

Addressing the issues

Languages and area studies are going through a crisis in the UK. Linguistics is less gravely affected, but not wholly spared. The signs have been visible for several years, most clearly in the declining numbers of students in specialist degrees in modern languages and in many area studies programmes. But the crisis is not a simple one, and while some of its consequences are damaging, some are also constructive.

What are the issues?

The damaging consequences are evident in the staff losses and department closures that have surged in the last two years or so, with the associated loss of expertise, narrowing of the national knowledge base, and further decline in teacher supply. All of these were spelled out in the Nuffield Report eighteen months ago, and will be familiar to most readers of this newsletter. But the academic community has largely avoided the defensive reflex of retreating within its shell. On the contrary, it has been quick to ask hard questions of itself, and to learn some uncomfortable lessons.

The first question is what is the scale and profile of the crisis. On closer inspection, it emerges that the pattern is actually quite complex. The fall-off in specialist degrees has been accompanied by a significant increase in students taking a language or area studies course as part of degrees in other subjects. Linguistics degrees and applied linguistics or language study units also appear relatively buoyant. Where there has been a decline, it has not been evenly spread, and it seems clear that there has been a sharper fall in students from less privileged backgrounds.

Learning the lessons

The lessons being learned include the insight that many students now recognise foreign languages as a valuable skill, but are less convinced of the value of traditional language degrees. Among students choosing to specialise in languages, the interest in language itself may be increasingly important. And students from less well off backgrounds are apparently deterred from taking degrees with a strong languages focus.

To learn from these lessons, and to respond constructively to the crisis, the academic community has therefore to address a number of issues. They may be summarised as marketing our programmes more effectively, developing our curriculum in more innovative ways, taking greater account of students' future career prospects, rooting our programmes in the key international context, and extending participation. None of these responses will provide short-term solutions, but they are important components of a long-term strategy. The Subject Centre is committed to working with the academic community on all of these issues, and is currently paying particular attention to the area of marketing.

Marketing our subject

During the coming months, we are organising a series of initiatives aimed at helping academic departments to develop their marketing activities. There are particular workshop events aimed at marketing languages and area studies during the

spring, and our conference in June (see page 2) will have several sessions devoted to this.

We are also developing a Marketing Pack for languages and related studies with the help of a number of embassies and cultural institutes. This is described in more detail on page 7 of this newsletter. The concept is a case of materials, which will be distributed to all languages departments, with the particular purpose of helping them to encourage young people to maintain their interest in languages, and think about studying languages at university. The pack will contain a section of useful information to help departments understand the broader social and political context, develop effective strategies and improve their marketing. It will also include promotional material on particular languages, suitable for distribution to school students, and their teachers, when departments go out to schools. Most departments already talk to schools in their area, but it can be difficult to find time to prepare presentations and materials.

Several embassies and cultural institutes have already committed themselves to providing materials and support for this initiative. They have valuable expertise and experience in this area, and a range of networks of their own. They have contributed their ideas and good will, and some have generously offered financial assistance. If the initiative proves to be successful, we will hope to maintain it as a regular service to departments. We are also exploring ways of extending the idea to linguistics and area studies.

Increasing co-operation

The marketing initiative is already proving the value of co-operation and partnerships. And the active participation of a large number of academic departments is needed to make it work. Combining our efforts we can hope to make an impact at national level that would be beyond the power of any of us separately. The same principle is likely to apply to the other issues that face us: curriculum innovation, student career prospects, addressing the international context, and extending participation. There is a great deal to be done on all of these, but there is a spirit of co-operation in the air, and we are confident that it will help us to focus our collective energies and bring about positive changes.

Mike Kelly

Professor Michael Kelly is Director of the Subject Centre for Languages, Linguistics and Area Studies (M.H.Kelly@soton.ac.uk)

Contents

- 1 Addressing the issues
- 2 What the Subject Centre can do for Area Studies
- 2 2002 Conference
- 3 The End of Babel?
- 4 Teaching Linguistics to Students of Languages
- 5 ESRC Teaching and Learning Research Programme
- 5 Linguistics Post-graduate Information Day
- 6 Using Language Portfolios
- 7 Working together in Modern Languages
- 7 Marketing Languages and related studies
- 8 Resources
- 9 Subject Centre Projects
- 9 Thematic Network Project
- 10 FDTL/TLTP Project News
- 12 Subject Centre Events
- 12 Glossary

Want to contact us?

Email address for enquiries :
llas@soton.ac.uk
Telephone: 023 8059 4814
Fax: 023 8059 4815
Website address:
www.lang.itsn.ac.uk

Glossary

Information about items marked with * in this newsletter are explained in the glossary on page 12

Edited by Liz Ashurst

Designed by Stuart Packard
@ Magic9 - 07733 267508

Printed by Test Valley Group
- 01794 835500

llas@soton.ac.uk
Telephone: 023 8059 4814
Fax: 023 8059 4815

What the Subject Centre can do for Area Studies

As its title suggests, the Subject Centre for Languages, Linguistics and Area Studies has the lead responsibility for supporting learning and teaching in area studies. This academic field is not widely understood, perhaps because there is no degree programme with the title area studies. But the term covers the teaching of interdisciplinary programmes focused on a particular country or area. The three most widely taught areas are Europe, America and Iberia/Latin-America. But there is also a wide variety of programmes dealing with other areas, including the Middle East, South and East Asia, and Africa. Within the Subject Centre team, Ali Dickens is the academic co-ordinator for Area studies activities, and to advise us on the kind of activities that Area studies teachers would find useful, we have established a Specialist Advisory Group, chaired by Dick Ellis, of Nottingham Trent University.

So how may we help area studies teachers?

May I offer three suggestions?

- **Check out our website** (www.lang.ltsn.ac.uk), especially the material in the area studies pages. We carry a great deal of information on teaching and learning issues which will be of interest to teachers of these programmes, and we are adding to it constantly.
- **Come to one of our events.** We organise a programme of workshops and other events, some of which will be of direct interest to you. They are advertised on our website and elsewhere. In the past, our roadshows have offered a platform for some of the interesting initiatives in teaching area studies, including the FDTL Americanisation project (see page 13 of this newsletter).
- **Join our mailing list.** We send out regular e-mailings, updating colleagues on forthcoming activities. We also send out information

packs, newsletters and other information though the post to our contacts. You can join the mailing list via the website, by email or by writing to us.

We are acutely aware that the language-related focus of the Subject Centre team cannot exhaust the disciplinary richness of area studies. Fortunately, several of our partner subject centres also provide information and services that you may find useful if you work in this field. You may find your own interests better served by our colleagues in the centres for English, or History, Classics and Archaeology, or Economics, or Sociology, Anthropology and Politics, or again Geography, Earth and Environmental Sciences. The LTSN* website has direct links to all the Subject Centres (www.ltsn.ac.uk/centres/centres/default.asp). We are co-operating closely with these centres to provide a higher level of support for disciplines related to area studies, and are beginning a programme of joint activities. In addition to trying to ensure that area studies colleagues do not fall into the gaps between our disciplinary areas, we shall hope to make a more concerted response to the issues common to interdisciplinary and multidisciplinary studies.

