



Consultation on Language Centre library proposals

Executive summary

In February 2019 the Language Centre began consulting on proposals concerning the Language Centre library, and the 14 week consultation will end on Friday 31 May 2019. The outcome of the consultation will be decided by a recommendation from General Purposes Committee to Council on 15 July 2019.

The Language Centre is an important part of the teaching and learning provision of the University. In order for it to meet the needs and demands of learners to best effect, provision should respond to both changing patterns of language learning and the evolving use of resources by language learners. As a result of these changing patterns, the use of the physical and online resources provided by the library within the Language Centre is low and in decline. Although the numbers of learners registering for classes at the Language Centre has remained fairly constant, the number of people registering to use the library is decreasing.

Under the proposals the following provisions would be made:

- Existing teaching resources: those items needed to support teaching at the Centre (textbooks and their associated CDs, dictionaries etc.) will remain at the Centre.
- Future teaching resources: a budget will be kept to purchase future teaching resources, recommended on the basis of the subject knowledge of the Centre's expert tutors.
- The newly refurbished ground-floor and first-floor open plan areas will continue to provide what are already popular spaces for meetings with tutors and fellow students, conversation practice (including a dedicated 'pod') and a place to work or rest before/after class.
- Newspapers and magazines will be moved from the second-floor library to the ground-floor open-plan area where they will be more easily visible and available to readers.
- The Centre's other library holdings would be consolidated into the Bodleian libraries. Resources could be borrowed from the Taylorian, the Oriental Studies library or the Philosophy and Theology Faculties library, according to the best-suited 'primary owning library' of the relocated resources, as agreed with the Bodleian. Resources in the Book Storage Facility can be called for consultation to 20 Bodleian reading rooms, which have better disabled access, more staffing and longer opening hours than the Language Centre.
- The library space vacated will support tutors and teaching activities at the Centre.

This paper provides the following information about the proposals:

1. The national context in Language Centres
2. About the Language Centre library
3. Data concerning the library's holdings and usage
4. Vision for future enhancement of language learning at the Language Centre
5. Proposed future locations of the library's resources
6. Further rationale for the proposals
7. The consultation process, and how to take part

1. The national context in Language Centres

In the 1980s most Higher Education Institutions in the UK started opening Language Centres (as happened at Oxford in 1980) or Institution Wide Language Programmes. These initiatives responded to an increasing lack of foreign language skills among British undergraduates, and met the need to address the language skills gap that limited the scope for international student recruitment beyond countries where English was an established medium of education. To supplement the small group teaching required for language tuition, most Language Centres were supported by a Self-Access Centre, i.e. a space where semi-guided autonomous learning would supplement classroom teaching, particularly with the use of Computer Assisted Language Learning (CALL) programmes. Self-Access Centres also contained a range of audio-visual materials and magazines as well as reference books such as textbooks, grammar books and dictionaries. Most Self-Access Centres relied on highly skilled learning technologists who often worked with language tutors in designing learning materials for independent study.

From the late 1990s, with the uptake of Virtual Learning Environments, CALL became less reliant on specialised technical skills, and as a result Self-Access Centres either started closing or changing their focus, moving from the provision of resources to the provision of learner guidance and support and the creation of a hub where learners and tutors could interact semi formally. For example, LSE shut down their facility in the late 1990s. The trend is also covered in literature produced by academics working in this area.¹

The Language Centre library at Oxford has remained based on the first model of Self-Access Centres and it has suffered the same disengagement as has been observed elsewhere. The service provided remained focused on supporting learners with finding and locating resources, rather than on specialised learner guidance to support second language acquisition. Its diminishing use can feasibly be attributed to the fact that it no longer meets the needs of today's language learners in the era of social media, web 2.0 and voice over internet protocol, all of which have radically changed and opened up opportunities to access materials and native speakers in most languages.

