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Up and running

The Director of the Subject Centre, Professor Michael Kelly, reviews recent activity and looks forward to future developments.

As from the start of this academic year, the Subject Centre is fully up and running, a point marked by our London launch, hosted by CILT on 26th September. We are now beginning to provide the services that colleagues in languages, linguistics and area studies have asked for, helping to improve the quality and standard of the education we all provide.



The Higher Education Resources Collection at CILT

Our information services now provide a showcase and a source of reference for what is available to support learning and teaching: a one-stop shop with many entrances. The newly opened Higher Education Resources Collection at CILT is a valuable resource and the result of a very fruitful partnership. Visitors are already beginning to appreciate it. The C&IT Centre in Hull is further developing its reputation as an international centre of expertise. Our well-stocked website is a valuable source of online information on conferences, seminars and workshops, on sources of teaching and learning materials, on software and much more. Our programme of workshops has got off to a strong start, despite the recent transport difficulties. Our Specialist Groups have started to give advice and make recommendations on what the academic community needs. And team members have attended numerous conferences and other events, to present the Subject Centre and gather feedback.

Our role in encouraging co-operation builds on the long-standing culture of organisation and mutual support in our subject areas, and is starting to create links where they did not previously exist. Our Advisory Board draws on an unusually wide range of disciplinary expertise.

Several events have been arranged to bring together colleagues from different areas to discuss shared concerns. And we are hoping to strengthen this in a programme of Roadshows in different parts of the UK in the New Year. The close relationship with UCML is the keystone for wider co-operation, which now includes firm links with several associations and organisations in this country and internationally. We have also been very heartened by the interest and commitment of our European partners, especially the French and German embassies.

We are keen to promote innovation, which is something of a hallmark in our area. Though the Subject Centre's core funding does not enable it to carry out development projects, we are working to support existing initiatives, such as the FDTL and TLTP projects. And we are involved in collaborative plans for future initiatives, including online learning resources, teaching co-operation and outreach to other educational sectors.



Sir Howard Newby, Vice Chancellor of the University of Southampton and Chair of Universities UK and Professor Micheal Kelly, Director of the Subject Centre, at the Southampton reception (see page 4).

We have an invigorating agenda, and we are looking forward to pursuing it with gusto. We have a strong and committed team, and we are happy to be up and running. But we know we will need to be up higher and running faster if we are to live up to the expectations of the academic community in languages, linguistics and area studies. With your help and advice, we shall rise to that challenge.

Mike Kelly

C&IT news

Janet Bartle, Academic Coordinator for C&IT, reports on developments in the C&IT Centre at the University of Hull

The Subject Centre's C&IT team based at the University of Hull, maintains a software library, online database of software, library of C&IT related books and journals, commissions software reviews, and maintains links to internet sites for teaching and learning languages, linguistics and area studies.

Visit the Centre

Anyone interested in visiting the Centre to make use of our resources and talk to staff can do so during one of our regular Resources Information Days.

Enquiry Service

We also run an email/telephone enquiry service offering information and advice on all C&IT matters relating to languages, linguistics and area studies.

We Want to Hear from You!

We are keen to hear from anyone who wishes to:

- review books or software
- tell us about how they are using C&IT in the teaching and learning of languages, linguistics and area studies
- propose a website for our "website of the month" feature

Workshops

We are also interested in hearing from you if you have topics you would like to see covered in forthcoming workshops. Please send us your ideas via our online workshop form at:

http://www.hull.ac.uk/cti/events/wkshop_question.htm

Contact the C&IT Centre: Janet Bartle, C&IT Centre, Language Institute, University of Hull, HU6 7RX
Tel 01482 466175 Email: J.Bartle@selc.hull.ac.uk

Using Electronic And Data Services In Learning And Teaching.

Janet Bartle reports on the EDINA awareness day for Subject Centres

Based at the University of Edinburgh, EDINA is a JISC (Joint Information Systems Committee) funded national datacentre. It offers the UK tertiary education and research community networked access to a library of data, information and research resources. All EDINA services are free of charge at the point of use but your institution must be registered (a subscription fee is payable).

The purposes of the event were:

- to introduce Subject Centre staff to EDINA services, especially those relevant to their own subject areas
- to provide opportunities to explore EDINA services, including online Ordnance Survey digital map data available through the EDINA Digimap service, in hands-on sessions
- to suggest ways in which the services are being, or can be, used in learning and teaching
- to give an overview of the projects for which EDINA has recently obtained funding, to enhance services for learning and teaching and contribute to the development of the Distributed National Electronic Resource (DNER)
- to discuss ways in which partnership between EDINA and the Subject Centres can be developed

EDINA services include:

Linguistics and Language Behaviour Abstracts

Linguistics and Language Behaviour Abstracts, from Cambridge Scientific Abstracts (CSA), assists both generalists and specialists in keeping abreast of cutting-edge developments in disciplines concerned with the nature and use of language. The database covers all aspects of the study of language including phonetics, phonology, morphology, syntax and semantics. Complete coverage is also given to various fields of linguistics including descriptive, historical, comparative, theoretical and geographical linguistics. The coverage is from 1973 to the present, and the database is updated monthly.

MLA International Bibliography

Produced by the Modern Language Association of America, the MLA International Bibliography indexes critical scholarship on literature, language, linguistics and folklore. Coverage includes journal articles, series, monographs, dissertations, bibliographies, proceedings

and other materials. The database includes all records indexed from 1963 to the present, approximately 1,400,000 records.

PAIS International

PAIS International, produced by the Public Affairs Information Services Inc., is a bibliographic index with abstracts covering political, social, and public policy issues, including business, finance, law, international trade and relations, public administration, government, and topics relating to existing or forthcoming legislation. The database covers journal articles, books, statistics, yearbooks, directories, conference proceedings, pamphlets, reports, government documents, and microfiche.

Palmer's Index to The Times

Palmer's Index to The Times is the only index to articles in The Times newspaper for every issue from October 1790 to December 1905.

EDINA pointed out that currently electronic and data services are under-used in learning and teaching. It is hoped that by working with the Subject Centres, awareness of the services can be raised among teachers within the context of their subject areas. The Subject Centres would also play a role in identifying gaps in the provision of services and advise EDINA where services might be developed. The Subject Centres would add value to the services offered by EDINA by summarising and evaluating them before promoting them to their subject communities.

As part of this process, EDINA has requested Case Studies. Anybody who is using any of EDINA's services to support learning and teaching should email Moira Massey at: edina@ed.ac.uk

More information about this event, EDINA and its services can be found at <http://edina.ed.ac.uk/docs/events.html>

CILT Report

Dawn Ebbrell, Higher Education Information Officer at CILT, reports on the launch of the Subject Centre and the development of the Higher Education Resources Collection.

London Launch of the Subject Centre

The London Launch of the Subject Centre took place at CILT on 26 September 2000 and was attended by representatives of language associations, foreign embassies and higher education institutions. Dr Lid King (Director of CILT) and Professor Michael Kelly (Director of the Subject Centre) opened the proceedings. The event also marked the official opening of the Higher Education Resources collection at CILT. Tours of the resources library were arranged by CILT's Higher Education Information Officer, Dawn Ebbrell.



Professor Michael Kelly and Dr Lid King at the London launch

What is the Higher Education Resources Collection?

