

## Friday 8<sup>th</sup> July

### Opening Plenary: Languages and the 2012 Olympics

*Nick Fuller & Ann Turner*

Nick Fuller is Head of Education at LOCOG. Ann Turney is an alpine ski racer and motivational speaker.

### Session 1: Major Talks

#### 1.1: Looking to the Future

*Elaine Taylor HMI, Modern Languages Specialist, Ofsted*

A review of the findings of the recent Ofsted report: *Modern Languages – Achievement and challenge 2007-2010*. The session will focus on the key findings for primary schools, secondary schools and sixth forms, and the recommendations for future action to improve provision in modern languages.

#### 1.2: CPD: teachers working collaboratively

*Rachel Hawkes*

Rachel will discuss CPD: the notion that teachers working collaboratively with other teachers is how we develop ourselves as a professional body of people and keep innovating. The main examples here will also be practical and will draw on the two Linked Up projects she has been involved in (Development of speaking and Mixed age learning)

Rachel Hawkes is a classroom teacher of French, German and Spanish at Comberton Village College, Cambridgeshire and former Regional Subject Advisor for the new secondary curriculum.

#### 1.3: Opportunities and challenges – Input, Interaction, Identity plus 1 – Revealing the Essential Core

*Bernardette Holmes*

A good friend once set a challenge of how to teach the subjunctive with a beach ball. This was at a time when Languages for All was a new concept and the struggle to motivate the reluctant learners was all too raw. Here we are once again on the cusp of a curriculum review, wrestling with some uncomfortable truths about lack of motivation and interest in language learning post 14 and some (perhaps not entirely unfounded) concerns around the kind of progress that learners are making in language lessons. Time to reveal the 'Essential Core'! What are the conditions which support language learning in the classroom? What is the role of functional grammar? What do we expect to change as a result of the Curriculum Review? And, more to the point, what do we intend to keep. This session will focus on interaction

in the target language, the personalisation of functional grammar and reach the heart of the essential core 'Identity plus 1'.

#### 1.4: Transforming language learning through teacher collaboration

##### *LinkedUp*

What is the LinkedUp Award Scheme and what has it achieved? This session will set the scene for the many LinkedUp workshops at Language World 2011, using film and audio clips, examples of imaginative teaching materials and comments from teachers and pupils to present a kaleidoscope of innovative primary, secondary and FE projects.

### Break and Exhibition

### Session 2: Workshops

#### 2.1: Global Scientist Day

##### *Iria González-Becerra*

This workshop will take a look at ways of making languages work for the "nonlinguist".

How can languages enhance a scientific career? The Global Scientist Day initiative will be presented, giving examples on how linking technical and scientific topics with languages in a fun way can motivate students to start planning their future international careers. Themes will include cross-curricular initiatives, embedding international dimensions into the curriculum, promoting languages and cross-sector participation.

Iria González-Becerra is coordinator of Spanish at the Humanities Department, Imperial College London. She is involved in projects for the promotion of languages such as Routes into Languages and is especially interested in EU exchange programmes and in foreign languages for specific purposes.

#### 2.2: Effective Assessment

##### *Lesley Hagger-Vaughan*

Assessment is at the heart of a successful curriculum and a fundamental part of good teaching and learning. This workshop will provide an overview of the exemplification materials in Spanish, German and French and will consider how they can be used as a resource and reference point for teachers:

- when assessing pupils' work in relation to national standards
- when thinking about next steps for students
- for training and professional development purposes

Lesley has been involved in teaching and advising in the field of Languages since the 1980s moving from Head of Languages to Language College Director and

subsequently Deputy Head of an urban Language College. She has worked as a consultant for the SSAT and the DCSF and also held the post of Principal Examiner for German GCSE for an awarding body. She recently finished a secondment to the QCDA as a Senior Curriculum Adviser.

### 2.3: Giving languages the 'X' factor

*Sarah Schechter, Rachel Hawkes & Jane Driver*

We all want Language learning projects that can motivate students to continue their learning independently outside class. Routes into Languages East, in collaboration with Comberton Village College, has done precisely that. This session focuses on a range of inspiring ideas for projects, competitions and awards that are easy to integrate into language provision and that really work!

Rachel Hawkes is a classroom teacher of French, German and Spanish at Comberton Village College, Cambridgeshire and former Regional Subject Advisor for the new secondary curriculum. Sarah Schechter is a lecturer at 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), first as Director of Languages Enterprise and Comenius East Regional Manager, then Routes into Languages East Project Manager. Jane Driver teaches Spanish and German at Comberton Village College. She is Student Leadership Co-ordinator and Language College Projects Co-ordinator. She has spear-headed both the foreign film competition and the Foreign Language Spelling Bee from the outset, authoring the accompanying teachers packs and leading them in school with students.

### 2.4:

### 2.5: Teaching PSHE through French

**LinkedUp** - *Isabelle Schafer & Heather Crabtree*

The session will report on a LinkedUp project led by University of Worcester, highlighting some of the approaches that eight Primary and Secondary partnership schools have used to plan and teach a PSHE unit of work. It will examine some of the challenges when planning language and content.

Isabelle Schäfer and Heather Crabtree teach Secondary and Primary trainee teachers at Worcester University. They work collaboratively on CLIL and cross-phase projects. Every year, Secondary and Primary trainees have the opportunity to work crossphase, to plan and to team teach a CLIL lesson in a Primary school.

