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2024-25 CONTEXT AND OVERVIEW

The new Labour Government's Department for Education announced early on its intention to consult on a **Curriculum and Assessment Review**. Any suggestion of changes to the curriculum and its assessment create a sense of instability and threat, as well as of promise to classroom practitioners, so members and others have been exercised by this announcement, especially as some feel that Languages have for a while not been a priority for policy makers.

ALL's response was to provide information, and to set up online consultations with Language teachers, as well as exploring shared priorities with other interested partners, which can all be explored on this page:

<https://www.all-languages.org.uk/news-events/consultations/>

We await recommendations from the CAR in Autumn of 2025, and anticipate they will form a strand of activity throughout the Association in the coming year.

Within the CAR agenda, and across the Education world, there are discussions about the potential impact (positive and negative) of **Artificial Intelligence** on workload, as well as on learning and assessment. In June 2025 the DfE issued advice alongside other interested bodies to which ALL is alerting members and others. A Briefing has been published in Summer 2025.

Prior to the CAR (as well as within the process) the Languages community was expressing its concerns about the **declining numbers of recruits** into language teacher training, in spite of Government targets and measures, in parallel with declining numbers of students opting for language learning in key stage 4, and beyond that into A-level and Higher Education. These are reflected, with a recognisable focus on social equity, once more in Language Trends.

Language Trends 2025

Indicative headlines:

- No reported improvements with regards to primary-secondary transition
- Spanish has overtaken French as the most popular GCSE language, while access to German is close to disappearing in less affluent school settings
- Uptake for Modern Languages GCSEs is more than 20% higher in the most affluent state-funded schools
- State-funded (60+%) and independent schools (50+%) report difficulties recruiting language teachers
- While last year's data has shown a slight increase in A-level uptake, small class sizes challenge longer-term sustainability of such courses

An ALL Briefing on Language Trends is available:

<https://www.all-languages.org.uk/teacher-briefings/teacher-briefing-45-language-trends-england-2025/>

The ALL ITET community (Initial Teacher Education and Training) has responded positively in discussions, and by working together and with partners to raise the issues (e.g. at an All Party Parliamentary Group (APPG) meeting – see below) and provide thinkpieces published on Languages Gateway.

The DfE-funded **National Consortium for Languages Education (NCLE)** has gone through a review since the election, resulting in changes to its funding and operational ambit. Again, this impacts negatively on language teachers' sense of stability. At the time of writing this Report, we await indications of how NCLE will be operating as its contract continues.

A grassroots project of **Cities of Languages** has sprung up over recent months, often as informal connections between agencies, schools, universities etc. within cities around the country, focussing on promotion of positive messages, developments of policy and organisation of learner-focussed motivational activities. This movement embraces a growing interest in supporting and acknowledging the importance of HHCL (Home, Heritage and Community Languages).

ALL maintains a webpage to gather information about the Cities and share inspiration:

<https://www.all-languages.org.uk/cities-of-languages/>

As well as Language Trends, the agenda of the APPG (All Party Parliamentary Group on Modern Languages) also reflects the national context and has this year addressed issues on which ALL has made representation and published articles:

- Issues affecting School Travel
- Visa issues (for teachers, lecturers, assistants)
- Language Trends
- Curriculum & Assessment Review
- Language skills across all research disciplines
- Teacher Recruitment
- Lords' inquiry into court interpreting
- Alternative accreditation
- DfE priorities including Mandarin Excellence Programme

And positive developments such as:

- Cities of Languages
- AI in translation and interpreting (courts, NHS, social care settings)
- Hounslow 'Languages for All'
- Duolingo Language Challenge competition for MPs to raise profile of languages in parliament
- Cross-government support for languages (within civil service)

<https://www.parallelparliament.co.uk/APPG/modern-languages>

The introduction of new GCSE specifications (French, German and Spanish) for first examination in 2026 continues to dominate the scene in Secondary, with some knock-on effects in Primary schools.

Within this context ALL has maintained a great deal of activity across the field, through the active engagement of our members and volunteers.

We held in March 2025 another very successful in-person Language World conference in Kenilworth on the theme: *Weaving a rich tapestry: Our languages, our world(s)* and ALL's Local groups continue to be active online and in person (See exemplar reports below).

Alongside that programme of activities, the extensive ALL webinar schedule continued this year.

The 'ACAPULCO' online conference for Primary teachers attracted a good number of delegates in Autumn 2025 and received excellent feedback.

A review of the Events listing for 2024-25 shows:

80 events in the academic year (68 in previous year), of which

42 online or hybrid (51)

38 in-person or hybrid (21)

For an overview of events see here: <https://www.all-languages.org.uk/events/>



GOVERNANCE AND MANAGEMENT

ALL is managed by a Board (the Management Board), as per its constitution consisting of elected and invited Trustees. The elected Trustees in 2024-25 were

- ALL President - Dr Judith Rifesser
- Honorary Membership Officer (HMO) - Suzi Bewell (until Spring 2025)

The invited Trustees were

- Liz Black
- Jane Driver
- Richard Fairbairn
- Steven Fawkes
- Professor Anna Lise Gordon
- Professor René Koglbauer (Chair)
- Helen Myers MBE

During this year Suzi Bewell had to step down (in Spring 2025) from her office because of school-related issues. Teachers increasingly find it difficult to be released from their teaching timetable in order to attend meetings, even when they are few and planned far ahead. As ALL had created in recent years a HMO Team to support the Membership work, the Board agreed to approach members of the Team about taking on the HMO role for a provisional period (until Spring of 2026). Our thinking was to give a Team member a taste of the role in advance of holding an Election in the usual election period. Isabelle Jones (also a Council member) took on this role.

Also, during this year Dr Judith Rifesser was obliged by family circumstances to move abroad. In discussion with the Board she expressed concern about carrying out her Presidential duties to her own satisfaction from outside the UK beyond the end of her first Presidency year (August 2025). The Board was very sympathetic to the situation and decided that, in the interests of retaining the usual election sequence, it would seek an interim solution for the period September 2025-August 2026 from within its members. In consequence previous Presidents Anna Lise Gordon and Steven Fawkes will take on the roles of co-Presidents in September 2025 and were introduced as interim Co-Presidents Elect at Language World Conference, and announced in ALLNet and *Languages Today* magazine.

