

(2)

COMMITTEE FOR LINGUISTICS IN EDUCATION
MINUTES OF MEETING 77

June 9th, 2004

at The Institute of Education, University of London

1. **Present:** Dick Hudson (Chair), Keith Davidson(NATE), Terry Lamb(ALL), Janet Maybin(BAAL), Tim Shortiss(Co-opted), Brian Street (Co-opted), Catherine Walter (BAAL), Jill Bourne (Secretary)

Apologies: Richard Aplin, Jo Arthur, Eve Bearne, Keith Brown, Celine Castelino, Billy Clark, Geoff Dean, Charlotte Franson, Rob Penman.

2. **Minutes of Meeting 76:** The minutes were agreed as a true record

3. **Matters Arising:**

- 3.3 A draft leaflet on CLIE produced by JB was circulated. It was agreed that member associations should be listed without names of representatives, giving the secretary's address as point of contact.

*ACTION: JB to finalise. DH to post final version on website. ✓
JB also to update CLIE address list for sending out minutes..*

- 3.4 Travel expenses had been agreed with BAAL and CLIE at current level.. If there were to be further co-optees, this would need to be agreed first with the associations.

- 3.5 The English Association had agreed to send a representative, Rob Penman.

- 3.6 It was agreed that if Lynne Cameron was not available for February, Janet White of QCA should be invited. Lid King (CILT) had agreed to speak in November. *ACTION: JB*

- 3.7 Notices from member associations will in future be posted on the website
ACTION: DH

- 3.8 DH had been in contact with Gerry Swain and Lid King re. KS3 English materials. DH had circulated a request to CLIE members for volunteers to comment on drafts, and 5 people had volunteered, depending on the timings.

- 3.9 CILT to be invited to send representative. *ACTION: JB*

4. **Annual Review of Officers and Representatives:**

DH (LAGB) remains as Chair, JB (BAAL) as Secretary –both to begin 2nd year of office. JM had completed 3 years as BAAL representative, and will contact BAAL about continuing. *Action: Janet Maybin*

5. **Reports from CLIE Reps to Other Bodies**

- 5.1 **KS2 MFL:** Billy Clark had sent a report on a KS2 MFL Research Seminar on the 25th May. The purpose of the meeting was for researchers to give feedback to the writing team working on the Framework document. It was one of a series of meetings to gather feedback from various groups. BC was one of three people invited to give a presentation to initiate discussion. The other two speakers were Dick Johnstone from Stirling and Ros Mitchell from Southampton. They were sent a copy of the latest confidential draft in advance of the meeting.

The draft seen divided MFL work into four strands: oracy, literacy, knowledge about language, intercultural understanding. Some of the main things being aimed for are:

- making links with the National Literacy Strategy, and other areas (e.g. Citizenship)
 - a smooth transition to KS3
 - that it should be language-neutral and be applicable to any language (including community languages)
- The team are also aiming to model their document on the recent 'Speaking and Listening' materials.

The main issues discussed were:

how to maximise opportunities with limited resources (the framework suggests 60 minutes per week on languages)

- how to make sure language learning strategies have a prominent role
- exactly what to cover in the 'knowledge about language' strand
- keeping a clear distinction between oracy and literacy while also trying to ensure that these strands support each other
- relating work here to work in NLS and other areas

The team are now preparing a new draft which they will be presenting in June. There will be another seminar on the 20th July to discuss the new draft.

CLIE Members queried the way in which the KAL strand may or may not link with the KAL strand in the Literacy Strategy. If handled in literacy, was it needed again in MFL? It was thought that MFL might add a comparative element. It would be possible to use other languages as a reinforcement. DH reported that BC had said the Primary Strategy were very keen to allow the target language to be a community language. Another issue was the implications for KS3 MFL. DH commented that the progression of topics in relation to grammatical knowledge was problematic. The introduction of community languages would make this more obvious. DH felt this was an area where CLIE should be offering advice.

ACTION: DH to write to Lid King, explaining the issues around topic progression. CLIE suggested that Ros Mitchell and Dick Hudson might be the best people to help. 11/6/04

Terry + I attended meeting 20/7/04 so didn't write.

