

COMMITTEE FOR LINGUISTICS IN EDUCATION
MINUTES OF MEETING 69

Thursday, 8 November 2001
2.00-5.00 p.m.

at The Institute of Education, University of London

1. Welcomes, introductions and apologies for absence (RI)

PRESENT:

Richard Aplin (ALA), Mike Baynham (BAAL), Keith Brown (LAGB), Keith Davidson (NATE), Ros Fisher (UKRA), Anthea Fraser Gupta (LAGB), Richard Hudson (LAGB, temporary secretary), Roz Ivanic (BAAL, Chair), Theresa Latham (BSA).

APOLOGIES: Mary Auckland (RCSLT); Sue Barry (LAGB); Deborah Cameron (Institute of Education); Celine Castelino (BSA); Charlotte Franson (NALDIC); Constant Leung (BAAL); Janet Maybin (BAAL); Teresa O'Brien (BAAL); Lindsay Peer (BDyA); Brian Street (Kings College); Helen Sunderland and Marina Spiegel (NATECLA).

The Chair welcomed CLIE's new members: Keith Brown and (in her absence) Marina Spiegel (NATECLA); and welcomed Sue Barry (again in her absence) as the new CLIE secretary, replacing Ewa Jaworska. She also expressed deep appreciation of the work done for CLIE by Ewa, who has recently retired as LAGB representative and CLIE secretary. We have all benefited greatly from Ewa's extensive and informative minutes and from what she has done to improve external communications via e-lists and the CLIE web site.

2. Amendments to Minutes of Meeting 68 (RI)

- 8.7 a. The theme of the NALDIC conference is about EAL in context: pedagogy, learner identity and race equality.
b. The BIELT conference has been moved to December 8th.

Item 8.4: The IALA meeting took place in Leicester, not in Canada.

3. Matters arising (RI & EJ)

Action items not arising elsewhere in the agenda:

Item 3 (matters arising from Minutes 67):

3.2: All members to look out for potential new members of CLIE and notify RI:
No suggestions have been received.

3.4: (phonics and accents) Two colleagues have been approached and one has agreed to produce a page.

Item 4.3 (future topics of interest):

CF to make enquiries within NALDIC, and if possible Marina Spiegel within NATECLA for a suitable speaker on Community Languages.

Item 5 (CLIE membership):

RI to follow up RF's list of potential NAAE contacts: RI has spoken to the chair of NAAE, who has promised to look for a member to represent NAAE on CLIE. This may be hard as NAAE's membership has shrunk recently.

CC to inquire further about how to make contact with NCMTT: TL will ask CC about this.

Item 8.8 (NATE report):

Members are invited to send comments to KD on the discussion papers which were included in the minutes as Attachments 2 and 3.

4. Dates of future meetings and choice of speakers (RI)

a. February 20th 2002

This meeting will include an invited talk about the provision of teaching in community languages, if possible to cover these issues:

- the lack of government policy
- the lack of any clear place in the National Curriculum
- the overall national picture of provision

We noted that the CILT web site includes a very rich site about community languages. This was set up with funding from the Teacher Training Agency and support from the Institute of Linguists. CILT also has an advisory group on community languages which is coordinated by Helen Pagliero (CILT).

ACTION: RI to ask Helen Pagliero to suggest a speaker for our February meeting.
: RI to invite TTA and QCA to attend this presentation.

b. June 19th 2001

This meeting will have no invited speaker.

c. The following were noted as possible topics for future invited presentations:

- Language work with the Deaf community
- A/AS Level English Language
- Gaps in linguistics research for education

5. CLIE membership and communications: update (RI)

- a. Marina Spiegel replaces Helen Sunderland as NATECLA representative
- b. Charlotte Franson has recently been appointed as an English inspector.
ACTION: RI to ask CF about the possibility of representing NAAE on CLIE.
- c. We have no representative for ALL (Association for Language Learning)
ACTION: RI to ask ALL whether RA can represent them as well as ALA.

d. MB asked whether the minutes could be written in a more readable format.

ACTION: SB to be asked to consider ways of doing this.

e. We need one printed membership list per year. → *web site?*

ACTION: SB to produce an updated membership list for the February meeting.

f. The CLIE web site was set up and is maintained by Ewa Jaworska, who has now left CLIE.

ACTION: SB to liaise with Ewa about the future of the web site. It was suggested that the url should stay the same, and new links should access documents on the current secretary's site.

6. Grammar for Writing: communication from CLIE to NLS (RI)

(item 3.5 from Minutes 68)

See draft letter at Attachment 1.

Various minor revisions were suggested, including the addition of:

a note about the phonics web site

a note about CLIE's activities

the fact that CLIE is the only body which brings together all the language-related professional associations in the UK.

ACTION: RI will send the letter to Laura Huxford, with copies to Steve Anwill and Sue Hackman, and similar letters to the TTA and QCA.

