

Edited Chat from the HHLC Zoom meeting March 2022

Insertions in red are updates from Steven Fawkes et al.

ALL links etc.

From Fatima Khaled to Everyone 06:07 PM

I am a member of ALL and I really found it amazing and I can not tell you how beneficial it is.

ALL (Association for Language Learning): <https://www.all-languages.org.uk/>

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

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

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

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

Any contributions of articles, links, blogs etc. and especially copyright free for the HHCL webpage – please send to : info@ALL-languages.org.uk

Mark for Steven (Fawkes)

To join ALL: <https://www.all-languages.org.uk/join/>

Discount code valid for a month until 21 April 2022 : HHCL10

Feedback from groups

Membership of an organisation could be empowering and creating a national forum was beneficial.

Messaging

importance of message in importance of heritage language- to general population, heritage parents and mainstream schools and heads

networking eg via Facebook can be v dynamic.

Accreditation

some languages don't have a GCSE or Accreditation - this is an issue in order to enable to get some pupils some sort of accreditation and also for their motivation to continue the language into secondary

It would be great if there was some encouragement for a uniform approach from the mainstream schools as it is not uncommon to hear that they encourage students to drop formal education in the heritage language and focus instead on their schools work and, mostly, the preparation for exams

I could not agree more with what you just mentioned Vicky. We need to spread awareness that heritage language have a great space to contribute. We need to start with mainstream schools who tend to either ignore those heritage learners or deny their experiences and achievements.

We never got any funding, the only source we survive on is the parents payment but some parents can not afford to pay and this is why we volunteer.

agreed support for supplementary schools is key - eg the NRCSE quality mark supports but only in some N London boroughs..

The NRCSE unfortunately is not suitable for many schools as it is too demanding on time and financial resources. Heritage schools are driven by parents with families and jobs. They don't have the time to spend on top of running the schools and teaching.

for those whose language doesn't have a GCSE - have you found an alternative accreditation ?

eg I know that the Serbian school has an accreditation from a University in Serbia

Luma shared this link for Arabic :

<https://skillsandeducationgroupawards.co.uk/qualification/level-1-certificate-in-practical-arabic/>

Teacher qualification

Would like to see some form of support for the community school's teacher to acquire language teaching qualification.

Arabic

The challenge in mainstream is mixed cohorts with some pupils learning ab initio and others having heritage experience of Arabic.

It boils down to those who can read the script and those who need time to learn how to read the script.

GCSE is too difficult for new learners.

The reading is too hard and is found difficult by native speakers

The listening is too fast and is also found challenging by native speakers

There are several issues with the choice and appropriacy of vocabulary which is found to be one or more of the following:

- unsuitable in some Arabic countries
- unusual and not used in the daily life of Arabic speakers
- inaccurate and full of errors

No account is taken of the time necessary to read the script for ab initio learners

No account is taken of the lack of cognates

It seems that there are no accommodations made for the examinations for languages that use a non-Roman alphabet and the same very high standards that are expected in French, German and Spanish are imposed on all of the languages offered at GCSE, irrespective of the relative difficulty of the languages learned

All languages are too closely aligned with expectations and criteria designed for French, German and Spanish.

The Arabic listening GCSE exams is very fast even for us as teachers what about our students

I agree there are fundamental issues with the Arabic GCSE and this needs to be addressed. I am a sociolinguist as well as an Arabic as a foreign language teacher so I feel very strongly about this and feel I could offer some support from a research and evidence base to anyone who is willing to listen - exam boards for example?

Regarding the Arabic GCSE, my concern is the European languages are moving into a more manageable level with limited words for the higher and foundation tier (New spec), while Arabic, and maybe other community languages are still open to any vocabulary to be used on the GCSE exam.

Is there a suitable non-electronic Arabic books for GCSE as the students and the parents asks for hard copy

the Arabic GCSE exams should be prepared and revised by people who are teach the students

Arabic reading and writing exam are too hard for students. Books which are published for Arabic GCSE are full of spelling and grammar mistakes also they are not good to use for teaching.

The Arabic language zoom is very useful to see different resources.

Books for Arabic are confusing and supply conflicting information about the examinations and expectations. (This comment is not targeted at Awarding Organisation materials, although inaccuracies are also evident in those.)