There was some discussion around the nature of learning strategies, and how these might best be taught. It was suggested a collection of examples of activities, etc. could be helpful to teachers.

ACTION: Terry Lamb and Catherine Walter offered to provide exemplar materials. DH to let Lid King know. Catherine + I met Pat Nicholson 15/6/04

5.2 KS3 Developments

5.2.1 DH drew attention to two new publications from the QCA,

'Speaking, Listening and Learning: KS1 and 2', and 'Introducing the Grammar of Talk'. It was suggested that Janet White, QCA, might discuss the ways in which these are being implemented in schools in the February meeting.

5.2.2 'Three to Five' Literacy Training Materials: these focused on moving students from level 3 to level 5 in KS3. Other new material was 'Improving Writing KS3'. DH and CW had commented on these for the Strategy. KD commented on NATE's 'ongoing dismay' at the continuance of national testing.

6. **News from member bodies:** Reports were received from ALL, BAAL, UKLA (attached)

7. AOB:

7.1 CW also reported on a Subject Centre Conference on Linguistics in Applied Linguistics, where she had presented a report on the linguistic content of applied linguistics courses. *ACTION: CW to circulate to interested members.*

7.2 TS circulated an English Language 'A' Level examination question which had caused teachers and students anxiety.

8. Dates of Future Meetings:

November, 3rd, 2004

February 16th, 2005

25th May, 2005 (NOTE CHANGE OF DATE from 8.6.05)

ACTION: C. Walter to book rooms in the Institute of Education.

9. Discussion of the Implications of the Tomlinson Report on Education 14-19:

Responses were received from CLIE, ALL, NATE and comments from the English Association (see attached). An interesting discussion of these and of the implications of the report followed.

REPORT FROM LAGB, June 2004

MFL

Language Alliance: Billy Clark attended the meeting in March.

LAGB: We're organising a discussion in August on how to teach linguistics in HE to FL students.

CILT: We noticed an online version of an existing database of UK research in FL: <http://www.languagesresearch.ac.uk/index.php>.

English

A. QCA: Billy and Dick Hudson attended an information session.

1. QCA has published a set of materials (two booklets, a video and some attractive posters) called "Speaking, listening, learning: Working with children in Key Stages 1 and 2". The material contains detailed advice on how to develop primary-school children's spoken skills, using a combination of carefully planned activities and explicit comment. The background assumption is that better spoken and oral skills will help children to develop mentally. The materials have already been distributed to every primary school, but you can download them from <http://www.standards.dfee.gov.uk/literacy/publications/framework/818497/>, or you can order a hard copy.

2. QCA are hoping to publish this spring a report with a name something like "Introducing grammar for schools", which arises out of a research project that Ron Carter has been conducting for them over the last few years.

3. They plan to publish in September a two-part report called "Moving on", about how children at KS3 (years 7-9) develop in their written grammar - something we know remarkably little about.

B. The Subject Centre is planning to organise a second one-day meeting in the autumn on the transition from A-level English Language to university-level courses.

REPORT FROM ALL June 2004

ALL is now represented on: Schools Stakeholders Group for National Languages Strategy KS2 MFL Framework Steering Group

ALL/CILT have been asked to be on Steering Group for a Primary Language Awareness project in (to be funded by the Esmee Fairbairn Foundation) proposed by the Secondary Heads Association.

Successful project bid to DFES which looks at innovative ways in which schools and universities can work together to raise achievement in MFL in secondary schools. Project is now underway.

A meeting of the Language Alliance took place on 20 April.

ALL collaboration with key agencies continues to grow.

A successful Language World 2004 took place at the University of Oxford Examinations Schools from 2-4 April with over 400 delegates and hundreds of exhibition visitors. A venue for Language World in summer 2005 is currently being sought.

ALL/CILT/UCML worked together to produce first Language Trends survey November 2003 (report available <http://www.cilt.org.uk/pdf/Language%20Trends%202003.pdf>)

Special Interest Groups for Primary, Adult Education and Mandarin Chinese up and running.

