

**Friday 22
March**



A conference created just for you...

Language World 2013

22-23 March

Nottingham Conference Centre

WELCOME

It gives me great pleasure to welcome you to Language World 2013 and to the beautiful city of Nottingham. We are delighted to be here at Nottingham Trent University where we hope you will soak up the atmosphere, be creative and enjoy the delights of this central location. We are extremely pleased that the Vice Chancellor of the University will address the conference and we thank the staff here for all their support.

This is a conference for everyone involved in languages education. Every year we welcome people from across all sectors and from all languages backgrounds. This is where you meet colleagues with a common interest – languages teaching and learning. We have put together a programme full of variety and inspiration. We had a huge number of submissions and we thank everyone for their suggestions, comments and contributions. There will be something for everyone here and I would like to thank conference contributors for their work in providing us with a high quality programme. This year we have carefully designed the programme so that those interested in a particular sector, such as primary languages for example, will be able to put together for themselves a programme suited to their interests and experience.

We would like to thank our sponsors this year including CfBT Education Trust, Sanako, Language Perfect, OCR, Routledge, Vocab Express, Network for Learning Languages East Midlands and the British Academy. Thank you also to our corporate members and our exhibitors. We hope you will enjoy the exhibition and make this a major part of your conference activity.

We are working hard to enrol new members at this time of change for languages. We would like to say 'Hello and welcome,' to first time conference-goers. Relax and enjoy being amongst languages lovers from all over the country.

Ann Swarbrick

ALL President

sanako



**network for
LANGUAGES**



OCR



OPENING OF LANGUAGE WORLD 2013

9.10-9.30

Professor Neil Gorman, Vice-Chancellor, NTU and Ann Swarbrick, President of ALL

SESSION 1: MAJOR TALKS

9.35-10.20

PLEASE CHOOSE ONE FROM THE FOLLOWING



1.1 Coming to terms with the curriculum

Ann Swarbrick, Bernardette Holmes & Rachel Hawkes

Room:
Bowden

The new programme of study for KS2 and KS3 presents exciting challenges in terms of developments in methodology, pedagogy and training. We give our own perspectives on how the new programmes of study will have an impact on languages teaching and learning and consider the place of the subject association in a future in which schools will lead the way.

Sector relevance: All

Ann, Bernardette and Rachel are ALL's Presidential Team for 2012-13.



1.2 Imagine better teaching, better results: making connections with all learners

Ross Cooper

Room:
Adams

This experiential session will highlight the significant role that working memory plays in language learning and how to overcome working memory difficulties through holistic and inclusive approaches to language learning and teaching. Key principles and strategies that modern language teachers can take away and use, will be modelled and clarified.

Language(s) examples: Various

Sector relevance: Primary, Secondary, FE, HE, AE

Dr Cooper has worked in all education sectors. Once Inclusive Learning Manager at a large FE college and course director of an MA in Adult Dyslexia Diagnosis and Support, he gave the 8th Annual Disability lecture at Cambridge University where he introduced the Bagatelle Model of Specific Learning Differences based on neurodiversity and the social model of disability. He was a keynote speaker at the 1st Disability Identity conference at LSE. His professional practice is illuminated by his own dyslexia.



1.3 Improving the confidence and language proficiency of teachers

Sharon Czudak & Kati Szeless

Room:
Fothergill

This session will introduce CfBT's range of free Language Improvement Modules in French, German and Spanish. These are ready-made language courses, complete with engaging lesson plans and resources, designed to enable trainers to deliver language improvement courses to Primary school teachers or to Secondary school teachers who are teaching their second foreign language.

They are complemented by a Phonology Module which includes sound files and a guide to pronunciation using native speakers with on-screen text at phoneme, word and sentence levels. These resources support primary teachers keen to improve their confidence and competence in using the language.

Language(s) examples: French, Spanish, German

Sector relevance: Primary, Secondary

Sharon Czudak has worked as a Language Education Adviser (LEA) for 7 years (formerly at CILT now the Languages Team at CfBT) specialising in secondary, further and adult education. Before becoming an LEA, Sharon worked for 11 years in Further and Adult Education as a teacher, and senior manager of languages, interpreting and sign language. She is one of the writers of the Language improvement modules.

