

COMMITTEE FOR LINGUISTICS IN EDUCATION
Minutes of Meeting no. 59 (DRAFT)

Wednesday 17 June 1998

at The University of London Institute of Education

Glossary of Acronyms:

AILA	Association Internationale de Linguistiques Appliqués
ALA	Association for Language Awareness
ALL	Association for Language Learning
BAAL	British Association for Applied Linguistics
BSA	Basic Skills Agency
BDeA	British Deaf Association
CRE	Commission of Racial Equality
DfEE	Dept. for Education and Employment
ESL	English as a Second Language
EAL	English as an Additional Language
GEST	Grants for Educational Support and Training
INSETT	In-Service Teacher Training
LAGB	Linguistics Association of Great Britain
LEA	Local Education Authority
NAAE	National Association for Advisers of English
NALDIC	National Association for Language Development in the Curriculum
NATE	National Association for the Teaching of English
NATECLA	National Association for the Teaching of English and Community Languages to Adults
NCMTT	National Council for Mother Tongue Teaching
NCTE	National Council for the Teaching of English (in U.S.)
NFER	National Foundation for Educational Research
OFSTED	Office for Standards in Education
QCA	Qualifications and Curriculum Authority
RaPAL	Research and Practice in Adult Literacy
RCSaLT	Royal College of Speech and Language Therapists
SEU	Standards and Effectiveness Unit
TTA	Teacher Training Agency
UKRA	United Kingdom Reading Association

← BI ELT

Brit. Inst. of Eng. & Teaching

1. Attendance

Present: Greg Brooks (BAAL), Annabel Hemstedt (BSA), Richard Hudson (LAGB: ~~acting Secretary~~), Pam Hulme (UKRA), Roz Ivanic (BAAL: Secretary of CLIE), Ewa Jaworska (LAGB), Joe Reynolds (RCSaLT), Alison Sealey (BAAL), Brian Street (co-opted), Nicola Woods (LAGB: Chairperson of CLIE).

Apologies: Richard Aplin (ALA), Tom Bloor (BAAL), Kersti Borjars (LAGB), Jenny Cheshire (LAGB), Charlotte Franson (NALDIC), Gunther Kress (co-opted), Helen Sunderland (NATECLA), Larry Trask (LAGB), Sue Unger (BDeA).

2. Minutes of Meeting 58 on 16 Feb. 1998: any amendments

Acronyms: Correct to: Royal College of Speech and Language Therapists

No minutes on web site
ex 6/97

Item 6: replace 'The BSA is an agency of the DfEE' with: The Basic Skills Agency is the national development agency for basic skills. It is independent, a registered charity, largely funded by DfEE and Welsh Office.

delete Thames Valley University

Item 11. Please find attached a revised version of the report on the presentation about NALDIC by Charlotte Franson, taking account of her input.

3. Matters arising

In relation to the revised version of item 13 from the previous meeting, Annabel Hemstedt gave details of the nature of the EAL consultation which had been carried out by the BSA.

Four meetings had been held to which all colleges, LEA adult education services, LEA chiefs, CREs etc. had been invited to send representatives. About 400 people had attended. The NATECLA chairperson had been invited and attended. NATECLA had been invited to meet the director, but had not taken this up.

4. Dates of future meetings and choice of speakers

4 November 1998 someone from the Standards and Effectiveness Unit (we hope John Stannard) to talk about the National Literacy Strategy and its relation to the National Curriculum.

17 February 1999 Suggestion to invite Elizabeth Attenborough from the Standards and Effectiveness Unit to talk about 'The Year of Reading'.

16 June 1999 Suggestion to invite Nick Tait from the QCA to talk about consultations on revisions to the national curriculum.

5. Publications Policy

5.1 The committee agreed that the CLIE Papers should discontinue.

It was recognised that the journal *Language and Education* has taken over their function.

A representative of the editorial board of the journal would be invited to attend CLIE.

(Action NW)

5.2 We discussed ways of using the CLIE site on the Internet for the purposes of publication.

It was suggested that we should attempt to publish from time to time 2-page 'fact sheets' on what is happening, for example as regards A Level English, spelling, the Teacher Training Agency.

We should set up links between the CLIE website and the activities of member organisations.

6. New financial arrangements - item for information

Dick Hudson has taken over the handling of outstanding expenses, and has offered to sort out the channels for the flow of expenses in the future.

Nic

7. Reports from representatives of organisations (All)

- Dick Hudson reported on the presentation he and Roz Ivanic had made about CLIE at the April meeting of LAGB. Attendance had been small, but included interest from the Linguistics representative of ESRC who was visiting the LAGB conference.

