

BAAL/LAGB Committee for Linguistics in Education

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

MINUTES OF MEETING 80

25 May 2005 at 2pm

Institute of Education, 20 Bedford Way, London WC1H 0AL

1. **Present:** Dick Hudson (Chair, LAGB), Catherine Walter (Secretary, BAAL), Jill Bourne (BAAL), Theresa Lillis (BAAL), Joan Swann (BAAL), Sue Barry (LAGB), Graeme Trousdale (LAGB), David E. Newton (CILT), Jeff Branch (English Association), Charlotte Franson (NALDIC), Keith Davidson (NATE), Brian Street (Co-opted), Tim Shortis (Co-opted)

Apologies for absence: Billy Clark (LAGB), Terry Lamb (AAL), Eve Bearne (UKLA), Mahendra Verma (Co-opted)

The Committee welcomed Graeme Trousdale, who now replaces Keith Brown as an LAGB member; Teresa Lillis and Joan Swann, new BAAL members.

2. **Minutes of last meeting:** Accepted as a true record
3. **Matters arising from the minutes**
- Review of membership of CLIE
 - Jill Bourne, having completed two years as Secretary for BAAL, has resigned for her third year. BAAL have appointed Catherine Walter to take up the last year of Jill's term. The committee thanked Jill for her services.
 - BAAL and LAGB representatives should remind their associations that the 3-yr terms of the Secretary and Chair come to an end next year in May.
 - JB has emailed three times to the British Dyslexia Association offering membership and has received no response. ACTION: CW to write a letter to back up JB's emails ✓
 - The Subject Centres for LLAS and English to be invited to send a representative. ACTION: CW to write. ✓
 - Tomlinson Report
 - There was disappointment that the Tomlinson Report had not received more attention from the Government.
 - Tim Shortis: The issues underlying Tomlinson's representations will not go away. Change will continue to happen incrementally rather than by wholesale structural review (which may be a good thing). The focus on language and literacy hadn't taken into account our interests and views.

- Brian Street: EU initiatives that are now underway will in the long run entrain many of the positive changes that Tomlinson advocated.
- The White Paper which was the govt's reaction to the Tomlinson report: 14-19 Education and Skills: continues to talk about 'functional English' and 'functional maths', and we may want to have input on this. News: it has been heard unofficially that it is likely that A-levels will go down to four units by 2007-2008. It was suggested that a future meeting focus on functional literacy, and that the National Research and Development Centre for Adult Literacy be invited.
- QCA have commissioned a report on grammar and on spelling – perhaps with a view towards changes coming from the White Paper.
- QCA has approved Edexcel mixed language and literature GCSE
- Should graduates having done a degree in linguistics be qualified to do a PGCE in secondary English? TS reports that he is committed to seeing this investigation through; he has seen several incidents of informal discrimination. JB suggested that a case study be sent to the TTA. Tim wrote a survey of PGCE depts which he was having trouble getting disseminated. So RH wrote to Gerry Swain, who passed it on to Rob Batho, national strategy advisor for KS3, but no progress has been made. The problem is that we're not dealing with rules, but with perceptions. According to TS, Janet White at QCA is surprised and disappointed. ACTION: TS and DH to ask TTA what their policy is, and to ask TTA to put a mailing out; if TTA prefers not to do this, post it on our website. The person in TTA i/c ITT is Jacquie Nunn.
- Another problem: frequently on PGCE English, prep for language is as little as one day.

4. **Reports from CLIE representatives at other meetings:** None

5. **Reports from member organisations and individuals**

- NATE grammar conference didn't take place, due to undersubscription
- Conference at Institute of Education 20-21 June on the future of English, several members of CLIE will attend
- NATE: English 21 was discussed at their conference, at which Peter Traves spoke.
- LAGB:
 - A-level in linguistics working party is going ahead. There is some encouragement from Janet White, but no encouragement from the FL people at QCA – any ideas? Dick has written to Chris Maynard, who was cool. Should we re-brand it 'language awareness? Members to let RH know any ideas to get this onto FL agenda.
- Tim Shortis:

- see report from NATE text message: the future of A level English
- *Texts in Context website from British Library*
- NALDIC oral report:
 - see tabled documents
 - DfES is doing a new statutory census on pupils' L1, faith, traveller status and disability (see document)
 - Ireland is using the Common European Framework for benchmarks for progression in languages (ACTION: CF to send link to DH/CW) Aid
www.ilt.ie
- BAAL: BAAL has been in correspondence with the Census Bureau to press for the inclusion of a question about languages spoken on the 2011 census form. This has wide-ranging repercussions. Note that in Germany, for example, some Länder are requiring pre-school German language tests for children who are not L1 German: an inclusion problem.