### 2.6: The narrative approach in KS2 and 3

**LinkedUp** - *Jo Cole*

The Story Making in French workshop will introduce participants to the Story Making methodology and enable them to learn one of the specially written stories for this

innovative programme. Participants will be encouraged to consider the three stages of Story Making and will feel confident about trialling the methodology.

Jo Cole is Senior Consultant for Languages and Pedagogy at the International Learning and Research Centre. Jo leads and co-ordinates the Centre's professional learning programmes in languages for primary and secondary teachers. She is coordinating the LinkedUp Award collaborative group of teachers who have been researching and developing Story Making in KS3.

## 2.7: The effects of transition on attainment and motivation

*Louise Courtney*

Louise will discuss a paper that examines children's evolving French language proficiency and motivation for foreign language learning during the transition from primary to secondary school. Comprising detailed linguistic data and qualitative questionnaire and observation data, the study provides insights into how pedagogic, cognitive and attitudinal factors interact and influence classroom language learning.

Currently a second year PhD student at Southampton University, Louise Courtney formerly taught French at key stage 2 and subsequently worked on a national DfESfunded primary languages research project. Aside from her transition project, Louise is also currently involved in UK-based research evaluating the learning of French by pupils aged 5, 7 and 11.

## 2.8 Foreign language teaching through Development Education (CAFOD Free resources)

**Promotional Presentation** – *Anne Wilson*

How can Development Education help MFL teachers? This workshop will demonstrate how bringing into your classroom the real-life experience of young people in developing countries can inspire and motivate your students. Attendees will be introduced to two free online audiovisual resources for French and Spanish teachers, assisting you in using this approach either independently or alongside RE and Citizenship colleagues.

Ann Wilson holds a BA (Hons) in French, M.Ed in Educational Studies, and an MA in Education. She taught modern languages for Cheshire LEA, before teaching on PGCE programmes at Liverpool Hope University College and the Open University. She now teaches on the MA course in Education at the Open University. Ann has worked for CAFOD (Catholic Agency for Overseas Development) on development education since 1994 as a volunteer coordinator, INSET provider at secondary level and school volunteer.

Lunch and Exhibition

Plenary: Guest Speaker

## Session 3: Workshops

### 3.1: Valuing diversity

*Sarah Cartwright*

This presentation begins by considering the various terms we use to refer to “community languages” and whether such categories of language are still relevant in today’s diverse and plurilingual classroom. Referencing two current CILT projects, “ShowMi” and “Our Languages into Europe”, it gives a robust response to Angela Merkel’s assertion that in Germany “multi-culturalism isn’t working”. Finally, it questions how we can cater for the multi-levels of plurilingual learners in all sectors of education, including ITE.

Sarah Cartwright first taught full-time when as a school leaver she was posted to Papua New Guinea by VSO to work in a primary school. She then read French at university before teaching in HE in the USA to fund an MA. On return to the UK, she taught both vocational and academic courses in the 16-19 sector, 1978-2001, of which the last 17 years were spent as HoD at Islington Sixth Form Centre, now part of City & Islington College. There followed a five year stint in ITE at London Metropolitan University where she was PGCE Course Leader for MFL. In 2006 she joined CILT where she has been project manager for the ITT MFL, edited the Links bulletin for the ITE world and led the DCSF *Our Languages* project.

### 3.2: Progression in reading & writing **Primary**

*Jan Lewandowski*

This will be a hands-on interactive session that models progression from oracy to literacy across KS2. It will draw together oracy, literacy, KAL, LLS and cross-curricular themes with original and practical activities to use straightaway in the classroom. There will be examples in French and/or Spanish that can be adapted for use in other languages.

Jan Lewandowski is particularly interested in developing language resources and has recently produced a cross-curricular publication for a major publisher. As a PL consultant and AQA presenter she has been a frequent speaker at LSGs, LAs and regional conferences. Jan is currently the PL consultant in Bedford Borough.

### 3.3: Bring real magic into the classroom!

*Nadine Chadier*

This workshop will explore how to use magic tricks to motivate and stimulate learners into learning and practising a foreign language. Discover a variety of amazing techniques and learn a few trade secrets using innovative brain-friendly methods linked to ICT. From beginners to advanced learners, these tricks will surprise and enchant.

As a CILT regional trainer, Nadine Chadier inspires and motivates language learners and teachers through music, the arts and magic.

#### 3.4: CLIL with maths

*Paul Broadbent*

For students to enjoy mathematics in primary schools and have a feel for numbers, they must be confident and keen to interact. This session will provide motivating whole class interactive activities, with a focus on making connections between language, images and models to develop the mental agility of students.

Paul Broadbent is an experienced teacher and a best-selling author of over 250 maths books, with recent texts published in Nigeria, the Middle East and the UK. Paul also has a worldwide reputation for inspiring teachers through his courses on primary teaching and the learning of mathematics.

#### 3.5: Pyramid Project: Handing over

*LinkedUp - Claire Dodd*

Claire Dodd will share information, practical examples and outcomes about her LinkedUp Award Project so that they could replicate it in some way if they so wished. The two main aims for our Pyramid Project are:

- to develop a coherent approach to the teaching of German and Italian through collaborative planning and development for primary teachers who have little or no experience of the chosen language
- to embed the teaching of languages in the First Schools' curriculum (CLIL) so that their students can experience the use of language for real purposes.

