

Thursday 19 March 2015

Thursday evening event

Friday 20 March 2015

08:00 – 09:10 Registration / Exhibition opens ('The Venue' exhibition hall)

09:15 – 09:30 Opening of Language World 2015 & Welcome (Curtis Auditorium, Herschel Building)

Vice Chancellor, Newcastle University (tbc) & René Koglbauer, ALL President

09:40 – 10:25 Session 1: Major talks

<p>1.1: Macdo or Michelin? Mindset in MFL <i>John Connor</i></p> <p>This session draws on the work of psychologist Carol Dweck and examines how we can promote the attributes of perseverance and resilience in language learners, quite a challenge when our subject is not reinforced anywhere else, thus making us the first port of call when “stuckness” appears. Languages of example: French / Spanish</p> <p><i>A double graduate in Spanish, John Connor is a former faculty head, LA Adviser, senior examiner, Ofsted Inspector and AST Assessor. He is currently working as a trainer, author and consultant, and has led CPD and directed teaching and learning quality audits across the UK, the Channel Islands, Europe, the Middle East and the Far East.</i></p>	<p>1.2: Planning for progress at Key Stage 2 <i>Bertram Richter & Rebecca Bollands</i></p> <p>This session will disseminate the outcomes of a DfE funded collaboration between the primary, secondary and HE sector, which has produced a progression matrix for the new KS2 languages curriculum. Languages of example: French / Spanish</p> <p><i>Bertram Richter has been teaching for 10 years in a wide range of schools and regularly presents on the use of social media and other innovative approaches to language teaching and learning (SSAT, ILILC and Language World). He is also working with AQA and OCR on the new GCSEs and A level specifications.</i></p>	<p>1.3: Active Grammar <i>Julie Prince & Janet Lloyd</i></p> <p>The new languages Programmes of Study for KS2 state that children should ‘understand basic grammar’, including ‘the conjugation of high-frequency verbs’. This active participation session will present tried and tested ideas for classroom activities, such as Preposition Picnics and Rainbow Conjugation Rap, to help learners achieve this. Languages of example: French / Spanish</p> <p><i>Julie Prince is an independent education consultant and languages teacher with 20 years’ language teaching experience. She is a former Primary Languages Consultant and County Adviser for Languages in Hampshire. Julie has a particular passion for phonics and wrote the book Sounds and Words with Dr Lynn Eler from Oxford University.</i></p>	<p>1.4: Language Trends 2015: update on latest findings <i>Teresa Tinsley & Kathryn Board</i></p> <p>Launch of the 2014/15 Language Trends report based on national surveys of primary and secondary schools. An opportunity to discuss issues emerging with the authors.</p> <p><i>The authors of the report, Kathryn Board and Teresa Tinsley, were CEO and Director of Communications at CLT, the National Centre for Languages, until 2011. They will speak on behalf of CfBT and the British Council, who commissioned the report.</i></p>
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10:35 – 11:20 Session 2: Workshops