6. Scotland:

- Graeme Trousdale reviewed Scotland's language education provision. See tabled documents. A question for the Committee for Language in Scottish Schools: do you embed language in the curriculum first, and then let a qualification emerge, or do you institute the qualification first?
- *Scotland and MFL: £4m initiative concerned with teaching of MFL in Scottish primary schools, launched in 2003. All primary schools now teaching foreign languages, and some of them community languages. Also promotion of Gaelic.*

7. Future meetings:

- 2nd November 2005, Lynne Cameron to talk on advanced EAL learners' writing
- 15th Feb 2006: Debbie Myhill to be invited to speak about grammar teaching (ACTION: RH and CW to negotiate with her.)
- 24th May 2006 (no speaker)

8. QCA's English 21: discussion led by Tim Shortis (NB deadline end of July)

- Biggest consultation QCA have done
- Is this something that we should respond to? Yes, but through associations rather than through CLIE.

There are 4 main areas, we are concerned with first two (less with technology and assessment) Dick's reading of the difference between the first two areas: English for All Learners vs. English for 14-19, i.e. an age opposition.

- Also many other issues, seemingly not very coordinated.
- *English for all learners*, written by Janet White:
 - Problems: Eng for all learners rather than language for all learners

- Literary heritage
- *Grammar comes up: what's meant by grammar? (in key skills, grammar is punctuation).*
- The spoken word: what happens when QCA brings something into the curriculum: will it be colonised? There seems to be quite a polarisation between grammar of speaking and grammar of writing. A link is made between English as an international language and the idea that we ought to be improving the teaching of talk (economic agenda?). Outward-looking internationally rather than looking at the individual in this society.
- BS: whole document framed by the 'Basic skills and beyond' section.
- 'Inclusion and diversity' section: seems to be two different texts: one (first and last sentences) with a view of the diversity of British society, and the other (the rest of the text) seeing Britain as homogeneous facing the world. So... we identify the tension.
- Creativity and imagination: problem of tension between this and high-stakes examinations.
- *English for 14-19 (written by Liz Whittome)*
 - Problem with tension between second paragraph ('At present all learners aged 14-16') and third paragraph ('one of the imperatives ... importance of core functional and communicative skills').
 - KD: little space for schools, departments and individual teachers to choose texts and take ownership of the English lesson – as in KS3, with emphasis on objective-oriented lessons.
 - CF: problem with the word 'functional' – she'd prefer 'multiple literacies' ... or what do they mean by 'functional'? – DH refers to para 3: "to function personally, socially and for further education and employment". Note that the word 'functional' here is used in a very different way from the way it is used in the white paper. One focus in responses: how to define 'functional'?
- Summary: *in the two documents there are spaces that can be exploited.*
- Some associations are well on the way towards formulating their responses. Note that we can write as parents as well.
- ACTION: RH will send all the documents round as a zipped file. ✓
- Agreed that associations will share submissions with each other.

Tabled material

London Association for the Teaching of English
c/o 20 Vanbrugh Hill, LONDON SE3 7UF.
Website: www.late.org.uk

English 21

Saturday 14th May 2005- 9.30a.m -1.30 p.m.

Islington Green School, Prebend Street, Islington, N1 8PQ

Main Speaker

Peter Traves

Director for Children and Lifelong Learning, Staffordshire

With workshop/discussion groups led by Bethan Marshall (Kings College, London), John Yandell and Anne Turvey (Institute of Education), Barbara Bleiman (English and Media Centre) and Craig Morrison (Parkside Community School, NATE vice-chair).

