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## 2021-22 CONTEXT AND OVERVIEW

Current challenges for Language teachers in schools in the UK have included the announcement of a forthcoming change in the public examination at age 16 (GCSE) by the Department for Education to address the declining numbers of older students studying languages after GCSE. There was also decline in the numbers of recruits into language teacher training following a reduction of the MFL training bursary and scholarships, alongside changes in the regulation of that training (Core Content Framework and first and second round of reaccreditation process for Initial Teacher Training institutions for September 2024 onwards). In Higher Education we have seen the closure of specific language courses at some universities. ALL in partnership with other stakeholders continued to engage actively in policy discussions with policy makers, including Department of Education, Ofqual and Ofsted.

The impact of the UK leaving the European Union continues, with shortages of language teachers in the school sector being exacerbated due to a) less international teachers or trainees coming to the UK and b) a number of European teachers having returned to their countries of origin. New requirements around passports and visas have added to the administration burden, and a system-wide decline in international contacts and projects is evident. All of this has been identified in Language Trends 2022: [www.britishcouncil.org/sites/default/files/language\\_trends\\_report\\_2022.pdf](http://www.britishcouncil.org/sites/default/files/language_trends_report_2022.pdf)

Within this context ALL has maintained a great deal of activity across the field, through the active engagement of our members and volunteers. We returned in March 2022 to a very successful in-person Language World conference, and ALL local groups are now also beginning to host live events again as the restrictions caused by the pandemic are removed, e.g. ALL London's January and June events, and involvement at the London Language Show.

Alongside that programme of activities, the extensive ALL webinar schedule continues to serve people across the country and more widely. The ACAPULCO conference for Primary teachers attracted 200 delegates in Autumn 2021. For an overview of events see here: [www.all-languages.org.uk/events/](http://www.all-languages.org.uk/events/)

Broad public interest in matters relating to colonial history are impacting in teachers' thinking about the curriculum and the ALL 'Decolonise Secondary MFL Curriculum' Special Interest Group is providing a focus for thinking among language teachers: [www.all-languages.org.uk/about/community/special-interest-groups/de-colonising-the-curriculum/](http://www.all-languages.org.uk/about/community/special-interest-groups/de-colonising-the-curriculum/)



## STRUCTURE, GOVERNANCE AND MANAGEMENT

ALL is the national association of teachers of foreign languages. It is now mainly a volunteer organisation.

ALL also has Corporate members: publishers, agencies, commercial businesses and cultural partners. Following the pressures occasioned by the pandemic, when numbers dropped, this year the members in this category increased.

Administrative tasks are carried out by our contractor KC Jones conference&events Ltd. who employ one 0.6 FTE ALL Development Manager and one 0.6 FTE Events and Membership Administrator. All administrative roles are carried out through a contract in place since August 2018.

Volunteers are drawn from the membership. They serve on the Council (which advises and makes recommendations to the Management Board), in Language Networks (which represent the major languages taught by members), in Special Interest Groups, and in local Branches, Networks and Primary Hubs. Additionally, volunteers also contribute to the Association's practitioner magazine, *Languages Today*, to website content and to the online Language Zones as well as to our academic journal *The Language Learning Journal*.

A successful Council meeting was again held in September 2021 to explore ways forward for the Association. A further social meeting online was held to support better links between officers and Council members.

The Management Board comprises the elected Officers of the Association: President, President-Elect and Honorary Membership Officer and up to six persons invited by the Board to hold a three-year tenure as trustees, renewable up to two times, subject to the unanimous approval of the Board. The appointment of a Chair and a Treasurer is made from among the invited trustees. Details are here: [www.all-languages.org.uk/about/what-is-all/who-we-are-2/](http://www.all-languages.org.uk/about/what-is-all/who-we-are-2/)

All members of the Management Board undertake this duty as volunteers.

The ALL Development Manager and the Director of our contractor, KCJones conferences&events Ltd join the Board meetings.

The administration of the Association is based at  
Association for Language Learning  
1A Duffield Road  
Little Eaton  
Derby  
DE21 5DR



## OBJECTIVES AND ACTIVITIES

The Association is established to promote and support the learning and teaching of natural languages and to encourage an understanding of the importance of languages at all levels in our society. The Association promotes the development of languages education in the United Kingdom to support the language needs and linguistic diversity of the country and its population. It aims also to advance public understanding of the nature of language teaching.

### Activities

The members of the Association are teachers of foreign languages in all sectors in the UK, and other language education professionals. All of our charitable activities focus on the promotion and support of foreign languages education in the UK. The Association comprises the Management Board (as above - the trustees and officers of the Association) which meets four times each year (in person or virtually), a Council (elected by the members) which meets once each year, and Special Interest Groups, including Language Networks, which operate principally through virtual meetings and discussions as necessary.

The Association supports its members (and the wider community) through:

- Updates - weekly ALLNet email newsletter to members, News features on the website and messaging through social media
- Publications - in hard copy and digital format online
- Events - locally and nationally, in person and online, and sometimes in collaboration with partners.

