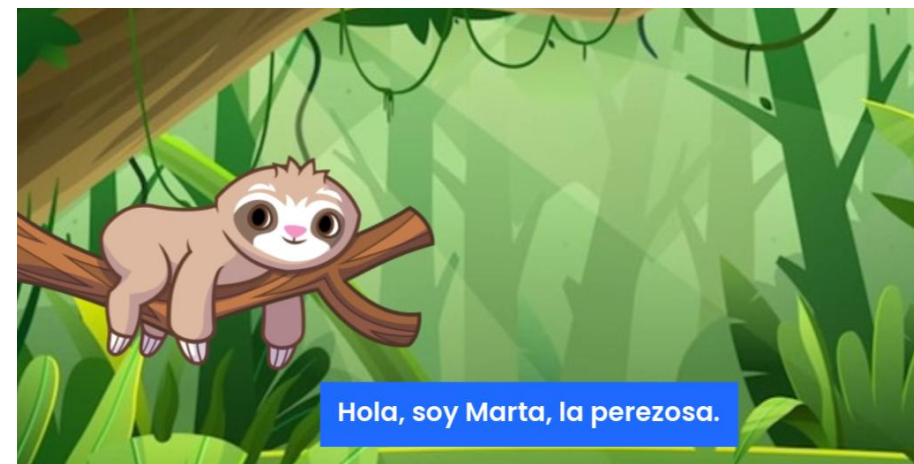
UPLOAD FILE

DICTATE

CREATE AUDIO ▶

Without an account, you can upload files up to 10 MB, containing up to 1 KB of narration text.

[Set up a commercial account to increase your limits!](#)



Add captions to your videos for free.

Quickly generate captions for any video with the Adobe Express online editor. No experience necessary.

Upload your video

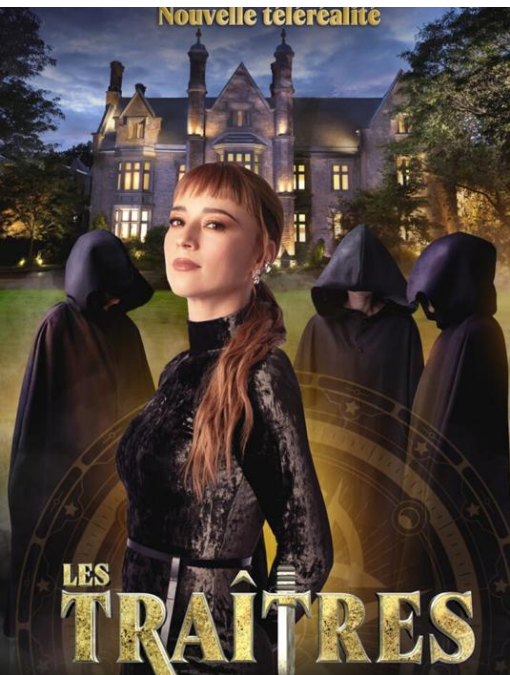
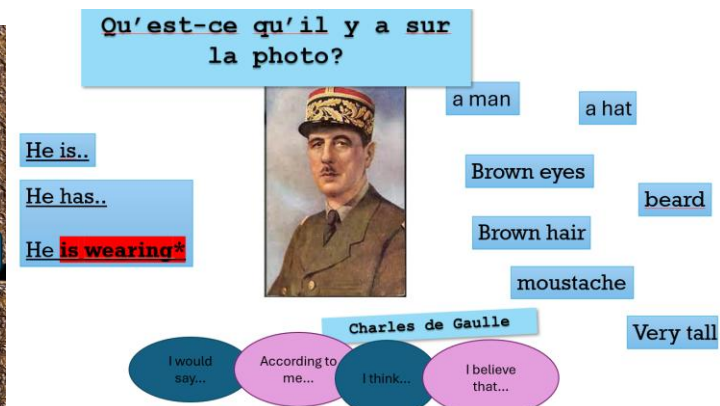
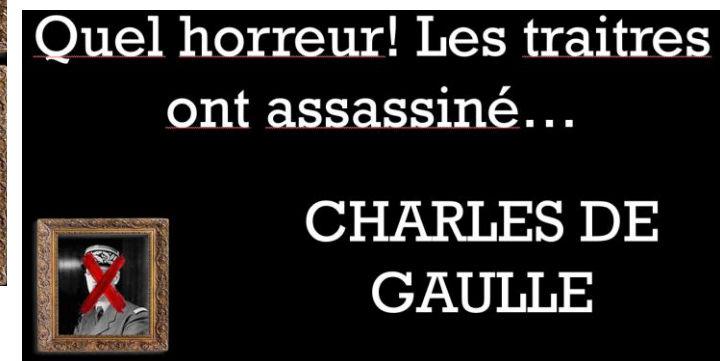
Free to use
No credit card required