Kati Szeless specialises in primary education and taught in inner London and West Sussex as a class teacher and coordinator for languages and literacy. She joined CILT (now the Languages Team at CfBT) in 2003 where she co-wrote the KS2 Framework for Languages and the QCA schemes of work. She also leads development of the primary languages website– the national gateway to advice, information and support for primary languages.

SESSION 2: WORKSHOPS

10.25-11.10

PLEASE CHOOSE ONE FROM THE FOLLOWING



2.1 Collaborative working: how to establish mutually beneficial links with other schools

Debbie Chrysotomou & Katie Belshaw

Room:
Bowden

A session to share models of best practice relating to collaborative working between local schools, both secondary-secondary partnerships and primary-secondary partnerships. The session aims to provide practical and easy to use strategies. Although the work we have done has been in French and Spanish the models for working are not language specific.

Language(s) examples: French and Spanish

Sector relevance: Primary, Secondary

Debbie Chrysostomou and Katie Belshaw are presenting work following on from a three stranded DfE languages support programme for schools that they have researched and implemented over the past 12 months. The 3 strands that they have been working on are as follows: encouraging spontaneous speech and running a 'live' multi-school languages event, creating a KS2-3 SoW that assists transition and running a languages transition event and providing upskilling training in French pedagogy to primary staff and establishing a working group approach.



2.2 Making the most of Skype: bringing the world into your classroom

Bertram Richter & Inmaculada Morris

Room:
27B

This session charts the ongoing journey of embedding Skype into the languages department at Tile Hill Wood School. It will offer practical ideas on how to use Skype to connect your classroom to the outside world. These ideas range from skypeing with primary students to setting up interviews with target language speakers and experts in the UK and beyond!

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

Sector relevance: Secondary, HE

Bertram Richter is Head of Languages at Tile Hill Wood School and Language College in Coventry. He is passionate about using social media to foster collaborative and independent learning to move (language) teaching into the 21st century.

Inma Morris is a Spanish teacher at Tile Hill Wood School and Language College in Coventry. She has recently been working in conjunction with a Spanish school to share practice with the aim of making teaching more purposeful for students, and to improve teaching and learning through joint projects.



2.3 Raising aspirations and achievements in schools facing challenging circumstances

Deborah Sloan & Richard Ludlow

Room:
Adams

The Language Support Programme rolled out across seven schools in the North East of England aimed to explore many of the key issues currently facing language teachers and learners: use of the target language, extended speaking, reading and writing and assessment of achievement and attainment. The introduction of multi-disciplinary contexts across KS3 has seen a significant rise in achievement, attainment and confidence in language learning.

Language(s) examples: French & Spanish

Sector relevance: Secondary

Richard Ludlow graduated from Northumbria University in 2011 and then qualified as a Modern Languages Teacher in the North East in 2012. Since then Richard has worked at Churchill Community College in Wallsend where he has worked with modern language teachers in the region to develop schemes of work to improve student engagement in Modern Languages at Secondary Level.

Deborah Sloan graduated from the University of St. Andrews in 2011 and subsequently began a PGCE at Sunderland University through Teach First. Now working as an NQT at the Education Village, she is currently leading Key Stage 3 curriculum changes in the Modern Languages Department through the DfE funded Language Support Programme.



2.4 In transit...the journey between Key Stages 2 and 3

Catherine Cheater

Room:
Kiplin

In order to achieve continuity and progression even at a local level there must be a clear understanding of what is being achieved in Key Stage 2. There are no quick fixes, and cross-phase collaboration and planning over time are vital. Examples from a network of schools will be given.

Language(s) examples: French

Sector relevance: Primary, Secondary

Catherine Cheater has been a modern languages teacher for more than 30 years and has been involved in advisory and consultancy work for more than 20, both as a local authority consultant, and as Senior Language Teaching Adviser (Primary) at CILT, The National Centre for Languages.. Living in Yorkshire, she teaches French in a primary school, runs two choirs and enjoys a busy family life.