The many branches, networks and primary hubs of ALL organise their own programmes. They are supported by a Handbook available from the website, and by two termly Roadshow presentations (one for Primary Hubs and one for Branches/Networks), created by the HMO Team (HMO = Honorary Membership Officer) and sent out by email to ALL Local leaders using Mailchimp. They are invited to circulate them to their local members in order to keep them abreast of events.

The HMO Team meets online regularly and sets priorities and actions for itself. Priorities have this year included Accessibility, exploration of an Annual Members Meeting, or annual consultation meeting / update. The Actions have been around recruiting and supporting activists, and supporting new communities.

### Publications

The Association publishes one major academic journal, the peer-reviewed *The Language Learning Journal* (which is currently published on behalf of ALL six times a year by Routledge [www.tandfonline.com/journals/rlj20](http://www.tandfonline.com/journals/rlj20)) and is a member-benefit. LLJ's editorial team and editorial advisory board were expanded during the April 2021 Editorial meeting. The Editorial Advisory Board meets virtually twice a year. Editorial team and advisers undertake all their activities for the journal as volunteers.

The *Language Learning Journal* has had another very successful year, thanks to its editorial staff, and publishing colleagues. One especially popular edition was the special open access journal exploring the Ofsted Curriculum Review for Languages.

ALL has language-specific Language Zones (which were previously journals): *Deutsch lehren und lernen* - the German Zone, *Francophonie* - the French Zone, *Rusistika*, *Tuttitalia* and *Vida Hispanica* have existed since the creation of ALL and are housed in the Language Zone area of the ALL website, for members only:

[www.all-languages.org.uk/research-practice/language-zones/](http://www.all-languages.org.uk/research-practice/language-zones/)

The two new Language Zones created in 2021 - the Arabic Zone and the Chinese Language Zone are also in this area, but are open access, as is the new Zone created this year, for teachers of Home, Heritage and Community Languages:

[www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/](http://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/)

Work is ongoing on the refreshment of all these zones.

ALL produces a members' magazine, *Languages Today*, three times a year; it continues to receive excellent feedback.

From May 2019 the setting, printing and dispatch arrangements for the magazine changed provider. The arrangements continue to be very satisfactory both in terms of production quality and in terms of finance.

Articles are sought largely from members and from language professionals in specific fields, and this year have covered these major themes:

September 2021 - Issue 39 - What's going on

Spring 2022 - Issue 40 - All sorts of people and all sorts of skills

Summer 2022 - Issue 41 - Striving for Equity

Digital samplers of these magazines are available for open access in the website shop.

Where authors have more to say than can be contained in the magazine they are invited to contribute longer articles available as 'extra content' on the website:

[www.all-languages.org.uk/research-practice/languages-today/](http://www.all-languages.org.uk/research-practice/languages-today/)

The ALL website now features more dynamic contributions from members and others in the form of reports, reviews, anecdotes and blogs as well as the more traditional articles.

A new page launched this year is called 'My story' where we curate contributions from all areas of the Languages community, to celebrate the impact of Languages on their life. This page is in the Teacher Trainee area in order to motivate prospective language teachers to continue in their study:

[www.all-languages.org.uk/student/my-story/](http://www.all-languages.org.uk/student/my-story/)

The online area *Learning from the Classroom*, which aims to bridge the gap between classroom research and practice, continues to develop:

[www.all-languages.org.uk/research-practice/learning-from-the-classroom/](http://www.all-languages.org.uk/research-practice/learning-from-the-classroom/)

ALL Council continues to publish Briefings for Language teachers:

[www.all-languages.org.uk/research-practice/languages-matters/teacher-briefings/](http://www.all-languages.org.uk/research-practice/languages-matters/teacher-briefings/)

These offer a brief resumé of reports, policy document etc. along with suggested discussion points on issues for teachers and for Senior Leadership teams. Older Briefings have now been archived. Recent Briefings online are:

Date	Number	Title
October 2020	26	GCSE 2021 (revised twice)
January 2021	27	DfE Consultation on Summer exams 2021
February 2021	28	Outcomes of consultation on awarding grades in Summer 2021
March 2021	29	GCSE MFL Subject Content Consultations March 2021
September 2021	30	Language Trends 2021 (impact of the pandemic)
February 2022 and revised	31	DfE / OFQUAL announcement on GCSE Content for French, German and Spanish from 2024
March 2022	32	Early Career Framework
April 2022	33	Schools White Paper 2022
August 2022	34	Language Trends 2022



## CONTINUING PROFESSIONAL DEVELOPMENT / IN-SERVICE TRAINING FOR TEACHERS

This remains one of ALL's core activities. The Language World conference is the centrepiece of the year's work in this area. The theme of ALL's **Language World Conference in 2022**, held in person was 'Language Learning for Social Justice'.

Details are available from this webpage: [www.delegate-reg.co.uk/lw2022/](http://www.delegate-reg.co.uk/lw2022/)

In addition to in person events, the accessibility and flexibility of online events has maintained interest.