The intention of modelling how a co-Presidency might work is a strategy to help plan for sustainability in future, when such a model might be more manageable for people in employment especially.

In late Spring 2025 the Association's contractor KC Jones employed two new part-time members of staff to work on Membership and Governance matters for ALL. Plans are in place for these colleagues to meet the Board, and other active members and volunteers in the new academic year.

Work is now ongoing with these colleagues, both in the Governance area

- to enshrine in the Constitution the possibility of co-Presidency
- to review ALL's policies, procedures and the running of constitutional matters in line with Charity Law
- to document these developments

and with the HMO team

- around priority areas for recruitment and membership services.

The Board is supported by the ALL Council, an elected body of members representing different regions, sectors, languages and special interests.

Details: <https://www.all-languages.org.uk/about/what-is-all/who-we-are-2/>

In 2024-25, at the President's suggestion, we invited representatives from the 4 nations of the UK to attend the Council meeting and bring their perspectives, along with ALL Local Leaders who contributed regional perspectives and balances to discussion. This has a financial implication, of course and so will be reviewed.

ALL has again this year seen growth in its Corporate membership, which includes publishers, agencies, commercial businesses and cultural partners.

Numbers in other membership categories are in decline though.

Membership income is still sufficient for operational needs in the context of the volunteer-led activities of the Association, but, with an eye to sustainability, the Board has taken action to prioritise membership by asking its agent (KCJones) to appoint new staff with specific expertise. A draft Membership Strategy is in preparation for forward planning in the new academic year.

Margaret Truss Prize: This fund, launched at Language World 2024, is intended to offer financial support to teachers in schools to travel abroad with the aim of developing their linguistic and cultural knowledge to inspire their teaching. Applications for up to £500 will be considered for each bursary.

<https://www.all-languages.org.uk/about/awards/margaret-truss-study-abroad-bursary-fund/>

A report from a winner of the award this year is to be included in Languages Today.

OBJECTIVES AND ACTIVITIES

In 2025 ALL celebrates its 35th anniversary and volunteers from the Board are considering celebratory events, offers and publications to be launched from September.

A refreshed ALL Logo is also being considered.

Policy

In this year ALL published its EDI policy, at the foot of the home page:

<https://www.all-languages.org.uk/>

Within the ALL Handbook for Local Groups we also published:

- An EDI Checklist (2025)
- and guidelines on:
 - Data protection in respect of photography / video (2025)
 - Working with Corporate Members (2025)
 - GDPR (in respect of photos and video recordings)
- Handbook: <https://www.all-languages.org.uk/about/community/support-for-branches-networks-and-primary-hubs/>

Guidelines for social media champions are in production along with other documentation as it is reviewed by the new colleagues in the office.

On the national stage, ALL representatives

- contributed to a response to the Interim Report of the Curriculum and Assessment Review with UCFL and ILCS (University Council for Languages, Institute of Languages, Cultures and Societies):
<https://www.all-languages.org.uk/news-events/consultations/>
- contributed to the CfSA publication: The key contributions of subjects to climate change and nature education: a curriculum policy proposal
<https://discovery.ucl.ac.uk/id/eprint/10212236/>
- attended an event at the House of Lords, where the Chair of the ALL Special Interest Group on De-colonising the Secondary Curriculum, Lisa Panford, was invited to present.

Publications

Press releases:

22/11/24: [ALL response to Curriculum and Assessment Review](#)

24/07/25: [Curriculum and Assessment Review - Interim Report: Response by ALL, UCFL and ILCS](#)

14/08/25: [ALL Statement on 2025 A level results](#)

21/08/25: [ALL Statement on 2025 GCSE results](#)

The ALL Special Interest Group on **De-colonising the Secondary Curriculum** is compiling and editing a book, to be published by ALL, which collects papers and thinkpieces based on their Conference in 2024.

A number of ALL Members contributed to a new Routledge publication on Mentoring Language teachers: *Mentoring Languages Teachers in the Secondary School: A Practical Guide*, edited by Laura Molway and Anna Lise Gordon

The bi-annual newsletter for HHCL colleagues is available online from the webpage: <https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

The Association publishes a major academic journal, the peer-reviewed ***The Language Learning Journal*** (LLJ), which is currently published on behalf of ALL six times a year by Routledge <https://www.tandfonline.com/journals/rllj20>, and is a member benefit.

The Editorial Advisory Board meets virtually twice a year. Editorial team and advisers undertake all their activities for the journal as volunteers. One of the LLJ editors contributes highlight articles to *Languages Today* magazine and/or to the termly Roadshows to build bridges between our publications. Editor and ALL Fellow, Elspeth Broady, has announced her intention to retire. The LLJ team is seeking a new editor.

The Language Learning Journal has had another very successful year, thanks to its editorial team, and publishing colleagues.

ALL Language Learning Journal has published in 2024

Volume 52

- [Issue 1](#) - 2024 pages 1-132
- [Issue 2](#) - 2024 pages 133-231

Language Attrition

- [Issue 3](#) - 2024 pages 233-365
- [Issue 4](#) - 2024 pages 367-479
- [Issue 5](#) - 2024 pages 481-613

Language Learning in the Pandemic

- [Issue 6](#) - 2024 pages 615-757

In 2025:

Volume 53

- [Issue 1](#) - 2025 pages 1-142
- [Issue 2](#) - 2025 pages 143-285
- [Issue 3](#) - 2025 pages 287-423

Emotional literacy and second language learning

- [Issue 4](#) - 2025 pages 425-564

ALL Languages Today (LT) magazine.

