



SOAS-UCL Joint CETL Bid (Public Version)



Languages of the Wider World

In the knowledge society of the 21st century, language competence and inter-cultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here **and in the wider world**, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Source: 'LANGUAGES FOR ALL : LANGUAGES FOR LIFE'; Department for Education and Skills, 2002.

Modern languages skills have a particular importance to economic success in the increasingly **internationalised business environment**. Alongside the specific skills which it delivers, the teaching and learning of a foreign language is an effective way of fostering the understanding of other countries and other cultures ... community languages [must be] given the respect they deserve and **recognised as a valuable asset** for the future.

Source: '14-19 Curriculum and Qualifications Reform: Final Report of the Working Group on 14-19 Reform', Mike Tomlinson's report to the Secretary of State for Education and Skills, October 2004.

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LANGUAGES OF THE WIDER WORLD

Executive summary

This is a proposal to establish a Centre of Excellence in Teaching and Learning (CETL) devoted to 'Languages of the Wider World'. It relates to the learning and teaching of the languages of the Middle East, Africa and Asia, Russian and other Slavonic and East European languages, Hebrew and Yiddish, Dutch, and Scandinavian languages.

The CETL will greatly enhance UK competence in languages of increasing strategic, commercial and civic importance; improve language learning facilities at SOAS and UCL; and quicken our expertise in the development and evaluation of curricula, learning materials and teaching techniques. It will provide enhanced status and personal development opportunities for language teachers and increase the number of students opting to study less commonly taught languages (LCTLs). It will make a coherent contribution to institutional strategic priorities at SOAS and UCL, and the capital funding released for the CETL will facilitate greater value usage of existing space across the two institutions.

The CETL bid is the most recent collaborative initiative between SOAS and UCL, following the signing of a co-operation agreement in November 2001. It is probably in the area of LCTLs that SOAS and UCL have most in common. They share the challenges of maintaining teaching in a wide range of languages which can be studied at all levels, including *ab initio*. In a climate which is unfavourable to language study, and to small academic units, the pursuit of excellence and innovation in LCTLs requires determination and enthusiasm, and these are enhanced by mutual support.

The CETL will form a high profile unit working across the two institutions, comprising an academic director (0.5 FTE), a researcher in language and culture pedagogy (0.5 FTE), learning and teaching advisors (2 FTE), teacher trainers (2 FTE), an assessment and curriculum specialist (0.5 FTE), multimedia programmers (2 FTE), and administrative and technical support (1.5 FTE). The CETL will be committed to bridging the gap between pedagogical research and classroom practice. It will work to redress the imbalance that exists between the HE sector's investment in the teaching and learning of LCTLs and the teaching and learning of more commonly taught languages, thus ensuring an even spread of teaching excellence across the entire range of languages in both institutions.

The establishment of this CETL will signal that the UK HE sector is committed to achieving well-resourced excellence in the teaching and learning of **all** languages. It will mark a significant raising of the national and international profile of academic activity devoted to these languages and create a focal point from which teaching innovations and curricular enhancements can be disseminated.

The CETL will facilitate the exchange of experience from the two home institutions with other parts of the UK HE sector through participation in the HE Academy and across the EU, the US, and other parts of the world where there are communities of teachers and learners equally involved in working with this range of less-commonly taught languages.

PART A: Provision and focus

1. Remit: The SOAS/UCL CETL and the National Need

The proposed SOAS/UCL CETL – 'Languages of the Wider World' – relates to the learning and teaching of the **less-commonly taught languages (LCTLs)** that do not have a large presence in UK HE, in terms of student numbers and/or spread and range of provision; it will cover the languages of the Middle East, Africa and Asia, Russian and other Slavonic and East European languages, Hebrew, Yiddish, Dutch and Scandinavian languages: among them are many **minority and community** languages and many languages of **strategic importance**.

Together, SOAS and UCL offer tuition in the widest range of less-commonly taught languages of Europe, Asia, and Africa. Across SOAS and UCL there exists a breadth and depth in both type and level of language teaching provision in LCTLs which is as significant as the large number of languages covered. Teaching is delivered by **research-led departments** which study not only the language and linguistics of the countries in which the language is spoken, but also their literatures, cultures, and societies:

- through specialist degree programmes, at both undergraduate and postgraduate level
- through institution-wide language programmes available to all students.

and by **language centres** through provision which reaches out to schools and the wider community, and an extensive range of other external users interested to further their knowledge of other social, cultural, political, and legal systems through their languages.

The 'Languages of the Wider World' CETL will have a commitment to enhance and expand:

- UK competence in languages that have become of even greater strategic, commercial and civic importance in the post 9/11 global environment and the new Europe
- development and evaluation of materials, methodologies and techniques for the delivery of this specialist teaching area
- learning facilities at SOAS and UCL for the delivery of teaching and learning in LCTLs
- expertise in curriculum development that aims to integrate new language teaching modes with established ones
- the percentage of students opting to study LCTLs.

and to provide:

- opportunities for widening access to HE for students from 'non-traditional' backgrounds, including from diaspora communities, as well as raising awareness of LCTLs among school students in general
- shared expertise and experience in a collaboration that uniquely provides real critical mass of staff and students in LCTLs
- value for money in provision which reaches a wide student audience and which is incremental over the 5 years of the programme
- access for all staff to resources dedicated to the scholarship of language teaching and learning, and enhanced status and personal development opportunities for language teachers
- the means to meet future demands, such as those arising from the Tomlinson report.

There is a **vital national need** to enhance and strengthen the provision of teaching and learning in the wide range of LCTLs, where there has been a relatively low level of investment in development of teaching and learning materials, techniques and methodologies, in teacher training, and in the accreditation of language teachers.

2. Current provision

LCTL provision at SOAS and UCL includes over 200 full- and part-time teachers, over 1000 degree students and over 4000 other learners of languages:

	2001/02	2002/03	2003/04
SOAS Home/EU degree students	672	726	812
SOAS non-credit language students	2505	3648	4210
UCL degree students	823	847	877
UCL non-credit language students		2200	1633

At SOAS, an African or Asian language, with its literature and associated culture, can be studied as the whole, one half or a small optional element of almost every undergraduate degree. Inevitably, the level of provision for any given language depends largely upon student demand, but also on the availability of suitably-qualified teachers, and facilities, including space. Currently, SOAS is able to offer a full single-

subject degree curriculum not only in Chinese, Japanese and Arabic but also in Hindi, Thai, Korean, Persian, Turkish and Indonesian/Malay. The same languages, plus Burmese, Georgian, Hausa, Hebrew, Nepali, Sanskrit, Swahili, Tibetan, Urdu and Vietnamese can form one half of a two-subject degree, usually combined with a Humanities or Social Sciences subject. Courses in the third category of SOAS languages (which includes Amharic, Bengali, Gujarati, Sinhala, Somali, Tamil, Yoruba and Zulu) can be studied as options. Degrees such as BA African Studies and BA South Asian Studies also require students to take progressive courses in a relevant language, which may be any of those listed above. Courses in all of these and other languages are also available to non-degree students through the current SOAS Language Centre.

