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E-bulletin



Dear colleagues,

As we close our first full year as CercleS executive committee, we believe that our community is gaining strength, purpose and visibility across the European higher education landscape. This issue of our e-bulletin brings together the many signs of that: an expanding membership from across Europe and beyond, renewed commitment to professional development, the launch of key policy-shaping White Papers, and the preparation of the 2026 Conference, full of topics that reflect the complexity of our field. What stands out most, however, is the collective energy behind all these initiatives. Our Focus Groups have taken leading roles in shaping expert knowledge; our members have maintained an impressive level of engagement through meetups, webinars and publications, our journal is an excellent showcase of the work our centres do and our confederation continues to welcome new institutions that enrich our diversity.

As you read through this edition, you will see a common thread: language centres are active agents of the multilingual, inclusive and innovative universities that Europe needs. Whether through our work on CEFR alignment, our teacher-training opportunities, our journal, or the reflections during our meetings and webinars, each contribution reminds us of why CercleS matters and why collaboration is so powerful.

Thank you for being part of this community – your expertise, your vision and your commitment give CercleS its direction and its impact. Let this issue inspire us all as we prepare for the year ahead and continue building the future of our confederation. Have a wonderful and well-deserved holiday period.

Your Executive Committee: Julia, Libor, Mia, Alessandra, Tom & Ruth



*Feliz natal Veselé Vánoce God jul Joyeux Noël
Buon Natale Frohe Weihnachten Hyvää joulua
Feliz navidad Merry Christmas Geseënde Kersfees*

Call for Papers: XIX CercleS Conference 2026

The Role of Language Centres in a Fast-Changing World: Responding to Emerging Needs in Society, Communication, and Learning

10-12 September 2026, University of Rome "Foro Italico", Italy

Conference Themes

There are twelve key thematic areas:

1. Rethinking University Language Centres
2. Multilingualism and Plurilingualism in Language
3. Language Policy, Identity, and Governance
4. Intercultural Communication and Competence
5. Global English
6. Transformative Practices/approaches in Language Teaching and Learning: AI and the Digital Era
7. Creativity, Co-Intelligence, and Transversal Education
8. Languages for Specific Purposes (LSP) and Teaching Methodologies
9. Professional Growth of Language Centre Teachers and Staff
10. Language Diversity and Sustainable Course Design
11. Assessment and Testing
12. Collaborative and Inclusive Learning

Each main thematic area has five specific thematic sub-areas, which can be found in the [call document](#).

Abstract submission

Abstract must be submitted by filling out the [submission form](#) with the details of the author(s) of the paper and the title of the abstract, then must be sent in a single PDF file to cercles2026@uniroma4.it in the following two formats:

- a main abstract (250 and 300 words) in one of the official conference languages (Italian, English, French, German, or Spanish)
- a shorter summary (100 words) in any other language of your choice

If the paper is accepted, it may be presented at the conference in one of the following ways:

1. **Oral presentation**, by individuals or small groups of individuals, of 20 minutes (plus 10 minutes for questions).
2. Sessions of up to 60 minutes for **interactive workshops**, designed to engage participants in practical activities or collaborative learning.
3. **Poster presentations**, especially encouraged for PhD students and young researchers. Detailed poster format guidelines will be communicated later. Poster presentations may be created in the official languages of the conference (Italian, English, French, German, or Spanish), or in any other language.

Deadline for sending abstract: Friday, 27 February 2026

Notification of abstract acceptance: Tuesday, 31 March 2026

<https://www.uniroma4.it/index.php/eventi/cercles-conference-2026/?lang=en>

Call for Papers: XIX Conferenza CercleS 2026

Il ruolo dei Centri Linguistici Universitari nell'epoca di grandi transizioni: risposte e prospettive alle necessità emergenti nella società, nella comunicazione e nell'educazione linguistica

10–12 settembre 2026, Università di Roma "Foro Italico", Italia

La conferenza prevede **12 macro-aree tematiche**:

1. Ripensare i Centri Linguistici Universitari
2. Multilinguismo e Plurilinguismo nell'educazione linguistica
3. Politiche linguistiche, identità e governance
4. Comunicazione interculturale e competenza interculturale
5. Inglese globale
6. Pratiche/approcci trasformativi nell'insegnamento e apprendimento delle lingue: IA e era digitale
7. Creatività, "co-intelligenza" e educazione trasversale
8. Lingue per scopi specifici (LSP) e metodologie didattiche
9. Crescita professionale del personale docente e dello staff dei Centri Linguistici
10. Diversità linguistica e progettazione sostenibile dei corsi
11. Valutazione e testing
12. Apprendimento collaborativo e inclusivo

Ogni macro-area tematica ha **5 aree tematiche specifiche**, disponibili nella [call](#).

