



# Branch and Network Roadshow

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October 2020

[all-languages.org.uk](http://all-languages.org.uk)



# First things first

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- Best wishes to all in ALL Branches and Networks in the very trying circumstances we find ourselves in.
- Please take best care of yourselves and your dear one , as well as carrying out your professional duties in as far as you can.
- You are probably missing the company of your Language family but we are all thinking about each other!
- **Please consider sending this Roadshow on to your local contacts** so that they realise we are still thinking of them.

## Have you met ... the new ALL HMO Team

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- *HMO = Honorary Membership Officer*
- Suzi Bewell has become the new HMO
- Judith Rifesser has become Deputy HMO
- Steven Fawkes has moved into a role as ALL Trustee with special interest in Members and local groups
- We are all volunteers, working together to support ALL Members.

## Notes

- A conversation webinar based on the Roadshows will be delivered on 4 November 2020 from 20h00-21h00
- <https://www.eventbrite.co.uk/e/all-november-roadshow-conversation-registration-126892489853>
- This presentation contains Notes below many of the screens, partly to save being too wordy.
- Presenters, please do read them in advance as some of the information is essential to the screen content.

# Contents of this Roadshow

- 
- ACAPULCO 2020
  - PHOrum
  - ELAPSE
  - Black History Month
  - New on the ALL website
  - Events
  - Languages Today and LT Extra
  - Primary to Secondary Transition



## Did you go ... to ACAPULCO?

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- ALL Primary Language Conference Online  
*was a blast !*
  - Reviews and Chat from the event are in Recent Events here:
  - <https://www.all-languages.org.uk/primary-2/>
  - Some examples from Presentations follow
  - Look out for news of an event in 2021

# Have you heard about ... the new PHOrum?

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- PHOrum is Primary Hub Online forum 😊
  - Newest brainchild of Sue Cave in ALL Thames Valley Primary Hub
  - Termly event for ALL members on Zoom
    - Brief update
    - 2 presentations
    - <https://www.all-languages.org.uk/event/phorum/>
  - First event 11 November from 16h15 to 17h30

# ALL members, make your way to the PHOrum

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- **Book here :** [www.tinyurl.com/phorum1120](http://www.tinyurl.com/phorum1120)
  - **Wednesday 11th November 2020.**
  - 4.00 for 4.15pm - Meet-and-greet
  - Overview of this Primary Roadshow - Steven Fawkes
  - Raising the profile of MFL in primary schools - Ellie Chettle-Cully
  - Questions via Chat
  - One rainbow resource - a whole spectrum of ideas - Susanne Wilson
  - Questions via Chat
  - End -5.30pm



# ELAPSE

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- ELAPSE = Embedding Language Across Primary and Secondary Education
  - Resources Launch 7<sup>th</sup>. November at SALT Conference
  - Resources webinar 12<sup>th</sup>. November
  - <https://www.eventbrite.co.uk/e/launching-elapseembedding-languages-across-primary-and-secondary-education-registration-125591530649>

# ELAPSE Resources for 8-14 year-olds

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- Introduction to adapting CLIL approaches – teaching lessons from other curriculum areas in your language
- Lesson plans with accompanying resources – in E, F, G, S
- Training resources and soundfiles
- Learning pathways – how to make your own plans
- Expert advice

# Examples of ELAPSE Lesson resources for teachers

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The earth, continents – Geography – age 6-10

Paint with dots, pointillism - Arts - 8-11

Animals of the rainforest – Science – age 9

My favourite app – Technologies- 10-14

Let's make a comic - Expressive arts - 10-13

Floatability / Density – Science - 10-13

- Geometry – Maths - 10-12
- The source check – Technologies – 14+
- Fitness training in German – PE - 11-13
- Solubles – Science - 10-13
- Today We Conquer the Air / ACROSPORT- PE – 11-12
- Nutrition – Science - 12-14
- String instruments – Music - 12-14



# Judith's take on Black History Month

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Who is represented in our classrooms, our materials and our curriculum content on a daily basis? Whose stories are being told? How are they told? Who has a voice?

Black History Month is an opportunity to do an audit of what we use in our classrooms and to make use of the resources created by a range of contributors to learn or learn **more** about forgotten historical figures, the impact of colonialism, the history of enslaved people and global majority cultures.

As predominantly white teachers in the UK, we may need to raise our own awareness of the diverse lived experiences of the children and young people we teach from global majority cultures .