Similarly, SOAS offers Masters degree programmes which focus wholly on language, literature and culture (e.g. MA Chinese Literature, MA Arabic Literature) but also encourages students on most of its other Masters programmes to study a language as a minor option; these options include *ab initio* language competence acquisition courses as well as more advanced offerings.

The establishment of a **School of Languages at SOAS**, which will be in operation from the 2005-6 session onward, represents

- a consolidation of all language competence acquisition teaching (degree and non-degree) under a single administrative framework in order to facilitate exchange between teachers in different languages and their training and professional development
- the establishment of a new career structure which makes clear provision for progression and reward for excellence in language teaching
- the enhanced resourcing of materials development.

SOAS is also the home of the internationally renowned Hans Rausing Endangered Languages Project (<http://www.hrelp.org>). Although this does not provide for the teaching and learning of languages per se, it is a vital element of SOAS's commitment to research in languages of the wider world.

At UCL, the less commonly taught languages are offered in the Faculty of Arts and Humanities and in the cross-faculty School of Slavonic and East European Studies (SSEES). They can be studied as single-subject degrees, or as one half of a two-subject degree. These programmes include core language learning modules and courses on the history, society and culture of the relevant countries. In addition, individual modules offered either in academic departments or in the UCL Language Centre and the SSEES Language Unit may be studied for credit by students of any subject. The Language Centre also provides non-credit language courses for students wishing to enhance their skills profile. All the less-commonly taught languages at UCL can be studied from scratch to honours level. Curricula are designed to accommodate varying entry levels, and new students' language needs are individually assessed.

At MA level, there is a range of programmes at UCL offering intensive study of the language, society and culture of Scandinavia, the Low Countries and modern Israel to students with some prior knowledge (although their first degree need not be in those subjects), while the MA programmes at SSEES offer interdisciplinary coverage – in politics, economics, history, language, literature and culture – of Eastern Europe and Russia. Additionally, SSEES offers eleven languages in the form of intensive *ab initio* reading skills courses, as well as Intermediate and Advanced Russian, while reading skills for research training purposes are available in all the LCTLs taught within the Faculty of Arts and Humanities.

Students registered for research degrees at both institutions have access to all language courses offered by their institutions, regardless of the field or topic of their research.

The work of the CETL will relate to the learning experience not only of SOAS and UCL students registered for undergraduate and Masters degrees in language, literature, culture, and area studies, but also of a much wider cohort for whom language learning and the study of culture and analysis of texts form a significant element of a different programme of study across a wide range of disciplines. In many

cases, students will be encountering a language and culture with which they have never previously engaged.

The particular shared position of both SOAS and UCL is that the multidisciplinary approach to the study of the regions they cover is best undertaken through familiarity with their languages. Regardless of whether research and teaching involves ancient historical texts or contemporary popular culture, both institutions share the aim and the practice of operating within and through the languages of the relevant cultures. Moreover, all language learning involves content that is culturally specific and significant, and all higher level learning requires a student to expand and deepen his or her competence in the language.

3. Institutional strategies

The 'Languages of the Wider World' CETL will make a coherent contribution to institutional strategic priorities at SOAS and UCL. The strategic plans of both institutions express commitments to directions proposed by the CETL. The aims of 'Building on Our Strengths', the **SOAS Strategic Plan 2003-2006**, are:

- actively to disseminate knowledge and understanding of Asia, Africa and the Middle East
- to create an outstanding research and learning environment for staff and students
- to recruit and retain students and staff of the highest potential irrespective of social, educational or racial background
- to promote economic development, social inclusion and cultural understanding through our links with business, government and our local communities
- to derive maximum benefit from strategic alliances with partners nationally and internationally.

UCL's four strategic objectives outlined in its **Corporate Planning Statement 2004** are:

- to be a world leader in teaching, scholarship and research across the sciences and arts, serving local, national and international needs
- to be at the forefront in tackling humanity's environmental, healthcare and communication needs
- to be an employer of high calibre staff, whose diversity and creativity it celebrates
- to be true to its founders' pioneering vision by providing educational opportunities of the highest quality to all capable of benefiting, regardless of background.

The work of the CETL complements both institutions' **Learning and Teaching Strategies** by

- building on academic excellence
- promoting interaction between the disciplines
- extending access to the resources of the institutions for the wider community
- increasing professionalisation, and developing and rewarding excellence in teaching (see also Section 5)
- investing in the estate and infrastructure
- increasing the internationalization of this field of learning.

Both SOAS and UCL have successfully submitted responses to HEFCE call 2004/18 for extensions to the institutional strands of the existing **Teaching Quality Enhancement Fund (TQEF)** and the additional allocations to **Support Professional Standards (SPS)**. Feedback on the SOAS SPS submission was as follows:

'We are pleased to see the TQEF action plan clearly tallies with your learning and teaching strategy and includes a high level of detail for each proposed activity... The SPS action plans provide substantial coverage of all three CPD national priorities and we were impressed again at the high level of detail concerning proposed activities and the clear linking with the learning and teaching strategy.'

UCL received the following feedback from HEFCE:

'We were also pleased to see that the supporting professional standards submission also fits well with the University's learning and teaching and HR strategies and covers the three national priorities.'

Implementation of both the TQEF and SPS action plans will complement and enhance the proposed work of the CETL. At SOAS the Head of Learning and Teaching Strategy has responsibility for monitoring the action plans, and at UCL the Vice-Provost (International, Teaching and Learning) will monitor the work of the CETL and TQEF/SPS projects through UCL Academic Committee and the AC Executive Sub-Committee on Innovations in Teaching, Learning and Assessment. Both SOAS's Head of Learning and Teaching Strategy and UCL's Vice Provost will be members of the Management and Policy Board of the CETL.

Both SOAS and UCL have reviewed their **Human Resources** strategies in light of the Rewarding and Developing Staff, Phase Two (RDS2) initiative. A key area of investment detailed in the new strategy adopted by SOAS is the development of formal career structures for language teaching staff within the School. This process is taking place within the context of the creation of the School of Languages. Investment in the RDS2 initiative, particularly with respect to removing unfairly restrictive opportunities for rewards and career advancement, will inform a strategic tie-in with the parallel funding application under the CETL heading.

Capital funding for the CETL will facilitate greater value use of existing space across the two institutions and is consistent with the objectives of the **Estates Strategy** of both SOAS and UCL to maximise the development potential of both institutions' sites. The constraints of the Bloomsbury campus mean that greater collaboration across Bloomsbury institutions is a priority. Developments initiated by the CETL will inform future discussions relating to the sharing of specialist teaching facilities across the two sites.

4. Building on excellence

The main features of existing excellence at SOAS and UCL, which contribute to their national and international standing, include

- teaching and research excellence, as shown in TQA (Teaching Quality Assessment), RAE (Research Assessment Exercise), external examiners' reports, and internal review
- the expertise reflected by the wealth and variety of publications, including language textbooks, dictionaries and methodological studies
- initiatives in curriculum development and delivery, including externally and internally funded projects
- the contribution of SOAS and UCL staff to the language teaching world, at both national and international levels.

