

This newsletter is being sent to colleagues involved with, or interested in, Home, Heritage or Community Languages in the UK. The newsletter aims to provide key information on developments in the field, including CPD and other events, and thereby to encourage dialogue and collaboration. It is planned to send out the HHCL Newsletter twice a year, in September/October and March/April. We are in the process of building up a mailing list of colleagues involved in supporting HHCLs in mainstream and community contexts. If you are not currently on the mailing list, but wish to be added please inform info@ALL-languages.org.uk marked f.a.o. Steven Fawkes. Equally please inform Steven through the same address if you have received this issue of the Newsletter but do not wish to receive further issues.

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

UK DEVELOPMENTS

The Languages Gateway

What is the Languages Gateway?

The Languages Gateway launched in 2023 as the UK's national 'one stop shop for all things languages', aimed at informing learners, teachers, and anyone interested in, or involved in, the learning and teaching of languages and cultures in the UK.

The need for this portal was identified by 'Towards a National Languages Strategy', developed by the British Academy, the Arts and Humanities Research Council (AHRC), the Association of School and College Leaders (ASCL), the British Council and Universities UK and in consultation with a wide range of leading languages organisations and stakeholders from across the UK.

The ethos of the Gateway is that it is a collaborative and open space, created by and for the whole languages community. Feedback and contributions are welcome.

The Gateway aims to list a comprehensive collection of resources, networks, organisations and opportunities about as wide a range of languages and cultures as possible, relevant to learners, teachers, parents, employers and policymakers (and more). The role of the Gateway is to showcase and drive traffic to organisations and opportunities. As such, it is a dynamic space and its listing is constantly being updated and amended. This is an opportunity to bring together a list of all useful resources and links supporting home, heritage and community languages in one place, and make connections with each other and with stakeholders across the languages community. All HHCLs are individually tagged on the website but if you see any particular language is not tagged, please inform Languages Gateway marked f.a.o. Philip Harding-Esch.

What can you do?

- **Visit the Languages Gateway at** www.thelanguagesgateway.uk
- **Explore** the different drop-down categories to discover the links that have been listed so far. Filters can be applied singly, or in combination with each other. Advice on how to use the site can be found at: <https://www.thelanguagesgateway.uk/how-to-use-this-website/>.
- **Send feedback:** Everyone is very welcome and encouraged to contact the Gateway to suggest additions to the listing, improvements to the site, ideas for the future development of the site as well as ideas for collaborations. This can be done through the contact form at: <https://www.thelanguagesgateway.uk/contact-us/>.
- **Follow The Languages Gateway:** [www.twitter.com/LangsGateway](https://twitter.com/LangsGateway) for the latest news.
- **Read *Towards a National Languages Strategy (2020)***, by the British Academy, AHRC, ASCL, British Council and Universities UK: <https://www.thebritishacademy.ac.uk/publications/towards-national-languages-strategy-education-and-skills/>.

HHCL Professional Development Webinar

The HHCL advocacy group works collaboratively to plan webinars for teachers of languages around the country on important themes. You can find **recordings** of previous events on the webpage. If you have a suggestion for a theme for future events or for a speaker who could share effective practice, please contact the group via info@ALL-languages.org marked f.a.o. Steven Fawkes.

The next **HHCL webinar** is planned for 2 May 2024 at 17h00 featuring updates and a focus on '**Language learning, community and social action**' with Fatima Khaled from the Peace School and Luljeta Nuzi from Shpresa. Booking: <https://tinyurl.com/HHCLMay24>

Our friends at Bilingualism Matters have a **Language Learning Buzz** online event aimed at teachers working in complementary schools on 29 April 2024 at 17h00:
<https://community.bilingualism-matters.org/events/65eadf1c34f00700084f3dd9/description?ticket=65eadf1c34f00700084f3dda>

NCLE (see below) with the Polish Embassy present a joint **Universal CPD event** session on 22 May at 16h00 (see details here <https://ncle-language-hubs.ucl.ac.uk/universal-cpd-webinar-series/>).