- The Primary Languages Conference (ALL Primary Languages Online Conference) code-named ACAPULCO, and held in the Autumn term, is now an annual event
- The termly online event for Primary teachers - PHOrum - which aims to allow new speakers to come forward and develop their skills continues to be successful (PHOrum = Primary Hub Online Forum)
- The same model for Secondary teachers - STALL is now also established. (STALL = Secondary Teachers at ALL).





## ALL'S PARTNERSHIP EVENTS

For events, ALL works frequently in collaboration with partner organisation and agencies who share ALL's priorities.

ALL collaborated once again with the British Council and cultural partners in a 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 uploaded into a YouTube channel. 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 British Council.

**ERASMUS+ DIPS project** (Developing International Projects programme) The extended project continues, led by ALL Trustee Jane Harvey with Corporate Member LFEE.

**ERASMUS+ KA 1 Project** 'Exploring and Developing CLIL' activity continues. In September 2021, the first course funded by the project was able to take place as COVID restrictions were lifted. ALL President Kim Bower and two ALL members from one of our project partner schools attended a 'Developing International Partnerships in Schools (DIPS)' course in Lisbon.

In the last week of July, 2022, Crista Hazell, ALL Development Manager and 18 ALL members from 7 partner schools attended an 'Exploring and Developing CLIL' course in Montpellier.

ALL also collaborated again with International Newcastle and partners in the North-East of England on the 2022 Express Yourself North-East Festival of Languages, which ran for several weeks but had a Festival Week at its heart; this includes recorded and live events and activities for learners (and for families) of all ages and cover a wide range of languages.

This year it reached over 18, 000 students and teachers: <https://expressyourselfne.com/>

ALL led by its chair of the Management Board, René Koglbauer-Franklin, re-established a strong partnership with the Austrian Cultural Forum and the Austrian Agency for Education and Internationalisation, OeAD. In its first year, this led to the resurrection of a two-part virtual Austrian Day in Autumn 2021 followed by a bespoke virtual CPD offer for language teachers in the UK and US. Three members of the board of trustees took part in a series of planning activities during the IDT 2022 conference in Vienna in August 2022.

ALL volunteers collaborated with the Institut Français in their annual French Pop Video competition, providing judges and dissemination, and once more supported the German Teacher of the year awards, organised by the German Embassy.

Volunteers also contributed as judges to the successful international Poésiaë competition, created by Jérôme Nogues as well as the annual DAAD German Competition.

As in 2020-21, ALL was again commissioned this year by NEG / National College to create video webinars, and has supported volunteers with significant input from an ALL Trustee to develop their professional skills to script, create and present these:

9. Primary Languages: Curriculum Intent
10. Primary Languages: Curriculum Implementation
11. Primary Languages: Curriculum Impact
12. Secondary MFL: Curriculum Intent
13. Secondary MFL: Curriculum Implementation
14. Secondary MFL: Curriculum Impact
15. Primary Languages - An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
16. Secondary Languages - An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
17. A deep dive into Primary Languages
18. A deep dive into Secondary MFL

The Primary series of webinars was a Winner in the GESS Awards 2021: Primary Resource / Equipment Supplier of the Year.

National Education Group [www.nationaleducationgroup.com](http://www.nationaleducationgroup.com) create the recordings with Subject Specialists via Subject Associations which are housed on the National College website [www.thenationalcollege.com](http://www.thenationalcollege.com)

ALL was commissioned by Star Academy Trust to develop a CPD language programme for their Teaching School hubs CPD offer.



## AREAS REQUIRING SUPPORT

The major collaboration of the year has been the informal alliance between individuals from a wide variety of agencies in an advocacy group, chaired by British Council and ALL, to support the community of teachers of Home, Heritage and Community Languages (HHLC).

The project emerged from changes to the funding of the National Resource Centre for Supplementary Education (NRCSE) and benefits from the commitment and expertise of the volunteers involved.

Within this academic year the group has produced:

- An ample web page, hosted by ALL, which is open to all, and has a multitude of focussed contributions for the sharing of information and inspiration:  
[www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/](http://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/)
- Inputs at conferences (e.g. UK Lingua).

A programme of webinars, open to all, with speakers from a wide range of language backgrounds. These address issues, identified by consultation, that are common to all language teachers' interests: differentiation, safeguarding, motivation, accreditation. Again the power of electronic communication has helped us support many who might otherwise be isolated. Recordings of these sessions are available in the ALL Vimeo channel (below).

Occasional informal webinars have also been put in place for trainee teachers and ECTs.



