



**ASSOCIATION FOR LANGUAGE LEARNING**

Trustees' Annual Report  
Year ended 31 August 2021  
ALL report

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## INTRODUCTION

The aims of focused Association for Language Learning activity for this year 2020-21, as agreed with ALL Council, were:

- **To try to maintain the level of support, and flow of information to members that we had successfully developed during the lockdown periods of 2020**
- **To expand activity into other areas which were in need of support (a wider range of languages, broader policy areas and different categories of membership – specifically beginning teachers, and teachers outside the mainstream school system**
- **To maintain the usual publications, information and event flow, with an ongoing online strand of events in case the restrictions created by the coronavirus continued**

To support these developments, we focused some energies on the website. Additionally, a new team was created at Management Board level: the HMO team includes the Honorary Membership Officer, the Deputy Honorary Membership Officer and a Trustee, who work with the Development Manager on specific tasks.

Throughout the Pandemic, the Association has supported language professionals through free webinars and website resources.

Our open access resources and webinars for members and non-members ensured that all language professionals i) had access to a wide CPD offer, ii) were able to develop their online language pedagogy and iii) gained a greater understanding of proposed education policy changes and were able to fully engage in these consultations. At the start of the first lockdown, language teachers needed to radically change their teaching methods for the online world but were at home, isolated from colleagues. Through our webinars, they have shared ideas and experiences in a collaborative and supportive way to feel confident in meeting the challenges of remote teaching and doing the best for their learners.



## AREAS REQUIRING SUPPORT

**ECTs and Trainees:** Before Summer 2020 ALL hosted 3 webinars for teacher trainees at the end of their training year, and for NQTs (now renamed ECTs 'Early Career teachers'), volunteers and staff then worked over Summer on the NQT/ECT/trainee areas of the website in readiness for the new academic year. We created a new document 'ALL as your Language teaching career begins' with pointers to resources on the website and in other ALL repositories of relevance to NQT/ECTs. This 'Shortcut' document was the first in a series in ongoing development which point members in different professional contexts towards specific resources, documentation, CPD or information.

Other Shortcuts are to date:

- ALL as you complete your training
- ALL as your Primary career progresses
- ALL as your Secondary career progresses

On 24th August 2020, we hosted a special webinar for new NQTs/ECTs, making a good start (with over 130 attending); part of the feedback was that they would like regular informal events with a social aspect throughout the year and ALL responded by creating 'First Fridays', which ran every month for the whole academic year. They were advertised through the usual ALL routes (ALLNet, the website, social media, Languages Today etc.) as well as through the ALL Initial Teacher Educators forum. The 'First Fridays' were hosted by ALL London, who also put on a special event for the same audience in Autumn and in Spring: *Transmedia in Language Learning*, and one in July: *Preparing for your ECT years*.

A proposed joint event between ALL and ISMLA event (live or online) for the same target audience was postponed, but we hope to return to this idea in the new year.

Trainees and ECT webpages: <https://www.all-languages.org.uk/student/>

ALL also supports the educators and trainers of new language teachers through the active online ITET Forum, and the annual meeting in July – online in 2021. We consulted this group in respect of the DfE **ITET market review** in July 2021 in order to build an internal picture of developments.

Other priorities were supported through **website developments**. Content was generated and edited by volunteers and updates implemented by the KC Jones team. They included:

**Launch of the CLIL Zone** <https://www.all-languages.org.uk/research-practice/clil-zone/> offered as part of ALLs information service, and in order to signpost the work of other agencies involved in this area of curriculum development.

This followed the resources launch from ELAPSE, the Erasmus+ project in which ALL had been a partner.

**Speaking Endorsement:** A major challenge for Language teachers in Secondary schools was in the area of external examinations: the government wished to acknowledge the loss of teaching and learning time throughout 2020 by reducing the burden of exams (without removing content). Their first proposal was to remove Speaking as a formal element of GCSE and require teachers instead to provide an Endorsement of students' abilities to be reported alongside the GCSE grades. Teachers were encouraged to use ordinary lesson time to gauge students' levels, based on headings and criteria provided (See *Consultations* below).

In response ALL created a page in the Secondary Zone called Speaking Endorsement which recorded all of the official documents, along with records of consultations and extensive links to articles about the importance of Speaking in the process of teaching and learning a language and different ways of encouraging good habits in speaking. This page has now (August 2021) been re-structured as the Endorsement process is complete, but all content is still available at: <https://www.all-languages.org.uk/secondary/speaking-endorsement/>

Subsequently DfE and OFQUAL launched a consultation on GCSE Content. ALL gathered relevant information and opinion in the Secondary Zone to inform members' responses.

