

## CLIE Member reports February 2010

### A Level English Language Report for CLIE on 15<sup>th</sup> February 2010

There is little to report which has not featured already in the NATE CLIE report or which is likely to feature in the report from the BL: the web developments for the BL including the timeline, the Englishes exhibition at the same site and the advent of assessed study of spoken English at GCSE are three developments likely to impact on ALEL in the next year or so.

Current DCSF policies on minimising cover teaching in term time are having an adverse impact on teachers' opportunities for short courses of continuing professional development which are the main means by which most school English teachers equip themselves for ALEL teaching. Meanwhile a number of Masters courses apparently designed to help teach ALEL have been introduced and may be a focus for future survey and comment. There is little evidence that the Teachers post PGCE Masters degrees are currently being designed to prepare teaching about language and this may be a matter for future CLIE focus.

ALEL continues to be popular with students as indexed by continuing growth in numbers and diffusion across centres. AQA B's texts and databased option continues to attract over 70% of the candidature. There is some evidence these GCE courses have been scoped back to be more realistically aligned to the likely actual existing knowledge bases of teachers. A recent senior examiner has said there will be no corpus material set in exams and recent start dates of historical language change from 1500 to 1700 might be interpreted in the light of that suggestion.

This may be the time to ask what other information about A Level English Language members would find helpful further to the data base provided last year – which will be updated in time for the summer meeting. I have considered expanding the database so it gives contact details for all senior examiners and subject officers but don't know if this would be of interest.

The addition of spoken language to GCSE English does seem like an event of some significance to CLIE and it may be that the ALEL brief ought to be widened to encompass this. The Awarding bodies and textbook writers are looking around for suitable materials for teaching about talk at GCSE and may appreciate some guidance from CLIE.

Tim Shortis 15/02/2010

**Report on BAAL (British Association for Applied Linguistics)  
for CLIE Meeting 19 Feb 2010**

**1) HEFCE Consultation**

The Chair of BAAL, Guy Cook, submitted a response to the HEFCE consultation on the proposed REF in December. The main argument was that the extent of applied linguistics submissions is greater than perceived as they are distributed across a number of panels and not labelled as 'applied linguistics'. Since a panel dedicated to applied linguistics was felt to be neither possible nor necessarily desirable, BAAL has pressed for greater representation in the membership of the relevant panels.

**2) ESCR**

BAAL made three nominations for membership of the peer review college which assesses applications for approved doctoral training centres and units. One of the nominations (Svenja Adolphs) was successful. Further nominations for the peer review college which assesses small grant applications were submitted at the end of January.

**3) BAAL Conference**

The 43rd annual meeting of BAAL will be held at the University of Aberdeen from the 9<sup>th</sup> – 11<sup>th</sup> September 2010. The conference will be organised by the school of language and literature and the centre for linguistic research, the University of Aberdeen, Aberdeen, Scotland. The theme is "Applied linguistics: global and local". The deadline for receipt of abstracts is 31 March 2010. For more information and the call for papers see [http://www.baal.org.uk/confs\\_2010\\_callforpapers.pdf](http://www.baal.org.uk/confs_2010_callforpapers.pdf)

**4) SIGs**

Two new BAAL SIG proposals were approved in January - the Intercultural Communication SIG and the Testing, Evaluation and Assessment SIG.

*Caroline Coffin*

*1 Feb 2010*

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**NALDIC**

NALDIC continues to argue the case for EAL and bilingual learners, and current items of interest can be found on the website, [www.naldic.org.uk](http://www.naldic.org.uk). The whole area of EAL provision in schools is in a state of uncertainty, part of the discussions around future funding for schools and within that, for EAL provision. This link will take you to the NUT summary <http://www.teachers.org.uk/node/5675>. We are also beginning to plan our annual November conference, this time in London.

*Charlotte Franson*

from 'Briefing', *English Drama Media*  
(March 2010 ) NATE professional journal

## **Resources**

*JISC Collections* was established by the UK Further and Higher Education Funding Councils (Joint Information Systems Committee) to negotiate access to resources with publishers on behalf of educational institutions. *JISC Collections for Schools*, funded by Becta, is offering high quality online subscription resources at significant discounts for schools. The service includes resources for a range of subjects, and general reference material; of particular interest for English are *Living Language and Literature Online* and *The Literacy Reference Centre*. The package also includes *The Guardian and Observer Digital Archive*, *The Times Digital Archive* and *Oxford Reference Online*. See [www.jcs.nen.org.uk](http://www.jcs.nen.org.uk) for further details.

Development of the British Library's exciting digital resources for teachers continues with the launch of its new *History* site in February. The *English* site, making available a wealth of digitized texts in an online format designed for use by A level English teachers and students of both language and literature, will be launched in the summer. Meanwhile the *History* site also offers a great deal of useful material including a wonderful digital *Sources from History Time Line* ([www.bl.uk/timeline](http://www.bl.uk/timeline)), which uses Flash to create a dynamic tool, for exploring texts through time. See [www.bl.uk/learning](http://www.bl.uk/learning) for further details.

## **Corpus in the Classroom**

A two-day seminar, *Using corpus evidence in the classroom, working with teachers and learners*, will be held at the *Centre for Corpus Research*, the University of Birmingham on the 24-25 June 2010. Led by BAAL, the *British Association for Applied Linguistics* and *Cambridge University Press*, the seminar will bring together researchers and practitioners who have experience and interest in the use of corpus approaches with language learners and teachers. Invited presentations span work with learners and teachers in a wide range of contexts, from young children to adults, including both first and additional language learning.

