

COMMITTEE FOR LINGUISTICS IN EDUCATION

Website: <http://www.phon.ucl.ac.uk/home/dick/ec/clietop.htm>

MINUTES OF MEETING 79

2005
16th February at 2pm

Room 731, Institute of Education, 20 Bedford Way, London WCI

1. **Present:** Dick Hudson (Chair) (LAGB), Charlotte Franson (NALDIC), Catherine Walter (BAAL), Sue Barry (LAGB), Jill Bourne (Secretary), Billy Clark (LAGB), David Newton (CILT), Terry Lamb (ALL), Tim Shortis (Co-opted),

Apologies for absence: Jeff Branch (English Association), Anne Davidson Lund (CILT), Teresa Lillis (BAAL), Mahendra Verma (Co-opted), J. Swann (BAAL), Keith Davidson (NATE), E. Bearne (UKLA) and B. Street (unexpectedly and unavoidably delayed).

2. Minutes of last meeting

Minutes agreed.

3. Matters arising from the minutes

Jill Bourne reported that the following membership changes had been made:

- Jo Arthur has resigned (BAAL) due to ill health 27/01/05 to be replaced by Teresa Lillis
- Rob Penman (English Association) has resigned, replaced by Jeff Branch.
- Celine Castelino (Basic Skills) has resigned and will not be replaced by the Agency.
- Janet Maybin (BAAL) replaced by J Swann
- Anne Davidson Lund will represent CILT; in her absence David Newton was welcomed to the meeting as her temporary replacement.

David Newton then gave a short presentation on the work of CILT. (The Power point presentation is now available on the CLIE website.)

Tim Shortis reported on developments in relation to the production of a pamphlet for ITT tutors, focusing on the value of a Linguistics degree for entrants to PGCE English. There has been some correspondence with a PGCE English tutor which suggested this remained a problem; although there were no regulations in existence to warrant this, some tutors saw a lack of background in English literature as a disadvantage. A meeting between B. Street, E. Bearne & TS is being organised in London to develop a survey for ITT tutors. This questionnaire would be sent to tutors via the National Strategy ITT tutors email list if possible. DH also referred to the list of ITT departments available on CLIE website.

The Committee suggested the questionnaire should be shortened and simplified. TS to redraft and circulate.

ACTION: TS

It was agreed that Linguistics students applying to PGCE courses should also be encouraged to familiarise themselves with appropriate literature prior to going to a PGCE interview.

4. Reports from CLIE representatives at other meetings

A report was received in advance from D. Hudson, paper attached to these minutes.

5. Reports of relevant activities by represented organisations

A number of reports were received, papers attached to these minutes from:
BAAL, ALL, NATE, CILT, Basic Skills Agency

DH reminded members to inform him about forthcoming conferences which could then be added to the CLIE website.

Tim Shortis reported that the QCA were setting up a large scale consultation called English 21. They were considering making changes to 'A' level Language syllabus and assessment in response to Tomlinson. Practitioners would prefer no change before 2010.

TS also reported that there would be a conference at the Institute of Education on July 20th, 2005, 'A project for English'. Catherine Walter agreed to ask if a number of places could be reserved for CLIE members. [CW has since negotiated four places reserved for CLIE]

6. Future meetings

25 May 2005 Room 728: Annual Meeting. Topic: "English 21" (QCA Consultation Paper)

02 Nov 2005: Speaker: Lynne Cameron (ACTION C.Franson to write to invite her.)

15 Feb 2006: Provisional speaker: Debbie Myhill (no action till after next meeting).

Alternative invitee could be Richard Andrews, York.

7. CLIE response to the Tomlinson report

There was a divergence of views within CLIE – also would need to check with LAGB/BAAL – so no formal CLIE response.

8. AOB None

9. Presentation by Liz Whittome, QCA on issues relating to the Tomlinson Report, and including an introduction to the English 21 Consultation.

CLIE representation at other meetings

a. Billy Clark and Dick Hudson attended one of the twice-yearly Information Sessions hosted by the English Team at QCA (Qualifications and Curriculum Authority) on November 18th. Here are some points

that are relevant to linguistics.