<https://www.all-languages.org.uk/secondary-old/features-secondary-2/>

These areas supplemented the pages created last year; <https://www.all-languages.org.uk/guidance-on-the-covid-aware-languages-classroom/> and <https://www.all-languages.org.uk/home-learning-help/>, which continue to be maintained.

**Website capacity:** Given the ongoing expansion in the online activity of the Association in the last year, and the fact that teachers like to have access to recordings of events which they cannot attend in real time, the ALL Board agreed to fund the provision of online space to store video recordings, through a link to **Vimeo**. Some of these are restricted to member areas and some open to anyone.

**Consultations:** Examples of recordings available include several Consultation Sharing webinars (details below). In these ALL Officers and Trustees share with members (and sometimes non-members) the background and facts surrounding national consultations, clarifying what is actually being asked. In return members share their views on these matters through the Chat function. The members-only model proved effective in helping formulate a collective response to the GCSE Content Review consultation. Various responses from partner associations are also collated on the ALL website, to inform our members and others.

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

**New Language Zones:** The purpose and history of Language Zones (normally restricted to members) are described below. In order to expand the range of languages supported by the Association, and also to support teachers and learners, ALL responded to suggestions from the Arabic and the Chinese Language teaching communities to create new Zones. The content is generated and shared by volunteers and partner organisations.

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

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

These Zones are currently open to all.

**New Special Interest Group:** 'Decolonise Secondary MFL Curriculum'

Following an article in Languages Today and a Language World session, which sparked much interest, the Management Board agreed a proposal to create this new SIG as part of the social and educational equity agenda.

<https://www.all-languages.org.uk/about/community/special-interest-groups/de-colonising-the-curriculum/>



## Consultations 2020-21

**Speaking / Endorsement** (outlined above) – The ALL collective response is published on the website

**GCSE Content Review** – This review proposed major changes to the content of the GCSE exam for French, German and Spanish and excited much discussion. A variety of documentation and several personal blogs are shared in the Secondary Zone of the website.

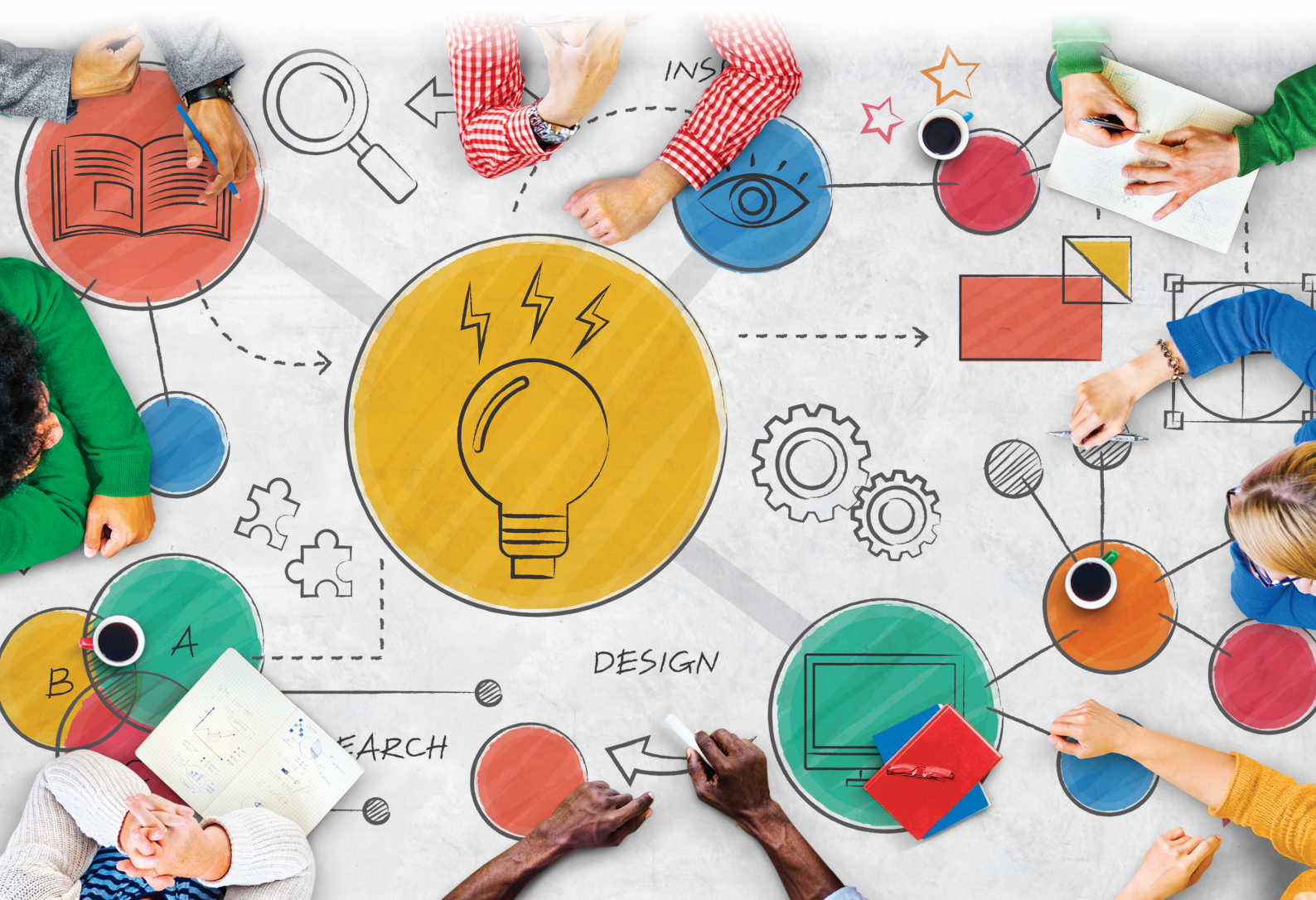
See also <https://www.all-languages.org.uk/news-events/consultations/>