## WEBSITE DEVELOPMENTS

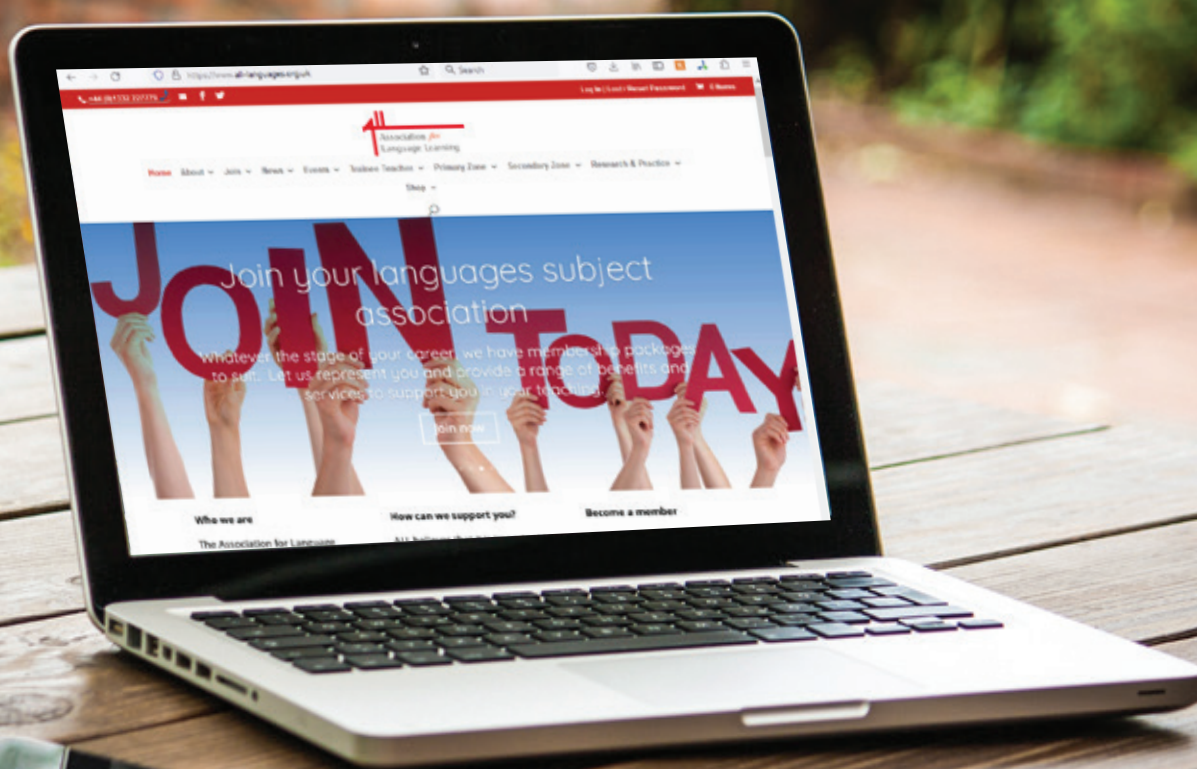
Content was once again generated and edited by volunteers, and updates implemented by the KC Jones team consistently over the year. They include:

The creation of an ALL Vimeo channel for storing recordings of online events, such as webinars. These resources are linked from the website and available to members who are signed into their account. They are largely in the Primary Zone, Secondary Zone and HHCL Zone.

We have instigated an occasional item on the News page to alert members, and others, to new content which they might not otherwise spot. This feature is called 'New on website.'

Volunteers are reviewing the content and layout of the Primary Zone with a view to reconstructing it.

A new section in the Trainee Zone, aimed at encouraging people to become Language teachers, is 'My story' - a collection of short, anecdotal or personal pieces, which is intended as enjoyable, motivational reading for language teachers or those considering teaching languages: [www.all-languages.org.uk/student/my-story/](http://www.all-languages.org.uk/student/my-story/)



## EVENTS FOR LANGUAGE LEARNERS

The majority of these activities, such as Language Days, competitions and festivals, take place locally:

[www.all-languages.org.uk/about/community/local/](http://www.all-languages.org.uk/about/community/local/)

or are organized by language networks. They cover a range of languages and add value to our work through engaging young language learners; examples include:

- the annual ALLNE writing competition to mark the European Day of Languages in 2021 called *'My time capsule'* which was run in a hybrid fashion - hard copy and electronic copy - and focussed on giving expression to the extraordinary events of the ongoing pandemic. Schools continued to be under stress but we still attracted some good entries nationally in an increasing range of languages.

ALLNE also supported the regional Festival of Languages as a benefit for our North-East members.



## 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 federations of associations of teachers of French and German, FIPF and IDV, and has contributed articles for their readers around the world. Since Autumn 2021, ALL is also a named network partner of the Austrian Agency for Education and Internationalisation (OeAD).

ALL collaborates with the Institut Français (IFRU) to promote the Jour du prof and French Pop Video competition events nationally and locally, 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.)

ALL actively supports international partner activity. This year, three trustees took part in IDV's International German Teacher conference (IDT2022 in Vienna) and contributed to the programme as workstream leader, panellist and speaker. ALL's Chair of Management Board received a certificate of thanks for his long-standing contribution to the IDV's Language Policy SIG.

ALL's relationship with Francophonie, based in Nice which operates on a principle of solidarity with teachers of French around the world has continued.

ALL members were once again offered bursaries to attend the Université de l'été in Nice and in August 2022 a group of ALL Members took advantage of this generous offer, attending in person to benefit from the environment and the multi-national aspects of the event.