This year we published

LT 48: Voices Heard

LT 49: Strands of Learning

LT50: Being a language teacher



Two of these were bumper editions with extra pages included because of the number of relevant, good quality articles submitted. LT Extra continues to provide readers with extended content and fuller references that cannot be included in the hard copy of the magazine. A digital version is provided for certain membership categories, and a sampler for each edition is available to all from the website.

Languages Today Reviews Editor, Carol Hughes, has announced her decision to step down from the role gradually; previous President Liz Black has joined her to work as co-Editors for the time being. For sustainability, Carol has suggested producing a 'How to ...' advice list for future editors, to go alongside the guide to LT Proofreaders and LT writers created by Steven Fawkes.

ALL also published an offprint from LT of the spread: My Best Ten ideas for a Festival.

<https://www.all-languages.org.uk/product-category/resources/my-best-10/>

CPD – PROFESSIONAL DEVELOPMENT FOR TEACHERS OF LANGUAGES

The ALL **webinar** programme, supported by volunteers, continued in 2024-25 to serve people across the country and more widely:

PHOrum – the termly meeting online for Primary Language teachers, led by Sue Cave.

ITET-forum – an occasional event for teacher trainers /educators with an annual conference, led by volunteers from the community

ALL Social Zoom, the monthly meeting online for trainee and ECT Language teachers, hosted by members of the ITET-forum.

STALL, the termly meeting online for Secondary Language teachers, with hosts Esmeralda Salgado, Greg Horton and Vincent Everett.

Francophonie en direct, the termly meeting online for teachers of French, with Steven Fawkes.

German Zone Live, the termly event for teachers of German, with the Action Group for German.

HHCL webinars are planned, usually termly, by a group of volunteers from different associations around the UK and hosted by ALL, principally for teachers of Home, Heritage or Community Languages but all are welcome. Hosted by Steven Fawkes.

Decolonising the curriculum – for Primary colleagues, chaired by Darnelle Constant-Shepherd and Amy Lennon.

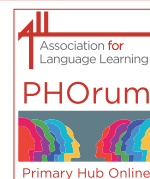
ALL Leaders webinar – for Heads of Department in Secondary schools, and/or Language Coordinators in Primary, hosted by Catherine Ames

As well as occasional webinars organised for the **Arabic** Zone Live and **Mandarin** Zone live.

ALL London also hosts its own webinars, including the TILT sessions

<https://all-london.org.uk/webinars/>

ALL in the East hosts hybrid meetings to give access over a wide geographical area - from Lincolnshire down to Essex, thanks to Rachel Hawkes and Vincent Everett.



Language World (LW) 2025 attracted a larger number of delegates than in recent years
<https://www.all-languages.org.uk/research-practice/language-world-conference-archive/>

Carol Hughes was awarded the ALL Fellowship to mark her contribution to the work of the Association over many years in the Essex and East Anglian Branch, and her work as Reviews Editor of the Association magazine.

<https://www.all-languages.org.uk/about/awards/fellowship-awards/>



The theme for LW 26 has been selected and launched to members:



and a larger venue than recently has been booked to respond to the growing size of the conference in recent years.

ALL speakers were, as ever, invited to contribute to events hosted by our partners and other providers.

Meetings of sectoral and special interest groups were held online:

Example:

Decolonising the Primary Languages Curriculum SIG, focus - Resources

Maud Waret (ALL Council Member & a leading classroom practitioner in the field of decolonising the Language Curriculum & senior curriculum developer at the National Consortium for Language Education and resource contributor for Pearson) delivered a resource-packed presentation, sharing how she used the Degas and Miss La La exhibition (summer 2024 at the National Gallery) to create decolonised classroom resources for the primary French classroom.

Decolonising Secondary Languages Curriculum Special Interest Group

- Following success of our [symposium](#) in June 2024, work is under way to collate the conference papers and sketchnotes for publication in ALL's *Inspiring Language Teaching and Learning* series (expected publication September 25)
- New Pearson resource now live [Comics and language learning](#)

Partnerships update

- Partnership with [Institute of Languages, Cultures and Societies](#) (University of London) Ro Henry-Grant - PhD project (fully funded by the LAHP) *Creating a Vision for Revolutionary Language Acquisition* has gone through progression stage (under our collaborative supervision)

Conferences/Events

- [What Does It Mean To Have A Diverse Curriculum 2: Schools and Higher Education in Collaboration in English Studies and Modern Foreign Languages](#) - Institute of English Studies at the School of Advanced Study, University of London

