

CLIE Member reports November 2009

CLIE/Friday 6 November, 2009

Reports from member associations: LLAS

The Linguistics Specialists Advisory Group (LSAG), of the Language, Linguistics and Area Studies Subject Centre, met on Friday 30th October, 10.30 - 12.45, at CILT, London.

Discussions covered research project funding, awareness of the place and role of linguistics in LLAS, Subject Centre events, use of the LOC tool for distance learning, employability and linguistics. There was also some discussion of the knowledge of grammar among first year undergraduates.

▪ **Funding for mini research projects**

Purpose: mini projects on any aspect of teaching and learning in languages, including minority and community languages, and the student experience in linguistics.

Timescale: projects to be completed by 31 July 2010.

Budget: up to £3,000

Deadline for bids: 30 November 2009.

▪ **Linguistics in LLAS**

Following previous discussion and the completion of LLAS evaluation undertaken earlier this year, the LSAG is concerned regarding its visibility within the wider Subject Centre, and working to ensure awareness of its work and activities among linguists and departments responsible for Linguistics, and for English Language. LSAG already has links with the English Subject Centre and will explore the possibility of links with Education, and with Psychology.

▪ **Subject Centre events**

○ Scheduled events for 2009/10 include further sessions on **linguistic fieldwork** (SOAS, December), and sessions on **speech and language therapy** (Newcastle, date tba), a joint **English language** event Sheffield, March 2010).

○ Further, longer term plans include an event focused on **linguistics for students of English literature and language** (autumn 2010), and **employability for linguistics graduates** (proposed for 2011).

▪ **Learning Object Creator**

Freely available on the LLAS website for trained educators, the meeting saw a brief demonstration of the user-friendly LOC tool designed to facilitate creation of e-learning materials.

▪ **Knowledge of grammar among first year undergraduates**

Dick Hudson reported briefly on his replication of the Bloor survey. Findings suggested that grammar is not being (adequately) taught in schools, students having little knowledge of this on arrival at university (regardless of whether they come from A-Levels in modern foreign languages or A-Level English Language backgrounds).

Patricia Ashby, University of Westminster
For LLAS LSAG

UKLA update for CLIE meeting November 13th 2009

Compiled by Sue Ellis, University of Strathclyde

Key activities that have, or will be, occupying UKLA are:

CONFERENCES

30th March 2010:

Choice and Voice: reading and Writing for Pleasure and independence. British Library National Conference (Confirmed speakers: Richard Andrews, Prue Goodwin, Jackie Kay and Teresa Cremin).

8th July 2010

UKLA Focus day *Creating Multilingual Spaces* (Rose Drury and Charmian Kenner will run this)

9th – 11th July 2010:

46th Annual International UKLA Conference: *The Changing Face of Literacy: Yesterday, Today, Tomorrow* (Keynote Speakers: Gunther Kress; Peter Freebody; Tony Mitton; Andrew Lambirth; Geraldine Mcgaughrean; Yetta Goodman; Karen Wohlwend). Deadline for proposals: 27th Nov. 2009

RESEARCH

Collaborative Projects

Rebecca Kennedy and Eve Bearne: *'Summer Reading Challenge' Evaluation*, commissioned by the Reading Agency

Teresa Cremin et al: *The Teachers as Readers Phase III* from the Esme Fairbairn Foundation;

UKLA sponsored small-scale projects

L. Walsh Bilingual pupils reading multi-modal texts
E. Arizpe Making sense of picture books in a multicultural setting
S. Meeks Developing literacy in the secondary science curriculum

Research Journals: New Editors

Literacy - Professor Kathy Hall, University of Cork

Journal of Research in Reading - Dr Clare Wood, University of Coventry

Final Reports

Jackie Marsh and Eve Bearne *Moving Literacy On : Evaluation of the BFI Lead Practitioner Scheme for moving image media literacy*. (2008) Available on the UKLA website

Teresa Cremin et al: *Teachers as Readers Phase I* (2006-7) Report available on the UKLA website Phase II: *Building Communities of Readers* (2007-8)

TASK GROUPS AND SIGS FOR THE COMING YEAR

Reading Comprehension SIG (Sue Ellis & Colin Harrison)

Initial Teacher Education SIG (Nikki Gamble and Prue Goodwin)

Every Child a Writer Task Group (Teresa Cremin)

Learning today: a space for reflective teacher practitioners interested in digital worlds SIG
(Lynda Graham)

INTERNATIONAL PROJECTS

Malawi

Foster Kholoa (Chancellor College, University of Malawi), and Macford Chinambalala (Kasungu Teachers' Training College, Malawi) were Sponsored International Delegates at the 2009 UKLA conference and in 2010-2012 will continue working with UKLA and Strathclyde University to establish a strong network of literacy teachers in Malawi.