### Erasmus +

Following successful involvement in recent Erasmus+ projects, ALL continues to work with an international team led by the Goethe-Institut London developing a game called *Knights of the European Grail*, aimed at Secondary-aged learners, and with a historical / geographical storyline.

The ALL / LfEE residential projects around DIPS (International Partnerships) and CLIL were awaiting the easing of travel arrangements.

## 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:

[www.all-languages.org.uk/news/](http://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 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 LANGUAGE MAGICIAN and ELAPSE.

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?: [www.all-languages.org.uk/resources/why-study-languages](http://www.all-languages.org.uk/resources/why-study-languages)

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

News: [www.all-languages.org.uk/news](http://www.all-languages.org.uk/news)

Corporate Member News: [www.all-languages.org.uk/news/corporate-member-news](http://www.all-languages.org.uk/news/corporate-member-news)

Challenges & Competitions: [www.all-languages.org.uk/calendar\\_events/challenges-and-competitions](http://www.all-languages.org.uk/calendar_events/challenges-and-competitions)

Features: [www.all-languages.org.uk/research-practice/languages-matters/features](http://www.all-languages.org.uk/research-practice/languages-matters/features)

Specific public benefit is delivered through the ALL website [www.all-languages.org.uk](http://www.all-languages.org.uk) and other allied websites, wikis and blogs maintained by different groups and individual volunteers within ALL, or by previous ALL staff.

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

- the Primary sector (as described above)
- new language communities (HHCL as described above)
- 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.

As ALL's objectives are focused entirely on languages, the Association is regularly involved in national debate and policy-making through work with Government and other bodies, making an important contribution to education and public life which has never been more in demand.

In this year, for example, we have supported a meeting about bilingual education, resulting in the proposal of a new association, and held a forum to debate issues in the Teacher Education field, as well as arranging Consultation Information events relating to changes in the GCSE specification for French, German and Spanish, and around the Ofsted Curriculum Review. ALL's policy and communications team continued to engage in regular exchange with the Department for Education.





## MEMBERSHIP

**Membership fees have been kept at the same rates for some years now:**

[www.all-languages.org.uk/join/become-a-member/](http://www.all-languages.org.uk/join/become-a-member/)

With special rates for trainees / ECTs, a low group rate for Primary schools and concessions.

For the launch of the new Zones in 2021 the Board agreed that teachers of Arabic (many in the supplementary sector and unsalaried) would have access to the concessionary rate.

We also use discounts at special events to attract new members.

### Services to Members

*The Language Learning Journal*, which is managed by Routledge on behalf of ALL, has a small team of editors. It continues to build a high international reputation and to bring significant funds into the Association as well as helping us maintain a high reputation as a professional body.

ALL uses online environments to enhance the offer to members by providing up-to-the-minute information (through our website and weekly ALLNet newsletter); the website also functions as an online repository for ALL resources and background information.

ALL maintains an active social media profile, with a Facebook presence, and a Twitter account; messages about events, policy developments, etc. are regularly posted via social media.

The weekly ALLNet electronic bulletin is supplemented by ALLNet Extra bulletins to promote the services, work and special offers of our corporate members, or to highlight learning and teaching opportunities for students and teachers.

ALLNet lists events from ALL locally and national; an Events calendar is also maintained on the website where additional news items and statements on policies affecting language teachers are published in the News section.

Much of our direct work with members is carried out locally by ALL's regional and local networks, led by volunteers, who continue to be very active: [www.all-languages.org.uk/about/community/local/](http://www.all-languages.org.uk/about/community/local/)

Their programmes are planned and delivered independently according to local priority but ALL provides termly Roadshow presentations with suggestions of current themes or items to advertise; archived here: [www.all-languages.org.uk/all-local/support-branches-networks-primary-hubs/](http://www.all-languages.org.uk/all-local/support-branches-networks-primary-hubs/)

We continue to correspond with our local volunteers through Mailchimp distribution accounts for the 3 groups:

- Primary Hubs
- Branches
- Networks

which are linked to the ALL database.

In this year we established an ALL Local Zoom account to allow local groups to book and host Zoom meetings for their local groups.

The Honorary Membership Officer (HMO) Team meets regularly to discuss strategies for developing services and recruiting members at different phases in their career, and from different language groups.

ALL Local groups continue to operate successfully, in spite of the ongoing constraints.

New Local groups were created this year:

- ALL Somerset Primary Hub
- ALL Hertsmere Primary Hub
- ALL East London Primary Hub

The ALL Peterborough Network continues its work with an active EAL Hub, exploring synergies between foreign language teaching and teaching children who learn English as an Additional Language.

As ever, members benefited from discounted fees for Language World attendance and many members and non-members contributed as speakers at the event.

Conference logistics were managed once again by KC Jones conference&events on behalf of ALL.