UCL has been named as the Sunday Times University of the Year for 2004. The award was announced by the newspaper on 12 September, and recognises excellence in higher education over the past 12 months. UCL was described as "a global centre of academic excellence" and an "intellectual powerhouse with a world-class reputation". SOAS was described as "one of the jewels in British higher education" with the student view that "the language teaching is excellent — you will find yourself becoming proficient quite quickly".

The 'Languages of the Wider World' CETL will gather together the many complementary strands of existing excellence and innovation (detailed in part B: 'The case for excellence'), and build them into a coherent whole, **ensuring sustainability and spreading excellence**. The overarching model is one of a **blended environment** for learning as a framework for the delivery, development, and dissemination of all aspects of the teaching and learning of LCTLs.

The CETL will emphasise the dialogue between practitioners, researchers and developers involved in a series of discrete but interrelated activities for the benefit of language students. Within the area of delivery and curriculum, staff will be encouraged to consider the iterative relationship between the micro level of delivery and the macro level of overall curriculum – aims, levels, descriptors, achievement, assessment – in order to assess the relationship between technique and innovation at the level of delivery and outcomes in order to ensure that the new developments enhance student learning.

The curriculum will be delivered using various platforms which increase access to materials supporting teaching and learning both across and within the institutions. The relationship between delivery in the classroom and delivery through self-access, independent learning and the extra-institutional delivery mechanisms that e-learning has potentiated will be an important area of development and exploration.

At the same time, the CETL will promote and support a range of training initiatives which are also key to the sustainability and enhancement of the national provision of LCTLs, and it will maintain a strong dimension of reflection and pedagogic research in relation to both classroom-based and virtual teaching curricula and materials.

The CETL will set out to forge closer relationships between all involved in the teaching and learning of LCTLs – whether they are engaged in classroom teaching, in curriculum and materials development and innovation, in reflection and research, in technical support, or in staff development and training. The sustainability of all innovation will be dependent upon this level of continuing dialogue.

5. Recognising, rewarding and developing staff

SOAS and UCL recognize teaching excellence in their **academic promotion process**: in both institutions promotion can take place on the strength of excellence and innovation in curriculum development, teaching and assessment. Staff of both institutions have also been awarded pay increments for excellence and initiatives in language teaching.

At UCL, secondments have played a major role in supporting and rewarding academic staff seeking to further develop their teaching contribution, especially in the area of curriculum innovation. Most secondments have involved collaboration with experts in education (in UCL's Education and Professional Development unit) or in new technologies (Media Resources).

SOAS has enhanced the recognition of teaching through the Director's Prize awarded each year on a competitive basis taking into account innovation and student response. UCL has submitted an extended investment plan in response to RDS2, which will create the "Provost's awards for teaching excellence", twenty awards annually rewarding excellence in teaching. In addition, the provision of the UCL Certificate in Teaching and Learning and other teaching related CPD will be extended to include part time teaching staff with the aim of enhancing professional teaching standards amongst this group of specialist teaching.

In addition to institutional staff development, the CETL will provide an opportunity for recognizing, rewarding, and developing staff in ways that are closely related to their own working lives. Improved facilities will have a considerable effect on practice and open up new possibilities for development, and will also be perceived as recognition that language teaching is important. Part C describes in more detail how the CETL will afford many other opportunities for staff development which would not otherwise be available to language teaching staff.

6. Core staff and organisational locus

The core staff of the CETL will form a **high profile unit** working across the two institutions and will comprise staff amounting to 9 FTE posts. There will be secondments to the maximum possible extent, to ensure that both innovations and innovators emerge from the bodies of the two institutions, thus ensuring continuity and sustainability. Most of the substantive posts will be appointed initially for a period of two years; other secondments may be of shorter duration, but this will depend on project selection and design. The staff will comprise:

- a half-time seconded **academic director**, leading the CETL
- a full-time **administrator**
- a half-time **secretarial assistant**

- a half-time seconded researcher in **language and culture pedagogy**, working to identify areas of excellence and innovation within and outside both institutions and liaising with programme advisors and trainers in developing and implementing language-specific solutions
- the FTE equivalent of four half-time **learning and teaching advisors**, working on the development, testing and implementation in class and with students of the various learning and teaching innovations
- two **teacher trainers**, working with all the relevant SOAS and UCL language teachers
- a half-time **assessment and curriculum specialist**, advising on the design and production of teaching and testing materials
- the FTE equivalent of two full-time **multimedia programmers**, seconded to specific projects for set periods where in-house expertise is available, with expertise being bought in on short-term contracts in instances where it is not.

The accommodation in which the main part of the CETL will be located at SOAS will provide a **shared working environment** and help to establish a sense of space and community, by providing classrooms dedicated to language teaching, communal teacher preparation areas, an extension and redevelopment of the current SOAS Language Centre's Resources Room to provide for the needs of both degree and non-degree language teaching, and office accommodation for the core personnel of the CETL.

At UCL, the newly refurbished languages teaching and learning space will provide both much-needed up-to-date facilities for curriculum and materials development, testing and ultimately delivery, and a focus for dissemination activities. It will be at the heart of a planned larger project which will provide a new learning, teaching and research environment for Arts and Humanities at UCL.

All CETL staff will be based within approximately five minutes' walking distance of one another, and of the academic staff and language teachers in both institutions who will be involved – through secondments as far as possible – in devising, planning, reviewing and delivering the range of activities initiated by the CETL. The CETL will have a **management board** made up of senior staff from the two institutions as set out in the business plan below. This Board will include those most closely involved in the conceptualisation of the CETL, and the formulation of this bid.

7. Collaboration and Dissemination

The proposed CETL is one of four – *Languages of the Wider World* (ref. 206) at SOAS/UCL, *Language Works @ King's College London* (224), *Student-Centred Approaches to Language Education* (168) at the University of Southampton, and *Embedding, Enhancing and Integrating Employability* (196) at Sheffield Hallam University – from UK institutions hoping to host a centre working in the Languages area. Together with the University of Ulster's AETL (Area of Excellence in Teaching and Learning), the proposed dissemination strategy of these bids will involve mutual collaboration through the **Subject Centre for Languages, Linguistics and Area Studies**. There is significant complementarity across the five proposals, so that with collaboration between them the CETL initiative will **maximise the impact** across the UK Modern Languages HE community and beyond. In particular, there is significant incremental complementarity in terms of language for work/employment with the bids of King's College London and Sheffield Hallam University, and very important generic complementarity with the three strands of student-centred practice – a framework of language stages, eLearning, and support for learning both inside and outside the classroom - of the bid formulated by the University of Southampton.

