



Languages for all - defining today, transforming tomorrow!

Language World Conference 2012

University of Manchester

30 - 31 March

<http://tiny.cc/LW2012>

President's Plenary

09.00 – 09.45

The Brian Page lecture Languages 2020: the road ahead

ALL Presidential Team: Bernardette Holmes, Ann Swarbrick, Karl Pfeiffer

At a time of policy change and curriculum reform, where the status of languages remains under review, the Presidential team will update conference on the current position and timetable for change. The Presidents will put up a robust case for the strategic importance of languages for all, sharing insights into the benefits of language learning and sketching out a possible model for how languages could look in the 21st century curriculum.

President *Bernardette Holmes*, has had a long and varied career in languages as a teacher, adviser, inspector, teacher trainer and researcher, and has made a major contribution to languages education in England.

Past President *Karl Pfeiffer* is a long standing member of ALL and Director of Educational Links at the Goethe-Institut, London;

President Elect *Ann Swarbrick* is currently Head of Initial Teacher Training at CILT.

Session 5: Major Talks

09.50 – 10.35

5.1: World languages – outward facing schools with a global vision

In his time as Headteacher of a Language College, David's students enjoyed learning Urdu, Arabic and Panjabi in addition to the 'usual' European languages and all language learning was equally valued. In addition to GCSEs and A levels, students studied for Language Ladder and NVQ qualifications as well as learning languages on unaccredited programmes. David is a great believer in the importance of language learning and in exploiting opportunities to make language learning enjoyable and relevant beyond the classroom. As governments around the world review their curricula to prepare young people to be successful global citizens in the 21st century, David will explore what schools should do to begin to redress the languages balance.

David Peck has been a consultant with the Curriculum Foundation since it was founded in 2009, working with schools, networks, Local Authorities and governments. For eight years he was the Headteacher of a large urban Language College and then worked for a Local Authority, leading their 14-19 Team. While a Headteacher, he was actively engaged in the Steering Group of the Heads of Language Colleges and was a member of the Languages Diploma development team. He is passionate about establishing an inspiring curriculum which will optimise outcomes for all young people. Hence he is a founder member of the Better Baccalaureate Group. He is also a Leadership and Management Coach and a School Improvement Adviser.

5.2: Head to head: Rosie Goldsmith interviews Larry Lamb

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. She's presented flagship BBC radio shows like Front Row, Open Book, Profile, A World In Your Ear and Crossing Continents. 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.

5.3: Initial Teacher Education: Conversation in the classroom

This talk will explore in different ways the important issues around speaking in the languages classroom raised by OFSTED in 2011.

Steven Fawkes will introduce some important issues and questions, and stimulate some speaking in the audience. (Bring a partner!)

Colin Christie will use recent research findings to explore factors which can make spontaneous conversation in the languages classroom possible. Examples of pupils conversing spontaneously in French will be given. It will be suggested that it is possible to create an ethos in the classroom which sets the expectation that pupils will communicate in the target language. This will be referred to as creating a “target language lifestyle.”

Steven Fawkes is a familiar figure in languages and speaks regularly at conferences around the country. He has twice been President of the Association for Language Learning, for which he is now a Trustee and Membership Officer. He represented ALL on the Steering Group for the National Strategy for Languages and is Secretary to the Language Alliance. He is also Chair of the UK Judges for the European Language Label.

Steven previously taught Languages for 16 years in County Durham and worked as Advisory Teacher there in Special and Comprehensive schools. Subsequently at the BBC he worked on developing TV, radio, print and Internet resources for Languages in Schools and later took the overview of Policy in the whole Schools area. He is author of articles and books for Language learners and teachers, has been a Chair of Governors at a Comprehensive School and currently also works in teacher training and education on behalf of various providers.

Dr Colin Christie is a senior lecturer in education at the University of Cumbria's London site and teaches on its PGCE MFL and MA courses. He has recently completed a PhD examining how spontaneous target language can be encouraged from pupils in the languages classroom. Previously, Colin has worked as a languages advisor, consultant and as a teacher holding positions of responsibility in schools, a language college and a sixth form college, mainly in London.

6.1: Book to the future

Literature provides a window into the soul, emphasizing cultural understanding. The study of at least one novel provides sustained reading practice and an opportunity to develop language use and thinking skills to a high level. Web 2 applications enable a high degree of debate and engagement difficult to achieve before.