This is a reference collection accessible to visitors to the CILT library. Access to the library is on a drop-in basis. Holdings include materials related to generic teaching and learning issues, and more specifically to the teaching and learning of modern foreign languages in Higher Education. In addition to material on methodology, the collection also incorporates a range of relevant teaching material. This includes:

- software
- video and audio materials
- coursebooks developed specifically for use in the HE context
- specialist grammars
- resource books for developing specific skills
- teaching materials for languages for specific purposes
- FDTL project outputs

CILT's main resources collection has much to interest HE visitors including:

- adult teaching materials: covers teaching materials that may be applicable to the HE context, though not specifically designed for this purpose
- teaching materials for business language
- self-study materials
- teaching materials for languages other than French, Spanish, Italian, and German: these cover a wide range of other European, UK ethnic minority, and major trading languages
- dictionaries and grammars
- language and languages: texts dealing specifically with research based in the field of psycholinguistics, sociolinguistics, phonetics and phonology, vocabulary use, and mass media communications
- language teaching and learning: a range of books on all aspects of language teaching including methods, languages for specific purposes, skills, generalia, psychology, testing and assessment and organisation and administration
- periodicals and abstracts: over 400 periodical titles and a collection of abstracts and indexes in language teaching and linguistics as well as the British Education index
- bibliographies
- european information

Multimedia and Study Facilities

The HE Resources Collection has an open study area with room for 8 people. Additional workspaces are available in other parts of the library, including a Reading Room which can be used for quiet study when not booked for use.

In addition to multimedia facilities elsewhere in the library, there is an HE Multimedia Area which currently has:

- two high specification PCs equipped with full multimedia including DVD and CD-ROM players
- facilities for playing analogue audio and videocassettes
- a work area that can comfortably accommodate 4-5 people

Visit the Higher Education Resources Collection at CILT

Although individuals or small groups are welcome to visit at any time during our opening hours, group visits for up to 15 people are available by arrangement and are focused to the needs of your



The Higher Education Resources Collection

particular group. Groups may wish to consider booking one of CILT's meeting rooms for a staff event, combining it with a group visit to the library. For further information on group visits call 020 7379 5110 x244, or email: visits@cilt.org.uk.

A series of open visits has been scheduled for the following mornings: Wed 10th January, Thursday 15th March and Thursday 17th May. For further information on these sessions contact Dawn Ebbrell on 020 7379 5110 x266, email: he-enquiries@cilt.org.uk.

Location and Opening Times of CILT

CILT is based in Covent Garden at: 20 Bedfordbury, London, WC2N 4LB

Tel: 020 7379 5110

Fax: 020 7379 5082

School Term-time: Open Monday, Tuesday, Thursday, Friday: 10.30am-5pm, Wednesday: 10.30am-8pm and Saturday: 10.00am-1pm

Main School holidays:

Open Monday - Friday: 10.30am-5pm. Closed Saturdays.

EUROPEAN YEAR OF LANGUAGES 2001

T A K E U P T H E C H A L L E N G E !

University Language Centres and other course providers, particularly those in adult and further education, should be aware of the Languages Challenge, one of the activities taking place during the European Year of Languages.

The idea is that people from all ages and walks of life will be encouraged to start learning a language with a view to celebrating and demonstrating their progress amongst friends, family and colleagues later in the year. They sign up for their own personal challenge – singing a song in Swedish, welcoming visitors in Japanese or demonstrating their own newly-acquired competence in some other way. At the same time, they can be sponsored to raise money for charity by competing in the Challenge. Each participant will receive a certificate when they have carried out their Languages Challenge so that they can collect their sponsorship money. The publishers, Routledge, who are

sponsoring the Challenge, will be offering purchasers of their Colloquials series a special Languages Challenge discount.

There will also be a Celebrity Languages Challenge with, it is hoped, some high-profile figures taking part to boost publicity for the campaign.

To find out about the Languages Challenge

Ring Freephone 0800 100 900

Write to the Languages Challenge, Trinity and All Saints Comenius Centre, Brownberrie Lane, Horsforth, Leeds LS18 5HD

Read about it online at www.eyl.2001.org.uk



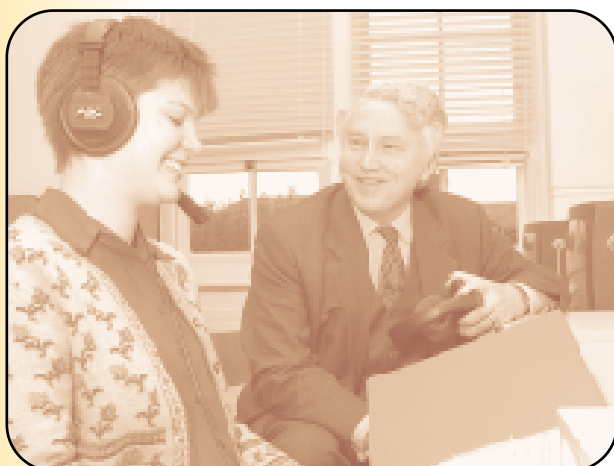
News from Southampton

Sir Howard Newby attends Subject Centre Reception

'This is an exciting development for the University, and an initiative which shows the UK leading the way internationally', declared the Vice-Chancellor of Southampton University, Sir Howard Newby, at a reception hosted by the Subject Centre in the Language Centre at Southampton on 8 November. Speaking as Chair of Universities UK, Sir Howard welcomed the development of the Subject Centres, two of which are based at Southampton University. The reception followed the first meeting of the Southampton Advisory Group, a broadly representative group, whose brief is to embed the activities of the Subject Centre in the University more widely.



Vicky Wright, Subject Centre Academic Coordinator for Languages, and Dr Clare Mar-Molinero from the School of Modern Languages at the Southampton reception.



The German Ambassador, Dr Hans Freidrich von Ploetz with a Southampton University student, Louise Jones. Photo by Steve Shrimpton.

German Ambassador meets Subject Centre Staff

On 28 November, the German Ambassador, Hans Friedrich von Ploetz, visited the School of Modern Languages at Southampton and met members of the Southampton Subject Centre team. Professor Alan Bance of the School of Modern Languages wrote

The Ambassador is deeply committed to intercultural communication in Europe, and in particular foreign-language learning, and so he was extremely interested in hearing about the work of the Subject Centre. Embassy co-operation with the Subject Centre will be one potential outcome of the trip, but in a broader perspective Herr von Ploetz clearly enjoyed a highly successful visit.

Languages and Linguistics News

The Languages Specialist Group

The Specialist Group for Languages finally managed to hold its first meeting via telephone conference on November 21 after having to cancel the first two meetings because of floods and train delays. The conference was deemed a great success and significantly easier than a face to face meeting.

The group is chaired by David Bickerton from the University of Plymouth and consists of nine other members at the moment. These are:

Caroline Clapham (Lancaster), Edith Esch (Cambridge), William Howarth (Liverpool John Moores), Shirley Jordan (Oxford Brookes), Marie-Noelle Lamy (Open University), Keith Marshall (University of Wales, Bangor), Ian Mason (Heriot-Watt), David Nott (Lancaster), Alison Phipps (Glasgow).

Between them the members of the group have interests in areas which are key to developments in language teaching and learning in higher education at the present time. These include areas such as language teaching methodology; curriculum design; assessment; translating and interpreting; independent learning; supported open learning; new technologies; web-based learning; intercultural communication; residence abroad; staff development and recruitment of students.

After a discussion of how the Subject Centre web pages can become the first port of call for everyone involved in Languages in Higher Education (we need your ideas too - please email us), the meeting focused on needs and priorities for the sector. A significant part of the discussion revolved around the need to do more for student recruitment, both into undergraduate courses and PGCE teacher training courses.

The meeting ended on a cautiously optimistic note when Keith Marshall reported on the results of a survey into the status of post-GCSE languages in the first year of the new AS levels (2000-2001). Initial questionnaire returns from 112 schools and colleges in the UK suggest that numbers taking AS languages have increased by 30% over those for A-level plus AS for 1999-2000. French is up by 35%, Spanish 31%, and German 15%. Other lesser-taught languages are also up. Of course these may not all translate into A levels but it is encouraging news.

The Specialist Group will be making a statement of its objectives but needs ideas from everyone in the sector on how to take forward and promote developments in language learning and teaching. Please send us your good ideas. We would be especially pleased to receive suggestions for future workshops and seminars.

Other News

We are really pleased that so many FDTL Languages projects have now received continuation funding and hope that many more colleagues will be able to take advantage of their services during the current academic year. All the materials from the ten FDTL projects and the one TLTP project can be seen in the new CILT HE resources collection. Many of them will also be running sessions at the Subject Centre Roadshows (see page 15).