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

English L1; Community languages

BAAL, supported by Cambridge University Press, is holding a seminar on Language and identity on 5-6 July 2004 at the University of Reading. The seminar aims to promote cross-disciplinary communication by comparing research on language and identity in different strands of applied linguistics, including mother tongue education. Presenters and discussants will be encouraged to focus on practical outcomes, for example, the educational achievement of minority children or heritage/community language maintenance.

Community languages

BAAL, supported by Cambridge University Press, is holding a seminar on Researching community languages: educational and social perspectives on 21-22 June at the University of Stirling.

I have selected some activities which relate to English [L1], EAL and Community Language, some of which I reported on after the last meeting:

International Conference

Literacy Lives: Learning Literacy in and out of Classrooms UKLA 40th International Conference at Owens Park, Manchester July 9th – 11th, 2004

Keynotes speakers include: Myra Barrs, Shirley Brice Heath, Henrietta Dombey, James Paul Gee, Alan Gibbons, Mary Hamilton, Peter Hannon, Jackie Kay, Eric Maddern and Brian Street.

This is preceded by the **Research Day on Assessment** Thursday, 8th July, 2004 Speakers: Richard Daugherty, Bethan Marshall and Professor Harry Torrance

Collaborative research:

- Funded by TTA and in collaboration with NATE, Oxford University School of Ed. and Canterbury Christ Church University College: UKLA will establish a web- database resource on research into literacy and, with NATE, will commission writers of chapters for a web-based and book-published resource for those in their first year of teaching HE.
- UKLA has collaborated with QCA to produce a booklet on pupils' production of multimodal texts. This is now available from QCA.
- A current teacher research pilot with the Primary National Strategy on *Raising Boys' Achievements in Writing* will, we hope, be extended in the autumn of 2004. An account of the background and progress of this research project is on the UKLA website.

Special Interest Group

Kate Pahl and Carol Taylor of Sheffield University are developing work on Adult, Family and Community Literacies. They report regularly in the UKLA newsletter *Literacy News* [which is accessible through the newly designed website].

International

Henrietta Dombey and Susan Ellis will represent UKLA at the International Reading Association's [IRA] International Development Education Council's consultation on different national responses to the PISA-PIRLS reports. The UKLA response is available on our website.

Journals and publications

There will be a themed issue of the UKLA journal *Literacy* this autumn, taking a retrospective view of literacy teaching and especially the National Literacy Strategy over the last 5 years. In 2005 there will be a themed issue on family and community literacies.

We have two new minibooks: *Tell Me Another: speaking, listening and learning through storytelling* by Jacqui Harrett and *Drama: reading, writing and talking our way forwards* by Teresa Grainger and Angela Pickard.

Contact us for further information on: www.ukla.org or admin@ukla.org

CLIE Tomlinson Response

We welcome your comments on any aspect of the Interim Report, and particularly on those issues outlined in the next steps chapter, chapter 9.

The information you send to us may be shared with colleagues within the Department for Education and Skills and selected organisations involved in the development and implementation of our proposals. It may be published as part of a summary of comments made on the Interim Report. We will assume that you are content for us to do this. If you are replying by email, your consent overrides any confidentiality disclaimer that is generated by your organisation's information technology system. If you do not wish for your comments to be published as part of a summary, then please request this in the main text of your response.

We may, in accordance with the Code of Practice on Access to Government Information, make available on public request, individual responses. This does include your comments unless you tell us that you wish them to remain confidential.

Please insert 'X' if you want us to keep your response confidential

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Committee for Linguistics in Education

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Please insert 'X' in **one** of the following category boxes that best describes you as a respondent.

- | | |
|---|--|
| <input type="checkbox"/> National organisation | <input type="checkbox"/> Sectoral organisation |
| <input type="checkbox"/> Regional organisation | <input type="checkbox"/> Local organisation |
| <input checked="" type="checkbox"/> Subject association | <input type="checkbox"/> Representative body |
| <input type="checkbox"/> Educational institution | <input type="checkbox"/> Training provider |
| <input type="checkbox"/> Individual | <input type="checkbox"/> Other |

Please use this space to provide a more specific description.

