

Transcription - English Spoken Language 2015 Trials

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v/o This short video introduces the trials on the new approach to spoken language as an endorsement to the GCSE English Language. It shows excerpts from two teacher meetings and some student reactions. Each main section of the video highlights a key issue raised in the meetings.

Excerpt from Beth's presentation:-

Beth - Film to things like 'Brave' where she has completely cast aside any thoughts of marrying, she doesn't want to marry at all. She just wants to float away with her hair blowing in the wind, just firing arrows.

Male audience - What do you think the different impacts of these portrayals of women in books and films have in society?

Beth - I think it makes a really big impact on young girls' lives. They see a film they think that that's what they should be like. It's the same as magazines, body image.

Excerpt from Zain's presentation:-

Zain - I'd just like to talk to you about why are people racist. People are racist because they are selfish you know. Some people are jealous of other people's opportunities which they might be limited to. Some people are jealous about other people's success.

Excerpt from Phoebe's Presentation:-

Phoebe - As it comes towards the sort of climax of the novel really it's a bit sort of gruesome. It doesn't go into detail thankfully, but in some ways that's worse because it leaves your imagination to sort of think what could go on.

VO -

v/o -As part of their application of the criteria, teachers were shown students of varying backgrounds and ability. This led to discussion on the different ways students might be able to present their ideas.

Excerpt from Charlotte's presentation:-

Charlotte - Hello my name is Charlotte and I'm going to be talking about why large retailers are killing off the high street and what we can do about it.

Excerpt from Josh's presentation:-

Teacher - So how does the scouting system work then? Where are the scouts from? How do they find people?

Josh - They just turn up to your Sunday league matches, so it's a case of being in the right place at the right time. I was pretty lucky to get scouted because the team I was playing for weren't the best team.

Into teacher discussion:-

Female teacher - The nature of setting up a task for a student like Josh is that the very fact is that he needs some sort of scaffolding in order for him to actually structure his talk. If you were to send him off and say go away and prepare and give him a sheet that says, you know, talk about this first, talk about this, no matter how passionate a student is at the end of the day they do still need some sort of prompting and that I think is perfectly legitimate in that situation.

Male teacher- In a way he structured, I know that we said that they structured the answers for him, but in his answers he starts to structure his own.

Male teacher .- So you see in the newspapers and in these more general think tanks that we're not preparing students for the world of work in terms of their oracy and their literacy. You know this is an area where we can actually help them in that sense, these interview skills, these presentational skills. I mean that first presentation for me - in a world of work when would you go in and do a presentation like that? You'd probably have something there to refer back to, and I thought that the task in the first one set her up to fail, whereas the task in the second one was functional and aided him in achieving something.

Male teacher- I just think that we should be aiming towards a set of procedures that allows teachers to respond to where their students are starting from, to allow them to show their achievement against the criteria and that necessarily means that you are flexible about what your definition of a presentation is.

Male teacher - I mean I can think of students in my school who would have freaked out at the concept of doing that in front of a class but would have actually pulled their mark up in that format so, I think there are some really nice sort of ideas for certain types of student.

Male teacher - In terms of what's a presentation, I think that should be as broad as we can leave it, so that people can make decisions in the best interest of their own candidates.

Student voice - I think you should be able to speak in big crowds but also in little crowds.

Student voice - I think speaking and listening gives you a lot of life skills like when you go to an interview for a job you've got the confidence and you're able to get your point across.

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v/o Some of the liveliest discussion among teachers centred on language varieties, and access for all. Of particular interest were

aspects of regional variation and applying the criteria to those for whom English is not their first language.

Excerpt from Josh's presentation:-

Josh - I was about year one when, so about five or six when one of me friend's dads were just, who runs me local football team, just started telling all the parents to take your kids, so I nagged me mum and she took me.

Excerpt from Mofaiza's presentation:-

Mofaiza - Hello guys, my name is Mofaiza and today I am going to repeat to you my presentation about facing challenges in moving new country. Firstly I'll tell about my feelings when I came in UK first time. Erm when it came I was sixteen years old when I came here and now I am seventeen so I have been here for one and a half year ago.

