

Committee for Linguistics in Education (CLiE)

Agenda Meeting 137

7th June 2024, 11-16:30 BST

Chandler House (2 Wakefield St, WC1N 1PF), room G15

David Moss represented NALA in person at this meeting

The meeting was a hybrid meeting with some present in London and some online. 14 persons altogether, mostly from the University sector, but with the British Council, ALL, ISMLA and NALA represented. The committee brings together the teaching of English, Linguistics and MFL.

The committee received reports and updates and discussed issues arising from these.

The following will be of interest to NALA members.

1. United Kingdom Linguistics Olympiad continues to hold successful events for language students however participation from state schools is limited. See details at [UKLO for schools: Surprise your students with language puzzles - UKLO](#)
2. Upskilling project (Knowledge About Language Gap) EE -KAL questionnaire is due for national launch. This will try to ascertain what actual knowledge and understanding of language teachers have, and what support and training they receive. The concern is that teachers are simply following schemes without actually understanding what they are teaching.
3. Phonics paper. This has been worked on for a good while and raises the issues which the rigid approach to using synthetic phonics brings. See [Phonics isn't working – for children's reading to improve, they need to learn to love stories \(theconversation.com\)](#)
4. Two GCSE working groups have been established for English and MFL to look at how aspects of language are taught and understood.
5. The British Council gave a summary of the recent APPG meeting which focussed on Cities of Languages, for example Newcastle and Coventry.
6. The National Consortium for Languages Education [NCLE](#) were invited to answer questions but this was cancelled due to illness. However answers would have been restricted due to the upcoming General Election. Questions will be sent to NCLE.

NALA members may be interested in the questions

Questions to National Consortium for Languages Education [NCLE](#)

Questions re Cognitive load theory

1. Question re relationship of NCLE's proposed work on pedagogy and current emphasis on cognitive load theory (Sweller et al. research) in ITE: In relation to pedagogy, to what extent has thought been given to the now required focus in ITE on cognitive load theory?
2. To what extent did the Bauckham review rely or draw on cognitive load theory (CLT)? How does this focus on cognitive load theory in ITE influence the proposed work of NCLE?

Question regarding difference from NCELP and research based pedagogy:

1. How will the pedagogical emphasis differ from NCELP?
2. How important are the 3 pillars vocabulary, phonics, grammar?
3. How does NCLE react to the negative [research-based evaluation](#) of
 - a. phonics

- b. vocabulary approach that NCELP adopted?
- 4. What is the stance of NCLE towards the following important paradigm shifts in language pedagogy:
 - a. the multilingual turn
 - b. the translanguaging turn
 - c. the social turn
- 5. What is NCLE's up to date research evidence for the inclusion of dictation?
- 6. What is NCLE's up to date research evidence for the low emphasis on culture and international citizenship?
- 7. What is NCLE's strategy for integration of community languages in schools? see recent [BERA publication](#) re this.
- 8. How will NCLE integrate IT in MFL teaching?

Questions regarding overall outcomes

- 1. What is the aim in terms of improving overall outcomes?
- 2. Will CEFR be used? if not why not?
- 3. Will continuity of teaching from Primary to Secondary be used to enhance outcomes?
- 4. What will NCLE do to improve GCSE proficiency levels?

Question regarding learner experiences in classrooms/motivation

- 1. What will NCLE do to address the long standing issue of demotivation and boredom?
- 2. Where does 'interest' fit into NCLE's goals?
- 3. What will NCLE do to improve GCSE uptake?

Questions regarding links to existing projects and subjects

- 1. Where does English fit into NCLE's goals? English is a language too, and kids are more language to find FL interesting if they've already learned that English is interesting.
- 2. How does NCLE relate to the Languages Gateway?

Question re strategy for change of NCLE

- 1. What is the assumed remit of schools for change given external constraints of teacher shortage, negative parental attitude, demotivation, exam-driven teaching and backwash?
- 2. How do you ensure fidelity of your intended delivery?