The committee (CLIE) was set up in 1980 by the two main professional associations for linguistics in British universities: the Linguistics Association of Great Britain and the British Association of Applied Linguistics. CLIE also includes representatives from all the main professional associations concerned with language education, and its members have provided advice on literacy and MFL. Like other public statements from CLIE, this has been approved by the committees of the two sponsoring organisations.

Comments: (You can continue on additional sheets if necessary)

Our principle comments concern the proposed separation of **communication skills** from the **subject English**. However we should also like to underline the crucial importance of **foreign languages** at this age, so we ask you to ensure that any structures make it attractive to include some element of foreign language learning, however varied this provision may be.

a. We agree that communications skills are vital and that those who have not reached the target level at KS3 should have further support. However we see a contradiction between accepting a GCSE grade C as a relevant criterion (para 133) while denying that GCSE is "a good proxy for communication skills" (para 45).

b. We are concerned at the idea of separating skills training from "theoretical, critical and conceptual" study. The thrust of the Literacy Strategy at KS1-3 has been to base literacy skills on understanding, and we believe this is the right approach. According to the Strategy, the best way to develop writing skills is to help children to develop explicit understanding of the linguistic tools that they are using. Your Interim Report seems to suggest a very different approach in which skills are divorced from understanding. This may not in fact be your intention, but it will almost certainly be the result unless you spell out more clearly how theory is to be subdivided into those parts which are relevant to skills and those that are not.

c. We are concerned that your proposed division between communication skills and English could align "skills" with active learning and "subject English" with passive study; or could even leave all of language on the "skills" side and nothing but literature on the "English" side. Either of these splits would be against the spirit of the Literacy Strategy, which emphasises the importance of active learning and of careful reading in the development of writing skills. Again this may not be your intention but we hope you will be able to exclude it explicitly in your final report.

d. We see three different ways in which communication skills could be separated from the subject English more satisfactorily than in your Preliminary Report.

1. In terms of **level**. Communication skills training is just for those who haven't yet reached the target level, so it uses whatever teaching methods are appropriate, including approaches that you might call "theoretical". English teaches both "theory" and skills at a higher level, as it does in the present GCSE pattern.

2. In terms of **content**. Communication skills training applies to everyone, and, just as in the current KS4, it aims to bring everyone to an even higher level using whatever methods, theoretical or otherwise, are appropriate. English is a more academic and less skills-oriented study of language similar to parts of the current A-level English Language.

3. An even bolder proposal would be to replace the subject "English" by "**Language**", which would cover not only English but other languages as well, and would provide a bridge between English and foreign languages. Communication skills could remain as in 2, though logically they should include skills in foreign languages as well as in English.

End of CLIE response.

NATE comments on Interim report of working group on 14-19 reform

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14-19reform@dfes.gsi.gov.uk 11 May 2004

NATE members have attended presentations by Mike Tomlinson, and NATE council has been addressed by Liz Whittome from QCA. NATE management committee, having read the report and received the views of members, is pleased to submit the following comments:

We find much to welcome in the proposed reforms, particularly those relating to curriculum relevance and internal assessment. Our reservations centre on the proposed model of communication and English and how far this will motivate and challenge learners in ways set out in the report (paragraph 6, 'the case for reform'.)

In common with many bodies over the past few years, NATE has argued for more responsive and relevant assessment. Many NATE members have considerable experience in teacher assessment and moderation. The proposals on Chartered Examiner Status (paragraph 201) and particularly those on Centre Approval are similar to those NATE has advocated in the past. We would welcome involvement in further work of the group as outlined in paragraphs 205-6.

Loosening the constriction of external tests would improve access to the full National Curriculum and thereby motivate and reward those learners who are not well served by current arrangements.

