

**COMMITTEE FOR LINGUISTICS IN EDUCATION
MINUTES OF MEETING 76**

Wednesday 18 February 2004

at The Institute of Education, University of London

1. Welcome, membership and apologies for absence

PRESENT: Jo Arthur (BAAL), Sue Barry (LAGB), Eve Bearne (UKLA), Jill Bourne (BAAL), Keith Brown (LAGB), Billy Clark (LAGB), Keith Davidson (NATE), Geoff Dean (NAAE), Charlotte Franson (NALDIC), Dick Hudson (LAGB), Terry Lamb (ALL), Tim Shortis, (Co-opted), Brian Street (Co-opted), Catherine Walter (BAAL)

APOLOGIES: Richard Aplin (ALA), Janet Maybin (BAAL), April McMahon (LAGB), Mahendra Verma (Co-opted)

2. Minutes of Meeting 75

The minutes were agreed as a true record

3. Matters arising

#3. Contacts with Government.

DH had met, on behalf of CLIE, with Gerry Swain in December and with Lid King in February. In both cases he offered CLIE's help with their language-related projects in the form of comments on early or late drafts, and names of experts willing to write materials or take part in meetings. He gave them a list of contributions that had been made recently by linguists (attached as **Appendix A.**)

Gerry Swain runs the KS3 English strand, and was enthusiastic about our offer of help. Apparently he did a degree in linguistics and English literature at Leeds, and is keen to promote language work. He is working on three relevant projects:

1. "3 to 5" - a two-day national training programme for every KS3 English teacher in 2004-5, about how to use explicit teaching to bring KS2 pupils who score level 3 (the expected level for KS2 is level 4) up to level 5 by the end of KS3. The programme will suggest a 'spiral' model in which the class revisits the same topic each year, but each year at a higher level. The material will focus on about four general areas of text-level grammar, which is easiest for English teachers; but it will include word- and sentence-level material as well. Deadline for materials: mid January.

2. "2+2" - a similar programme about how to get all KS3 learners to make faster progress; this really subsumes "3 to 5" as a special case. Deadline for materials: end March.

3. A flexible self-training package for teachers to increase their subject knowledge (including knowledge of grammar) rather than to suggest direct applications in teaching. This will probably be based on IT but the format is still undecided.

Lid King is the National Director for Languages. Not surprisingly, he is well informed about linguistics and CLIE, and would be happy to come to talk to CLIE at a future meeting. One specific project where CLIE may be able to help is a forthcoming seminar about theoretical issues, and another is the KS2 MFL Framework when it is ready in draft.

Comments:

It was agreed that in such contacts CLIE members should be circulated to suggest and agree the appropriate list of contacts to be given for consultation by government and agencies (such as LK). This could be done by email.

Action: JB to prepare a handout on CLIE including addresses of CLIE members and represented organizations which should be given by DH/JB to any future contacts. DH/JB to circulate members when help has been requested to draw up list of suitable contacts for that particular request.

It was suggested that CLIE should have some input into the consultation on the 'Communication' strand in new Diploma scheme proposed to replace 'A' Levels. BS suggested there was a distinction between what employers count as literacy and what is counted as literacy in subject English.

Action: DH to contact Mike Tomlinson. Contact address: www.14-19reform.gov.uk. Consultation was taking place by email.

Members commented on the current contrast between the language area and literacy area – there appeared to be little or no budget for developing inservice materials on languages unlike literacy, nor for LEA support/training for languages.

#4. Terms of reference.

BAAL and LAGB Committees had agreed the changes proposed by CLIE. BAAL had requested that CLIE and BAAL agree a budget for annual expenses; and that the BAAL executive should be consulted before any reports or responses to consultations are sent out in the name of CLIE

Action: DH/JB to set budget in negotiation with BAAL to cover travel expenses of co-optees and speakers.

#5. Membership.

JB reported that Jo Arthur was the 4th BAAL member. Eve Bearne and Guy Merchant would be representing UKLA in turn; JB had contacted the British Dyslexia Association and CLPE but had as yet received no response. Mahendra Verma (York) had agreed to join the Committee as the 3rd co-opted member.

It was suggested that CLIE invite the The English Association to join, bringing expertise on 'A' level and HEI English; also to invite CILT to send a representative.