7. CLIE Terms of Reference (RI & DH)

These have been approved by the committees of both LAGB and BAAL.

8. Report on BAAL/LAGB overlap event, Reading 6 Sept (RI & DH)

In the event this was a single meeting which was well attended by members of both BAAL and LAGB. A panel of four speakers (Jenny Cheshire, Dick Hudson, April McMahon, Mike Stubbs) offered answers to two questions about developments in linguistics since the publication of Dick Hudson's paper "Some issues which linguists can agree on" (Journal of Linguistics Vol 17, pp 330-344):

1) In what ways have the issues linguists can agree on changed in the 20 years since Hudson's paper?

2) What are the implications of these changes for Language Education in the UK?

The following points were raised during the discussion:

a. that some members of the audience thought it might also be interesting and significant to look at areas of *disagreement* among linguists;

b. that Language Awareness work was valued;

c. that linguistic theory needs to be mediated to educators - a role that CLIE may be able to fill;

d. that often what educators want to know about language is different from what linguists agree on, and therefore that there should be more meetings concerning the links between linguistics and education.

April McMahon and Dick Hudson are planning to produce an updated list of agreed issues building on their respective contributions to the meeting.

9. Report on meeting with QCA on the English team's work (DH)

A summary is given as Attachment 2.

There was some discussion in which concern was expressed about:

- a. the reported problems in the QCA MFL team
- b. the secrecy surrounding the QCA research project on KS2 writing.

10. Reports from representatives of organisations (ALL)

a. UKRA (United Kingdom Reading Association):

RF spoke to a written report (attachment 3) which gives details of two meetings in 2002 and two journal issues of special interest to educational linguists.

b. NATE (National Association of Teachers of English):

Membership is growing again after a period of decline.

c. BAAL (British Association of Applied Linguists):

i) The BAAL book prize has been awarded to Nettle and Romaine, Vanishing Languages.

ii) The proceedings of the Scientific Commission on Literacy at the AILA conference in Tokyo have been published as a special issue of Language and Education.

iii) BERA (British Educational Research Association) ^{is setting} ~~has set up~~ a ^{interest group} ~~committee~~ on 'language and linguistics'.

d. LAGB (Linguistics Association of Great Britain):

Two Educational Linguistics sessions were reported:

September 2001: "Why are the British such poor language learners?" Details are available on the LAGB Education Committee's web site

<http://serlinux3.essex.ac.uk/~ewa/EC.htm>

April 10 2002 (Edgehill College): "Linguistics in teacher training". Details will be announced later.

e. BSA (Basic Skills Agency):

The Basic Skills Agency is currently preparing a set of diagnostics for numeracy and literacy (including dyslexia and ESOL) for use with adults. The tests will be produced by a consortium of expert partners which has not yet been identified. They will be tested over Easter 2002, when BSA will welcome offers of help with trials. NATECLA and BDA have already been consulted. It was proposed that CLIE might be able to contribute by looking at drafts of these documents.

11. Consideration of the new A-/AS-level English Language syllabi (RI)

Short overviews of these can be found at:

http://www.qca.org.uk/nq/subjects/english_lang.asp

<http://www.aqa.org.uk/qual/gceasa/engLaA.html>

- a. This item was again postponed for lack of time.
- b. However there was a brief discussion about the consultation document on the QCA specifications "review of curriculum 2000 A/AS subject criteria consultation", which most members were not aware of. The deadline for this consultation has now passed, but members may wish nevertheless to submit comments on the specifications. The material is at: <http://www.qca.org.uk>

12. A.O.B.

There was no other business.

13. Grammar, Spoken English and the National Curriculum (PROFESSOR RONALD CARTER)

Professor Carter outlined his current research on the grammar of spoken English in an open session. He described his current work with teachers, discussing and investigating ways in which his research might be applicable to work in the classroom. His introduction to the talk is at Attachment 4.

CLIE Meeting No. 69: 8th November 2001 Attachment 1

Agenda item 6: Grammar for Writing: communication from CLIE to NLS (RI)

Draft letter for consideration:

20 October 2001

Dear Laura Huxford

Possible future consultation processes between NLS and CLIE

You may remember attending a meeting of CLIE to discuss the Word Level of the National Literacy Strategy in Summer 2000. During the year 2000 - 2001 we looked at your publication 'Grammar for Writing' and members exchanged any information they had about your current work. I am writing now about ways in which CLIE could be of use to the NLS Team in its future initiatives. We have come up with two suggestions.

a) Members of CLIE have expressed willingness to contribute to the drafting process on any future publications. We thought that it would be more useful for you if we were able to comment on drafts rather than on the finished product. It may be that you could benefit from the contributions of other CLIE members in addition to Dick Hudson. Would you be interested in taking up this offer? If so, I am happy to act as your first point of contact for seeking linguists' expertise at document drafting stage. I wonder whether you could let me know (by letter or e-mail) of any initiatives that are currently being planned by the NLS and the timescale for them. I could then let members of CLIE know this information, and identify people with suitable expertise who would be willing to act as formal or informal consultants, project by project.

b) We thought that there might be a place for a one-day seminar on the teaching of writing, bringing together members of the NLS team, members of the QCA English team, and members of CLIE and of their parent organisations - The British Association for Applied Linguistics (www.baal.org.uk) and The Linguistics Association of Great Britain (clwww.essex.ac.uk/LAGB). If you would be interested in such an event, I would be happy to take the first steps towards setting it up.