Modalità di partecipazione alla Call for Papers

La presentazione della domanda deve essere fatta compilando l'[apposita scheda](#) con i dati dell'autore/degli autori del *paper* e il titolo dell'*abstract*, che deve essere inviato in un unico file.pdf a cercles2026@uniroma4.it nei seguenti due formati:

- **abstract principale di 250-300 parole in una delle lingue ufficiali della conferenza** (italiano, inglese, francese, tedesco o spagnolo)
- **abstract breve di 100 parole nella lingua desiderata**

Nel caso in cui il paper venga accettato, **durante la conferenza è possibile presentarlo nelle seguenti forme**:

1. **presentazione orale**, da parte di singoli o piccoli gruppi, della durata di 20 minuti (più tempo per le domande);
2. **workshop interattivi**, fino a 60 minuti;
3. **presentazioni di un poster**, in particolare da parte di dottorandi e ricercatori all'inizio della carriera. I formati per i poster saranno comunicati in seguito una qualsiasi delle lingue della conferenza (italiano, inglese, francese, tedesco o spagnolo) o in un'altra lingua

Scadenza per l'invio degli *abstract*: Venerdì, 27 febbraio 2026

Feedback della Commissione valutatrice agli autori: Martedì, 31 marzo 2026

<https://www.uniroma4.it/index.php/eventi/cercles-conference-2026/>

Appel à communications : XIXe Conférence CercleS 2026

Le rôle des centres de langues dans un monde en mutation rapide : répondre aux nouveaux besoins de la société, de la communication et de l'apprentissage
10–12 septembre 2026, Université de Rome “Foro Italico”, Italie

La conférence prévoit **12 grands thèmes** :

1. Repenser les centres de langues universitaires
2. Multilinguisme et plurilinguisme dans l'enseignement des langues
3. Politique linguistique, identité et gouvernance
4. Communication et compétence interculturelles
5. L'anglais global
6. Pratiques et approches transformatrices à l'ère numérique et de l'IA
7. Créativité, co-intelligence et éducation transversale
8. Langues de spécialité (LSP) et méthodologies d'enseignement
9. Développement professionnel des enseignants et du personnel des centres de langues
10. Diversité linguistique et conception durable des cours
11. Évaluation et tests
12. Apprentissage collaboratif et inclusif

Chaque macro-thème comprend 5 domaines thématiques spécifiques, disponibles dans [l'appel](#).

Modalités de participation à l'appel à communications

La candidature doit être présentée en remplissant [le formulaire prévu](#) à cet effet avec les coordonnées de l'auteur/des auteurs de l'article et le titre du résumé, qui doit être envoyé en un seul fichier .pdf à cercles2026@uniroma4.it dans les deux formats suivants :

- **résumé principal de 250 à 300 mots** dans l'une des langues officielles de la conférence (italien, anglais, français, allemand ou espagnol)
- **résumé court de 100 mots** dans la langue souhaitée

Si l'article est accepté, il pourra être présenté pendant la conférence sous les formes suivantes :

- **présentation orale**, par des individus ou de petits groupes, d'une durée de 20 minutes (plus le temps pour les questions) ;
- **ateliers interactifs**, d'une durée maximale de 60 minutes ;
- **présentations d'affiches**, en particulier par des doctorants et des chercheurs en début de carrière. Les formats des posters seront communiqués ultérieurement dans l'une des langues de la conférence (italien, anglais, français, allemand ou espagnol) ou dans une autre langue.

Date limite de soumission des résumés : vendredi 27 février 2026

Retours aux auteurs : mardi 31 mars 2026

<https://www.uniroma4.it/index.php/eventi/cercles-conference-2026-fr/>

Aufruf zur Einreichung von Beiträgen: XIX. CercleS-Konferenz 2026

Die Rolle von Sprachenzentren in einer sich schnell verändernden Welt: Reaktion auf neu entstehende Bedürfnisse in Gesellschaft, Kommunikation und Lernen

10.–12. September 2026, Universität Rom „Foro Italico“, Italien

Die Konferenz umfasst **12 Themenbereiche**:

1. Neubetrachtung universitärer Sprachenzentren
2. Mehrsprachigkeit und Plurilingualismus in der Sprachbildung
3. Sprachpolitik, Identität und Governance
4. Interkulturelle Kommunikation und Kompetenz
5. Globales Englisch
6. Transformative Praktiken/Ansätze im Sprachenlehren und -lernen: KI und das digitale Zeitalter
7. Kreativität, Co-Intelligenz und transversale Bildung
8. Fachsprache (LSP) und Unterrichtsmethoden
9. Berufliche Weiterentwicklung von Lehrkräften und Personal der Sprachenzentren
10. Sprachliche Vielfalt und nachhaltige Kursgestaltung
11. Assessment und Testing
12. Kollaboratives und inklusives Lernen

Jeder Makrobereich umfasst fünf spezifische Themenbereiche, die in der [Ausschreibung](#) aufgeführt sind.