The Languages and Related Studies Benchmarking Group has held its first two meetings at the time of writing and will be reporting in summer 2001 with final publication in December 2001. Its remit, along with other benchmarking groups, is to 'define the nature of awards in the subject - ... the subject territory'- and to articulate threshold standards for awards. Fiona Crozier, the QAA officer supporting the group is the keynote speaker at the Subject Centre Roadshows.

Vicky Wright, Academic Coordinator for Languages

Linguistics Specialist Group

The Linguistics Specialist Group has now consolidated its activities after two meetings and is proving to be a very useful point of contact for colleagues from a wide variety of institutions and specialisms. The Group has been instrumental in commenting on the Subject Centre webpages for linguistics and in advising on suitable topics for seminars and workshops.

Seminars and Workshops

The first of these will be a seminar on the theme of teaching grammar which will be held on 18th January 2001 at CILT in London. The seminar aims to bring together teachers and academics concerned with language teaching from linguistics, foreign languages and teacher education. The day will include three keynote speakers who will address topics relating to the teaching of grammar on linguistics courses, grammar in foreign language learning and the revisions to A level and GCSE courses, an area that impacts directly on language learning in HE. This will be followed by small group discussions related to the issues raised by the speakers. There will then be individual case-study presentations relating to current practice in grammar teaching from a wide variety of language teaching areas - linguistics, foreign language teaching, teacher training (English and MFL), and EFL. Interest from all areas has been very high and we are looking forward to an informative and stimulating day. The outcomes of the meeting will be disseminated via the Subject Centre and it is hoped that it will lead to more

crossover events and to a greater cooperation between language professionals in Higher Education. The Subject Centre will, of course, report on the seminar to the key offices involved in language issues - DfEE, Nuffield Enquiry, QCA, CILT and so on. Further seminars on other aspects of language/linguistics teaching in this series are being planned for 2001/2.

Website

The linguistics area of the Subject Centre website is now up and running and rapidly filling up with links, news and other information relating to the teaching and learning of linguistics. There is a section aimed at those considering studying the subject - Why Study Linguistics? - and we are currently researching the extent to which linguistics contributes to courses in other disciplines, e.g. education, English and foreign languages. Users are invited to contribute news items, websites and reviews of books and software.

Correspondence Group

Continuing efforts are being made to establish contacts with colleagues in linguistics and related departments throughout the UK and the Linguistics correspondence group now has some 45 members. To join the group contact Alison Dickens (adickens@soton.ac.uk) who is the Academic Co-ordinator for Linguistics and Area Studies.

To join Learning, our mailbase list for linguistics, contact Janet Bartle J.Bartle@selc.hull.ac.uk.

Finally, the Subject Centre would like to thank all members of the Specialist Group for their contributions and commitment to the work of the Linguistics Group and especially the group chair, Dr Keith Brown, who has so successfully brought together colleagues from a diverse range of Linguistics specialisms.

Alison Dickens, Academic Coordinator for Linguistics and Area Studies

Benchmarking Area Studies

When in the spring of 1997 the Quality Assurance Agency for Higher Education unveiled their proposed list of subjects for benchmarking, they had included American Studies as a sub-area of English. The American Studies community was less than pleased that a well-established multi-disciplinary subject area offered in around fifty UK universities and colleges could be so misplaced. The subsequent feedback to QAA, together with follow-up discussions, led to the establishment of the Area Studies benchmarking group, and so the response from one constituent subject created a valuable opportunity for the Area Studies community.

The benchmarking process builds on a statement in the Dearing Report that 'standards should be developed by the academic community itself through formal groupings for the main areas of study', and has been taken on by the QAA as part of the ongoing subject review process. Forty-two subject areas have been identified by the QAA, and about half of these have written benchmark standards, which can be seen on the QAA website: <http://qaa.ac.uk>.

The Area Studies benchmark group, a dozen people representing a variety of areas and a variety of disciplinary, multi-disciplinary and inter-disciplinary approaches, first met on 20 October, and has since then been working on the creation of a benchmark statement. The QAA guides the groups towards the idea of 'mapping the territory' of a subject, giving a general point of reference and positive statement of the subject. While it is clear that subject providers will use the benchmark as a backdrop for programme design and presentation, the process is under no circumstances intended to impose a pedagogical strait-jacket in higher education. The virtues and values of undertaking a programme in Area Studies should be at the core of a benchmark statement. The provision of these initial benchmark statements should itself be part of an ongoing process, with feedback from the community, and from observation of the benchmarks in use, leading to future updates and revisions.

Initial ideas and some clauses roughly drafted have filled the email traffic between the members of the Area Studies group since their first meeting. The group will meet again in December, and will move towards outlining a second and more integrated draft document at that point. In February this draft will be the basis of discussions at an open meeting in London, organised with the help of the Subject Centre, where members of the subject community will be invited to respond to and comment on the interim document while it is still in these early drafting stages. The group's final draft will be with the Agency in June, after which there will be a formal consultation period.

The benchmarking process provides an opportunity to celebrate and promote the subject area. Area Studies programmes focus in many relevant ways on multidisciplinary and multi-skilled approaches to the investigation of problems. The benchmark can be an important part of the process to highlight the value of Area Studies and its graduates to contemporary society.

Philip John Davies

Professor Philip Davies is Chair of the Benchmarking Committee for Area Studies

The Humbul Humanities Hub

The LTSN Subject Centre for Languages, Linguistics and Area Studies is working with the Humbul Humanities Hub of the JISC-funded Resource Discovery Network on the evaluation and cataloguing of Internet resources for Modern Languages and Literatures. The Hub aims to bring together the wealth of expertise within the academic, library, publishing, and computing communities for the benefit of anyone with access to the Internet and an interest in the arts and humanities.

The cataloguing work for Modern Languages and Literatures is being co-ordinated at the Subject Centre's C&IT Centre at the University of Hull. If you are an expert in this area and are willing to describe and/or review Web sites for a higher education audience we would like to hear from you.

Our most immediate need is for individuals to send us URLs in your particular area of academic interest for inclusion in the Humbul catalogue, indicating whether you are willing to become involved by

- assisting with the description of the resources
- providing brief evaluative comments for websites
- writing occasional extended reviews of websites

You will, of course, be identified on any record in the catalogue to which you have contributed.

We would like to hear from colleagues who might be prepared to describe and evaluate websites for the Humbul catalogue, which will be of enormous benefit to teachers, students and researchers in the area of Modern Languages and Literatures. Further information about the RDN and Humbul is at <http://www.humbul.ac.uk/>

Contact details:

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Tel: 01482 466373

Fax: 01482 473816

Email: cti.lang@hull.ac.uk

<http://www.hull.ac.uk/cti/>

SUBJECT CENTRE ADVISORY BOARD

The Advisory Board of the Subject Centre for Languages, Linguistics and Area Studies held its first meeting on 26 September 2000 at the Centre for Information on Language Teaching in London. The Board is chaired by Professor Richard Towell of the University of Salford. The Advisory Board of the Subject Centre is drawn from all parts of the subject area and includes representatives of key partners outside Higher Education. The role of the Board is to advise on policy, to provide links to associations and other partners, and to monitor and evaluate the activities of the Centre

Advisory Board members and Constituencies

Professor David Bickerton, University of Plymouth, Chair of Languages Specialist Group ● Dr Keith Brown, Chair of Linguistics Specialist Group ● Professor Judith Bryce, University of Bristol, Italian Studies ● Professor Dick Ellis, Nottingham Trent University, Chair of Area Studies Specialist Group ● Hilary Footitt, UCML ● Dr Pandeli Glavanis, University of Northumbria at Newcastle, Area Studies not associated with Languages ● Professor Marianne Howarth, Nottingham Trent University, Language teaching for specialists ● Elspeth Jones, UCML ● Dr Lid King, Director of CILT ● Ray Land, University of Edinburgh, SEDA ● Professor Rosalind Marsh, University of Bath, Slavonic Studies ● Professor Ulrike Meinhof, University of Bradford, Applied Linguistics ● Professor Ralph Penny, Queen Mary and Westfield College, Hispanic Studies ● Dr Paul Rowlett, University of Salford, Linguistics ● Ray Satchell, University of Bristol, Language Teaching for non specialists ● Professor Anne Stevens, University of Aston, Area Studies associated with Modern Languages ● Professor Yasir Suleiman, University of Edinburgh, Other Languages ● Professor Richard Towell, University of Salford, Chair of the Advisory Board ● Mrs Margaret Tumber, ALL ● Professor David Walker, University of Sheffield, French Studies ● Ron White, English Language teaching ● Professor Rhys Williams, University of Wales Swansea, Germanic Studies ● Derek Winslow, LNTO ● Dr Neil Wynn, University of Glamorgan, Cultural and Literary Studies not associated with Languages

Members of the Management Group of the Subject Centre also attended the meeting

Report of the first meeting

Role of Subject Associations

The Chair explained to the Board that the original HEFCE report outlining the proposals for the LTSN had stressed the key role of subject associations in the success of the Subject Centres. The following actions were suggested to strengthen the links between the Subject Centre and the subject associations.

