

**COMMITTEE FOR LINGUISTICS IN EDUCATION  
MINUTES OF MEETING 70**

**Wednesday 20<sup>th</sup> February 2002  
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), Mary Auckland (RCSLT), Sue Barry (LAGB, secretary), Keith Brown (LAGB), Deborah Cameron (Institute of Education), Sharon Curry (ALL), Keith Davidson (NATE), Ros Fisher (UKRA), Dick Hudson (LAGB), Roz Ivanič (BAAL), Terry Lamb (ALL), Constant Leung (BAAL), Janet Maybin (BAAL)

APOLOGIES: Mike Baynham (BAAL), Celine Castelino (BSA), Anthea Fraser Gupta (LAGB), April McMahon (LAGB), Teresa O'Brien (BAAL), Marina Spiegel (NATECLA), Brian Street (Kings College).

The Chair welcomed to the meeting Terry Lamb (President, ALL) and Sharon Curry (Assistant Director, ALL), one of whom will represent ALL at future CLIE meetings.

It was reported that Lindsay Peer (BDyA) had resigned from CLIE due to other commitments on her time. RI expressed her thanks for her valued contribution to the committee.

**2. Amendments to Minutes of Meeting 69**

Item 10.c.iii (RF): should read

BERA (British Educational Research Association) is setting up a special interest group on 'language and linguistics'

**3. Matters arising**

Item 4.a (Contact with CILT and others):

RI reported very helpful communication with Helen Pagliero (coordinator of advisory group on community languages at CILT).

QCA were very interested in sending a representative (although Janet White had to send her apologies).

TTA no longer have subject specialists, so some previous contacts are no longer relevant. However, Wendy Merson has a special interest in Community Languages and attended the meeting. TL reported Linda Rowe may be a helpful contact.

Item 5 (CLIE membership and communications):

(b.) Charlotte Franson cannot represent NAAE (National Association for Advisors in English) on CLIE but will continue to attend as NALDIC representative

(e.) Membership list to be updated and, with individuals' consent, to be put on the CLIE website.

(f.) The website is at present maintained by Dick Hudson  
(<http://www.phon.ucl.ac.uk/home/dick/ec/clietop.htm>).

(g) RI is to consult CILT about whether any mother tongue teaching organisations exist which might be invited to send representatives to CLIE. ACTION RI.

Item 6 (Communication with Laura Huxford):

Message from Laura Huxford to Roz Ivanič: Attachment 1.

It was agreed that Laura Huxford would be kept informed of CLIE open sessions. Diana Hatchett, a representative from the NLS with special responsibilities for Community Language issues, was due to attend the open session at this meeting but was unable to attend.

KS3:

RI is still hoping to receive a response from Steve Anwyll or Sue Hackman.

TL reported pilot projects within KS3 strategy involving collaboration between English teachers and Language teachers (e.g. a pilot headed by Geoff Lee, Modern Languages Advisor, Barking & Dagenham).

EAL (English as an Additional Language) within the NLS KS3: Constant Leung reported on a meeting he and Brian Street were invited to with the NLS KS3 team working on EAL. BS has subsequently been in correspondence with Laura Huxford to emphasise the importance of aspects of literacy and EAL other than grammar. CL impressed upon the NLS team the importance of context of the curriculum as a whole when teaching EAL. CL has been in correspondence with Val McGregor (working with Sue Hackman on the NLS team).

ACTION: CL to update CLIE at the next meeting.

*see Literacy across the Curriculum for links*

*NB*

*Grammar for Writing:*

ACTION: RI to send comments on this to LH.

DH reported Grammar for Writing is being reviewed by *Syntax in Schools* (US publication, Spring 02 issue); and that LH has expressed interest in these reviews (3 American & 1 British reviewers).

ACTION: DH to report to CLIE at the next meeting.

*Seminar on the teaching of writing:*

It was agreed that we should respond to this invitation as soon as possible. RF reminded the meeting that the NLS framework at KS1 and 2 would be rewritten in two years; and that the NLS teams were becoming increasingly aware of the complexity of issues involved in literacy.

ACTION: RI to suggest to Laura Huxford a one-to-one meeting to discuss a network of contacts for the NLS.

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

The next meeting will be on **Wednesday June 19th 2002**. This meeting will have no invited speaker. The discussion topics will be:

(a) The definition of 'writing' and the contribution CLIE member organisations can make to the teaching of writing.