National Consortium for Languages (NCLE) *in their own words*

NCLE, the National Consortium for Languages, recognises the value of all our languages. We believe that our languages define us, connecting us to our past and transforming our futures. We fully support the theme of UNESCO 2024 International Mother Language Day Celebration: Multilingualism is a pillar of intergenerational learning. We also fully support the Call to Action for Heritage Languages made by the Global Heritage Language Think Tank. Our mission through the Language Hubs is wide-ranging and ambitious. It includes developing a strategy to leverage the value of all our languages in mainstream schools and in supplementary education. NCLE aims to:

- Work with leading organisations such as ALL, ASCL and NALDIC to **promote and support greater access to accreditation through GCSE and other suitable qualifications** for HHC languages and provide **pedagogic advice on how to support these pupils**.
- **Build on established, successful school-led practice from Sheffield** (HoLA project) in recruiting and training assessors in a wider range of languages.
- Set up a **national network of assessment centres where pupils can enter GCSE in a range of HHC languages**.
- Require **lead and partner schools to network systematically with supplementary schools in their communities** and act as or provide ready access to an examination centre.
- Recognise the value and importance of all languages.
<https://ncle-language-hubs.ucl.ac.uk/spotlight-on/>
- Recognise the breadth of language learning.
<https://ncle-language-hubs.ucl.ac.uk/home-heritage-and-community-languages-recognising-the-breadth-of-language-learning/>

We are currently working closely with the Polish Embassy to encourage and support more heritage speakers of Polish to attend supplementary schools where these are available. In parallel we are also working with the Gujarati community to develop pedagogy and curriculum planning for the supplementary sector. Lessons learned from these two projects will then be shared across a wider range of home, heritage and community languages. It is our intention to ensure that equitable access for all our heritage language speakers can be made available and no learner should be prevented from gaining accreditation at GCSE or A Level through lack of a suitable examination centre or assessor. To find out more about the work of NCLE, please, contact ioe.ncle@ucl.ac.uk.

Resources to Support Linguistically and Culturally Inclusive Practices in Primary and Secondary Schools (2024)

This updated list of resources reflects the growing body of work in the UK and internationally to provide practical support for schools in the development of multilingual learning.

<https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/> (See under heading 'Resources')

Teaching Arabic Language and Culture in Context

Following the great success of the 'Arabic Certificate Course' at Goldsmiths, University of London since 2014, it has been developed this year to suit teachers' need.

This course provides a foundation in up-to-date methods for the teaching of Arabic as a foreign and community heritage language drawing on Goldsmiths' expertise in this area as well as that of professional partners.

A blended approach combining face-to-face and online teaching, supported self-study and classroom practice ensures flexibility in meeting individual needs and an ongoing integration of theory and practice.

The course involves 150 hours of learning time and leads to the award of a Goldsmiths certificate of attendance on completion of all elements of the course. It provides excellent preparation for students considering going onto a PGCE Secondary Languages programme.

Inaugural Leadership Forum for Heritage Language Schools Launched in Cambridge

In December 2023 [Cambridge Research in Community Language Education \(CRICLE\)](#) in partnership with [Cambridge Bilingual Groups](#) invited the managers of 30 heritage language schools to the first [Leadership Forum](#).

During the forum, headteachers and managers presented their successes, in particular where they provided cultural enrichment for their students in celebrating festivals or by working with local museums, cultural venues and other voluntary organisations.

Participants discussed challenges, mainly the lack of teaching spaces, funding and finding teachers, followed by publicity and inter-school collaboration. They also identified the need for national lobbying for heritage language schools.

Some of the proposed solutions concerning local issues are followed up in the termly managers' meetings. One proposed solution was the creation of a suite of online teacher training modules. This idea was developed further by Dr. Anke Friedrich of Cambridge Bilingual Groups - which provides training and networking to schools in Cambridge in close collaboration with CRICLE. Thematic areas should cover legal compliance, the English education system, bilingualism, the basics of teaching and advanced language teaching.

For any comments or enquiries, please contact:

Dr. Anke Friedrich at cambilingroups@gmail.com (Cambridge Bilingual Groups)

Prof Yongcan Liu at y1258@cam.ac.uk (CRICLE)

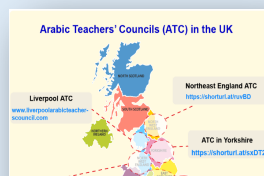
Arabic Teachers' Councils in the UK

Arabic Teachers' Councils in the UK, US and Europe collaborate actively with teachers worldwide. There are six councils in the UK, and they offer varied services to support promoting Arabic language and culture and help schools and teachers offering Arabic or wish to introduce it at their school.

- Global professional development to the primary stage, GCSE, A-Level and general topics
- Trained external Arabic GCSE speaking examiners
- Competitions
- Arab cultural day celebrations
- Resources

The councils are funded by Qatar Foundation International (QFI). You can get in touch with the council in your region through their website below.

