

**Saturday
23 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



PRESIDENTS PLENARY LECTURE

9.10-10.00
(ALL TO ATTEND)



Change and challenge in languages teaching: the Alice in Wonderland factor

Ann Swarbrick

Room:
Lecture Theatre 2

'Would you tell me please, which way I ought to go?' said Alice.

'That depends on where you want to get to,' said the Cat.

With a new curriculum, changes in school structures and changes in teacher training imposed upon us, it is time to take a look at the direction we are travelling in and make sure that we are heading for a destination where teaching and learning is at its best. As languages teachers and supporters of languages learning, where do we want to get to in the next five years? What do we need to do to get there? I'll argue that this is a moment of positive change for our subject.

Ann Swarbrick is currently President of ALL and Languages Lead for ITT at CfBT Education Trust. She has had a long career as a secondary Languages teacher, a Languages Teaching Adviser at CILT the National Centre for Languages and a teacher trainer. For the last 10 years she has led the CILT Graduate Teacher Programme which is now the CfBT Languages SCITT. She has published widely in support of Languages teaching and learning.

SESSION 5: MAJOR TALKS

10.05-10.50

PLEASE CHOOSE ONE FROM THE FOLLOWING



5.1 Flaubert meets the boardroom: developing fresh approaches to language learning in the new national curriculum

Bernardette Holmes

Room:
Bowden

Language capability will shape future generations and enable them to become global professionals in an internationally competitive environment. Can we use curriculum policy change to transform language learning and prepare our learners for the multilingual world in which they will study and work?

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

Sector relevance: All sectors. Secondary, FE, HE focus (although there will be mention of an early start and what that will mean for the foundation of language learning).

Bernardette Holmes, currently Past President of ALL, is widely known for her work in language policy development, research into learning and teaching, curriculum innovation and CLIL. Her current research interests focus on closing the divide between academic and vocational learning by developing transversal skills through interaction in the target language.



5.2 Seven Stories, Sept Histoires

Sue Walters

Room:
Fothergill

Seven Stories have developed an imaginative and highly participatory approach to sharing French picture-books with children, which stimulates their curiosity and promotes real-life language learning. This presentation will show you how powerful French picture-books can be when placed at the heart of a cross-curricular reading-for-pleasure session in classrooms.

Language(s) examples: French

Sector relevance: Primary, Secondary

Seven Stories is Britain's home for children's literature. We care for the UK's largest archive that tells the story of modern British children's literature. We draw upon our collection to curate lively exhibitions, to inspire events and learning programmes and to provide a unique resource for students and researchers.



5.3 Learning the rule system: asking the 'at what cost' question

Ernesto Macaro

Room:
Adams

The principal focus of pedagogy should be on developing language skills, and the teaching of grammar should act in the service of skill development not as an end in itself. Therefore we need to ensure that learners make progress with communicating as accurately as possible without undermining their willingness to express that meaning.

Sector relevance: Primary, Secondary

Ernesto Macaro was a language teacher for many years before becoming a teacher educator and researcher in second language learning. He is currently Director of the Department of Education at the University of Oxford where he teaches on the PGCE in MFL and on the Masters in Applied Linguistics and Second Language Acquisition. His research interests are primarily in codeswitching in the second language classroom and on language learner strategies. He has published widely on both topics.

SESSION 6: WORKSHOPS

11.25-12.10

PLEASE CHOOSE ONE FROM THE FOLLOWING



6.1 All together now... speak!

James Stubbs

Room:
Bowden

How can we increase pupil involvement and language complexity in whole-class games so that everybody progresses? Using three activities as practical, transferable examples, James shows how to make them more lastingly effective and classroom interaction more spontaneous and authentic.

Language(s) of examples: French and Spanish but relevant to all

Sector relevance: Primary, Secondary

James Stubbs is an independent consultant and teacher trainer, specialising in target language teaching and spontaneous talk. A teacher of Spanish & French for 15 years in three UK comprehensive schools and as Subject Leader in two of them, he now teaches in Madrid.