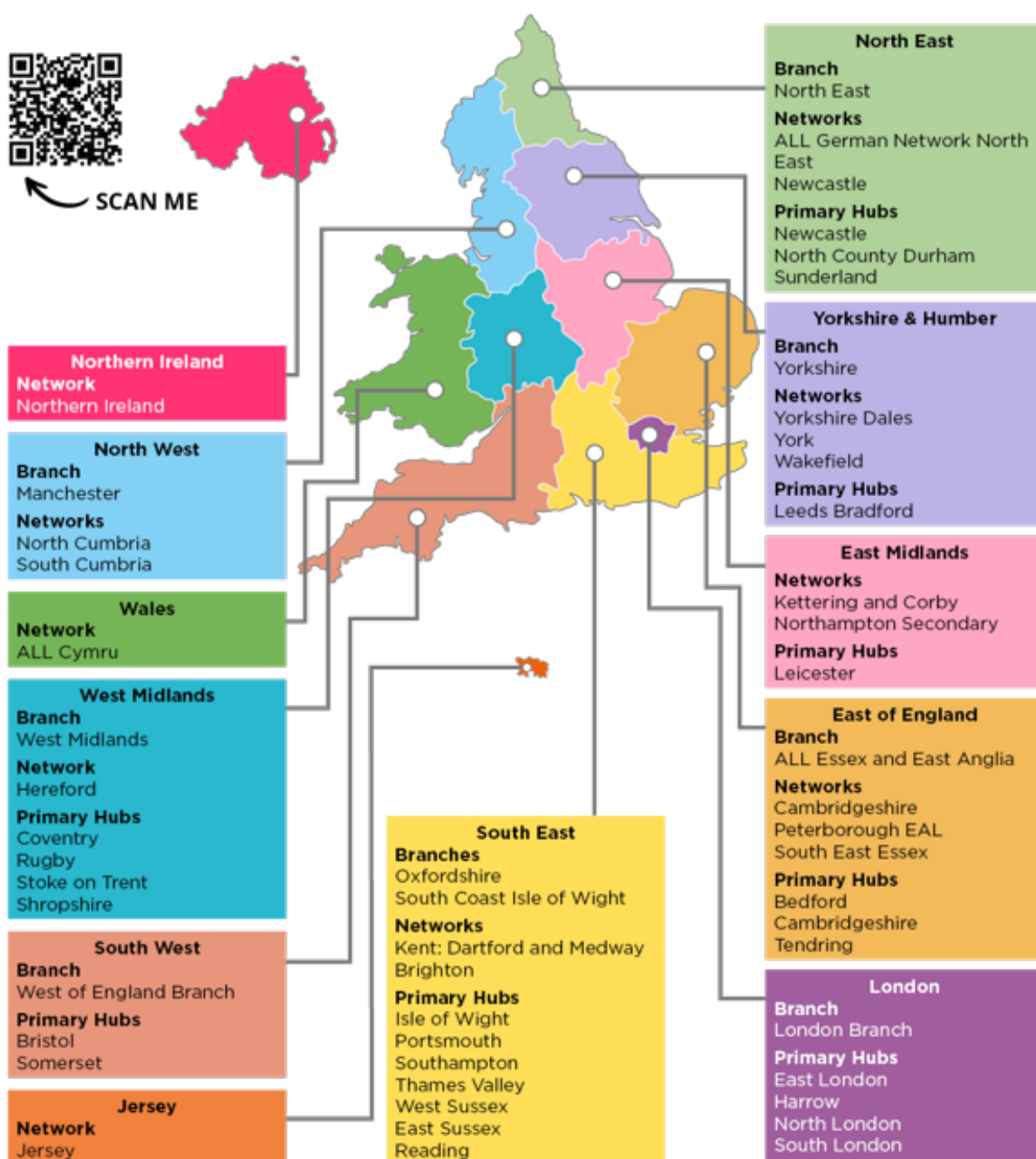
Jan 2025 - Poster conference at the House of Lords; ALL Decolonise SIG presented key policy recommendations (teacher racial literacy; subject content revisions particularly vocab lists and KS5 texts; more expansive list of accredited languages). With thanks to ALL colleagues - Steven, Rene, Judith, Crista and Steve Bailey for support with this application and expertise with production.

Individual Languages / Sectoral groups:

e.g. several editions of German Zone Live and Francophonie en direct

ALL Local activity

This map was designed for the Language World programme 2025 and will be updated annually:



A new network (ALL Cymru) was launched for teachers in Wales, which has its own specific challenges for Languages teachers – both in terms of geography and the curriculum. It plans to offer online events (as well as in-person where possible).

Another new group was created in Liverpool in collaboration with ALL Corporate member Global Schools Alliance.

In the tradition of the ALL Forum, an occasional online meeting for representatives of ALL Local groups was held this year, giving volunteers the opportunity to exchange ideas and discuss issues of shared concern. There is an associated WhatsApp group which people can opt into.



A FLAVOUR OF ACTIVITY THIS YEAR FROM ALL'S LOCAL GROUPS:

ALL Cymru network celebrated a very successful online launch thanks to a great session from Vincent Everett on “Promoting spontaneous speech and extended writing in the target language.” Highly practical and full of ideas to take straight back to the classroom, the feedback from attendees has been extremely positive. If you weren’t able to join us on the day, the recording is now available for ALL Members to download from the ALL Cymru page:

<https://www.all-languages.org.uk/about/community/local/wales/>

Vincent also talked us through how the ALL East of England Branch, which shares the same geographical challenges as Cymru, is organised, with both in person and online attendance possible.

Estyn, Cymru’s inspection body, has just published a thematic review of International Languages in Wales, in which teachers talk of the need for accessible professional learning opportunities and support networks. We are delighted that we now have Hwbs set up so that colleagues have the choice of attending our next event, planned for early November, in person or online. Michelle Massey and Catherine Woodward will lead a session on “AI generated music in the Languages classroom.”

Language teachers who teach in Wales can join the ALL Cymru network [here](#).

The ALL South Coast and Isle of Wight branch was originally launched back in 2021, but was rather halted in its tracks by the pandemic. This year, Greg Horton, Sadie Thompson and Kathryn Broom have relaunched the branch.

On the morning of Saturday 5 July, we held our relaunch meeting in the School of Education building at Southampton University. It was attended by fifteen teachers from the local mainland and one from the Isle of Wight. There was a vibe of positive collaboration and healthy discussion provoked by three mini-presentations covering speaking skills, phonics and cultural engagement.

For the next academic year 2025-26, we hope to build on this initial success and offer an expanded programme of events and networking possibilities.



ALL Essex and East Anglian Branch



This year had been one of continued re-building within the branch after Covid. We are an active committee and are making every effort to meet the needs of teachers locally. We are particularly pleased to have recruited a local teacher, Jo Davies, to the committee and to have retained Ryan Pinnock, who joined us in March 2024, as many of the committee members are retired.

We now hold many of our meetings on-line, as this makes more effective use of time, though we do value the social aspect of being a committee which works and interacts well together.

Our **May Conference** took place in May at the lovely Woodbridge School in Suffolk. We had a strong programme for the event, entitled *“Meeting the Future Head On”*. Our Keynote Speaker was Ben Merritt, with the title *“Harnessing the Power of AI in the MFL Classroom”*, followed by workshops and lunch.

Thirty delegates attended.

We find it difficult to communicate with schools/possible interested parties in order to advertise ourselves. In addition, we need to sell the idea of networking to a whole new group of practitioners, who primarily use technology to help them with their queries instead of mixing with others and making valuable contacts, which helps to boost confidence and share many ideas simultaneously.