Engagement and bespoke resources

Listening activities - dictation

Y8

Unit title	HT1	HT2	HT3	HT4	HT5	HT6
Topic focus	Talking about free time activities and giving opinions	Talking about food, saying what we like or don't like eating and drinking and explain why	Talking about where I live	Talking about my ideal home	Talking about clothes we wear and when	Giving opinions about a French film and reasons for opinions Describing people in the film
Cultural focus	Focus on young people in France- video stimulus.	French food and cultural differences	Focus on Paris. Looking at famous places and types of home	Luxury houses of celebrities: Mbappé and current PSG players	Styles of clothing in Francophonie Imane Ayissi and Haute Couture	Watching and discussing a French film: Une vie de chat
Grammar structures	Present tense: 1 st person forms of regular and irregular verbs: faire / aller / jouer Opinion verbs: aimer detester adorer	Present tense 1 st person forms of er verbs: aimer detester adorer Negatives Adjectival agreement	il y a... Present tense e verb - habiter (full conjugation) Adjectival agreement	1 st person conditional tense: Je voudrais J'habiterais Imperfect structure: Si j'étais riche	Present tense – er verb -porter (full conjugation) Quand il fait beau/mauvais etc.	Opinion verbs – 1 st person forms: aimer detester adorer Presente tense – er verbs – focus on 3rd person: être / porter



Relevant content

Linking to new GCSE topic – celebrity culture

Introduce French celebrities

Le prochain banissement:



ou



Embedding cultural content into a sequence of lessons

Was gibt es in Berlin?



In Berlin gibt es
einen Reichstag.

Welches Essen gibt es in Berlin?



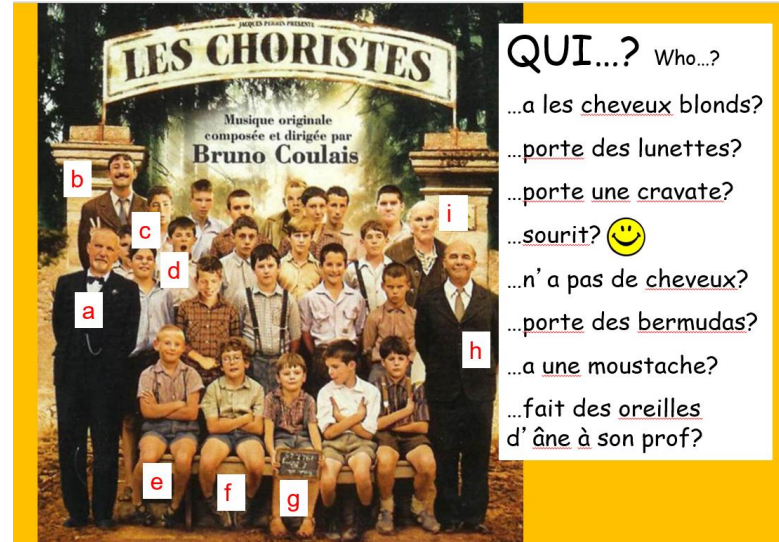
der Döner



der Berliner



die Currywurst



Whilst adapting the knowledge organiser...

Encouraging learner target language

Rewards for learner target language use

<p>Je suis désolé(e)</p> <p>Excusez-moi</p> 	<p>parce que</p> <p>car</p> <p>puisque</p>	<p>j'ai</p>	<p>oublié </p> <p>mes devoirs!</p> <p>mon cahier (de classe)!</p>
		<p>été</p>	<p>absent(e)! </p> <p>en retard! </p> <p>malade!</p> <p>énervant(e)! </p>
		<p>je n'ai pas</p>	<p>de stylo! </p> <p>de cahier! </p>



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Batalla Naval



	en mi móvil	en mi tableta	en mi ordenador	con mis amigos
escuché música				
vi videos				
jugué videojuegos				
subí fotos				

3 Barcos

1 Barco = X

Tocado = Hit

Fallo = Miss

Battleships

El lunes
miércoles
viernes estudio español
dibujo
ciencias y historia
matemáticas
teatro. Me encanta el español
el teatro
el dibujo

porque en mi opinión es muy divertido
interesante
útil y me gusta mucho el profesor

porque creo que es bastante simpático
gracioso
inteligente.

Trapdoor

Structured Speaking Activities

4 gewinnt

play football fish jog listen to music swim read dance

on Monday
on Tuesday
on Wednesday
on Thursday
on Friday
on Saturday

Connect 4

¿Tienes una mascota?

Surveys

Next steps for our project:

- For both our “case-study” school and other language teachers in our network and beyond...
- To implement ideas and examples from the project in their own setting
- To adapt the Curriculum and resources for the summer term and next academic year
- Include more... authentic texts / images / audio-visual resources / speaking focus
- We hope to see the following impact...
- Students will be more motivated by seeing real language speakers, engaging and authentic resources
- **They are more likely to continue with their language study at GCSE and beyond!**

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