Paradoxical though it may seem, the main strength of the subject centres is not in the expertise we have collected together, but in our ability to put subject specialists in touch with each other. Colleagues working in the same area may well be the best people to help each other. We know that there are already several active associations, and other networks and events that support this purpose. The subject centres add another dimension to this supportive network, with a specific focus on tackling teaching and learning concerns. It is a two-way process and we hope you will add to its effectiveness by contributing your ideas and expertise.

Mike Kelly

2002 Conference: Setting the agenda Languages, Linguistics and Area Studies in Higher Education

24 to 26 June 2002, Manchester Conference Centre

We have had an overwhelming response to the call for papers for our forthcoming conference organised jointly with CILT, in partnership with UCML*, SCHML* and AULC*.

We have referred to the challenges for languages, linguistics and area studies elsewhere in this newsletter. Staff in Higher Education are confronting fundamental changes, including the need to re-define disciplines, find new academic and social roles, and explore new directions in learning and teaching. We hope to see a great many of you in Manchester in June to exchange ideas and strategies for addressing the challenges we are currently facing.

We have received a wide range of papers. Below are some of the themes covered:

- policy (at international, national and institutional levels)
- organisation (management and leadership, structures and departmental strategies, development of IWLPs and language centres)
- pedagogy (methodology, approaches, innovations, use of C&IT, pedagogical research, residence abroad, learner autonomy)
- resources (materials development and technical support)

We have so far confirmed the following plenary speakers:

- David Crystal, Professor of Linguistics
- Vanessa Davies, Director, Diplomatic Service Language Centre, Foreign and Commonwealth Office Foreign and Commonwealth Office
- Uschi Felix, Director Arts IT, Monash University, Melbourne, Australia
- Josef Huber, Deputy Director, European Centre for Modern Languages
- Mike Kelly, Director, Subject Centre for Languages, Linguistics and Area Studies
- Lid King, Director, CILT
- Wolfgang Mackiewicz, President of the European Language Council
- David Robey, Professor of Italian, University of Reading
- Teresa Tinsley, Head of Communications, CILT

Registration for the conference and a provisional programme will be available from February. In the meantime, if you would like to register your interest, please contact Lucy Rutherford at CILT: Tel: 020 7379 5101 ext. 229.

The End of Babel? Meeting the Challenge of Global English In a Multilingual Society

The 26 September 2001 was the designated European Day of Languages, a day that will now be celebrated annually having been introduced this year to mark the European Year of Languages. Clare Mar-Molinero reports on a symposium at the University of Southampton held to celebrate the day.

The symposium was organised by the EYL* programme in collaboration with the Subject Centre. The day sought to celebrate multilingualism whilst recognising and exploring the threat to this that global English presented. Nearly eighty participants from many parts of the UK and beyond attended this event.

The programme for the symposium consisted of four widely respected and well-known speakers from Europe and the UK giving lively talks on the day's themes culminating in a Round Table allowing interaction between seven experts in the field with the symposium's enthusiastic and varied audience.

All four speakers addressed, in different ways, how policy in the European Union and here in the UK can and should affect the learning and use of languages. Professor Hugo Baetens Beardsmore from Brussels developed the principles enshrined in the recent European Commission's white paper on The Learning Society which promotes, amongst other things, the need to learn more Community languages and from an earlier age. To do this he argued the need for more innovative education models and described a highly successful example of trilingual education in Luxembourg.

The need to expand language learning and particularly to counter the monolingualism of English was highlighted by both Professor Michael Kelly, speaking particularly about the role of Higher Education in this, and by Professor Christopher Brumfit who set out proposals for a language policy for the UK. Professor Kelly, of the University of Southampton and also Director of the Subject Centre, was a member of the Nuffield Inquiry whose penetrating findings on language learning in the UK and recommendations for the future have brought the need

for a language policy onto the current political agenda. Professor Brumfit, also of Southampton University, emphasised the need to set a language policy which promoted and respected multilingualism in the UK as a way of ensuring social inclusion and of preventing the eventual marginalisation that, paradoxically, monolingual English speakers could suffer. The final speaker, Professor Robert Phillipson of the Copenhagen Business School, is well known for his outspoken and strongly held views on the 'linguistic imperialism' (as he has famously called it) of English. His paper discussed the need to counter the threat he perceived from English to the vitality, and even in some cases, survival of other European languages.

Many of the issues from the four presentations were picked up in the discussions during the Round Table, when the key speakers were joined by Professors Ulrike Meinhof and Ros Mitchell and Dr Clare Mar-Molinero. In particular, participants commented on the need to find suitable methodologies for engaging students in the learning of foreign languages, as well as the need to change hearts and minds as to why even English speakers should and must learn other languages. Whilst there was a realisation from those attending that we were speaking to the converted, there was a clear message that amongst a group that represented educators and interested parties from a range of countries, from across the sectors of education, from local policy makers to academic researchers, we all share a common goal in the need to influence attitudes and promote language learning. The metaphor of Babel which had been chosen as a provocative title for the symposium presented a sad irony as the horrible similarity between the famous painting of the fall of the Tower of Babel and the events of 11th September were not lost on us. Nor is the urgent need

to improve intercultural understanding and to respect and celebrate multilingual and multicultural diversity.

Dr Clare Mar-Molinero is Head of the School of Modern Languages at the University of Southampton

Speakers at the symposium. Left to right:

Prof. Michael Kelly (University of Southampton), Prof. Hugo Baetens Beardsmore (Vrije Universiteit, Brussels and Université Libre de Bruxelles), Dr Clare Mar-Molinero (University of Southampton), Prof. Robert Phillipson (Copenhagen Business School), Prof. Christopher Brumfit (University of Southampton)

Photo by Steve Shrimpton



Teaching Linguistics to Students of Languages

Alison Dickens and Keith Brown report on the seminar organised by the Subject Centre at the University of Salford.

In the benchmarking statement for Linguistics¹ (final draft to be published in March 2002) it is noted that of all the 645 courses offering Linguistics only 19 are taught as single honours programmes while over 200 consist of the combination of Linguistics with a language, many of which are taught outside a named Linguistics department. In addition to this there is some anecdotal evidence that in Modern Languages departments currently suffering something of a recruitment 'crisis' to the more traditional language/literature course, Linguistics units and programmes are flourishing. With this in mind the Subject Centre held a seminar to discuss the role of Linguistics within modern languages programmes and to address the questions of why, what, where and how Linguistics should be taught in this context. Needless to say the ensuing case studies and keynotes gave answers that were both interesting and varied.

Paul Rowlett (University of Salford) outlined the approach at Salford where Linguistics is given equal standing with Languages and has been seen as a way of helping to check the decline in take-up of Modern Languages by offering students a choice of course in order to cater for those who are mainly interested in Linguistics but wish to combine this with language study and those with slightly more language-focused interests. Therefore students are not necessarily studying Linguistics to improve their language skills but might be studying a language (namely ab initio Japanese) to help them with their Linguistics. So far the signs are good and numbers are growing.

Florence Myles (University of Southampton) took up the issue of why students should be studying Linguistics as part of a Modern Languages degree. Dr Myles argued that, as well as supporting language learning and recruitment to language programmes, the teaching of Linguistics will produce graduates with the competence and confidence to teach the subject in schools. The current decline in the number of teachers may, in part, be the result of the trend in Languages to produce communicatively competent graduates who nevertheless lack knowledge about the language and have little awareness of the process of language learning.