Claire Dodd is the Language College Pyramid Outreach Manager at Gosforth High School, Newcastle upon Tyne. She is an AST, a primary languages trainer and formerly Coordinator for Italian and Minority Languages, having been Head of MFL departments in her two previous schools. She was the Regional Support Coordinator for the New Curriculum in the North East. She teaches languages from KS2-KS5: KS2 in eight feeder First Schools and Year 7 Breakfast Italian in three Middle Schools as part of the Outreach Programme.

#### 3.6: La Cucina d'Inferno

*LinkedUp - Jane Harvey*

Find out how Year 9 pupils were inspired to learn Italian at the same as preparing authentic Italian dishes under the direction of a Michelin starred chef. At the end of the session, you can take away all the materials to allow your students to do the same!

Jane Harvey, project leader, is a modern linguist and Head of Learning at Gloucestershire College. She has wide experience of teaching languages in a

vocational context and using NVQs for accrediting learning.

### 3.7: BBC Languages resources for independent learning

*Oonagh Jaquest*

How can independent learners learn how to learn a language? And how can blending drama and gameplay online inspire and engage new learners? Using the BBC's new online language profiling tools, we explore how to test and build reading, writing, speaking and listening skills in independent learners. Oonagh will use the BBC's brand new interactive Italian learning drama to examine how to engage and inspire beginners. This will be a multimedia presentation with the opportunity to discuss how interactive resources can be used to support face to face learning.

Oonagh is the Editor of BBC Languages, which offers learning resources in over 40 languages, and includes award winning courses such as Mi Vida Loca, Ma France and the Steps series. A former journalist, Oonagh specialises in multiplatform learning and factual content - web mobile and video. She is passionate about inspiring participation through creativity and has previously worked on engaging adults and teenagers in projects including BBC Blast, Creative Partnerships (with Sheffield schools) and Liverpool Capital of Culture.

### 3.8: alevelfrench.com

**Promotional Presentation** - Steve Glover

Steve has been working on [www.alevelfrench.com](http://www.alevelfrench.com) of ALF for a year now; the aim of the site is to reverse the trend of students not continuing into Year 13 and completing A2. Initially, he created 8 film guides which were sold onto Linguascope and there are currently 8 literature guides available (around some of the more popular texts like 'L'etranger', 'Un sac de billes' and 'Les petits enfants du siècle'.) The guides are designed to make the texts easier to read by providing a full vocabulary and then helping the teacher to exploit the language side of the texts, whilst providing them with the freedom to develop the more creative side of things themselves.

Steve has been working closely with a native French teacher who works in an English school in Kuwait: Nathalie Kaddouri. They are hoping to provide a course which

eases transition for mixed ability classes – from students who have had little in depth language work to those who are at A level standard at GCSE.

Steve will talk about his work and demonstrate the benefits of collaboration between a business and a school.

Break and Exhibition

## Session 4: Workshops

4.1: Incorporating meaningful cross-curricular links into planning **Secondary**

*Liz Black*

What 'tricks' have we as language teachers 'up our sleeves' to encourage perseverance and mental and physical fitness? This presentation seeks to show examples of new teaching sequences developed since Languages World last year, including a project on the circus. Creative approaches have been continually explored and the impact on pupils' learning across the Key Stages evaluated. Links with other curriculum areas will be demonstrated.

Liz Black has over 25 years teaching experience in primary and 11-18 comprehensive schools. Currently she teaches at Stokesley School, works for North Yorkshire as an AST two days per week delivering training to teachers across all the Key Stages and is developing IU materials for CILT. She likes to encourage the use of innovative techniques and materials in the classroom.

#### 4.2: Entitled to enjoy Primary languages **Primary**

*Lisa Stevens*

This session will consider the position of language learning in the primary curriculum (currently as an entitlement) and give practical examples and ideas about how language learning can be more than a "bolt on".

It will consider:

- why PLL is so important
- the current position re primary languages
- what is an entitlement?
- what does it mean to me?
- PLL integrated into the curriculum - learning journeys, cross curricular activities and CLIL
- international dimension (ref to Comenius Reggio, eTwinning projects)
- motivation to learn
- creativity let loose!

The session will include practical ideas including storytelling, song, dance, drama, physical activity, international projects, cross curricular links and exploiting ICT. Examples will be mainly in Spanish with some French - other languages may appear!!

Lisa Stevens is Primary Language and International Coordinator at Whitehouse Common Primary as well as an Apple Distinguished Educator, an eTwinning Ambassador and an independent consultant on PLL, international links and ICT. She has worked with the British Council, CILT and the BBC, and is also on the ALL Spanish Committee.

#### 4.3: Speaking progression using Rap, Catchy Songs, Movement, Drama and Mobile Learning technology

*Carol Nicoll*

Content includes:



- Fantastic teaching results using Raps and Catchy Songs
- Demonstrating IMI – Involuntary Musical Imagery or ‘Earworms’
- Mobile learning using ipods and mobile phone apps

This workshop is guaranteed to be thought provoking, practical and a lot of fun! Throw away your inhibitions and fully participate in raps, aerobics, action songs and dances delivered in Spanish, French, German, Italian and EFL. Carole explores how languages can be learned ‘on the move’ using ipods and mobile phone apps. Suitable for KS1, 2, 3, EAL, EFL & ESOL, Special Needs and any fun loving teens and adults!