2. About the Language Centre library

The Language Centre library grew out of the original language study laboratory. It has been a reference library for most of its existence, becoming a lending library in only 2010-11. There are currently 13,717 items linked to 7,562 distinct bibliographic records at the Language Centre (i.e. there are multiple copies of some items). Although there are holdings in 203 languages, a significant majority of the distinct items in the collection relates to the 12 languages (including Academic English) taught at the Language Centre.² The resources available in the vast majority of the other languages would not enable independent study beyond initiation. Furthermore, the language learning landscape has changed since the library was set up, and learners of languages beyond those

¹ E.g. Dr H Reinders of Middlesex University, in an article of June 2012 in ELTWorldOnline.com, vol. 4 (https://cpb-us-w2.wpmucdn.com/blog.nus.edu.sg/dist/7/112/files/2013/12/The-End-of-Self-Access-From-Walled-Garden-to-Public-Park_editforpdf-12771ui.pdf). A presentation at the Association of University Language Communities' 2019 conference looked at the closure a couple of years ago of the Self-Access Centre in a university in the Republic of Ireland.

² The languages taught at the Centre are: Academic English, Arabic, Dutch, French, German, Modern Greek, Italian, Japanese, Mandarin, Portuguese, Russian and Spanish.

taught at the Centre now tend to meet their initial language learning needs using freely available online courses (e.g. Duolingo).

The holdings include audio recordings on CDs, DVDs, interactive CD ROMS, books, newspapers, magazines and online resources. While some resources may be borrowed for use outside the Centre, others (many textbooks and dictionaries) are only for use within the Centre. The holdings are catalogued using the ALEPH system used by the Bodleian libraries, and are searchable on SOLO, the University library catalogue.

In terms of facilities, there are 18 reader spaces (across an open plan area and 3 small booths), one reader workstation PC which is principally for access to the catalogue and Virtual Learning Environments (VLEs), and four CD/DVD readers.

Although the library spaces are very occasionally used by a class or for one to one tutor consultation, there are better and more accessible spaces for tutors and students to meet for language consultation, language practice and group work, in the open plan areas on the ground and first floors of the Centre, or the meeting room off the library. Last summer the usable floor area of the open plan ground-floor area was increased, the upholstery of the fixed seating replaced and an investment made in more tables and chairs. It would be a suitable space for the newspapers and magazines currently in the library. A new purpose-built 'pod' and tables and chairs for conversation practice/small-group working were bought for the redecorated first-floor open-plan area.

The library is on the second floor of the Language Centre (a building with very limited disabled access and without a lift). It is open weekdays 9am – 7pm in weeks 1-8 of term and weekdays 9am – 5pm outside of these weeks. It is closed for the same holiday periods as the University Offices. It is staffed by one full-time librarian during the day, except when the librarian is on leave, and an assistant covers from late afternoon to 7pm in weeks 1 – 8 of term. There is poor heating and ventilation, and the lighting is limited. Photographs of the library, and the ground and first-floor spaces for conversation practice and consultation, are provided in Annex A.

3. Data concerning the library's holdings and usage³

Physical holdings

Registered library users may borrow many of the library resources, while some resources are only available for reference within the Language Centre. The usage of library materials is measured using:

- ALEPH, the Bodleian system which registers off-site borrowing of materials
- a 'library users' register' paper-based system that users themselves fill out in the library when borrowing resources used only within the Language Centre.⁴

51% of the distinct items in the collection have not been borrowed since being catalogued in ALEPH, which is an unusually high percentage for a lending library. This indicates some items are now out of date, unsuited to the needs of language learners or simply unneeded in a language learning context.

³ The data in this paper have been obtained from: the library catalogue (ALEPH) by the Bodleian Digital Library Systems and Services; the Language Centre library; usage report extracts from the library's Weblearn VLE site; and data from the Language Centre learner databases.