Jeanine Treffers-Daller (University of the West of England, Bristol) argued that the teaching of Linguistics to Modern Languages (developing bilingual) students necessitates a different approach to that taken on courses where Linguistics is part of a single or joint honours programme (mainly taught to monolingual students). For this reason she considers that there should be an emphasis on those aspects of Linguistics that are complementary to their experience: second language acquisition and sociolinguistics. These aspects, she feels, contribute well to their development as aware language learners and help them to understand issues such as bilingualism and multiculturalism.

In the first case study Roger Wright (University of Liverpool) described an approach that teaches both general and language (Spanish) specific Linguistics to students of Hispanic Studies. For single honours students the first year introductory (general) course is compulsory while there are options to take more language-related options in the final year. Students are also encouraged to build on their skills and understanding by choosing placements in Spanish universities where Linguistics is taught. The key emphasis throughout is very firmly on using Linguistics

to understand Spanish.

Case study two presented the materials developed by Simon Gieve and Szilvia Papp (University of Portsmouth) to teach a module in linguistic description. This is taught through a combination of lectures, seminars and weekly tasks which the students submit as a 'Portfolio'. While the lectures are based on the analysis of English in the tasks the students undertake a comparative analysis with another language using a native speaker 'informant' to help them. The students not only choose the language they are studying (French, German etc.) but some will elect to work with languages that they do not know (e.g. Arabic or Japanese). The students complete the tasks using worksheets which guide them through the collection and analysis of the data they are collecting from their informant as they work through the different elements of the course.

In his presentation (case study 3) David Hornsby outlined very effectively the challenges of introducing a Linguistics element into a 'traditional' (language and literature) course. Convincing the students was the easy part, he said, but persuading colleagues of the merits of Linguistics for students of French was far from easy. However, now that his course in the History and Structure of French is up and running, the high number of students taking it and the impact on their language learning is, he says, turning the tide in favour of Linguistics. He feels that, in taking this course students not only become more confident in their language, but are able to engage with more general linguistic issues and to be reflective about their own perceptions of the language learning process.

In the final case study Jim Miller (Edinburgh) described a course he teaches to students of Russian where the selection of what aspects of Linguistics to teach reflects particular problems that students have with Russian language. So the curriculum is not focussed on linguistic theory, as is often the case in a general Linguistics course, but on the aspect, case and transitivity systems of Russian. The course also compares the very different descriptive traditions of Russian and 'Anglo-Saxon' grammarians so that students can understand both grammars of Russian in English, but also grammars of Russian in Russian. The course reflects both these descriptive traditions, and students are encouraged to apply the theories they are learning to the target language.

This rich exchange of ideas, programmes and materials during the course of the day effectively demonstrated that Linguistics is a discipline that can (and many would argue should) be integrated more widely into modern language programmes, but that how this should be done and what elements should be selected are as diverse as the discipline itself. What does seem clear, however, is that the opportunity to study Linguistics does meet with approval from languages students and in the battle for hearts, minds and, most importantly, bums on seats that could be the best argument of all!

Alison Dickens is the Subject Centre Academic Coordinator for Linguistics and Area Studies (A.M.Dickens@soton.ac.uk). Dr Keith Brown is Chair of the Subject Centre Specialist Group for Linguistics

1. The draft benchmarking statement for Linguistics can be downloaded from the QAA website:
www.qaa.ac.uk/crntwork/benchmark/phase2/linguistics.pdf

ESRC Teaching and Learning Research Programme

Dawn Ebbrell reports on Phase 3 of the ESRC Teaching and Learning Research Programme

An invitation to bid for funds under the ESRC Teaching and Learning programme* will be announced in Jan 2002. Phase 3 will be focused particularly on post-compulsory education e.g. lifelong learning, HE, FE, community learning, work-based learning, learning in informal settings, voluntary sector; CPD/trainer/teacher development and transitional settings. Background information can be found on the TLRP website www.exeter.ac.uk/ESRC-TLRP

It is estimated that the programme itself will have some £8 million available.

Aims

The main aims of phase 3 are:

- to enhance attainment, building on what is known and converting this to best practice
- enhancing capacity for knowledge transformation
- developing capacity for research in teaching and learning
- promoting multi-disciplinary/multi-sector research.

An extensive period of consultation involving both learners and teachers from the target sector has been undertaken to establish the themes that will be highlighted in the forthcoming call for bids. Data is being analysed by a team from the Tavistock Institute led by Dr Eliot Stern.

Key Themes

Preliminary results have suggested the following topics are likely to be important:

- e-learning: design, management and integration issues
- transitions: school to higher education; HE to work etc.
- the impact of assessment on learning
- how to get marginalised learners back into the system
- professional development: how do teachers learn to be better teachers

Projects aiming to put in a proposal should consult with the *Research Capacity Building Network* at Cardiff University who have been briefed and funded to provide support in the area of research methodology.

Details can be found at: www.cardiff.ac.uk/socsi/capacity

In January 2002 the steering committee will publish the research remit which will include details of the research agenda and application details.

The information provided here is preliminary; further details will be available when the formal call for bids is released in January 2002.

Dawn Ebbrell is the Subject Centre/CILT Higher Education Information Officer (dawn.ebbrell@cilt.org.uk)

Linguistics Post-graduate Information Day

What resources are available for locating linguistics research ? Are there discussion groups which would be of interest to postgraduate students of linguistics? Dawn Ebbrell and Alison Dickens report on an Information Day, held at CILT in November to address these questions.

Dawn Ebbrell gave an overview of printed and electronic resources available to facilitate the location of research. This was followed by a tour of the CILT resources library.

An information sheet on locating research can be found on the CILT website at: www.cilt.org.uk/infos/26to50/info35.htm

Tools for Data Analysis

Peter Skehan (King's College London) presented materials he has developed to introduce students to the use of quantitative data analysis methods using the statistics package SPSS.

Survival tips for graduate teachers

This presentation outlined some of the realities of undertaking teaching work while doing PhD research. Sarah Rule (University of Southampton) gave a very useful overview of how to make the most of the experience without compromising PhD work and how to make sure that you get help, support and mostly importantly - your money.

Networking: making effective use of real and virtual groups

In this final session Keith Brown and Ali Dickens presented some of the networks and resources available to PhD students in the shape of:

Subject Associations for Linguistics:

- The Linguistics Association of Great Britain (LAGB): clwww.essex.ac.uk/LAGB/
- The British Association of Applied Linguistics (BAAL): www.baal.org.uk/

Organisations who provide research training

- The North West Centre for Linguistics who have been given funding to support their programme of research training events for Linguistics students: www.nwcl.salford.ac.uk/
- The LOT School in Utrecht who organise a very extensive and useful summer school programme: www.lot.let.uu.nl/

Conferences etc. for Students

- The Manchester Postgraduate Conference No. 11 to be held in March 2002): lings.ln.man.ac.uk/
- Durham Postgraduate Conference in Applied and Theoretical Linguistics www.dur.ac.uk/Linguistics/PGconf.htm

Support for Learning and Teaching

- The Subject Centre runs events for teachers and disseminates information about good practice in the three subject areas.