- Association journals should contain information about the activities of the Subject Centre.
- Subject Associations should contribute to CILT's HE bulletin and the Subject Centre newsletter.
- The Subject Centre should appear as an agenda item on AGMs of the associations.
- Members of Subject Centre staff could address association conferences.
- Subject Centre mailings could be sent to the Chair and Secretary of Associations.

Subject Centre Strategy

The Director of the Subject Centre, Professor Michael Kelly of the University of Southampton, explained that the primary function of the Subject Centre is to serve the needs of the higher education teaching community. Students are indirect beneficiaries of the Subject Centre at present though they may be served directly by some of the material on the website.

The Subject Centre will facilitate innovation by identifying funding sources and working in partnership with other organisations both nationally and internationally. Workshops are being organised, details of which can be obtained from the Subject Centre. Information on innovative practice and more specifically on Subject Centre activity will be provided in newsletters and will be available on the website. The Subject Centre will be writing to departments to establish departmental contacts. It was also felt at the meeting that

the Subject Centre had a key role to play in facilitating debate between the benchmarking committee and the wider community. This might be done through the Subject Centre website: <http://www.lang.ltsn.ac.uk>

Specialist Groups

Specialist Groups for Languages, Linguistics and Area Studies have been established. These groups comprise a small number of specialists in the field who advise on the learning and teaching needs of their area. The Specialist Group for Languages will cover all languages and cater for teachers of both the specialist and non-specialist learners. The Chair of the Specialist Group, Professor David Bickerton, hopes that the activities of the group will be in response to the expressed needs of the teaching community. The Chair of the Linguistics Specialist Group, Dr Keith Brown, reported on the development of the web page. Correspondence groups are being established to help identify needs. Professor Dick Ellis, Chair of the Area Studies Specialist Group, highlighted the broad remit of the group. It will aim to raise awareness of Area Studies as a discipline and focus its activity on issues of inter-, multi- and cross- disciplinary. A correspondence group, a website mailbase and an electronic bulletin will be established. A particular concern, shared with other Specialist Groups, is the implications of 'pie-baldity' raised by cross-departmental teaching programmes.

Refereed Journal

The board considered whether the Subject Centre should produce a refereed journal on teaching and learning issues. It was felt that there were a number of journals already in existence and that it would be important to identify a niche, which needed to be filled. It was recommended that the LTSN should be asked to raise the issue of the status of pedagogic research in the RAE.

Subject Centre Workshops

Alison Dickens reports on the two workshops organised by the Subject Centre in November

Ethnography for Language Learners - Thursday 16th November 2000

'Ethnography' is the study of another group's way of life from their perspective. It is the fundamental method of anthropologists who seek to understand the cultural practices of others, whether that means going to a small atoll in the Pacific or studying how people re-design their kitchens on a London housing estate.'

The Subject Centre launched its first programme of workshops and seminars with a day devoted to the Ethnography for Language Learners course devised and distributed by the FDTL LARA (Learning and Residence Abroad) project. The course writers, Celia Roberts and Shirley Jordan, led the day with interactive sessions to introduce the materials and case studies that demonstrate the ways in which the course has been implemented. Also present were two students, Patricia Legg and Sue Arquier, from the University of Southampton, one of the institutions trialing the materials, who gave a very thorough and positive overview of their experience of ethnography. This gave participants an excellent perspective of the ways in which students have responded to the materials and feel that their research methodology for their year abroad projects has been enhanced.

'The rationale for developing language learners as ethnographers is to offer a systematic and rigorous approach to cultural and intercultural learning. Students learn new ways of looking at the ordinary and the everyday, drawing out patterns from careful and extended observation of a small group.'

The Ethnography course which was distributed free of charge to Modern Languages departments uses traditional ethnographic methods in the context of language learning and residence abroad. The aims and objectives are set out in 'Why Ethnography for Language Learners?' included in the course pack and available on the web at <http://lara.fdtl.ac.uk/lara/intercultural.html>

It is intended to be an integrated part of an undergraduate programme as it includes a home-based ethnographic study undertaken by students prior to their year abroad as well as a further study while on their placement. The purpose of the course is to enable students to engage with the culture they are visiting, to integrate the work done while abroad with the rest of their course and to equip them with study and research skills transferable to other parts of their study and future employment. Students are introduced to concepts such as 'making strange', 'foreshadowed problems', 'participant observer' and 'thick description' which form part of the essential skills, techniques and understanding that the ethnographer must take out into the field when observing and recording the everyday.

'Ethnographic approaches conceptualise 'culture' in different ways. It is not used to generalise about an entire national group. Instead it concentrates on the small, local and everyday. It does not see culture as a fixed set of beliefs and behaviour but as practices.'

For the workshop, Celia and Shirley concentrated on two aspects of the course: interviewing techniques (chapter 9) and local level politics (chapter 15). The latter involved a session on the significance of gift-giving and receiving in which participants were asked to look closely at how an act of gifting of their choice illustrated the ways in which the everyday can be made strange when observed closely from a new perspective. The session on interviewing highlighted the importance, emphasised by the students in their presentation, of questioning technique, of levels of engagement with the interviewee and of the all-important act of listening. Ethnographic interviewing, it seems, does not normally involve following a prescribed plan or set of questions but rather unfolds as it happens with the interviewer responding to the cues and clues given by the interviewee.

The evidence from the Southampton students strongly supported this as they described their initial difficulties with finding a theme and the ways in which their study evolved from the broad to the particular as a result of their encounters with their 'subjects'.

'Colleagues often comment that the idea of ethnography is a good one but it is difficult to offer a whole new unit or module in the curriculum and would a few workshops do? Our experience is that students need a considerable amount of time to learn new ways of looking at the everyday if they are to have the confidence to do an ethnographic study. Also, the whole programme is designed to integrate as fully as possible the learning while abroad with the curriculum both before and after the period of residence abroad. So, including the ethnography programme is an opportunity to add a significant new dimension to the curriculum and not just tinker with it.'

Finally, Shirley outlined the way in which the course is being integrated into the French Studies programme at Oxford Brookes to demonstrate how Ethnography is introduced early in the degree programme and continues into the third and even, should the students wish, the fourth year of the course.

The course designers emphasised that this course should ideally be taught as a complete entity, although many participants indicated that they may have difficulties with this and had used/could only use elements in their teaching. In order to assist departments with the job of exploiting the materials in a thoroughly integrated way, the LARA project is planning to spend its continuation year in offering a service to colleagues consisting of consultation, workshops or other advice, as desired. Anyone who is interested in using the materials or finding out more about them should contact the Subject Centre, in the first instance, by emailing adickens@soton.ac.uk

Making Residence Abroad Work: approaches beyond language learning, 24th November 2000

Residence Abroad issues have been addressed over the past three years by three Fund for the Development for Teaching and Learning projects set up to discover and disseminate best practice in this area for the language learning and teaching community. During the course of the projects it was recognised that there were issues and practices that could be of interest to other subject areas where residence abroad forms a major part of the curriculum. Some of these area studies are concerned with linguistic issues, others such as American Studies are not, but the academic, cultural and employment benefits identified by the projects can be equally significant for these areas.