Into teacher discussion:-

Female teacher- The best speeches from the most interesting people often involve their character and their regional background and words that they use normally; and using formal language isn't necessarily the best practice and it isn't across life; and I don't know if we should be telling children that where they come from and where they learn their language is wrong.

Female teacher- I think it's as well about teaching students the difference between accent and dialect and that it's ok to speak Standard English in your accent.

Female teacher- The discussion here was that some of us think that it was a fail and some think that it was a pass. I would pass it and it's because that the two items that are causing us a problem are 'audible and intelligible' and 'generally uses appropriate spoken English'. I feel that she meets both of them.

Female teacher - Our school we've had eighty newly arrived children since September, a lot of those join key stage four at the end of key stage four. I couldn't risk not entering them for this qualification because I might be accused by Ofsted of being exclusive and not delivering a broad and balanced curriculum, in a Trojan, a school that has been associated with Trojan horse activity. You know I also believe I came into teaching because I wanted to teach qualifications that are inclusive.

Student voice - I think having an accent does give you a sense of identity, because then everyone will know where you're from.

Student voice- Because I'm proud of where I am from, so you know people might look down on Stoke and think its bad or anything like that but I'm proud of where I am from and it's my opinion.

Student voice - Well our accents are our heritage, they are what we gain from the people who lived before us.

VO -

v/o In addition to looking at assessment, teachers were very keen to talk about some of the issues they will face in submitting evidence of their students' presentations.

Into teacher discussion:-

Female teacher - If somebody is filming on an iPad and somebody else is filming with a camcorder and then somebody else is filming on a different device, someone mentioned earlier whether that would effect when they are sent off for moderation.

Female teacher- I don't think you can assume that every school is going to have iPads; you know if you are issued with an iPad then you are very very lucky. A lot of schools aren't and actually even if you are issued with one, can you actually use it proficiently? So you know I'd be really reluctant, in fact you'd put

the fear into me if you told me I had to video all my students.

Female teacher- I just think we should be really careful about assuming that all children and parents will be happy to be filmed as well. I think that's a massive issue and we can't assume that all will want that.

Male teacher- My context is that I work in a faith school and I anticipate that there would be far fewer parents than perhaps in other schools actually consenting to their children being filmed.

Male teacher - Because I tried uploading a youtube video which was a minute long, it took hours.

Female teacher- And our whole school VLE system just would not be able to cater for that sort of audio data the volume it would take.

Female teacher - We do actually want people to take this. If you've got a big school like we are, a big school so that's going to be what four hundred oddish year elevens, you know, that's massive, that's absolutely massive in terms of people uploading and getting it done; and that actually could be a deal breaker.

Student voice - Being filmed would be good because when I then watch that film if at all possible I can take notes about what I did wrong and what I did right.

Student voice - Not only being in front of the class but being filmed in front of the class adds to the pressure, because these people who you've never seen before and they don't know you personally and they're judging you- that's a worry for some people.

VO -

v/o Teachers and students reflect on the importance of spoken language and the need for this endorsement to have the right

profile.

Into teacher discussion:-

Female teacher- I was just going to echo points about the value of speaking and listening. I think every single English teacher agrees that it's central to everything we do and the lady over there has raised concerns today about the fullness of the GCSE; finding time within the week to cater for the new specification is proving really difficult.

Female teacher - How are we going to make it so the kids value it? That employers value it? That education values it? Because that zero weighting often means zero significance and it's how you're going to market it to make sure that it is meaningful, it's not just a waste of the schools' time that do it, and ignoring really important skills for those schools that decide to leave it.

Female teacher - To have the arguments with SLT of why we need extra support or resourcing to do justice to this certificate feels impossible because our SLT are so focused on progress 8 and we have to be as well for the school for our students, for them to leave with a GCSE that they can stand by and that will serve them - that's where it feels like a really huge challenge.

Female teacher - So make it manageable, raise the profile and I think we really want to enter everybody as many as we can for it.

Student voice - Personally I prefer to do speaking and listening than anything else because it gives me an opportunity to express and show people who I am, and it gives me a voice to say things and get my own viewpoint across.