The Subject Centre Linguistics pages: www.lang.ltsn.ac.uk/lings/ling.html

- Comprehensive lists of organisations with contact details and websites can be found on the CILT website at: www.cilt.org.uk/infos/info0.htm

Discussion Lists

- LAGB list - you can read items from the list (without joining LAGB): clwww.essex.ac.uk/LAGB/mail/
- BAAL list - there is a special list just for PG students: www.baal.org.uk/baal.f.htm
- Learning - the Subject Centre's list for matters relating to the learning and teaching of Linguistics: www.lang.ltsn.ac.uk/lings/lingdisc.html
- The Linguist list - an international list and a truly amazing resource with a great deal more on offer via their website: www.emich.edu/public/lingprog/linguist/linguist.html

Using Language Portfolios

The European Language Portfolio has been devised to support language learning from primary level to HE and beyond. Alison Dickens reports on the Subject Centre seminar in November which explored ways of using portfolios in language teaching in Higher Education.

The European Language Portfolio (ELP)*

John Thorogood of the Languages National Training Organisation (LNTO)* gave an overview of the nature, contents and purpose of the European Language Portfolio developed by the Council of Europe and the version developed and validated by the LNTO for Adult Education in the UK. The principle aim of the ELP is to support language learning in the context of the common principles of the European Union.

These are:

- **Political** – to foster mutual understanding
- **Social** – to encourage respect for others
- **Cultural** – to protect linguistic and cultural diversity
- **Linguistic** – to develop plurilingualism as a lifelong process, independent language learning, transparency and coherence in language programmes (transfer from one learning environment to another); to provide a clear description of competence; to enhance employment opportunities and mobility.

The Portfolio consists of a

- **Passport** (normally A5) which will contain records of learning, levels achieved and certificates gained. It includes the levels outlined by the Common European Framework as a self-evaluation tool against which a learner can measure attainment and which will be understood across the European Community.
- **Language Biography** which is intended to stimulate reflection on personal learning goals and to provide a more informal record of learning e.g. a case study of the owner's learning journey.
- **Dossier** which will contain materials that exemplify language learning activities and outcomes.

The Council of Europe provides templates to guide the organisation and content of all three components although the biography and dossier can be designed to cater for different types of learner and language level. Each version must be validated by the Council of Europe. Currently, UK versions for Primary learners (NACELL)* and for Adult learners (LNTO) have been validated and published. The primary version can be downloaded from the NACELL website.

The LNTO are hoping to have the adult version available for use by the start of the academic year 2002/3 and to have a number of printed copies available soon so that institutions can view them before committing themselves to an order (price will vary according to take-up but hopefully will not be much more than two or three pounds).

The Language Portfolio was seen as particularly useful for students on an institution wide language programme (IWLP) who may not automatically have their language learning recognised in their degree.

A European Language Portfolio for HE

In the second case study Nick Byrne, London School of Economics Language Centre, reported on the use of an HE version of the ELP developed by Trinity College Dublin for CERCLES* as part of a Council of Europe project. This version is still in the process of validation, but was used by LSE to cater for 1500 students who take language courses that are not part of their main degree. The ELP was also seen to offer more for degree option students than the current 80% exam.

Nick outlined the ways in which the ELP can provide a grading system for assessment and assist students develop time management and task completion skills. It is of particular use in a heavily exam-oriented institution, such as LSE, in that it enables the *process* of language learning to be assessed in addition to the *product*. It is also a useful way of presenting work

to potential employers or institutions where PG work is to be undertaken. Feedback from students suggests that it is viewed as a useful tool but that the process of self-evaluation can seem to some, already skilled language learners, as a detractor from the actual process of learning. It has also been observed by tutors that it is not always easy to evaluate students against the Common European Framework descriptors e.g. the skills between levels can be very similar. However, Nick did point out that help may be at hand in the form of the Dialang computer-based system, currently under EU development, which uses the Common European Framework to provide diagnostic testing in speaking, listening, reading, writing, grammar and vocabulary for 14 languages.

The Independent Language Learning Portfolio

In the final case study Jocelyn Wyburd, University of Manchester Language Centre, described the use of portfolios, developed at the University of Manchester, as a tool to support the Independent Language Learning Programme developed by the Language Centre.

The Independent Language Learning Programme (ILLP) Portfolio is used for both IWLP and Language Honours degree programmes. It is intended to help students to structure, manage and evaluate their language learning and is used to provide evidence of learning which is either assessed (IWLP) or counted as class attendance (Honours Programme). The portfolio is also used as part of a Tandem Learning Course Unit developed at the Language Centre.

The Portfolio consists of compulsory tasks; suggested (optional) tasks; and a free choice of task (e.g. devised by the student). It must contain evidence of development in all areas e.g. speaking, listening, reading, writing, grammar and vocabulary. Support and guidance is provided by Language Centre learning advisers, tutors (who provide feedback on the portfolios) and an online learning guide. Assessment of the portfolios is largely process-driven, taking in elements such as balance, depth and range of activities as well as time management, action planning and self-evaluation.

For Honours students the portfolio is not assessed but it is regularly submitted to tutors, who do not mark the work (the quantity of work is potentially too great) but provide feedback, such as an overview of general errors, guidance on the choice and difficulty of learning activity or advice on skill areas that need further development.

Useful Links

LNTO (John Thorogood)
www.languagesnto.org.uk/

London School of Economics Language Centre (Nick Byrne)
www.lse.ac.uk/Depts/language/

LSE Comunitec Project: technical training for language teachers
www.lse.ac.uk/Depts/language/Communitec/communitec.htm

University of Manchester Language Centre (Jocelyn Wyburd)
langcent.man.ac.uk/ill/index.htm

European Language Portfolio
[culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/welcome.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html)

Validated Portfolios
[culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/..&L=E&M=\\$t/208-1-0-1/main_pages/portfolios.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/..&L=E&M=$t/208-1-0-1/main_pages/portfolios.html)

European Language Portfolio at Trinity College, Dublin
www.tcd.ie/CLCS/portfolio/

Nacell - primary version of European Language Portfolio
www.nacell.org.uk/resources/pub_cilt/portfolio.htm

Dialang - diagnostic tests for 14 European Languages
www.dialang.org

Working together in Modern Languages: Collaboration Programme in Modern Languages in Higher Education

The University Council of Modern Languages (UCML)* and the Subject Centre have recently been awarded funding of £482,950 from HEFCE's Restructuring and Collaboration Fund for a three year Collaboration Programme in Modern Languages. Liz Ashurst reports

The Collaboration Programme is a substantial response on the part of the Modern Languages subject community to the current difficulties of student recruitment. The programme consists of 10 pilot projects: these will bring about a series of collaborative and cooperative developments in modern languages that could not take place in present circumstances without start-up funding from HEFCE. Not only will participating institutions benefit from the projects, but the sector as a whole stands to gain from a programme which tests different ways of working together with other departments and institutions in HE. The outcome of the programme will be a set of models for the future extension of such collaborative activities in Modern Languages and in other subjects, as well as across the sector as a whole.