The CETL bid is the most recent collaborative initiative between SOAS and UCL, following the signing of a co-operation agreement by the Director of SOAS and the Provost of UCL in November 2001, which encouraged collaboration in academic matters and stated a joint commitment to "achieving excellence in teaching and research to international standards". The level of collaboration between the two institutions has been increasing since that date: the Arts and Humanities Research Board Centre for Asian and African Literatures (SOAS/UCL), set up in 2000, very quickly established an international profile; the joint Masters programme in Comparative Literature has run since the late 1990s, and the two institutions intend to offer a new joint Masters programme in Translation, also involving Imperial College, in due course. There are also several undergraduate degrees that are offered jointly, e.g. French (at UCL) with an African or Asian language (at SOAS), and SOAS students regularly take Yiddish courses at UCL as part of their degree programme.

It is in the area of LCTLs, however, that SOAS and UCL probably have most in common. They share the challenges of maintaining teaching in a wide range of languages which can be studied at all levels, including *ab initio*. In a climate which is unfavourable to language study, and to small academic units, the pursuit of excellence and innovation in LCTLs requires determination and enthusiasm, and these are enhanced by mutual support. There are also straightforward practical reasons for closer co-operation, namely the sharing of resources and highly specialist expertise.

Both SOAS and UCL have experience of successful collaboration in the area of e-learning development. SOAS has recently entered into a collaborative e-learning agreement with the Royal Veterinary College and the London School of Hygiene and Tropical Medicine which has introduced Blackboard's virtual learning environment (VLE) across the three institutions. This collaborative approach to the introduction of VLEs has given SOAS valuable experience in the development of a virtual environment within a collaborative framework that will feed into the proposed work of the CETL.

PART B: The case for excellence

Having successfully reached Stage Two, we recognise that the case for excellence has already been accepted. Part B therefore represents a succinct and updated restatement of the case presented at Stage One.

8. Track record of excellence

The excellence of language teaching across both institutions has been noted by numerous sources, including TQA assessments (African and Middle Eastern languages, Dutch – 22/24; Asian languages, Russian, Scandinavian languages – 23/24), which included particular commendation of:

- responsive strategies for improving student recruitment
- ability to cope with differing entry competence levels
- design and content of curricula
- the use of a wide range of methodologies
- the combination of language and cultural competences
- high levels of student interaction in teaching sessions
- the overall excellent quality of teaching
- clear assessment criteria
- high levels of achievement.

Authorship of textbooks has been, and is, a vital contribution of staff at SOAS and UCL to the national and international provision of the languages covered by the bid. Staff at SOAS and UCL have authored and continue to author/co-author a remarkable number of textbooks, grammars, dictionaries, other aids to teaching and learning, and theoretical and methodological studies in these languages. UCL and SOAS staff play an active role in the promotion and development of languages in general and the languages covered by the bid in particular; these roles include President of the Association for Low Countries Studies, Chairs of the British Chinese Language Teaching Seminar, President of the Association of Teachers of Japanese in Europe (AJE), Executive Council membership on the International Council for Malay, and vice-president of the International Association of Teachers of Czech, as well as prominent involvement in the University Council of Modern Languages (UCML), and advising the Institute of Linguists, the School Curriculum and Assessment Authority (SCAA), the Qualifications and Curriculum Authority (QCA), and the Foreign and Commonwealth Office (FCO) Diplomatic Language Centre. Further, teachers of Asian and African languages at SOAS are frequently called upon to teach at summer schools in the USA.

9. Curriculum design and innovation

Recent reports for languages covered by this bid have praised the 'critical and dynamic approach to the curriculum' (TQA, Dutch), the 'excellent coherence – the programme, in my view, is one of the most

interesting, varied and innovative in Britain' (Visiting Examiner, Russian), and 'within the constraints within which the department operates, it must be commended for the excellent programmes it offers'. 'The curriculum is well thought out, well balanced, and offers clear progression paths' (Visiting Examiner, African Languages and Cultures). The innovative approach to the curriculum which continues to inform the work of both institutions has moved towards **new types of curriculum delivery**, blending them with more traditional classroom delivery.

Further initiatives which are particularly worthy of mention include

- experimenting with using e-learning to support the study of languages and cultures, for example the electronic studypacks in Dutch (<http://www.ucl.ac.uk/dutch/pages/studypacks.html>)
- web-based multimedia resources for the teaching of non-Roman scripts (such as <http://www.avashy.com/hindiscrriptutor.htm>)
- CALL (Computer Assisted Language Learning) initiatives at SOAS, which have allowed new learning experiences in relation to the learning of Arabic to be utilised in Naples, Leipzig and Uppsala
- Collaborative Writing in Russian with Shared Text Editor: a CALL project for using a shared workspace tool in class for the development of Russian writing skills in the context of a blended curriculum
- MALTED (Multimedia Authoring for Language Tutors and Educational Development): this is language, culture and context neutral and can therefore be used for the teaching of a wide range of LCTLs (see <http://www.malted.com>).

Both SOAS and UCL are now making extensive use of VLE and related multimedia technology to support blended learning solutions in a range of degree and non-degree courses. The time since the stage one bid has seen greatly increased activity in the use of VLEs at SOAS with more than sixty courses now supported online. SOAS participated in the Joint Information Systems Committee (JISC) study of managed learning environment (MLE) activity in the UK and was one of eight case studies chosen for further investigation. Further details are available at http://www.jisc.ac.uk/project_mle_activity.html.

10. Reflection on practice

Both institutions see this as an integral part of their learning and teaching strategies. At UCL each department has its own teaching committee which is the forum for reflection; these have developed a subject-specific learning and teaching strategy which is reviewed annually; the work of departmental teaching committees is then supplemented by that of the Faculty Teaching Committee. At SOAS, each Faculty has its own Learning and Teaching Committee, with representatives from each department, which plays a leading role in curriculum review and development. At both institutions courses are discussed and reviewed at an annual meeting in the light of student feedback and comments of external examiners as well as teachers' own experiences. Peer observation is another way in which reflection takes place, this time at the level of the individual teacher and her/his observer. The Language Centres of both SOAS and UCL provide twice-termly student questionnaires for those involved in non-degree courses, in order to address students' specific learning needs in a timely fashion.

At UCL, the main institutional focus for sharing innovation is the biannual Teaching & Learning event (<http://www.ucl.ac.uk/Library/TL2004/prog.htm>, see contributions in session 3 from the Language Centre, 4A from Dutch, and session 7A on the 'A Taste for Languages at School', or ATLAS, project), whereas at SOAS a regular series of Learning and Teaching Seminars, led by the Learning and Teaching Unit, provides an ongoing focus for developments in traditional classroom practice as well as the use of C&IT in teaching and learning (see <http://www.soas.ac.uk/ltu>).

The fact that reflection on practice is well established at both institutions will be a powerful tool in spreading existing excellence as well as innovation.