* (We may have reported this already after the last session.) The team has published a report (by Ron Carter) "Introducing the grammar of talk." downloadable from

www.qca.org.uk/ages3-14/subjects/2933_9430.html

* They're adding more material to their (splendid) collection

(<http://www.ncaction.org.uk/subjects/english/index.htm>) of pupils' writing, speaking/listening and reading.

* They've published a new report called "Moving on: progression in writing at KS3"

(www.qca.org.uk/ages3-14/subjects/2933_9055.html)

* They're planning to launch a fundamental review of the content of "the English family of subjects" next Spring - expect to be consulted!

b. Richard Aplin and Dick Hudson attended a meeting of the Language Alliance on behalf of CLIE. Here's a brief report.

b1. The new framework for teaching foreign languages at KS2 (upper primary) was out for final consultation at <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1265>. The deadline for comments was December 22. It's a good read and contains much that is encouraging for linguists:

- knowledge about language is high profile
- so are strategies for learning a language
- the languages taught could be community languages
- the main aim is to motivate future language learners, so the recommended methods are imaginative and fun.

b2. A survey by CILT and ALL

<http://www.cilt.org.uk/key/Language%20Trends%202004.pdf>, "Language Trends 2004", has found a very gloomy picture for KS4, where foreign languages are now optional. 70% of state schools now treat them as optional, and in such schools only 54% of pupils choose to study them in Year 11, and even fewer (41%) in Year 10. On the other hand, the report also found an increasingly wide range of language being taught in secondary schools, including community languages such as Bengali and also Japanese, Chinese and (even) Russian.

c. The Subject Centre (for Languages, Linguistics and Area Studies) has set up a working group to consider the introduction of exam courses on Language Study at A-level (and possibly at GCSE), to complement English Language and MFL; it is chaired by Billy Clark, has met twice, and hopes to present preliminary proposals to LAGB (and possibly BAAL) in the Autumn, and to consult widely.

Reports from member associations

BAAL Events and Developments

MFL

- A new Special Interest Group for Language Learning and Teaching, which includes colleagues doing research in MFL, has just been approved by the BAAL Executive and will hold its first seminar (already fully booked), on Instructed Second Language Learning: State of the Art, in York on 11-12 April.

Other

- BAAL now has six Special Interest Groups which hold events throughout the year: Linguistic Ethnography, Corpus Linguistics, Psycholinguistics, Multi-Modality, Language in Africa and Language Learning and Teaching. See www.baal.org.uk for details.

Catherine Walter

16 February 2005

ALL activities report – January 2005 (for CLIE meeting)

Projects

- Innovation Exchange (schools/universities collaboration project looking at how ICT supported mentoring projects might raise standards and improve motivation in schools): there is now a possibility of further funding from the MFL team at DfES for period March – July 2005 (DfES funded)
- Languages ICT project (CILT/ALL) – creation of a web portal and associated support services. Languages ICT website now live (www.languagesict.org.uk). (DfES funded)
- Languages 2005 (CILT/ALL/LLAS) – a coordinated series of high profile languages events in 2005 covering all sectors (CILT Primary Languages Show, CILT/ALL AE Show, ALL Language World, CILT 14-19 event, LLAS HE event)

Project proposals

- REAL project (Reseau Européen des Associations de Langues), bid was sent to the Commission in October. CIEP (France) takes the organisational lead and ALL is the main partner. Early feedback from the Commission is good and we are hoping for a successful outcome.

Surveys, consultations and position statements

Key Stage 4

Language Trends Survey (ALL and CILT) had substantial press coverage – there were articles in all the broadsheets (including a leader in the Times) and in the educational press. There have been several references to the survey and the current problems at KS4 in the media since, both in the UK and abroad (El Pais, Dutch radio, Australian radio are among those we know about).

Key Stage 2 framework consultation

The ALL Primary Special Interest Group responded to the consultation. Full text of our reply can be found on web at <http://www.ALL-languages.org.uk>

Adult Education

Problems in this sector are primarily to do with changes to the funding regime and the attitudes of the regional Learning and Skills Councils. National priority is now to fund only courses below level 2 on the NQF and there will be an emphasis on Basic Skills. Most language courses/learners do not fall into this category and language courses will be full cost recovery. National LSC has a languages agenda (albeit somewhat vague) but regional LSCs “respond to demand” in their local areas. Provision for languages is likely to be patchy. There has already been a problem in the West of England region, where funding for adult education is being withdrawn from the LEA AE service and redirected to the big FE colleges and voluntary organisations. This will have a big impact on both the staff who were employed by the LEA and the provision of language courses in the region. We have had representations from members in the area. ALL has produced a report, **Lost in Translation**, in response to the problems in this sector.