The individual projects in the Programme and the lead institution are:

- Undergraduate teaching collaboration in a Virtual Department of Dutch (UCL)

- Undergraduate collaboration in teaching Italian culture (Hull)
- Supply teaching database for French (Reading)
- Web materials in European Area Studies (Liverpool John Moores)
- MA in Italian Studies: Culture and Communication (Birmingham)
- MA in Soviet and Post-Soviet studies (Surrey)
- North West Centre for Research Training in Languages and Linguistics (Salford)
- Materials for postgraduate research training in Romance Studies (Institute of Romance Studies)
- Research training collaboration in French (Reading)
- Database of current research in Modern Languages (Oxford Brookes)

More details on the Collaboration Programme can be obtained from Liz Ashurst, Subject Centre Manager (E.J.Ashurst@soton.ac.uk). Further information on the programme and links to the projects will soon be available on the Subject Centre website. Future editions of *Liaison* will include progress reports from the projects.

Liz Ashurst is the Centre Manager for the Subject Centre for Languages, Linguistics and Area Studies and the Collaboration Programme Manager (E.J.Ashurst@soton.ac.uk)

Marketing Languages and related studies

A key focus of activity for the Subject Centre this year is to raise interest in language and related studies by providing practical support to colleagues engaged in marketing and promotion. Liz Ashurst and Vicky Wright provide further details.

Marketing Languages Pack

We are working in partnership with a number of Embassies and Cultural Institutes to produce a marketing marketing pack for use by colleagues when they visit schools, host open days or meet prospective students in other contexts. A meeting to discuss this was held at the end of November and was attended by embassy and cultural institute staff representing Chinese, Dutch, French, German, Italian, Portuguese and Spanish.

The contents will include

- A folder of generic material which makes the case for studying languages. This will include a Powerpoint presentation, which can be tailored by users to include specific information about their own programmes. There will also be useful articles on the strategic importance of learning languages and the employability of languages graduates. Statistics provided in the generic folder will be kept up to date via the Subject Centre website.
- Folders of materials for individual languages produced and supplied by embassies and cultural institutes
- Information about the European Language Portfolio for those who might find it useful (see page 6 of this newsletter)

Marketing Languages Workshop

15 March 2001

This event, to be held at the British Academy in Central London, will be an opportunity to share ideas and strategies for marketing languages. We would be very pleased to hear from colleagues willing to present interesting case studies. Please email Vicky Wright by 8 February 2002 (V.M.Wright@soton.ac.uk) giving brief details. At the workshop we will be displaying a prototype of the Marketing Pack. Colleagues attending the event will be invited to comment on the materials before a final version of the pack is produced during the summer.

An online registration form for the Marketing Languages workshop is available at www.lang.ltsn.ac.uk/events/wkshopregform.html

We hope all institutions will send a representative to the Marketing Languages workshop on 15 March. Student recruitment is of over-riding concern to us at present and we need to raise awareness of the benefits (including sheer enjoyment) of studying all our subject areas.

Vicky Wright is the Academic Coordinator for Languages at the Subject Centre. She is also Director of the Centre for Language Study at the University of Southampton. (V.M.Wright@soton.ac.uk)

Resources

Janet Bartle, provides an update of resources currently available on the Subject Centre website and reviews other useful websites.

Subject Centre Internet Resources.

This popular (over 4000 hits per week) collection of selected, annotated links to a wealth of online resources of use to teachers and learners of languages, linguistics and area studies, is now available on the Subject Centre website. (www.lang.ltsn.ac.uk) The collection is divided into six broad categories, each of which, contains various sub-categories.

- **General** - Sites which aren't tied to any particular language, or which cover general language topics (e.g. linguistics, translation)
- **Language Specific** - Sites devoted to, and/or written in, a specific language (e.g. national newspapers)
- **Multilingual** - Sites concerned with more than one language. (e.g. literature in multiple languages)
- **Search Engines** - Country-specific search engines which allow you to search Internet sites in a specific country or geographical area.
- **Internet** - Sites related to the use of the Internet as a medium for language teaching and learning, including browser-based CALL software.
- **Commercial** - Companies selling language products and services.

You can also search the whole collection and there is a *What's New* section to alert you to new additions and changes to the collection. If you wish to receive email notification when the collection is updated there is also an online notification form for you to complete.

The collection can be found at www.lang.ltsn.ac.uk/cit/langsite

To recommend a site to add to the collection, please email either Janet Bartle (j.bartle@hull.ac.uk) or Fred Riley (f.h.riley@hull.ac.uk).

Frequently Asked Questions

The Subject Centre handles enquiries on a range of topics and from various parties. We have now created a *Frequently Asked Questions (FAQ)* section on our website at: www.lang.ltsn.ac.uk/resources/faq.html

This features the most common topics on which we receive enquiries. We have divided the questions into 5 main categories:

Languages, Linguistics, Area Studies, C&IT and Generic Teaching and Learning.

The FAQ section is continually growing so please refer colleagues to this useful resource. If you do not find the answer there please contact the Subject Centre with your enquiry.

General Enquiries

Email: llas@soton.ac.uk

C&IT enquiries

Email: j.bartle@hull.ac.uk

Recommended Websites

Word 2 Word: www.word2word.com

This site states that it is "*dedicated to breaking down language barriers and assisting the users who have the desire to learn a language, a need to communicate between languages, and for those who work with languages as a profession.*"

The focus is on translation with resources for translators such as:

- links to commercial sites providing free language translations
- links to online dictionaries in 130 languages
- A list of machine translation systems, Translation Registries and Associations
- Forums For Translators
- Software Tools and Technical Writing Resources for Translators

As well as this there are other more general language resources including:

- Free Online Language courses in over 80 languages
- "Chat" between speakers of English, French, German, Spanish, Italian and Portuguese
- Links to RealAudio/Video stations in over 30 languages
- Language Specific Search Engines
- Alphabets of the World, including pronunciation guides
- Language Transliteration Sites - links to a number of transliteration tables e.g. Cyrillic, Bengali, Turkish, Arabic, Hebrew
- Help, such as information on how to type foreign characters on computer systems
- Links to internet sites for English as a Second Language, including English Language Dictionaries and Resources
- A section listing commercially available educational language software titles, and links to product websites
- Language related newsgroups
- Information on Printed Language Resources
- Language Magazines & Newsletters
- links to resources on slang and colloquialisms.

The site repeatedly stresses the limitations of machine translation and goes to great lengths to encourage users to treat any translations carried out this way as simply an aid to comprehension for use by those who already have considerable knowledge of the languages in question. For example, in the Translators' chat section, the text you type into this area is translated into the target language you select. The site warns: "*Automatic translation is not perfect; however, you should be able to comprehend the context of the communication with our system.*"

A good resource for language learners in general and those with an interest in translation in particular.

WebVerbix: www.verbix.com/webverbix.asp

Web Verbix provides on-line conjugation of verbs in over 50 languages, and large vocabularies of verbs between language pairs (eg Catalan-Italian). When you get a verb conjugation (eg *finire*), you also get cross-references to similarly-conjugated verbs, and to equivalent verbs in many other languages. It also provides information about each of the languages covered, such as the number of native speakers in the world, its geographical origins and its linguistic root.

This web version comprises a free subset of the features of *Verbix for Windows*, a piece of software available for \$29.90 that shows complete verb inflections of any verb in 100+ languages. From the website you can download a trial version of *Verbix for Windows*.