6.2 Imagine... languages really are for all!

Anupameya Jain

Room:
23A/B

A case study looking at how languages were introduced into a Pupil Referral Unit to become an option in the KS4 curriculum at learners' requests. This session will focus on how lessons are planned and what resources are used to engage learners with social, emotional and behavioural needs. Successful whole school activities and events will also be shared.

Sector relevance: Secondary (mainstream alternative provision)

Anupameya Jain has over 15 years of experience in teaching languages in mainstream and now non-mainstream secondary schools after returning from the JET programme and doing a PGCE in Japanese, French & German at University of Nottingham. Anupameya has previously been Head of Japanese at Tavistock College, Devon (1996-2003), Head of MFL at Capital City Academy, Greenford High School, Goffs School (2003-2009) and since 2009 taught Opening Minds and now French & Japanese at The Bridge Academy (PRU).



6.3 Making it 'appen: making a languages app with your students

Jen Turner

Room:
Knight

The no-experience-needed beginners' guide to the initial steps you need to consider when making an languages app with or for your students.

Sector relevance: All

Jen Turner is a secondary teacher of French and German and a learner of Spanish. She is a big fan of using ICT in lessons to motivate students, boost achievement and to blur the line between language learning at school and at home. She is a member of the ALL Executive Council.



6.4 “Music to my ears”: developing motivation and cultural awareness through music in the languages classroom

Room:
Adams

This session will help you to:

- Consider new strategies to use music to engage and motivate students in language lessons
- Encourage creativity, accuracy and a focus on pronunciation with musical activities
- Develop cultural awareness and discover how ICT tools can support creative language activities with music

Language(s) of examples: French, Spanish

Sector relevance: All

Isabelle Jones is a Head of Languages and French & Spanish specialist with experience of secondary and primary language teaching. She regularly blogs at <http://isabellejones.blogspot.com> and speaks at conferences across the UK.



6.5 Researching language learning and teaching: introducing 'IRIS', the new digital repository of instruments for collecting data

Emma Marsden

Room:
Fothergill

IRIS is a freely accessible, international repository of materials used to collect data for research into second language learning and teaching. We demonstrate the upload, search and download facilities, and present some of the data collection instruments available, indicating the kind of research in which language teachers, trainees and trainers may wish to use them. Instruments include questionnaires, language tests, experimental teaching materials and classroom observation protocols. The materials include audio, video, image and text formats. Funded by the ESRC and The British Academy.

Sector relevance: All

Dr Emma Marsden is Senior Lecturer in second language education, and previously was Head of Spanish and a French teacher in a Derbyshire secondary school. She specialises in grammar pedagogy and language learning theories, and has expertise in a range of research designs and methods.



6.6 Imagine global learning at the heart of your curriculum

Vicky Gough

This session will explore embedding global learning into the curriculum and ethos of the school and look at how school partnerships and activities such as language assistants can support teaching and learning of languages as well as intercultural learning. There will be opportunities for discussion and case studies.

Sector relevance: Primary

Vicky Gough is Advisor, Schools, Education and Society at the British Council.

Room:
Kiplin



6.7 Subject Leader's Toolkit

Mark Edmundson

Room:
Hooley

Mark has led the collaborative development of a 'Subject Leader Toolkit' for new/existing ML Subject Leaders. The aim is for schools to be able to use the toolkit to enhance current subject management practice and prepare for statutory orders at KS2. It offers both strategic and practical advice.

Sector relevance: Primary

Mark Edmundson is an Associate Head Teacher with over 15 years' experience teaching modern languages in both the secondary and primary sectors. As a senior leader in a National Teaching school, Mark is currently working on a steering group formed by the DFE which is looking into ways that Teaching Schools can promote and support primary languages in the future. Mark is a Spanish speaker who has lived in and travelled extensively around Spain. He still loves to revisit the country on family holidays.