The MB's Communication Group worked closely with other language associations and stakeholders, including the APPG Modern Languages,

ALL's President also wrote to the Department on the matter of Language **Teacher Supply**

The several webinars associated with these consultations served

- to raise awareness of the proposals from DfE / OfQual
- to allow participants to express concerns and raise questions
- to clarify and exemplify the final proposals
- to allow participants to share their strategies and suggestions
- to provide a basis for collating a collective ALL response



## STRUCTURE, GOVERNANCE AND MANAGEMENT

ALL is the national association of teachers of foreign languages. It is very largely a volunteer organisation.

ALL also has Corporate members, publishers, agencies, commercial businesses or partners whose work was severely affected by the pandemic. ALL continued to support them by listing them in the magazine and including updates in ALLNet; there were some losses of members, and of advertising, because of financial circumstances and the Development Manager invested a lot of time in maintaining these relationships.

Administrative tasks are carried out by our contractor KC Jones conference&events Ltd. who employ one 0.6FTE 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, they contribute to the Association's practitioner magazine, Languages Today, website content and to the online Language Zones.

Successful extended Council meetings were again held in September 2020 to explore ways forward for the Association.

Elections took place as usual for new Council members from September, and a new President Elect for the academic year 2021-2022, Liz Black, was appointed.

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. Beyond a period of nine years, should there be a call to renew a member's tenure, every subsequent year's tenure has to be agreed unanimously by the whole Board. The appointment of a Chair and a Treasurer is made from among the invited trustees. Details are here: <https://www.all-languages.org.uk/about/what-is-all/who-we-are-2/>

The ALL Development Manager joins 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

### Objectives

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 also aims 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 (during the pandemic more frequently as all meetings have been held 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 message to members, news features on the website and through social media publications – in hard copy and digital format online.

Events - locally and nationally, in person and online, and 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 and sent out by email to ALL Local leaders, this year using Mailchimp. They are invited to circulate them to their local members in order to keep them abreast of events. In turn a combined version of the Roadshows is developed as a webinar Conversation between the HMO Team and others; this happens termly and is open to all.

### Publications

The Association publishes one major academic journal, the peer-reviewed Language Learning Journal (which is currently published on behalf of ALL six times a year by Routledge) and is a member-benefit. LLJ's editorial team and editorial advisory board were expanded during the April 2021 Editorial meeting. It was also agreed that the Editorial Advisory Board should meet virtually twice a year. The first meeting of this Board took place in Autumn 2021.

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*. Since September 2012 these publications have been housed in a members' only area of the ALL website, known as the Language Zones. Work continues on refreshing these zones: the German, French and Spanish Zones are now developed, as reported on above (Website developments).

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

Also in this area are the two new Language Zones created in 2021 – the Arabic Zone and the Chinese Language Zone (also described above).

Another related page has been re-designed this year; Practitioner Focus has been re-shaped to include sectors not otherwise visible in the website design, particularly the areas of Adult Education and of English as an Additional Language – in which foreign Language teacher members are often involved because of their awareness of linguistic development.

Also in this page are articles which cross between sectors and therefore have broad relevance.

<https://www.all-languages.org.uk/research-practice/practitioner-focus/>

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

A free edition from 2020 is still downloadable here: <https://www.all-languages.org.uk/home-learning-help/> and we provide a digital sampler of new editions as they appear in the website shop.

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:

Autumn 2020 - Recycling for progression

Winter 2021 - Closing the gap

Spring 2021 - The Big Picture

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

In September 2019 ALL published a supplement to Languages Today, produced in collaboration with cultural and other partners, especially for Primary Schools to support their curriculum development at the moment of the launch of a new Ofsted inspection framework. This was mirrored on the website in order to be accessible to all, and the Primary Zone was also reshaped at that time. The supplement was also recommended by NAHT to all of its member Primary schools. It continues to be openly available.