Good practice in the learning of English pre-14 shows that literacy standards are being raised by engaging pupils in a broad range of ICT, media and paper-based texts. It is as important then as it will be later that learning is enjoyable, purposeful and deep. We believe that it is only by developing the interpersonal and analytical skills mentioned in paragraph 6 that learners will be best prepared for the personal and social challenges they will face in the 21st century – and beyond. Whichever 14-19 pathway is chosen, learners will need to use language creatively and critically. We consider the following three components to be essential to any programme:

- 1 Critical literacy – the ability to 'read' the cultural, ICT and media sphere
- 2 Creative literacy – the ability to articulate the self in a range of spoken and written genres, including ICT and drama
- 3 Cultural literacy – an awareness of the larger world of culture, including literatures

Our experience of the demotivating effect of learning key skills, post-16, makes us concerned about the division between 'functional' (paragraph 45) and 'theoretical and conceptual' (paragraph 58). We are concerned that a serious divide in English provision between 'core' and 'main learning' is being proposed without adequate detail as to the implications for the content and delivery of the subject. We would welcome proposals which envisage holistic rather than atomised teaching and assessment of core and main learning.

We would be interested to discuss how the shared language elements of communication and ICT might best be planned for and assessed through both the extended project and work of the course.
END of NATE submission.

ALL Tomlinson Response

We welcome your comments on any aspect of the Interim Report, and particularly on those issues outlined in the next steps chapter, chapter 9.

The information you send to us may be shared with colleagues within the Department for Education and Skills and selected organisations involved in the development and implementation of our proposals. It may be published as part of a summary of comments made on the Interim Report. We will assume that you are content for us to do this. If you are replying by email, your consent overrides any confidentiality disclaimer that is generated by your organisation's information technology system. If you do not wish for your comments to be published as part of a summary, then please request this in the main text of your response.

We may, in accordance with the Code of Practice on Access to Government Information, make available on public request, individual responses. This does include your comments unless you tell us that you wish them to remain confidential.

Please insert 'X' if you want us to keep your response confidential

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Please insert 'X' in **one** of the following category boxes that best describes you as a respondent.

National organisation

Sectoral organisation

Regional organisation

Local organisation

Subject association

Representative body

Educational institution

Training provider

Individual

Employer

Learner

Other

Please use this space to provide a more specific description.

ALL is the major UK subject association for teachers of foreign languages in all sectors. It represents around 7,000 language teachers across the UK, most of them based in England. The majority of ALL members teach in secondary education, although members also come from primary, FE, higher and adult education.

Comments

Response to the Tomlinson Review Consultation

The ASSOCIATION FOR LANGUAGE LEARNING welcomes the review of the 14-19 curriculum and the chance it offers to create a cohesive and structured framework for the progress and achievement of young people in this important phase of education and training. We fully support the notion of continuity in this phase without the inhibitor of the somewhat artificial break at 16 that most students currently experience.

With regard to language teaching in particular, we believe that the proposals offer an exciting opportunity for foreign language education but one which will need to be very carefully planned and aligned with the Review's broader recommendations in order to fulfil the aspirations of the government's own National Languages Strategy for England, the prime aim of which is to "transform our country's capability in languages".

The imminent changes in statutory requirements to allow more individual choice in the subjects studied post 14, in which MFL is to be removed from the core curriculum and a new 'entitlement' introduced in its place, places **languages at serious risk** of disappearing in some schools or having drastically reduced numbers of participants in others; the place they will have in the new 14-19 framework is therefore absolutely crucial.

Foreign language capability is essential for UK citizens, both in terms of international contacts and relations and in the global markets of the 21st century. Economically and politically we cannot afford to be lacking in capability in foreign languages, neither can we restrict the opportunities of our young people. Therefore we would like to recommend that a **working group** be set up to look more closely at the detail of how languages can be successfully integrated into the new 14-19 proposals. Such a working group could encompass also three other tasks:

- identifying links to other government agendas such as social inclusion, policies for sport and recreation or the international dimension;
- ensuring continuity with and effective progression routes into adult and higher education.

