



Language World

The annual CPD event for language teachers in the UK

Gone, but not forgotten... what our delegates said about Language World 2017

"...just to say a big thanks to you and all your colleagues and wider team for such a well-organised, interesting and enjoyable ALL 2017 Conference! It's incredibly important (now more than ever!) to highlight all of the shared concerns, thoughts, insights and best practice across the inspirational languages

community and it's always excellent to be part of this important event..."

"Really fantastic ALL conference, it was my first and quiero repetir. I am now going to join ALL and get networking in my area and try to get Languages Futures started."

"Talks and workshops were really informative, as an NQT I have come away with some great ideas for resources and strategies as well as a greater understanding of the current climate for language teachers. I have also had the opportunity to meet with exhibitors, meet local representatives and

discover what and who is out there in terms of resources"

For more information about Language World 2018, see page 6

You heard it first at Language World 2017!

Here's an update on what's been happening since.



Language Futures Update:

Language World 2017 featured a secondary session presented by Ann Swarbrick and Rachel Hawkes on Friday when Rachel also delivered a research poster session exploring the findings of the approach's pilot research report. Saturday featured a primary session presented by Ann Swarbrick and Victoria Mitchell.

Broadening language provision and creating independent and engaged language learners: [Language Futures](#) is an innovative and creative approach to language teaching and learning which has been designed to foster deep learner engagement and to enable students to take responsibility for their own learning which they are encouraged to extend beyond the classroom. Motivation and engagement are key to the approach with learners not only choosing the language they wish to learn, but also exercising choice in elements of what and how to learn. The class teacher acts as a facilitator of language learning rather than a teacher of a specific language by creating the conditions for students to manage their own learning processes and supporting them to learn collaboratively with their peers. A core feature of the approach is the support offered to students by mentors who are volunteers recruited to provide good models of the language and to advise students on language queries and learning tasks. Mentors come from a wide variety of

backgrounds and both teachers and pupils speak about the difference they make and the impact they have on learning.

[Language Futures](#) was originally developed by Linton Village College in Cambridgeshire as part of a [Paul Hamlyn Foundation](#) initiative. In summer 2015, management of the initiative was transferred to ALL, with legacy grant funding from the Paul Hamlyn Foundation until summer 2018. Over the past academic year, we have continued to support primary and secondary schools to adopt the approach and developed a range of guidance and resources including [project-based learning](#), [language learning strategies](#) and [building schools' capacity](#) resources. We have also been carrying out a research exercise exploring and evaluating the impact of the approach on learners, teachers, and the wider community. Language World 2018 will see the official launch of the research report where we will be exploring the rich messages of the Language Futures approach for classroom practice during the plenary lecture by Rachel Hawkes on Friday 23 March entitled '**Lessons for the mainstream classroom and beyond.**'

For more information, please visit the [Language Futures website](#).
Clodagh Cooney, Project Manager, Language Futures

The Language Magician: getting ready for the official launch...

The Language Magician is almost ready to launch! Primary schools will soon be able to use the Language Magician to assess their pupil's language learning.



A recap of the aims of The Language Magician:

[The Language Magician's](#) main objective is to develop an online assessment tool for language learning at primary school level, improving language teaching and assessment of linguistic competencies in the primary classroom across Europe.

Piloting update:

The first level in English, German, Italian and Spanish has been piloted with over 2000 users trialling it in four countries. A second round of piloting of level 1 has also

taken place and results will be compared from both rounds of testing. The French version of level 1 will be tested this autumn. The game's Level 2 has been tested recently in Vienna. In September, the game will be piloted with at least 3 classes for each language trying out the levels. Any necessary changes will be made by December.

The Language Magician – come and try it out!

The Language Magician will be showcased at [Language Show Live](#) (13-15 October 2017). Project partners will share the benefits of the Language Magician in a [Friday seminar from 15.15-16.15](#). There will also be an opportunity to have a go at using the game at the [Primary Languages Base](#).

The Language Magician launch

The Language Magician will be launched

officially at [Language World](#) (23-24 March 2018). Among a variety of activities, there will be a Major Talk on Friday 23 March 2018 and training sessions for Primary Hub leaders on the use of the game so that they can spread the word in the local areas. Teachers can explore and have a go at the game during the conference.

Could it be magic?

Read Steven Fawke's [article](#) on [how The Language Magician can support the teaching of languages in the UK's primary sector](#).

Try a demo version

Have a go at the demo version of the game [here](#).

Watch a trailer of the game

Be inspired by [The Language Magician trailer](#).