⁴ Users record their name, the date, their college/department, the language(s) and the title of the books, newspapers, CDs, DVDs or examination papers which they are consulting: this data is then used to compile usage statistics and destroyed after 3 months for GDPR reasons.

Reader footfall in the library is meagre: the space is often empty, and it is infrequent that there are more than three users together at the same time.

The key points demonstrated by these usage measures are as follows (the supporting data tables are supplied in Annex B).

- *Registered users*: over the last five years the number of people registering as users of the library has been in steady decline, falling by 28%, although the number of people taking classes at the Centre has remained fairly constant (see Table A)
- *Audio-visual materials*: use over the past five years peaked in 2015-16 and has been declining rapidly since. This trend is expected to continue as users increasingly access audio-visual content online, and CDs/CD ROMs/DVDs become increasingly obsolete (see Table B)
- *Printed materials/books*: ALEPH records show fairly stable borrowing levels, but the library's own records show an increase, which has been attributed to better recording of in-Centre borrowing of textbooks in recent years (see Table C)
- *Michaelmas term 2018 library registrations (vs learner registrations) and audio-visuals materials usage*: a particularly sharp decline is observable in 2018 compared with the previous two years (see Table D)
- *Borrowings and renewals of total resources from the library*: the overall trend is on a steady downwards trajectory. While the borrowing of books has stayed reasonably stable over the last 5 years, there has been a decline in the loan of videos (which will now be DVDs) and sound (CDs) presumably because of the increased availability of these resources on the internet and through streaming services (see Table E)
- *Language Centre tutors' borrowing of library resources*: a significant amount of the borrowing is undertaken by Language Centre tutors. For example, a snapshot of the 532 materials on loan in late March 2019 shows that 207 items, or 39%, were in the possession of Language Centre tutors. This access to borrowing by tutors would continue in future.
- *The most borrowed items since items were recorded on ALEPH*: a relatively small number of items are borrowed extensively, principally class sets of textbooks, readers (simplified texts for reading practice) or other resources which are often used together by learners and Language Centre tutors. A relatively small number of distinct items account for a large proportion of the overall loans. Specifically, 425 distinct items (less than 6% of the library's distinct holdings) have been borrowed on 10 or more occasions and these account for 45% of all loans. It is worth noting that these class sets would remain available for class use under the proposals (see Table F)
- *The level of borrowings at the Language Centre is very far below that of other related Bodleian libraries* (see Table G)

Online

The Language Centre library has historically provided a number of additional online services, but these services are now defunct or can be better provided in other ways. The online services can be broadly divided into three categories.

a) *Links to external resources*

External resources are available on the library section of the Language Centre website, organised by language. For languages that are taught at the Language Centre these can generally be found under the sub-headings 'Study Resources' and 'Language Resources'. For other languages the resources are sub-divided into 'Useful Links', 'Resources', 'Media' and 'Culture'. The resources are accessible from www.lang.ox.ac.uk/language-resources.

However, for the 12 languages that are taught at the Language Centre, this type of resource would best be compiled / curated by the Language Centre tutors themselves. Since October 2018, tutors have more stable employment, including three more working weeks each term, ensuring there is paid time for this type of activity. For languages not taught at the Centre, the nature of the web means that language-specific blogs and websites from learners, teachers and cultural and linguistic associations (among others) will better serve the needs of people learning a particular language than a small library attempting to cover a vast array of different languages. The Language Centre will be able to advise learners on how to navigate these resources.

b) A repository for past exam papers

The library previously made available hard-copy and online past papers for the Language Centre's 'OPAL' programme. However this programme was discontinued at the end of 2017-18 and replaced by the new Fast Track programme, so this provision has ceased.