There are many inaccuracies in published resources and this is confusing for pupils and frustrating for teachers.

Final recommendations on Arabic

There needs to be review on how the examinations are developed and who is involved as the Arabic used is not always appropriate or current and contains far too many inaccuracies. The level is also far too high.

Harakat (diacritics used to mark short vowels in Arabic script) should be used consistently. This is crucial if we want learners to access the language and to make progress, particularly those who are learning ab initio.

Lack of time

All of the teachers felt that there was too little curriculum time provided.

One example showed that the allocation in KS3 was inadequate (Arabic was taught for one hour in Years 7 and 8; 2 hours in Year 9 and 3 hours in Years 10 and 11. Clearly the lack of time in the initial years did not support the strong foundation that would be needed for pupils continuing with GCSE.

Supplementary schools were concerned that learning happened once per week and this wasn't enough

Online

What do people feel about online teaching? Have you discovered positive uses of technology during pandemic?

Online teaching shows effective, just having a conference on online languages teaching from Czech republic, it is very high standards and lots of tools for making online teaching great.

Most Gujarati teachers had limited IT skills and could not mark homework or share classroom resources. Students did not learn much during Covid lockdown.

Colleagues were unconvinced that online would be a solution. There were mixed views on how successful online teaching during the pandemic had been. Face to face interaction is favoured as the most effective way to motivate learners and support progress.

Has technology helped more student collaboration on projects / tasks?

I used zoom and I found it very good as the students were on time and I also managed to examine them on speaking as if they are on a formal speaking exam

It will be very helpful if colleagues could share examples of effective online teaching, please.

re online: In 2020 we explored what was happening to supplementary schools in relation to online learning. Though there were clearly challenges for many, there was also some inspirational work - really creative. Amazing!

Effective online teaching - depends what age group is targeted, group or 1:1, all work slightly differently. Online tools: Zoom, Wordwall - for creating exercises and games.

Some teachers did not have the skills to use online effectively.

Some pupils did not respond well to online learning.

Face to face was found to be more effective and motivational

During the early days of the pandemic ALL collected a lot of thoughts about online teaching and resources which are still available on the website with free access here:

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

Questions to exam boards:

Answers now received:

Pearson says :

How can we add another language to GCSE? What are the steps?

- The decision to offer GCSEs in a range of languages depends on a number of factors, with access to sufficient expert paper writers and examiners key to the provision of a successful qualification. A decision would only be made following extensive research into the viability of the language as a GCSE, focussing on things such as the size of the potential student cohort year on year.

How the speaking exam for GCSE will be recorded? I understand that it will not be possible to be recorded on CD or USB.

- It is still possible to record it onto a USB or CD, however the centre making the entry will need to transfer the file to Pearson using the 'learner work transfer' system, avoiding the need to post in any USBs.

Can we conduct Speaking exam online for those who can't join in person?

- I have attached some remote speaking guidance which was created in the context of Covid preventing face to face speaking exams. Please check whether you can offer it online by contacting languagesassessment@pearson.com for advice.

AQA says :

How can we add another language to GCSE? What are the steps?

Present a business case to us at mfl@aqa.org.uk We need evidence of at least 5000 entries with the potential for further growth and evidence of experts in assessment to act as examiners.

How the speaking exam for GCSE will be recorded? I understand that it will not be possible to be recorded on CD or USB.

It will be recorded as mp3 as normal but submitted as sound file to online portal - instructions expected in next 10 days.

Can we conduct Speaking exam online for those who can't join in person?

No, speaking tests must be face to face.

Can we access AQA poster for exam success as a Pearson Centre please?

Click on the link on the presentation sent previously; if that doesn't work no, it looks like you can't, sorry.

There was an offline question about training adults to conduct the speaking test

Pearson says : *If the person engaged to conduct the speaking assessment is acquainted with the candidate, then you must inform us of this conflict of interest by sending a declaration statement to declarations@pearson.com.*

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/forms-and-administration/guidance-on-arranging-speaking-assessments-for-non-taught-languages.pdf>

AQA says : *The person conducting the test cannot be related to the candidate at all. If the class teacher happens to have his/her own son/daughter in their class then it's allowed but they need to inform the AQA Irregularities team.*