Action: JB to contact Helen Lucas (English Assoc) and Dawn Ebrell (CILT).

#6. Future meetings.

JB had contacted Lynne Cameron, who was unavailable in November.

Action: DH to write to Lid King or Deborah Myhill for November 3rd 2004.

JB to invite Lynne Cameron for 16th Feb 2005

4. News

Members were reminded of the request to present their reports under the following headings in future:

MFL

English

Language Awareness

Community Languages

EAL

Other

MFL

ALL is now represented on The Schools Stakeholders Group for the National Languages Strategy, and the KS2 Framework Steering Group. ALL collaboration with key agencies was continuing to grow. ALL/CILT have asked to be on the Steering Group for a Primary Language Awareness project proposed by the Secondary Heads Association to the Esmee Fairbairn Foundation.

A successful project bid had been made by ALL to the DFES, looking at innovative ways in which schools and universities can work together to raise achievement in MFL in secondary schools. (CLIE members suggested this might be extended to Linguistics.)

The next meeting of the Language Alliance would be in London on April 20th.

Language World 2004 will be at the University of Oxford Examinations Schools from 2-4 April.

ALL/CILT/UCML had worked together to produce first Language Trends Survey, Nov 2003 (report available at <http://www.cilt.org.uk/pdf/Language%20Trends%202003.pdf>) . Special interest groups for Primary and Mandarin Chinese were now up and running, with the first Mandarin Chinese event on March 20th.

ALL 's forthcoming INSET events are: May 20th 'Staying Creative' , Birmingham; May 25th Spanish Day, Newcastle upon Tyne; June 26th: German Day, London, plus various events being organized for the Autumn.

TL has an appointment to see Stephen Twigg next month re: 14+ options choice dropout for Languages.

BAAL : A fully funded BAAL/CUP seminar this year will address *Translation Policies and Practices* (University of Birmingham, October 2004).

BAAL continues to be represented on the University Council of Modern Languages (by Anne Ife).

LAGB: A seminar on Linguistics for FL in Universities is to be held in August. The LAGB bid to AHRB for 6 ring-fenced PhD's had been successful

ENGLISH

NATE Language and Literacy in the four Countries of the UK' (Glasgow, 1-3 April 2004): a NATE special international conference in the light of the of the IFTE conference (Melbourne, July 2003) and following political devolution in the UK [Contact: pamela.hardie@strath.ac.uk]

Bethan Marshall addressed a LATE meeting in November on 'Assessment for Learning', (attached as **Appendix B**) eschewing atomized teaching and learning models.

NATE sees challenges in the Tomlinson 14-19 Reform proposals (17 February): particularly in: A) reconciling two notions of 'English': core Communication and special subject English.

B) Re-negotiating 'coursework' - seen as essential to work in English - in the terms of the proposals for teacher assessment of work in progress rather than prescribed submissions, complemented by a cross-curricula project. [www.14-19reform.gov.uk]

UKLA: With the TTA and NATE, UKLA is developing materials for ITT. A pilot study for the Primary National Strategy on 'Boys and Writing' is being undertaken. The QCA is working on the children's production of multimodal texts. UKLA will hold a conference on Literacy in the summer.

BS: A 'Language in Higher Education' Research Group has been set up at Kings College London, looking at the language and literacy dimensions of widening participation schemes. There are plans to hold a national conference.

EAL

BAAL: Esther Daborn, the BAAL representative on the LLAS Subject Centre Advisory Board, has been invited to make a proposal to LLAS for a day-long seminar on the topic of literacy in languages as it affects British students at HE whose first language is not English.

BAAL and IATEFL (which has recently started an ESOL SIG) are discussing closer links, with a possible BAAL day at the IATEFL Conference.

NATE: John Polias had addressed a LATE meeting in November on the South Australian curriculum and assessment model mapping EAL/ESL learning on 'scope and scales' in L1 English, as a learning model for the whole curriculum, possibly to include MFL. [With the monolingual native speaker an endangered species, is EAL the model for global English in any case?]. Based on genre theory. A paper on 'Scope and Scales' is attached (**Appendix C**).

NALDIC: NALDIC is undertaking a Hamlin funded literature review of models of ESL assessment. Meryl Swain will be addressing the NALDIC Annual Conference in November.

There is a new NALDIC website.