(b) The QCA focus on speaking and listening, including (i) language which is not ready for literacy, and (ii) the relationship between speaking and writing.

ACTION RI & CL: investigate the possibility of making available to the meeting copies of the QCA publication on speaking and listening.

ACTION: all

#### 5. Consideration of the new A-/AS-level English Language syllabi

Two documents were considered: the QCA Subject Criteria for A-/AS-level English Language ([http://www.qca.org.uk/nq/subjects/english\\_lang.asp](http://www.qca.org.uk/nq/subjects/english_lang.asp)) and the AQA Specifications

(<http://www.aqa.org.uk/qual/gceasa/engLaA.html>). See also Minutes 68 Attachment 2 Item 8.8(a) (response by Keith Davidson (NATE)).

It was noted that future undergraduate applicants (to, for example, Linguistics and Teacher Training courses) will have these qualifications, which involve, for example, knowledge and understanding of "frameworks for the systematic study of language, including phonology and phonetics, lexis, morphology, grammar and semantics" and "the application and usefulness of different linguistic frameworks for the description and analysis of speech and writing" (QCA specifications 3.3 and 3.4).

KD: The new A-/AS-level is a two-stage exam, where the first year of the two-year course (3 AS modules) is assessed at a lower level (compared to the old A-level, which was a one stage exam where all modules were assessed at a higher A-level). An additional complication is that the AS modules can also be taken at the end of Year 2. QCA are monitoring this.

Over the two years there are two assessments (worth 15% each) involving short pieces of coursework, which makes systematic in-depth work difficult.

The specifications are repetitive, with A2 materials being very similar to AS ones.

The QCA framework and criteria may be satisfactory, but detailed implementation of the criteria may be difficult. There is widespread variation between examination boards in the latter.

A further problem is that the weightings of the Assessment Objectives is meaningless, unless a mark for each is specified in each piece of assessed work.

RI commended the synthesis of insights included in the synoptic assessment (QCA subject criteria 6.3).

It was noted that QCA invites academics to be involved in the validation of courses and that the AQA English subject advisory board includes university academics in addition to individuals from teachers' associations and others.

## **6. Report on meeting with QCA (DH)**

See Attachment 2.

## 7. Reports from representatives of organisations

### a. **LAGB** (Linguistics Association of Great Britain):

The next Linguistics at School session at the forthcoming LAGB meeting at EdgeHill was announced. The session, on Linguistics in Teacher Education, includes presentations by three invited speakers: Kate Ruttle (Ditton Lodge First School, Newmarket), John Keen (University of Manchester School of Education) and Keith Brown (Research Centre for English and Applied Linguistics, University of Cambridge)

### b. **BAAL** (British Association of Applied Linguists):

i) The forthcoming annual meeting was announced: 12-14th Sept at the University of Wales Cardiff. The theme will be 'Applied Linguistics and Communities of Practice'.

ii) Mike Baynham issued a press release in response to the linking in the media of recent civil unrest in some Northern towns to the level of proficiency in English. A copy of his response is in the forthcoming BAAL newsletter.

iii) JM noted that BAAL are holding a series of specialist seminars, details of which are on the BAAL website. The BAAL Special Interest Group on Linguistic Ethnography are holding a research seminar April 27th-28th, University of Wales Aberystwyth.

### c. **NATE** (National Association of Teachers of English):

See Attachment 3. This includes details of the forthcoming conference of the International Federation for the Teaching of English, The University of Melbourne, Australia.

### d. **UKRA** (United Kingdom Reading Association):

See Attachment 4. Details are included of the forthcoming conference on *The Teaching and Learning of Language and Literacy*, Chester College, 11th July 2002.

### e. **RCSaLT** (Royal College of Speech and Language Therapists):

MA reported (i) the publication of the Joint Professional Development Framework for SALTs and teachers working with children with speech, language and communication needs (a DfES project: details at: <http://www.ican.org.uk>). This aims to develop, in particular, understanding among SALTs of curriculum requirements, and among teachers understanding of communication difficulties;

(ii) A recent study that has found evidence for current perceptions that socially disadvantaged children are entering school with delayed language skills; teachers are under pressure to teach early reading and writing skills to children who have insufficient levels of oral language; and that teachers lack knowledge and skills to develop children's language to sufficient levels:

Lock A, Ginsborg J, Peers I 2002

Development and Disadvantage: implications for the early years and beyond

Int J. Lang Comm Dis, Vol 37

Also from another part of their study, reported in TES – the results of emphasis on early reading and writing were that children's spoken language skills were worse at age five, after two years of early education, than at three.

