



# ***Languages for all - defining today, transforming tomorrow!***

Language World Conference 2012

University of Manchester

30 - 31 March

<http://tiny.cc/LW2012>

## **Opening Plenary**

**09.10 – 09.55**

### **Defining today, transforming tomorrow**

**Bernardette Holmes, President, Association for Language Learning**

In a world where little is real unless validated through the social media, where more people speak English as a second language of choice than there are mother tongue speakers, and where learners in the classroom are often already bi-lingual in the home, the question of languages education in the curriculum, including the teaching of English, becomes of greater significance than ever before. In this opening plenary, our President will explore the unique contribution of languages to constructing our identity, both defining and transforming our life chances as learners and as active citizens of an increasingly mobile and multilingual world community.

*Bernardette Holmes* is the President of the Association for Language Learning, and Director of Languages First at the Language Centre of the University of Cambridge, promoting the development of innovative language teaching programmes for teachers of languages in all phases and sectors across the East of England.

## **Session 1 : Major Talks**

**10.00 – 10.45**

### **1.1: Closing the gap or closing the door? Will the latest language education policies fulfil Michael Gove's goals for social mobility?**

Michael Gove sees education reform as a 'progressive cause' and wants schools to be 'engines of social mobility', but to what extent will the E-Bacc and the new national curriculum make language learning more equitable? I will analyse the extent to which languages has become the preserve of the more privileged and assess whether recent policy initiatives will close the gap or make it wider.

*Teresa Tinsley*, former Director of Communications at CILT, now a Research and Communications Consultant specialising in languages.

*Sector relevance:* all levels

*Language(s) of examples:* N/A

### **1.2: "Achievement and challenge" one year on – how to get the most out of Ofsted**

This talk will focus on the progress that has been made on issues highlighted in the last triennial report. In addition, it will feature some of the developments at Ofsted that are intended to support further improvement.

*Elaine Taylor* HMI is the National Adviser for Modern Foreign Languages at Ofsted.

*Sector relevance:* schools

*Language(s) of examples:* N/A

### 1.3: Giving languages the X-factor: competitions and creative initiatives to support language learning

Competitions and other initiatives motivate and inspire young language learners. At their best they also underpin learning and contribute to progression. Our panel, chaired by Rachel Hawkes, will share their experiences of organising a range of activities from local initiatives to national and international challenges. They will show how participation raises achievement, rewards success and celebrates language learning. Everyone can benefit – learners, teachers, schools and even society at large.

Chair: *Rachel Hawkes*, a classroom teacher of languages with 12 years prior experience as a Head of Department.

*Sarah Schechter*, Routes into Languages East, Anglia Ruskin University. Following a long career in EFL and Applied Linguistics, she has returned to her first love, foreign languages (she has a degree in French and Russian) with Routes;

*Jane Driver*, Head of Department at Hinchingsbrooke School, Jane has prior experience in Student Leadership and Project Development as well as having a background in EFL;

*Vivienne Rogers*, secretary & publicity officer United Kingdom Linguistics Association, lecturer at Swansea University and former FML teacher in NE England; and

*John Evans*, European Commission Representation in London.

## Session 2: Workshops

11.25 – 12.10

### 2.1: Yes you can! Creating confident and independent language learners

Exploring strategies to develop language learners' confidence and independent learning skills.

- Using PLTS to develop learners' confidence in their own speaking and writing skills;
- developing cross-curricular contexts for improving learners' self-image as linguists;
- maximising the use of ICT to support all learners; and
- implementing AFL strategies to boost confidence.

*Isabelle Jones* is an experienced teacher of French and Spanish at The Radclyffe School, a large multicultural comprehensive school in the North West. She has been a Head of Languages since 2002 and an outreach Primary Languages teacher since 2003. Her areas of interest are Thinking Skills, ICT, Intercultural Understanding and EAL.

*Sector relevance:* Secondary, Post-16

*Language(s) of examples:* French, Spanish

### 2.2: Motivating themes for controlled assessments

This workshop will demonstrate an array of exciting themes and activities for preparing candidates and raising attainment for the GCSE, taking the boredom out of mundane topics but still covering the needed vocabulary and grammar. Themes include: Che Guevara, Mozart, Dragon's Den presentations, Extreme Sport, the Olympics, Secret Agents and a whole lot more!