11. Engagement in professional development

At both institutions engagement in professional development is **central** to learning and teaching activities. Teaching development began in earnest at UCL in the early 1990s when it concentrated on modes of classroom delivery, assessment, and active learning. Subsequently these activities were

taken forward through the creation of Education and Professional Development (EPD) located within the Education and Information Support Division. The Staff Development Office at SOAS (<http://mercury.soas.ac.uk/staffdevelopment/>) has had a significant impact since its establishment, and is leading new initiatives through the Bloomsbury Staff Development Group, as well as sharing expertise with the recently-restructured Learning and Teaching Unit, which has brought together staff from IT, the Library and Student Recruitment in order to support and promote student learning across the institution. The current SOAS Language Centre also provides training courses and further professional development for language teachers on non-degree programmes.

Language teaching staff in both institutions receive support to attend internal, local, national and international conferences and training workshops. However, one part of the purpose of the present bid is to achieve a **major step-change** in the institutional ability properly to develop and reward not only the teachers of relatively 'big' languages such as Chinese, but also those of relatively 'small' languages such as Hungarian, Somali and Gujarati. This will be achieved partly through the CETL and partly through the new career structure for language teachers in the School of Languages at SOAS. At UCL, the Language Centre has pioneered a revised structure for language teachers, and discussions are currently taking place with the aim of spreading this good practice across to teachers in academic language departments.

12. Meeting diverse learning needs

Degree programmes in both institutions are designed for both *ab initio* learners and those with A Level or equivalent qualifications, and also take into account the presence of native or near-native speakers. New students' language learning needs are **individually assessed**. For instance, the Internal Quality Review (IQR) report (2003) commended SSEES's 'general structures in attempting to address the wide range of spoken language abilities (e.g. *ab initio* speakers to native speakers) in language classes and the division of courses into units so as not to disadvantage different levels of ability in spoken language'.

Both SOAS and UCL also enable postgraduate students from a wide range of disciplines to include language acquisition as part of their studies. SOAS offers a wide range of Masters programmes in Social Science, Arts and Humanities subjects as well as in language and literature. As explained in Section 2 above, it is possible for students registered for most of the non-language Masters programmes to take a course in an African or Asian language as one of their two 'minor' courses: this can be at *ab initio*, intermediate or advanced level. Thus, a student of MSc African Politics may take a course in Hausa, Amharic, Somali, Yoruba or Swahili, while a student taking MA Japanese Religions may take a course in Japanese. Similarly, a language course relevant to the region of study can be taken as a 'minor' in any of SOAS's multi-disciplinary MA Area Studies programmes. No distinction is made between Masters and undergraduate students taking the same language competence acquisition course.

Similarly, as noted above, SSEES offers a range of multidisciplinary MA programmes which provide the opportunity to take up study of the SSEES region, including a new language; thus, a student concentrating on problems of security and integration can take an *ab initio* reading skills course in, for example, Serbian/Croatian, Romanian or Russian (11 languages in all). At graduate level in UCL, intermediate and *ab initio* language learning can also be taken as part of research training. Some MA programmes involve an option to study a language at advanced level, and there is a demand for language learning from students of Comparative Literature and Translation Studies. There is scope here for the CETL to provide a stimulus for introducing language study into more MA programmes at UCL and to support the expansion of LCTLs in taught graduate studies.

In SOAS, degree requirements have established necessary elements in curricula, and the institution has diversified its range of learning support mechanisms through the expansion of audio, video and interactive provision for learners. In some cases, the available material is sparse (for Sinhalese, Pashto, Vietnamese or Zulu for example) in others (including Chinese, Japanese, Arabic, Hindi, Thai) it is more plentiful.

Extensive programmes of non-degree classes are offered in the UCL Language Centre, SSEES's Language Unit, and the current SOAS Language Centre. For students in both institutions the assessment of needs is a regular part of the discussion that takes place between the institutions and the student or their sponsor in setting up a course, and the institutions are long practised at catering for the differing demands of the FCO, Ministry of Defence, and a range of other governmental and non-governmental organisations.

PART C: The case for impact and further development

13. The Impact of a CETL for 'Languages of the Wider World'

The establishment of a CETL dedicated to 'Languages of the Wider World' will

- signal that the UK HE sector is committed to achieving well-resourced excellence in the teaching and learning of **all** languages, not just those, such as the major Western European 'modern' languages, which are offered more widely across the sector
- signal that the UK HE sector is committed to **enhancing provision** in the teaching and learning of languages that provide insights into and more nuanced understandings of contemporary realities as experienced by (a) minority communities in the UK and (b) a range of speech and print communities across the globe, some of which are of major strategic and cultural importance
- mark a significant and very visible **raising of the national and international profile** of academic activity devoted to these languages and create a focal point from which teaching innovations and curricular enhancements could be disseminated.
- establish **constructive and fruitful relationships** with most if not all of the centres involved in this kind of provision across Europe and the Anglophone world, and also with many institutions in Africa and Asia
- enable the more widely-taught languages (French, German, Spanish) to benefit from the CETL's pedagogical research in curriculum development, particularly the **integration of e-learning with more traditional modes of delivery**.

While the initial impetus for change in the language curriculum and its delivery comes from a conjuncture of new technological developments, social and cultural shifts and current theories of language learning, an integral part of curriculum development is based on student needs, student feedback, and individual teachers' experience of what works well and what does not. The CETL will be committed to **bridging the gap between pedagogical research and classroom practice**. To this end, it will need to engage with individual practitioners, and compare individual instances of reflection on practice, in order to refine ideas on blended learning - the integration of e-learning and the use of other media, such as video conferencing – into classroom practice, in order to establish how this can serve best to enhance student learning. In this way, reflection on practice, especially on the part of those teachers seconded to the CETL, will become a central part of pedagogical research.

The **role of teacher trainers** will be crucial for the successful spread of new ideas across all the languages represented in the bid. They will share the results of pedagogical research through their engagement with the work of a researcher in language teaching and learning, and it is expected that this would lead to the development of innovative new curricula designed to meet the diverse needs of learners. At the same time, they will reflect with teachers on how new developments can inform their classroom practice as well as lead to curriculum change.

14. Functions and Activities of the 'Languages of the Wider World' CETL

14(a) Blended learning and multi-media initiatives

Within the framework of a blended learning environment, the CETL will determine the needs of students working in LCTLs for internet-enabled collaborative learning, assess the capabilities and appropriateness of available software to fulfil these requirements, and assess the implications for the partner institutions of introducing such systems. Currently, four virtual learning environment (VLE) platforms are used across the two institutions: Blackboard and EFFECT (the University of London External System's VLE) at SOAS, and WebCT and Moodle at UCL. It is envisaged that the CETL will

- consolidate and transfer good practice between the two institutions on the use of online technology to support student learning
- develop generic approaches to supporting students online within and across institutions, as well as developing the specific solutions required for particular LCTLs, such as
 - non-roman character sets
 - vertical and right-to-left orientation
 - efficient input methods
- work with existing commercial software providers where possible to develop the functionality necessary for language teaching. Blackboard have already expressed their willingness to co-operate with the CETL over the development of Wimba, a suite of voice tools which addresses specific learning needs, combining real time vocal interaction with pre-recorded vocal content
- explore the possibilities of using these developments in introducing mixed mode (face-to-face and distance-learning) delivery of language tuition which could be commercially viable.

