

## Programme - Friday 22 March 2019

Sector Key:

Primary	Secondary	Primary & Secondary	Multi-sector
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08.00 - 09.10	Registration		
08.30 - 09.10	Exhibition Opens		
09.15 - 09.30	Opening of Language World 2019 and Welcome by ALL's President, Jane Harvey		
09.40 - 10.25	Session 1: Talks		
1.1	<b>The thrill of CLIL! - Nadine Chadier - FRENCH</b> At St Jérôme Bilingual Primary our KS1 pupils learn Geography, Art and P.E. with embedded ICT through all subjects solely in French. Having created the curriculum and scheme of work from scratch, Nadine Chadier is sharing tips and trips to inspire teachers to take risks and reap the rich rewards of CLIL.		
1.2	<b>C'est la fête ! Providing Students With Opportunities to Celebrate Languages - Amanda Kimberly - NON-LANGUAGE SPECIFIC</b> Students are naturally curious about learning new languages. Come discuss how to support this curiosity by setting creative homework tasks and organising competitions that will give students a chance to engage with the language they are learning as well as some creative activities that can be introduced into your regular classroom teaching from Monday.		
1.3	<b>Using the 'Mother Tongue Other Tongue' multilingual poetry competition to boost confidence in languages - Angela De Britos - ENGLISH</b> This session will outline how the Mother Tongue Other Tongue multilingual poetry initiative allows bilingual pupils to use their home languages creatively and celebrate the rich tapestry of cultures in our schools. Integration does not mean losing one's language, culture and identity - it is an opportunity to celebrate diversity!		
1.4	<b>SEND in the Modern Languages Classroom: Focus talk on Autism and Attention Deficit and Hyperactivity Disorder in MFL Teaching and Learning - Ellie Johnson - FRENCH, SPANISH</b> The reality of 'inclusion' for many teachers has engendered fear of not meeting the needs of all students. This talk summarises teacher research into the perceptions of learners with specific needs (ASD or ADHD) and presents strategies for maximising their potential, as well as those of the learners around them.		
1.5	<b>Leading Little Linguists - a cross-phase approach to primary languages - Ian Collen - FRENCH</b> Leading Little Linguists! This session will present evidence from a cross-phase partnership to deliver primary French between two rural primary schools, one state secondary school and a university department of Initial Teacher Education at Queen's University Belfast in Northern Ireland. Benefits to all stakeholders, empirical research findings and implications for policy will be discussed.		
10.35 - 11.20	Session 2: Workshops		
2.1	<b>Do you really need a new scheme of work? - Martine Pillette - FRENCH, SPANISH</b> New schemes of work - often seen as a must for improving learner achievement - are time-consuming to produce and rarely turn out to be a panacea. In this session, Martine will suggest a less cumbersome approach to planning which can truly help implement effective pedagogy across a department and boost learning.		
2.2	<b>"I'm a linguist" - developing the skills of linguists in the primary classroom - Vicky Cooke - FRENCH</b> This session will focus on the early development of linguistic skills in primary language learning, such as memorisation, emerging independence, reading strategies and the understanding of grammar. It will include practical examples and the opportunity to share ideas.		
2.3	<b>Speaking Activities in the Language Classroom - Dominique Boeert - GERMAN</b> One of the key competences when teaching a language is speaking – both spoken production and spoken interaction. The main goal for every teacher should be to support students to become language users instead of only language learners. The workshop will show hands-on activities that motivate learners and help them to become more confident in speaking.		