‘Seven out of ten language graduates say residence abroad made them more employable

In the first session Jim Coleman (Residence Abroad Project, University of Portsmouth) considered the question ‘Why study abroad?’ and what learning outcomes we should be looking for. He cited recent research by the project which indicates that graduates perceive their period of residence abroad as contributing significantly to their subsequent employability with over 96% of respondents agreeing that it was a worthwhile investment in their future.

Jim went on to consider learning outcomes and quality assurance issues which impact upon residence abroad. He stressed that the projects were funded as the 95/6 quality assurance exercise indicated that there was a need to better integrate residence abroad into student programmes. The project has identified five learning outcomes for residence abroad: academic, cultural, intercultural, personal, professional and a sixth, linguistic, for students following language programmes.

The grade exchange rate

The second session led by Phillip Davies (American Studies, De Montfort University) tackled one of these outcomes, academic, as the purposes and procedures for accrediting residence abroad were discussed. The session concentrated on strategies that have been adopted to cope with the translation of US/Canadian grades into ones that will satisfy the British system. As students are increasingly short of time and money for extended periods abroad some institutions have adopted a system whereby one semester of the degree is completed abroad and the marks need to be counted towards the degree. This has necessitated the drawing up of an exchange rate for marks which has to account for module level as well as grade equivalence. This system is not, however, without its problems as account must also be taken of the absence of double-marking and moderation in the US. It transpired, in the ensuing discussion, that universities in other countries pose similar problems.

In the ensuing discussion, Uwem Ite (University of Lancaster) described the epilogue that students are asked to complete as a commentary on the dissertation they complete while abroad in Africa or India. This semi-academic piece is used to get a broader picture of the students’ particular experiences of studying abroad. Another

strategy for accreditation (Ulster) is to award a separate diploma in Area Studies to students on the successful completion of their period abroad.

Whilst many institutions run preparation courses which range greatly in duration and intensity, it is clear that many HE language teachers fail to make the distinction between learning about another country and acquiring intercultural competence.

To address the important but often less tangible issue of intercultural learning during residence abroad Sylvie Toll (Interculture Project, University of Central Lancashire) described a fully integrated course in intercultural learning due to begin in her institution in January 2001. This course takes as its starting point the principle of ‘distinction between learning about another culture and acquiring intercultural competence’. The latter, it seems, involves self-reflection on the part of the learner and the acquisition of awareness of the learner’s own culture and values. The course, therefore, takes the student through a preparation course which considers cultural identity, attitudes, stereotypes, intercultural incidents, sociolinguistics (for language learners), expectations from residence abroad. The course makes use of student counsellors, trained in the facilitation of self-reflection, a database of ‘critical incidents’ (see <http://www.lancs.ac.uk/users/interculture/learnact.htm>) put together from student interviews by the Interculture project and (private) diaries that the student can use to inform their (public) analytical account of their period of residence abroad. On their return from the year abroad students will complete a half-module which will enable them to evaluate and consolidate the experience, consider the career implications of residence abroad (key and transferable skills as well as subject-specific knowledge) and to assist in the initial preparation module for students about to undertake residence abroad.

The RAM Game

Linda Parker (LARA project) introduced the RAM (Residence Abroad Matters) Game which, through a number of problem scenarios, tackles the issue of making curriculum changes to manage provision for residence abroad and improve learning outcomes. Each of three teams were given 250 points to spend on a number of options, some more costly than others, relevant to a language learning degree or a European studies degree with optional language or a non-language context.

The options included learning agreements, a weekend preparation course, a residence abroad fair, independent learning, an ethnography course (see LARA project website, <http://lara.fdtl.ac.uk/lara/index.html>) careers guidance, staff development, academic briefing. This exercise not only highlighted the wealth of options available to support residence abroad, but the relative cost (in time as well as money) of integrating these activities into the curriculum.

Altogether the day provided a comprehensive overview of some of the issues tackled by the FDTL projects and highlighted some of the differences in focus between disciplines when it comes to residence/study abroad.

FDTL NEWS



The Subject Centre is pleased to include reports from FDTL and TLTP projects in this issue of Liaison. Ten projects in languages were given funding by HEFCE and DENI under the FDTL initiative (Fund for the Development of Teaching and Learning). The Alladin project is funded by the TLTP initiative (Teaching and Learning Technology Programme). The funding for the ten FDTL projects is now drawing to a close but most of the projects have applied for transferability funding for a year. Reports from many of the projects on outcomes and future plans and developments follow.

THE PROJECTS

RESIDENCE ABROAD

Residence Abroad Project

<http://www.hum.port.ac.uk/slas/rapport/>

LARA <http://lara.fdtl.ac.uk/lara/index.htm>

Interculture <http://www.lancs.ac.uk/users/interculture>

ASSESSMENT

Assessment Project

<http://www.ulst.ac.uk/faculty/humanities/lang+lit/fdtlgerman/index.html>

TRANSFERABLE SKILLS

Translang

<http://www.uclan.ac.uk/facs/class/languages/translang/tlweb.htm>

STAFF DEVELOPMENT

DOPLA <http://www.bham.ac.uk/DOPLA/>

DEVELOP <http://www.lmu.ac.uk/cls/fdtl/develop/>

INDEPENDENT LEARNING

SMILE <http://www.hull.ac.uk/langinst/smile/index.htm>

WELL <http://www.well.ac.uk/>

CIEL <http://ciel.lang.soton.ac.uk/>

ALLADIN <http://www.alladin.ac.uk/>

Project Reports

Residence Abroad Project

The Residence Abroad Project at Portsmouth continues, albeit at a reduced level of funding. In September, it was one of the first projects to be awarded nearly £25,000 to take its activities on for a further twelve months, and facilitate their transfer to the Subject Centre. Three of the strengths of the original project are retained. Firstly, the RAPPOR website at <http://www.hum.port.ac.uk/slas/rapport> with its wealth of advice and links for university staff, students and others interested in residence abroad. The site will be restyled and updated in the course of the year, and expanded to take into account the interests of all students of area studies, for whom the foreign language aspect is less important than other learning outcomes of study in another country. By September 2001 it will be fully integrated into the Subject Centre's resources.

The second activity is the distance-taught Supporting Residence Abroad unit, within an MA in Learning and Teaching in Higher Education. After a pilot run in 1999/2000 which feedback labelled as highly successful, and directly influential in bringing change to participating institutions, the course is available again, revised and improved and now earning 20 M-level credits.

Thirdly, there are the institutional visits and regional workshops, of which over 30 took place during the Residence Abroad Project's initial three years. Several individual universities are scheduled for a visit in spring 2001, with regional workshops planned for Cambridge and Heriot-Watt around the same time.

Among the project outcomes which have been well received has been the taxonomy developed by Jim Coleman and the project team to define the learning outcomes or objectives of any residence abroad programme. Within six alphabetical categories – academic, cultural, intercultural, linguistic, personal and professional – the taxonomy allows any programme to define its objectives, and thus create a solid framework in which to develop the other aspects of quality provision: preparation, support and monitoring, curriculum integration, debriefing, assessment and accreditation, and staff development. Institutions are becoming increasingly aware that, when the new QAA subject reviews take place, reviewers will be looking hard at the 1995/96 Quality Assessment reports, and at the recommended good practices developed by the FDTL projects.