Steve Glover has 20+ years of teaching experience at A level and has published reading materials for students of all ages over that period including the Bibliobus and Escalade series. His recent venture into online publishing has included the online AS Level French course *A*ttitudes* and materials to support students to study literary texts.

Sector relevance: A Level

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

6.2: BBC Languages: language learning with sports stars

With 2012 a great year for sport, how can international sports stars inspire audiences traditionally turned off by language learning? The BBC is producing a series of language taster videos featuring well-known sports personalities, complemented by online activities, suitable for PE CLIL. Get a sneak preview, before launch in May.

Sarah Bromley, is a member of the BBC Languages team, where she has led the production of this project. She has a Linguistics degree and experience as a language teacher and in educational publishing.

Sector relevance: Secondary, adult beginner level

Language(s) of examples: Spanish, German, Italian, Mandarin, French

6.3: Promotional presentation: University of Cambridge International Examinations**Language awareness in teaching; a toolkit for content and language teachers**

Many teachers in Secondary education teach content subjects, or support the teaching of content, through a second language (a foreign language or English). This session provides a practical demonstration of how we can support our students with content and language to enhance their understanding, and their ability to demonstrate their understanding, of both.

Tim Chadwick has worked in education for the last 18 years in a wide variety of countries as a teacher, teacher trainer, schools inspector and writer. He currently works as a consultant regarding CLIL, bi-lingual education, issues of assessment, curriculum development and ELT.

Sector relevance: all levels

Language(s) of examples: N/A

6.4 Making languages accessible for pupils with SEN in mainstream classrooms

An overview of the range of needs of SEN students will be given and strategies offered for adapting language lessons to address these needs.

Workshop content includes:

- SEN overview: the diverse needs of SEN learners;
- adapting teaching and learning strategies to address the needs of SEN learners – multi-sensory approaches;
- monitoring and assessment; and
- the role of learning support assistants and teaching assistants.

John Connor is a former faculty head, local authority adviser, and OFSTED team inspector. John now works as a trainer, consultant, and author, directing training and teaching and learning quality audits. He has helped four local authorities develop their primary languages initiatives, and still works as an Assessor for the Advanced Skills Teacher and Excellent Teacher programme for the DfE.

Sector relevance: Secondary

Language(s) of examples: French, Spanish

6.5: Grammar... and communication? Friends - not foes

Grammar has had a roller-coaster ride in recent decades - from being taught for its own sake at O level to losing status through some ill-advised interpretations of the communication agenda. So, welcome to Martine's key steps for developing grammar for communication - with explicit references to the renewed Ofsted focus on literacy.

Martine Pillette is an independent languages consultant and author. She is frequently involved in national and regional initiatives and also works closely with individual schools. A regular contributor to Language World, she is well known for her clear thinking and for her realistic and engaging classroom ideas.

Sector relevance: all levels

Language(s) of examples: French

6.6: 'Bruits bizarres': practical activities and strategies for developing language awareness in the primary languages classroom

This very practical session will look at how to stimulate and develop pupils' curiosity and skills regarding language learning. This will include useful classroom activities that look at how languages work, playing with languages and looking at a world of languages. All of the activities are suitable for both the specialist and non-specialist languages teacher (and would also be suitable for early Key Stage 3 teachers).

While the working languages of the session will be French and English, the activities discussed are applicable to all languages. Teachers will be presented with a CD of resources at the end of the session.

Brendan Duignan is Regional Advisor with the Modern Languages in Primary Schools Initiative in Ireland. He has been a Primary School teacher for eleven years and has taught at Primary level in Ireland, England and France. He holds a Masters in Education specialising in French in the Primary School and has delivered presentations at many national and international conferences mainly on the subject of Modern Languages and also ICT and Language Teaching.

Sector relevance: Primary

Language(s) of examples: French

6.7: Assessing the professional development of primary languages teachers: differentiated models of practice at one HEI

This session discusses evolving the differentiated models of assessment of beginning primary languages teachers on Generalist and Specialist Primary PGCE programmes at the School of Education, University of Manchester. It explores ways of ensuring that primary languages are fully embedded in ITE programmes, acknowledged as a meaningful contribution to trainees' overall professional learning, and accepted as an integral element of the primary teacher's skills repertoire.