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	<b>2.4</b>	<b>You cannot light a fire with a wet match: practical tips on leading effective languages provision - Duncan Broe - SPANISH, ITALIAN, FRENCH</b> Drawing on the every-day challenges and rewards of leading a Foreign Languages department, this session will give practical tips on leading effective language provision, resolving problems and getting the most out of leading and managing a department. This session is aimed at people looking to move into a leadership role or those currently in post.
	<b>2.5</b>	<b>Using games to engage, motivate and ensure progression for even the most reluctant primary linguists - Eleanor Chettle Cully - FRENCH, SPANISH</b> A hands-on workshop to showcase games as a powerful motivational tool to drive learning forward for primary pupils of all levels, particularly reluctant learners. Delegates will discover a range of tried-and-tested games which have been successfully used to create meaningful opportunities for speaking, listening, reading and even as a jumping-off point for formative writing.
<b>11.25 - 11.50</b>	<b>Break &amp; Exhibition</b>	
<b>11.55 - 12.40</b>	<b>Plenary - Inspector curriculum and development lead at Ofsted - Heather Fearn &amp; Michael Wardle, Ofsted</b> What Ofsted understands by a high quality curriculum and the quality of education judgement and what this means for the inspection of modern foreign languages	
<b>12.45 - 14.00</b>	<b>Lunch &amp; Exhibition</b>	
<b>13.00 - 13.35</b>	<b>Lunch Session</b> <b>Language Trends 2019. preview and discussion of findings - Teresa Tinsley, Gough Vicky - MULTI-SECTOR</b>	
<b>14.05 - 14.50</b>	<b>Session 3: Workshops</b>	
	<b>3.1</b>	<b>How to assess your students' German in Secondary Schools - Karl Pfeiffer, Emma Whittle - GERMAN</b> Language testing with fun and without fear, the Goethe-Institut's new digital assessment game for German yields a reliable and quick diagnosis of your students' level of German at KS3-4. Presented by Karl Pfeiffer, Director of Educational Links at the Goethe-Institut London and Emma Whittle who developed the educational content of the game.
	<b>3.2</b>	<b>Beyond teaching to the test: promoting languages across the curriculum - Dr Shirley Lawes, Cara Bleiman, Kate Searle - FRENCH, GERMAN, MANDARIN</b> When does cross-curricular learning build meaningful links between subjects and when does it dilute and distract from real learning? Using examples from primary and secondary spanning French, German and Chinese, Kate and Cara will share a range of tried-and-tested interdisciplinary activities to promote languages across the curriculum.
	<b>3.3</b>	<b>"There's always room for a story that can transport people to another place." Supporting learners' understanding and enjoyment of stories in the primary language classroom - Lisa Stevens - SPANISH &amp; OTHERS</b> Stories and storytelling are a rich resource for the primary languages classroom. We'll take some favourite stories and explore how they can be made accessible to all learners using action, widgets and pictograms, puppets, paper, technology and the human body! Participants are encouraged to bring a favourite book but imagination and enthusiasm will suffice.
	<b>3.4</b>	<b>The Role of Oracy in MFL: Maximising Progress, Confidence and Spontaneity in Speaking Skills - Crista Hazell - FRENCH, GERMAN, SPANISH</b> Exploring and unpicking Oracy to better support and prepare all learners in MFL to improve and develop confidence, risk taking and spontaneity; developing speaking skills. A range of tried and tested strategies to share with takeaways that can be implemented in your next lesson with minimum prep but maximum impact.
	<b>3.5</b>	<b>I Just Can't Get You Out of My Head - Beyond Earworms in the Use of Music in MFL Teaching - Stephanie Liddle - FRENCH, GERMAN</b> Use of Music in Primary and Secondary MFL - Evidence Based Session with Practical Ideas you can use in your classroom. Based on MEd Practitioner Enquiry (Newcastle, 2015) Music as a "hook" to motivate disengaged learners. Music to teach grammar explicitly and subconsciously. Music for creativity. Music to encourage spontaneous target language use.
<b>15:00 - 15:45</b>	<b>Plenary - The Challenges and Opportunities for leaders of MFL in the School Curriculum - Suzanne O'Farrell, Curriculum and Assessment specialist for ASCL</b>	
<b>15.45 - 16.45</b>	<b>Exhibition &amp; Refreshments</b>	
<b>16.45</b>	<b>Exhibition Day One Closes</b>	