As you will have seen, I have sent this letter by e-mail as well as by hard mail in case that is the easiest way for you to reply.

Looking forward to hearing from you.

Yours sincerely

Dr R. Ivanic

Chairperson of the Committee for Linguistics in Education (CLIE)
<http://privatewww.essex.ac.uk/~ewa/CLIE.htm>
(contact address: as letterhead;
e-mail: r.ivanic@lancs.ac.uk)

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Agenda item 9: Report on meeting with QCA on the English team's work (DH)

Just a quick report on a meeting I attended on behalf of the LAGB at QCA on Thurs 11th October 2001; the meeting was about the English team's work and plans. The items of information that struck me as most interesting were:

. The plans for a stricter separation of language and literature at GCSE have been put on hold pending the major review of education at 14-19.

. There is no active collaboration between the English team and the Modern Foreign Languages team, though the English team accepts the need for it, because of (undefined) problems within the MFL team.

. The English team are currently giving a lot of attention to the teaching of speaking and listening, on which they have produced a (useful-looking) book.

. They're also conducting a research project on the development of writing across the KS2 years; at the moment they're collecting 800 scripts which will then be coded. As usual, they're keeping the details of this research confidential.

DH

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Agenda item 10: UKRA report

UNITED KINGDOM READING ASSOCIATION
www.ukra.org

International Conference:

Reaching Out Moving Forward: Developing literacies through interaction

Chester University College 12th - 14th July 2002

Speakers to include: Anne Haas Dyson, Allan Luke, Margaret Meek Spencer, Graham Frater, Allan Ahlberg

**International Reading Association 19th World Congress:
hosted by UKRA**

Edinburgh, Scotland 29 July-2 August 2002

**Special issue of Journal of Research in Reading
Volume 24 : Issue 3 November 2001**

Contents:

1. Editorial: Broadening the study of reading
Mary Hamilton
2. Re-discovering practical reading activities in homes and schools
Peter Freebody and Jill Freiberg
3. High school students' literacy practices and identities, and the figured world of school
Wendy Luttrell and Caroline Parker
4. Siblings bridging literacies in multilingual contexts
Ann Williams and Eve Gregory
5. Parental involvement in literacy development: using media texts
Jackie Marsh and Philippa Thompson
6. Seeing with the camera: analysing children's photographs of literacy in the home
Gemma Moss
7. Teenagers in cyberspace: an investigation of language use and language change in internet chatrooms
Guy Merchant
8. Reading the weather: ruling passions, numeracy and reading practices in an Australian farming community
Mike Baynham
9. Literacy by Design, not by default: social capital's role in literacy learning
Ian Falk

**Reading: Literacy and Language
Special issue Visual Literacy
Volume 35 : Issue 3 October 2001**

Contents:

1. Editorial
Eve Bearne and Gunther Kress
2. Showing and telling: The Difference that makes a Difference
David Lewis
3. Choreography of Characters: Movement and Posture in Illustrated Texts for Children
Sirke Happonen
4. To Work or Play? Junior Age Non-fiction as Objects of Design
Gemma Moss
5. Breaking the Line: New Literacies, Postmodernism and the Teaching of Printed Texts
Martin Coles
6. 'Letting the Story Out': Visual Encounters with Anthony Browne's The Tunnel
Evelyn Arizpe
7. Texts as Artefacts Crossing Sites: Map Making at Home and School
Kate Pahl

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Agenda item 13: Grammar, Spoken English and the National Curriculum

This talk will report on an ongoing project with QCA (Qualifications and Curriculum Authority) to increase understanding of the relationship between spoken and written grammars with particular reference to English in the National Curriculum. The talk will draw on recent research using spoken and written corpora (COBUILD, BNC) and in particular on research over the past eight years [with Michael McCarthy] for the CUP/Nottingham CANCODE corpus which forms the basis for new pedagogic grammars of English to be published in 2003.

Ronald Carter is Professor of Modern English Language in the School of English Studies, University of Nottingham. He is the author and editor of over thirty books in the fields of applied, literary and educational linguistics. Having just emerged as the sole applied linguist on the RAE English panel, he promises not to talk about reading practices.