English 21 is QCA's attempt to engage all those connected with English teaching across the age ranges in a debate about the future of the subject. By 2021, children born now will be leaving compulsory education – the question is what do we want their experience of English to have been? QCA has posed questions on the future of English in four areas– English for all learners, E – English, Assessment and English 14-19 and discussion papers and questions can be seen on the QCA website – www.qca.org.uk . LATE is organising this conference to give primary and secondary teachers in the region the chance to consider the future of English, and feed their ideas back to QCA as part of the consultation process.

In his keynote, former headteacher and English adviser Peter Traves, will consider the question of the future of English within the wider context of the Children's Act and consider how we can plan for an English curriculum within which every child matters.

Programme

9.30a.m.: Coffee and registration

10.00a.m.: **Keynote Address – Peter Traves: *QCA English Consultation – Making Sure Every Child Matters***

11.00a.m.: Coffee

11.15 a.m: **Workshop/Discussion Groups – choose one from list below**

12.30p.m.: Conference Plenary

1.30p.m.: Lunch

Fee (including lunch and coffee):

£20 members of LATE or NATE (institutional membership entitles one person to reduced rate)

£25 non-members

£5 students and unwaged

(n.b. an additional fee of £10.00 will be charged to those 'paying on the door').

Workshops

Here are the discussion questions posed by QCA under each area. Workshops will consider the issues raised by the questions and provide responses to feed into the consultation process. For further information and discussion papers visit www.qca.org.uk/english21

1. English for All Learners

(Led by Anne Turvey and John Yandell, London Institute of Education) Will reading and writing still be basic skills in 2015? What skills will all learners need then? What should we teach about the spoken word, given the significance of English as a global language? How should our literary heritage be defined, given the changes in our society? How can we nurture imagination and creativity? How will the learning of English be related to other subjects? How should English change in response to our diversity in language, ethnicity, gender and personal needs?

2. Ways ahead in Assessment

(Bethan Marshall, Kings College, London)

What forms of assessment support learning and maintain standards? What is the future place of examinations and tests in English? What forms of assessment will best suit the demands of 2015? How can we develop public understanding of standards and confidence in what they mean? What do learners, parents and employers need to know? What principles should guide reliable assessment of speaking and listening?

3. 14-19 Flexibility and innovation

(Barbara Bleiman, English and Media Centre)

Choice and flexibility across literature, language, drama, media and film studies – what are the gains and losses? How far should learners be free to choose units from a range of subjects? What value will such courses have? What should be the minimum entitlement for all 14- to 16-year-olds? What should be the core functional communication skills for all 16 year olds in 2015? Are there competing priorities between learners' personal development and English for employment? Is there scope for new qualifications such as Creative Writing?

4. E-English –Texts and Technologies

(Craig Morrison, Parkside Community School, NATE Vice-chair)

How far are new technologies supporting or transforming reading and writing? Will the printed book disappear? What forms of text should learners read in 2015? What forms of

writing on screen should we teach all learners in 2015? If most screen reading is in short chunks, how important is stamina in reading and writing longer texts? How far will new technologies affect speaking and listening? What principles should guide the use of e-assessment in English? Is e-assessment likely to be suitable for all aspects of English?

NATE conference, Leeds, 14 May

Grammar - who needs it?

What do we need to know? What do we need to teach it?

- Keynote Address

The Teaching of Grammar: Graham Low, Senior Lecturer, Educational Studies, York; Carole Torgeson, Research Fellow, Educational Studies, York

- Other sessions:

The Write Way to Write: Jeff Wilkinson, PGCE Tutor, Sheffield Hallam

Tackling Grammar in the Classroom: Elspeth and Richard Bain, authors of the *The Grammar Book* and *The Primary Grammar Book* (NATE)

What is Grammar good for?: John Mannion Author of *Collins School Grammar*

A view from AQA - on the place and importance of grammar and accuracy

www.nate.org.uk info@nate.org.uk

Institute of Education, London, 20 & 21 June
School of Culture, Language and Communication

A project for English - A conference for shaping the agenda

Speakers to include:

Eve Beam, Cambridge
Vic Carrington, Plymouth
Brenton Doecke, Melbourne, Australia
Roxy Harris, London
Ken Jones, Keele
Jackie Marsh, Sheffield
Elaine Millard, Sheffield

20 June: keynote presentations and panels - an open event for some 200 participants

21 June: workshops and plenary sessions - some 60 participants

r.mcloughlin@ioe.ac.uk

QCA English 21 initiative

'... a national conversation about the future of English in the 21st century and teaching schools'

Contributions can be submitted via the QCA website until the end of July: a summary to be available in autumn 2005.