### f. **ALA** (Association for Language Awareness):

The forthcoming International Conference of the ALA was announced, at Umeå, Sweden, 1-3 July 2002. Details at: [www.mos.umu.se/kalender/ala2002](http://www.mos.umu.se/kalender/ala2002)

### g. **ALL** (Association for Language Learning):

(i) ALL has been involved in the development of languages in the curriculum and has been heavily involved in lobbying on language-related changes in educational policy: in particular in relation to the recent government Green Paper on the education of 14-19 year olds, which proposes making learning a modern foreign language optional. The Green Paper and summary is available at: <http://www.dfes.gov.uk/14-19greenpaper>. The consultation period ends 31st May.

There is alongside the Green Paper a government publication on 'Language Learning', which supports the introduction of a modern foreign language at primary level.

(ii) *The forthcoming ALL conference at the University of York, 12-14 April was announced, with the theme of Building Bridges.*

## **8. A.O.B.**

There was no other business.

## **9. Community Languages: Towards an Agenda for Inclusion**

Guest speaker: Jim Anderson, Goldsmiths College, University of London. Jim Anderson is a member of CILT's Advisory Group on Community Languages.

CILT (Centre for Information on Language Teaching and Research): <http://www.cilt.org.uk/commlangs>

His presentation addressed the issues of the marginalisation of Community Languages, despite the government's policy of an inclusive curriculum, recent policy developments and initiatives (for example, the CILT register of specialists) and ways forward, including an integrated policy for language learning. The handout of his talk is downloadable from: <http://www.phon.ucl.ac.uk/home/dick/ec/cliemeetings.htm>

**CLIE Meeting No. 70: Wednesday 20th February 2002. Attachment 1**

Agenda item 3 (Matters arising): Communication with Laura Huxford (NLS): (RI)

-----Original Message-----

From: Laura Huxford [SMTP:lhuxford@cftb-hq.org.uk]  
Sent: Tuesday, February 05, 2002 3:17 PM  
To: r.ivanic@lancaster.ac.uk; r.ivanic@lancaster.ac.uk#093#  
Cc: Stephen Anwyll  
Subject: Contact between NLS Team and CLIE

Dear Roz

Thank you for your note re the work of the NLS and CLIE.

I am sorry I was not able to get to the meeting on Phonics and Accent but heard a good deal about it from those who attended. I would be interested to hear about future meetings if possible and would make every effort to attend though my diary is very full.

I have passed on your note to Steve Anwyll and Sue Hackman. I work with the NLS and so will let Sue respond on the subject of developments in the KS3 Strategy.

I would certainly be interested in keeping in contact with CLIE. We have no further projects planned specifically related to grammar but if that changes I will let you know.

I would be interested in hearing further views on Grammar for Writing. As you know we worked in collaboration with a number of linguists on that project.

A seminar on the teaching of writing would be useful if it takes the profession forward. The teaching sequence (modelling, demonstrating, scribing, supporting) suggested in Grammar for Writing is proving successful, mainly I suspect because many teachers are actually teaching writing for the first time. We have developed this in the Y6 planning exemplification which is currently on the standards website. The involvement of teachers in such a seminar would be most useful.

Laura

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**CLIE Meeting No. 70: Wednesday 20th February 2002. Attachment 2**

Agenda item 6: Meeting with QCA (DH)

Just to report on a meeting I attended at QCA yesterday (Feb 8th 2002), on behalf of the LAGB. It was one of the regular twice-yearly meetings that the English team hold

for making contact with professional organisations that have an interest in the English curriculum. Other organisations represented included the BBC, the Basic Skills Agency, the British Film Institute and the Educational Publishers Council - an interestingly mixed collection of organisations, each (of course) with its own lobbying agenda. (For reports on earlier meetings in the series, see <http://www.phon.ucl.ac.uk/home/dick/ec/EC&others.htm>.)