Carole Nicoll is Winner of CILT European Award for Languages and author of ‘Français! Français!’

#### 4.4: Promoting Multilingualism

*Craig Brown*

Focus points for the session:

- Promoting multilingualism and lesser taught languages in Medway
- Developing partnership with community language schools – journey, successes and lessons learnt, so far
- Future plans

What delegates will learn from it:

- One example of translating vision to practice in the context of diminishing resources
- Ideas that could be replicated in own schools/authorities

Craig Brown is Director of the Language College at Chatham Grammar School and Assistant Head teacher. Responsibilities include:

- developing partnership working with Community Language Schools
- coordinating school international and diversity initiatives (international school linking, international days, International Schools Award, Medway Multilingual Poetry Day, Young Interpreters’ Scheme)
- coordinating outreach work to local authority schools

4.5:

#### 4.6: Mandarin Chinese language & culture

***LinkedUp - James Trapp & Jill Shepherd***

***James Trapp (British Museum) and Jill Shepherd (The Chinese Staffroom)***

As a new language, Mandarin Chinese is most successful when taught in conjunction with elements of culture and history, highlighting how mother tongue reflects culture. Using a LinkedUp project, publicly available resources from the British Museum and the TDA Chinese KS2 Schemes of Work, James Trapp and Jill Shepherd will demonstrate how a mutually supportive understanding of China’s language **and** China’s important culture can be created.

James Trapp is a graduate in Chinese from the School of Oriental and African Studies, University of London. He is currently freelance co-ordinator of the China education programme at the British Museum where he previously held the post of China Education Manager. He is involved in a number of initiatives promoting the joint study of Chinese language and culture, and co-authored the TDA KS2 Mandarin Chinese Schemes of Work. Jill Shepherd developed the TDA KS2 Mandarin Chinese Schemes of Work with James, has a PhD in Evolutionary Linguistics and led the Linked-Up project looking at Knowledge about Language and Language Learning Strategies within Mandarin Chinese. Her interests lie in the co-evolution of language and culture.

#### 4.7: Active language learning

*Greg Horton*

This session will aim to show how language learning can be an inherently active and dynamic experience. Come and explore a range of tried-and-tested ideas which really get body and brain working in unison. If you are looking to motivate those adolescent boys, then you might find some of the answers here. In the words of Wildern School pupil Cameron, looking very Year 9-ish at the Teachers' TV camera: 'I think we learn better because it's more active and more enjoyable. If it wasn't so active, you'd probably go a bit off task.' Health warning: Be ready for audience participation!

Greg Horton is an Advanced Skills Teacher of modern languages at Wildern School in Hampshire, and an SSAT Lead Practitioner. He has over twenty years of classroom teaching experience in secondary comprehensive schools. As well as working locally with individual schools and networks, Greg is regularly invited to deliver training sessions on a nationwide basis, and beyond. His presentations are often described by delegates as 'inspirational'.

#### 4.8 Foreign language teaching through Development Education (CAFOD Free resources)

***Promotional Presentation – Anne Wilson***

How can Development Education help MFL teachers? This workshop will demonstrate how bringing into your classroom the real-life experience of young people in developing countries can inspire and motivate your students. Attendees will be introduced to two free online audiovisual resources for French and Spanish teachers, assisting you in using this approach either independently or alongside RE and Citizenship colleagues.

Ann Wilson holds a BA (Hons) in French, M.Ed in Educational Studies, and an MA in Education. She taught modern languages for Cheshire LEA, before teaching on PGCE programmes at Liverpool Hope University College and the Open University. She now teaches on the MA course in Education at the Open University. Ann has worked for CAFOD (Catholic

Agency for Overseas Development) on development education since 1994 as a volunteer coordinator, INSET provider at secondary level and school volunteer.

ALL Together! Join us in the Exhibition Hall for a glass of wine.  
Wine Reception and Language World Dinner

## Saturday 9<sup>th</sup> July

Presidents' Plenary: The Brian Page Lecture

Session 5: Workshops

5.1: Olympic values & intercultural understanding  
*Isabelle Jones*

How can Olympic Values support the International Dimension in the Languages Classroom?

- Creative ways to integrate Olympic values and Intercultural Understanding as part of everyday classroom activities.
- Ideas to promote languages through the international dimension.
- Strategies to develop SEAL (Social and Emotional Aspects of Learning) using high-profile events like the Olympics.

Isabelle Jones is a qualified translator with 16 years of experience teaching French and Spanish. A Head of Languages since 2002, she also teaches in a primary school. She is a Regional Subject Advisor for ALL and lead teacher for Oldham SLN.

## 5.2: Preparing pupils for performance **Secondary**

*James Stubbs*

How can KS3/4 pupils prepare a 3-minute presentation which is fluent and accurate, but without learning a script? How can the teaching and activities be structured so that getting there is as useful as the end-product? Games, competitions, songs and a communicative rationale are the tools in this practical session.

Relevance: KS3, KS4, PGCE

Languages of examples: Spanish, French, (but applicable to all).