<b>16.45 - 17.30</b>	<b>Session 4: Workshops</b>	
	<b>4.1</b>	<b>A whistle stop tour of GCSE Listening, Reading, Speaking and Writing ideas - Elaine Bocking, Helen Holmes - FRENCH, GERMAN, SPANISH</b> This session will provide hands on tried and tested strategies and techniques to use in the MFL classroom to add to your own repertoire of activities which you already use to teach all skills at GCSE.
	<b>4.2</b>	<b>Can we easily teach French pronunciation... using only English words? - Nathalie Paris - FRENCH</b> Our children already know a lot of French words... they just do not know that they know them! In this session, we will explore how we can use some English words of French origin to help our pupils get better at speaking and writing French; it will also improve their English spellings along the way!
	<b>4.3</b>	<b>Why do you do your work in language lessons? Exploring student motivation across the year groups – Dr Abigail Parrish - NON-LANGUAGE SPECIFIC</b> How can we motivate students in different year groups? What is the link between feelings of autonomy, competence, support from the teacher and motivation? In this session, we will explore these concepts and what they mean for day-to-day practice, sharing ideas and using evidence from a study of 1500 students.
	<b>4.4</b>	<b>Goosebump Learning - Clare Seccombe - FRENCH, SPANISH</b> When did your students' learning last give you goosebumps? When did all the stars last align and that magical learning take place? In this session we will look at classroom routines and engaging activities which will encourage success and positive feelings for students and teachers alike.
	<b>4.5</b>	<b>What a picture, what a photograph! Speaking strategies for the new GCSE - Philip Campagna - FRENCH, GERMAN, SPANISH</b> This session offers some practical ideas in order to develop spontaneity throughout KS3/4 by using pictures and photographs. These include a range of activities which are easily applicable to a number of topics, how to engage reluctant speakers and how to reconcile the spontaneity agenda with the grammar/accuracy issue. Free resources packs provided.
<b>17.30</b>	<b>Language World 2019 Day One Close</b>	
<b>19.00 - 19.30</b>	<b>Language World Conference Dinner Wine Reception - sponsored by Goethe-Institut London</b>	
<b>19.30 to late</b>	<b>Language World Conference Dinner and disco - sponsored by Sanako</b>	

## Programme - Saturday 23 March 2019

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08.45 - 09.30	<b>Registration &amp; Exhibition</b>		
09.00	<b>Exhibition Opens</b>		
09.30 - 09.45	<b>Welcome &amp; President's Plenary: by ALL's President, Jane Harvey</b>		
09.45 - 10.30	<b>Mary Glasgow Plenary Lecture</b> <b>Twenty-five years of not (yet) having a House of Languages - Professor David Crystal, OBE, ALL Patron</b> David reviews proposals to create a 'museum' of languages since the 1990s, and speculates about the future.		
10.40 - 11.25	<b>Session 5: Workshops</b>		
5.1	<b>A picture is worth more than a thousand words - Paco Fernandez - SPANISH, FRENCH</b> Based on the use of imagery as a memorisation aid, this workshop will provide an array of techniques for enabling students to more confidently tackle recurring grammar structures. Armed with your new knowledge, you will provide learners with the key to a world of visually enhanced language learning.		
5.2	<b>Easy go-to activities to practise a range of skills - Marion Pellon - FRENCH, SPANISH</b> Sharing some tried and trusted activities that are quick to create and deliver on several levels - speaking, grammar, writing, individual or in pairs etc Teachers are busy people and the more activities in our arsenal, the better equipped to enjoy our job and spend quality time with those who need it in our classes.		
5.3	<b>Accessing EAL Learners' "Superlinguist" Powers with Technology and Emojis - Natalie Campbell - FRENCH, SPANISH</b> In this workshop we will explore ways to access an EAL learner's natural skills for language acquisition. We will look at tried and tested ways to teach these learners an additional language. We will explore iPad apps, emojis and web-based tools.		
5.4	<b>CLIL: guidance and practical examples - Sara Montero, Noelia Rivas - SPANISH, FRENCH</b> This session will briefly introduce the principles of CLIL, show examples of how this approach is implemented in two different schools and provide practical examples in form of activities in French and Spanish.		
5.5	<b>Exploring the potential of authentic resources and collaboration! - Liz Black, Wendy Michallat - FRENCH, GERMAN, SPANISH</b> Using the wartime diary by Madeleine Blaess, trapped in Paris under the German occupation is an inspiration for primary and secondary learning contexts. Linguistic knowledge can be used in all Key Stages in challenging, imaginative ways and the curriculum enhanced. Lesson materials using video clips, podcasts, Twitter etc. will be demonstrated.		
11.30 - 11.55	<b>Break &amp; Exhibition</b>		
12.00 - 12.45	<b>Plenary - Curriculum Design: Intent, Implementation and Impact – Dr Rachel Hawkes</b> We welcome Ofsted's renewed focus on curriculum, following the MFL Pedagogy Review, which positions GCSE foreign language study at the core of secondary school education. This session examines the key drivers of curriculum planning and the core components of language learning, providing answers to the question, "What does an excellent languages curriculum look like?"		
12.45 - 14.00	<b>Lunch &amp; Exhibition</b>		
14.00	<b>Exhibition Closes</b>		
14.05 - 14.50	<b>Session 6: Workshops</b>		
6.1	<b>"Meaningful fun": skilled-based games in the language classroom - Daniele Bourdais - FRENCH, SOME ENGLISH</b> Playing games is serious business! In this session, we will explore how carefully selected skill-based games can enhance language acquisition in a meaningful way. Examples will focus on listening, speaking, reading and speaking games, traditional games with a twist and completely original ideas, easily adaptable to the age and level of learners (not language specific).		