*Juliet Park* is Director of MFL at Yewlands School, regular trainer, speaker, consultant, and author of creative ideas for inspiring pupils to learn languages. Juliet is working with OCR and AQA on the development of the new GCSE and is a national specialist for the NVQ.

*Sector relevance:* all levels

*Language(s) of examples:* French, German, Spanish

### **2.3: How healthy are languages in secondary schools?**

Find out the latest on the national picture from the annual Language Trends survey, and debate the issues with representatives from national organisations.

*Linda Parker* is Director of the Association for Language Learning. She has had a long career in languages education, first as a teacher of French and head of department in secondary schools, then moving into adult and higher education and later into project management and teacher support. She has worked at three UK universities, at CILT the National Centre for Languages, and has been with ALL since 2002.

*Teresa Tinsley* former Director of Communications at CILT, now a Research and Communications Consultant specialising in languages.

*Nick Mair*

*Sector relevance:* schools

*Language(s) of examples:* N/A

### **2.4: 'Multi-lingual language awareness' in primary schools: new developments, new materials and the potential for secondary schools**

This session will look at how primary teachers are implementing the 'Discovering Language' approach. New materials for Russian will be demonstrated and new approaches for teaching Language Awareness explained. An evaluation of the effect of DL on secondary schools will be given. This forward-looking approach to languages is well worth considering.

*Peter Downes* is Project Director for the ASCL 'Discovering Language' project and former President of ALL.

*Dr. Amanda Barton* from the University of Manchester is the author of the evaluation of the Discovering Language pilot.

*Joan Dickie*, a Primary Languages consultant, now works on materials production for 'Discovering Language'.

*Sector relevance:* Primary (but also Secondary)

*Language(s) of examples:* various

### **2.5: Developing lifelong learners**

Teachers attending this workshop will leave with a better understanding of issues around successful transition between Key Stages 3, 4 and 5. Ensuring linguistic progression, whilst using up to date motivating resources is vital. We have to teach in a way that develops grammatical competence and inspires and engages the pupils of the 21st century! Techniques that promote active learning, student autonomy and out of school learning will be explored.

*Liz Black* has over 25 years teaching experience and is currently teaching at Stokesley School and working for North Yorkshire as an AST two days per week delivering training to teachers across all the Key Stages. Due to this time spent on cross-phase work she has a particular interest in ensuring that effective planning for progression takes place.

*Sector relevance:* Secondary

*Language(s) of examples:* French, German

## 2.6: Promotional presentation: Language Perfect

### Multi-v for your language classes!

What is this phenomenon called *Language Perfect*? Come to this session to find out more about the online language learning platform that is taking the world by storm and has contributed to the lifting of the languages education standards of a nation.

This is a demonstration of *Language Perfect* in action. You will see an overview of how students use *Language Perfect* and how contextual, competitive vocabulary acquisition can make a positive impact on the languages programme in your school. All delegates at this session will be eligible for a whole school free trial of *Language Perfect* for one month.

*Annalise Adam* teaches French to KS5 at Itchen Sixth Form College, Southampton, having recently moved from secondary. An enthusiast of using ICT to motivate learners, she is keen to encourage other teachers to do the same, and recently spoke on the subject of "ICT for the terrified" at the Languages South East ICT and Languages Conference. She met Craig Smith, CEO of Language Perfect, at Language World 2011, after having contacted him about the motivating effect the Language Olympics had had on her students.

Sector: all levels

## Session 3: Major Talks

12.15 – 13.00

### 3.1: Rules of language

This talk will deal with areas covered in Bernadette's "Rules of Language" article, which appeared in the Spring 2012 edition of Languages Today magazine.

Delegates will be able to focus on the following:

- The place of grammar in language teaching;
- what "communicative" grammar looks like in the classroom;
- using multi-skill tasks to develop learners' control and range; and
- ideas and strategies to develop teachers' practice.