We shall be investigating sponsorship for our *“Have Your Say”* **Competition** and are considering increasing the cost to schools of participation. This was our Main Event once again and has been running for over 30 years, most of them under the organisation of the late Val Pratt. After a re-start in the Colchester/North Essex and Suffolk area last year, we expanded again into the south of the county, holding a first-round heat in Westcliff-on-Sea, as well as one in Colchester and one in Woodbridge. The Final, drawn from the three first-round heats, was held in Colchester on 14 May 2025, with 240 students attending from 18 schools. We are truly grateful to the Thomas Lord Audley School for hosting the Final every single year.

We are extremely grateful to Lucia Verona, a key member of the committee, for her excellent organisation of both events, to which she has dedicated huge amounts of time.

This year has also seen a **6th Form Event** taking place for the first time in many years, entitled *“Languages Live”* and organised by a former Committee member, Claire Robinson, and her colleague Clare Kelly.

Students from North-East Essex and Suffolk performed a range of items in French, German and Spanish in front of judges. Sponsorship came from a number of institutions, both local and national. The branch also provided some financial support. It was a great event and will hopefully be repeated! We need to do all we can to encourage students to continue to learn languages to a high level and to put their knowledge to use and increase their confidence at the same time.

Finally, it is important to **recognise** more formally Carol Hughes, our current Vice-Chair on the committee, who was given the award of ALL Fellow at the recent Language World Conference. Our heartfelt congratulations to her! How lucky we are to have her working with us here in East Anglia! In addition, we would like to mention Jackie Whitbread, who has served on the committee for many, many years and is about to turn 80. What service to MFL!

ALL West of England Review of Activities 2024-25

The Primary Hub continued to grow in strength and reach over the past year, with events rotating between different schools to encourage broader participation. There has been growing enthusiasm and engagement from primary colleagues, with several new members attending regularly. The format of **in-person sessions has remained effective**, particularly given our relatively compact geographical region, and we agreed to maintain this approach for now.



Sarah represented our region at the national ALL Primary Hub meeting and reported that while many hubs operate online or in hybrid formats due to wider catchment areas, **our model of in-person events remains viable and valuable**. There is now the potential to offer recorded or repeat presentations at other hubs nationally to extend the reach of our most impactful sessions.

Planning for next year includes a continued mix of **practical classroom-focused content** and opportunities for **informal networking**. The inclusion of the FL Primary Bee in our October meeting is a welcome addition and a chance to raise our profile further. Our thanks to Hannah and Sarah for their leadership and coordination of the Hub.

2. Sixth Form Lectures

The 2025 **ALL West of England Sixth Form Lectures** were held on **Wednesday 12 February** at the **University of Bristol, School of Chemistry**, and once again proved to be a highlight of the year. A total of **226 attendees** took part – **191 students and 35 teachers** – across three language strands:

- **Spanish:** 100 students / 16 teachers
- **French:** 75 students / 13 teachers
- **German:** 16 students / 6 teachers

Lectures were aligned with A-level themes and delivered by university-level speakers:

- *El patrimonio arquitectónico de España* – **Carmen Meira-García**
- *Architektur in Deutschland – Architektur und Städtebau als Spiegelbild der Gesellschaft* – **Lana Feldmann and Ruth Winter**
- *La nourriture comme patrimoine français* – **Louisiane Mailly**

The inclusion of talks to school students by **fourth-year language students** from the University of Bristol was once again a major success, offering relatable and inspiring perspectives on language learning, university life, and year abroad experiences. Feedback was overwhelmingly positive, and the event ran smoothly, with praise for both the venue and the organisation.

Attendance in Spanish and French remained strong, though numbers in German were lower than previous years. To address this, earlier and more targeted promotion will be essential for future editions. We are already in contact with potential speakers for 2026 and plan to build on the current format while improving outreach and partnerships.

3. “New GCSE, New Ideas” Show & Tell Event

Held on **Wednesday 4 June 2025** at **Redland Green School**, this in-person networking event brought together **40 language teachers** from across the region for an evening of professional exchange, inspiration, and collaboration. Themed around the implementation of the new GCSE specifications, the event featured:

- **Teacher-led Show & Tell presentations** on practical strategies and classroom practice

- A **resource swap table**
- **Raffle prizes and free resources** generously donated by sponsors including Linguascope, the Goethe-Institut, and the Spanish Embassy
- Refreshments and informal networking

Presentations from colleagues covered a wide range of topics, including differentiated assessment, dictation and reading strategies, creative speaking tasks, and CI-based questioning. Feedback from attendees was extremely positive, with particular appreciation for the friendly atmosphere and practical classroom focus.

This event reaffirmed the value of in-person CPD and peer-to-peer sharing. Suggestions for future events include more targeted themes (e.g. fluency, spontaneity), A-level-specific sessions, and further support with assessment and resource development.

ALL North East Branch

ALLNE has continued to provide a regular email newsletter to members in the region; in this we highlight many online meetings from ALL's different groups (reported elsewhere).

We host the annual national European Day of Languages writing competition and hosted this year the second national (primary) Calligrams celebration.

ALLNE works with partners on the region on a number of motivational, strategic and citizenship-focussed projects, described here by one of our key partners.