James Stubbs taught French & Spanish in 3 UK comprehensive schools, as Subject Leader in two of them, in mixed-ability and setted classes. He currently teaches in Madrid. He has previously contributed sessions to 3 Language World conferences, on mixed-ability teaching in KS4 and teaching grammar through the target language.

## 5.3: Language teaching through video creation & subtitling

*Andrés García & Marga Navarrete*

The use of audiovisual material in the FL classroom has proved to help the students gain motivation and attention. Subtitle creation offers a myriad of possibilities to help the language learner take an active role and combine oral and written skills. This workshop will introduce attendees to subtitling freeware and will provide a number of subtitling activities to tackle different aspects in language teaching. Discover how to inspire a new generation of language learners with video creation and subtitling. This session will discuss the rationale behind video creation and subtitling and its practical application in the learning environment. It will include lessons learnt from recent pilot projects with Y9 and students at Imperial College.

Andrés García (BA, MPhil) holds degrees in TEFL and Translation. He works as a freelance subtitler and has taught Spanish in 4 different countries at all levels of education. At the moment he is carrying out a doctoral research in Audiovisual Translation at Imperial College London where he teaches Machine Translation. Marga Navarrete teaches Translation and Spanish as a Foreign Language at the Department of Humanities at Imperial College, London. Her research interests

include teacher training, e-learning and audiovisual translation. She has given many workshops, delivered distance courses and developed materials for the training of lecturers in e-learning and other areas.

#### 5.4: Make it real **Secondary**

*Liz Fotheringham*

This session will cover ways to motivate learners and develop their skills through engagement with the TL culture and authentic resources. With examples in French, German and Chinese, the emphasis will be on practical ideas which can be easily adapted to a variety of contexts.

Liz Fotheringham is a former Regional Subject adviser for the secondary curriculum. She has written teaching materials published by OUP and now delivers training on behalf of Links into languages whilst continuing to teach part time.

#### 5.5: Bonjour les amis! **Primary**

*Nicole Valencia & Lorna Bines*

How can developing an Anglo French area link support MFL and enhance the primary curriculum? In this session, Nicole and Lorna aim to share their experiences within the area link between Southend-on-Sea LA and the Académie de Nice over the past three years. As project initiator and coordinator, Nicole will consider the benefits for teachers and pupils alike and give tips for successful and productive partnerships. Lorna will concentrate on the extremely effective partnership she has developed within her school and the many projects she has worked on to date. The session will include practical examples of how a link can support MFL learning and teaching as well as the International Dimension in schools. This session is relevant to all Key Stages. Language considered: French

Nicole Valencia, Primary MFL Project coordinator for Southend-on-Sea, also teaches at KS3 at Southend High School for Girls. In 2007 she initiated the area link with Nice under the auspices of the British Council and has been managing it ever since. Lorna Bines, Primary MFL AST, teaches at present across Key Stage 1, 2 [Temple Sutton Primary School] and 3 [Southend High School for Girls]. She is a member of the Primary MFL delivery team based at Southend High School for Girls.

#### 5.6: Continuing professional development – this time it's personal!

*Joe Dale*

Rarely cover! The economic downturn! Cuts! Cuts! Cuts! This must-see session provides practical advice on how language teachers can work together with the latest web tools such as Twitter, blogs, podcasts and Flashmeeting effectively to provide them with all the personal support they could ever need for free!

Joe Dale is an independent ICT/MFL consultant, BBC Languages consultant, Links into Languages trainer, eTwinning Ambassador, host of the TES MFL forum, former CILT

Language Teaching Adviser and SSAT Languages Lead Practitioner, regular conference speaker and recognised expert on technology and language learning.  
[www.joedale.typepad.com](http://www.joedale.typepad.com)

#### 5.7: French Pantomime

##### ***Promotional Presentation - Marie Atallah***

Inspiration for putting on a French Pantomime as a school assembly! This is an interactive session with full audience participation and video footage will demonstrate how it is possible to engage pupils (especially boys) in a fun French show which features police chases, shoot-outs, Russian dancing, Rock n Roll and much more. A 10 minute audio CD provides a film-set atmosphere with full sound effects.

Sing in French Limited ([www.singinfrrench.com](http://www.singinfrrench.com)) has spent five intensive years piloting their songs and more recently, their musical show. On July 5<sup>th</sup> 2010 this culminated in the world premier of 'Pinot La Pantomime' at the Kingston International Youth Arts Festival. Their unique French assemblies are now on sale via TTS ([www.ttsgroup.co.uk](http://www.ttsgroup.co.uk))

#### 5.8 Using the London 2012 Olympic and Paralympic Games to bring language learning to life

##### *Jon Rye*

In this practical session, delegates will find out what opportunities are available to them through London 2012. They will learn about Get Set, the official London 2012 education programme, and 'Get Set goes global' the international education programme (launching in Sept 2011) which will provide schools and colleges in the UK with exciting opportunities to link learning to the Games. Delegates based in the UK will learn how to access recognition for their work and exclusive rewards for their students. Delegates from outside the UK will learn how they can work with UK schools and colleges in the final academic year before the Games begin, in preparation for a global celebration for children and young people in 2012.

Jon Rye is Youth Project Manager for the London Organising Committee of the Olympic Games.

### Break and Exhibition

### Session 6: Major Talks

#### 6.1: Making the Languages Department the most popular in the school

##### *Eva Lamb*

If we look outwards across subject boundaries and beyond our classrooms it is possible to make languages the most popular subject in the school – not just with our students, but also with colleagues, leadership teams and parents. We are

teaching a subject that really has the potential to transform learning and extend horizons.

