



National Association of Language Advisers

Notes of a meeting, for NALA members' information

Meeting	Language World 2022, 18 th March 2022 all day.		
Venue	Best Western Quays Hotel		
	Sheffield		
Purpose of meeting	To attend sessions at the event		
Those present	A range of teachers, speakers and exhibitors.		
NALA member	Marie O'Sullivan		

Report (list main issues)

I selected three of the sessions to attend during the day which I felt would be relevant to NALA interests. Entrance to the conference was kindly gifted by connections at Sanako UK.

The theme of the 2022 event was: Language Learning for Social Justice

Session 1 - Fairer Foreign Languages: Assessment, Achievability, and Analytic Ability for All - Emma Marsden

Emma spoke at speed on her topic, jumping over several slides due to time constraints.

- She referred to the new GCSE to address what problems/differences there are in the 2022 subject content, eg clear and comprehensible speaking, not spontaneous and fluent and accurate.
- Looked at % of words on current vocab lists appearing in the exam which is small (so a large proportion of words students are expected to know do not come up on exam papers at all) [- no mention made of learning the words for use in situations outside of an exam]
- Inference – is important
- New GCSE provides better coverage in preparation for A level
- NCELP teachers providing online sessions on GCSE
- Meticulous SoW required, being created by NCELP team
- Defensive re shooting down ideas (straw men)
- Time for only 2 questions: Firstly, the delegate asked how teachers can transition their teaching and planning to this new way of teaching, having just set up for the current GGCSE. Response: NCELP teachers are putting resources on website
- Secondly, Helen Myers asked about why a corpus of 80% of 3,000 words hadn't been accepted, thus leaving an unsatisfactory vocabulary list

Session 2 - Language Trends England 2022: Interim Results for Social Justice - Ian Collen & Vicky Gough

Vicky introduced the session and Ian delivered the findings. The information given was based on very early results from the survey, with a focus on social justice to tie in with the theme of the conference.

- There **is** a social divide in language learning – schools with a large number of students eligible for FSM are less likely to have large numbers of students taking a language at GCSE for example.

- A total of 1693 schools responded, the largest number ever. (12.7% of primary schools, 27.2% of secondary schools, 33% of independent schools)
- In primary schools, French is still most popular. 93% of schools are planning for the teaching of one language in the curriculum rather than several. The amount of international engagement however has dropped – legacy of coronavirus on curriculum
- In secondary, German is declining badly, French and Spanish on a slightly upward trajectory BUT, with GCSE entries at around 51%, this falls short of government's Ebacc target
- Post 16 – Spanish is the most popular A level, French is down, the drop in German is alarming
- What are the current challenges to a high quality curriculum? Impact of Covid, nature of external exams. [NB Ian expressed his personal concern about a corpus-based approach to teaching]
- Noted that resources from NCELP/Conti & Smith received lots of good mentions
- Full report published in June

Session 3 - Keynote: Social justice, languages, and the Ofsted framework - Michael Wardle, Senior HMI, Ofsted

Michael acknowledged that his keynote was constrained by Ofsted protocols and wouldn't be very off-the cuff. He used the first part of his presentation to quote liberally from the Ofsted handbook, which lays out expectations for *all* students, and so during an inspection, the concept of social justice is ever-present. In the second part, Michael gave an overview of the types of questions schools could expect to encounter during a deep dive inspection which was appreciated by delegates.

Evaluation

Useful information and an opportunity to network after not attending events in person for two years. Interesting to note/overhear either heavy scepticism or total support for NCELP among delegates. Appears to be quite polarising.

Relevance to NALA members (including suggested action)

The key messages are already part of NALA's regular discussions.

Source(s) of further information (eg websites, publications, contacts)

Slides from presentations (where allowed by speakers) have been distributed, but with a note that they are not to be shared. Michael Wardle's slides are not going to be available, Emma Marsden's were still awaited at the time of distribution, and the Language Trends slides have been provided, but they are still interim.