ALLNE and Newcastle City of Languages

- ALLNE has been a key adviser in the development of [Newcastle City of Languages](#) since 2019 and this has continued in 2024-25. This partnership of organisations across the city, region and nationally has enabled significant developments in the support for language teaching and learning in Newcastle. It is part of a wider partnership approach called [Our Newcastle Our World](#), which has a priority of empowering children and young people (0-30) to become confident global citizens. Supporting language teaching and learning is a key strand of the work. An October 2024 brochure was produced to highlight the approach of linking languages, international connections and intercultural awareness and its impact in the city: [Empowering Newcastle's youth for a global future](#)
- ALLNE has been instrumental in supporting the development of an **ALL Newcastle Primary Hub, and ALL North East Secondary Network** for language teachers. Both relaunched in Autumn 2024. Working in partnership with International Newcastle, Newcastle City Council (School Effectiveness) and with chairs who are teachers, ALLNE provides invaluable guidance and links to expert speakers, as well as ensuring teachers are aware of opportunities available through ALLNE and ALL. Termly meetings online are opportunities to explore challenges, share learning and experience, gain insights from expert contributors and find out about resources, training and support for language learning and teaching. Teachers share their own experiences and identify issues for discussion. Each group has a padlet online, where opportunities and resources are shared



- In the last year ALLNE has been providing support for the development of a languages and **careers toolkit for the North East**. This is being developed in partnership with International Newcastle, Newcastle City Council and the North East Combined Authority. ALLNE has provided links to data and evidence for the toolkit, as well as advising on the development of case study films. A series of short films have been created to highlight the experience of different people's language and career journeys who are connected to the North East. The full toolkit will be shared with schools and careers advisers to inspire children and young people to embrace language learning and to encourage them to progress, with Modern Foreign Languages and their own Home Heritage and Community Languages, as a means to enhance their future life, education and career opportunities
- Newcastle is one of a growing number of cities of languages across the UK and ALLNE Chair Steven Fawkes and International Newcastle have been providing advice to cities who are interested in the approach and developing their own. The UK Cities of Languages Network is hosted by British Council, and ALL has provided a [webpage for cities](#) to share their approaches, to which Newcastle is a contributor

ALLNE (ALL) and Express Yourself: North East Festival of Languages

- Steven Fawkes is a founder member of the Steering Group which has overseen and developed the [Express Yourself: North East Festival of Languages](#). 2025 was the fifth annual celebration of the region's diverse languages and cultures and the region's connections to the world. Details of the 2025 Festival, its aims, activities and impact are available in the [Evaluation Summary online here](#)
- Open to North East schools, community schools and groups (with selected activities open to UK schools), between January and March 2025, the Festival: provided a comprehensive programme of free language and culture activities designed to enrich the educational experiences of children and young people aged 3-18 offered a flexible programme of live and online events, pre-recorded workshops, creative projects, competitions and resources, aligned with curriculum and inclusion objectives inspired engagement with languages, promoted cultural awareness, raised aspirations, promoted inclusion and widened perspectives of future education and career opportunities
- As well as providing support on the overall programme development, ALLNE delivers creative multilingual activities as part of the Festival. The North East Calligrams Celebration 2025 involved 1,620 children from 27 schools and the selection of calligrams are available in ebooks: [7-9 year olds calligrams](#) and [9-11 year olds calligrams](#). In addition ALLNE played a strategic role in the development of the Mother Tongue Other Tongue writing project which engaged 2,300 children from 37 schools writing in 35 languages. The Digital Anthology is here: <https://expressyourselfne.com/2025/05/23/2025-multilingual-anthology-showcases-childrens-writing-creativity-and-feelings/>. A film about the Creative Multilingual Projects in 2025 was produced and is [online here](#) and includes both ALLNE projects
- In terms of publicity and promotion, ALLNE and ALL played a crucial role in advertising the Festival opportunities through their North East and national newsletters for teachers, as well as including articles in Languages Today. The Festival Coordinator was invited to present at ALL's Language World Conference in March 2025, to share the approach and ideas which could be adapted in different parts of the UK at different scales. She also provided an article on the 10 best ideas for a Festival in the Spring/Summer 2025 edition of Languages Today. In addition, Steven and the Festival Co-ordinator have also been sharing the approach with teachers in other regions (notably South West and North West) about how they could adapt activities for their areas to start Festivals and inspire teachers and children and young people

ALL collaborated once again with the **British Council and cultural partners** in the project around the celebration of Speaking. **Express Yourself (#CelebrateSpeaking)** is now a regular online activity for learners, and language speakers, of all ages, asking them to record a short oral presentation (a recitation, an anecdote etc.) which is shared on X (Twitter).

The celebration event ran again over several weeks and encouraged schools and colleges to run their own internal events on the same theme. It culminated with a live online event hosted by an ALL Trustee with British Council colleagues.

A recording is here: <https://www.britishcouncil.org/school-resources/languages/celebrate-speaking>

ALL collaborates with the Institut Français (IFRU) to promote the Jour du prof and French events nationally and locally, including the French Pop Video competition and does the same for the Spanish Embassy, Goethe-Institut London and other cultural partners, as well as disseminating details of other professionally-related activity (e.g. Austrian Days and IDV conference.)

As in previous years, ALL supported the following events:

- the **Poetry Live** event for Year 8 pupils hosted by Saint Mary's University Twickenham (providing a judge)
- the **German Teacher of the year** awards, organised by the German Embassy

The ALL SIG 'Decolonising the Secondary Language Curriculum' works in partnership with the publisher Pearson.



GLOBAL/INTERNATIONAL ACTIVITY

Overseas professional links and contacts

ALL continues in its membership of the world federation of associations of language teachers, FIPLV, and in the international federation of associations of teachers of German, IDV. ALL is also a named network partner of the Austrian Agency for Education and Internationalisation (OeAD). OeAD, the Austrian Cultural Forum London and ALL co-hosted the annual Austrian Day in autumn 2025, a professional development day for teachers and lecturers of German.

Case study:

ALL's relationship with Francophonie in Nice continues. In Summer 2025 ALL Member Naomi Eglinton attended the Université de l'été and reported on it. ALL published her report both in the Francophonie Zone, and in the Primary Zone (to encourage Primary teachers to consider attending in future.

<https://www.all-languages.org.uk/research-practice/language-zones/francophonie/> in

Recent Events

and

<https://www.all-languages.org.uk/primary-2/primary-events/> in **Recent Events**

The impact report: 'What next after Nice' is especially interesting.

To join up our messaging we have also invited Naomi to address a webinar on this theme.

Collaboration will be a feature of activity on 2025-26 when the Association has a co-Presidential team for the first time.