- It was found that some planned dates clashed, particularly NATECLA and RaPAL which both had conferences 26 - 27 June 1998. We agreed to attempt to consult other CLIE members when we know our organisation is planning a conference in future, to try to avoid such clashes.
- Details were circulated of the UKRA conference *Literacy: Getting it Right* 23 - 25 July 1999 in Chester.
- The 11th European conference on Reading will be held in Norway 1 - 4 Aug. 1999.
- The 1998 National Conference of NALDIC will be held at the University of Birmingham on 21 November 1998 with Professor Shirley Brice-Heath as the keynote speaker.
- NCTE and NATE are holding an international conference in Bordeaux (when?): *Global Conversations about Literacy*.
- The International Federation for the Teaching of English will be meeting in Warwick (when?).
- New BSA publications:
 - Influences on Adult Basic Skills: Factors affecting the development of literacy and numeracy from birth to 37* by Samantha Parsons and John Bynner.
 - What Works in Secondary Schools? Catching up with basic skills*.
- The Green Paper '*The Learning Age*' announced the establishment of a Working Group on Basic Skills, chaired by Claus Moser, other members include John Bynner and Michael Barber. Its brief is to examine Funding, Coherence, Planning and Improving Provision To give evidence to this working party write to Claus Moser at the BSA address.
- Books about spelling: John Mountford '*An Insight into English Spelling*' Hodder 1998 of interest for linguists but not really useful for teachers.
Better for teachers: Norman Mullett *Spelling* UKRA - but there's still room for others.
- Another good recent publication: Eve Bearne: *Making Progress in English* Routledge 1998.
- AILA's Literacy Commission is holding an e-mail discussion about literacy crises / moral panics: peter Freebody coordinating.
- As a Year of Reading project UKRA are trialling 'curiosity kits' in three schools- in London, Rugby and Devon: sports bags with books etc. to motivate families to read.
- RCSaLT is holding a conference on *Evidence*.
- There has been a flurry of interest in dyslexia and reading difficulties, for which speech therapists are asked for specialist help. The Green Paper on Special Educational Needs opens questions about whose responsibility different needs are, and this affects the work of speech therapists.

8. Upcoming initiatives - keeping our finger on the pulse

The following organizations are currently active, and we need to follow their work:

QCA - responsible for consultations on revisions to the National Curriculum.

TTA developing policy on teacher education

SEU responsible for the National Literacy Strategy and the Year of Reading

They have a fund for this and are inviting bids (see details of UKRA bid above).

DfEE Web-page on Year of Reading lists projects - there's a focus on family literacy.

National Literacy Trust.

Don't forget separate initiatives in Wales, Scotland and Ireland.

9. Main agenda item: The National Literacy Strategy (N.L.S.)

9.1 General information and responses to the 'Framework for Teaching'

- QCA (under the name of SCAA) produced their own recommendations for 'progression', integrating spoken and written language which was shelved: a missed opportunity.
- No authorship or naming of responsibility, other than 'Literacy Task Force'.
- There's a box of modules including a 'Guide to the Pack' for training purposes.

- Three people from each school go to training and then 'cascade' to their school.
- It is not statutory, but OFSTED will ask why a school which doesn't meet certain literacy criteria is NOT following the Framework.
- The videos were filmed in 'National Literacy Project' schools in Sheffield.
- No attention to 'pedagogy', only to 'management'.
- The lock-step proposals are likely to lead to rigidity, inflexibility
- The INSETT is transmission format.
- NALDIC felt that experienced teachers would be able to continue projects relating to EAL and fit the Literacy Hour around them.
- a relevant book: Andree Tabouret-Keller and Robert Le Page (1997) *Vernacular Literacy: A re-evaluation*. Oxford: Clarendon Press. (See NALDIC newsletter for a review.)
- Evaluation: First cohort (started Sept 1996) by NFER, using existing tests.
Second cohort by Peter Timms at Durham, using new tests.
- OFSTED will be inspecting and reporting on the pilot schools - but no evaluation yet published.
- Each LEA has 1 - 2 consultants to work with lowest-achieving schools.

Linguistic Issues → questions?