REPORT OF THE TRUSTEES AND UNAUDITED  
FINANCIAL STATEMENTS FOR THE YEAR ENDED  
31 AUGUST 2022 FOR  
ASSOCIATION FOR LANGUAGE LEARNING

Maple Accountancy Ltd  
83 Friar Gate  
Derby  
Derbyshire  
DE1 1FL

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YEAR ENDED 31 AUGUST 2022

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ASSOCIATION FOR LANGUAGE LEARNING

REFERENCE AND ADMINISTRATIVE DETAILS FOR THE YEAR ENDED 31 AUGUST 2022

**TRUSTEES**

Professor René Koglbauer  
Richard Fairbairn  
Steven Fawkes  
Jane Harvey  
Helen Myers MBE  
Professor Kim Bower  
Professor Anna Lise Gordon

**PRINCIPAL ADDRESS**

1A Duffield Road  
Little Eaton  
Derby  
DE21 5DR

**REGISTERED CHARITY NUMBER** 1001826

## ASSOCIATION FOR LANGUAGE LEARNING

### REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2022

The trustees present their report with the financial statements of the charity for the year ended 31 August 2022. The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

#### **STRUCTURE, GOVERNANCE AND MANAGEMENT**

##### **Governing document**

The charity is controlled by its governing document, a deed of trust and constitutes an unincorporated charity.

#### **TRUSTEES ANNUAL REPORT**

##### **Trustees Annual Report**

Approved by order of the board of trustees on 17 March 2023 and signed on its behalf by:



Professor René Koglbauer - Trustee

**ASSOCIATION FOR LANGUAGE LEARNING**

**STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2022**

	Notes	Unrestricted fund £	Restricted funds £	2022 Total funds £	2021 Total funds £
<b>INCOME AND ENDOWMENTS FROM</b>					
Donations and legacies		77,880	2,702	80,582	200,297
Other trading activities	2	111,973	-	111,973	92,082
Investment income	3	294	-	294	66
<b>Total</b>		<u>190,147</u>	<u>2,702</u>	<u>192,849</u>	<u>292,445</u>
<b>EXPENDITURE ON</b>					
Raising funds	4	6,272	-	6,272	23,251
Other		<u>173,273</u>	<u>-</u>	<u>173,273</u>	<u>95,670</u>
<b>Total</b>		<u>179,545</u>	<u>-</u>	<u>179,545</u>	<u>118,921</u>
<b>NET INCOME</b>		10,602	2,702	13,304	173,524
<b>RECONCILIATION OF FUNDS</b>					
Total funds brought forward		251,005	142,382	393,387	219,863
<b>TOTAL FUNDS CARRIED FORWARD</b>		<u><u>261,607</u></u>	<u><u>145,084</u></u>	<u><u>406,691</u></u>	<u><u>393,387</u></u>

The notes form part of these financial statements

**ASSOCIATION FOR LANGUAGE LEARNING**

**BALANCE SHEET**  
**31 AUGUST 2022**

	Notes	Unrestricted fund £	Restricted funds £	2022 Total funds £	2021 Total funds £
<b>FIXED ASSETS</b>					
Tangible assets	7	1	-	1	53
<b>CURRENT ASSETS</b>					
Debtors	8	7,201	-	7,201	2,268
Investments	9	100	-	100	100
Cash at bank		295,789	145,084	440,873	437,225
		<u>303,090</u>	<u>145,084</u>	<u>448,174</u>	<u>439,593</u>
<b>CREDITORS</b>					
Amounts falling due within one year	10	(41,484)	-	(41,484)	(46,259)
		<u>261,606</u>	<u>145,084</u>	<u>406,690</u>	<u>393,334</u>
<b>NET CURRENT ASSETS</b>					
		<u>261,607</u>	<u>145,084</u>	<u>406,691</u>	<u>393,387</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>					
		<u>261,607</u>	<u>145,084</u>	<u>406,691</u>	<u>393,387</u>
<b>NET ASSETS</b>					
		<u>261,607</u>	<u>145,084</u>	<u>406,691</u>	<u>393,387</u>
<b>FUNDS</b>					
	11				
Unrestricted funds				261,607	251,005
Restricted funds				145,084	142,382
				<u>406,691</u>	<u>393,387</u>
<b>TOTAL FUNDS</b>					
				<u>406,691</u>	<u>393,387</u>

The financial statements were approved by the Board of Trustees and authorised for issue on 17 March 2023 and were signed on its behalf by:



Professor René Koglbauer - Trustee

The notes form part of these financial statements



## 1. ACCOUNTING POLICIES

### **Basis of preparing the financial statements**

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)(effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

### **Income**

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

### **Expenditure**

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

### **Tangible fixed assets**

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

### **Taxation**

The charity is exempt from tax on its charitable activities.

### **Fund accounting**

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

### **Hire purchase and leasing commitments**

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

ASSOCIATION FOR LANGUAGE LEARNING  
 NOTES TO THE FINANCIAL STATEMENTS - continued  
 FOR THE YEAR ENDED 31 AUGUST 2022

2. OTHER TRADING ACTIVITIES

	2022	2021
	£	£
Branch income	6,582	1,800
Language World	6,554	(3,646)
Subscriptions	98,837	93,928
	<u>111,973</u>	<u>92,082</u>

3. INVESTMENT INCOME

	2022	2021
	£	£
Deposit account interest	294	66
	<u>294</u>	<u>66</u>

4. RAISING FUNDS

Raising donations and legacies

	2022	2021
	£	£
Branch Expenditure	6,272	4,419
Support costs	-	18,808
	<u>6,272</u>	<u>23,227</u>

5. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 August 2022 nor for the year ended 31 August 2021.