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.

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

<https://www.all-languages.org.uk/research-practice/learning-from-the-classroom/>

ALL Council continues to publish Briefings for Language teachers <https://www.all-languages.org.uk/research-practice/languages-matters/teacher-briefings/>

In 2020/21, Briefings were superseded by the content of the webpages entitled

- *Home Learning Help*
- *The COVID Aware Classroom*
- *Speaking Endorsement*
- *The GCSE Content Review collection in Secondary Zone / Features*

all of which generated too much content for the Briefing format.

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

### **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 2021**, was 'A rich curriculum for ALL', held for the first time online at a reduced cost to delegates.

There were over 575 registrations for the online conference, arranged and hosted by KC Jones.

Details are available from this webpage <https://www.delegate-reg.co.uk/lw2021/>

The burgeoning of online CPD activity reported last year has continued - in the form of webinars and online conferences organized by ALL volunteers and by ALL Corporate members.

The accessibility and flexibility of online events has seen a growth in the number of people attending events of this sort and ALL has expanded its provision to catch the mood: we have initiated four new regular events this year:

- An annual Primary Languages Conference (ALL Primary Languages Online Conference) code-named ACAPULCO in the Autumn term – the pilot event had a large audience and gained excellent feedback
- A termly online event for Primary teachers – PHOrum – which aims to allow new speakers to come forward and develop their skills. (PHOrum = Primary Hub Online Forum)
- The same model for Secondary teachers – STALL. (STALL = Secondary Teachers at ALL).
- The First Friday monthly event for Trainee teachers and ECTs especially (described above).

### **TiLT Seminars and Roadshows**

ALL London was in a strong position to be able to respond quickly to teacher needs for online CPD relating to distance learning having built up experience in running webinars (these began in in 2011 using Adobe Connect) and having coordinated several annual conferences on the use of Technology in Language Learning with the support of corporate sponsors Sanako and Linguascope, and the expertise of members and independent consultants.

We also continued our online versions of the termly Roadshows created for ALL Local groups (now structured as Conversations), arranged information / consultation sessions on various proposals, and ALL local groups responded to the need of Language teachers to get together by setting up informal Lockdown Lunchtime events, webinars, Show and Tell events etc.

## ALL'S PARTNERSHIP EVENTS

ALL collaborated with the British Council and the Cultural partners in a project around the celebration of Speaking. **Express Yourself in Lockdown** was an online activity for learners and language speakers, of all ages, asking them to record a short oral presentation (a recitation, an anecdote etc.) which was uploaded to a YouTube channel. The celebration event ran 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 the British Council.

<https://www.britishcouncil.org/school-resources/languages/express-yourself-lockdown>

**ERASMUS+ DIPS project** (Developing International Projects programme) has been given an extension, and ALL Trustee Jane Harvey is liaising with Corporate Member LFEE.

ALL also collaborated with International Newcastle and partners in the North-East of England on the 2021 **Express Yourself North-East Festival of Languages**, which ran for several weeks but had a Festival Week at its heart; this included recorded and live events, and activities for learners (and for families) of all ages and covered a wide range of languages.

<https://expressyourselfne.com/>

ALL volunteers collaborated with the Institut Français in their annual French Pop Video competition, providing judges and dissemination.

ASCL (Association of School and College Leaders) produced toolkits to support transition from Primary to Secondary schools in Languages (French, German, Spanish) with support of the ALL Primary Steering Group.

<https://www.ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit>

These were subsequently expanded through an initiative of the new Chinese Language Zone volunteer group with a version for Mandarin.

ALL has been commissioned this year by the National College to create several video webinars, and has supported volunteers in developing these:

- Primary and Secondary Deep Dive
- GCSE Content Review
- Primary and Secondary OfSTED Research Review

ALL volunteers also worked with Corporate member Languagenut on their Question Time event; with Sanako in promotion of a new resource as part of an international communication event, and with Teachers Talk Radio on a podcast exploring the role and contributions of Subject Associations.