1. London and Southern England ATC <https://www.arabicteacherscouncil-london.com/home>
2. Northwest England ATC www.bmgs.prospermat.co.uk/Arabic-Teacher-Council-Northwest/
3. Midlands ATC <https://frog.holte.bham.sch.uk/app/os#!welcome/home>
4. ATC in Yorkshire
<https://celt.leeds.ac.uk/language-teaching-scholarship-projects/all-languages/arabic-teachers-council-in-yorkshire-led-by-dr-rasha-soliman/>
5. Northeast England ATC
<https://www.s4a.org.uk/s4a-arabic-language-teachers-council-north-east/>
6. Liverpool ATC www.liverpoolarabicteacherscouncil.com



News in Brief

Celebrate Speaking 2024 (run by British Council with ALL and cultural partners) attracted contributions in a wide range of languages, largely from school-aged students. Twitter X users can search for #Celebrate Speaking to enjoy these short performances.

Express Yourself North-East Festival of Languages 2024, now in its fourth year, has broken all records in the numbers of pupils, schools and young people engaged in live and online activities in many languages, and on themes such as employability, creative writing and singing.

<https://expressyourselfne.com/latest-news/>

You can view a short film about the Festival **Peace Cranes** project here:

<https://www.youtube.com/watch?v=0-q5PMctyWk>

Success4All (SfA)

Success4All (<https://www.s4a.org.uk>) is an educational charity set up by a group of people from diverse heritage and language backgrounds. It is based in the North East of England and is registered with OFSTED.

Since its inception 18 years ago, its mission has been - and still is - to engage, equip and empower children and young people for a successful future. Due to the diverse backgrounds of its founders, a lot of these children and young people come from asylum-seeking, refugee, migrant or international students' backgrounds. We run Learning Hubs, Clubs and Summer Schools in the community offering opportunities to learn, to use their home language, to explore, to volunteer and to develop skills. We have always searched for different ways to improve their education. One of such ways has been to work with schools to offer the opportunity to sit a GCSE or A-level language exam. It has been doing this quietly since 2008 in two large secondary schools with a high percentage of bilingual or multilingual speakers. In the last 3 years, schools have woken up to the potential of diverse thinking and speaking that these pupils can bring to their school. Last year alone, we prepared 180 pupils from 15 schools in the North East to successfully sit a GCSE or A-level in one of 15 home languages. To find out more, please contact Caroline Afolabi-Deleu (caroline@s4a.org.uk) or Ülfet Sahin (ulfet@s4a.org.uk).

'Yalla Arabi' Arabic as Foreign Language Active Book for the Pre GCSE/GCSE.



Yalla Arabi is a new innovative resource for schools that helps learners connect with Arabic language and culture, through diverse and inclusive materials. It transforms the way non-native speakers learn Arabic as a foreign language and explores the culture of 22 Arabic speaking countries.

The active books offer differentiated foundation and higher-level activities across all language skills that enable learners to apply language in different authentic contexts. Each topic supports language acquisition through guided learning tasks, using interactive vocabulary / chunk activities, sentence builders, intensive pre tasks, board games and evaluation sheets, then moving to empower learners' agency by immersing learners in creative intercultural projects. The resource has active online books as well as printed books. Details can be found on www.arabicsawa.co.uk.

Kidslipi

Interactive app to support language learning. Aimed at children, content currently includes Hindi, Spanish, Gujarati, Sanskrit, Telegu and Tamil. www.kidslipi.com.

Kittiwake Trust Multilingual Library

We started a multilingual library in Newcastle in 2015. In our first 5 years we signed up around 1500 members. We then had to move, and since re-opening in Gateshead last year have signed up 200 new members.

We now have over 20,000 books in more than 100 languages (and Geordie, to ensure that local people know that they are included). In 2021 we became the first Library of Sanctuary in the North-East. Some publishers now regularly send us books in an assortment of languages and we love to support people starting similar projects by sharing our duplicates. Please get in touch.

<https://www.multilinguallibrary.org.uk>

https://newwritingnorth.com/journal/the-north-recommends-the-kittiwake-trust-multilingual-library/?fbclid=IwAR0ytwb6rTbhG_kNcgpQT4smWIAcen-SBZmN0091Bdv6MusOkqwaOUJgzb0

<https://northeastbylines.co.uk/interview-with-founder-of-the-kittiwake-trust-multilingual-library/>

Supporting Heritage Languages in Scotland

Scotland's National Centre for Languages (SCILT) has collaborated with the Universities of Strathclyde and Glasgow and Bilingualism Matters to support teachers with developing practice around multilingualism. The focus of our collaboration explores how art and creative practices together form an effective pedagogical approach to support languages and language learning.

You can read about our **Multilingual Approaches through Art (MtA)** project at:

<https://scilt.org.uk/MultilingualapproachesthroughArt-onlineExhibition/tabid/8589/Default.aspx>

Our newly published **MtA activity pack** for teachers can be downloaded [here](#).