The development of computer-based learning will not be limited to VLEs. It is envisaged that the CETL will

- develop the MALTED tool (Multimedia Authoring for Language Tutors and Educational Development) currently in use at UCL
- extend the Virtual Department for Minority Languages to include other LCTLs
- share good practice in existing multimedia material development
- liaise with the other CETLs in languages, the Subject Centre, and other HEIs as appropriate in relation to all aspects of eLearning.

During the funding period, it is intended to

- establish the value of, and investigate the issues involved in, collaborative support for both students and teachers online
- communicate and contribute materials to a web-based resource which can be archived and disseminated widely and linked to the Subject Centre's materials bank.

Initiatives identified as priorities for Stage 1 of the funding period (years 1 and 2) include:

- developing interactive virtual resources for the teaching of a range of non-Roman writing systems (on the model of the Hindi script tutor, <http://www.avashy.com/hindiscripttutor.htm>)
- extending the Virtual Dutch 'study pack' model of web-based multi-media textbooks to other LCTLs (<http://www.ucl.ac.uk/dutch/virtualdutch/>)
- piloting the use of student-generated material (e.g. the Lower Advanced Japanese student projects posted at <http://www.soas.ac.uk/languagecentre/students/japanese>) and researching the possibility of extending this model to include tandem projects with students in the countries where the language is spoken
- participation in the 'Cross-Sector Computer Assisted Language Learning' project between school students and undergraduates, developing materials for this in Russian and Arabic
- extending the use of video-streaming for listening comprehension, based on the model developed for Polish and Russian at SSEES, and creating oral materials using MALTED which allow for interactive opportunities in a number of languages across both institutions
- extending the 'shared work space project' of using computers for collaborative writing in a classroom setting, developed by the Russian Department, to at least one other language
- piloting drama packs including video clips as a didactic tool for teachers
- extending the use of collaborative platforms between institutions both within the UK and overseas, making use of videoconferencing and VLEs
- evaluating and developing the current ATLAS language taster materials to other LCTLs, further targeted to student audiences of 16 and above (see <http://www.ucl.ac.uk/epd/atlas/>).

Other initiatives to be explored will include the use of the internet to improve our links, in both breadth and depth, with students engaged in programmes of study abroad (these form a compulsory part of undergraduate language degrees at both SOAS and UCL) and also to forge links with university departments in the wider world that are devoted to the study of these languages. This could well open

up some exciting relationships with far-flung sister institutions, providing our own students with opportunities to **engage with native speakers and experts**, using online communication tools.

In such a rapidly-evolving field, it is likely that a range of new possibilities, opportunities, and needs will present themselves during the funding period and beyond, and the CETL will be ideally placed to exploit and develop them in relation to LCTL applications. The monitoring, testing and evaluation of emerging new technologies will form a key part of the function of the CETL.

14(b) Training; teaching and learning support and advice

The introduction of language teacher trainers and learning and teaching advisors devoted specifically to LCTLs will signal a determination to **enhance** the teaching of these languages. The CETL will incorporate the following roles:

- liaise with the Higher Education Academy and Language Subject Centre to design and establish a **language teaching pathway** in the training courses provided for new university teaching staff (using existing examples, such as DELPHI (Developing Language Professionals in Higher Education Institutions, see <http://www.delphi.bham.ac.uk/>) and DOPLA (Development of Postgraduate and Language Assistants, see <http://www.lang.ltsn.ac.uk/resources/materialsbank.aspx?resourceid=400>), as starting points), aiming to introduce a recognised qualification for language teaching in LCTLs
- develop **subject-specific training for new teachers** of LCTLs (following on from the current generic training offered in both SOAS and UCL), the principles of which could, following development and evaluation, be disseminated more widely across both institutions
- design, obtain approval for and run **courses in the teaching of specific LCTLs** for school teachers and teachers working for community organisations (on the model of the SOAS Certificate in the Teaching of Chinese as a Foreign Language)
- provide **in-sessional training** in the preparation of a range of language teaching materials, both textual and virtual
- liaise with learning and teaching units in both institutions to design and offer **language learning skills workshops** for students embarking on the study of a language for the first time
- promote Peer Observation of language teaching and work with staff in **self-evaluation and the identification of training needs**, enabling the sharing of good practice across both institutions
- design and run a regular programme of seminars and workshops linking to the **reflection on practice and pedagogic research** activity of the CETL, based on needs identified through Peer Observation and teachers' requests and provoked by new developments in language teaching.

Collaboration between CETL and staff development functions at SOAS (particularly the new post of Academic Staff Developer) and UCL EPD (Education and Professional Development) will be a central part of its operation.

14(c) Pedagogical research

The CETL will strive to achieve an optimum dialogue between pedagogical research, innovation and dissemination. Among the first initiatives of the CETL will be a commitment:

- to identify, evaluate and implement the key examples of pedagogical innovation and development within SOAS and UCL that are most appropriate for the teaching and learning of LCTLs
- to develop current good practice in existing modes of delivery
- to map out the most pressing needs of the various LCTL departments in relation to embedded blended learning
- to organise a mini-conference to disseminate the findings of this research and to select and prioritise initiatives and research projects at both institutions.

Pedagogic research will **underpin** all strands of CETL activity. The CETL will encourage all teachers of LCTLs to reflect on their own practice and share their findings. In this regard, its activities will include:

- creating a web portal site for all language teaching staff, providing ready access to relevant journals and literature

- co-ordinating research training sessions and research seminars for language teaching staff, including sessions on collaborative research projects presented by staff across the CETL and by experts in the field
- exploring and evaluating modes of addressing differing learning needs, particularly in respect of semi-mother tongue speakers of community languages.

14(d) Monitoring the Impact of the CETL

In addition to adhering to the monitoring and accountability requirements outlined by HEFCE, the partner institutions recognise that the nature of such a collaboration requires an interim review of the CETL functions and activities at the end of year 1. This is necessary in order to review priorities and determine how the CETL will continue to develop. This interim review will be conducted by the CETL's Planning and Policy Board reporting to the CETL's Advisory Group and involve

- the CETL's Student Advisory Group
- the Learning and Teaching Policy Committee, the Academic Committee and the AC Executive Sub Committee on Innovations in Teaching, Learning and Assessment of the two institutions
- the Subject Centre's CETL Coordinating Group in Modern Languages.

Another round of evaluation at the end of years 2 and 5 will establish areas of strength which can be extended and fully embedded in the structure and will guide the future activities of the CETL.