<https://www.ttradio.org/listenback/episode/44f1119e/the-saturday-lunch-with-tom-hopkins-burke-10-07-21>

## Further collaboration

ALL has collaborated with Corporate members and others in the provision of online CPD and other support, e.g. Manchester Metropolitan University who ran three webinars under shared auspices with excellent feedback:

*“Isabelle and I would like to express our gratitude to you and to the ALL for the support in delivering the INSETs on Using short films for the language classroom.*

*We would not have reached the number and variety of teachers and future teachers who have registered for both events without your kind and effective support in the organisation and in the assistance with the technical support.*

*It is amazing to see that almost 400 teachers registered from all over the world!*

*Participants in yesterday’s Inset were grateful for having a bespoke event for Arabic teachers as these are “very rare”. At least for the ones who have answered the post-questionnaire, it was the first time that they have attended an event organised by the ALL or by us. The feedback in the pre- and post-questionnaire of yesterday’s event demonstrates that there is a need for this type of workshop.*

*Some comments on what they found more interesting/useful and the impact of the workshop include the following:*

- *“The technical discussions were particularly original and in depth”.*
- *“I learned new methods to analyse and discuss different aspects about the films such as technical elements, etc.”*
- *“I have learnt to focus more on details rather than focusing on vocabulary or listening activities”.*
- *“The handouts shared on Padlet are very useful.”*
- *“Since the participants were from different parts of the world, it was an enriching experience to hear different thoughts and analysis.”*
- *“The interactivity among participants gave a notion of how I can do the same in my class, especially that I’m teaching online.”*
- *“I will focus on using more videos specially in my IB classes. A video can cover different topics (cultural, social, health, traditions, individual and the society...) and has a lot of details which allow to develop students’ observation and thinking as well when they will be asked to related them to other topics or things they learned. The use of videos can create an interactive class where students will ask and give their opinion and develop new ideas about the language and the topics.”*

*I hope we can organise more events next year with your support”.*

Carmen Herrero, Manchester Metropolitan University

The ALL collaborative COVID 19 response webpage has been maintained:

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

This signposts a range of resources and websites; ALL added to the Primary Zone this year a Primary Compendium aimed at non-specialist teachers who were being asked to deliver Language lessons when the usual teacher was not available (because of COVID re-organisation). These include online lessons, video resources, printable resources etc, curated by the Primary Steering Group.

## Events for language learners

The majority of these activities, such as Language Days, competitions and festivals, take place locally, <https://www.all-languages.org.uk/about/community/local/>, or are organised 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 2020 called '*International city*' which had to be managed online at a time when schools were under significant stress but still attracted some great entries nationally in a range of languages.
- Express Yourself in Lockdown (described above)
- EYFoLNE (described above)



## GLOBAL/INTERNATIONAL ACTIVITY

### Overseas professional links and contacts

ALL continues 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 its readers around the world.

Since FIPF launched its 'Jour du prof' and ALL collaborates with the Institut Français (IFRU) to promote this event nationally and locally.

The Chair of Management Board is a member of the IDV's Language Policy SIG, which has published an online guide on language policy and agency for language associations across the globe: <https://idvnetz.org/handreichungen-verbandsarbeit-erfolgreich-gestalten>

In 2020 ALL was approached by Francophonia, a teacher training body based in Nice which operates on a principle of solidarity with teachers of French around the world. Francophonia organises an annual Université de l'été in Nice and offered bursaries to ALL members wishing to attend. This clearly was not possible in 2020. In 2021 they renewed the invitation and also offered the possibility of teachers joining the events online, where there were health concerns.

In August 2021 a group of ALL Members took advantage of this generous offer, some attending in person to benefit from the environment and the multi-national aspects of the event.

### Erasmus+

Following successful involvement in recent Erasmus+ projects Grail, ALL is now a member of the international team developing a game called *Knights of the European Grail*, aimed at Secondary-aged learners, and has a historical / geographical storyline.

Progress has been affected by the pandemic and all meetings have been online to date.

### How our activities deliver public benefit

ALL's ongoing response to the Coronavirus crisis is exemplified above.

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

Feedback on the Arabic Zone launch with 60+ booked participants:

Twitter:

*"It was an amazing evening with the Arabic show and tell evening. Full of creative ideas and enthusiasm. Thank you ALL for all your hard work towards all languages. Really enjoyed every moment". Fatima*

Email

*"Dear ALL*

*I want to say thank you so much for the amazing evening yesterday, I enjoyed it so much and I am looking forward to adding more resources on the site and share the work with the whole world. Thank you so much for giving this opportunity, this was my dream and made it realizable". [Member]*

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 Language Futures, 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

The 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](https://www.all-languages.org.uk/calendar_events/challenges-and-competitions)

Features - <https://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 (Arabic and Chinese 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.



## ACHIEVEMENTS AND PERFORMANCE

### National context

This year has been an exceptionally complex one for teachers in general and teachers of Languages in particular, given the constraints and complexities generated by the pandemic, and variations of policy with regular changes in relation to:

- remote teaching, class teaching, hybrid teaching, health considerations for groups (relating to speaking, for instance), changes in public examinations, conflicts between institutional expectations (e.g. of data collection) and national expectations (e.g. around exams).
- New Year 2021 brought further school closures and concomitant challenges.

Developments in policy, and proposals for developments, are reflected in the ALL Briefings / website content (outlined above).