ALL Update

The Head of Languages Handbook

Claro, J., Gordon, A L., Koglbauer, R., Pellon, M., and Shanks, D.
£14.99

This downloadable publication about the role of the head of MFL in leading a well-organised and inspiring department seeks, above all, to enthuse the next generation of language learners to make progress in their linguistic development. Being a head of MFL involves many aspects –managing people, curriculum and budgets, responding to policy changes at a school and national level, being accountable for pupils’ progress, to name but a few. This book is intended for anyone with a MFL leadership role in a secondary school, whether you are head of one language with a small team or head of a much larger team of linguists.

Chapters include:

- Reviewing the department
- Working together as a team
- Documenting your work
- Making good use of data
- Growing as a team
- Raising the MFL profile
- Solving problems

If you would like to buy a downloadable copy of *The Head of Languages Handbook*, please visit the [ALL shop](#).





Teacher of the Year Awards

Language World 2017, Saturday 25 March 2017

ALL have worked over the last two academic years to establish The Language Teacher Awards, as a mean of recognising and celebrating language teaching talent. The aim of both the Primary and Secondary Language Teacher Awards is to support and promote language teaching and to raise the profile of language teaching as a career, recognising exciting, motivating practice among language teachers, celebrating imaginative teaching which inspires language learning in pupils. The 2017 awards were sponsored by Early Start Languages for the Primary Award and Halsbury Travel for the Secondary Award.

The Primary Language Teacher of the Year was Noelia Rivas, a primary teacher at Sudbury Primary School in London. Noelia was nominated by Kamini Mistry, Head Teacher at Sudbury Primary. Kamini said "Noelia organises a French Language and Culture Day every year for KS1 and KS2 pupils... her passion for languages at primary level permeates her practice... the work that students undertake is at a more advanced level than at other primary schools; the Year Six pupils complete the same work as a Year Seven or Eight would... the French curriculum is rich, creative and linked to topics... French lessons are fun, engaging, interesting and meaningful to the pupils." Noelia organises the Brent Primary Hub alongside two other MFL leaders and has also presented at numerous conferences on topics such as The Use of Puppets, and CLIL in Action: Projects and Practical Activities.

The Secondary Language Teacher of the Year was Dawn Piper, a German and French teacher at Littleover Community School in Derby. Dawn was nominated by Gillian Cowie, who said: "Dawn's teaching is a model of good practice. Her pupils make excellent progress and show a real enthusiasm for languages... she has no trouble getting students to attend Language Club. Her German trips are a model of German efficiency, her excellent rapport with students and enthusiasm for all things German shine through, so everyone enjoys the trips immensely. She is well known to the students and tutors as being truly a legend!" Dawn is an NQT mentor and dedicates one hour a week for an NQT meeting, as well as being Head of German at Littleover and often being mistaken for a German native!

Congratulations to both winners from everyone at ALL. Do you have a special language teacher who you would like to nominate? For more information about nominating a teacher for 2018, please find more information [on our website](#).

Updates from two Language World 2017 speakers

Embedding languages across the primary curriculum

Presented by Richard Tallaron at Language World 2017, Saturday 25 March 2017

Richard Tallaron has been involved in the implementation of the Scottish Government 1+2 policy from the initial stages in 2012. In Scotland, all pupils are entitled to 2 additional languages – on top of English – during their time in Primary school.

In order to support this ambitious policy Richard, through PowerLanguage, a company he cofounded in 2008, has been training primary teachers around the country and producing resources to guide the teachers and ensure adequate progression from Nursery to Secondary school.

For Language World 2017, Richard ran a fun and hands on workshop using practical

examples to demonstrate how French and Spanish can be embedded into literacy and numeracy. Participants to the workshop took part in a little scientific experiment (ça flotte ou ça coule?!) which helped introduce definite and indefinite articles, nouns, verbs, adjectives and their position in a sentence, whilst learning about density. Another activity linked to Health and Wellbeing (je suis sous la terre, j'ai du potassium, je me transforme en frites, je suis... ?) helped participants develop their creative writing skills using ICT.

Learning in context, embedding the language across the curriculum, making sure that languages are not just an "add-on" have all contributed to the success of the 1+2 policy

across Scotland.

The team has also developed recently online courses to support teachers' language skills and to help them introduce languages to their class in a contextualised and meaningful way.



Engaging activities to help progression from KS3 to KS4

Presented by Jennifer Wozniak at Language World 2017, Saturday 25 March 2017

At the last ALL Conference, I led a workshop on 'Engaging activities to help progression from KS3 to KS4'. I was certainly not reinventing the wheel, I was only sharing practical ideas for speaking, writing, listening and reading skills to prepare students to achieve their best with confidence and help with progression from KS3 to KS4.