The library has been responsible for hosting hard-copy and online past exam papers for Modern and Medieval Languages oral and aural Finals examinations (<https://weblearn.ox.ac.uk/portal/site/:central:aad:langteach:library>). At least the last five years' papers are now online on the Weblearn VLE, allowing 24/7 access for students and meaning they no longer need to come to the library in person. Online access to these papers will continue.

c) PCs

Until recently, the Language Centre library held six PCs, connected to the internet. These were removed and replaced with one new reader workstation PC (for catalogue and internet access) as part of an ongoing, wider update and improvement plan for IT infrastructure and services at the Language Centre, which has seen 40 other redundant old PCs removed. Consultation with tutors and log-in records revealed extremely low to no use of these old machines, which were riskily running on servers supported solely by the Language Centre (servers which have now been decommissioned in favour of university servers). Use of the library machines over the years had been captured by the library as part of the overall usage figures for the library, albeit without data on the purposes of the use. With mobile devices and WiFi now common, this is no longer a service the library needs to provide.

Relevance of online usage statistics

The overall library usage statistics have traditionally included use of these online services. However, the storage of past exam papers would not seem to constitute a core function of a library, and the other online services have either already ceased or should be provided differently. Giving the use of these online resources parity with the use of other resources (books, newspapers, CDs/CD ROMS, DVDS etc) does not seem correct. Thus these statistics should not be included in an analysis of library usage for future planning purposes.

4. Vision for future enhancement of language learning at the Language Centre

The Language Centre falls under the aegis of the Education Committee of Council, which has a strategic discussion of the mission and purpose of Oxford's institution-wide language learning (Academic English and modern foreign languages) scheduled for Michaelmas term 2019.

The University's Strategic Plan 2018-23, Engagement and Partnership Commitment 4, states, 'We will maintain our commitment to in-depth study of the world's societies and cultures, supported by the outstanding breadth of our expertise in languages, ancient and modern'. The Language Centre acts as the University's hub for all those interested in language learning or developing academic English literacies. As is the case in other universities, such a space requires a strong multimodal approach and one in which learners, native speakers and tutors are able to engage in meaningful exchanges around languages and cultures. Ideally, resources permitting, in addition to the strong role language learning and language teaching resources play at the Centre, a specialised advisory service would also be provided, focused on individual learner needs. This would be supported directly by the Language Centre's tutors, who are best placed to advise on these issues.

The Language Centre has made a strong investment in its tutors, having implemented an offer of more stable employment and extended their employment to 11 weeks each term, thus enabling the development of higher-quality courses and services to the University. The Language Centre is also an 'early adopter' of the University's new VLE, Canvas, which is a powerful tool for language learners as it enables voice and video communication as well as seamless integration of a wide range of collaborative tools.

The Language Centre will best be able to sustain genuinely valuable support for language learning needs at Oxford through an integrated approach, where language tutors develop relevant and meaningful content for the wide variety of courses they teach, bringing to bear the expertise they have developed by learning alongside those they have taught.

5. Proposed future locations of the library's resources

Textbooks and any associated CDs for classes taught at the Language Centre, dictionaries and any books required by the tutors for their teaching will be retained at the Language Centre. A budget will be retained to purchase such teaching resources in future, based on expenditure patterns in recent years, and overseen by the Heads of Modern Languages Programmes and Academic English. Purchases will be based on the subject knowledge and recommendations of the Centre's expert tutors, who can also advise on which items are no longer required. The ordering of resources, and removal of items identified by the tutors as no longer required, can be undertaken by the administrative team.

Locating the remaining resources in the Bodleian libraries would retain them for language study in Oxford, and preserve the diversity of language materials built up. Holding them within the Bodleian libraries rather than the Language Centre library is preferable because:

- They will be accessible for longer opening hours than at the Language Centre (e.g. at the weekend)
- They can be ordered to 20 Bodleian sites around Oxford (rather than only being available at the Language Centre)
- Borrowing will still be possible
- Disabled access will be possible
- There should always be library staff on duty in the libraries (which cannot be the case with a single librarian)
- The physical environment will be improved (e.g. heating, lighting and ventilation)