In 2020-21 these include:

- GCSE Speaking Endorsement
- GCSE examination arrangements for 2021
- GCSE Content Review consultation (outcome expected)
- ITT Market Review
- Impact of Brexit
- OfSTED Research Review

*Language Trends 2021* (an annual publication now provided by British Council) reported:

Teachers and pupils faced unprecedented challenges during the 2020-21 school year because of Covid-19. Headline findings in this year's report include:

- language teaching was suspended at one in five primary schools in January 2021 due to Covid-19
- two in five pupils in Key Stage 3 (age 11-14) at state secondary schools did not engage with language learning during the first national lockdown, leading to time lost to language learning for a lot of pupils
- significant decline in international activities at primary and state secondary schools, such as partnering with a school abroad, involvement in international projects and hosting a language assistant
- while French is the most popular language at primary, Key Stage 3 and GCSE, Spanish is the most popular A-level language for the second year in a row
- ninety-eight per cent of teachers were 'much better prepared' for online teaching in 2021 than in 2020
- increase in resourcing and opportunities for online, language-specific Continuing Professional Development – in-service training for teachers to improve their skills and knowledge



Achievement

## MEMBERSHIP

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

<https://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 this year 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. During the period of this report the number of annual editions has been increased to respond to demand for space.

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. <https://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:

<https://www.all-languages.org.uk/about/community/sector/primary-sig/>

In 2020-21 we updated the communications route to local volunteers by creating Mailchimp distribution accounts for the 3 groups:

- Primary Hubs
- Branches
- Networks

These are linked to the ALL database.

ALL Local groups continue to thrive and new Local groups were created this year:

- ALL West Midlands Branch
- ALL Cambridgeshire Branch
- ALL South Coast and Isle of Wight Branch

In addition, the ALL Peterborough Network has expanded 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 Ltd. on behalf of ALL.

REPORT OF THE TRUSTEES AND  
UNAUDITED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2021  
FOR  
ASSOCIATION FOR LANGUAGE LEARNING

## ASSOCIATION FOR LANGUAGE LEARNING

### REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 AUGUST 2021

The trustees present their report with the financial statements of the charity for the year ended 31 August 2021. 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 (FRS102) (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.

#### **REFERENCE AND ADMINISTRATIVE DETAILS**

##### **Registered Charity number**

1001826

##### **Principal address**

1A Duffield Road  
Little Eaton  
Derby  
DE21 5DR

##### **Trustees**

Professor René Koglbauer  
Richard Fairbairn  
Ian Bauckham CBE (resigned 13.12.20)  
Steven Fawkes  
Jane Harvey  
Helen Myers MBE  
Professor Kim Bower (appointed 1.9.20)  
Professor Anna Lise Gordon

##### **Independent Examiner**

Maple Accountancy Ltd  
83 Friar Gate  
Derby  
Derbyshire  
DE1 1FL

##### **Solicitors**

Brethertons Solicitors  
16 Church Street  
Rugby  
Warwickshire  
CV21 3PW

Approved by order of the board of trustees on 17 March 2022 and signed on its behalf by:



Professor René Koglbauer – Trustee

**ASSOCIATION FOR LANGUAGE LEARNING**

**INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF  
ASSOCIATION FOR LANGUAGE LEARNING**

I report to the charity trustees on my examination of the accounts of Association for Language Learning (the Trust) for the year ended 31 August 2021.

**Responsibilities and basis of report**

As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

Since your charity's gross income exceeded £250,000 your examiner must be a member of a listed body. I can confirm that I am qualified to undertake the examination because I am registered member of CIMA which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Jay Roberts  
Maple Accountancy Ltd  
83 Friar Gate  
Derby Derbyshire  
DE1 1FL

Date: 1 May 2022

**ASSOCIATION FOR LANGUAGE LEARNING**

**STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2021**

	Notes	Unrestricted fund £	Restricted fund £	2021 Total Funds	2020 Total Funds
<b>INCOME AND ENDOWMENTS FROM</b>					
Donations and legacies		88,264	112,033	200,297	91,274
Other trading activities	2	92,082	-	92,082	101,983
Investment income	3	66	-	66	238
<b>Total</b>		<u>180,412</u>	<u>112,033</u>	<u>292,445</u>	<u>193,495</u>
<b>EXPENDITURE ON</b>					
Raising funds	4	23,251	-	23,251	34,872
Other		95,670	-	95,670	88,857
<b>Total</b>		<u>118,921</u>	<u>-</u>	<u>118,921</u>	<u>123,729</u>
<b>NET INCOME</b>		<u>61,491</u>	<u>112,033</u>	<u>173,524</u>	<u>69,766</u>
<b>RECONCILIATION OF FUNDS</b>					
Total funds brought forward		<u>189,514</u>	<u>30,349</u>	<u>219,863</u>	<u>150,097</u>
<b>TOTAL FUNDS CARRIED FORWARD</b>		<u>251,005</u>	<u>142,382</u>	<u>393,387</u>	<u>219,863</u>