As we consider what Cultural Capital is we may need to balance this awareness in our schemes, represent issues better and use more diverse authentic resources.

## New on the ALL website

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- New content from / for members always welcome
- Endorsement page : <https://www.all-languages.org.uk/secondary/speaking-endorsement/>
- CLIL Zone: <https://www.all-languages.org.uk/research-practice/clil-zone/>

# New on the ALL website

- 
- Latest briefings:

<https://www.all-languages.org.uk/teacher-briefings/>

Briefing 26 GCSE 2021

- New *Shortcuts* : ALL as ...
- Starting with 'ALL as you do your training' and 'ALL as your Language teaching career begins'

## ALL website

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- For latest member-generated content take a look at
  - Francophonie (the French Zone)
  - (You will need your member log in for these)
- Latest blogs and new items include :
- French punctuation Get involved with Francophonica
- <https://www.all-languages.org.uk/research-practice/language-zones/francophonie/>

# Events from November

- 
- 4 November - ALL Local Roadshow Conversation
  - 6 November - ALL First Friday Social - especially for NQTs, RQTs and Trainees
  - 11 November - PHOrum (Primary Hub Online)
  - 12 November - Resources launch of ELAPSE



## Events from November

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- 13-15 November - Language Show Online
- <https://languageshowlive.co.uk/talks/>

Save the dates:

- ALL London January event 16 January 2021
- ALL Language World Online 12 and 13 March 2021

# Languages Today

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- The October edition includes articles on
- New competitions for learners
- Retrieval
- Story-telling
- Messages from our past
- Being an NQT in Lockdown
- Creative writing ... and much more

# Languages Today:

## Spotlight on: **The NALA survey**

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- The nation-wide survey of languages teachers by NALA (National Association of Language Advisers) reveals that the GCSE in Languages disadvantages vulnerable pupils.
- The key question raised is:  
***If we don't teach with these themes and topics what do we do instead?***
- Thinking about this will inform the forthcoming GCSE Content Review consultation

# Languages Today: Autumn 2020

## Spotlight on: **The NALA survey**

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- What do you think:

*If we don't teach with these themes and topics what do we do instead?*

- If you have any views on this, get in touch with [info@ALL-Languages.org.uk](mailto:info@ALL-Languages.org.uk) and we will pass on to NALA.

# Have you visited ... LT Extra?

- 
- <https://www.all-languages.org.uk/category/languages-today/languages-today-extended-content/>
  - This is where we put extended articles.
  - Or extra content on related themes that members send in in response to reading.
  - Why not write something yourself?

# Languages Today 37

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- The theme of the **next edition** is ***Closing the Gap*** and includes articles on:
  - Content
  - Motivating everyone
  - Decolonising the curriculum
  - All teachers of Language working together
  - ... and much more

# Primary to Secondary Transition

- ALL Transition Toolkit
- <https://allconnectblog.wordpress.com/2016/01/05/all-connect-ks2-3-transition-toolkit/>
- ASCL Toolkits (2020) <https://bit.ly/2zKYMVg>
- Last Word in LT 36 : *gives Primary colleagues a 'drag and drop' feature that allows them to select the elements of grammar, vocabulary, phonology and cultural knowledge their pupils have explored and actively used*

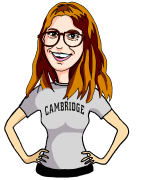


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- ASCL and ALL are encouraging Language teachers to build bridges between sectors – informally or formally – to share their understanding.
  - Messages are relevant across the KS2/3 field : Example of Grammar and Culture on next screens – from ACAPULCO 2020.



# Teaching grammar @KS2

The full presentation:  
<https://ncelp.org/news/> (19 Oct)



- Building links with primary English... ***is important; one obvious way is to use shared grammatical terminology***
- Knowledge about language and language analysis... ***can be taught at KS2, reducing the proficiency variation between pupils***
- Essential Grammar knowledge @KS2 ... ***needs careful planning; thoughtful sequencing of features promotes analysis and reduces the chance of over-reliance on memory***
- Teaching grammar ... ***may optimally involve explicit explanation, followed by plentiful input and output practice.***

For a more detailed session on KS2 Grammar, by Rowena Kasprowicz, see:  
<https://ncelp.org/ncelp-teacher-cpd/>

# Building links with primary English

The MFL Pedagogy Review recommends making use of **standard grammatical terminology**.