Web Authoring Resource Centre: www.cti.hull.ac.uk/malang

Part of the website of the University of Hull's MA in Applied Language and New Technologies. The site contains lecture notes, presentations, reading lists from the course but more importantly a Web Authoring Resource Centre. This includes links to a comprehensive collection of resources (tutorials, references, articles, etc) on a range of topics (HTML, CGI, Javascript, etc); examples of good and bad practice.

A good source of information and resources for anyone interested in issues of website design and creation.

Janet Bartle is the Subject Centre Academic Coordinator for C&IT
(j.bartle@hull.ac.uk)

Subject Centre Projects

Subject Centre Projects

The Subject Centre for Languages, Linguistics and Area Studies has been awarded additional funding for two distinct and innovative projects to develop web based resources. Vicky Wright and Artie Vossel-Newman report.

Web Guide

The concept of a web-based resource, which would be of practical use to anyone teaching in our discipline areas, grew out of an idea developed by the Languages Specialist Group. The "Web Guide to Good Practice in Teaching and Learning in Languages, Linguistics and Area Studies", to give its full title, has now received funding from the Learning and Teaching Support Network (LTSN)* for a one year project to "design, commission and deliver a web-based compendium of information and good practice".

The Web Guide editorial board, consisting of three principal editors - Chris Flood (Area Studies), David Bickerton (Languages/Chief Editor), Keith Brown (Linguistics) - and members of the Subject Centre team, is currently going through the design and commissioning process.

The typology envisaged at the time of writing, covers primary categories such as:

- Pedagogical issues and techniques
- Assessment
- Curriculum development and accreditation
- Quality assurance
- Research
- Languages, Linguistics and Area Studies in the UK
- Learning facilities and resources.

Categories covered here will include generic areas of interest to our disciplines such as educational theory; teaching techniques and styles; curriculum innovation; use of technology and benchmarking.

At a secondary level, there will be categories covering specific areas of interest for each of Languages, Linguistics and Area Studies. These will include a number of overview articles together with articles covering more focussed issues such as teaching beginners or introductory courses, translation techniques, aspects of phonology or interdisciplinary teaching.

In the early stages of development, a number of articles will be commissioned and peer reviewed and other materials added, but it is hoped that the Guide will continue to grow dynamically after the project is finished to include: further articles, case studies, relevant and regularly updated statistics (e.g. on undergraduate recruitment, graduate employability, the take-up of our subjects at AS/A2 level), bibliographies, web links and links to related teaching and learning materials in the materials resource bank. To further enrich the web guide, as a resource for the community, we hope to add many of the case studies and other materials which have been developed as a result of individual projects,

in particular, the language, linguistics and area studies-based FDTL and TLTP projects.

We also hope that colleagues will tell us what they would like to see in the Guide and will be happy to leave a record of any interesting teaching/learning practices in which they are involved by completing an online case study proforma.

Vicky Wright

Materials Bank

Wouldn't it be nice. . . .

if we were able to share teaching materials and lesson plans and learn from each other instead of duplicating work every day all over the country?

Well, if this utopian vision seems too good to be true, contact the new Materials Bank Project to discuss how you can help make this dream come true!

So what are we doing to help us achieve this goal?

- Mapping the sector by checking that we have contacts in every relevant department in the UK
- Conducting a small survey to get a snapshot of what the needs are and what types of in-house materials are being developed
- Collecting teaching materials from practitioners that were developed in-house. This requires drawing up guidelines on copyright issues
- Deciding on a way of storing and searching the data
- Publishing materials on the web where possible
- Designing the web pages that you will see

We have already had a good response to our initial call for materials, issued by e-mail in mid-October, but we would like to take this opportunity to issue a second call.

Here's what you have to do:

1. Contact the Project Office by phone: 023 8059 3403 or by e-mail: avn@soton.ac.uk (Artie Vossel-Newman, Project Officer)
2. Identify materials you would like to share
3. Think about any copyright issues (we can provide guidance, should you need it)
4. Send us your electronic materials
5. Tell us all about the materials and how you use them on the form that we will send you

If you have got any comments or suggestions, please do not hesitate to get in touch.

We look forward to some fruitful collaboration

Artie Vossel Newman is the Materials Bank Project Officer at the Subject Centre (avn@soton.ac.uk)

Thematic Network Project in the Area of Languages (TNP2*)

Paula Davis reports on the TNP Scientific Committee for Curriculum Innovation

Language teaching professionals from all over Europe are coming together to share ideas on the issues facing us all. In particular it seems that colleagues in every European country feel similar pressures to renew our curriculum, take advantage of the new technologies, and enhance the quality of our teaching.

In issue 3 of Liaison (July 2001), we reported on the work of the European Language Council Thematic Network Project in the Area of Languages (TNP2), which is now in its second year. Together with colleagues from twenty-five European higher education institutions, Mike Kelly and Paula Davis are continuing their work on the Scientific Committee for

Curriculum Innovation, one of three sub-projects within TNP2.

The Scientific Committee has held two meetings in recent months. At the end of June, immediately prior to the European Language Council European Year of Languages Conference in Berlin, a small steering committee met at the Freie Universität. The aim of this meeting was to discuss the synthesis report compiled by Mike Kelly and Paula Davis from twenty national reports written by members of the Scientific Committee. The national reports and the synthesis report include examples of good practice and recommendations for higher education curriculum innovation in the area of languages. At the beginning of November, the University of the Algarve in Faro hosted the third meeting of the Scientific Committee, which was attended by representatives from Bulgaria, Cyprus, Denmark, Finland, Germany, Lithuania, Norway, Portugal, Slovenia, Sweden, Switzerland and the United Kingdom. The principal outcome of this meeting was the

compilation of a set of recommendations for improvements in higher education language programmes at institutional, regional, national and European levels. Common needs were identified and measures were suggested in the areas of traditional and alternative language programmes, the training of language teachers, the training of translators and interpreters, language provision for students of other disciplines and continuing education.

During the second year of the Project, we will be disseminating our recommendations together with the national reports and the synthesis report, in order to obtain feedback from interested parties, e.g. academic associations, the European Parliament, employers' associations, student representatives. As part of this process, the Scientific Committee will be holding a workshop in Slovenia in May 2002, where we will present our recommendations, discuss examples of good practice and obtain feedback from invited interested parties. It is envisaged that the workshop will lead to a series of projects and other initiatives to be carried out during the third and final year of the Project.

At UK level, we are planning a Subject Centre event to disseminate the UK national reports from all three TNP2 sub-projects, which cover the themes of curriculum innovation, new learning environments and quality enhancement in language studies. At this seminar, Mike Kelly will be joined by the UK representatives from the three TNP2 Scientific Committees who will present the findings of their respective groups and invite feedback. They are Ian Wallace (University of Bath, Curriculum Innovation), Marina Mozzon-Mcpherson (University of Hull, New Learning Environments) and Lis Lillie (University of Ulster, Quality Enhancement). The event will take place at CILT, Covent Garden, London on Friday 1 February 2002.

For further information on TNP2, visit the project web-site at www.fu-berlin.de/elc/TNP2/index.html

Paula Davis is Research Assistant and Web Guide Project Officer at the Subject Centre (P.Davis@soton.ac.uk)

FDTL*/TLTP* Project News

Americanisation Project

The Americanisation Project is funded under Phase 3 of the Fund for the Development of Learning and Teaching (FDTL). Alan Rice writes about the free workshops available to HE colleagues.