Current Special Interest Groups (SIGs)

ICT

Adult Education

Mandarin Chinese (Conference in collaboration with SST March 12, Cambridge)

Primary

Language World Conference

1-3 July 2005, University of Kent, Canterbury.

Major conference and exhibition, plus parallel one-day conference on Motivation. Additional funding for 2005 is coming from the Languages 2005 project. This will enable us to have two free sessions for Primary teachers and two “celebrating languages” sessions involving learners/children, as well as extra conference speakers and improved technical facilities. ALL would welcome help from CLIE members in publicising the conference.

Other national events

Autumn term 2004: Austrian Day, London. Spanish Day, London.

Spring Term 2005: AE mini-conference (CITL/ALL), Leicester.

Issues of concern/interest

14 –19: ALL hoped to organise a meeting with Mike Tomlinson during the period of the 14-19 review but this proved impossible. Our focus now needs to be on promotion, improving motivation, supporting members.

Adult Education (see above)

GCSE Examinations – perception among teachers that it is harder to achieve high grades in languages than in other subjects.

CILT/ALL strategic alliance

The two organisations have signed a formal “strategic alliance” and agreed operational areas in which collaboration would be beneficial to both parties. These include AE, project work, surveys, promotion, dissemination, closer cooperation on certain events.



The National Association for the Teaching of English

New Publication

text : message

The Future of A Level English

NATE Publications, 2004. ISBN: 1 904709 15 X.

Jane Bluett

Susan Cockcroft

Ann Harris

John Hodgson

Gary Snapper

(NATE Post-16 Committee)

As the country debates the future of 14-19 education in the light of the Tomlinson report, this timely publication reflects on the current state of A Level English, presenting a critique of current arrangements, giving an account of alternative models, and proposing a new model that takes account of change: change in English Studies, in A Level students and in the wider world of discourse.

Available from NATE (0114 255 5419)

£5.50 members; £6.50 non-members (plus postage £1)

Available from NATE, 50 Broadfield Road, Sheffield, S8 0XJ. 0114 255 5419

Text : Message – the Future of A Level English

NATE Post-16 Committee

When A Level English was introduced, about seven per cent of the age group took Advanced Level qualifications. The exam was seen as a selection process for university, and pupils took A levels that anticipated their future studies. In the wider world of communication, television offered one channel; a household telephone was a sign of status; and the *Daily Herald* had not yet become the *Sun*.

The world has changed since 1951. The majority of students stay in school or college till 18, and by the end of the decade it is expected that 50% will be in higher education of some kind. Young people today inhabit a cultural and media sphere utterly different from that of the 1950's, and have to orient themselves in a multi-channel world of the internet and global television.

During this time, English studies changed too. The theory debates of the late twentieth century transformed literature in HE into a cultural study of the power of discourse in shaping perceptions of the ambient world. But such challenging and profound approaches had little effect on English studies in British schools. The introduction of A level courses in *Language* made an important difference, and Curriculum 2000 has brought the promising development of combined or integrated *Language and Literature* courses. But a large minority of students still have no effective choice of English subject at A level, and take courses that offer little more than the study of a handful of set books - the pattern set in the 1950's.

Since the introduction of Curriculum 2000, the NATE Post-16 Committee has been monitoring the new specifications and their implementation in schools and colleges. Two years ago we conducted a survey of NATE members teaching A level. The results of this survey reflect current A level English practice in a range of institutions, and teachers' evaluations of the work they do.

We have also surveyed alternatives to A Level English in its current form. We have made detailed evaluations of the International Baccalaureate; English in the Australian post-16 Certificates of Education; English in Higher Education; the Advanced Extension Awards; Media, Drama and Communication Studies; and also the many alternative syllabuses that have been proposed and practised (often by NATE writers) since the mid-seventies.