ASSOCIATION FOR LANGUAGE LEARNING

BALANCE SHEET  
31 AUGUST 2021

	Notes	Unrestricted fund £	Restricted fund £	2021 Total Funds	2020 Total Funds
<b>FIXED ASSETS</b>					
Tangible assets	7	53	-	53	1,706
<b>CURRENT ASSETS</b>					
Debtors	8	2,268	-	2,268	15,025
Investments	9	100	-	100	100
Cash at bank		294,843	142,382	437,225	245,043
<b>Total</b>		<u>297,211</u>	<u>142,382</u>	<u>439,593</u>	<u>260,168</u>
<b>CREDITORS</b>					
Amounts falling due within one year	10	(46,259)	-	(46,259)	(42,011)
<b>NET CURRENT ASSETS</b>		<u>250,952</u>	<u>142,382</u>	<u>393,334</u>	<u>218,157</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<u>251,005</u>	<u>142,382</u>	<u>393,387</u>	<u>219,863</u>
<b>NET ASSETS</b>		<u>251,005</u>	<u>142,382</u>	<u>393,387</u>	<u>219,863</u>
<b>FUNDS</b>					
	11				
Unrestricted funds				251,005	189,514
Restricted funds				142,382	30,349
				<u>393,387</u>	<u>219,863</u>

The financial statements were approved by the Board of Trustees and authorised for issue on 17 March 2022 and were signed on its behalf by:



Professor René Koglbauer – Trustee

NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2021

I. 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 2021

2. OTHER TRADING ACTIVITIES

	2021	2020
	£	£
Branch income	1,800	14,793
Language World	(3,646)	4,865
Subscriptions	93,928	82,325
	<u>92,082</u>	<u>101,983</u>

3. INVESTMENT INCOME

	2021	2020
	£	£
Deposit account interest	<u>66</u>	<u>238</u>

4. RAISING FUNDS

Raising donations and legacies

	2021	2020
	£	£
Branch Expenditure	4,419	11,827
Support costs	18,808	23,045
	<u>23,227</u>	<u>34,872</u>

5. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 August 2021 nor for the year ended 31 August 2020.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 August 2021 nor for the year ended 31 August 2020.

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

INCOME AND ENDOWMENTS FROM	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Donations and legacies	91,274	-	91,274
Other trading activities	101,983	-	101,983
Investment income	238	-	238
Total	<u>193,495</u>	<u>-</u>	<u>193,495</u>
EXPENDITURE ON			
Raising funds	34,872	-	34,872

ASSOCIATION FOR LANGUAGE LEARNING

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2021

6. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted funds £	Restricted funds £	Total funds £
Other	88,857	-	88,857
Total	<u>123,729</u>	<u>-</u>	<u>123,729</u>
<b>NET INCOME</b>	<u>69,766</u>	<u>-</u>	<u>69,766</u>
<b>RECONCILIATION OF FUNDS</b>			
Total funds brought forward	119,748	30,349	150,097
<b>TOTAL FUNDS CARRIED FORWARD</b>	<u><u>189,514</u></u>	<u><u>30,349</u></u>	<u><u>219,863</u></u>

7. TANGIBLE FIXED ASSETS

	Fixtures and fittings £
<b>COST</b>	
At 1 September 2020 and 31 August 2021	<u>42,935</u>
<b>DEPRECIATION</b>	
At 1 September 2020	41,229
Charge for year	1,653
At 31 August 2021	<u>42,882</u>
<b>NET BOOK VALUE</b>	
At 31 August 2021	<u>53</u>
At 31 August 2020	<u><u>1,706</u></u>

ASSOCIATION FOR LANGUAGE LEARNING

NOTES TO THE FINANCIAL STATEMENTS - continued  
FOR THE YEAR ENDED 31 AUGUST 2021

8. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Trade debtors	2,020	14,483
VAT	248	542
	<u>2,268</u>	<u>15,025</u>

9. CURRENT ASSET INVESTMENTS

	2021 £	2020 £
Shares in group undertakings	<u>100</u>	<u>100</u>

10. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Trade creditors	810	1,288
Other creditors	45,449	40,723
	<u>46,259</u>	<u>42,011</u>

11. 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 Emabassy Grant	5,033	-	5,033
Japanese Emabassy Grant - additional funding	3,943		3,943
KA1 CLIL Courses	-	103,836	103,836
Erasmus KA2	-	8,197	8,197
	<u>30,349</u>	<u>112,033</u>	<u>142,382</u>
<b>TOTAL FUNDS</b>	<u>219,863</u>	<u>173,524</u>	<u>393,387</u>