The (to me) most interesting points that emerged were:

1. As in earlier meetings, linguistics was accepted without question as a source of relevant expertise; but there's a gap between what we can offer off-the-peg and what they need (e.g. in thinking about spoken language).
2. Although Speaking and Listening are accepted as part of the curriculum, and there are some initiatives for providing opportunities for them in English classes, there is very little explicit teaching or discussion of them (in contrast with the considerable explicit treatment of written language).
3. Stephen Anwyll, the Director of the NLS, reported on recent developments:
  - a. The new approach to primary-level writing is very innovative, e.g. in its stress on the role of speaking, and teachers need a great deal of support. He's optimistic that they will gradually get more confident, but it will take time.
  - b. This year the main investment by NLS has been at Year 1 (Early Literacy Support), with lots of training for teachers and teaching assistants; TAs are playing a much more important part in the teaching.
  - c. Next year the focus will be on:
    - Year 5, encouraging spread of good practice,
    - collaboration with the Numeracy Project,
  - d. Speaking and Listening (with QCA), with spread of good practice and pedagogy advocated by Robin Alexander (based on international comparisons).
4. A lot of other interested organisations reported initiatives in their areas - e.g. projects on use of ICT, getting poets to help teach children to write poetry, ...

Dick

Agenda item 7(c)

CLIE 20 February 2002

NATE Update

**NATE Conference: 1-3 February**

There was to have been a debate about grammar in English teaching, led by Henrietta Dombey, but they couldn't agree how to disagree!

**College of Teachers Conference: 10-11 May 2002**

Friday 10 May: keynotes and discussion including Bethan Marshall (King's College, NATE) on 'Assessment for Learning'

Saturday 11 May: practical workshops, including 'Literacy in the curriculum' with input from ALL, ASE and NATE.

**IFTE 2003**

International conferences, every four years, of the national associations for the teaching of English ('native speaker'):

**Transforming Literacies  
Changing English**

The Eighth Conference  
*of the*  
International Federation for the Teaching of English

Conference strands:  
*Literacy for a Democratic Society*  
*English as a Global Language*  
*21st. Century Literacies*  
*Literacy and Textual Diversity: English as Cultural Studies*  
*Professional Identity and Change*

**5-9 July 2003**  
**The University of Melbourne, Australia**

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Agenda item 7(d)

**UKRA journal Reading Literacy and Language**

**FORTHCOMING SPECIAL ISSUE *Multilingual Literacies***

**Guest Editors:** *Eve Gregory and Charmiane Kenner*

This issue aims to celebrate the special language and literacy skills of children living and working with more than one language. It aims to provide an insight into home and community literacies that are very different from those recognised in mainstream schools and to show how children differ in their ability to call upon these to inform their classroom learning. The issue will show the cognitive and linguistic strengths of children who have access to more than one script as well as different spoken and cultural repertoires from their monolingual peers. It will also examine ways in which initial literacy learning in a new language itself might promote metacognitive and metalinguistic skills. Throughout the issue, the focus will be on the skills needed by teachers in order to build upon these strengths as well as the cultural knowledge needed to foster links between home, the community and the school.

**Journal of Research in Reading Vol. 24 No. 1**

Contents

- A re-evaluation of the evidence for orthographic analogies: a reply to Goswami (1999) Savage R.
- Rhymes are important: a comment on Savage Goswami U.
- The use of tinted lenses to alleviate reading difficulties Whiteley H.; Smith C.
- Coloured overlays and their benefit for reading Wilkins A.; Lewis E.; Smith F.; Rowland E.; Tweedie W.
- Helping parents to read with their children: evaluation of an individual and group reading motivation programme Collins L.; Matthey S.
- Testing reading comprehension of theoretical discourse with cloze Greene B.
- National survey of reading comprehension in Finland Lehto J.; Scheinin P.; Kupiainen S.; Hautamäki J.