Teilnahmebedingungen für den Call for Papers

Die Bewerbung muss durch Ausfüllen des entsprechenden [Formulars](#) mit den Daten des Autors/der Autoren des Papers und dem Titel des Abstracts erfolgen, das in einer einzigen PDF-Datei an cercles2026@uniroma4.it in den folgenden zwei Formaten gesendet werden muss:

- **Hauptabstract mit 250-300 Wörtern** in einer der offiziellen Sprachen der Konferenz (Italienisch, Englisch, Französisch, Deutsch oder Spanisch)
- **Kurzabstract mit 100 Wörtern** in der gewünschten Sprache

Wird das Paper angenommen, kann es während der Konferenz in folgenden Formen präsentiert werden:

- **mündliche Präsentation** durch Einzelpersonen oder kleine Gruppen mit einer Dauer von 20 Minuten (plus Zeit für Fragen);
- **interaktive Workshops** mit einer Dauer von bis zu 60 Minuten;
- **Posterpräsentationen**, insbesondere von Doktoranden und Nachwuchswissenschaftlern. Die Formate für die Poster werden zu einem späteren Zeitpunkt bekannt gegeben. in einer der Konferenzsprachen (Italienisch, Englisch, Französisch, Deutsch oder Spanisch) oder in einer anderen Sprache

Abgabefrist für Abstracts: Freitag, 27. Februar 2026

Rückmeldung an die Autor:innen: Dienstag, 31. März 2026

<https://www.uniroma4.it/index.php/eventi/cercles-konferenz-2026-de/>

Llamamiento a Comunicaciones: XIX Conferencia CercleS 2026

El papel de los Centros de Lenguas en un mundo de rápidos cambios: ante las necesidades emergentes en la sociedad, la comunicación y el aprendizaje.

10–12 de septiembre de 2026, Universidad de Roma “Foro Italico”, Italia

La conferencia prevé **12 macroáreas temáticas**:

1. Redefinir los Centros de Lenguas universitarios
2. Multilingüismo y plurilingüismo en la enseñanza de lenguas
3. Política lingüística, identidad y gobernanza
4. Comunicación intercultural y competencia intercultural
5. Inglés global
6. Prácticas/ enfoques transformadores en la enseñanza y el aprendizaje de lenguas: IA y la era digital
7. Creatividad, co-inteligencia y educación transversal
8. Lenguas con fines específicos (LSP) y metodologías de enseñanza
9. Crecimiento profesional del profesorado y personal de los Centros de Lenguas
10. Diversidad lingüística y diseño sostenible de cursos
11. Evaluación y pruebas
12. Aprendizaje colaborativo e inclusivo

Cada macroárea temática tiene **5 áreas temáticas específicas**, disponibles en la [convocatoria de ponencias](#).

Modalidades de participación en la Call for Papers

La solicitud debe presentarse completando [el formulario correspondiente](#) con los datos del autor/de los autores del trabajo y el título del resumen, que debe enviarse en un único archivo .pdf a cercles2026@uniroma4.it en los siguientes dos formatos:

- **Resumen principal de 250–300 palabras** en una de las lenguas oficiales de la conferencia (italiano, inglés, francés, alemán o español).
- **Resumen breve de 100 palabras** en la lengua deseada.

En caso de que el trabajo sea aceptado, durante la conferencia podrá presentarse en las siguientes modalidades:

- **Presentación oral**, por personas individuales o pequeños grupos, con una duración de 20 minutos (más tiempo para preguntas).
- **Talleres interactivos**, de hasta 60 minutos de duración.
- **Presentaciones en formato póster**, especialmente dirigidas a estudiantes de posgrado e investigadores en etapas iniciales de su carrera. Los formatos para los pósteres se comunicarán próximamente.

Fecha límite de envío de resúmenes: Viernes 27 de febrero de 2026

Notificación a los autores: Martes 31 de marzo de 2026

<https://www.uniroma4.it/index.php/eventi/conferencia-cercles-2026-es/>

Announcing our third Teacher Training week

Save the date and call for contributions

We are pleased to announce the upcoming CercleS training week, “Co-operation, collaboration and integration: the role of LSP instructors in higher education.” This dynamic event will explore innovative ways for language instructors and content specialists to work together to better meet students’ needs. The seminar will take place from 19–22 May in Namur (Belgium) and will bring together educators, LSP instructors, and researchers to share insights and strategies for effective cooperation and collaboration.