The Language Centre is working closely with the Bodleian libraries, will be able to facilitate the relocation of relevant resources. Items could remain tagged with the Language Centre as their

provenance on the SOLO catalogue so they could still be browsed virtually. It is proposed that the Taylorian/Philosophy and Theology Faculties Library (PTFL) be the primary 'owner' of European language items leaving the Language Centre, and the Oriental Studies library be the primary 'owner' of Arabic, Japanese and Mandarin Chinese items. This means items (books, AV materials etc) from the Language Centre which are kept in the Book Storage Facility can be ordered to the Taylorian/PTFL/Oriental Studies library and borrowed from there or used onsite. There is a film viewing room in the Taylorian, with DVD players, a VCR player and a Blu-ray player. There is also some open shelf space available in the Taylorian, where for example the European language items most borrowed from the Language Centre over the past two years could be housed (if they were not remaining at the Language Centre).

The use of former Language Centre items would not, however, be restricted to the Taylorian/PTFL/Oriental Studies library. Items from the Book Storage Facility can be ordered twice daily during the week into 20 receiving Bodleian libraries, where they could be consulted on site. AV materials ordered up could be used via a PC and headphones. The delivery times from the Book Storage Facility shows most items can be obtained in approximately half a working day:

<https://www.bodleian.ox.ac.uk/bodley/using-this-library/closed-stack-requests/delivery-times>.

Looking further ahead, if the plans for a Humanities library on the ROQ site go ahead, that new library would be very near to the Language Centre, which is located at 12 Woodstock Road.

6. Further rationale for the proposals

Improving other support for language learning at the Language Centre

Part of the proposals focus on increasing investment, over time, in areas where there is strong need, for example improving the disparate, poor and failing AV facilities in the classrooms and providing sufficient working space for the language tutors in some of the space now occupied by the library (there are currently only 10 adequate tutor desk spaces for 27 tutors without their own desk).

The Language Centre must meet current and future needs through its own efforts. The business case and professional pre-feasibility report submitted in 2018 for the redevelopment and refurbishment of the Language Centre's building could not be funded by the Minor Capital Plan Steering Group, nor are other suitable premises available. There is also a need to improve AV facilities within the Language Centre's own resources because a bid to IT Services' USITE board on 3 December 2018 was well-received but could not be funded: 'The User Services and IT Excellence Board considered the above request ... Whilst the board were supportive of the approach and noted the operational difficulties within the Language Centre, the board felt with the current levels of available funds within our development envelope it was not in a position to approve the request.'

Financial considerations

The Language Centre, as a unit within the University Administration and Services (UAS), is required to strive for a cash flat budget position, absorbing the costs of inflation and salary increments. In essence this means finding cost savings and/or generating more income. Over the past few years the Centre has already embedded many of the 'quick win' efficiencies and savings that can be readily identified whilst also having invested significantly in upgrading tutors and moving them on to more stable contracts of employment, for more of the year, away from variable hour and casual pay arrangements. The proposal for restructuring of library resources at the Centre, through consolidation of the holdings that are not used in connection with the Language Centre's teaching provision into the Bodleian libraries, offers up significant potential benefits in terms of

responsiveness to learner needs, accessibility to the collection and improved use of space, while simultaneously contributing to cost savings for the Centre's operations.

In terms of income the Centre typically needs to generate around 60% of its running costs. It currently has three levers to increase income generation. The first and largest is the course fees charged to language learners, departments, divisions and colleges. Following significant revamping of course provision, there has already been an uplift to some fee rates which were at a very low level. The Centre aims to rent out its classrooms in the vacations if they are not otherwise in use by the Centre. A pilot partnership with Oxford University Event Venues has been put in place for summer 2019 to maximise the professionalism and profit of this activity, but the projected income stream is not large (www.venues.ox.ac.uk/venues/language-centre/). Finally the Language Centre has also taken steps to develop broader offerings in Academic English that can be marketed at commercial rates, but such provision is in its infancy, and limited by the fact there are only two full-time members of staff in Academic English (one being the Head), and courses are already scheduled to run 12 months a year. (By comparison, there are three members of full-time staff in modern languages, one being the Head, with courses scheduled to run 9 months a year.)