As a model, in Summer 2025 ALL was invited by Corporate partner Twinkl to co-design resources for the European Day of Languages in September. The plan is to make a set of free online resources for downloading which will be available for an extended period of time; the theme will be about Nursery Rhymes, and the resources will mostly be relevant in Primary settings. Twinkl has a design team who can produce attractive, age-appropriate learning resources. Details will appear in next year's Report.

Alongside this, and to support and engage our multilingual school population, ALL and Sheffield City of Languages are creating a web area called Multilingual Verses, where we hope schools will share childhood texts (equivalent of nursery rhymes in different cultures). The idea is to invite submissions of

- Texts (in the original languages) of childhood songs / verses etc.
- Recordings of the text being spoken (or links to existing recordings)
- Interpretations of the texts into English

And to create a celebratory resource for classes to explore - for Language Awareness / Literacy purposes or simply for pleasure.

AREAS REQUIRING SUPPORT

At ALL Council meeting we heard from colleagues of the situation in **Northern Ireland** where progress in Education policy was delayed by political matters; there is, for instance not yet any statutory provision of Primary Languages, and the funding for NICILT activity has been lost.

Across the country **teacher recruitment** remains a matter of concern: members of the ITET-Forum and others were invited to present the issues at APPG, and they were explored further – especially in relation to trainee teachers from overseas – at the annual ITET Forum seminar.

Alongside this, subject-specific **support for mentors** in schools is a difficult area: the mentors are volunteers, and are often not allowed any time for Languages-related training.

In support of trainee / student teachers, and of ECTs we have provided the annual refreshment of the Trainee Teacher Welcome resources (Powerpoint) and of the related Shortcut documents. Also we gave refreshed the ALL free publication: *ECTs at the heart of ALL*, available here:

<https://www.all-languages.org.uk/ect-years/>

The regular Social Zoom webinars are now well established.

A photograph showing a pair of hands holding a row of seven wooden blocks, each with a letter, spelling out the word 'SUPPORT'. The hands are positioned on either side of the blocks, with fingers resting on top. The background is a solid, dark red color. The person's left wrist is visible, wearing a black watch with a dark strap.

WEBSITE DEVELOPMENTS

An ALL Trustee spent considerable time reviewing content and design of the ALL website and produced detailed advice which has now been passed on to a new member of staff.

Website content is refreshed regularly but we have identified that members do not always locate it. In response a 'New on the website' feature was inaugurated in ALLNet to highlight new content to readers. This example is from July 2025

Progress of the Curriculum and Assessment Review:

<https://www.all-languages.org.uk/news-events/consultations/>

Arabic Reading Competition 2025

Arabic Day 2025

<https://www.all-languages.org.uk/research-practice/language-zones/arabic-language-zone/>

Language Trends and responses: <https://www.all-languages.org.uk/news-2/>

Language World 2026: <https://www.all-languages.org.uk/news-events/language-world-2/>

ALL Liverpool Network:

<https://www.all-languages.org.uk/about/community/local/north-west/>

Polish resources: <https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

Briefings:

GCSE Content changes

Language Trends 2025

<https://www.all-languages.org.uk/research-practice/teacher-briefings/>

Recordings:

Social Zoom - Creativity: <https://www.all-languages.org.uk/student/video-resources/>

German Zone Live / Kafka Corner:

<https://www.all-languages.org.uk/research-practice/language-zones/deutsch-lehren-und-lernen/>

Francophonie en direct / French phonics:

<https://www.all-languages.org.uk/research-practice/language-zones/francophonie/>

STALL / Poetry recitation: <https://www.all-languages.org.uk/secondary/>

A new area of the website was launched this year to bring together details of the work going on in Cities of Languages:

<https://www.all-languages.org.uk/cities-of-languages/>

This page is open to all.



EVENTS FOR LANGUAGE LEARNERS

ALL Essex and East Anglia hosted its well-established event '*Have your say*' – see report above.

ALL West of England held Sixth Form lectures

The ALLNE EDoL Writing Competition 2024 was themed *Together*. Report here:

<https://www.all-languages.org.uk/about/community/local-2/north-east/>

The national celebration for Primary schools called Calligrams launched last year was repeated in early 2025.

Report here: <https://www.all-languages.org.uk/primary-2/primary-voice/>

A specific North-East Festival of Languages edition was also launched. The Festival, supported by ALLNE, obtained funding to grow its activity this year and achieved a major success in engaging 97 000 children and young people in 2025.

Report on Calligrams here: <https://expressyourselfne.com/2025/04/11/celebrating-calligrams-in-many-languages/>

Report on the Festival here: <https://expressyourselfne.com/>

Portsmouth City of Languages and Sheffield City of Languages, both of which include ALL partners, held competitions for learners.



HOW OUR ACTIVITIES DELIVER PUBLIC BENEFIT

As well as Member-only resources, ALL provides many of its updates and articles in the open-access areas of the website to support the wider community of language professionals in line with a public service ethos.

e.g. <https://www.all-languages.org.uk/news/>

and the areas of Guidance and Advice for Primary and Secondary professionals.

The Chinese and Arabic Zones, and the HHCL Zone are currently open to all, to encourage members of these communities to contribute and consider joining the Association.

Members (individual, group, corporate) are the direct beneficiaries of our activities but ALL events and a number of our services (e.g. webinars) are open to all teachers of languages, regardless of whether they are members or not, thus providing opportunities for all language teachers to receive both information and professional development focused on their needs.

Some of the funded work we have done in the past has allowed us to develop resources and other services (often online) which are still freely available to language teachers everywhere, such as the ALL Literature wiki, ALL Connect CPD resources and the associated themed wikis, and all of the resources of the Erasmus+ funded projects: THE LANGUAGE MAGICIAN, ELAPSE and KNIGHTS OF THE EUROPEAN GRAIL.

Some ALL local groups also provide wide support through their online work: webinars are hosted regularly by ALL London, for instance, recorded for later viewing on request and advertised on social media.

