



Major topics... major talks

FRIDAY 4 APRIL

1.1 Elaine Taylor: Ofsted Update

An update from Elaine Taylor, Ofsted National Lead for Modern Languages, on the latest news and information from Ofsted including recently published good practice guidance and case studies.

1.2 Ann Swarbrick: Does research really matter? Why do schools need to do it anyway?

'Research' has a bad reputation in schools – think of the metaphor of the 'ivory towers' of research institutions versus the 'chalk face' of schools. It's an emotive debate – particularly at a time when initial teacher training (ITT) is moving more and more into schools and schools are becoming the centre for all training and teacher development. In this session we'll unpick these tensions, look at examples of classroom-based research and consider the role of such research in developing the knowledge-base about how children learn languages.

1.3 Marian Carty: How to raise confidence, attainment and motivation in speaking

The development of independent speaking skills is high on the agenda of many language teachers. This talk will demonstrate how interaction and divergent thinking, from the presentation stage to the creative and manipulative stage of the language learning process can motivate young learners, helping to raise confidence and attainment.

4.1 Kim Bower: 'Speaking French Alive': Windows on CLIL and immersion

This session considers what students and teachers say about how CLIL impacts motivation and raises attainment in three different settings – an immersion strand, a subject strand and a language module. How might you set up a similar project in your school? What lessons can be learned and tips shared?

4.2 Kati Szeless: Can high quality language learning have a positive effect on children's literacy development?

With languages becoming a statutory part of the primary curriculum from September, head teachers and governors of schools where improvement in literacy is a high priority may feel that time devoted to learning a foreign language will detract from a school's drive to raise standards. Our research, therefore, sets out to discover whether high quality language learning can have a positive effect on children's literacy development. The research, funded by the Education Endowment Fund, managed by CFBT Education Trust and evaluated by the Institute of Education, is currently working with approximately 30 schools across the country.

This session will report on teachers' first impressions of working with the intervention with examples of activities such as comparing elements of grammar and phonology in English and the foreign language and demonstrating how to broaden children's English vocabulary through the discovery of new words and their relationship to the foreign language.

4.3 Bernadette Holmes: Future conditional or future perfect! The way we teach now. A reality check on the new National Curriculum

This session will read between the lines of the new Programme of Study and provide a deeper understanding of the underpinning principles and rationale for reform. It will illustrate the potential for a joined up journey towards fluency in at least two languages by 17. There will be time for a question and answer session.

SATURDAY 5 APRIL

5.1 Teresa Tinsley and Kate Board: Language Trends 2013

Find out the results of the latest Language Trends survey and the implications for policy and practice. A short presentation of the key data will be followed by audience reflections and questions. The annual Language Trends survey is now conducted by the British Council and CfBT with the support of ALL and ISMLA.

5.2 Liz Black: Does language unlock thought?

The Cambridge Primary Review states that high quality classroom talk is essential in the 21st century classroom. This session will give delegates the opportunity to look at key points from the Review relevant to the introduction of PMFL and explore links with literacy. The potential of and challenges raised by the new curriculum at both KS2 and KS3 will be explored.

5.3 Nicola McLelland: Crisis? What crisis?

Primary languages, worries about diversity in language provision, low status of foreign languages in the curriculum... teachers in the early 20th century were desperately worried about all of them. Dr McLelland argues that this first crisis in language teaching, over a century ago, still has lessons for us today.