This session is designed to support language departments in their efforts to promote languages with a variety of audiences such as school management and governors, colleagues in other departments, parents and, of course, pupils. It will look at a variety of strategies which have been employed successfully by various schools across the country ensuring high uptake of languages post-14.

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

## 6.2: Languages Reboot

*Chris Harte*

How do we combine our understanding of effective learning with purposeful pedagogy, technology, real communication and intercultural contexts to create a world-class language learning curriculum? How do we take our system which although not broken is sometimes crashing and running slow and bring it back up to speed. In short, how do we ensure a languages reboot?

Chris Harte is Assistant Head Teacher for Personalisation at Cramlington Learning Village. He is a languages AST, Head of Department, writer (Thinking Through Languages, Francophonie and [www.chrisharte.typepad.com](http://www.chrisharte.typepad.com)) and has been a consultant trainer for 6 years on issues such as developing a thinking curriculum, independence in languages and use of technology.

## 6.3: Speaking to the Future

*Mike Kelly*

Mike Kelly will suggest how language education needs to change if it is to contribute effectively to meeting the future language needs of the UK. He will highlight the successes and disappointments of language policy over the last ten years and will present the main objectives of the national campaign, Speak to the Future:

1. Every language valued as an asset
2. A coherent experience of languages for all children in primary school
3. A basic working knowledge of at least two languages including English for every child leaving secondary school
4. Every graduate qualified in a second language
5. More specialist linguists

He will discuss some of the key issues underlying these objectives raise, and will suggest the ways in which language educators can contribute to more effective policies in government, in education and in society more widely.

Professor Michael Kelly is Director of the Links into Languages Programme, the Routes into Languages Programme and the Subject Centre for Languages, Linguistics and Area Studies. He is Professor of French at the University of Southampton and has published widely in the areas of French culture and society and public policy and

languages. He has completed a substantial project for the European Commission to develop a Profile for language teacher training across Europe <<http://www.lang.soton.ac.uk/profile/>> , which EU member states have been invited to use in appraising their programmes for training language teachers.

## Session 7: Workshops

### 7.1: Speaking to the Future: Cross curricular contexts & authentic resources

#### **Secondary**

*Martine Pillette*

Cross-curricular contexts for learning are a powerful motivator but involve building pupils' capability and confidence in using authentic resources from an early stage. Come along and explore: (1) engaging activity styles for successful interaction with authentic resources in the MFL classroom; (2) realistic first steps busy teachers can take towards refreshing contexts for learning and towards upskilling pupils from the early stages of KS3.

Martine Pillette is a well-known consultant, author and examiner. One of the lead authors of the renewed KS3 Framework for languages (2009), she is frequently involved in national and LA-based initiatives with KS2-5 MFL teachers. Much of her current work revolves around the effective use of engaging contexts for learning in the MFL classroom.

### 7.2: CLIL: faddish or fundamental?

*Katie Lee*

Everyone is talking about CLIL. How do we ensure that we access the full benefits it can offer for language teaching? How can we achieve learner motivation without sacrificing linguistic progression? How do we plan sustainably? Team members from LinkedUp Award 'Meanings that Matter' project report on their experiences of a training model designed to turn beginners into reflective and confident CLIL practitioners.

Katie started her teaching career at Hockerill Anglo-European College, working with Mike Ullmann and carrying out research with Do Coyle. During this time, they developed the German bilingual section. Following a stint as Head of Languages at Waingels College., where she introduced immersion teaching and trialled some CLIL teaching and research models, she is currently Assistant Head at The Willink School. The 'Meanings that Matter' project, involving 6 schools across 5 LAs with collaboration by 3 universities, was designed as a German and school-based answer to the TDA's PGCE CLIL trainee French exchange.



### 7.3: Going global – Suffolk Enrichment Project *Secondary*

*Alex Blagona*

For the last 6 years, Northgate High School in Ipswich has running an enrichment project for Year 11 students entering their final year before their GCSE exam, and 'Going Global' has allowed students to enhance, refine and refresh their language skills by creating a cross-curricular project based on a topic of global importance, using French, German or Spanish. Last year 70 students from 18 secondary schools worked together, in both face to face sessions and using the custom designed online facility and put together films, newspapers, podcasts, and interviews on topics ranging from extremism to pollution, and from culture to fashion. The presentation will be supported by examples of students work, and an insight into the logistics of setting up your own project.

Alex Blagona is Head of Language College at Northgate High School, and a teacher of French and German. He has experience of presenting for ALL and has presented at the Language Show, as well as having worked for CILT, Links into Languages, and well established CPD providers.

### 7.4: Languages Mini Olympics packs

*Michaela Howard & Jo Darley*

This Key Stage 2 focused workshop presents and demonstrates a 6 week “Languages Mini Olympics” pack. The 2012 Games represent an invaluable opportunity for teachers to inspire pupils. Our pack facilitates this by linking Languages and the International Dimension with other areas of the curriculum via a series of themed challenges and quizzes. The Mini Olympics theme is used as a tool for assessment. Participants in the workshop will take away a copy of the pack. Examples will be given in French, German and Spanish.