**Trustees' expenses**

There were no trustees' expenses paid for the year ended 31 August 2022 nor for the year ended 31 August 2021.

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted fund	Restricted funds	Total funds
	£	£	£
INCOME AND ENDOWMENTS FROM			
Donations and legacies	88,264	112,033	200,297
Other trading activities	92,082	-	92,082
Investment income	66	-	66
	<u>180,412</u>	<u>112,033</u>	<u>292,445</u>
<b>Total</b>			
EXPENDITURE ON			
Raising funds	23,251	-	23,251

continued...

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2022

## 6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted fund £	Restricted funds £	Total funds £
Other	95,670	-	95,670
<b>Total</b>	<b>118,921</b>	<b>-</b>	<b>118,921</b>
<b>NET INCOME</b>	<b>61,491</b>	<b>112,033</b>	<b>173,524</b>
<b>RECONCILIATION OF FUNDS</b>			
Total funds brought forward	189,514	30,349	219,863
<b>TOTAL FUNDS CARRIED FORWARD</b>	<b>251,005</b>	<b>142,382</b>	<b>393,387</b>

## 7. TANGIBLE FIXED ASSETS

	Fixtures and fittings £
<b>COST</b>	
At 1 September 2021 and 31 August 2022	42,935
<b>DEPRECIATION</b>	
At 1 September 2021	42,882
Charge for year	52
At 31 August 2022	42,934
<b>NET BOOK VALUE</b>	
At 31 August 2022	1
At 31 August 2021	53

continued...

ASSOCIATION FOR LANGUAGE LEARNING

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2022

8. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2022	2021
	£	£
Trade debtors	3,194	2,020
VAT	4,007	248
	<u>7,201</u>	<u>2,268</u>

9. CURRENT ASSET INVESTMENTS

	2022	2021
	£	£
Shares in group undertakings	<u>100</u>	<u>100</u>

10. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2022	2021
	£	£
Trade creditors	1,320	810
Other creditors	40,164	45,449
	<u>41,484</u>	<u>46,259</u>

11. MOVEMENT IN FUNDS

	At 1.9.21	Net movement in funds	At 31.8.22
	£	£	£
<b>Unrestricted funds</b>			
General fund	251,005	10,602	261,607
<b>Restricted funds</b>			
Margaret Truss Fund	21,130	-	21,130
Language Futures	243	-	243
Japanese Language Committee Grant	5,033	-	5,033
Japanese Language Committee Grant additional funding	3,943	-	3,943
KAI CLIL Courses	103,836	-	103,836
Erasmus KA2	8,197	2,702	10,899
	<u>142,382</u>	<u>2,702</u>	<u>145,084</u>
<b>TOTAL FUNDS</b>	<u>393,387</u>	<u>13,304</u>	<u>406,691</u>

continued...

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2022

11. MOVEMENT IN FUNDS - continued

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General fund	190,147	(179,545)	10,602
<b>Restricted funds</b>			
Erasmus KA2	2,702	-	2,702
<b>TOTAL FUNDS</b>	<u>192,849</u>	<u>(179,545)</u>	<u>13,304</u>

Comparatives for movement in funds

	At 1.9.20 £	Net movement in funds £	At 31.8.21 £
<b>Unrestricted funds</b>			
General fund	189,514	61,491	251,005
<b>Restricted funds</b>			
Margaret Truss Fund	21,130	-	21,130
Language Futures	243	-	243
Japanese Language Committee Grant Japanese Language Committee Grant -additional funding	5,033	-	5,033
KA1 CLIL Courses	3,943	-	3,943
Erasmus KA2		103,836 8,197	103,836 8,197
<b>TOTAL FUNDS</b>	<u>30,349</u>	<u>112,033</u>	<u>142,382</u>
	<u>219,863</u>	<u>173,524</u>	<u>393,387</u>

continued...

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2022

11. MOVEMENT IN FUNDS - continued

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General fund	180,412	(118,921)	61,491
<b>Restricted funds</b>			
KAI CLIL Courses	103,836	-	103,836
Erasmus KA2	8,197	-	8,197
	<u>112,033</u>	<u>-</u>	<u>112,033</u>
<b>TOTAL FUNDS</b>	<u>292,445</u>	<u>(118,921)</u>	<u>173,524</u>

A current year 12 months and prior year 12 months combined position is as follows:

	At 1.9.20 £	Net movement in funds £	At 31.8.22 £
<b>Unrestricted funds</b>			
General fund	189,514	72,093	261,607
<b>Restricted funds</b>			
Margaret Truss Fund	21,130	-	21,130
Language Futures	243	-	243
Japanese Language Committee Grant	5,033	-	5,033
Japanese Language Committee Grant -additional funding	3,943	-	3,943
KAI CLIL Courses		103,836	103,836
Erasmus KA2		10,899	10,899
	<u>30,349</u>	<u>114,735</u>	<u>145,084</u>
<b>TOTAL FUNDS</b>	<u>219,863</u>	<u>186,828</u>	<u>406,691</u>

continued...