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	<b>6.2</b>	<b>Creative Writing in Key Stage 2 - Sue Cave - FRENCH</b> Tried and tested creative writing projects will be explored which are designed to allow children in KS2 to demonstrate grammatical knowledge and ability to build sentences; both targets of the Programme of Study for Languages. All the examples are in French but the ideas can be adapted for other languages.
	<b>6.3</b>	<b>Stay on Target: Teaching for spontaneous language use - Ann Befroy, Suanne Burton - FRENCH, SPANISH</b> The session will focus on specific tasks and strategies teachers can employ to increase pupil confidence and accuracy using the target language in spontaneous speaking and writing tasks. The examples will be aimed at GCSE, but the strategies can be adapted and employed across the key stages.
	<b>6.4</b>	<b>Listen up! Using digital audio creatively in the languages classroom with apps and web tools - Joe Dale - FRENCH</b> This session will run through some quick and easy ways of integrating technology into the languages classroom. Ideas will include apps for creating talking avatars, text message video conversations, speaking homeworks and artificial intelligence to promote writing. Each app or web tool will be showcased and there will be the opportunity for audience participation too!
	<b>6.5</b>	<b>Developing interpersonal and task-based listening - Steve Smith - FRENCH, ENGLISH</b> A workshop offering a research-based rationale for interpersonal and task-based listening along with a wide range of practical lesson ideas for teachers who wish to improve their pupils' listening skills.
<b>15.00 - 15.45</b>	<b>Session 7: Talks</b>	
	<b>7.1</b>	<b>Leading a MFL department - building the toolkit - Lisa Probert, Katharine Clark - FRENCH, GERMAN, SPANISH, MANDARIN, ARABIC</b> This session will focus on the nuts and bolts of running a MFL department. We will look at leading on teaching and learning and embedding teaching and learning strategies. We will outline our skills-based schemes of work and teaching strategies and will explore how the extra-curricular offer can be incorporated to provide enrichment opportunities.
	<b>7.2</b>	<b>All aboard the merry-go-round! The carousel-style lesson: an effective evidence-based practice in maximising progress in primary foreign languages - Claire Owen - FRENCH</b> A presentation exploring the pedagogical practice of a carousel-style lesson to promote the learning of primary foreign languages. The session will examine the implementation of 4 activity workstations within one Year 6 French lesson. The effect on motivation and progress will be discussed. This session will also provide ideas for practical strategies in carousel-style lessons.
	<b>7.3</b>	<b>Grammar is good! Strategies for effective teaching of grammar - Jane Millington - FRENCH</b> This session will give practical strategies to encourage a passion for grammar. It will boost confidence for both teachers and students and make grammar accessible. We will look at easy-to-plan techniques so that students can feel confident when using the target language and feel better prepared for the new GCSEs.
	<b>7.4</b>	<b>Oor Wee Famille! Engaging parents, families and communities in primary language learning in Scotland - Clare Mouat - FRENCH, SPANISH, GAELIC, MANDARIN</b> With parental engagement and family learning key themes in Scottish education, this session will explore a variety of effective approaches to develop collaborative partnerships between schools, families and the wider community in order to support pupils on their language learning journey.
	<b>7.5</b>	<b>Engaging ALL abilities in the new GCSE: class and independent activities, core reference and focused assessment - Helen Myers - FRENCH, GERMAN</b> With the new GCSEs are in place, how can we do the best for our students? This session will propose effective strategies in the light of the first set of results and give suggestions for engaging pupils across the ability range through class activities and focused reference and assessment.
<b>15.45</b>	<b>Language World 2019 Close</b>	