Jim Coleman

email: rapport@port.ac.uk

LARA - Learning and Residence Abroad

The main 'deliverables' produced by LARA were up and ready for dissemination by early July 2000. Each state-funded university institution in the UK received a set of printed materials, supported by audio and video. These all carried the clear message that, if residence abroad is to fulfil its essential role in the learning process, the students themselves must be taught how to take responsibility for their own learning, using as their raw material the new linguistic and cultural situation in which they find themselves. Courses prepared by the members of the LARA consortium showed the way forward with a programme of

language tasks and strategies. These demonstrate how to exploit the resources provided by everyday situations, a course of training in ethnographic methods to enable the students to build up their intercultural understanding rigorously and effectively, an academic cultural briefing for those entering the university world abroad. A shift towards student-centred learning assumes a rethinking of assessment and accreditation methods, an area in which LARA produced radical proposals, including the adoption of learning agreements. Other deliverables, notably an analysis of, and guidance on, the question of IT training for students going on work-placements abroad, are to be found on the LARA website (<http://lara.fdtl.ac.uk/lara/index.htm>).

The project team is now engaged upon the completion of the mainstream programme, primarily the production of advanced web resources on residence abroad. Since the approach to the problems of residence abroad pioneered by LARA is highly innovative, it has naturally taken some time for staff in language departments to absorb what is proposed and to respond in practical ways. However, since the end of the summer vacation, considerable interest has been shown in the methods and courses proposed, and representatives of LARA have been invited to give presentations in a number of institutions. In November, the Subject Centre devoted the first of its programme of workshops to the Ethnography for Language Learners course. As a result, a significant number of departments have indicated their intention to build the approach and the course, either in full or in part, into their curriculum. The other area that has attracted particular interest is learning agreements. Both ethnographical methods and learning agreements are new to most language teaching staff, who would need guidance and support in setting up and operating the necessary programmes, not least in persuading their institutions to rethink the principles on which the period of residence abroad is based. If continuation funding is forthcoming, LARA, in collaboration with the Subject Centre, will therefore put into effect a programme of workshops, open to all, providing information and practical advice, and a series of consultancy sessions specifically for the benefit of departments adopting these new approaches. Details will be made available by the Subject Centre as soon as the programme has been agreed.

Mark Bannister

The Interculture Project

The Interculture Project's main 'deliverable' is its extensive website which contains a real wealth of material which can be consulted and used freely by students, teachers, researchers – or in fact anyone with an interest in intercultural aspects of Residence Abroad.

While it is perfectly feasible for students to access the material and make use of it independently, it is more realistic to expect that the most effective use of the material will take the form of guided learning activities devised by teaching staff. Therefore, the group which we would most like to encourage to use our materials are those who are responsible for preparing, supporting and de-briefing students in relation to the period of Residence Abroad.

The site presents background material about the project and how it was set up and run, as well as downloadable reports which contain a great deal of interesting and useful information that was collated during the course of various sub-projects which were undertaken by the project partners. However, the area which will probably be of primary interest to most users will be the resource material which can be accessed via the section on 'Outcomes'.

This section of the website offers the visitor opportunities to consult and/or adapt for their own use:

- 3 different databases of student accounts and experiences and extensive learning activities using the databases as resources
- teaching and learning materials and activities which were developed by the members of the project, including diaries, quizzes, intercultural incidents
- a module on acquiring intercultural competence within the context of the period of residence abroad
- other resources – a listing of existing teaching and learning activities which were noted during the course of the project
- new ideas – an outline listing of ideas which could be further developed into teaching and learning activities

Having been granted transferability funding to further disseminate and embed what we have achieved, one of our main strategies for doing this will be to organise institutional visits and workshops in order to introduce staff to the material and demonstrate how it can be consulted and exploited.

Any staff who would like us to contact them to arrange a visit to their institution or who would simply like to ask questions about the website, are most welcome to contact us.

Jessica Abrahams, Project Officer
Tel: 01524 592670
email: j.abrahams@lancaster.ac.uk



TRANSLANG

TransLang's strategy for its continuation activities is built on two key principles - those of breadth and depth. Our aim, of doubling the impact of the project over the next year, will be reached by making TransLang materials more widely available in specialist languages departments - TransLang's original focus was on 'non-specialist learners of Modern Languages' - and by helping to transfer more widely what we have learned about generic skills development in HE through staff developers in the sector. The TransLang consortium, comprising founder members at the University of Central Lancashire and Anglia Polytechnic University, will be looking in detail at specific examples of the application of TransLang products (the 'Guide to Transferable Skills Development', supporting Learning Autonomy materials in French, German and Spanish, and the 'Language Challenge Simulation Activity') in individual departments. Findings will be published in a collection of case studies, a 'Supplement to the Guide', due in October 2001. Further depth will come from the full development of 'Language Challenge' into an integrated skills development module, with a full pack of learning activities for classroom use. 'Language Challenge' will not only serve as a powerful tool in HE language learning, but will be invaluable for Key Skills in the new post-16 Curriculum 2000, which has seen significant numbers of enrolments for AS levels in languages this year. TransLang is delighted to make use of this opportunity to invite colleagues using the Subject Centre, including those in Linguistics and Area Studies, to share in the work of this FDTL Phase 2 project.

Paul Gentle

SMILE (Strategies for Managing Independent Learning Environments)

The expansion of on-line environments and the emphasis on learner autonomy, combined with a wish to diversify the student population and increase access to Higher Education, have forced universities to review attitudes, assumptions, expectations and approaches to learning and teaching. This review has played a crucial role in project SMILE. Between 1997 and 2000, SMILE attempted to map advising/counselling for language learning and to profile advisers/counsellors in relation to functions, position within the academic structure and the type of skills requested. A book will be published in spring 2001 by CILT (1).

The evaluation report by Dr Esch praised project SMILE for providing a 'learning architecture' and a 'negotiated consensus' amongst the institutions involved. Such consensus is visible in some of the project's outcomes: the syllabus for the qualification, a shared set of resources and templates to support independent learning and advising, a range of credit-bearing undergraduate modules on learning strategies.

The project has gathered evidence of a growing recognition for qualified learning support personnel to ensure effective and efficient use of resources, and to foster the development of an independent learning ethos - be it in self-access centres, or in virtual, on-line environments; the emerging awareness of changing roles, functions and skills necessary in the classroom (for both learners and teachers).

Whilst a preliminary questionnaire circulated to HE institutions highlighted tensions and confusion surrounding advising, advisers and learning support, a second survey has identified a change in the level of understanding of the role and an increased need to appoint and/or prepare staff to

this new role.

If it is the case that advisers are an essential human resource in self-access learning systems and they encourage and support autonomous learning through professional dialogue and specific skills, how do advisers prepare for this?

Preparing for advising: professional development

'Teacher training, even 'learner-centred' teacher training, tends to prescribe a leading intellectual and managerial role for teachers and ill prepares them for the demands of learner autonomy. (Benson and Voller 1997 : 94) (2)

SMILE identified in the lack of appropriate professional development and research in the area of discourse a weak element in the debate on learner autonomy. The provision of a professional development programme combined with a formal post-graduate qualification has been one of the outcomes of project SMILE. Based on the work of the past three years, the University of Hull has been awarded £25,000 to develop a one-year distance-taught programme, which it hopes to deliver from September 2001.

This programme can help to reach a consensus on the principles underlying advising and therefore provide the necessary guide-lines to safeguard the quality of its professional applications - be they embodied in a full-time adviser post or in an existing teaching post, be they placed in a multimedia centre or in a classroom.

Finally, it should be stressed that the success - or failure - of advising and advisers will ultimately be determined by the attitude of the institutions towards self-access and autonomy.

(1) Mozzon-McPherson & Vismans R (2001) *Beyond Language Teaching Towards Language Advising*, London: CILT

(2) Benson, P & Voller, P (1997) *Autonomy and independence in language learning*. London: Longman pp.93-97

Marina Mozzon Mcpherson

CIEL

The CIEL Project has just come to the end of its current round of funding. The last event to be run was a one-day workshop entitled 'Making language learning Accessible' which took place in London on Friday 1 December. The workshop was attended by 37 participants including the following guest speakers: Sophie Corlett from the National Bureau for Students with Disabilities who presented the legal overview, Judy Jowers from the SMILE Project who spoke about the language learner with dyslexia, and Jenny Wyman who discussed her experience of teaching languages at the Mary Hare Grammar School for the Deaf. Gita Ganger and Rebekah Musuku from the University of Southampton provided the student perspective. There was also a demonstration of enabling technologies, which focused on the "Inspirations" and "ViaVoice" software packages.