2.5 Promoting pupils' intercultural understanding in languages

Gillian Peiser & Henning Oberg

Room:
Fothergill

The first half of the talk will report on the findings of a study conducted by Gillian that investigated pupils' perceptions about the development of intercultural understanding (IU) in the Key Stage 3 languages curriculum. The data was collected from over 700 pupils in varying types of schools in the North West of England.

In the second section, Henning and Gillian will outline their plans for a new action research project which aims to develop pupils' IU through a virtual exchange using social media.

Sector relevance: Secondary and ITE

Gillian Peiser was a teacher of languages in Merseyside schools for 11 years before moving to Liverpool John Moores University in 2006 where she is now a senior lecturer in teacher education. She has taught on a variety of courses including German undergraduate, PGCE and various Masters modules. She completed her PhD on 'The Significance of Intercultural Understanding in the MFL KS3 Curriculum: the perspectives of policy makers, teachers and pupils' in 2012'.

Henning Oberg is a teacher of German and French and Head of German at Knowsley Park Centre for Learning. Prior to this, Henning taught EFL in Germany. Henning is a mentor for PGCE students at LJMU and is especially interested in Content and Language Integrated Learning.



2.6 Using authentic texts and poetry to inspire your primary languages curriculum

Andrea Price

Room:
Hooley

This session will look at using texts and poetry as a springboard for creativity in the primary classroom. Video clips will show children taking part in cross-curricular activities inspired by authentic works. The focus will be on children of all abilities creating and taking ownership of their work; and will include drama, art and language projects.

Language(s) examples: German, but suggestions for texts can be given for French and Spanish.

Sector relevance: Primary

Andrea Price was awarded 'Teacher of the Year' by the German Embassy for her innovative approaches to teaching. She has worked with many schools and organisations to promote outstanding language teaching at KS2. Andrea is currently involved in several projects, including one on bilingual learning with the Teaching Agency.

Leighton is a partner school of the Goethe Institut London and part of the prestigious PASCH school initiative.



2.7 Special focus

Linda Owen

Room:
Knight

As part of the CfBT Languages Support Programme, teachers in special schools collaborated in identifying strategies used for communication and interaction, to support language learning in both special and mainstream classrooms. This session discusses how communication strategies for special students can benefit mainstream teachers with a wide range of needs in their classrooms, as well as those working in Special Schools.

Language(s) examples: French, German

Sector Relevance: Primary, Secondary, SEN

Linda Owen is an experienced secondary and primary teacher and is also a trainer with a wide variety of experience across the South West. She is currently a mentor for CfBT and has been working on the Special Schools programme as well as the mainstream ones in her area.

PLENARY LECTURE

11.45-12.45
(ALL TO ATTEND)



Mary Glasgow Plenary Lecture: New perspectives on grammar

David Crystal

Room:
Lecture Theatre 2

David Crystal looks at the way ideas from semantics and pragmatics are revitalising the teaching of grammar.

David Crystal is an academic, writer, editor and broadcaster, and honorary professor of linguistics at the University of Bangor. He is perhaps best known for his two encyclopaedias for Cambridge University Press, The Cambridge Encyclopaedia of Language and The Cambridge Encyclopaedia of the English Language. Recent books include Internet Linguistics, The Story of English in 100 Words, and Spell it Out: the Singular Story of English Spelling. He is a patron of the Association for Language Learning (ALL) and of the International Association of Teachers of English as a Foreign Language (IATEFL) and an honorary vice-president of the Chartered Institute of Linguists (CIL).

SESSION 3: WORKSHOPS

14.05-14.50

PLEASE CHOOSE ONE FROM THE FOLLOWING



3.1 Drama, dreaming and differentiation

Liz Black

Room:
Knight

Improving speaking! Using drama techniques based on improvisation encourages learners of all ages to tap into their powers of imagination, use foreign languages in a creative way, to communicate well and to become socially competent. Come and see some different ways of doing this! The activities that will be demonstrated have been designed to be very flexible, and to make planning for differentiation easy. This is a very practical workshop with ideas for teaching in all age groups - primary, secondary and adult education.

