



# International English

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# International English at the University of Southampton

Welcome to issue 2 of our newsletter *International English!* We have had a busy few months with visitors from all over the world coming to Southampton to take our courses and learn about our research.

Research and teaching in English language is a very strong part of Modern Languages at Southampton and we have well-established postgraduate and undergraduate language programmes. Our English-language research activity is diverse and we host both the Centre for Linguistics, Language Education and Acquisition Research, and the Centre for Global Englishes. We offer courses for international students wishing to study in English and for international teachers wishing to deliver their courses in English. We have been creating and delivering bespoke courses for international students and academics for a number of years and have taught students and academics from all over the world. We are also experts in designing and delivering online courses and resource sets.

This newsletter includes information on English language research, news on creative writing, an interview with one of our course delegates, as well as resources for teachers and students.

We hope you enjoy it!



Prof Clare Mar-Moliner,  
Assoc. Dean (Internationalisation)

## Research in English language

The university of Southampton hosts two language research centres: the Centre for Linguistics, Language Education and Acquisition Research, and the Centre for Global Englishes.

### Centre for Linguistics, Language Education and Acquisition Research (CLLEAR)

What do applied and formal linguists do?

Linguists study the sound, form, and meaning of languages – either in their present form or historically. They are interested in description (finding out what speakers do) not prescription (they do not tell speakers what to do). Language acquisition is the study of how the mental picture (mental representation) of language comes to be in the mind/brain of the language speaker. There are multiple parallels between the way children acquire their mother tongue and the way adolescents or adults acquire a second, third or n-th language. There are also notable differences between the first and subsequent acquisition processes. Applied linguists endeavor to elucidate these similarities and differences.

Investigating language acquisition is an interdisciplinary cognitive enterprise. It is based on linguistic theory, which explains what the constructs of language are (essentially, what has to be acquired). It also uses models of the mind/brain from the natural sciences, notably psychology and cognitive science. It borrows formal tools from mathematics and computer science, as well as concepts of communication, identity and group membership from the social sciences. The ultimate goal is to create theories of how linguistic representations are created and put to use during language communication.

In acquiring a new language (second or subsequent), the native language is of utmost importance. It serves as a blueprint, or as an initial hypothesis, of what the new knowledge might look like. Therefore, language teachers should be aware of the mother tongue influence, specifically what concrete forms it takes for the language pairs involved. In addition, linguistic theory and second language acquisition theory are in a position to predict which areas of the grammar are easy, and

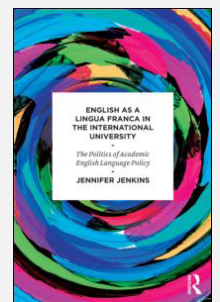
which are difficult for language learners to acquire successfully. Teachers should be aware of these, too. Researchers in the Centre for Linguistics, Language Education and Acquisition Research (CLLEAR) at the University of Southampton engage in theoretical and experimental investigations of language acquisition and language teaching processes.

Prof Roumyana Slabakova, Chair of Applied Linguistics

### Centre for Global Englishes (CGE)

English as a Lingua Franca in the International University: The Politics of Academic English Language Policy

By Jennifer Jenkins, Director of the Centre for Global Englishes



In this book, Jennifer Jenkins, one of the leading proponents of English as a Lingua Franca, explores current academic English language policy in higher education around the world.

Universities around the world are increasingly presenting themselves as “international” but their English language policies do not necessarily reflect this, even as the diversity of their student bodies grows. Throughout the book Jenkins considers the policies of English language universities in terms of the language attitudes and ideologies of university management and staff globally, and of international students in a UK setting. The book concludes by considering the implications for current policies and practices, and what is needed in order for universities to bring themselves in line linguistically with the international status they claim.

English as a Lingua Franca in the International University is an essential read for researchers and postgraduate students working in the areas of Global Englishes, English as a Lingua Franca and English for Academic Purposes.