Zanzibar

The work of UKLA's *Project Connect*, which provides (where possible locally published) books to promote reading enjoyment and engagement in schools and community nurseries will be expanded to three new schools. Those already in the project will be given further support. In 2010 UKLA will work to support staff development in teaching literacy these schools.

RESPONSES TO POLICY/ COLLABORATIVE WORK

Responses to policy initiatives/ national reports available on UKLA website

UKLA Contribution to National Literacy Trust's *Literacy Manifesto*

UKLA Response to the Byron Review *Safer Children in a Digital World: the report of the Byron Review*

UKLA Response to *The Rose Primary review* - QCA/CfCA consultation

UKLA Response to BECTA *Digital Information Literacy* review

Collaborations with other organisations

With NATE on organising the *English Space*

With CfSA on 4th Subject Association publication for the

With TDA on *The English Subject Resource Network*;

PUBLICATIONS

New UKLA publications include:

Practical Bilingual Strategies for Multilingual Classrooms by Tözün Issa & Alayne Öztürk

Reading Magazines with a Critical Eye in the Primary School by Carolyn Swain

Dyslexia and Inclusion: supporting classroom reading with 7-11 year olds by Rosemary Anderson

Building Communities of Readers by Teresa Cremin, Marilyn Mottram, Fiona Collins and Sacha Powell

I know what to write now!' Engaging Boys (and Girls) through a Multimodal Approach by P. Bhojwani, B.Lord & C. Wilkes
Guided Reading (CDROM developed in collaboration with Suffolk LA).
Digital Literacies Victoria Carrington and Muriel Robinson (eds). (UKLA/Sage)

Revised Editions

Miscue Analysis in the Classroom by Professor Robin Campbell
Tell me Another... Speaking, Listening and Learning Through Storytelling by Jacqueline Harrett
Desirable Literacies: Approaches to language and literacy in the early years by Jackie Marsh & Elaine Hallett
Drama: Reading, Writing and Speaking Our Way Forward by Teresa Grainger & Angela Pickard

**Report on BAAL (British Association for Applied Linguistics)
for CLIE Meeting 13 Nov 2009**

1) BAAL Executive as of September 2009

Following the BAAL Annual General Meeting in Newcastle in September, various new officers were elected to the Executive Committee of the Association. The current membership of the BAAL Executive Committee (newly elected members asterisked) is:

Chair: [Guy Cook](#) (OU)*

Secretary: [Paul Thompson](#) (Birmingham)

Treasurer: [Jim Milton](#) (Swansea)*

Meetings Secretary: [Erik Schleef](#) (Manchester)

Membership Secretary: [Lynn Erler](#) (Oxford)

Postgraduate Development & Liaison Officer: [Steve Williams](#) (Swansea)*

Publications Secretary: [Steve Walsh](#) (Newcastle)*

Newsletter Editor: [Nick Groom](#) (Birmingham)

Web Editor: [Valerie Hobbs](#) (Sheffield)

Special Interest Groups Officer: [Tilly Harrison](#) (Warwick)*

BAAL/CUP Seminars Coordinator: [Caroline Coffin](#) (OU)

Ordinary Members:

[Richard Pemberton](#) (Nottingham)

[David Evans](#) (Nottingham)*

[Tess Fitzpatrick](#) (Swansea)*

[John Gray](#) (East London)*

[Hilary Nesi](#) (Coventry)*

Local Conference Contact:

[Robert McColl Millar](#) (Aberdeen)

CLIE Representative

Catherine Walter (Oxford)

2) BAAL/Cambridge University Press Seminars:

Three proposals were accepted for the above seminar series as follows:

Institution	The University of Birmingham	The University of Huddersfield	The Open University
Seminar Title	<i>Using corpus evidence in the clas sroom: working with teachers</i>	<i>Language in Conflict – a conversation with Peace Studies</i>	<i>Academic Writing in the 21st century: towards a new framework for investigating, describing and explaining</i>

and learners

academic texts and literacy practices

Dates	June 2010	6-7 July 2010 (to be confirmed)	5th May 2010 (to be confirmed)
Convener(s)	Dr. Alison Sealey and Dr. Paul Thompson, Department of English, University of Birmingham, Birmingham B15 2TT	Professor Lesley Jeffries, School of Music, Humanities and Media, University of Huddersfield, Queensgate, Huddersfield, HD1 3DH	Dr. Caroline Coffin and Dr. Jim Donohue, Centre for Language and Communication, The Faculty of Education and Language Studies, Stuart Hall Building, The Open University, Walton Hall, Milton Keynes, MK7 6AA

3) BAAL Corpus Special Interest group

There will be a meeting at Coventry University on November 27 on the design and use of WordSmith Tools. The event is organised by Hilary Nesi (h.nesi@coventry.ac.uk), with input from Mike Scott (registration by 2nd Nov)

4) HEFCE Consultation

The new Chair of BAAL, Guy Cook, together with the BAAL executive committee and a specially convened BAAL panel is working towards a BAAL response to the HEFCE consultation on the REF. The HEFCE consultation document is at:

http://www.hefce.ac.uk/pubs/hefce/2009/09_38/

This will also involve BAAL in compiling information about the role of applied linguists in the last RAE, a task being organised by Tess Fitzpatrick (Swansea).

Eddie Williams
(with thanks to Caroline Coffin for providing input for Items 2, 3 & 4)

12 Nov 2009

BL update for CLiE November 2009

Voices of the UK

Three year project funded by The Leverhulme Trust, February 2009 – January 2012

Voices of the UK represents the first attempt to present significant amounts of raw data emerging from a nationwide survey of spoken English in the UK since the *Survey of English Dialects* (SED) in the 1950s by analysing group conversations recorded in 312 locations across the UK by BBC Local Radio in 2005. This three year project, funded by The Leverhulme Trust, will create a dynamic online database of British English dialects.

Interview summaries will appear on the BL Sound Archive's online catalogue, ensuring a wide variety of users can find recordings relevant to their enquiry. The dialect database will derive from detailed linguistic commentaries of approximately 200 interviews and identify features of interest to academic researchers. To date 80 interview summaries have been transferred to the Sound Archive catalogue and 44 commentaries have been created.

Children's Playground Games and Songs in the New Media Age

Two year project funded by AHRC Beyond Text, April 2009 – March 2011
Institute of Education, University of Sheffield, University of East London & BL

The project divides into three strands. Firstly, ethnographers at the Institute of Education and at the University of Sheffield will carry out a two-year study of playground culture in two primary schools – Christopher Hatton School in London and Monteny Primary School in Sheffield – to explore how games, songs and rhymes are used by children today as part of a living tradition. Selected material from these contemporary studies and from existing archival collections will be analysed, focusing on how this oral culture relates to popular media cultures such as comics, TV, film, and computer games. Secondly, research at the University of East London will consider how these traditional games are making their way into forms of new media. This will involve an innovative adaptation of a Nintendo Wii-type technology, to capture playground games and develop a suite of interactive computer games that retain their traditional character. Finally, the BL Sound Archive will digitise *The Opie Collection of Children's Games and Songs* and comparable collections held elsewhere, and design an interactive website that explores playground culture and is available to educators, researchers, children, parents, and the wider public.

British National Corpus

University of Oxford, University of Pennsylvania, BL

Researchers at the University of Oxford Phonetics Laboratory have submitted two research proposals: the first for a JISC funded project *Digging into Data* in conjunction with the University of Pennsylvania; the second for an ESRC funded project. Both projects focus in different ways on using the BNC sound recordings held in the BL Sound Archive. One of the first steps is to time-align the text of the BNC to the accompanying audio, using speech

recognition tools which will then allow easy access to desired words and phrases. The result will be a multi-million word transcribed audio corpus that allows researchers to locate speech corresponding to most points in the text, meaning that the BNC will become a world-class resource for socio-phonetics, phonetics and phonology research, in addition to its value for lexicography, computational linguistics and language teaching. Work has already begun on digitising the recordings, which are currently archived on over 1,200 audio cassettes.

Jonnie Robinson November 2009
BL Social Sciences Collections & Research