Free workshops available

The Americanisation and the Teaching of American Studies Project (AMATAS), based at the University of Central Lancashire with partners at the University of Derby and King Alfred's College, Winchester; is available for any British academic to use over the next year until 31 October 2002. Workshops have been devised over a large range of subject areas. They are not only available to departments of American Studies but can be accessed wherever they are felt to be useful. We have a variety of workshops that we will hold in your institution as samples of teaching American Studies through the lens of the Transatlantic and/or Americanisation. You can integrate these two-hour sessions into your programme as a replacement for a week's teaching on a module or access them as a special extra session for your students. Lecturer Jill Terry reports on the success of the very first workshop the project presented at Worcester College of Further Education.

"The workshop on the 'The Titanic' was delivered to Media and Cultural Studies students in the third week of their first year course. The workshop enabled students to interrogate their personal constructions of the Titanic story and recognise that their version was merely one of many. From their exposure

to a fascinating range of primary material - from a facsimile handkerchief for the use of mourning relatives, to a 'street rap' recording on the sinking, it became abundantly clear that to historicise the disaster it is necessary to embrace the cultural myths that have been constructed by different groups with different national, racial and ethnic agendas on both sides of the Atlantic."

As you can see from the list below, the workshops encompass a variety of topics from many disciplines including, history, social studies, film studies, literary studies, visual studies and cultural studies. The teachers are all experts in their fields who have been granted time off, or paid a consultancy fee by the project to write up dynamic workshops. They include distinguished professors in British Social History, Popular Music and Cultural History. For colleagues in England there is no cost to host these workshops. Unfortunately because the project is funded by HEFCE we are unable to pay the travelling costs for our workshop deliverers to Scotland, Wales and Northern Ireland. The workshops delivered there, as elsewhere, will, however, accrue no other costs to the hosting institution. The project has produced an attractive booklet with full descriptors of all the workshops and this can be ordered direct from the project. We already have significant bookings, so please book early to avoid disappointment.

For more information contact: arice@uclan.ac.uk

Or write to **AMATAS*, Dept of Cultural Studies, University of Central Lancashire, Preston PR1 2HE Tel; 01772 893125 Fax; 01772 892924 Website: www.amatas.org**

Workshop themes

Sonic Americanisation (Americanisation and popular music)

Professor Andrew John Blake,
King Alfred's College of Higher Education
Availability: January-October 2002

The Landscapes of Americanisation/ Transatlantic Photography

Dr Neil Campbell, University of Derby
Availability: From January 2002

Disney and the European Fairy Tale

Dr Jane Darcy,
University of Central Lancashire
Availability: From November 2002

American Princess? Diana Princess of Wales and the Paradoxes of Americanisation

Dr Jude Davies,
King Alfred's College of Higher Education
Availability: From May 2002

The Quilt: Anglo American Perspectives

Dr Janet Floyd,
King Alfred's College of Higher Education
Availability: February-November 2002

Brand Identity and Resistance

Dr Paul Grainge,
University of Nottingham
From January 2002

'Travelling Blues': American Popular Music in Britain

Dr Alasdair Kean, University of Derby
Availability: From January 2002

'New' Hollywood's Europeanisation- Americanisation of the World

Dr Jason Lee,
University of Central Lancashire
Availability: From January 2002

Americanisation and the Cultural War

Professor Scott Lucas,
University of Birmingham
Availability: From January 2002

Americanisation and cultural theory: liberation and/or cultural imperialism?

Professor George McKay,
University of Central Lancashire
Availability: From October 2001

Inside Nazi Germany: The View From Hollywood

Dr Michael Paris,
University of Central Lancashire
Availability: From November 2001

Jim Crow in Britain

Dr Alasdair Pettinger,
University of Central Lancashire
Availability: From January 2002

Discourses of Americanisation and Black Intellectuals in Europe: The Case of Chester Himes

Dr Eithne Quinn,
University of Central Lancashire
Availability: From January 2002

The Titanic and the Transatlantic Imagination

Dr Alan Rice, University of Central Lancashire
Availability: From October 2001

Portraying the Black Atlantic

Ms Carol R Smith,
King Alfred's College of Higher Education
Availability: From June 2002

Americanisation and the Exchange Experiences of UK and US Exchange Students'

Mr Alasdair Spark,
King Alfred's College of Higher Education
Availability: March-November 2002

The Transatlantic Seaside

Dr John Walton,
University of Central Lancashire
Availability: From October 2001

Staff Development

DOPLA*

The DOPLA project was awarded extra funding to continue its work during 2001. Building on the successful activities of the local mini-consortia that emerged during the project, three regional training centres were created in London, Sheffield and Birmingham. Each centre developed a training programme, starting in September 2001, based on the DOPLA model and materials, and opened its teacher-training course to foreign language assistants, postgraduate teaching assistants and other hourly-paid tutors at any local institution.

Thirteen institutions, seven of them new to DOPLA training, sent their tutors to be trained with a total of 63 participants attending the three courses. This means that 45 institutions have either started their own training courses, or have sent their staff to other institutions to participate in courses based on the DOPLA programme. Nearly 500 tutors have been trained since the DOPLA project started in 1997.

Independent Learning

CIEL Project*

The CIEL Project is now approaching the end of its transferability phase during which it has worked closely with the Universities of Durham, Exeter, Huddersfield, Middlesex and Portsmouth. CIEL's involvement with these institutions has included making consultancy visits and running seven very successful regional workshops. There has been a great deal of interest in the European Language Portfolio (ELP) <http://culture2.coe.int/portfolio> and the six reference levels of the Common European Framework (CEF)*. The ELP has been the theme of workshop presentations at the University of Exeter, Leeds Metropolitan University, Middlesex University and the University of Portsmouth. This, together with a Subject Centre workshop on the same theme, has meant that over one hundred colleagues have expressed interest in learning about and implementing the ELP in some way. Other workshop topics have included independent language learning materials development at the University of Durham, integrating independent learning into the

ALLADIN Project*

In the period from July - December 2001 the team has concentrated its efforts on preparing the final deliverable, a handbook entitled *Elements of Course Design: a Practical Guide to Integrating ICT into Languages for Specific Purposes in Higher Education*. Numbers allow for each HEI to have at least one institutional copy, so if anyone would like a copy for their Language Centre or Department and thinks they may not already be on our mailing list, please let us know.

We have also bid successfully for transferability funding and an extended period of project activity will begin on 1 January and will run to 31 July 2002. A range of project training events has been scheduled for this phase which will cover a variety of themes concerning ICT based language learning. These include embedding language elements into textile and design courses, working with a project for the hearing impaired and providing workshops on independent learning with ICT. In addition ALLADIN will be providing a practical workshop at the

Residence Abroad

LARA Project*: Project Partners wanted

The Learning and Residence Abroad Project (LARA) is looking for partners to help take its innovative programme forward. The original three-year project (1997-2000) established that what most concerned staff in language departments across the UK about residence abroad was the lack of integration between the work undertaken by the students while abroad and the rest of their course at the home institution, together with the consequent difficulty in assessing and accrediting the work properly. In response, the project team developed a range of materials designed to train the students to take responsibility for their own learning in the crucial areas of linguistic proficiency and intercultural understanding. The methods proposed and the materials produced have aroused a good deal of interest not only in the UK but

Although central funding is no longer available to support these courses, it is hoped that the concept is sufficiently embedded into departmental culture to continue as institutions acknowledge the value of trained teaching assistants.