The Language Centre does not have access to three significant avenues of funding which are often used by universities to fund their Language Centres, namely:

- offering credit-bearing modules on degree courses, and not just modern languages degree courses, where a relevant portion of the student tuition fee will be allocated to the Language Centre. This is not Oxford's model of academic provision
- running large income-generating 'pre-sessional' summer Academic English courses for hundreds of incoming undergraduate and Master's students, of a range of varying lengths (e.g. 4 – 12 weeks), which include university accommodation. These courses are fully integrated into the admissions process as a way to fulfil language requirements, and are thus highly attractive to offer-holders. The Oxford pre-sessional is currently very small in scale (c. 35-40 attendees), runs for six weeks, without accommodation, and is not well integrated into admissions process, although the Language Centre has begun discussions with the Graduate Admissions Committee about making it a recognised pathway for fulfilling English language conditions.
- contributing significantly to Foundation Year programmes, and benefiting from a share of the student fee. Such programmes are not in place at Oxford.

7. The consultation process, and how to take part

The consultation consists of the following elements:

- The consultation began on Monday 18 February 2019 (week 6, Hilary term)
- The Language Centre alerted key stakeholders to the proposals and consultation, inviting any comments
- A notice was placed on the Language Centre website home page, inviting any comments
- A briefing paper was sent to the Medieval and Modern Languages Faculty Board amongst other bodies
- An email about the proposals and consultation was sent to all c. 2,200 learners enrolled by that point at the Language Centre in 2018-19, inviting any comments
- A question was added to the usual end of Hilary term learner surveys, asking what of the physical and virtual resources provided by the library were needed to support their learning
- This document, containing further information about the proposals, was placed on the Language Centre website in early April, along with a consultation survey which is open until

12 noon on Friday 31 May 2019. Attention was drawn to this information and the survey in early April via:

- An email to Heads of Department, Heads of Division and Associate Heads Education, Divisional Office Education Support heads, Departmental Administrators and Conference of College librarians
- A second email to Language Centre learners to date in 2018-19
- A notice in the Bodleian's internal newsletter, *Outline*, on 11 April
- A notice in the AAD News Alert on 23 April
- A notice in the *Gazette* on 25 April
- An Open Forum discussion event will be held on Tuesday 7 May 2019 (week 2, Trinity term) at St Luke's Chapel, on the ROQ site, Woodstock Road, from 12 noon to 1.30pm. Intending attendees are strongly encouraged to register to attend in advance. It is possible to submit questions in advance as part of the registration process, although neither of these are compulsory. To register, please go to <https://www.eventbrite.co.uk/e/language-centre-library-open-forum-tickets-59938923935>
- A briefing paper will be provided to the Curators of the University Libraries for their meeting on 17 June 2019, following a briefing to relevant Committees on Library Provision and Strategy earlier in Trinity term
- The consultation will end 14 weeks after it began, on 31 May 2019 (week 5, Trinity term)
- A recommendation on the outcome of the consultation will be made by the General Purposes Committee of Council at its meeting on 1 July 2019, for Council's decision at its meeting on 15 July 2019.

To take part in the consultation, please consider completing the consultation survey on the Language Centre website, and/or attending the Open Forum event on 7 May, and/or emailing any comments to comms@lang.ox.ac.uk, by **12 noon on Friday 31 May 2019**.