Michaela is currently a practising KS2 languages teacher and also delivers training at a local, regional and national level. As a national KS2 Framework trainer and a Regional trainer for Links, she combines teaching with running courses on an extensive range of language learning issues, including assessment, linguistic progression, inclusion, cross-curricular links and ICT. Michaela has also written articles and resources for CILT and BECTA. Jo works as the International Dimension Development Manager for Nottingham City LA. Prior to this she worked in secondary schools in Nottinghamshire before becoming Head of Department in a Nottinghamshire school. In this post, her involvement in Key Stage 2 Languages working with her feeder schools led her to appointment as Key Stage 2 Languages Consultant for Leicestershire from 2005 to 2010. Jo is a National KS2 Framework trainer and a Regional trainer for Links and has run training in schools and universities on a wide variety of topics including the Intercultural Dimension, language learning strategies, assessment and how to link the International

Dimension to the teaching of languages in schools.

7.5: Language learning through sport **Secondary**

*Philip Campagna & Vicky Heslop*

Philip Campagna's work involves pupils experiencing languages and culture through sport as a means of motivation and engagement. The work has a very much cross curricular approach. The approach is to use "language fit for purpose". This takes students away from the normal classroom approach to language teaching and learning as at times, for some students, learning a language may not seem to have a real or immediate purpose.

This workshop will provide practical and adaptable ideas for participants to use foreign language teaching and learning through (non-sport specific) active games outside of the classroom. It is aimed at Key Stages 2 and 3, these approaches could be adapted to work with pupils of any age and ability, and are designed to enthuse and engage children in language learning.

Philip Campagna is PGCE Course Leader Sec & KS2/3 ML, Bath Spa University. He is also South West Regional Director, Links into Languages. Vicky Heslop is Community Education Manager for Bath Rugby (elite professional club), and has been running the Language through Sport programme since its inception in 2007. Vicky is a trained Interpreter/Translator (French and Italian) and a Level 2 Rugby coach. Language through Sport has won several national awards, including Best Education Programme at the Parliamentary Citizenship Awards in May 2010.

7.6: Make your lessons top of the pops! **Secondary**

*Wendy Adeniji*

Love him or hate him, linguists can thank Simon Cowell for exporting his brand abroad through shows such as Nouvelle Star, la France a un Incroyable Talent, Deutschland sucht ein Superstar and ¿Tienes talento? The rise in talent and singing competitions has vastly increased the range of singers and bands singing in the target language. Find out how you can exploit these songs with motivating, fun activities that will develop all the language skills.

Wendy Adeniji is a consultant for BBC Education, CILT and the QCA. She delivers regular training to Local Authorities and schools and is the languages moderator for the Teacher Resource Exchange. She writes teaching materials for Heinemann and is a Regional Subject Advisor for languages in the new secondary curriculum.

7.7: Global awareness & intercultural understanding **Primary**

*Suzi Bewell*

Suzi has spent the last 18 months working closely with the Centre for Global Education at the University of York Saint John's. They have been working with primary and secondary colleagues (Spanish and French) across Yorkshire and the Humber to share ideas and resources which link language learning with global awareness and intercultural understanding. They have uploaded their ideas and resources to a wiki ([www.globallanguagesysj.pbworks.com](http://www.globallanguagesysj.pbworks.com)) and are keen to disseminate their project to a wider audience at Language World this year. Intercultural Understanding is an essential part of language learning and is a powerful tool for engaging more reluctant language learners.

Suzi Bewell runs the PGCE MFL course at a respected University in the North of England. Until very recently, she was an MFL teacher and has 10 years' experience of teaching French and German in the UK and abroad. Suzi spent seven years teaching at a Specialist Language College where her roles included: Teacher Coach, Languages Blog Creator/Developer and Outreach Teacher. Suzi has worked alongside ALL, CILT, the National Centre for Languages and is a Links into Languages regional trainer. In 2009-2010 she spent the year working for the SSAT as a Lead Practitioner for Languages.

## Lunch and Exhibition

### Session 8: Workshops

#### 8.1: Independent learning strategies **Secondary**

*Sara Vaughan*

What does an independent learner look like? Are they in your classroom? This Session aims to explore the concepts and strategies for independent learning. With many tried and tested activities and ideas for everyday use, as well examples for developing broader learning, delegates will be sure to leave with new ideas and inspiration for next steps in their own practice.

Sara Vaughan recently worked as a Regional School advisor for the NSC and is currently working as a consultant and Links into Languages trainer. As well as chairing the ALL Sussex Branch. Sara is a chartered London Teacher, having taught for 10 years in Wandsworth and Lewisham.

#### 8.2: Snow, chocolate cake & model aeroplanes **Secondary**

*Vincent Everett*

This session looks at the pitfalls and frustrations of learning to learn a foreign language and how metaphors and models can be used to get the message across to pupils. Is there a road map we can give to our pupils, particularly boys, so they can see where they are going and how to get there for themselves? What can we learn from other subject areas, and what does it all mean in the classroom?

The talk will include how to give pupils:

- progression in creativity
- transferable core of language
- understanding of grammar
- creative outcomes
- independence

Vincent Everett is Head of Languages at Northgate High School, Dereham. He is a well known author, conference speaker and contributor to online forums. Kate Shephard-Walwyn teaches French at Northgate High School. She believes in grabbing pupils' attention with dynamic and inspiring lessons. Northgate won a European Award for Languages in 2010 for the way they build creativity and real projects into the curriculum.