**ASSOCIATION FOR LANGUAGE LEARNING**

**II. 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	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>

Comparatives for movement in funds

	At 1.9.20 £	Net movement in funds £	At 31.8.21 £
<b>Unrestricted funds</b>			
General fund	119,748	69,766	189,514
<b>Restricted funds</b>			
Margaret Truss Fund	21,130	-	21,130
Language Futures	243	-	243
Japanese Emabassy Grant	5,033	-	5,033
Japanese Emabassy Grant - additional funding	3,943	-	3,943
	<u>30,349</u>	<u>-</u>	<u>30,349</u>
<b>TOTAL FUNDS</b>	<u>150,097</u>	<u>69,766</u>	<u>219,863</u>

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	193,495	-123,729	69,766
<b>TOTAL FUNDS</b>	193,495	<u>-123,729</u>	69,766

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

**ASSOCIATION FOR LANGUAGE LEARNING**

**II. MOVEMENT IN FUNDS - continued**

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

	At 1.9.19 £	Net movement in funds £	At 31.8.21 £
<b>Unrestricted funds</b>			
General fund	119,748	131,257	251,005
<b>Restricted funds</b>			
Margaret Truss Fund	21,130	-	21,130
Language Futures	243	-	243
Japanese Emabassy Grant	5,033	-	5,033
Japanese Emabassy Grant - additional funding	3,943	-	3,943
KA1 CLIL Courses	-	103,836	103,836
Erasmus KA2	-	8,197	8,197
	<u>30,349</u>	<u>112,033</u>	<u>142,382</u>
<b>TOTAL FUNDS</b>	<u>150,097</u>	<u>243,290</u>	<u>393,387</u>

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	373,907	(242,650)	131,257
<b>Restricted funds</b>			
KA1 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>485,940</u>	<u>(242,650)</u>	<u>243,290</u>

12. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 August 2021.

ASSOCIATION FOR LANGUAGE LEARNING

DETAILED STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2021

	2021 £	2020 £
<b>INCOME AND ENDOWMENTS</b>		
<b>Donations and legacies</b>		
Grants and donations	200,297	91,274
<b>Other trading activities</b>		
Branch income	1,800	14,793
Language World	(3,646)	4,865
Subscriptions	93,928	82,325
	<u>92,082</u>	<u>101,983</u>
<b>Investment income</b>		
Deposit account interest	66	238
<b>Total incoming resources</b>	<u>292,445</u>	<u>193,495</u>
<b>EXPENDITURE</b>		
<b>Raising donations and legacies</b>		
Branch Expenditure	4,419	11,827
<b>Other trading activities</b>		
Bank interest	24	-
<b>Other</b>		
External staff costs	67,000	65,111
Purchases	28,670	23,746
	<u>95,670</u>	<u>88,857</u>
<b>Support costs</b>		
<b>Finance</b>		
Bank charges	2,174	2,296
<b>Information technology</b>		
IT Software & Consumables	6,311	6,062
<b>Human resources</b>		
Sundries	330	-
<b>Other</b>		
Insurance	2,004	2,244
Carried forward	2,004	2,244

ASSOCIATION FOR LANGUAGE LEARNING

DETAILED STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2021

	2021 £	2020 £
<b>Other</b>		
Brought forward	2,004	2,244
Postage and stationery	445	3,486
Depreciation of tangible fixed assets	1,653	1,653
	<u>4,102</u>	<u>7,383</u>
<b>Other 2</b>		
Advertising	263	1,094
<b>Governance costs</b>		
Accountancy and legal fees	5,628	6,210
Total resources expended	<u>118,921</u>	<u>123,729</u>
<b>Net income</b>	<u>173,524</u>	<u>69,766</u>

## 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 and new cultural partners contacted in the development of the new Zones.

ALL continues to have close relationships with

- 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)
- and others

During the report period ALL volunteers has been working collaboratively with several international partners on the design and delivery of resources for the Erasmus+ project: Knights of the European Grail.

This project centres on the creation of an online game, aimed at secondary-aged students, in a variety of European Languages. The game is based in the Middle Ages in several European countries and will include Virtual Reality and Augmented Reality elements as an innovative approach.

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.



## PLANS FOR FUTURE PERIODS

The Association's medium-term strategy is 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.

The Board, with advice from ALL Council and Editors, will keep its overview of 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.

Language World 2022 sees a return to an in-person conference and is in planning with the title: Language Learning for Social Justice. Volunteers are planning a workshop online for prospective speakers on writing their submissions.



### Language World 2022 Language learning for social justice

Friday 18 - Saturday 19 March 2022  
The Quays Hotel, Sheffield





Association *for*  
Language Learning