The DOPLA model has proved to be successful in encouraging collaboration across languages, and between specialist and institution-wide language teaching; typical DOPLA courses feature anything up to six target languages and involve teachers working on both degree and electives programmes.

The training pack, containing tutor scripts, overhead transparencies, handouts and audio and video clips, is still available to any institution wishing to arrange an initial teacher training course for its tutors. Packs can be ordered by emailing Penny Gravestock on P.M.Gravestock@bham.ac.uk or phoning 0121 414 7978.

Penny Gravestock is Project Manager of the DOPLA Project
P.M.Gravestock@bham.ac.uk

curriculum at the University of Exeter and web-supported language learning at the University of Portsmouth. The partner institutions involved in this phase of the Project will be writing case studies on their involvement with the CIEL Project and it is hoped to make these public in the new year.

At the end of the Project, the Subject Centre will be taking over many of CIEL's activities, including running workshops on independent language learning related issues and updating the Really Useful Copyright Booklet (which is currently downloadable from the CIEL web-site <http://ciel.lang.soton.ac.uk>). During the past four years, the CIEL team has enjoyed running workshops throughout the country and we have also been pleased to see many colleagues with an interest in independent language learning at Subject Centre events. We would appreciate feedback on the ways in which the Subject Centre could continue to develop CIEL issues. Please send your comments to P.Davis@soton.ac.uk.

Paula Davis

Centre for Teaching & Learning In Art & Design (CLTAD)'s national art and design conference in April on Exploring Effective Curricula Practices In Art, Design and Communication in Higher Education. We particularly welcome these opportunities to work alongside colleagues from these different disciplines and professional domains.

Other activities have included Juliet Laxton's visit to Iceland, where she took part in the exhibition at the 'Alternative Approaches to Language Learning and Teaching' Conference at Háskóli Islands, University of Iceland in Reykjavik, 9th and 10th November 2001. The conference was attended by over 200 delegates made up primarily of Icelandic and other Scandinavian language teachers who had the opportunity to look at the new web site and project overview newsletter, and discuss ICT integration and accessibility issues. The web links for language teaching and communications technology support web pages attracted particular interest.

Alison Kennard is the Project Coordinator at the Surrey Institute of Art and Design (email: alladin@surrart.ac.uk)

in other EU countries as well, where students often seem as happy as their British counterparts to cling to the cultural stereotypes that they take abroad with them. During the present academic year, LARA is running a number of workshops on two of the most innovative parts of its programme, the 'Ethnography for Language Learners' course and the models of learning agreements. Details will be posted both on the Subject Centre website (www.lang.ltsn.ac.uk/abroad/) and on the LARA website (lara.fdtl.ac.uk/lara/index.htm). Beyond that, a bid will be made for EU funding to establish a network of universities in five countries with the aim of embedding the principles and practices of the ethnographic approach to residence abroad in the curriculum across Europe. So, if you would like to find out more about how your department might get involved, contact lara@sol.brookes.ac.uk

Mark Bannister is the Project Director of the Lara Project
lara@sol.brookes.ac.uk

Subject Centre Events

FEBRUARY 2002

CALL Research Seminar: Research into using C&IT for Teaching Languages

1 February 2002

Leeds Metropolitan University

New Directions in Languages: the UK and Europe

Subject Centre/TNP Seminar

1 February 2002

CILT, Covent Garden, London

Theory in Practice: Teaching Literary Studies on undergraduate programmes

Workshop organised in partnership with the English Subject Centre

8 February 2002

Royal Holloway Centre, Gower Street, London

Listening Materials for French: off the peg and home grown

CILT resources information session

13 February 2002

CILT, Covent Garden, London

C&IT in Literary Studies: Using and Designing Web-based Teaching and Learning Materials

Workshop organised in partnership with the English Subject Centre

20 February 2002

University of Newcastle

MARCH 2002

Developing Strategies for Marketing Area Studies

Area Studies Specialist Group open meeting

13 March 2002

British Academy, London

Marketing Languages and Related Studies

Workshop with presentations

and case studies

15 March 2002

British Academy, London

APRIL 2002

C&IT Resources Information Day

3 April 2002

Subject Centre C&IT Centre,

University of Hull

Using C&IT to teach linguistics

April/May 2002 (date to be confirmed)

University of the West of England, Bristol

Curriculum Innovation in the Teaching of Literature and Culture on MFL Programmes

26 April 2002

CILT, Covent Garden

MAY 2002

Teaching, Learning and Assessing Linguistics

May 2002

University of Edinburgh

Learning and Teaching Issues for

Interdisciplinary Studies

(Date and venue to be confirmed)

JUNE 2002

C&IT Resources Information Day

12 June 2002

Subject Centre C&IT Centre,

University of Hull

2002 Conference: Setting the Agenda- Languages, Linguistics and Area Studies in Higher Education

A major teaching and learning conference

organised by the Subject Centre and CILT

24-26 June 2002

Manchester Conference Centre

Please note that there is a charge to attend some Subject Centre events. You will be advised of this when you register for an event. To register for an event please contact the Subject Centre Tel: 023 8059 4814 Email: llas@soton.ac.uk www.lang.ltsn.ac.uk/events/wkshopregform.html

Glossary

<i>Abbreviation</i>	<i>Full title</i>	<i>More information</i>
ALLADIN	Autonomous Language Learning For Art & Design Using Interactive Networks	www.alladin.ac.uk
AMATAS	Americanisation and the Teaching of American Studies	www.uclan.ac.uk/amatas
AULC	Association of University Language Centres	www.aulc.org
CERCLES	Confédération Européenne des Centres de Langues de l'Enseignement Supérieur European Confederation of Language Centres in Higher Education	www.cercles.org
CIEL	Curriculum and Independence for the Learner	ciel.lang.soton.ac.uk
CILT	Centre for Information on Language Teaching and Research	www.cilt.org.uk
Common European Framework	A Common European Framework of Reference for Languages	culture2.coe.int/portfolio/documents_intro/common_framework.html
DOPLA	Development of Postgraduate Language Assistants	www.bham.ac.uk/DOPLA
ELP	European Language Portfolio	culture2.coe.int/portfolio
ESRC TLRP	Economic and Social Research Council-Teaching and Learning Research Programme	www.ex.ac.uk/ESRC-TLRP
EYL	European Year of Languages	www.eyl2001.org.uk/
FDTL	Fund for the Development of Teaching and Learning	lang.fdtl.ac.uk/
LARA	Learning And Residence Abroad	lara.fdtl.ac.uk/lara/index.htm
LNTO	Languages National Training Organisation	www.languagesnto.org.uk/index.php
LTSN	Learning and Teaching Support Network	www.ltsn.ac.uk
NACELL	National Advisory Centre on Early Language Learning	www.nacell.org.uk/index.htm
SCHML	Standing Council of Heads of Modern Languages	
TLTP	Teaching and Learning Technology Programme	www.ncteam.ac.uk/tltp.html
TNP	Thematic Network Project	europa.eu.int/comm/education/socrates/tnp/
UCML	University Council of Modern Languages	www.ucml.org.uk/