Language learning brings with it a number of positive advantages beyond the purely linguistic: an empathy with other cultures, enhanced intercultural awareness, improved communication skills in both the mother and foreign tongue; it both supports and introduces the international dimension in education. Recent studies with less able learners have shown that learning a foreign language can increase confidence and raise self-esteem. Languages education also has a strong link with the Citizenship agenda. For all these reasons we would argue that language learning has real value for everyone.

The review proposals could offer key opportunities for the future:

- A number of pathways for language learning could be introduced
- Languages could have greater coherence
- Student numbers post 16 might increase
- Languages could have a different status
- Young people might be more engaged in their learning of foreign languages, especially boys.
- There will be real opportunities for the use of ICT in language teaching and learning to become more integrated

All this can only happen if there is a strong strategy for supporting foreign language teaching within the framework.

We would therefore suggest that:

- 1 Languages be seen as a **key skill**, though not part of the core, at all levels. It therefore needs to be available at level 2 within advanced diplomas. The diagram on Page 47 of the Interim Report appears to show only maths, communication and ICT being available at Level 2 in advanced diplomas.
- 2 Language courses 14-19 follow a **range of interesting and appropriate pathways** to meet learners' needs. The model for Mathematics (currently experiencing similar problems with take-up), which was presented in the TES of 27 February 2004, with a possible structure of complementary but different pathways, is one that would also work well for languages.
- 3 In terms of **content and pedagogical approach**, a fresh and innovative 'take' on language learning post-14 is essential. Ideally language courses for this age range should help young people to make sense of the modern world. Courses should have the following characteristics:

- There should not be a repetition of KS2 and KS3 learning or methodologies.
- There should be continuity from 14 to 19.
- Learning should be active and independent with real language use.
- Languages should be well integrated with vocational learning, in many cases as compulsory complementary learning, and

- should include international experience.
- There should be a range of language courses drawing content from the Arts, Media, Science, ICT, Social Sciences and the Humanities; pupils can then choose a course that reflects their subject interest.
- All courses should be available at Entry level to Level 3, with all level 3 courses leading to specialist study in HE from whichever pathway.
- The demands of Level 3 Language courses should be equivalent to other Level 3 courses so that learners no longer feel that advanced study is unattainable.

4. Learners should have an entitlement to learning in their **heritage language**, as far as is practically possible.

5. There should be an **international dimension** in all courses. The **personal challenge** element of the diploma is an excellent opportunity for international activities, and this could be emphasised in diploma guidelines and again relates closely to Citizenship.

6. The **Advanced Diploma** should enable young people to take a language at whatever level and to get credit for it.

Assessment and Accreditation

The Association supports the principle that the pace and progression of learning should be determined by the learners' needs, although members have pointed out to us that learners' needs are not the same thing as what learners want – the study of languages is demanding and many school pupils at age 14 are too young to appreciate the long-term benefits of language learning, so a strong steer is needed to encourage young people to continue to learn languages in this phase. The notion of "stage not age" in language learning is also one we support.

The new assessment system should not penalise risk takers and the burden of examinations on pupils should be replaced by more continuous assessment. There are also concerns among our members that pupils could be rushed through the various stages and subjected to exam pressure at an earlier stage.

A robust accreditation system is a key requirement for the future. It needs to recognise achievement at every stage and we would suggest that:

1. Language learning should be an accredited part of certain courses at all levels, especially in vocational subjects.
2. The new national recognition scheme, the "Languages Ladder", is used as a means for accrediting short courses, e learning courses and modular courses that were included as part of the programme in a range of fields of study and training.
3. A suite of examinations which define content in more detail than the Ladder is essential.
4. A "single awarding body" might make it easier to explore alternatives to traditional examinations and achieve greater coherence and continuity nationally to the benefit of young people, parents, employers and academic institutions.

Implications

The implications of some of these changes for teacher training are serious and will entail significant development in this sector. In the future there will be a need for more multi-disciplinary teacher training.

There could be practical problems for small and medium-sized secondary schools in making provision for the new kinds of courses. The specialist schools will have a clear role to play in their locality and there could be a need for federations of schools to form clusters and to work collaboratively to cover the range of courses. New technology will also play a key role in delivery.

END OF ALL RESPONSE