To support Polish in primary school, SCILT has worked alongside The Polish Social and Educational Society in Glasgow to develop **Ten Steps to Polish**. This downloadable teaching resource with newly added video and sound files can be accessed here:

<https://scilt.org.uk/Primary/Classroomresources/TenstepstoPolish/tabid/8622/Default.aspx>

SCILT and Bilingualism Matters are running a series of online CLPL events, **'Branching out with Languages.'** These workshops are open to teachers working in complementary schools across the UK.

For more details and registration info, see

<https://www.bilingualism-matters.org/>



Global London

Newly published book entitled 'Negotiating Identities, Language and Migration in Global London: Bridging Borders, Creating Spaces' edited by Cangbai Wang and Terry Lamb (published by Multilingual Matters).

This book explores the transnational practices of migrant groups in global London, illustrating the complex relations between migrants and the city in the context of globalisation. The chapters offer a starting point to examine migrants and the city from a comparative perspective by bringing together case studies of diverse migrant communities. They use 'linguaging' as the central concept in the development of an interdisciplinary framework that creates an opportunity to 'talk across disciplines' to engage with key issues crisscrossing migration, cities and language. The book promotes 'language-based' or 'language-sensitive' research, drawing on the plurilingual repertoires and the language and translanguaging practices of migrant communities as the tool for data collection and ethnographic fieldwork. This approach generates fresh insights into the complex issues of diasporic identities, belonging and place-making, which have broad implications for migration studies in post-Brexit Britain and beyond.

INTERNATIONAL DEVELOPMENTS

Advances in digital technology in recent years have made it easier to keep abreast of developments in heritage language education worldwide as the next few items show.

Global Call to Action for Heritage Language Education

Launched on UNESCO International Mother Language Day (February 21, 2024) the decision to make a 'call to action' was taken by the **Global Heritage Language Think Tank** and gives recommendations for how to achieve more sustainable heritage language teaching worldwide.

The strong message behind the call is that **'heritage language education must become a fundamental element in official policy on language education in societies across the world'**. The call sets out goals, the current status of HL education, what is at stake and what people can do in their various capacities to bring about change.

The Global Call to Action for Heritage Language
<https://menntavisindastofnun.hi.is/is/global-call-hle>

HLE website
<https://www.hlenet.org/post/global-call-hle>

Living Heritage

Council of Europe / European Union initiative about the stories of people and places over time drawing connections between recognising, safeguarding and promoting intangible cultural heritage.

<https://www.europeanheritagedays.com/Shared-Theme/Living-Heritage-2023>

The brochure 'European Heritage Days 2023: Living Heritage' lists a range of activities under the headings 'Creativity', 'Communities' and 'Nature and Place'.

<https://www.europeanheritagedays.com/sites/default/files/2023-02/EHD%20Living%20Heritage%20English%20Web.pdf>

See also UNESCO Intangible Cultural Heritage site. <https://ich.unesco.org/en/home>

Teaching and Learning with Living Heritage: A Resource Kit for Teachers

<https://unesdoc.unesco.org/ark:/48223/pf0000381477/PDF/381477eng.pdf.multi>

Forum of Heritage Language Coalitions in Europe (FOHLC)

Collaboration between several organisations involved with heritage language education in Europe.
<https://www.hlenet.org/fohlc-europe>

Presentations from the 3rd annual free, online conference 2023

<https://www.hlenet.org/events/fohlce2023>

FOHLC Padlet

https://static.wixstatic.com/media/23147f_a5c69322038144458406286d185d4872~mv2.png

4th annual free online conference

Planned to take place on 15th and 16th November 2024

FOHLC blog: <https://fohlceurope.blogspot.com>

Global Seal of Biliteracy

Developed in the USA, this is an award that validates, certifies and encourages students to pursue and attain high level mastery of two or more languages. The scheme is currently being trialled with Arabic-English in the UK.

<https://theglobalseal.com/international-landing>

Sydney Institute for Community Languages Education (SICLE)

<https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/sydney-institute-community-languages-education.html>

Open Languages Resource Portal <https://openlanguage.org.au>

Book publication:

Cruickshank, K., Lo Bianco, J. & Wahlin, M. (Eds). (2023). *Community and heritage languages schools transforming education: Research, challenges, and teaching practices*. Oxford: Routledge.

Coalition of Community-Based Heritage Language Schools (USA)

A nationwide initiative established to support, guide, and promote the interests of community-based heritage language schools and organizations across the United States.

<https://www.heritagelanguageschools.org/>

2023 Annual Conference

Videos of presentations + Powerpoint slides

<https://www.american.edu/soe/iie/heritage-language-conference-2023-program.cfm>

International and Heritage Languages Association (ILHA) (Canada)

Includes a range of professional development resources.

<https://ihla.ca/>

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