**Forthcoming Special Issue**

*The Development of Literacy by Bilingual and Multilingual Children*

Edited by Professor Tony Cline

This Special Issue, which is scheduled for publication early in 2003, will explore the challenges faced by children who are required to learn to read and write in their second or third language. For example, they may learn to read in English but generally speak another language within their family and immediate community. This issue will include research on the aspects of literacy that usually present relatively little difficulty to most children in this context (such as word decoding skills) and on aspects that they experience as more challenging (such as genre recognition, cultural reference and general comprehension). It will be concerned to report well-designed evaluation studies of the results of this group of learners from general literacy initiatives, including the National Literacy Strategy, and from different strategies of classroom teaching. Papers on the identification, assessment and teaching of bilingual and multicultural children with learning difficulties in literacy will also be included. Contact the guest editor, Professor Tony Cline at Department of Psychology, University of Luton, Park Square, Luton, Bedfordshire, LU1 3JU, or, alternatively email [tony.cline@luton.ac.uk](mailto:tony.cline@luton.ac.uk)

## **UKRA International Conference**

**Title:** **The Teaching and Learning of Language and Literacy: Issues of Pedagogy**  
UKRA Pre Conference Research Day

**Venue:** Chester College, Chester

**Date:** 11th July 2002 (the day preceding UKRA's International Conference)

**Content:** The primary aim of the Research Day is to give participants insight into cutting-edge research, both completed and ongoing, into the study of pedagogy as it relates to the teaching and learning of language and literacy. Each of the contributors is actively involved in research in the field and their work has been influential in the areas of policy-making, teacher education and further professional development.

### **Speakers:**

Robin Alexander, University of Warwick  
Neil Mercer, Open University  
Louise Poulson, University of Bath  
Kevan Collins, National Literacy Strategy  
Elizabeth Wood, University of Exeter  
Andrew Pollard, University of Cambridge

Issues addressed will include cross-cultural comparisons of pedagogical approaches in the teaching of oracy, teachers' reflections on progression and continuity in relation to pedagogical styles and the co-construction of meaning in classrooms. The day will provide opportunities for discussion and reflections on these and related issues and it is hoped will lead to the identification of new research agendas for the twenty-first century as well as developments in classroom practice.

The day will be mainly appropriate for literacy consultants; advisors; inspectors and literacy managers; language and literacy co-ordinators in schools; teacher trainers and educational researchers; publishers.

### **Price:**

**£80 (Current members £70)**

**Please complete the Chester Conference Booking Form (you may specify 'Research Day Only, if you wish) and return with your payment to: Jan Lowe, UKRA Willowtree Barn, Sandford Orcas, Sherborne, DT9 4SE**  
Tel: 01963 220 490 Fax: 01963 220 069 Email: [jelowe47@aol.com](mailto:jelowe47@aol.com)

**Playing for Time: Making space for Creativity in Literacy Learning**

Venue: Canterbury Christ Church University College

Date: 2nd March 2002

**Content:**

This one day conference organised jointly by the United Kingdom Reading Association and Canterbury Christ Church College will focus on playful, creative approaches to literacy learning. Quality teaching takes time and energy, how we spend this time is critical. The activities we employ, the texts we draw upon and the pedagogies which underpin our practice all contribute to the learning involved. The conference seeks to offer teaching some space to consider issues of creativity, flexibility and responding to children's needs. It will also explore practical strategies for energising literacy teaching and learning.

Judith Graham, our keynote speaker, has published widely and is perhaps best known for her work on literature, *Cracking Good Books* (NATE 1999), *Pictures on the Page* (NATE 1994) and *the new Cracking Good Picture Books* (NATE 2002). Her knowledge of children's literature is enormous and her ability to share her enthusiasm well known. To apply see [www.ukra.org](http://www.ukra.org)

**Progression and Diversity: How do we cater for all?**

Venue: Parkside Community College, Cambridge

Date: 11th May 2002

**Content:**

Our three speakers will be:

Graham Frater: Freelance adviser, former HMI, author of the Basic Skills Agency Reports on Boys and Literacy (primary and secondary), Effective Writing at KS2 and contributor to the Times Educational Supplement. Graham will draw on his latest survey for the Agency: "**Bridging for literacy between KS2 and 3**".

Avril MacArthur: Freelance adviser, former LEA advisory teacher for Primary and Secondary schools managing and training Special Educational Needs teachers and Subject teachers in Literacy and Learning Difficulties and Curriculum Differentiation. "**How do we as teachers learn? Does it matter to our pupils? What can we do with the knowledge?**"

Eve Bearne: A teacher, lecturer, researcher and writer on all aspects of literacy and involved in the National Writing Project. Eve is Vice President of UKRA. "**Literacy and the visual. How can teachers use pupils' visual experience to support progress in reading and writing.**" This session will cover differences between boys' and girls' literacy at Foundation Key Stage to Key Stage 3.

To apply see [www.ukra.org](http://www.ukra.org)