Through its activities for learners ALL also supports and promotes language teaching in the UK. This benefits not only the learners themselves but also the teaching community, in so far as these initiatives promote lifelong language learning, raise aspirations, and illustrate, for example:

- the achievements of older role-models
- the value of travel and study abroad
- the extensive role of the Language teaching profession

They also provide additional enrichment activities upon which language teachers are able to build to enhance the progress and achievement of their students.

Dedicated pages on our website house information to support all language teachers:

Why study languages? - <http://www.all-languages.org.uk/resources/why-study-languages>

Making the case for languages (resources) - <http://www.all-languages.org.uk/resources/why-study-languages/making-the-case-resources>

News - <https://www.all-languages.org.uk/news>

Corporate Member News - <https://www.all-languages.org.uk/news/corporate-member-news>

Challenges & Competitions - https://www.all-languages.org.uk/calendar_events/challenges-and-competitions

Features - <https://www.all-languages.org.uk/research-practice/languages-matters/features>

ALL strives to support discrete groups of teachers who may need specific support, or be isolated from the mainstream:

- the Primary sector
- new language communities (HHCL as described previously)
- sectoral interests (through Practitioner Focus)
- ECTs and trainee teachers (through online publications in the Learning from the Classroom area, through targeted events and webinars).

This support is especially important in times of continuing financial stringency, when many structures have disappeared, when teachers risk isolation (e.g. in Primary) and when there are shrinking departments in Secondary schools.

Association for Language Learning

Home About Join News Events Trainee Teacher Primary Zone Secondary Zone Research & Practice Shop

Collaborations

ALL works alongside like-minded friends and partners promoting the importance of language learning.

Read all about it!

Who we are
The Association for Language Learning (ALL) is an independent registered charity and the UK's major subject association for those involved in the teaching of foreign languages at all levels.

How can we support you?
ALL believes that it is important to keep our members briefed on news and updates in the languages sector, and we work hard to deliver a range of relevant benefits to our members.

Become a member
We support and represent teachers of all languages in all sectors. Whether you're a languages co-ordinator in a primary school or a secondary languages teacher, we can offer you the support you need.

Who we are Why join? Join ALL

Corporate Membership

MEMBERSHIP

Members' services

ALL Council members were encouraged at their in-person meeting to champion a specific project or initiative to attract new members and support existing ones. Projects include:

- Preparing a publication
- Supporting editors
- Hosting events
- Hosting a SIG or ALL Local group

Teacher Briefings were published on these themes:

September 2024	39	Recent articles
September 2024	40	Curriculum Review Announcement
September 2024	41	Changes to Ofsted School Inspection Handbook
February 2025	42	SEND Code of Practice
April 2025	43	Interim CAR report
July 2025	44	GCSE Content changes
July 2025	45	Language Trends 2025

Special Interest Groups: The existing Decolonising the Curriculum SIGs continued their work (reported above) which included representation at the House of Lords, and a new SIG on Creativity was established <https://www.all-languages.org.uk/creativity-sig/>

In light of the Curriculum and Assessment Review a proposal is under consideration for a Curriculum SIG.

Recognising member contributions: the range of ALL Logos (created last year) was continued and expanded this year.

Our ongoing work on **empowering members** to become writers and speakers has continued through the activity of Events and Publications.

REPRESENTATION, PARTNERSHIP AND INFLUENCE

ALL has been represented by officers, trustees or other expert members on panels and groups where languages education is discussed, bringing the voice of teachers into these debates; ALL representation will continue largely through volunteers and through the ALL Development Manager.

Groups range from those convened by Government to advisory panels for other bodies in languages education (e.g. publishers, examination boards and awarding bodies, Language Alliance, HHCL), to expert groups convened by other agencies (e.g. CfSA).

This year the DfE Curriculum and Assessment Review has been a focus of representational activity, as has the development of collaborative policy-focussed partnerships, such as the Coalition for Languages Education, projects with the Languages Gateway and the British Academy.

RECOGNITION

ALL Trustee and Co-President Elect Steven Fawkes received the FIPLV International Award.

The work of individual members has been given profile by ALL (in Languages Today and ALLNet) and in publications by others.



PLANS FOR FUTURE PERIODS

For 2025-26 ALL is looking forward to

- Maintaining the vital work on language policy in partnership with stakeholder organisations
- Taking forward activity in the areas of Governance and Membership
- Continuing its tried and tested successful activities (Online events, In person events, work of SIGs and Local groups, Calligrams celebration, learner competitions etc.)
- Maintaining the flow of member-sourced content for Languages Today and the website, for LLJ, and for events
- Planning a great Language World conference
- Looking ahead for people to maintain active roles in these projects (editors, project champions, new Local volunteers)
- Maintaining valued productive collaborations e.g. with British Council, Cultural Institutes, Corporate partners, The Languages Gateway
- Maintaining the impetus of advocacy work, and expanding our partnerships where sensible
- Future proofing through documentation:
 - e.g Carol Hughes writing about being LT Review Editor
 - Steven Fawkes talking about How to... in relation to events and projects he manages such as:
 - Languages Today processes
 - Website content processes
 - EDoL Writing Competition administration
 - Calligrams celebration administration
 - Processes of planning, advertising, administering and hosting webinars
 - Compiling this narrative
 - Supporting SIGs and other groups which ALL hosts (HHCL)
 - The HMO Team already has a working document with ideas and suggestions, pros and cons, potential strategies, and records.

Developing ideas collaboratively:

- Renewing the free ECT / (NQT) publication
- Membership recruitment campaigns in certain regions (Northern Ireland)
- Increasing local activity in certain regions
- Linking an LT Special on HHCL with a membership / Language World campaign to that community
- Generating content for another crowd-sourced book (on Writing)
- Celebrating ALL's 35th anniversary
- Developing partnerships to relieve the burden of work on volunteers, e.g. building on collaborations such as the 2025 projects with Twinkl and Sheffield, City of Languages.

Reviewing website potential:

- Clarifying content and navigation
- Introducing an ALL Parents area
- ALL Careers area: especially for Sixth Formers
- Collaborations page





1A Duffield Road, Little Eaton, Derby DE21 5DR

01332 227779