The Project is now awaiting news of the FDTL continuation funding for which we have put in a bid. If we are successful in obtaining this then we intend to achieve the following outputs and deliverables by September 2001:

- creation of a searchable databank of case studies in the area of independent language learning. This will involve adding to the mass of case studies, which the project has already collected from the sector in the last 3 years.
- establishment of a Subject Centre-held database of existing independent learning (IL) materials held across the sector.

- collaboration on continued development of IL materials at institutional, regional and national level with a view to submission to the Subject Centre database from where the materials will be accessible.
- creation of a database of independent learning co-ordinators to add to the Subject Centre database of expertise. These experts will act in a consultative role across the HE sector.
- collaboration on identification and dissemination of good practice in IL for Subject Centre specialist groups in languages, linguistics and area studies.
- continuation of event cycle with the running of 3 joint-project regional seminars on independent learning issues.
- continued response to demand for in-house and regional IL workshops. (Nominal fee and expenses to be charged.)
- continued response to demand for institutional IL consultancy visits. (Nominal fee and expenses to be charged.)
- workshadowing opportunities at CIEL Project centres. (These continue to be offered free of charge.)

At the very end of the project we would aim to hand over activities to the Subject Centre for Languages, Linguistics and Area Studies and to seek further European funding.

Jeremy Bradford
email: ciel@lang.soton.ac.uk

ALLADIN

Lots of news from ALLADIN this autumn!

The main focus has been on staff and student training sessions both in-house and externally which have taken a variety of forms, but they have all had the same goal of encouraging the development of ICT skills in art, design and media contexts.

In-house workshops have been arranged for language staff at the London Institute, looking at using the web for teaching and learning, and also the use of virtual laboratories. At the Surrey Institute of Art and Design, staff development workshops for Languages have been extended to encompass staff outside Languages. These cover designing simple web pages using second language text and using multimedia for language learning - attracting participants from departments as diverse as Finance, Registry, Personnel and technical support teams. At Winchester School of Art work is in progress to set up an independent learning programme with students of Italian from disciplines such as Textile Art, Fine Art, Fashion and Photography.

Externally, there have been student workshops at University College, London to support the acquisition of French in an art history context. Tailor-made learning packs were designed and disks were provided to participants who had a chance to try out various ICT based activities using extensive online resources for French and Art History. The resulting ICT companion and guide are now available from the ALLADIN website.

Self study guides on how to use ICT and which learning strategies to employ are also being incorporated into support materials for language modules for art, design and media programmes. Developed in line with external research, these are designed to sit alongside taught sessions in specific modules to provide supplementary information for including recommendations for websites, software and other resources as well as explanations for particular activities. In order to make these easily understandable, they have been broken down by level of language capability and

ICT skills/medium used.

ALLADIN also contributed to an accessibility awareness workshop run by CIEL at South Bank University, looking at how the use of ICT can support dyslexics in art and design and demonstrating ways in which Inspiration software can lend itself to supporting language acquisition.

Free workshops!

You can still book ALLADIN to visit your institution and provide a tailor-made workshop. This can be aimed at staff involved at teaching languages to art, design or media students or for the students themselves, and centres on building up their knowledge and confidence in using ICT based resources for language learning. The content of the sessions can also be designed according to course or departmental interests and it does not matter if groups are small! Workshops can last anything between 2 hours and a whole day and can be arranged by telephoning Julie White, ALLADIN Project Secretary on 01252 892693 or e-mail alladin@surrart.ac.uk. Please contact us if you want to know more!

ALLADIN is also embarking on research into language needs within art, design, and media professions and how ICT skills sit alongside these. Findings from this study will feed back into recommendations on course design and needs analysis exercises carried out in the HE community. They will also help fill the current dearth of information about language use in the creative industries.

Prize Draw

And finally - you can take part in the project's prize draw, with a chance to win £250 of travel vouchers! All you have to do is visit the ALLADIN website <http://www.alladin.ac.uk>, fill in the form and give us your feedback on our newly designed website. Et voilà!

Alison Kennard
email: alladin@surrart.ac.uk

DOPLA

During the three years of the DOPLA project, an initial teacher-training programme for foreign language assistants (FLAs) and postgraduate teaching assistants (PGTAs) has been developed and disseminated. A comprehensive training pack has been produced comprising sixteen modules with tutor scripts, overhead transparencies, handouts, readers, video and audio tapes. The materials cover a wide range of issues relating to modern foreign language teaching, including theories of language acquisition, teaching grammar, computer-assisted language learning, translation, the use of video and audio material, and teaching literary and cultural studies. The pack enables any modern languages department in the higher education sector to introduce an initial teacher-training course for their FLAs and PGTAs. Besides being made available in July to all English HEIs in 'hard copy', the written materials can be downloaded from the project website <http://www.bham.ac.uk/DOPLA>, which also provides case studies of how training has been introduced in a range of different institutions.

There has been widespread interest in this initiative across the sector and the consortium has been pleased with the response from potential partners. During the project, approximately 400 FLAs and PGTAs from 36 institutions across the UK have attended training using the DOPLA materials. This has either been at courses run by their own

institutions, or at regional programmes run in conjunction with other local universities. Furthermore, two courses have been run in Dublin and Limerick, and requests for materials have been received from as far afield as France and South Africa.

Currently, student numbers in some university modern languages departments are declining and it is becoming clear that certain HEIs are no longer employing FLAs and part-time staff in the same numbers as a few years ago. Consequently, smaller departments, in particular, are finding it difficult to run autonomous training programmes.

Funding has been obtained to continue DOPLA by building on the successful activities of the local 'mini-consortia' that have emerged during the first three years of the project to create regional centres in Sheffield, London and Birmingham. These centres will develop training programmes based on the DOPLA model and materials. The programmes will be open to assistants at all institutions in the area and the regional centres will also encourage wider participation, in particular by other categories of staff at their own and existing DOPLA partner institutions. By extending the work of existing partners, DOPLA will be offering a cost-effective way to increase the number of teachers and institutions participating in the project.

Each regional centre will invite local institutions to attend a workshop in the first half of 2001. This will be an opportunity for prospective partners to learn more about the training programme and to discuss future collaboration. Each centre will then host a DOPLA course between September and December 2001, attracting as many new partners as possible. The centre will also open the training to other members of staff from existing partners (for example, part-time or hourly-paid tutors).

Further information will be available from the DOPLA Office from January 2001. Contact Penny Gravestock either by email (P.M.Gravestock@bham.ac.uk) or by 'phone on 0121 414 7978.

Penny Gravestock

DEVELOP

The DEVELOP Project (Developing Excellence in Language Teaching through the Observation of Peers) is delighted to have received continuation funding to continue its work for a further academic year. As part of this work we will be offering additional workshops, either for those new to Tandem Observation or those who are looking to review their existing schemes. We will be particularly pleased to welcome research-oriented staff at these events. We will also be pleased to arrange specific workshops in individual universities and would be happy to hear from anyone who may be interested in this possibility, or would simply wish to attend a scheduled workshop. Also, if your university has not yet received the DEVELOP materials pack, "Tandem Observation" please get in touch. We look forward to hearing from anyone who may be interested in our work. Or visit our Website at <http://www.lmu.ac.uk/cis/fdtl/develop/>

Elsbeth Jones

MORE ABOUT SUBJECT CENTRE EVENTS: JANUARY TO AUGUST 2001

A complete diary of events organised by the Subject Centre and others appears on p16

OPEN VISITS TO THE HE RESOURCES COLLECTION AT CILT

Dates	Wednesday 10 January Thursday 15 March Thursday 17 May.
Programme	
10:00 - 10:30	Services and Facilities offered by CILT and the Subject Centre <i>Dawn Ebbrell, HE Information Officer, Janet Bartle, Academic Co-ordinator C&IT</i>
10:30 - 11:00	Tour of the CILT Library and HE Resources Collection <i>Dawn Ebbrell</i>
11:00 - 12:15	Software and web resources for language teaching: demonstrations and an opportunity to browse through software <i>Janet Bartle and Dawn Ebbrell</i>
12:15 - 1:00	Question & Answer Session - an opportunity for users to discuss their needs with Subject Centre staff. Participants are welcome to remain beyond 1:00 p.m. to look around the library at their leisure.
Registration	Contact: Dawn Ebbrell, CILT Tel: 020 7379 5101 ext.266. Email: he-enquiries@cilt.org.uk

REGISTRATION FOR SUBJECT CENTRE ROADSHOWS, WORKSHOPS AND SEMINARS

Email	llas@lang.soton.ac.uk
Tel	023 8059 4814
Fax	023 8059 4815
On line	http://www.lang.ltsn.ac.uk/events/events_sc.html

SUBJECT CENTRE ROADSHOWS

When and Where?