### 8.3: Reframing languages *Shirley Lawes & Mark Reid*

This session will report on the findings of a collaborative, school-based research project between the BFI, the IoE and four London schools. The aim was introduce learners to film as a cultural form in order to enrich curriculum content and to move away from topic-based learning. The session will draw on examples from lesson materials, summaries of pupil and teacher interviews to stimulate a discussion with the audience on how film can be used successfully in the Key Stage 3 classroom.

Dr Shirley Lawes is the Subject Leader for the PGCE Languages at the Institute of Education University of London. Shirley has a keen interest in the development of the languages curriculum through culture. Mark Reid is Head of Education at the British Film Institute. Mark works extensively with schools to promote the educational use of film and the production of resources.

### 8.4: Enhancing creativity through ICT *Chris Fuller*

This session will look to focus on how ICT can be used to enhance creativity within the teaching process. The movement towards using creative contexts for learning opens the door for the use of ICT to generate interest, enhance cultural understanding and boost motivation in the language classroom and beyond.

Chris was a SSAT Lead Practitioner in 2008-09, was on the ALL Spanish committee from 2006 until 2009 and has presented at events such as the Language Show. His current focus is on developing spontaneity, cognitive challenge and the use of technology.

### 8.5: Let's play **Secondary** *Kerstin Zindler*

This workshop will show you practically how to teach language in a kinaesthetic way. The concept is based on adapting PE drills, children's games and ideas from TV games shows for a language learning purpose. Be prepared to try out the different activities yourself and be warned: flat shoes might be an advantage!

Kerstin Zindler has worked in different PE and language contexts in Germany. Since 2008 she has been working as a language teacher at the McAuley Catholic High School in Doncaster and has also started a Doctorate in Education with the University of Sheffield.

#### 8.6: How to encourage speaking **Secondary**

*Kornelia Mund & Anne Rajakumar*

This session will look at a range of strategies to increase oral competence and confidence with examples of specific teaching methodology relevant to all languages at secondary level. It will be in a workshop format with opportunities to try out the strategies introduced and with time for ideas sharing and general discussion.

Anne Rajakumar is Head of Japanese at South Wolds School in Nottinghamshire and is the author of the Primary Yonde Kaite series of workbooks as well as an array of materials for GCSE/ A Level and IB Japanese (<http://www.japanese-atsouthwolds.org.uk/>) Kornelia Mund has been a Teacher of Japanese and German at Whitgift School in South Croydon, a Private Secondary school for boys, for three years. She teaches mainly Japanese, including AS and IB up to Yr 13, but also beginner's German earlier on in the school and basic Korean and Italian to boys in Yr 6. <http://www.whitgift.co.uk>

#### 8.7: Focusing on transition from trainee teacher to NQT

*Anna Lise Gordon*

This session will bring together successful MFL NQTs to share experience and ideas in short presentations on how to achieve a successful transition from trainee teacher to NQT, such as developing pedagogy, promoting AfL, working with induction mentors and using ICT effectively. The session will be led by Anna Lise Gordon together with a group of London-trained and London-based MFL NQTs (to be confirmed nearer the time.)

Anna Lise Gordon is Senior Lecturer in Education (Modern Languages) at St Mary's University College. Colin Humphrey is an AST at George Abbot School in Guildford.

## Session 9: Show and Tell

### 9.1: Primary Show & Tell

9.2: Secondary Show & Tell

9.3: Languages in the Community Show & Tell

9.4: Higher Education Show & Tell

9.5: EU Opportunities for language learners

*Anna Holmén*

Find out about Juvenes Translatores: an EU-wide translation contest for secondary schools, organised to promote foreign language learning in Europe and the art of translation. Schools can register five pupils, who then translate using any language pair of their choice, from the 23 EU official languages. The 27 winners, one per country, are invited to visit Brussels.

Anna Holmén has been working for the European Commission translation service for 13 years now - 10 years as a translator into Swedish and three years as an organiser of the translation contest Juvenes Translatores. She has a background in foreign language teaching and teaching Swedish as a second language in secondary schools.

Plenary: Learning from Eric Hawkins

*Steven Fawkes*

This year the Language World lost one of its greats. In this session Steven Fawkes will give a personal reflection on some of the aspects of Eric Hawkins' work which continue to resonate directly with our concerns in 2011. Steven says, "I first 'met' Prof. Hawkins through ALL and CILT, listening to him at conferences in the 1990s and reading his books; then I met him in person for a series of interview for the BBC. I will try to share some of the things that made me feel this gentlemanly academic was so in touch with the aspirations of the classroom."

Steven Fawkes is a Trustee and Membership Officer for ALL, and has twice been ALL President. He is Secretary to the Language Alliance, and Chair of the UK Judges for the European Language Label. As well as being an author of articles and books for Language learners and teachers; he currently also works in teacher training on behalf of CILT - the national centre for languages and other providers. Steven previously taught Languages in County Durham and worked as Advisory Teacher there in Special and Comprehensive schools. Subsequently at the BBC he worked on Schools resources for Languages, and later took the overview of Policy in the whole Schools area. At that time he interviewed Eric Hawkins for a BBC resource.

Closing Plenary

*ALL Presidential Team*