Language(s) examples: French, German, Spanish but can be used with all languages

Sector relevance: Primary, Secondary, also suitable for adult education

Liz Black has over 30 years teaching experience in primary and 11-18 comprehensive schools. Currently she teaches at Stokesley School and also works for North Yorkshire as an AST two days per week delivering training to teachers across all the Key Stages. She encourages the use of innovative techniques and materials in the classroom.



3.2 German Jingles: language learning through music and melody

Greg Horton

Room:
Bowden

This session will explore ways in which music can be used to make learning German a fun and dynamic experience. Lots of ideas and resources, tried-and-tested in the classroom, will show you how to be more than just a one-hit wonder. Audience participation is essential!

Language(s) examples: German

Sector relevance: Secondary

Greg Horton is an Advanced Skills Teacher and County Languages Advisor with twenty three years of classroom experience. Between 2006-2011 he worked as an SSAT Lead Practitioner. Greg is a regular presenter at language learning events and his work has featured on Teachers' TV. In 2011 he was the recipient of a UK German Teacher of the Year Award.



3.3 Can we transform language learning in our schools?

Kathy Wicksteed, Bertram Richter & Andrea Price

Room:
Adams

In this shared workshop, Kathy Wicksteed will provide information about FLAME, ALL's new initiative to support CLIL and bilingual learning, and will explore why combining language and subject learning has the potential to solve many of the problems facing languages in schools. Andrea Price and Bertram Richter will give practical advice based on how their respective primary and secondary schools have succeeded in setting up bilingual learning programmes. There will be time for discussion and the option of a follow-up debate online.

Language(s) examples: Several languages will be referred to, but knowledge of them will not be needed.

Sector relevance: Primary, Secondary

Kathy Wicksteed is a former President of ALL and a member of the Executive Council. She has worked in schools, colleges and adult education, as an LA adviser and national adviser for Languages Colleges. She managed the New Secondary Curriculum support programme and the LinkedUp Award Scheme on behalf of ALL, and has set up ALL's new FLAME initiative to support CLIL and bilingual learning.

Bertram Richter is Head of Languages at Tile Hill Wood School and Language College in Coventry.

Andrea Price was awarded 'Teacher of the Year' by the German Embassy for her innovative approaches to teaching. She has worked with many schools and organisations to promote outstanding language teaching at KS2.



3.4 The Power of the Network! Putting CPD into practice

Philip Campagna, Network for Languages

Room:
22B

This session will highlight how a languages department has been transformed by engaging with structured CPD and support. The focus is on CPD, implementation and sustainability with a particular emphasis on phonics and skills based teaching and learning.

Language(s) examples: French, Spanish, Italian

Sector relevance: Primary, Secondary

Philip Campagna is SW Regional Director and National Director (2012-13) Network for Languages. He is PGCE Course Leader Secondary MFL Bath Spa University. He presents for Network for Languages, SW and other regions. He also presents at National and International Language Conferences.





3.5 Rethinking the teaching of listening: from a focus on product to a focus on processes

Suzanne Graham & Denise Santos

Room:
Fothergill

This session, focusing on listening strategies, will present the results of an investigation aiming at: assessing the current state of language listening at KS3 in England; and supporting teachers in their development of new understandings and practices regarding listening pedagogy.

Language(s) examples: French, German, Spanish

Sector relevance: Secondary, FE, HE, ITE

Suzanne Graham leads the PGCE MFL course at the University of Reading, where she researches learner strategies, motivation, listening and teacher cognition.

Denise Santos is a materials writer, teacher and researcher with interests in learner strategies, materials development and analysis.



3.6 Make it with mini-books

Clare Seccombe

Room:
Kiplin

Reading and writing are often the poor relations of speaking and listening in Primary Languages. Find out how you can encourage reading, independent writing and dictionary skills using mini-books in all their forms, and take away lots of practical and creative ideas that you can use in your next lessons.