It seeks suggestions and invites discussion from colleagues nationally to facilitate a shared understanding of what we are seeking to achieve in ITE primary languages, and how we might best support and assess the developing professional knowledge and skills of our future primary teachers.

Angela McLachlan is Course Leader for Primary PGCE Specialist and Generalist Languages and Teach First Secondary Languages North West at the School of Education, University of Manchester. She has been involved in FE, secondary and primary languages teaching both in the UK and overseas for over 25 years. She has published both practice and research-based work on language teaching and learning.

Session 7: Workshops**11.55 – 12.40****7.1: Blogging blogging – using blogging in the classroom**

Motivate and challenge your students and enliven your teaching by blogging with your classes. Learn how to create a free blog and how to use this to improve students' writing skills, increase motivation and collaborate online with each other, partner schools....and the rest of the world!

Jen Turner is a teacher of German and French, and online learner of Spanish; enthusiastic advocate of online collaborative tools to enhance learning, in particular speaking and writing skills; and a massive fan of dodgy German pop music to teach grammar.

Sector relevance: all levels (mainly Primary and Secondary)
Language(s) of examples: French, German

7.2: Mixed ability AND mixed experience classes: mission impossible?

King Edward VII School has more than 40 feeder primary schools, teaching different languages to different levels. The approach that the Languages Department at KES has taken to tackle the challenge of mixed experience classes combines a fresh look at methodology with more emphasis on cooperative and independent learning, and a change of focus in the content of what students learn. Language is no longer an end in itself but a means to access "Meanings that Matter", e.g. cross-curricular content (using CLIL methodology) and to develop Creativity and Intercultural Awareness.

Eva Lamb is the Language College Director at King Edward VII School in Sheffield and Chair of ALL's Yorkshire Branch.

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

7.3: Improving memory

Research says that we only use between 10-20% of our memories. As memory is such a vital part of language learning, pupils should be taught and reminded of memorisation techniques throughout their language learning journey. This session will demonstrate a variety of techniques which will help every learner to improve their memory.

Wendy Adeniji is Assistant Principal, King's Science Academy. Wendy is a teacher, trainer, and author of educational materials for Heinemann, BBC Education and MYLO. She regularly runs training courses for schools and Local Authorities in best practice in language teaching. Wendy is also the 2011 winner of the Linguascope 'Language Presenter of the Year' award.

Sector relevance: Secondary

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

7.4: Promotional presentation: Fundacion Comillas

The Comillas Foundation: research, academic programs, and professional development

Professor Kim Griffin will present the Comillas Foundation programmes for professional development for Spanish teachers. The Comillas Foundation was created in 2005 as a centre for the teaching and learning of the Spanish language and Hispanic culture. Located in the picturesque town of Comillas on the northern coast of Spain, the Comillas Foundation offers a variety of courses specially designed for primary and secondary teachers of Spanish. Courses are taught at all levels of competency and "classroom-without-walls" activities complement the academic environment. The Comillas Foundation courses are total immersion courses and professors are trained to help participants use the Spanish language to their full potential. Courses are also available for teachers who bring groups of young students to Comillas.

Dr. Kim Griffin has been a resident of Spain for thirty years. Dr. Griffin currently directs the academic program at the Comillas Foundation. Previously she directed the Middlebury College School in Spain; an undergraduate and post-graduate institution. A graduate of SUNY Oswego, Middlebury College, and the Ohio State University, she has taught both English and Spanish as a Second Language, founded and directed the Faculty of Translation and Interpretation for a Spanish university, and teaches post-graduate courses at several Spanish institutions. Dr. Griffin has also presided over the Association of North American University Programs in Spain, which represents over fifty of the most outstanding American universities that host programs in Spain.

7.5: Listen to the feedback

Timely and accurate feedback is essential for pupils to progress in MFL. This session will offer a range of ideas and strategies to encourage and facilitate good feedback, and will look at how students' feedback can enhance our teaching and encourage greater personalised learning.

Alex Blagona is Head of Language College at Northgate High School, and is a teacher of French and German. He is an experienced trainer and author, and has worked for CILT, the ALL and other national CPD providers.