At the beginning of my workshop, I explained that in the MFL Department I work at, we spent some time reading the Ofsted report on 'KS3: the wasted years' and we decided that our focus in KS3 would be on challenge, homework, progress and prior knowledge. The big change in our Department was to do less but more. We decided to do more 'in depth' so therefore less topics/content

but more time to work on all skills, to do projects and we incorporated the grammar from KS4 into KS3 and planned more engaging and memorable activities. I have done a lot of work on memory for learning so I, then, shared a variety of activities that I use with my classes that help pupils prepare better for the GCSE. The activities presented were showing how they encourage pupils to speak spontaneously in the target language, how working on a long text can be very competitive and interesting, how songs are being used so pupils can remember how to conjugate, how reading aloud can be fun and not intimidating for pupils, how writing can be exciting. I also shared few ideas on homework and how pupils can produce great quality work when

given them, and, on occasions and when appropriate, a choice and the freedom to do what they wish.

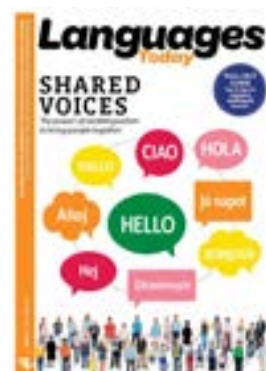
Jennifer Wozniak, Lead Practitioner for Teaching and Learning and Specialist Leader in Education for MFL

Coming soon in the spring issue of Languages Today:

In the next issue of [Languages Today magazine](#):

We focus on speaking at both primary and secondary level paying particular attention to the use of the target language in class. We will look at speaking at A Level and how to get pupils to produce the best oral presentation. We will explore ways to use authentic and cultural resources to generate passionate speaking performances in the target language in the classroom. In the primary classroom, we will look at the use of phonics and how

this can produce fantastic speaking results at this young age. Two new features will also be included in this edition – the Head of Department Blog and lessons to my more inexperienced self. This will comprise of an interview between a student or NQT and a more experienced languages practitioner to find out what they wish they had known 'then'. The Primary blog, a variety of resource reviews, My Best 10 will also have a speaking focus offering top tips and sharing popular resources to use in class.






Let's get thinking about Language World LW2018

ALL about our programme

ALL is a partner in a collaborative project comprising ten international partners, working on the development and launch of an interactive game which will measure primary languages learners' progression. The project is led by the Goethe-Institut and known as THE LANGUAGE MAGICIAN. The official launch of the game is Language World 2018.

ALL will be highlighting the findings from its' in-depth research exercise undertaken as part of the **Language Futures** initiative. Language Futures centres around student choice and agency, creating and fostering a broader language learning community beyond the classroom doors, with teachers acting as facilitators of project-based learning. Dr Rachel Hawkes will present this year's conference keynote on **Language Futures - lessons for the mainstream classroom and beyond**.

- ALL will focus on how you can engage with and contribute to ALL's new online collection of articles hosted under **Learning from the Classroom**. This is a new ALL initiative to connect and share research for the benefit of members and is intended as an opportunity for sharing classroom-based interventions, inquiry and small-scale research

- **Our keynote speaker will be Dr Rachel Hawkes** Language Futures researcher, lessons for the mainstream classroom and beyond 

- **Language Teacher of the Year Awards 2018:** The Primary and Secondary Language Teachers of the Year 2018 will be announced at Language World 2018! Nominations for the 2018 Awards open on 07 Sep 2016. More details are available [on our website](#).

- Back by popular demand! ALL is lucky to have a Sketchnote wall again for Language World 2018, capturing all of the conference and exhibition highlights as a visual treat.

- **ALL will be running a new session on Friday 23 March - 'Five in Five'**. A range of presenters will showcase a précis of their work/research using five PowerPoint slides in five minutes flat. Guaranteed to be fast paced and dynamic - a great opportunity for quick bursts of information sharing in a fun format. We might even ask delegates to capture highlights of each short presentation in sketchnote form!

- ALL will be running a 1:1 career clinic for student teachers and NQTs at different points during the conference - an opportunity for those new to the language teaching profession to tap into the wealth of expertise and knowledge which our more experienced members have. We anticipate a rewarding experience for all concerned and a positive buzz permeating the conference as a result.

23-24 March 2018,
Jurys Inn, Hinckley Island, Leicestershire

Call for contributions:	opens 04 Sep 2017
Early bird booking:	04 Sep – 20 Dec 2017
Standard rate booking:	21 Dec 2017 – 25 Mar 2018