Why participate?

- Explore best practices for cooperation/collaboration
- Share your experiences and insights with a diverse, engaged audience
- Gain practical strategies for developing interdisciplinary modules
- Network with fellow professionals and create partnerships for future projects

We are seeking contributions

Communications: Two contributors are invited to give a 45-minute talk (plus Q&A) presenting innovative practices, challenges, or insights on effective cooperation and collaboration between LSP instructors and content specialists.

Workshops: We are also looking for four contributors to lead 90-minute workshops (30-minute presentation + 1-hour application/discussion/feedback) in which participants design cooperative teaching modules, share methods, and create practical exercises for interdisciplinary courses.

Submission guidelines

- Abstracts should be submitted by 9 February 2026 to natassia.schutz@unamur.be
- Workshops (300 words) should outline the format, objectives, and materials required
- Communications (500 words) should provide a clear and concise overview of your topic

Why should you contribute?

- Gain visibility and recognition in the field of LSP and interdisciplinary education
- Receive constructive feedback from peers and experts
- Contribute to the advancement of collaborative teaching strategies
- Be part of a dynamic event with a commitment to knowledge sharing

Important Dates

- Submission deadline: 9 February 2026
- Notification of acceptance: 28 February 2026
- Event dates: 19 to 22 May 2026

Join us in advancing the dialogue on collaboration and integration of LSP instructors in universities. Your participation is crucial to the success of this event. We look forward to your contributions and to seeing you in Namur.

For any inquiries or more information, please contact natassia.schutz@unamur.be, marc.schires@univ-lorraine.fr or souhila.grifi@univ-amu.fr.





Bienvenue au CLUB !

Lors de l'Assemblée générale extraordinaire du 31 octobre 2025, les participants ont voté massivement en faveur de l'adhésion du **Centres de Langues Universitaires de Belgique francophone (CLUB)** en tant que nouveau Membre de droit de CercleS. Le CLUB réunit les centres de langues de toutes les universités de Belgique francophone. Fondé en 2005, il fonctionne comme un réseau informel mais structuré, favorisant la collaboration, l'échange de bonnes pratiques et la réflexion commune sur des questions pédagogiques et stratégiques. Les centres partagent un fort engagement envers le développement des compétences interculturelles, les outils numériques d'apprentissage et la recherche pédagogique, tout en s'adaptant en permanence aux évolutions technologiques et sociétales, notamment à l'intelligence artificielle.

Welcome to CLUB!

At the Extraordinary General Meeting on 31 October, those present voted overwhelmingly to approve the application of **Centres de Langues Universitaires de Belgique francophone (CLUB)** as a new full member of CercleS. CLUB unites the language centres of all universities in French-speaking Belgium. Founded in 2005, it operates as an informal yet structured network that promotes collaboration, exchange of best practices, and joint reflection on pedagogical and strategic issues. The centres share a strong focus on intercultural competence, digital learning tools, and pedagogical research, adapting continuously to technological and societal developments such as AI.

About CLUB

Founded in 2005, CLUB functions as an informal yet structured network promoting regular exchange between language centers. Directors of the member institutions meet approximately every two to three months to share best practices, collaborate on pedagogical and strategic issues, and support one another. Since 2013, CLUB has hosted an annual conference on a rotating basis, bringing together language instructors from across the network to exchange ideas, showcase innovations, and strengthen community ties.

In all our centers, intercultural competence and digital learning tools are central to the pedagogical approach. We regularly update our teaching practices through reflective work and research, with attention to course content, assessment methods, digital tools, and emerging themes such as AI. We are committed to staying current with the latest innovations in language education and to adapting to the evolving needs of our learners.

CLUB MEMBER INSTITUTIONS

1. Institut des Langues Vivantes (ILV) – UCLouvain

Campuses: Bruxelles Woluwe, Charleroi, Louvain-la-Neuve and Mons

Director: Dominique François

Website: <https://www.uclouvain.be/fr/ilv>

Founded in 1967, the ILV supports language education across UCLouvain's 14 faculties. It offers courses in 14 languages to around 17,000 students, including 700 international students and staff. With a teaching staff of about 90, the ILV provides over 24,000 hours of instruction, in more than 200 courses annually (most of them included in students' curricula). Notable projects include eTandem partnerships with European universities, the *Lovele* professional development program for Spanish teachers, and *Access2University* for refugee students. ILV also contributes to *CU.mil*, a multilingualism initiative within the Circle U. European alliance.