KS1 and KS2 English curricula also teach terminology explicitly, and this knowledge is then tested in the SPaG (Spelling, Punctuation and Grammar) test at the end of KS2.

NCELP has produced [lists of recommended grammatical terminology](#) for French, German and Spanish, based on the KS1 and KS2 English curricula and aligned with core grammatical concepts introduced in the NCELP SOW.

Using the same terminology enables teachers to build on KS2 English understanding.

# Engaging in language analysis

- ... can facilitate a deeper understanding of language by encouraging learners to “spot patterns in language and to identify variables”
- ... can include any and all languages, i.e. first language, home language(s), foreign language(s)
- ... can develop learners’ understanding of both language and culture (how languages are used in similar and different ways to convey meaning)
- ... is in line with the move towards more explicit and direct teaching of language
- ... can lead to greater interest and enjoyment in language study
- ... can prepare learners for further language learning later in life (*Eric Hawkins’ “language apprenticeship”*)



(CLiE Manifesto <https://clie.org.uk/laser/#manifesto>)

# Teaching grammar

- Provide a short explanation, using grammatical terminology (shared with KS2 English, wherever possible)
- Give examples in English and the new language
- Compare English (or other 1<sup>st</sup> or known languages) and the new language
- **Practise the grammar in input (i.e. listening and reading)**
- **Practise the grammar in output (i.e. speaking and writing)**

# Suzi Bewell's take on Culture - article in Languages Today May 2020 - digital copy available free

## BUILDING CULTURAL CAPITAL IN PRIMARY : CULTURE MAKES A HOUSE A HOME



**Suzi Bewell**  
Teacher at The Minster School,  
York, teacher trainer through  
Poly Glot Languages and lover of  
languages

'cultural capital'. For the most part this was an add-on, where time permitted (and very often, with GCSE classes and a lot of content to cover, it didn't) and when I could source high quality, age-appropriate materials.

Fast forward 15 years, and, as a French teacher, it is rare for a lesson not to make reference to the Francophone world: its people, traditions, food, customs or festivals. I got so excited about it, I even started to write my own story books for children!

With a bit of creative thinking it is entirely possible to add the 'magic ingredient' of culture into every single lesson you teach.

Teaching a **traditional topic** ... like school?

- Do your learners know what school looks like elsewhere in the world? Are there YouTube clips that give them a visual representation, to compare with their own context? Can you talk about the right to quality education?
- Food? - An opportunity to have your learners look at traditional recipes from other countries. My early years' learners have just completed an exciting unit of work looking at *Le goûter*, learning about ingredients, baking madeleines and, of course, food tasting!
- Clothes? - Consider if **culture + topic** can = **motivation**. I love to show my learners the many costumes of the famous *Monneken Ps* from Belgium - same vocabulary, just a more engaging context which gets learners excited and teaches them about the world around them.
- When I revisit colours with older learners, we look at the flags of target language countries - just a small, but intriguing, tweak. Learners are keen to investigate why certain colours are chosen, and culturally what they represent.
- Learning to tell the time? - Look at the different world time zones and focus in on what time it is in the UK, compared to Spain, or Mexico, or Argentina.



Special times of year such as Ostern, Carnival, Navidad are perfect opportunities to show learners how festivals are celebrated elsewhere. Find video clips, tap into festival web pages and don't be afraid to go 'off piste' at times: my own French learners love hearing about the quirky *Fête du Citron* in Menton and *La Régate Internationale des Baignoires* in Dinant, Belgium. In Spanish, you could include *la Tomatina*, *Día de la lengua española* or for German, *Asparagusfest* and *Onionfest*, *Schwetzingen* & *Weimar*!

In conclusion, I believe we owe it to our learners to expand their understanding of the world around them, alongside the workings of the language. According to Oxlam, the curriculum can 'leave young people unprepared for the complexities of the modern world'. We, as language teachers, contribute to the development of future citizens - our children deserve high quality cultural input for the multicultural world we live in.

Culture is more than a 'bolt-on' activity. Not all children love language ... but many are switched on to culture, and for me, a language education that has cultural capital as one of its key drivers motivates and excites students ... and teachers. **Go on - make that house a home!**



I think of learning a language being like **building a house** and see **high frequency vocabulary, grammar and phonics** as the foundations on which we build. I would argue that **adding culture** into the mix **turns that house into a home**.

When I started teaching in 1999, I was so caught up in planning good lessons that delivered the outcomes of my Scheme of Work and allowed my learners to pass their exams, that it was some time before I saw that something was missing.