The event aims to facilitate dialogue between researchers and practitioners who have experience and interest in the use of corpus approaches with language learners and teachers, and to enable them to share insights from research and experience, identifying shared and contrasting approaches, successes and challenges.

Confirmed speakers include A Level Language experts *Julie Blake* and *Tim Shortis*, and NATE ICT Committee Member *Chris Warren*. Further contributions are invited from people with interest and experience in using corpus evidence in language teaching in diverse ways. See [www.corpus.bham.ac.uk/conference/conference/baalcup/2010sbt.html](http://www.corpus.bham.ac.uk/conference/conference/baalcup/2010sbt.html) for further details.

## **New Primary Curriculum**

Following the publication of the *Rose Review* of the Primary Curriculum last year, a new English *Primary Curriculum* was launched in February 2010 for first teaching in September 2011. The curriculum is organised around six areas of learning - *Understanding the arts; Understanding English, communication and*

*languages; Historical, geographical and social understanding; Understanding mathematics; Understanding physical development, health and well-being; and Scientific and technological understanding.* Separate programmes of study are published for each area. The English, communication and languages programme is divided into *English and communication* (sub-divided into speaking and listening, reading and writing), and *languages*. Full details of the curriculum may be downloaded at [www.curriculum.qcda.gov.uk](http://www.curriculum.qcda.gov.uk) and [www.dcsf.gov.uk/primarycurriculumreview](http://www.dcsf.gov.uk/primarycurriculumreview).

### **Cambridge Primary Review**

The final report of the *Cambridge Primary Review* was published last October, and promptly rejected by the government, despite widespread support from the educational community. Nevertheless, it is generally felt that the long-term impact of the Review will be considerable (as distinct from the short-term impact of the Rose Review). The scope of the review was a great deal broader than the curriculum focus of the Rose Review, and commented bluntly on the effect of government education policy and in particular centrally imposed teaching, learning and assessment models, on the culture of teaching and learning in schools.

The report has been published under the title *Children, their World, their Education* (edited by Robin Alexander. Routledge, 2009); a separate volume of the Review's *Research Surveys* has also been published by Routledge. A series of dissemination conferences was also held around the country between November 2009 and February 2010. See [www.primaryreview.org.uk](http://www.primaryreview.org.uk) for further details.

### **GCSE New Specifications**

Following the publication of new criteria for GCSE English in April, draft specifications for the new GCSE courses due to start in September 2010 were published in the summer by exam boards. *Revised versions were accredited* by the QCDA in the autumn and final specifications have now been published and are available through exam boards. The last edition of EDM [October 2009] carried a detailed analysis of the drafts of the new specifications by the *NATE Secondary Committee*; the current edition [March 2010] carries a revised version of the Secondary Committee's content grid, outlining the content of the specifications. Discussion of issues relating to the courses may be found at *The English and Media Centre* website [www.englishandmedia.co.uk](http://www.englishandmedia.co.uk).

Under new arrangements, students will have to take *either* GCSE English or GCSE English Literature and GCSE English Language in order to satisfy the requirements of the National Curriculum. Decisions about entries will not need to be made till late in the process, since all the requirements of GCSE English will be embedded in the separate Literature and Language courses. For GCSE English and GCSE English Language, controlled assessment (replacing coursework) will account for 60% of the course assessment. For GCSE English Literature, controlled assessment will account for 25% of the course assessment. Whilst GCSE English and English Literature will in many respects be similar to the courses as they are currently, GCSE English Language will contain new elements designed to provide a more satisfactory bridge to A Level English Language, labelled 'studying written language' and 'studying spoken language'. For further details see the GCSE pages at [www.ofqual.gov.uk](http://www.ofqual.gov.uk) (where the new criteria can be downloaded).

Keith Davidson

## **BL update for CLiE February 2010**

### ***Voices of the UK***

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

Progress updates and a weekly project blog are now available online at <http://www.bl.uk/reshelp/bldept/socsci/research/voicesuk/voices.html>.

### ***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

Recordings from the *Opie Collection of Children's Games and Songs* have now been digitised and catalogue records are being updated. Details of the project, including papers and a selection of audio clips are available on the AHRC Beyond Text website at <http://projects.beyondtext.ac.uk/playgroundgames/index.php>

### ***British National Corpus***

University of Oxford, University of Pennsylvania, BL

JISC has awarded a substantial grant under the *Digging into Data* scheme to enable researchers at Oxford to time align the BNC audio recordings with the existing transcripts. The digitisation programme is now virtually complete and metadata is being enhanced to create more adequate catalogue records. Oxford started work earlier this month on processing the digital recordings.

### ***Archival Sound Recordings***

ASR: Accents & Dialects (<http://sounds.bl.uk/>) currently includes 288 recordings from the *Survey of English Dialects* and over 350 extracts from the *Millennium Memory Bank*. Later this year / early next year we hope to add the entire set of recordings from the *Opie Collection of Children's Games and Songs* and a set of recordings of British POWs recorded in captivity on German soil between 1916 & 1918. The complete *BBC Voices Recordings* will also be accessible via the ASR platform in late 2011 and, depending on copyright issues, we hope to make the entire BNC audio available via this service within the next few years.

Jonnie Robinson February 2010

BL Social Sciences Collections & Research