# Rewriting the world

**Creative Writing, which began life as a university subject nearly eighty years ago in Iowa City, is now making a truly international home for itself at Southampton.**

Creative Writing is becoming one of the fastest growth areas for international students at the University of Southampton. Students on our successful MA programme come from Jakarta, New York, Dubai, Hannover, and Moscow. 'A more international student intake has led to more dynamic, energetic, and reflective workshop environment', notes novelist and writing tutor Rebecca Smith. 'There are benefits for staff and students alike.'

Creative Writing is part of the English department in the Faculty of Humanities, and is now available as an MA, PhD, and minor option for all Southampton undergraduates. 'Our writing tutors have always been outward-looking and global in their influences and aspirations' says Will May, who convenes the MA programme. 'Our Professorial Writing Fellow Aamer Hussein translates from Urdu and Italian, while Senior Lecturer Philip Hoare takes the borderless expanse of the ocean as his subject'. Our world-renowned staff are often in demand abroad, too: Rebecca Smith was recently guest of honour for a theatre premiere in Brunei, while playwright Evan Placey has had work produced in Israel, South Korea, and Croatia.

Our students study Middle and Far Eastern literatures in translation alongside Anglo-American fiction, helping to develop creative voices that are not only unique, but international. This is reflected in the innovative work being done by doctoral researchers in the new Distance PhD programme. Aiysha Jahan is a writer who grew up in Dubai, and has lived, studied, and taught in countries around the world. Her project focuses on the Third Culture Kids living in the United Arab Emirates, a country whose population comprises 202 nationalities. With the recent appointment of American short story writer and journalist Carole Burns as our new Director of Creative Writing, the department's teaching and research will continue to expand its international horizons.

Dr Will May, Senior Lecturer in English



## Meet our delegate: Monica Roth

Monica Roth from Malmö University, Sweden, was 1 of the 8 administrators who attended the 'English as a Medium for Administration' (EMA) week-long course at the University of Southampton last month.

*Can you tell us a little bit about Malmö University and the internationalisation agenda?*

It was founded in 1998, has 5 different faculties, 1,500 staff and 25,000 students; 1,800 of which come from 100 countries around the world. Malmö students also have the opportunity to study abroad in one of our 240 partner universities around the world. With international student numbers increasing, many courses being delivered in English and our international staff, Malmö University is a true international player in higher education.

*What is the role played by English?*

Many of our courses are delivered in English, our university publicity is in English and students can choose to write their assignments in Swedish or in English. English is key for Malmö University to have an international presence in higher education and this is why my colleagues and I attended the EMA course. We want to offer the best service possible to our international staff and students and thus contribute to our university's international success.

*What did you think of the EMA course?*

Teachers at the University of Southampton have listened to our needs and created a bespoke course which answered all our expectations. They adjusted the course and their teaching to exactly what we wanted, and we are very thankful for this. Some of us were quite nervous before coming but the experience has boosted our confidence enormously and we have lots of plans to keep up the momentum once we are back in Malmö. I feel sorry for colleagues who could not come with us this time but I will recommend that they attend this course in the future. We learnt so much and it was so much fun! We absolutely loved it!



## Register for our English Medium courses

**Location:** University of Southampton, Avenue campus, Highfield, Southampton, SO17 1BF

**Date:** 9-13 June 2014

**Course fee:** \*DISCOUNT RATE\* ~~£795~~ £695 (for a limited time only)

(incl. pre/post-course activities, a minimum of 25 hours class time, the opportunity at the end of each day for private study and 1-to-1 tutorials, and wi-fi access for each participant)

**Minimum reqs:** good intermediate level of English (eg CEFR B2 or equivalent)

**Web:** [www.llas.ac.uk/events](http://www.llas.ac.uk/events)

**Email:** [llas@soton.ac.uk](mailto:llas@soton.ac.uk)

## Languages at Southampton Blog

The Languages at Southampton blog has gone from strength to strength since its launch in September 2012, with over 300 posts by us and around 16,000 visits from students, staff and the wider community.