JB pointed out that there is current interest and investment from the DFES/TTA in EAL teaching. JB has been a member of the DFES EAL Working Group. The DFES is funding 2 pilot projects to develop a specialist qualification for experienced teachers in EAL, intending this to go national in due course.

The TTA has financed a major project network to develop materials and research for initial teacher trainers on EAL teaching and learning strategies.

The National Primary Strategy, with DFES funding, has appointed a number of Primary EAL Co-ordinators in a number of pilot regions to develop EAL strategies for mainstream teachers as part of the Strategy, again with the intention of later going national.

Community Languages

A fully funded BAAL/CUP seminar this year will address *Researching Community Languages* (University of Stirling, June or July 2004).

Language Awareness

Tim Shortis noted that changes to A level specifications had been postponed, after protests. 20% growth in uptake of courses; AQAB – trying to teach about language change, lexicography (OED); British Library materials on language change being put online.

E Bearne – UKLA: Literacy conf; QCA: Multimodel texts – ch's products;

TTA/Nate/UKLA – materials for ITT in first year in developing materials. Pilot for Pri Nat Strategy – Boys and Writing

B Street – Language in HE Research Group – lan/lit. dimension of the widening participation schemes – eg. Saturday classes – summer school

EAL and academic literacy

National conference at Kings

5. Government policy on research funding for HE

JB reported that many of the particular concerns of 3a rated departments appear to have been addressed in RAE 2008.

6. AOB : None

7. Alan Howe gave a well attended open presentation on the KS3 Strategy. His presentation is available online at <ftp://ftp.phon.ucl.ac.uk/pub/Word-Grammar/ec/howe.ppt>.

Next meeting: 2pm, June 9th, 2004 . Institute of Education Committee Room 1.

To include discussion of the implications of the Tomlinson Report on Education 14-19.

Appendix A:

CLIE and the KS3 MFL strand notes by Dick Hudson for meeting with Lid King, 6/2/04

Help we can offer

- commenting on strategy documents in their draft form from a research perspective;
- suggesting appropriate experts for working groups;
- commenting on the technical aspects of drafts.

What linguists have done for Literacy

- Producing reports etc to contract
 - Technical accuracy in writing at KS4 (Debbie Myhill)
 - Writing by long-resident EAL children at KS4 (Lynne Cameron)
 - Children's use of non-standard English (Dick Hudson)
 - Revised glossary for KS2 NLS Framework (Mike Murphy)
 - Grammar modules for TTA KS3 training material (Dick Hudson)
- Commenting on documents before publication (Dick Hudson)
 - Revised National Curriculum for English
 - Some papers in Not Whether but How?
 - Grammar for Writing
 - Grammar for Reading
 - Module 10 training material
 - Grammar for EAL
 - KS3 Framework
 - TTA QTS literacy tests

What linguists have done for MFL

- Responding to initiatives (LAGB Education Committee)
 - The Nuffield Inquiry
 - The Discussion Paper on Language Learning and the Green Paper "14-19".
 - The Language Alliance (also the Linguistics section of the British Academy)
- Coordinating a successful bid for AHRB ring-fenced PhD awards for the linguistics of MFL (LAGB).
- Projects e.g. LILT (Glasgow)

Appendix B

Assessment for Learning

Bethan Marshall at the LATE Conference in November

by Keith Davidson

This was a return trip by Bethan to a LATE Conference on Assessment, but not a repeat performance. Two years before she had stood in for Paul Black of the Kings College 'black box' team, concentrating on the research evidence on formative assessment that is the basis of the team's work with schools in Oxford and Medway in Maths, Science and English; now she described her own work in English for the programme.

She preferred 'formative assessment' to the more compromised 'assessment for learning', if only to underline the contrast with the testable 'knowledge' and memorised methods of the 'summative assessments' in the present testing regime, inhibiting learning particularly in English. English teaching should have no truck with that.

But while one conference group turned its attention to the campaign co-ordinated by John Wilks against the KS3 tests in just those terms, the other group considering alternative 'Portfolio' (aka 'coursework') assessments was necessarily still looking at set-piece submissions for summative assessment. That's about final achievement; Bethan's focus is on work in progress (which is surely what 'course work' ought to be?). How to reconcile the two?