Language(s) examples: French and Spanish

Sector relevance: Primary, Lower Secondary

Clare Seccombe was a secondary languages teacher for fourteen years, for seven of those as an AST specialising in primary languages and the international dimension. In 2009 she changed phases and now teaches

Spanish and French in Sunderland primary schools as well as working as an independent consultant for MFL. Clare is an avid blogger and tweeter, and a keen advocate of sharing resources and imaginative approaches to language teaching. She set up and maintains the MFL Sunderland website.



3.7 Making the most effective use of actions in primary modern languages

Sophie Lynch

Room:
Hooley

This session provides practical information on how to use actions in all areas of language teaching to develop phonic, word and sentence level work, boost confidence, improve speaking skills and story-telling and support understanding and recall in young children. Video and practical examples are used along with reflections drawn from a current action research project.

Language(s) examples: French

Sector relevance: Primary, Secondary

Sophie Lynch is an experienced teacher who provides specialist French across KS1 and KS2 at Belleville Primary School, Wandsworth. She is also Lead Teacher for Languages in Wandsworth and is working with CfBT Education Trust to lead activity on the DfE-funded Languages Support Programme for the Belleville and Southfields Teaching School Alliance.

SESSION 4: MAJOR TALKS

14.55-15.40

PLEASE CHOOSE ONE FROM THE FOLLOWING



4.1 Language learning and the brain

Matt Davis

Room:
Bowden

Learning a new language is perhaps the ultimate workout for the brain. With brain imaging, neuroscientists can see activity involved in listening, understanding, speaking and remembering. Our research shows how brain activity during learning, and overnight sleep afterwards, contribute to learning new words, figuring out grammar and gaining fluency. Based on these findings, I will offer brain-inspired tips for teachers.

Sector relevance: All

Matt Davis is a programme leader in Hearing Speech and Language at the Medical Research Council, Cognition and Brain Sciences Unit in Cambridge.



4.2 The new draft programme of study for KS2

Therese Comfort

Room:
Adams

Now that the Government has announced languages are to be statutory in Key Stage 2 from 2014, many schools will be eager to know what the new National Curriculum for languages will look like. This major talk will look in detail at the proposed programme of study for languages at KS2 to see what is new, to gauge expectations and to discuss what this will mean in reality for primary schools.

Language(s) examples: examples in French but the talk is appropriate for teachers of all languages

Sector relevance: Primary but will be of interest to secondary colleagues and those involved in training primary teachers

Therese Comfort is the Languages Education Lead for Primary at CfBT Education Trust. She is currently working on a DfE programme to provide support services to Teaching Schools and is the co-author of the 2012 research report on primary languages -Lessons from abroad. Until 2011 Therese was Head of Primary at CILT, the National Centre for Languages and was part of the writing team for the KS2 Framework for Languages. Before joining CILT, Therese worked for many years as a primary teacher, teaching not only languages but all subjects in the primary curriculum.



4.3 'Getting to good and beyond: how Ofsted can support the journey forward'

Elaine Taylor

Room:
Fothergill

How have schools been addressing the challenges posed by the last report from Ofsted? What additional evidence has been gathered and which additional resources have been or are being provided to support the journey forward? Some examples of practice judged to be outstanding and common features.

Sector relevance: Primary, Secondary

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

PLENARY LECTURE

16.15-17.00
(ALL TO ATTEND)



The Language Trends 2012 Survey

Kate Board, Teresa Tinsley, Linda Parker and Nick Mair

Room:
Lecture Theatre 2

This will be a joint presentation from the authors and partners for the 2012-13 Language Trends Survey. This annual survey has been running for more than ten years and provides invaluable data and qualitative evidence about what is happening with languages teaching in schools across the country. This year, for the first time (and given the imminent introduction of languages at KS2), we have also surveyed primary schools.

Sector relevance: Primary, Secondary

Kate Board is currently Head of Languages Strategy & Delivery at CfBT Education Trust. Previously Chief Executive of CILT, The National Centre for Languages and Geographical Director the British Council.

Teresa Tinsley is director of Alcantara Communications LLP and is a member of the ALL Executive Council.

Linda Parker is Director of the Association for Language Learning.

Nick Mair is Director of Dulwich Languages at Dulwich College in London.