Sector relevance:

Language(s) of examples:

7.6: “Miss... is it true they speak French outside of France?” – The importance of intercultural understanding

As a Languages teacher you will have a passion for language and language learning. Sadly, not all students find languages an easy or enjoyable subject. The creative inclusion of IU into your languages lessons is a potential ‘way in’ for these kinds of students. A recent languages report by Ofsted states that “*most secondary students’ (...) intercultural understanding (...) was weak in the majority of the schools visited because they did not have good opportunities to develop it*” and “*teachers made insufficient use of the wealth of authentic material that is available to develop students’ intercultural knowledge.*”

Suzi Bewell runs the PGCE MFL course at York University. Until very recently, she was a languages teacher and has 10 years’ experience of teaching French and German. In 2009-2010 she spent the year working for the SSAT as a Lead Practitioner for Languages. Suzi has also worked alongside ALL, CILT, Links into Languages, and Boardworks and is a Network for Languages trainer.

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

7.7: Initial Teacher Education: Secondary Workshop

11.55 – 12.40

Pupil perception of language lessons and GCSE uptake

We report on a British Academy funded project with 470 Year 9 pupils in three secondary schools. Early findings indicate that perceived relevance of languages and intentions to study language GCSEs are related to opinions about language classes. We describe an intervention which, preliminary results suggest, improved perceived relevance and GCSE uptake.

Dr Florentina Taylor is a Teaching Fellow in TESOL with 17 years’ teaching experience. Her area of expertise is student identity and motivation in language learning.

Dr Emma Marsden is a Senior Lecturer in Language Education and previous Head of Spanish. She specialises in grammar teaching and learning, language learning theories, and research methods.

Session 8: Initial Teacher Education Strand

13.55 – 14.40

8.1: Primary Workshop

Very early language learning: a developmental psycholinguistic approach

The Narrative Format model of Early L2 acquisition, trialled in Italy, has been introduced in more than 100 primary schools in the Tees Valley over the past six years. Outcomes of research into children’s ability to tell stories in French replicate Italian results. The use of multimedia increases creativity and complexity of children’s stories.

Jim McElwee was MFL adviser in Redcar & Cleveland and is currently completing his PhD in Developmental Psycholinguistic approaches to Very Early Language Learning. Jim has 40 years experience in all phases of language teaching and learning, from Early Years to PGCE. He is particularly interested in issues of progression and continuity, and age-appropriate models of second language learning.

8.2: Secondary Workshop

Speaking: one skill or two? Findings, ideas and strategies from the languages classroom

Project work undertaken recently in secondary schools has provided insights into the skill of speaking. Of particular interest is the notion that planned speaking implicates a different skill set from unplanned speaking; that both have an important place but that teachers might benefit from exploiting more fully opportunities for spontaneous or unplanned target language talk.

Rachel Hawkes is a languages teacher and former Head of Department. Currently SLE, AST and Assistant Principal, she is also a trainer and author of educational materials. Her work on phonics, spontaneous speaking, memory and cross-curricular learning is well-known and she recently concluded a PhD on spontaneous L2 talk at Cambridge University.

Session 8b: Show and Tell

13.55 – 14.40

8.3: Primary Show & Tell session

Chair: *Eva Lamb*

Eva is the Language College Director at King Edward VII School in Sheffield and Chair of ALL's Yorkshire Branch.

8.4: Secondary Show & Tell session

Chair: *Claire Dodd*

Claire is co-Chair of ALL Italian Committee, with responsibility for the North of England. Claire teaches Italian, German and Spanish at Gosforth High School and its family of primary and middle schools in Newcastle-upon-Tyne.

8.5: ICT Show & Tell session

Chair: *Isabelle Jones*

Isabelle 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.

8.6: German Show & Tell session

Chair: *Karl Pfeiffer*

Past President *Karl* is a long standing member of ALL and Director of Educational Links at the Goethe-Institut, London.

9.1: ITE: Beyond the EBacc – next steps in languages

Hugh Baldry will be explaining the role of his new unit at the Teaching Agency (the Improving ITT Content Unit). Julia Coleman and Natalie Serman will give an overview of the direction of travel of government policy on languages and look at the opportunities presented by this changing landscape.