We blog about anything language-related – from free foreign language film showings by language societies, to open educational lectures and professional symposiums, and the most current and eye-catching national and international news items concerning languages. The blog also provides a 'one stop' portal to language resources and language-related activity across the University. Find the Languages at Southampton blog at: [www.languagesatsouthampton.soton.ac.uk](http://www.languagesatsouthampton.soton.ac.uk). We also tweet and share stories with almost 3,000 followers so why not follow us @Modernlangs? We'll see you online!

### Licensed teaching and learning resources

The English for Academic Purposes (EAP) Toolkit is a comprehensive set of online learning resources providing over 80 hours of activity-based learning for international students whose first language is not English.

Content ranges through academic writing, reading and critical thinking, listening and note-taking, communication skills, learning skills, and grammar and vocabulary development for academic purposes. The toolkit can be licensed by UK and international institutions for use as a self-access student resource and/or integration with taught pre-sessional and in-sessional EAP /Study Skills programmes. Developed by EAP practitioners in UK higher education, the toolkit offers a sound pedagogical approach and is very competitively priced. For more information and to see interactive examples, visit the website at [www.elanguages.ac.uk/eap\\_toolkit.php](http://www.elanguages.ac.uk/eap_toolkit.php) or contact [elang1@soton.ac.uk](mailto:elang1@soton.ac.uk)



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## Free teaching and learning resources

### Stamp of Approval for Digital Literacies Toolkit

Ten months since its launch, the Digital Literacies Toolkit has gained over 6000 visits from 91 countries and received praise from far afield about its usefulness. The toolkit was developed by eLanguages and offers a set of free learning resources to help students and educators explore the use of Web 2.0 applications for study-related purposes and good practice in the use of social software.

Feedback from users highlights its versatility for teaching purposes:

A lecturer in Queensland, Australia reports that her students from across disciplines in the Arts and Education” have just finished the semester’s work (and) found the Digital Literacies Toolkit extremely useful to their work and research management.”

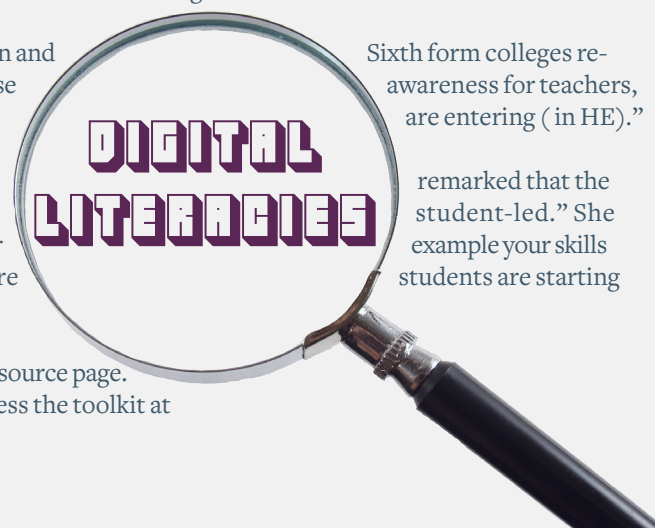
She reports how they were asked to use tools to assist them in their collaborative group work during the course of the semester and that “the toolkit influenced the way they worked together on an end of semester combined submission with many of them choosing Dropbox and Google Docs for sharing documents and Facebook or email for communicating.”

A UK-based elearning consultant who delivers training in Further Education and recently commented: “I am finding (the toolkit) very useful because it helps raise in FE and sixth form colleges of the kinds of learning environment students

This view is echoed by a prominent researcher in Digital Literacy, who toolkit is “a great set of activities and videos, and I love that they are so notes how as “student-facing resources, (they) can be used by staff, for and knowledge ‘tests’ which I suspect would help staff understand where from, and identify gaps in their own understanding.”

The JISC Design Studio Project has added a link from its digital literacies resource page. Such links are adding to the flow of visits. Students and educators can access the toolkit at [www.elanguages.ac.uk/digital\\_literacies.php](http://www.elanguages.ac.uk/digital_literacies.php)

Julie Watson, Elanguages, Modern Languages



Sixth form colleges re-awareness for teachers, are entering (in HE).”

remarked that the student-led.” She example your skills students are starting