*Bernadette Challinor* is a School Improvement Officer for Leicestershire County Council. She has over 35 years' experience of teaching French and German and working with language teachers in secondary schools.

*Sector relevance:* Secondary (but relevant for others)

*Language(s) of examples:* French

### 3.2: Developing your students as Global Citizens

This session will explore how developing your students as Global Citizens can support and add value to the curriculum and ethos of your school and support the teaching and learning of languages. It will provide information on the British Council schools programme on developing school partnerships, hosting a language assistant, and online resources to support the Global dimension. There will be opportunities for discussion with other practitioners as well as a case study.

*Vicky Gough* is the Advisor for Connecting Classrooms, Education, Science and Society at the British Council.

*Sector relevance:* schools

### 3.3: Language futures: to infinity and beyond!

How can we motivate students to inspire in them a love of learning languages? One way that is being piloted by Linton Village College in Cambridgeshire is to offer a group of students the chance to choose whatever language they please as part of the Language Futures programme. The teacher works alongside community language mentors and parents to support the students in controlling and leading their own learning. We will demonstrate how this approach has successfully empowered students and also suggest ways that our methodology can be incorporated into any languages classroom.

*Bernadette Clinton* is an external consultant and ex-MFL Adviser to Enfield Local Authority; and *Beth Cummins* is a Language Futures teacher at Linton.

*Sector relevance:* Secondary

*Language(s) of examples:* Mandarin, Spanish, Italian

## Plenary

14.15 – 15.45

### Future perfect?

#### A panel debate on the challenges ahead for languages education

Chair: *Rosie Goldsmith*

Panellists: *Larry Lamb, David Kennedy, Lizzie Fane & David Smith*

*Rosie Goldsmith* is a journalist specialising in arts and current affairs, in the UK and abroad. Over 20 years', whilst working for the BBC, she has travelled the world: from Libya to Japan to East Timor. Rosie has covered events such as the fall of the Berlin Wall, the end of apartheid in South Africa, and human rights in Egypt and has presented flagship BBC radio shows like *Front Row*. She speaks French, German, and Italian, and has lived for many years in Europe, Africa and the USA. Today Rosie also combines broadcasting, reviewing, media training and PR with curating and chairing related events in Britain and overseas. In addition, Rosie is passionate about foreign literature and language learning - she promotes them wherever she can. (And she likes to wear red shoes!)

Actor *Larry Lamb* is well known for his roles in *Gavin and Stacey* and *Eastenders*. Speaking five languages – learnt at school, evening classes, and work – Larry is passionate about the importance of learning a language, especially for disadvantaged young people. Larry has spoken up for children learning languages on the daytime TV show, *Loose Women*, and hopes to use his celebrity status to support languages further, particularly in the current debate about languages in the National Curriculum.

*David Kennedy* became Headteacher of the John Warner School in January 1999. Since then the school's headline rate of 5 A\*-C GCSEs has risen from 13% to 92% and the school has more than doubled in size with a large sixth form. He believes that language education is an essential means of equipping young people for future success.

*Lizzie Fane* is the founder of *ThirdYearAbroad.com*. The site is an online support network for students who work, study or volunteer abroad during their degree course. Lizzie regularly speaks at university Study Abroad Fairs and pre-departure talks about making the most of the year abroad, and has recently founded LANGSA, the Language Graduates' and Students' Association, to give young language enthusiasts the opportunity to come together and inspire other people to learn languages, based on their experiences.

*David Smith*, Head of DG Interpretation's English Unit, European Commission. David joined the European Commission in Brussels as an interpreter in 1977, a job which has taken him all over the world and into meetings on every conceivable subject. In 2005, David became Head of Unit, English interpreting and since then, David has been trying to raise awareness about language careers in general and interpreting in particular - an endeavour which is also very much in line with the European Union's commitment to multilingualism. David's working languages are French German, Dutch, Italian and Danish, and he also has a smattering of Japanese.

#### 4.1: Innovative approaches to language learning in KS4 and KS5

How can technology really improve language learning? Strategies explored in this practical workshop will include video conferencing, using a Facebook page effectively, and green screen trials. Planning is crucial. The pedagogy behind these new learning 'tools' will be demonstrated with evidence shown that the students' writing skills, fluency and spontaneity has improved alongside interview and debating techniques.