SESSION 7: WORKSHOPS

12.15-13.00

PLEASE CHOOSE ONE FROM THE FOLLOWING



7.1 What's in the news?

Martine Pillette

Room:
Bowden

From the serious to the quirky, news items are not just a rich source of information but also a wonderful tool for language learning and can easily be slotted into lessons on any topic. Come and discover imaginative ways of exploiting news items so as to enhance competence in all skill areas. Better still, come and see how the same resources can sometimes be used with KS3... and KS5 classes. Examples will be in French but the focus will be on generic activity styles.

Language(s) of examples: French

Sector relevance: Secondary, FE, AE

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



7.2 Keeping your learners 'appy: iPods and iPads in the languages classroom

Joe Dale

Room:
Adams

In this session, Joe will demonstrate how iPods and iPads can personalise language learning, facilitate collaboration and foster creativity. He will focus on how devices can be used to consume and produce multimedia content as well as deal with issues such as file management, classroom voting and QR codes.

Language(s) of examples: French but ideas applicable to any language

Sector relevance: Primary, Secondary

Joe Dale is an independent consultant who works with a range of organisations. He is host of the TES MFL forum, Vital MFL Portal Manager for the Open University, former SSAT Languages Lead Practitioner, and a regular conference speaker whose area of interest is technology and language learning.



7.3 Home languages: accreditation for a neglected resource

Eva Lamb

Room:
23A/B

There are still too many bilingual young people who leave school without a qualification in their home language, even though their languages are increasingly in demand by employers. With the advent of the English Baccalaureate many schools are looking for manageable ways of helping their bilingual students achieve a GCSE in their first language.

HoLA, the Home Language Accreditation Project, is an exciting initiative that has been set up in Sheffield to meet this need. It has been awarded the European Language Label this year, as well as the prestigious Mary Glasgow Trust Award.

Sector relevance: All

Eva Lamb is Language College Director at King Edward VII School in Sheffield and Chair of ALL's Yorkshire Branch. She is a frequent contributor to Language World and frequently contributes to regional and national language conferences and training events.



7.4 Using TV style game formats in MFL teaching

Vincent Everett

Room:
Knight

A practical hands-on whizz through a series of TV inspired games that work in the MFL classroom. Will include some time to look at how they work to help develop pupil independence and long term progress.

Sector relevance: Primary, Secondary, FE, AE

Vincent is a former elected member of the ALL Executive Council and regular speaker at ALL events. He is Head of Languages at Northgate High School, Dereham, and the author of popular Spanish resources.



7.5 Free language CPD anyone? The use of social media as an easy, effective and free tool for up to the minute professional development

Suzi Bewell

Room:
Fothergill

The use of social media in education is on the increase. In this session, Suzi will show how her languages trainees from the University of York have been using social media (for example: Twitter, Blogs and Facebook) over the last 3 years to enhance their understanding of the effective learning and teaching of languages and connect with well-known and highly respected educators from the UK and beyond. If you are involved in teacher education, either as a trainer or a mentor, and are keen to find out more about how to find high quality languages resources, up to the minute news and views, then this session is for you.

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

Sector relevance: All but particularly those involved in ITT and those who mentor trainee languages teachers

Suzi Bewell runs the PGCE MFL course at the University of York. Suzi spent seven years teaching at a Specialist Language College where her roles included: Teacher Coach, Languages Blog Creator/Developer and Outreach Teacher. She was an SSAT Lead Practitioner for Languages.



7.6 KS2 learners in the driving seat: a portfolio approach to celebrating progress

Belinda King

Room:
Kiplin

This lively, interactive session demonstrates activities developed from the newly revised 'My Languages Portfolio', to show how children can reflect on the place of languages in their lives, explore learning strategies and make judgements about their own progress, creating their own unique portfolio.

Language(s) of examples: French, Spanish

Sector relevance: Primary

Belinda King is a primary language specialist/trainer, currently working in two schools in Bath.

Linda Owen is a mentor on the DfE-funded Languages Support Programme managed by CfBT Education Trust, working with Teaching School Alliances on languages developments.