Our new book, *Text : Message - The Future of A Level English*, distils this research and makes proposals for the future. The Tomlinson Committee has recommended considerable changes in the structure of 14-19 education, and our book proposes changes in the structure and content of English. We directly address Tomlinson's concerns about the nature and purpose of assessment. We envisage a curriculum that takes account of change: change in English studies, in A level students, and in the wider world of discourse. A level students are entitled to knowledge that is not the exclusive prerogative of "Language" or "Literature", and subject options must take account of this.

We hope that *Text : Message* will make a significant contribution to the debate about the future of English at A level, and that it will help create an advanced studies curriculum that is truly fit for its purpose.

Dear Colleague

Subject

Text : Message - the Future of A Level English

I'm writing to let you know that NATE have just published *Text : Message - the Future of A Level English*. The book will be launched at our annual conference next weekend.

In this new book, the NATE Post-16 Committee evaluate A Level English in the light of modern approaches to English studies. Basing our case in part upon teachers' evaluations, we argue that neither the structure nor the content of the current A Level English curriculum suits current needs. We provide detailed critiques of each English subject, and survey alternative curricular models that have developed in Higher Education, overseas, and in other disciplines. We consider appropriate modes of assessment in English. Finally, we propose approaches to A Level English that draw on best theory and practice, and suggest ways in which these might be delivered.

The NATE Post-16 Committee have brought diverse experience to this task. The writers currently work in 11-18 schools, in further and higher education, and in teacher training. We are engaged in research into literacy and the English curriculum, and have responsibility as senior examiners and moderators in English.

... please see the attached flier for details.

With good wishes,

Yours sincerely,



JOHN HODGSON

Chair, NATE Post-16 Committee

Basic Skills Agency Activity Report

Over the past year the Agency has given a particular focus to developing and strengthening provision for minority linguistic communities as part of the basic skills strategy for Wales which the Basic Skills Agency is overseeing on behalf of the Assembly Government.

Examples include:

- **Language and Play [LAP]** programme that targets parents and their pre-school children and aims to improve the children's speaking skills through play activities using English, Welsh and other languages. In addition to multilingual resource boxes, we have produced guidance for parents and key word lists in many languages as a supplement to the colourful packs participants receive when they join the programme. These are available from www.basic-skills-wales.org/bsastrategy/en/early_years/lap_esol.cfm.
- **Contextualised English language development:** We have commissioned Cardiff LEA's Parade ESOL service to develop an ESOL for Working with Children course for asylum seekers which incorporates both the LAP programme and Keeping Up with the Children [for parents with school age children]. A strand of the ASSET UK project, part funded by the ESF Equal Community Initiative programme, participants improve their English in the context of learning about the education system in Wales and gaining an insight to working with children in the UK. A number of organisations have supported this project including South Wales police with whom we are jointly publishing ESOL resources that focus on the emergency services, rights, community and, personal safety.
- **Workplace:** An increasing number of employers in Wales are addressing ESOL needs as part of the Employer Pledge programme whereby an employer pledges to *'help employees to improve basic skills'*. Case studies of employers providing ESOL feature as case studies on www.nsp.workplace.basic-skills-wales.org/server.php?show=nav_00600h.
- **14-19:** we have been working with EMAG teachers to produce materials for late arrivals [KS4] with EAL that provide a progression route to the Tripartite Award – a Level 1 qualification in literacy, numeracy and ICT that is being developed in Wales.
- **Teacher Training:** We shall shortly be piloting a new Level 3 qualification in delivering basic skills, based on the FENTO standards. This qualification has 3 strands. All participants undertake generic modules and then choose a specialist route in ESOL or literacy or numeracy. For the third element they choose from a menu of options such as family programmes, financial literacy, grammar, working with employers and so on. A level 4 qualification for literacy teachers is being piloted and this will be followed by an ESOL teaching qualification.
- **Welsh language:** we have published a Welsh Adult Core Curricula for literacy and numeracy.

England and Wales

- **English Language for Citizenship:** Another strand of the ASSET project is our forthcoming Citizenskills CD which will be launched at a national conference in Wales on 15 March and in Birmingham on 17 March. For further information on the CD visit www.citizenskills.co.uk. We were also on the DfES steering group for the development of ESOL for Citizenship materials produced by the LLU+ and NIACE which are currently being piloted.

- **Developing Effective Practice:** a recent publication in this series is *EAL: more than survival* a survey of effective practice in Key Stages 1-3 by Graham Frater.