<p>2.1: Autonomous learners at KS3 <i>Bernadette Clinton & Andy Jackson</i></p> <p>The Language Futures approach has been supported by the Paul Hamlyn Foundation to provide a revolutionary approach to secondary language teaching where the students take the control and the initiative. It grapples with the issues of lack of motivation, and boredom to inspire and engage students. Languages of example: Various</p> <p><i>Bernadette Clinton is a consultant at Paul Hamlyn Foundation, ex-MFL Adviser Enfield and language teacher at primary, secondary and HE. Andy Jackson is Head of MFL department, Gladsmore Community School, Tottenham.</i></p>	<p>2.2: Investigative Language Learning <i>Ryan Hoy</i></p> <p>How to make students independent, authentically collaborative and effectively challenged? This session explores a method which has been trialled for 2.5 years. It alludes to recent research and uses interactive exemplar group activities and a filmed sample lesson. Language of example: Spanish</p> <p><i>Ryan Hoy is Head of Spanish and Head of Year 7 at a new secondary school in Barking and Dagenham. Original founding teacher of school which opened in September 2012. Passionate about intense challenge and developing high impact, low input feedback strategies.</i></p>	<p>2.3: Raising standards in Key Stages 3 & 4 through cross-curricular learning strategies <i>Kathy Wicksteed</i></p> <p>This workshop will explore how CLIL / cross-curricular learning strategies can improve students' confidence, engagement and independent use of target language, and how simple changes at first can gradually lead to new developments, increasing access to target language, providing more creative activities and building a stronger international ethos across the school. Language of example: mainly French</p> <p><i>Kathy Wicksteed set up ALL's FLAME initiative, which supports cross-curricular language learning. In the past she has worked as a teacher of French and Italian, Language College director, local authority adviser and Language College adviser at the SSAT. She managed ALL's New Secondary Curriculum and LinkedUp projects, and is a former President of the Association.</i></p>
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<p>2.4: Practical strategies for teaching languages to pupils with Specific Learning Difficulties <i>Sue Simson</i></p> <p>This session aims to give an insight into the challenges faced by pupils with a range of Specific Learning Difficulties, and will provide teachers with tried and tested strategies to improve the attainment, confidence and engagement of these pupils. Languages of example: French / Latin / Spanish</p> <p><i>Sue Simson is an experienced languages teacher. She has worked across all Key Stages, teaching French, Spanish & Latin. She has produced resources for ALL and is a keen proponent of CLIL. Sue has a particular interest in helping pupils with SpLD, and has worked closely with occupational therapists, sensory integration practitioners and SENCOs.</i></p>	<p>2.5: Teaching reading in Key Stage 2: leading learners towards independence <i>Vicky Cooke</i></p> <p>This session will look at an approach to teaching foreign language reading skills in the primary classroom in a methodical way. There will be a focus on practical examples and as well as exploration of teaching reading for understanding and reading aloud. Language of example: mainly French</p> <p><i>Vicky Cooke began teaching English as a Foreign Language before going on to teach French, German and Spanish at secondary school. She then made the transition to teaching primary MFL and currently teaches French full time in a large junior school. She also co-runs the Leeds/Bradford ALL primary hub.</i></p>	<p>2.6: The power of partnerships <i>Sarah Schechter</i></p> <p>Find out how you can get involved in a wealth of cross-curricular projects, contextualising language learning for KS3-5. These have been inspired and/or created by wonderful, creative teachers in the East as well as through partnerships with a growing number of organisations. Some projects are available to all regions; others can be borrowed and shared...</p> <p><i>An EFL and Applied Linguistics Lecturer for most of her career, Sarah Schechter fell into the role of Comenius East Regional Manager (it's a long story..!) and reignited her passion for Modern Foreign languages. This led to her current - and favourite ever - role as Routes into Languages East Project Manager, where she works on motivating young people to continue studying languages.</i></p>
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11:20 – 11:50 Break & Exhibition ('The Venue' exhibition hall)

11:50 – 12:40 Mary Glasgow Plenary Lecture: Interculturalism and the Power of Three
Bernardette Holmes (Curtis Auditorium, Herschel Building)

Rapid social and economic changes coupled with technological advances are encapsulated in the concepts of globalisation and internationalisation. The world has changed. There are new realities for young people living in an increasingly interconnected social network with the capability to stretch beyond time zones and transcend the limits of geopolitical boundaries. In this diverse and pluralist world, the role of language and culture becomes more significant, as young people seek new definitions to the questions of identity, values and social norms. This lecture will take a fresh look at language and culture teaching. It will address some probing questions about how we conceptualise culture in the context of L2 education. Whose culture are we promoting? Do we teach language using culture or do we teach culture using language, or both? It will argue that the experience of learning another language and seeing the world through another cultural lens is an essential element of 21st century education.

Bernardette Holmes is a former President of ALL, and is widely known for her work in language policy development, research into learning and teaching, curriculum innovation and CLIL.

12:45 – 14:00 Lunch & Exhibition ('The Venue' exhibition hall)