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2022

11. MOVEMENT IN FUNDS - continued

A current year 12 months and prior year 12 months combined net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General fund	370,559	(298,466)	72,093
<b>Restricted funds</b>			
KAI CLIL Courses	103,836		103,836
Erasmus KA2	10,899		10,899
	<u>114,735</u>	<u>                    </u>	<u>                    </u>
<b>TOTAL FUNDS</b>	<u>485,294</u>	<u>(298,466)</u>	<u>186,828</u>

12. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 August 2022.

ASSOCIATION FOR LANGUAGE LEARNING

DETAILED STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2022

	2022 £	2021 £
<b>INCOME AND ENDOWMENTS</b>		
<b>Donations and legacies</b>		
Gifts	1	-
Grants and donations	80,581	200,297
	<hr/>	<hr/>
	80,582	200,297
<b>Other trading activities</b>		
Branch income	6,582	1,800
Language World	6,554	(3,646)
Subscriptions	98,837	93,928
	<hr/>	<hr/>
	111,973	92,082
<b>Investment income</b>		
Deposit account interest	294	66
	<hr/>	<hr/>
<b>Total incoming resources</b>	192,849	292,445
 <b>EXPENDITURE</b>		
<b>Raising donations and legacies</b>		
Branch Expenditure	6,272	4,419
<b>Other trading activities</b>		
Bank interest	-	24
<b>Other</b>		
External staff costs	72,000	67,000
Purchases	86,114	28,670
	<hr/>	<hr/>
	158,114	95,670
<b>Support costs</b>		
<b>Finance</b>		
Bank charges	1,573	2,174
<b>Information technology</b>		
IT Software & Consumables	3,022	6,311
<b>Human resources</b>		
Sundries	-	330

This page does not form part of the statutory financial statements



ASSOCIATION FOR LANGUAGE LEARNING

DETAILED STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2022

	2022	2021
	£	£
<b>Human resources</b>		
<b>Other</b>		
Insurance	2,671	2,004
Postage and stationery	64	445
Fixtures and fittings	52	1,653
	<hr/>	<hr/>
	2,787	4,102
<b>Other 2</b>		
Advertising	770	263
<b>Governance costs</b>		
Accountancy and legal fees	7,007	5,628
	<hr/>	<hr/>
Total resources expended	179,545	118,921
	<hr/>	<hr/>
<b>Net income</b>	13,304	173,524
	<hr/> <hr/>	<hr/> <hr/>

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## 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), to expert groups convened by other agencies (e.g. CfSA).

ALL has over forty key partners with whom it works on a regular basis. They encompass all educational sectors and include UK and EU governmental and non-governmental bodies, foreign embassies and cultural institutes, other professional and subject associations in the UK and abroad, private companies and others. During the period covered by this report ALL has continued to benefit from its relationship with IFRU (the Institut français in the UK), the Goethe-Institut in London, the Consejería de Educación, British Council, the DAAD, the Austrian Cultural Forum. OeAD and new cultural partners contacted in the development of the new Zones.

ALL continues to have close relationships with:

APPG (All Party Political Group on Modern Languages)

NALA (National Association of Language Advisers)

ISMLA (Independent Schools Modern Languages Association)

SALT (Scottish Association of Language Teachers)

ASCL (Association of School and College Leaders)

CLIE (Committee for Linguistics in Education)

RIPL (Research into Primary Languages)

UCML (University Council of Modern Languages)

British Academy

and others.

Apart from the regular engagements with the Department of Education on current education and language policy, ALL also contributed to the schools' minister's round table on the future of languages in England's schools focusing on primary, GCSE and global initiatives.

The profile of the Association continues to be high, as measured by references from other bodies, and in perception of the Association's activity in the mind of members and the broader community of Language professionals.

### RECOGNITION

Former President, current trustee and member of the HMO team, Steven Fawkes was made a Chevalier dans l'Ordre des Palmes académiques by the French Government for his services to French Culture.

## PLANS FOR FUTURE PERIODS

The Association's medium term strategy is still to keep under review the structure established in August 2018 with a view to creating additional paid roles as we see that finances become increasingly more stable.

Language World 2023 is planned for March.

The Board, with advice from ALL Council and Editors, will keep its overview of the *Language Learning Journal*, and has no plans for reforming *Languages Today* magazine as it presently operates, beyond seeking further advertising revenue without detriment to the editorial content in order to continue to build its economic viability.

There are discussions underway about making plans for *Languages Today* to be available online (in addition to the hard copy) via Flipping Book after a trial in order to be able to offer it internationally or to members who prefer an electronic copy. (Other forthcoming publications may be identified for the same versioning.)





Association *for*  
Language Learning