The official shift of the knowledge base in English – what it now means to 'know' in the English curriculum - relies on notions of reportable progression in an obsession with coverage, foregrounding knowledge of techniques and generic conventions, at the expense of content, meaning and purpose and the reader/writer relationship - all for summative assessment as retrospective record keeping, leading nowhere.

Assessment for learning is predictive, 'formative' if leading to action. It relies on richness of task and questioning, quality of feedback as dialogue, and sharing of criteria in self and peer assessment. It casts learners as critical reader/writers, interrogating texts, their own and those of others, and engages them in a collective construction of knowledge. In place of atomising features and techniques it offers entry into imaginary space and a chance to listen to what is being said. They will learn if only we can let them hear: why don't we read to them more after all?

For an update on the development of the Kings programme see Paul Black, Christine Harrison, Clare Lee, Bethan Marshall and Dylan Wiliam, 2003: *Assessment for Learning: Putting it into practice* (Open University Press). For Bethan's account of her work on assessment in English you'll have to wait for her contribution to the NATE 'Perspectives on English' series.

It's work in progress.

['That's my "short sentence", Miss!']

Appendix C

LATE Discussion
20 November 2003

John Polias
Assessment and EAL Learners
An Australian Model

Keith Davidson

John Polias (formerly EAL Consultant, South Australian Department of Education) devised *ESL Scope and Scales* as a model for the assessment of language development which spans both EAL students and those for whom English is a first language:-

'ESL Scope and Scales [*] is an innovative resource that links language development for second language learners to the language demands of the whole school curriculum.

'The **Scope** is the curriculum statement that describes and explains the model of language that underpins and organises the resource, and provides teaching suggestions that focus on language development.

'The **Scales** detail levels of achievement against which ESL/EAL learners can be assessed and reported on. The Scales describe English language development along a continuum described in 14 incremental steps: that is, 14 Scales. There are four versions of the Scope and Scales; each version corresponds to a different age group:

- ◆ Early Years (5-7 yr olds)
- ◆ Primary Years (8-10 yr olds)
- ◆ Middle Years (11-14 yr olds)
- ◆ Senior Years (15-16 yr olds)

'**ESL Scope and Scales** is a resource that teachers say:

- ◆ Links assessment of ESL/EAL to the reporting of their achievements and the planning and programming of lessons by teachers.
- ◆ Provides continuity through all the years of schooling to ensure that ESL/EAL learners are supported most effectively.
- ◆ Allows for efficient allocation of resources for supporting ESL/EAL learners by basing this on language achievement.
- ◆ indicates how far ESL/EAL learners have travelled in their English language development for successful participation in school and beyond.'

This is surprising stuff.

It rests on a number of assumptions:

- that the language development of ESL/EAL and English native speaker students can be mapped on the same scales
- that these can be described in terms of the language outcomes required in the curriculum areas ('subjects') at the 14 standards ('levels') for the Early-Senior stages
- that, broadly, the various curriculum areas make similar linguistic demands at these standards
- that there can be nuanced descriptions of the relevant linguistic features in the 14 scales
- that with adequate exemplification and appropriate support English teachers can recognise and programme the teaching of these features without undue alarm at apparent linguistic technicality
- that the traditional divide between ESL/EAL native speaker English language teaching can be avoided; learners are simply at different stages on a linguistic curriculum
- that modern language teaching might also be tied into these linguistic scales
- that teachers in the other curriculum areas can recognise the relevant linguistic demands of their programmes, modifying curriculum and programming accordingly

The choices and outcomes are described in terms of text and context according to features of field, mode and tenor of discourse in genre theory. 'Language across the curriculum' re-visited? But not the kinds of generalities and policies here long since gathering dust on the shelves, rather a matter of detailed specification and exemplification, making explicit what teachers intuitively 'know', in programmes which involve teachers and learners in assessing the linguistic choices needed to achieve learning outcomes across the curriculum. It is centred in teaching and learning.

As such, it appears to be quite different from the strictures of the English orders and literacy strategies here: prescriptions of what 'should' be known at given stages and levels, with little evident empirical base, scant reference to other learning outcomes and centred in self-referenced circular testing.

It is now compulsory in the South Australian Curriculum, with all teachers having to take account of the programme in their own curriculum areas. It deserves looking at here.

* **'ESL Scope and Scales** A resource for ALL teachers of students who are learning English as a second or additional language'

324 pp

ISBN: 0 7308 7735 3

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