14:05 – 14:50 Session 3: Workshops

<p>3.1: Be a crafty languages teacher <i>Clare Seccombe</i></p> <p>This session will explore ways of using craft activities both as a language reference tool, and as a way to practise new language and structures. Find out some alternatives to reading a worksheet and writing in an exercise book! The ideas presented can be transferred to all languages and ages. Languages of example: French/Spanish</p> <p><i>Clare Seccombe teaches Spanish and French in Sunderland primary schools as well as speaking at conferences, training teachers and trainee teachers and writing for publishers. Clare is an avid blogger and tweeter who set up and maintains Light Bulb Languages.</i></p>	<p>3.2: Viens jouer avec moi! Come, play and learn active French games <i>Yannick Minvielle-Debat</i></p> <p>In this session, Yannick will share with you some active French games for the whole class, as well as the range of vocabulary used to explain and play the games. Be prepared to have fun! Language of example: French</p> <p><i>For more than 10 years, Yannick has been offering children of all ages and abilities a taste of French culture and language, through their active participation in a range of exciting but educative traditional dances and songs workshops. Born in France, Yannick now lives in Keighley, Yorkshire, and also works part-time as a Primary French teacher.</i></p>	<p>3.3: Routes into Languages North East: promoting language learning <i>Elizabeth Andersen</i></p> <p>The session will showcase the diverse range of activity offered by the Routes into Languages North East consortium, highlighting initiatives particular to the NE Consortium from The Great Languages Bake Off at the University of Sunderland to Linguacast Days at Newcastle University and more, as well as the work of our Student Language Ambassadors. Languages of example: French / German / Spanish</p> <p><i>Elizabeth Andersen was Head of the School of Modern Languages at Newcastle University from 2004 till 2014. She has been the Director of the Routes into Languages North East Consortium since the inception of the national project in 2006. The NE Consortium comprises the Universities of Durham, Newcastle, Northumberland, Sunderland and Teesside.</i></p>
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<p>3.4: A CLIL scheme of work in Year 9: engaging, challenging and retaining learners <i>Noémie Neighbour</i></p> <p>Case study: Noémie’s CLIL course is helping retain learners at GCSE, as well as maintaining interest in French in a crucial year. Subjects include art, biology, food, geography and history. Languages of example: French</p> <p><i>Originally from French-speaking Switzerland, Noémie Neighbour has been living in the UK for 14 years, teaching for 10 and Head of Department for 6. She enjoys the use of technology, CLIL methodology, bringing cultural awareness and a touch of humour into her teaching.</i></p>	<p>3.5: What are the critical indicators of progression to advanced language studies? <i>Renata Albuquerque</i></p> <p>This session draws on findings from focus groups, interviews and surveys conducted with Year 12 students, first year language undergraduates and Routes Student Ambassadors, with the aim of establishing the critical indicators of progression to advanced language studies.</p> <p><i>Renata manages Capital L, the London consortium of Routes into Languages since 2008. During this time, she has worked with Capital L's 13 partner universities and over 200 London schools to create, develop and evaluate a programme of language enrichment activities aimed at inspiring and supporting young people continue to study languages at school, college and university.</i></p>	<p>3.6: Taking the multimedia appsmashing iPad challenge <i>Joe Dale</i></p> <p>This session is an introduction to the potential of appsmashing in language learning- the process of combining different iPad apps to produce a layered multimedia outcome. Appsmashing is a useful way of rethinking how teachers use design activities which involve the use of technology. Languages of example: French / German / Spanish</p> <p><i>Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, the British Council, the BBC, Skype, Microsoft and The Guardian. He is host of the TES MFL forum, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning.</i></p>
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15:00 – 15:45 Session 4: Major talks

<p>4.1: Talking the talk in the MFL classroom <i>Greg Horton</i></p> <p>The challenge to improve students’ speaking skills is once again at the top of the language learning agenda. This session will offer guidance and practical advice as to how language teachers can develop students’ ability to interact spontaneously. Languages of example: French / German / Spanish</p> <p><i>Greg Horton is an Advanced Skills Teacher with twenty five years of classroom experience. Between 2006-2011 he worked as an SSAT Lead Practitioner. In January 2013 he was appointed Hampshire MFL Advisor and now combines this role with teaching four days a week at Wildern School, near Southampton.</i></p>	<p>4.2: Primary to Secondary transition in French: insights from research <i>Louise Courtney</i></p> <p>This talk will present findings from two recent studies in England that evaluated learner motivation and progression in French across primary to secondary transition, followed by a discussion of implications for teaching practice across both educational phases. Language of example: French</p> <p><i>Currently working as a lecturer in Widening Participation and Education at Reading University of Reading, Institute of Education, Louise Courtney formerly taught French at Key Stage 2 and has worked on several large-scale research projects evaluating the teaching and learning of French at Key Stage 2 and, in particular, the transition to secondary school.</i></p>	<p>4.3: Connecting the curriculum ‘dots’ in KS2 through a multi-lingual approach <i>Joan Dickie</i></p> <p>Participants will:</p> <ul style="list-style-type: none"> - view examples of successful, multilingual practice with evidence of ‘substantial progress’ achieved by Year 6 - receive progressive Year 3-6 documents for a 3-4 language model: literacy and curriculum connections; assessment suggestions; links to the new curriculum - discuss the benefits of this approach especially for non-specialists, KS3 transition challenges and mixed age classes <p>Language of example: French, German, Latin, Russian, Spanish</p> <p><i>A KS2 generalist teacher for many years, Joan Dickie became Norfolk’s Primary Languages Adviser in 2005, creating a successful county-wide multi-lingual model to address non-specialist, mixed age and transition challenges, promoting strong links with literacy and other curriculum areas. As a freelance consultant, Joan continues to promote a multi-lingual approach as well as advising on mixed age models.</i></p>
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15:45 – 16:15 Break & Exhibition (‘The Venue’ exhibition hall)

16:20 – 17:00 Plenary: ALL Connect *Rachel Hawkes, ALL Past President*
(Curtis Auditorium, Herschel Building)

17:00 ALL Connected! Join us in ‘The Venue’ exhibition hall for a glass of wine

19:15 Language World 25th Anniversary Wine Reception & Dinner (Centre for Life, Newcastle city centre)