Areas for discussion include:

- The place of creativity and imagination and how to provide an inspiring curriculum
- How much emphasis there should be on the 'nuts and bolts' of language
- The impact of the digital age on reading and writing
- The significance of English as a global language
- What all children should study and what might be optional, especially for students aged 14-19
- What kinds of assessment will be best for students in 2015

English for all learners: Janet White, QCA

- Will reading and writing still be basic skills in 2015? What skills will all learners need then?
- What should we teach about the spoken word, given the significance of English as a global language?
- How should our literary heritage be defined, given changes in our society?
- How can we nurture imagination and creativity?
- How should English change in response to our diversity in language, ethnicity, gender and personal needs?

Key themes:

The literary heritage
The place of grammar
Starting out in English
The spoken word
Basic skills and beyond
Inclusion and diversity
Creative imagination

Supporting 'think piece' papers:

- *English as a global language*: Gillian Klein, editor *Race Equality Teaching*
- *Core of functional literacy and communication*: Barbara Bleiman, English and Media Centre
- *Basic skills in the 21st century: new possibilities for less able learners?*: Chris Stevens, BECTA
- *On what should be taught about spoken English in the 21st Century: more questions than answers*: Neil Mercer, Open University
- *Why morphology matters and comprehension counts*: Jane Hurry, Institute of Education
- *Making connections: grammar and meaning*: Debra Myhill, Exeter
- *A tale of three subjects or literature + language + media = English - Thoughts on establishing a framework for flexibility and innovation in 14-19 English*: Gary Snapper, editor NATE *English Drama Media* magazine
- *Set texts 14-19*: Adrian Barlow, OCR
- *Reading and writing creatively*: Chris Meade, Booktrust
- *Creative writing at a level*: Julian Pattison, UCLES
- *Translation from English at A level to English at degree level*: Adrian Barlow, OCR
- *English on the boundaries*: Ben Knights, English Subject Centre

Events

- 5 April - Nottingham University: *Grammar, written and spoken: part of English teaching or not?*
- 13 April (London) Royal Society of Literature: *The literary heritage: what should it be for readers in England in the twenty-first century?*
- 16 April (Cambridge) NATE/UKLA: *Technology in English conference - 2015*
- 27 April (Cheltenham) UCAS: *Transition in English: school and college to university*
- 9 June (Sheffield) Ofcom/Bfi: *Texts and technologies: the future of English*

www.qca.org.uk/english21 english21@qca.org.uk

CLIE Meeting 25/5/2005 – from Tim Shortis

There are no significant developments to report since the government decision not to implement the Tomlinson Report's recommendations for a re-structuring of 14-19 Education.

In the view of this writer, the issues underlying Tomlinson's recommendation are not going to go away, and in effect the government decision will lead to incremental change over time in place of an immediate structural change. There are some advantages to this, particularly in the light of the lack of clarity about Language and Linguistics in Tomlinson.

The A Level Language constituency is currently in something of a limbo, waiting for likely changes to the current number of modules and units without knowing the dates or detail.

It is likely that all awarding bodies will be asked to reduce specifications from six to four modules to reduce some of the assessment burden for everyone involved in it. Both Tomlinson and Ken Boston have hinted at this but no action has been taken.

It is likely that accuracy of Standard English will re-emerge as a focus in view of the Secretary of State's pronouncements about spelling.

Apart from that, A Level Language continues to grow in popularity with sittings of one unit numbered at over 18,000 for the most popular specification. The course continues to be more popular with students than with the teaching body as a whole.

NATE's 16-19 group's Text: Message document puts a persuasive case for English A Level which integrates Language and Literature whilst being securely based in Language study principles. A Level Language comes out of that document well. Text: Message has attracted shrill media attention from John Clare of the Daily Telegraph who has chosen to report it as a conspiracy to destroy English Literature A Level.

The Edexcel Pilot GCSE which includes modules both speech and digital literacy is an important development.