15. Increasing the number of students exposed to excellent practice

The remit of the proposed CETL is to **sustain and spread excellence** across its whole range of languages; this will take place as the various initiatives are progressively rolled out to more languages. In view of the total student numbers across the full range of provision, this will very significantly increase the number of students exposed to excellent practice; in addition, the benefit from the CETL will extend further:

- non-language departments at SOAS will be able to draw on the good practice developed by the CETL, through students combining the study of a range of disciplines with the study of LCTLs
- other language departments at UCL will be able to draw on the good practice and initiatives developed in the CETL
- the study of language will become more attractive and relevant to existing students within the institutions
- exciting and innovative language teaching models will increase the number of non-degree students at both SOAS and UCL
- a new flexibility in teaching degree and non-degree students will ensure greater comparability of standards across degree and non-degree language courses
- through existing and new initiatives, collaborations with other institutions will spread the benefits of the CETL to students beyond SOAS and UCL
- a concrete, institutional link between the CETL and schools and community organisations will result in outreach activities that are genuinely and mutually beneficial
- liaison with the other CETLs and the Subject Centre will draw on combined excellent practice and initiatives in language teaching and learning.

16. Addressing diversity of learning needs

In the context of the extensive experience of both SOAS and UCL in catering for a wide range of students in terms of learning needs, the CETL will seek in particular to make the **level assessment and skill definition** element within the provision more explicit, thereby enhancing the ability of each institution to define the varying skills that different groups of students either bring with them or require. For example, students from British Asian family backgrounds who come to study South Asian languages often have very different learning needs compared with students from other backgrounds; they may have a considerable passive knowledge of spoken Urdu, for instance, and lack only literacy skills, whereas other members of the intake will be complete beginners. Various strategies have been adopted to address this issue, most of them involving at least some measure of separate provision. A similar situation can apply, for example, in the case of students from the Polish and other East European communities in the UK.

This is an area of teaching and learning that will be addressed by the CETL researcher and translated into guidance and training by a CETL learning advisor. This will lead to a greater ability on the part of the providers to provide tuition, inculcate learning processes and construct support mechanisms that are more cognisant of differing needs. Through schools liaison, widening participation and community outreach initiatives, the CETL will actively address issues that currently face language learning nationally, especially in the declining take-up of languages at GCSE and A Level.

The CETL will also take account of the more particular learning needs of minority communities in the UK, emphasising particular skills relating to, for example, text reading courses in literatures in mother tongues rather than competence acquisition courses.

17. Increasing the number of staff achieving excellence

While an important focus of this CETL is the development of good teaching practice in order to take advantage of new developments in multi-media, it will also address curriculum delivery through teacher training, materials development, and assessment/testing. The CETL will look to **redress the imbalance** that exists between the HE sector's investment in the teaching and learning of LCTLs and the teaching and learning of more commonly taught languages, thus ensuring an even spread of teaching excellence across the entire range of languages in both institutions and leading to increased engagement of staff with the most appropriate curriculum development for specific learning situations. This will lead as a matter of course to improvements in the quality and quantity of course books and materials in a range of media, and enable learners to achieve their aims in the most suitable fashion. The CETL staff will

- provide much-needed in-session training in the preparation of a range of language teaching materials and the adoption of a variety of classroom techniques, both textual and virtual
- work with staff in self-evaluation and the identification of training needs, and design and run seminars and workshops based on teachers' requests relating to needs identified through Peer Observation
- work to keep teaching staff abreast of new developments in language teaching.

The CETL will thus facilitate the mainstreaming of teaching and learning activities that have wrongly been regarded as marginal to date, but which are actually of considerable scholarly importance and growing strategic significance.

18. The added value of the proposed collaboration

Innovation and development can be time-consuming and resource-hungry. Subjects with relatively few staff face particular difficulties where collaboration across subjects and between languages is a difficult aim to achieve. Having established patterns of mutual interest and concern across a wide range of languages, it is hoped to achieve, through the collaboration:

- the sharing of resources across the CETL, thus avoiding unnecessary duplication
- the maximal utilisation of available estate, including sharing teaching accommodation of varying types and sizes across the two institutions
- the most effective use of existing expertise across the two institutions
- the provision of a more stimulating and supportive environment for learners and teachers
- the ability to consider the learning experience across the board for a wide range of *ab initio* languages
- comparability and sustainability through the quantifiability that will come with the above processes.

19. Dissemination strategy

There is a strong innovative dimension to existing curriculum and teaching and learning initiatives which will be sustained and spread through the activities of the CETL – first within SOAS and UCL, then to other CETLs and Higher Education Institutions through the Subject Centre, and then beyond. A growing area for research and development will be the exploration of the relationship between a curriculum and its delivery in the context of VLEs and the shift to blended learning which will underpin the various

initiatives. Most importantly, such innovation will continue to flourish as part of an overall approach which values and maintains diversity in teaching and learning.

The operation of the 'Languages of the Wider World' CETL will begin by enhancing the quality of provision and learning experience across the range of LCTLs offered by the two institutions. A desirable and achievable consequence will be the exchange of experience from the two home institutions with other parts of the UK HE sector through participation in the HE Academy and indeed, across the EU, the US, and other parts of the world where there are communities of teachers and learners equally involved in working with this range of less-commonly taught languages. It is expected that the CETL will collaborate with other successful CETLs in cognate areas to this end and, regardless of the outcome of other bids, it is planned that SOAS and UCL will work with Southampton on sharing e-learning development for languages and also with other universities and colleges in the London area such as City, King's and Imperial, where there are parties who share our interests and where there are the beginnings of new collaborations, such as in the area of translation studies involving SOAS, UCL, and Imperial College.

Our strategy will have three major strands:

- to share and spread innovative practices, and mechanisms for evaluating them, across the languages and courses covered by the CETL
- to make a major scholarly and financial contribution to the work of the HE Academy
- to strengthen and extend existing national and international networks.

The mechanism for implementing this strategy will involve major stakeholders from not only the HE sector, but also FE colleges, schools, community organisations, and governmental and non-governmental agencies, and will include:

- the organisation of conferences
- internal and external secondments
- review and dissemination meetings
- short courses in the teaching of LCTLs
- participation in existing institutional learning and teaching seminars and workshops.

Initially, these activities will take place through subject organisations at the level of particular languages (such as Arabic) or regional groupings (such as East European languages) and more generally through the Subject Centres and the HE Academy. The dissemination of new materials, new techniques for learning, and new relationships between language competencies and the cultural understandings accessible through language will form a central aim for the CETL – both within the two institutions and through their involvement with national and international subject associations.

The work of the CETL is very likely to attract **international attention**, particularly from cognate institutions offering similar teaching provision on the European continent. Universities such as Leiden, Heidelberg, Hamburg, Leuven, Naples, and INALCO in Paris have expressed a strong interest in shared programmes with SOAS, and formal agreements are in place with INALCO (L'Institut national des langues et civilisations orientales) and Leiden. The CETL will strengthen and formalise existing links with North American organisations such as the US National Council for Less Commonly Taught Languages (whose eighth annual conference is scheduled for April 2005, in Madison, Wisconsin) and the organisers of summer schools in LCTLs.

Following informal discussions with each planned Language CETL (SOAS/UCL, King's College London, University of Southampton, and Sheffield Hallam, together with Ulster), the Subject Centre for Languages, Linguistics and Area Studies convened a meeting of representatives from the English bidders on 13 September 2004 to scope a common dissemination strategy. Areas of complementarity were identified so that the CETL initiative would maximise the impact across the UK Modern Languages

HE community and beyond. The work of the CETLs would also help to develop the work of the Subject Centre in areas of key strategic interest to the Languages community.