While I tried hard to make every lesson different and engaging (on the whole with some success, I think) I realised that I needed to bring in my own love of culture and actively integrate intercultural understanding.

Around three years into my teaching career I moved to a Specialist Language College that had subscriptions to *Mary Glasgow Magazines*, which piqued interest in cultural content, as well as being fortunate enough to host British Council Language Assistants - an amazing source of authentic culture in their own right. At the same time the Internet became a 'go to' for additional material, supplementing the trusty textbooks, and the British Council helped in finding partner schools abroad for my learners, to give them a real audience for their work.

Slowly but surely, I started to build

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[www.all-languages.org.uk/home-learning-help/](http://www.all-languages.org.uk/home-learning-help/)

## FOR YOUR FREE COPY!

If we think of learning a language like **building a house** and see **high frequency vocabulary, grammar and phonics** as the foundations on which we build, I would argue that **adding culture** into the mix **turns that house into a home**.





- Suzi talked about Culture being the Pillar which links to the other Pillars
- She talked about children being drawn into the language through the stories of the culture

**POLLY GLOT VA AU CANADA**

**La Fête nationale du Québec**  
24 juin

Les Québécois aiment beaucoup s'amuser. Ainsi, tout le long de l'année, de nombreuses fêtes sont organisées, notamment en hiver.

La plus célèbre est celle du Carnaval de Québec, au mois de février et qui dure dix jours.

Au programme: danses populaires, courses de chiens et de canots, concours de sculpture sur neige, etc.



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And the importance of rich personal relationships with real people who speak the languages we are teaching

# The Language Learning Journal

## Recent articles include:

- Murad Abdu Saeed & Huda Suleiman Al Qunayeer (2020) **Exploring teacher interactive e-feedback on students' writing through Google Docs: factors promoting interactivity and potential for learning**, DOI: [10.1080/09571736.2020.1786711](https://doi.org/10.1080/09571736.2020.1786711)
- Shijuan Liu (2020) **Learning the Chinese language on a non-traditional path: a case study**, DOI: [10.1080/09571736.2020.1811370](https://doi.org/10.1080/09571736.2020.1811370)
- Karina Rose Mahan (2020) **The comprehending teacher: scaffolding in content and language integrated learning (CLIL)**, DOI: [10.1080/09571736.2019.1705879](https://doi.org/10.1080/09571736.2019.1705879)

# Greetings and best wishes

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- From all your ALL friends around the Language World in these stressful times !



# These Roadshows

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- Are archived as pdfs on the ALL website and available to all
- Are usually published at school half-term holiday times
- Are created by members of ALL Council
- Welcome suggestions of interesting content from ALL Local groups (or finished screens)

# Reminders

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## ALL is:

- The major professional association for teachers of ALL languages, at ALL levels, in ALL sectors;
- Run by teachers, for teachers;
- Completely independent - our sole purpose is to support and represent language teachers.

# What does ALL do?

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- Represents the interests of its members;
- Provides information and support;
- Contributes to national debates;
- Produces regular publications, such as Languages Today magazine and journals;
- Runs training courses tailored to teachers' needs;
- Runs the annual **Language World** conference.

# Why join ALL?

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- **To be well informed:** Up to date with news and developments from the world of languages through our magazine, journals and weekly e-newsletter.
- **To be networked:** Part of the national community of language teachers in the UK, providing support and encouragement.
- **To be adaptable:** Discovering and applying new teaching methods, resources and technologies, from other teachers eager to share their practice.
- **To be proactive:** Taking control of your own professional development, and taking advantage of the many training events on offer.
- **To be motivated:** With regular boosts of ideas and inspiration, keeping you on the top of your game, and reminding you why you became a teacher!

# What do members get?

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- Regular issues of Languages Today magazine;
  - Copies of ALLnet, our weekly e-newsletter;
  - Online access to our members' area, and electronic issues of our journals;
  - Discounted or free training courses around the country, tailored to your needs;
  - Great special offers from our Corporate Members; and
  - Big discounts on delegate fees for our annual conference, Language World.

# How do I join ALL?

- 
- **Online** – at [www.all-languages.org.uk](http://www.all-languages.org.uk);
  - **By telephone** – on 01332 227779;
  - **By email** – to [info@all-languages.org.uk](mailto:info@all-languages.org.uk);
  - **By post** – to:

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