

COMMITTEE FOR LINGUISTICS IN EDUCATION

Minutes of Meeting no. 63 (*DRAFT - Long version for members*)

Wednesday 3 November 1999

at The University of London Institute of Education

1. Attendance

Present: Richard Aplin (ALA), Henrietta Dombey (NATE), Charlotte Franson (NALDIC), Pam Hulme (UKRA), Richard Hudson (LAGB), Roz Ivanic (BAAL: Secretary of CLIE), Ewa Jaworska (LAGB), Constant Leung (BAAL), Brian Street (co-opted), Alison Sealey (BAAL), Nicola Woods (LAGB: Chairperson of CLIE).

Apologies: Mary Auckland (RCSaLT), Kersti Borjars (LAGB), Ann Miller (ALL), Helen Sunderland (NATECLA).

2. Minutes of Meeting 62 on 16 June 1999: amendments

The following amendments were made both to the 'Long version' of the minutes which are held in CLIE records, and to the 'Short version' which is published on the CLIE website, and available for public access.

- 2.1 Pam Hulme sent her apologies, and was not able to attend.
- 2.2 *re Item 2.5:* should read 'which is to be published on the CLIE website'.
- 2.3 *re Item 10:* Correction to the spelling of 'Alastair' West.
- 2.4 *re Item 10:* After '23 July 1999' the rest of the sentence was changed to 'so CLIE members were asked to respond individually.'

3. Matters arising

- 3.1 *re: Item 2.5* The website needs to be updated: old minutes and agenda removed; updated minutes and upcoming agenda added.
Keep speaker details on the website, but check them with the speaker for accuracy.
Add links to Ewa's reports.
ACTION – Nicola (in liaison with Ewa)
- 3.2 *re: Item 3.7* . Members of CLIE please note that Nicola sent a letter to Sue Palmer at the TES, offering to act as a point of reference to put her in touch with linguists and applied linguists who might be able to contribute articles on issues concerning language and education. Please also volunteer articles to the TES in your specialist fields.
ACTION - Nicola to liaise with Ewa to inform members of edling of this
- 3.3 *re: Item 3.7* CLIE members are reminded to subscribe to edling
- 3.4 *re: Item 10* Several members of CLIE responded individually to the QCA's draft revised National Curriculum for English.

4. Dates of future meetings and choice of speakers

4.1 At the next meeting on Wednesday 23 February 2000, Laura Huxford, Director of Training for the National Literacy Strategy, has agreed to speak about

- the development of the Word Level Guidance for the National Literacy Strategy;
- what primary teachers will be expected to know;
- the difference between teacher knowledge and learner knowledge;
- Progression in Phonics (the accelerated phonics programme) – Please could she make available copies of this document in advance?

Express her our willingness to be involved in initial stages of consultation, and offer to explore ways in which our organisation can make a positive contribution to her work. Send her a statement of who CLIE is.

Some points we would like to raise with her:

- Her view about the fact that the ITTNC refers to 'phonology': does this mean 'phonics'?
- The conceptual basis and sources for design of the policy

4.2 The meeting after that will be Wednesday 21 June 2000. For this meeting we should invite either Alan Moys, who was responsible for the report of the Nuffield Inquiry into the teaching of languages, or Ron Carter, who has been involved in consultations with the QCA.

4.3 Dates of future meetings were agreed in principle:

Thursday 2 Nov. 2000

Thursday 22 Feb 2001

Thursday 21 June 2001

5. CLIE Membership

5.1 Resignations:

Jenny Cheshire (LAGB): LAGB to appoint a successor

Gunther Kress (co-opted): Deborah Cameron to be invited in his place

ACTION: Nicola

5.2 George Keith to be asked whether he still wants to be a co-opted member.

ACTION: Nicola

5.3 Ron Carter to be invited to fill the fourth co-opted place, after he has been to speak.

ACTION: Nicola

5.4 The English Association to be invited to send a representative.

ACTION: Richard to approach his contact

5.5 The following to let Nicola know whether they are continuing to represent their organisations, and if not, to let us know who will succeed them:

Representatives of: ALL BSA
 BDeafA NAAE
 NCMTT NATECLA

ACTION: Roz to coordinate; all these reps to communicate with Nicola

- 5.6 Continue with inviting BDyslexiaA to send a representative to CLIE
ACTION: Roz
- 5.7 ETUDE to be invited to send a rep. To CLIE
ACTION: Henrietta to send details to Nicola; Nicola to invite
- 5.8 A new Chair (from BAAL) and Secretary (from LAGB) need to be appointed in order to shadow the jobs at the June meeting, and take over the jobs at the November meeting 2000.
ACTION: Chairs of BAAL and LAGB, and their current CLIE representatives to arrange this

6. Reports from Representatives of organisations

- 6.1 **LAGB:** At a meeting in Sept Mike Hoey and Tony Tinkel both spoke at the session 'Linguistics at school: A-level English Language'.
The A Level Eng Lang Syllabuses will come into operation in September 2000.
The URLs for details of these new Examination specifications are:.

1. <http://www.ocr.org.uk/schemes/index.htm>

OCR - combined Oxford, Cambridge and Royal Society of Arts examinations boards.

2. <http://www.aqa.org.uk/>

AQA - former NEAB, JMB and some others combined

3. <http://www.edexcel.org.uk/edexcel/html.nsf/pages/sitemap>

EDEXCEL - an amalgamation of London-based institutions.

4. <http://www.wjec.co.uk/>

WJEC - the Welsh board.

5. <http://www.ccea.org.uk/index.htm>

CCEA - the board for Northern Ireland.