Annex A

The library



Areas available for conversation practice and meetings with tutors, outside the library

Ground floor



First floor



Annex B

Data concerning the library's physical holdings and usage

Data on usage captured by the Language Centre library⁵

Registered users

The last whole academic year's number of library registrations, 931, can be contextualised in two ways. One way is in relation to the number of unique learners in class at the Language Centre, expected to be some 2,400 by the end of 2018-19. The other way is the number of University students (23,975) and staff (13,611), who are all entitled to use the library free of charge.⁶

Table A. Library registrations over 2013-14 to 2017-18

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Registration	1296	1127	1194	1095	931

Audio-visual materials

Table B. Use of audio-visual materials over 2013-14 to 2017-18

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Audio-visual	3950	4367	4624	3856	3124

Printed materials

The ALPEH records show fairly stable borrowing and renewals, but the library's own records show an increase, attributed to better recording of in-Centre borrowing of textbooks in recent years.

Table C. Use of printed materials/books over 2013-14 to 2017-18

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Printed materials (library's records)	2772	3407	3551	3680	3767
Books (recorded on ALEPH)	2882	3383	3454	3016	3046

Registrations and usage in Michaelmas term

The trends of declining use recorded in Tables A and B seem to be accelerating. The number of learner registrations for classes in Michaelmas term is provided alongside the number of library registrations, for context.

⁵ Usage captured by the Language Centre library refers to consultation in the Centre and borrowing (as recorded in the electronic cataloguing system ALEPH) combined.

⁶ Student and staff numbers are taken from *Oxford in Brief 2018*.

Table D. Comparison of Michaelmas term library registrations, learner registrations and materials usage over the last three years

Michaelmas term	Library registrations (vs. no. of learners on course in MT)	Audio-visual	Printed
2016	701 (1908)	1073	955
2017	616 (1740)	1149	906
2018	367 (1903)	377	1330

Data on borrowing and renewals captured in ALEPH (the electronic cataloguing system)

The data below overlaps with that captured by the library above but only concerns resources that have been taken out on loan/renewed and registered as such in ALEPH.

It should be noted that these loan numbers include renewals, i.e. if an item was borrowed and then renewed twice, it shows as 3 separate loans in the numbers below. Under library policy, 10 items can be borrowed for up to 4 weeks for standard loans and 2 weeks for short loans. They are renewable five times.

Table E. Loans and renewals by material type from ALEPH over 2013-14 to 2017-18

Items (not <i>distinct</i> items)	2013-14	2014-15	2015-16	2016-17	2017-18
Books	2882	3383	3454	3016	3046
Video	1324	1765	2396	1543	1295
Sound	694	702	676	539	502
Mixed media	83	127	95	76	103
Total	4983	5977	6621	5174	4946

Data on the most borrowed items since items were recorded on ALEPH

It can be seen from the average number of copies per bibliographical item that the library holds multiple copies of most of the regularly borrowed items. This indicates, as backed up by manual analysis, that many of these items are class sets of textbooks, readers (simplified texts for reading practice) or other resources which are often used together by learners and Language Centre tutors. It is worth noting that these class sets would remain available for class use under the proposals for the Language Centre library (see Table F).

Table F: Data on the most borrowed items since the items were recorded in ALEPH

	Borrowed 10-14 times	Borrowed 15-19 times	Borrowed 20-24 times	Borrowed 25-49 times	Borrowed 50+ times	Total
Total number of distinct items borrowed	224	100	43	43	15	425

	Borrowed 10-14 times	Borrowed 15-19 times	Borrowed 20-24 times	Borrowed 25-49 times	Borrowed 50+ times	Total
Total number of these items available (i.e. accounting for multiple copies)	866	540	413	532	274	2625
Average number of copies per item	3.9	5.4	9.6	12.4	18.3	

Table G: Loans (excluding renewals) in 2017-18 for selected Bodleian libraries and the Language Centre library

Library	Loans (excluding renewals) in 2017-18
Language Centre library	2,052
Oriental Institute library	4,652
Sackler	26,288
Philosophy and Theology Faculties library	26,446
Taylorian	42,670
Radcliffe Camera/History Faculty library	59,772