7.7 Spotlight on phonics

Julie Prince

Room:
Hooley

This interactive session will present the rationale for incorporating phonics work into language teaching, as a means of helping learners to improve their reading and writing and increase in confidence. A range of phonics-based classroom activities will be demonstrated to illustrate typical progression in phonological skills.

Language(s) of examples: French and Spanish

Sector relevance: Primary and Secondary

Originally trained as a secondary teacher, Julie has been involved in primary languages for over 10 years. She has worked as a Primary Languages Consultant and County Adviser for Languages in Hampshire. Julie has created and used many phonics-based classroom activities and has recently written the book Sounds and Words with Dr Lynn Erler from Oxford University.

SESSION 8: MAJOR TALKS

14.05-14.50

PLEASE CHOOSE ONE FROM THE FOLLOWING



8.1 Creative space

Steven Fawkes

Room:
Bowden

Saying what you want to say is at the heart of feeling you can be creative with languages. As language teachers we always want learners to be confident and flexible in using their language. How do we ensure creative space alongside other priorities?

Language(s) of examples: Various

Sector relevance: All

Steven has twice been President of the Association for Language Learning, for which he is now a Trustee and Membership Officer. He is Chair of the UK Judges for the European Award for Languages. 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. He now works in teacher training and CPD.



8.2 Blurring the boundaries

Rachel Hawkes, Jane Driver, Emily Wagstaffe and Jen Turner

Room:
Adams

Imagine... students who take language learning beyond the classroom and make it part of their lives rather than just an academic activity. With the right impetus learners can be challenged and motivated to do just that – the key elements are choice and reward. Several secondary schools share ideas from their recent DfE-funded project.

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

Sector relevance: Secondary

Rachel Hawkes is a classroom teacher of languages, a Head of Department. AST, Assistant Principal, and SLE for languages, she is also Languages Advisor for TES Resources. She has a PhD focusing on teacher and learner interaction in the secondary languages classroom.

Jane Driver is an innovative classroom practitioner and Head of Department at Hinchbrook School. She led the 'Blurring the boundaries' Strand of our DfE project.

Emily Wagstaffe is a creative and inventive teacher, with a passion for sports as well as languages. She has led Arsenal Double Club at Hinchbrook School, as well as co-ordinating Language on Film. She is also the KS2 languages co-ordinator.

Jen Turner is a secondary teacher of French and German and a learner of Spanish. She is a big fan of using ICT in lessons to motivate students, boost achievement and to blur the line between language learning at school and at home.



8.3 Transition ou Transitions?

Jim McElwee

Room:
Fothergill

Transition from what to what? Are there different transitions? This session will consider the implications for a bi-directional approach across key stages. Jim McElwee argues for careful planning of content and structure and how primary pedagogy may help to shape secondary methodology and the implications for challenge and achievement.

Language(s) of examples: Although most examples are in French, they are appropriate to any European language.

Sector relevance: Primary, Secondary, HE

Jim McElwee has forty years experience in language teaching, both in the classroom and in teacher training. His recent research into psycholinguistic approaches to early second language acquisition are leading him to ask questions about models of learning appropriate to age and experience of the learner from 3 to 14. Jim also has a long standing interest in the power of new technologies to change language teaching and learning, particularly in supporting learner autonomy, inclusion and mixed-skills approaches.

PLENARY LECTURE:

14.55-16.20

(ALL TO ATTEND)



The Language World Panel Debate

Room:
Lecture Theatre 2

Imagine...making the most of our linguistic assets.

What should languages education in multilingual Britain look like?

On the Panel:

Professor Anne Pauwels, Dean, Languages and Cultures Professor of Sociolinguistics

Bernardette Holmes, Past President, ALL

Christine Parker, Headteacher of Gladstone primary school,

Gillian McLaughlin, Executive Agency, European Commission

Rosie Goldsmith, Independent journalist

Tony McAleavy, Director of Education, CfBT

PRIZE DRAW AND CLOSE OF LANGUAGE WORLD 2013

(ALL TO ATTEND)



Ann Swarbrick, Bernardette Holmes and Rachel
Hawkes

Room:
Lecture Theatre 2