Hugh Baldry is Head of the Improving ITT Content Unit at the Training Agency, an Executive Agency of the DfE. Head teacher of a small rural primary school in Cornwall and subsequently a Head Teacher of a large primary school in Wandsworth, in 1996 Hugh moved to South Bank University as Head of Education.

Julia Coleman is currently the lead for Languages at the TDA, soon to be Teaching Agency as part of the DfE. Before this she was a local authority curriculum adviser in Greater Manchester working on 14-19. Previously she was a secondary teacher for 17 years mostly in NW England, including two years as a curriculum deputy in Tameside.

Natalie Serman was born and educated in Germany, and spent a year living and studying in France and Spain, before coming to England to study Events Management at Manchester Metropolitan University. She currently lives in Manchester where she works at the TDA, as a Project Officer in the Languages and International Team.

9.2: *Speak to the Future* – the latest from the campaign for languages

Launched last year, *Speak to the future* is campaigning to push languages, language learning and professional language activities up the agenda in the UK. This talk will update delegates on progress over the last year and highlight the plans and challenges ahead in making the case for languages to the wider world. Find out how you can support the campaign, and share ideas that could help in achieving the campaign's ambitious objectives.

Dr Lid King is Chair of *Speak to the future* and founder of The Languages Company. Lid was Director of CILT from 1992 to 2003, National Director for Languages in England from 2003 to 2011 and co-author, with Lord Ron Dearing, of The Languages Review.

9.3: Good practice in bilingual and CLIL programmes

This session will review successful experiences and ongoing initiatives in Spain, other European countries, the United States and Canada, aimed at making bilingual education and CLIL programmes an integral part of modern foreign languages provision in their education systems.

Natalio Ormeño is a Language and Education Advisor for the Spanish Embassy's *Consejería de Educación* in Manchester. Between 2005 and 2011, he worked as an official at the Ministry of Education in Madrid, with responsibility over foreign language teaching support programmes in Spain and bilingual programmes abroad. Between 1999 and 2005 he worked as an Education Advisor for the Spanish Embassy in Washington DC. Natalio was also a language teacher for adults and at primary level.

Sector relevance: all levels

Language(s) of examples: French, Spanish

9.4: ITET cross-phase discussion

In this session colleagues from Primary and Secondary ITET will have the opportunity to explore current issues, raised in the Presidents' Plenary by Ann Swarbrick, which will include:

- recruitment;
- the emerging government policy shifts for ITET; and
- developing our network through ALL ITET Special Interest Group, webpage and forum.

Technology transforming tomorrow: What's language got to do with IT?

Looking ahead to the development of a new curriculum and the ever-evolving demands of society on learners and teachers, our panel will explore the contribution that ICT could, or should, be making as the pace of technological progress continues.

Chair: *Steven Fawkes*

Helen Myers (aka Karella Kondor) is a former president of ALL, chair of ALL London and Assistant Head at The Ashcombe School, where she also teaches languages, and runs free ICT/ languages workshops. She is a regular contributor to electronic and online for a such as mflresources.

Joe Dale (on our screen from Perth, Western Australia) is a former CILT Language Teaching Adviser, former SSAT Lead Practitioner, and host of the TES MFL forum. He has appeared in the Education Guardian, helped to update the ICT elements of the QCA SoW for KS2 Primary French, appeared on Teachers' TV and spoken about the Rose Review proposals on BBC Radio 4.

Miles Berry is subject leader for ICT Education at the University of Roehampton. Prior to joining Roehampton, he spent 18 years in four schools, much of the time as an ICT coordinator and most recently as a head teacher. His research focus is on the role of online communities in professional formation and development. He is chair of Naace, the ICT subject association, and a fellow of the BCS, RSA and HEA.

Question Tweet - Ask the Presidents!

To finish our 2012 conference in a dynamic way, this final plenary will provide All Members, wherever they may be, with the opportunity to talk directly to the Presidential Team, tweeting matters for further discussion in relation to languages policy and practice and proposing ideas for future activity for the Association. During the conference, delegates and colleagues will have the opportunity to tweet questions to the Presidents which will be answered in the final plenary or continued online after the conference is over. This is your opportunity to have your voice heard and to shape the future (in 140 characters or less)!

President *Bernardette Holmes*, has had a long and varied career in languages as a teacher, adviser, inspector, teacher trainer and researcher, and has made a major contribution to languages education in England.

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