17 January 2001 at Queen's University, Belfast
30 January 2001 at the University of Stirling
Spring/summer 2001 at the University of Swansea

What is the cost of attending?

Attendance at the roadshow is free of charge

How do I register?

By completing the online registration form (available for the Scotland and Northern Ireland roadshows) - go to http://www.lang.ltsn.ac.uk/events/events_sc.html

By contacting the Subject Centre: Tel: 023 8059 4814 Email: llas@lang.soton.ac.uk

Programme

- 10.00 Arrival and coffee
- 10.30 Welcome from host institution
- 10.40 Presentation by the Director of the Subject Centre, Professor Michael Kelly with Q&A session
- 11.10 Keynote speaker: Fiona Crozier, Quality Assurance Agency for Higher Education
- 12.00 Round table discussion with panel of experts on the theme:
'Teaching Languages, Linguistics and Area Studies: new needs, new challenges'
- 13.15 LUNCH
- 14.15 Parallel workshops (FDTL projects and other presenters)
- 15.00 Parallel workshops (FDTL projects and other presenters)
- 15.45 Tea and discussion
- 16.30 Close

SUBJECT CENTRE SEMINARS

Attendance at Seminars is free of charge

Teaching Grammar: Perspectives on language teaching in Higher Education 18 January 2001 in CILT

This workshop takes the findings of the Nuffield Enquiry and the Government's Literacy Strategy as the starting point for an exploration into the current situation in Language Education in the UK and asks how Higher Education can benefit from a closer cooperation among language professionals in the teaching of language to students of MFL, Linguistics and Education. The place of grammar in the curriculum will be evaluated through case studies and workshop discussions with a view to identifying new directions in language education.

Please note that this seminar is currently fully subscribed but anyone wishing to attend should contact the Subject Centre and ask to be added to the reserve list.

Issues and developments in web-based learning for Linguistics

April 2001

This seminar will discuss work being done in stylistics and phonetics and will consider issues of purpose, pedagogy and implementation.

SUBJECT CENTRE WORKSHOPS

The fee for attending workshops is £40

Web-based learning for languages and Area Studies

Get started with using the web and web-related tools for teaching and learning in your subject area. Demonstrations, guided hands-on and case study presentations of current practice. This workshop will be held twice in March 2001 at both a northern and a southern venue.

Creating Web-based Materials and Courses

March 2001

This workshop is for anyone who wants to find out how they can create their own materials using web-based tools and environments. There will be demonstrations of software, examples of current practice and guided hands-on sessions.

Teaching and Learning Area-related Studies

Summer 2001

An interdisciplinary event to consider the nature of Area Studies and to build a community of practitioners of area and culture-related disciplines

FORTHCOMING EVENTS

Events in bold type are being organised by the Subject Centre.



REGISTRATION FOR SUBJECT CENTRE ROADSHOWS, WORKSHOPS AND SEMINARS

Email llas@lang.soton.ac.uk
Tel 023 8059 4814
Fax 023 8059 4815
On line http://www.lang.ltsn.ac.uk/events/events_sc.html

JANUARY 2001

Open Visit to the HE Resources Collection at CILT
10 January at CILT
More info contact:
dawn.ebbrell@cilt.org.uk

University Council of Modern Languages Plenary Meeting
16 January 2001 at CILT
More info: <http://www.ucml.org.uk>

Subject Centre Northern Ireland Roadshow
17 January at Queen's University Belfast

Subject Centre Seminar: Teaching Grammar
18 January in London

'Cultural Aspects of Language Learning' MATSDA conference
20 January at Leeds Metropolitan University
More info: contact Linda Barnes
Email: l.barnes@lmu.ac.uk

Arts and Humanities Online: A series of one day seminars
25 January in Bristol
More info:
<http://www.humbul.ac.uk/humbul/events>

Subject Centre Scotland Roadshow
30 January at the University of Stirling

FEBRUARY 2001

Linking Research and Teaching through ICT
7 February at the University of Warwick
More info: <http://www.warwick.ac.uk/alt-e>

QAA-Benchmarking Area Studies
12 February 2001 in London
More info: contact the Subject Centre
Email: llas@lang.soton.ac.uk

Arts and Humanities Online: A series of one day seminars
22 February in Bristol
More info:
<http://www.humbul.ac.uk/humbul/events>

MARCH 2001

Subject Centre workshop: Web based learning for Languages and Area Studies
Getting started with using the web

and web-related tools for teaching and learning in your subject area.
This workshop will be held twice in a northern and southern venue.

Subject Centre Workshop: Creating Web-based Materials and Courses
Date and Venue to be announced

Open Visit to the HE Resources Collection at CILT
15 March at CILT
More info contact:
dawn.ebbrell@cilt.org.uk

Arts and Humanities Online: A series of one day seminars
23 March in Manchester
More info:
<http://www.humbul.ac.uk/humbul/events>

Corpus Linguistics 2001
30 March at the University of Lancaster
More info: mcenery@comp.lancs.ac.uk

APRIL 2001

Subject Centre Seminar: Issues and developments in web-based learning for Linguistics
Date and location to be confirmed

Annual Conference of the Association of Hispanists of Great Britain and Ireland
2-4 April at the University of Newcastle
More info: <http://www.hispanists.org.uk>

Linguistics Association of Great Britain-Spring meeting
5-7 April at the University of Leeds
More info:
<http://clwww.essex.ac.uk/LAGB>
Email: d.c.nelson@leeds.ac.uk or lnpgk@leeds.ac.uk

Phonetics Teaching and Learning Conference
5-8 April at Royal Holloway College London
More info:
<http://www.phon.ucl.ac.uk/home/johnm/ptl.c.html>

Language World 2001 – Association for Language Learning
6-8 April at UMIST, Manchester
More info: contact Sheila James
Email: sheilaj@ALL-languages.org.uk

Annual conference of the British Association for American Studies
6-9 April at the University of Keele
More info: contact Dr John Dumbrell,
Department of American Studies,
University of Keele, ST5 5BG

'English for Academic Purposes' BALEAP Millennial Conference
9-11 April at the University of Strathclyde
More info:
<http://www.strath.ac.uk/Departments/ELTD/baleap2001.htm>

IATEFL 2001
17 April at the Conference Centre and Quality Hotel, Brighton
More info:
<http://www.iatefl.org/Info2.htm>

MAY 2001

Open Visit to the HE Resources Collection at CILT
17 May at CILT
More info contact:
dawn.ebbrell@cilt.org.uk

Teaching methodology for advanced French
29 May to 6 June at Sèvres, France
More info: CILT conferences
Tel: 0207379 5101 extn 231

JUNE 2001

3rd conference of the European Language Council on Multilingualism and New Learning Environments
28-30 June at the Freie Universität Berlin
More info: <http://www.fu-berlin.de/elc/BerlinConf/index-en.htm>

JULY 2001

Subject Centre Workshop: Teaching and Learning Area-related Studies
An interdisciplinary event to consider the nature of Area Studies and to build a community of practitioners of area and culture-related disciplines
Date and Location to be confirmed