*Rene Koglbauer* is Deputy Director of Secondary Initial Teacher Training at Newcastle University and Regional Manager of Network for Languages North East.

*Liz Black* has over 25 years teaching experience and is currently teaching at Stokesley School and working for North Yorkshire as an AST two days per week delivering training to teachers across all the Key Stages. Due to this time spent on cross-phase work she has a particular interest in ensuring that effective planning for progression takes place.

*Sector relevance:*

*Language(s) of examples:*

#### 4.2: Embedding phonics in language learning and teaching

A simple seven step process for teaching most languages will be analysed; from word to sentence level with phonics at its heart. The activities demonstrated for each step will be using French phonics and will be based on a sound, action, and spelling system which has been trialled extensively and effectively with young and adult learners.

*Sue Cave* is currently a Primary Languages Consultant and Specialist Teacher. Her teaching experience has been in the primary, secondary, and F.E. sectors. She has presented at both local and national conferences. Sue is the author of two books of primary language teaching activities published by Brilliant Publications.

*Sector relevance:* anyone teaching beginners

*Language(s) of examples:* French

#### 4.3: Give them what they want, what they really, really want! A new approach enabling learners to say what they want to say (especially in controlled assessments)

A major obstacle to language learning is that learners get frustrated when they can only talk in textbook or exam board phrases but not say what they want to say. Delegates will get to know an approach adopted from TEFL which takes this dilemma as its starting point and builds on the language the learners want to express.

*Bertram Richter* has worked for 7 years as a French and German teacher in Kent, Oxfordshire and since 2010 as Head of Languages at Tile Hill Wood School and Language College in Coventry. Ever since a workshop with Ewan McIntosh in 2006, he's tried to demonstrate the benefits of social media in fostering collaboration and independent learning.

*Nisha Vatish* has been a teacher of Spanish and French for five years. She is currently Head of Spanish at Tile Hill Wood School and Language College in Coventry and is keen to develop teaching and learning in her team through increased differentiation and choice. She believes that an emotional response to learning will raise engagement and motivation.

*Sector relevance:* Secondary; *Language(s) of examples:* German, Spanish

#### 4.4: Stage a musical performance for empowered progression

Discover how to empower Year 6 children to progress to Secondary school by staging an end of year musical, all delivered in the target language. Use authentic material to bring the language alive across the curriculum. Turn all practises of skills into a musical event that creatively appeals to all learners in a graduation performance. Give learners effective and affective memories of a language to last a lifetime!

*Nadine Chadier* inspires language learners and teachers creatively through music, the Arts and magic. Currently teaching KS2 in North London, she enjoys working with learners of all ages: from nursery children to museum curators, as well as training the trainers.

*Sector relevance:* Primary  
*Language(s) of examples:* French

#### 4.5: Modernising grammar: terminology and priorities for teaching

Most grammatical terminology has been designed to meet the needs of adult scholars rather than children learning languages. Clearer presentation of grammar to children can aid understanding and put them in control of what they say and write.

*John Bald* is an independent teacher, consultant and writer. He leads on primary languages for The Learning Trust (Hackney), and is a specialist associate with the Training and Development Agency. He has previously contributed to ALL conferences on the theme of teaching writing without copying.

*Sector relevance:* Primary and Secondary  
*Language(s) of examples:* French, Spanish

#### 4.6: Using rhymes for pronunciation, grammar and fun!

Rhymes are quirky and fun and help children to gain a feeling for the rhythm and pronunciation of a language - but you can teach so much more using these. Val will show you how children can not only have a lot of fun with rhymes but how, within a very short space of time, they can also learn key language skills.

*Val Thornber* is a French and Spanish teacher who has been teaching using stories and rhymes for over twenty years. She is the producer of story-based resources such as Little Tails of the Unexpected and GrowStoryGrow. Her workshops are popular because they offer a new, simple and effective approach to learning languages. Teachers come out feeling revitalised and inspired. They also have a lot of fun.

*Sector relevance:* Primary  
*Language(s) of examples:* French, Spanish