Those listed at 1-5 above are UK's regional education boards with responsibilities for A/AS level examinations. English Language (also Eng Lang and Lit., etc.) syllabi and related documentation are available at those web sites.

The QCA site gives an overview of the current post-16 education system.

<http://www.qca.org.uk/qualifications/>

The next meeting of LAGB will be 7 April 2000. There will be a session on the National Literacy Strategy with John Stannard as one of the speakers.

Conference fees will be waived for BAAL members wanting to attend this session, in order to encourage collaboration between the two organizations in this area.

- 6.2 **BAAL:** will hold 3 - 4 seminars this year. Details will be advertised as soon as available through edling, baalmail, the CLIE list and in these minutes.

BAAL made a representation to the RAE for BAAL members who work in the field of language education to be recognised by the Education Board of the RAE, BUT there is concern that there is no member of the Education Board who is a specialist in language education. This contrasts with maths: there is a member of the board representing maths education as a field.

- 6.3 **UKRA:** held an International Conference in Chester. The 'Phonics Seminar' was oversubscribed and will be repeated in London at Imperial College 22 Jan 2000.
- 6.4 **NATE:** will hold a conference in Birmingham with Jo LoBianco as key speaker on 'The Distinctiveness of EAL'. They publish a Working Paper (No 5) on this topic.
- 6.5 **BIELT:** (British Institute for English Language Teaching): promotes quality in qualifications for English Language teachers. Charlotte is responsible for the EAL part of their work, in lieu of any other coordination of state teacher training in this area. They will hold a conference on 15 April 2000, with Chris Brumfit and Peter Skehan as speakers.
- 6.6 **DfEE and OFSTED:** are tendering for bids to undertake evaluation of different aspects of their work - ?= the NLS, the EAL part of this, ?+other?. We should be concerned about the terms on which such evaluations are carried out: is it really evaluating, not just monitoring?
- 6.7 Roz showed the website which is being constructed by the research project she is involved with: 'A Multimedia Corpus of Children's Writing'. Part of this corpus will soon be publicly available on the web.
- 6.8 Brian mentioned the existence of the Language in Higher Education Research Group, which meets regularly at Kings College, London, and is bringing out a book, published by Benjamins, and will present a panel on Academic Literacies at the American Educational Research Association convention in Spring 2000.
- 6.9 Brian commented that the HE Institute for Learning and Teaching is developing a programme of training, but the ILT specifications do not have a sophisticated view of language and literacy: this is a possible topic for a future CLIE meeting.

7. Report on DfEE meetings (and contacts with LAGB and BAAL) - Dick

7.1 re: *NLS Glossary*

A group representing the LAGB: David Denison, Catherine Walter and Dick Hudson met a group responsible for the NLS, offering to help with revising the glossary. They agreed to undertake the revision.

At a second meeting the group looked at the draft revised version, which will soon go on the DfEE website.

7.2 re: *A training Programme on KS2 Writing*

There will be another meeting between representatives of LAGB (including Katharine Perera) and members of the DfEE on this topic in November.

7.3 Members of BAAL are also in contact with John Stannard and others responsible for the NLS at the Standards and Effectiveness Unit.

7.4 As regards the NLS, it's important to recognise that not only the Glossary but also other aspects need questioning and revision.

8. Report on the Language in Education colloquium at BAAL - Alison and Ewa

8.1 At this colloquium, Chris Brumfit called on members of CLIE to shadow government initiatives as far as possible, so as to be able to inform policy before it becomes public. The LAGB moves reported in (7) are definitely a step in that direction.

8.2 One initiative which we can treat in this way is the current TTA initiative to develop skills tests for QTS, specifically, their call for tenders to develop computer-based literacy tests which teachers must pass in order to get their qualifications. The committee studied the documents describing this initiative, and discussed both the notion that computer-based tests could be adequate to this task, and the conceptualisation of grammar in the specifications. It was observed that the specifications contain a reductive view of grammar, and of other aspects of language, and that the NC is based on a much richer view of the nature of language than this.

There was concern that grammar is being used to police teacher qualified status.
There was concern that it would affect recruitment to the teaching profession.

It was decided that CLIE would coordinate the writing of a letter to the TTA letting them know what the problems are, and that members act individually to make the issue public.

ACTION: Roz to coordinate the writing of a letter.

9. The QCA publication: "Not whether but how. Teaching grammar in English at Key Stages 3 and 4."

The discussion of this item was postponed to the next meeting, for lack of time.

10. A.O.B. - none

11. Speaker and discussion:

Richard Aplin:

ASSOCIATION FOR LANGUAGE AWARENESS

The Language Awareness (LA) movement in the early 80's brought together disparate groups concerned with increasing language awareness, on the initiative of CILT. In schools teachers of English and of modern languages in collaboration wanted to pay specific attention to language. The NCLE set up a LA working party, which produced a report (the Green Book!)

Interest grew throughout the 80's as a result of publications on the topic, teaching materials, and teachers' interests and recognition that learners' explicit understanding of language has a role in their language learning. Crucially, the movement gave shape to initiatives on the ground: it was driven by what teachers thought was worth doing, rather than what others were telling them to do.

In 1991 the Association was formed. It now has 100 members, 40 of whom are in the UK. It holds an international conference every two years, and now encompasses far more strands of interest than the original focus on paying explicit attention to language in the curriculum, including a strong lobby against the communicative method in language teaching.

Comments:

The link between English learning and Modern Languages is incredibly interesting and deserves more thorough attention.

The 1988 and 1995 National Curriculum has closed down initiatives such as this to make links across the curriculum between English and Modern Languages, but the 2000 revision of the NC looks better in this respect.