A **CETL Coordinating Group in Modern Languages** was proposed based on a successful model established by the nine FDTL 2 (Fund for the Development of Teaching and Learning, Phase Two) Modern Languages projects. It was agreed that the key benefits of such a group are

- to share expertise in project management and engage in joint problem-solving
- to establish a joint dissemination strategy
- to facilitate collaboration to ensure maximum efficiency and impact especially in areas of key strategic interest.

The four proposed Modern Languages CETLs undertook to allocate an annual sum of £15,000 each to the Subject Centre to develop a joint coordination and dissemination strategy.

The Subject Centre would formally establish the CETL Coordinating Group in Modern Languages which would meet three times a year and be chaired and serviced by the Subject Centre. A joint national **Advisory Board** with representatives across the Languages community nominated by the Coordinating Group would meet twice a year. The board would feed into the activities of the Coordinating Group.

The September 2004 meeting of CETL bidders proposed the following activities:

- joint branding, web page, publicity materials and an event to launch the programme on the European day of Languages (26 September 2005)
- a one-day annual meeting/conference, probably held in the summer, with a combination of plenary sessions and parallel workshops
- a series of four themed workshops per annum. The level of participation from each CETL would depend on the theme
- an annual publication: a newsletter with contribution from all the CETLs, edited by staff at the Subject Centre.

In addition to these activities, the Subject Centre would convene a number of Special Interest Groups, drawing upon the expertise in the CETLs. They would also invite contributions to the Subject Centre Good Practice Guide (<http://www.las.ac.uk/gpg>) and Materials Bank (<http://www.las.ac.uk/mb>).

20. Widening access, raising aspirations: "Education for Global Citizenship"

UCL's virtual department initiatives are aimed at sharing expertise across HE institutions; its ATLAS and MALTED projects build bridges between HE and the secondary sector in the area of modern languages, and its Euroclubs Project presents lesser-taught languages and cultures to year 9 pupils in Inner London schools with the primary aim of arousing pupils' interests in further study at university. There is clearly scope here for exciting work in the area of changing attitudes to language study as pupils have responded positively to the diversity on offer. UCL's **strong track record** in these areas will allow SOAS to build on its existing informal links with languages colleges, schools, and community groups interested in language specific expertise, the training of teachers, and the learning and teaching of LCTLs.

The outreach work to schools of both SOAS and UCL is focused on raising aspirations and attainment in areas where there is low representation in HE; broadly, its aims are:

- to raise awareness of higher education among under-represented groups
- to increase the number of students from under-represented groups attending HE programmes
- to maintain and increase the progression and retention rates of under-represented groups in HE
- to encourage all students to consider including the study of languages as part of their programme of study.

The activities put in place to help achieve these aims are focused on groups currently under-represented nationally.

It is hoped that the wider study of the minority and community languages covered by this bid will increase inclusivity and encourage young people in **diaspora communities** within the UK to consider the opportunities that a university education can provide, as well as raising awareness of these languages among school students in general. Given the wide cultural backgrounds of language learners, particularly in the community languages taught by SOAS, the diversity of students and staff within academic communities of both institutions will enhance and complement the work of the CETL. By raising the profile of minority and community languages as academic subjects, and providing a centre for training and research-led developments in language teaching that can be accessed by schools, the CETL will form a focus for wide-ranging initiatives in the learning and teaching of languages and cultures that will have a lasting impact on both the UK HE environment and communities which could form a basis for recruitment. The CETL's input will ensure that the more particular learning needs of minority communities in the UK are taken fully into account.

21. Range of beneficiaries and employability

Within SOAS and UCL, the range of beneficiaries includes

- language degree students
- students of other UG degrees
- MA students
- continuing education students
- non-degree students
- governmental and non-governmental agencies, such as the NHS, Home Office, FCO, the Red Cross, WHO, human rights organisation, and diplomats from other countries.

The UCL and SOAS Careers Services, in partnership, will provide strategies for student career management as an integrated part of the CETL study experience. This tailored programme will include events and workshops which will cover skills awareness, career choice and employment opportunities. Specific linguist employability information for students will be produced to inform this process. Information and co-operation from relevant employers will underpin all stages of the programme.

'Recent skills audits commissioned by Regional Development Agencies show that although about 60% of UK companies use at least one foreign language in their business and 10% use five languages or more, an alarming 20% of UK companies believe they have lost business because of lack of language or cultural skills-and 25% experience problems in handling international business.' (from 'LANGUAGES FOR ALL : LANGUAGES FOR LIFE', Department for Education and Skills, 2002).

The **major growth** in part-time learning for employees in business, government and other organisations that has been evidenced in the high level of demand experienced by both institutions' Language Centres, and in the exponential growth of the current SOAS Language Centre demonstrates a strengthening link between workplace and education, particularly in the London region.

22. Rewarding staff

Funds will be used to reward staff through investment in the professionalisation of their skills, and enhancement of their qualifications and experience. The CETL will have clear and transparent procedures for selecting staff for appointment and secondment. It is envisaged that staff teaching languages covered by the CETL will benefit from:

- access to dedicated, advanced resources
- opportunities to apply for secondments, thus gaining relief from normal duties (departmental teaching and administration) to advance the work of the CETL
- eligibility for one-off discretionary awards to recognise personal contributions to the success of the CETL.

23. Sustainability

The sustained excellence of the learning and teaching of LCTLs at SOAS and UCL that will result from the work of the CETL will provide the key to its longer term financial sustainability. Professionalism in the teaching of these languages will become an integral part of the corporate culture of both institutions. The **high reputational profile** of the CETL and its subject area will ensure that applications to study these languages and their associated literatures and cultures will grow in number, which will in turn enable SOAS and UCL to increase both the number and quality of students enrolling to study LCTLs. Income related to this aspect of SOAS and UCL's teaching provision will increase due to a number of other factors, including:

- a predicted annual increase of 3.3% in the number of international students studying at UK HE institutions (see the British Council's document '2020 Vision')
- an increase in the proportion of the annual H/EU student intake opting to study LCTLs at UCL and SOAS as at least one element within their degree programmes
- better use of capacity in the teaching of the more rarely taught languages
- fees earned from short courses offered to non-degree students and organisations in LCTLs and the teaching of LCTLs
- a generalised shrinkage of provision in these subjects across continental Europe and a consequent increase in student demand from that source.

24. Conclusion

The business case (details not included here) is made on the following grounds:

1. The development and dissemination of best practice teaching and learning techniques in languages of the wider world will not only increase the quality of provision to students on SOAS and UCL programmes but will ensure participation in the expanding market for international student places, serve business, government and London communities, and enhance and expand provision at other institutions through partnerships in blended learning.
2. Innovative capital investment that massively increases potential for dissemination of language learning materials and provides valuable increases in space and space utilisation in central London at low cost.