- The only reference to context is as a way of correcting error.
- ? • There's little mention of purposes and uses of literacy, or of processes and practices: the differences between being a 'speaker' and a writer/reader of language.
- ? • The 'top-down' approach has reverted to a 'bottom-up approach'.
 - Spoken language is only mentioned insofar as it relates to literacy.
 - Language varieties are not taken into account:
 - Spelling groupings are based on graphological principles on the assumption that these match phonological principles, which does not hold true for all varieties of English.
- ? • It's taken for granted that the 'problem' is 'literacy' not 'language'.
 - Phonological awareness is treated as if it's the whole solution.
 - There's enormous variation in children's language development, differentials are getting bigger, and many will not be able to keep up with this programme.
 - The glossary has been widely criticised. David Dennison sent a 7-page letter of corrections: there will be a revised version.
- ? • The proposed progression is very uneven - e.g. Year 1 Term 2 has far too much in it.

9.2 Issues to raise with the visiting representative of the SEU next meeting Link to 5?

- The aspects of the strategy which we support and appreciate.
- The lack of attention to oracy.
- The role of parents in the strategy.
- Grammatical terms.
- Imbalance in emphasis.
- Developmental questions.
- The views of the nature of language, literacy and learning underpinning the strategy.
- The pedagogy, including the role of explicit teaching in the strategy.
- ✓ • The issue of contexts and purposes for literacy.

9.3 What, if anything, is the role of CLIE and /or any of its members in the ensuing implementation of the N.L.S.?

DISCUSSION POSTPONED

10. The place of 'Linguistics' in 'Education'

This discussion was postponed to the next meeting.

11. A.O.B.
None.

12. **Greg Brooks:** *'What works for slow readers? The effectiveness of early intervention schemes'*
The talk was based on a new report of this title by Greg Brooks, Nicola Flanagan, Zenta Henkelhuzens and Dougal Hutchinson, available from NFER, Slough.

- This is a topical issue which fitted well with our discussion of the N.L.S.
- It consisted of a survey of existing research about the nature and impact of different types of intervention.
- The survey did NOT include the initial teaching of reading, but concentrated on schemes developed for readers who were already known to be struggling.
- Only research reports which provided quantitative evidence were included (qualitative evidence is important, but the aim of this survey was to calculate an 'impact measure' and compare it across schemes.)
- Out of 80 candidate research reports, only 20 met the criteria.
- The 'impact measure used was a 'ratio gain' - what Mona McNee called an 'improvement ratio'.
- The improvements documented are only those identified on the basis of tests, but these do depend on who was tested (those who stuck to the end of the scheme), when, where and how, as much as the nature of the scheme.

Findings:

- Normal classroom reading does not help, so there MUST be some intervention.
- Broader approaches had more impact than narrowly phonological schemes
- Successful approaches had more structure, more planning, more intensity, more attention to detail
- Schemes concerned with some form of partnership (parental involvement, paired reading schemes) MUST include training in how to help
- Some studies which showed short-term gains gave less confident results on longer-term follow-up.

11. NALDIC: Presentation by Charlotte Franson

Background

Founded 1992 (with its inaugural conference in 1993) as a professional organisation for teachers and other professionals working with pupils for whom English is an additional language, it now has about 500-600 members, and is aiming to grow further. It is generally recognised as the professional body for EAL teachers and works (hard!) to promote EAL teaching as a profession with its own body of expertise.

About 7% of pupils are from minority communities.

In 1992, about 11,000 EAL teachers were employed by LEAs.

In 1998 the number was down to between 4,000 and 5,000.

(NB all figures for staffing are approximate)

Teaching EAL has been heavily influenced by considerations of cultural diversity, anti-racism and equal opportunities. NALDIC has engaged in arguing for a greater understanding and acknowledgement of the distinctiveness of the teaching and learning of additional languages.

There are some MA level courses on teaching EAL /ESL: for example, at Thames Valley University and a new one at Birmingham. Recent GEST funding resulted in some MA modules taught within LEAs on the teaching of bilingual/EAL learners.

Other related associations:

National Council for Mother-Tongue Teaching and Association for Language Learning (which promotes use of Mother Tongue in teaching)

NATECLA (which promotes ESL for adults)

Activities

- An annual conference for practitioners, with invited visiting speakers (e.g. Lily Wong Fillmore, Arturo Tosi). The national conference at the University of Birmingham on 21 November 1998 will have Professor Shirley Brice-Heath as the keynote speaker.

- A book: C. Leung and C. Cable (eds.) *English as an Additional Language* (9.99 + 1.50 p&p from NALDIC, South West Herts LCSC, Holywell School Site, Tolpits Lane, Watford, Herts WD1 8NT)

- Interest groups include research; early years; secondary provision.

- A newsletter three times a year, occasional and working papers.