2. Institut Supérieur des Langues Vivantes (ISLV) - Université de Liège

Director: Germain Simons

Website: https://www.islv.uliege.be/cms/c_10332480/fr/institut-superieur-deslangues-vivantes

The ISLV is responsible for organizing foreign language courses across all ULiège faculties where languages are not the primary subject of study. It supports an estimated 12,000 to 15,000 learners each year, with a teaching staff of around 70 instructors. In addition to curriculum-integrated courses, the ISLV offers evening classes open to both university members and the general public. It also provides targeted language training for university staff and offers French as a Foreign Language (FLE) courses for international students, including specific programs for refugees. The ISLV is active in applied research in language education and maintains strong collaborations with academic institutions and international partners, contributing to the promotion of multilingualism and cultural diversity.

**3. Service Langues et internationalisation (SLI) – UMONS**

Director: Christine Michaux (Dean of the Faculty of Translation and Interpretation)

The SLI was founded in 2009 and promotes multilingualism and intercultural understanding across UMONS, in addition to overseeing foreign language instruction for non-specialist students. It supports approximately 10,000 students (including international students) and university staff through language instruction, cultural training, and certification preparation. The team includes over 30 staff members. 3 Key initiatives include *TANDEMONS*, a language exchange and support program for international students. Additionally, the SLI provides training that prepares learners for internationally recognized certifications such as TOEIC, TOEFL, and CNaVT.



4. Le Centre de Langues de l'UNamur (CdL) – UNamur

Director: Natassia Schutz

Website: <https://www.unamur.be/fr/elv>

The UNamur Language Center, formerly known as the *École des Langues Vivantes* (name officially changed in Sept 2025), was established in the 1980s and now includes over 30 staff members. It offers language courses in English, Dutch, German, Spanish, and French to over 7,000 students and staff. All courses are integrated into the students' curricula. Whenever possible, we collaborate with subject specialists to design interdisciplinary teaching units to adapt our content to our students' needs.

Notable initiatives include *It's Not Rocket Science*® (a popular science competition for first-year students), *Challenge ta cultuur* (activities promoting awareness of Flemish culture), and our adaptive language diagnostic test, which received a *MoodleMoot* award in 2018.



5. ULB Langues - Université libre de Bruxelles

Director: Sabine Gola

Website: <https://langues.ulb.be>

ULB Langues was created in 2019 to coordinate all language learning activities for students and staff at the Université libre de Bruxelles. It currently supports around 4,000 learners in French, English, and Dutch, with a teaching team of nearly 50 instructors. The courses are integrated into curricula, offered as extracurricular support, or developed in collaboration with university services such as Human Resources and Teaching Support. The center leads various pedagogical innovation projects, such as *BOOST your languages* and *PROLINGUA*, and encourages self-directed learning through conversation tables and peer practice. New projects include inter-university conferences and events for the wider ULB community.



6. Language teaching group at Université Saint-Louis, Bruxelles

Director: Nathalie Gillain

Although not a formal language center, the language instructors play an essential role at Saint-Louis, a campus focused on social sciences. With 26 instructors, the team supports roughly 4,500 students across four faculties and one institute. Following the ongoing merger with UCLouvain, structural changes are expected to further strengthen the language offering.



Introducing some of our new associate members

Over the last several months, CercleS has welcomed a number of new associate members, from countries within Europe and beyond. In this edition of our e-bulletin we introduce **Alanya Alaaddin Keykubat University (ALKU) in Türkiye**. With these introductions, we hope to highlight shared interests, encourage collaboration, promote shared projects, and support other forms of cooperation between our institutional members and associate members.

Alanya Alaaddin Keykubat University (ALKU) is a young and rapidly growing public institution located in the Kestel district of Alanya on Türkiye's Mediterranean coast. Established in 2015, the university now encompasses 10 faculties, 3 vocational schools, 1 School of Foreign Languages, and several graduate institutes that offer master's and doctoral programmes. With its expanding academic portfolio and commitment to high-quality education, ALKU continues to strengthen its position as a dynamic and internationally oriented higher education institution in the region.

The School of Foreign Languages (SFL) plays a central and strategic role within this academic structure. It oversees all foreign language teaching processes at the university, including the English Preparatory Programme, which serves the English Language Teaching Department and five departments of the Faculty of Engineering. Each year, around 300 students undertake intensive English-language instruction designed to provide them with the skills necessary for academic study in their fields. Addi-



tionally, the School delivers English as a core required foreign language course to nearly 2,000 freshman students, taught either face-to-face or asynchronously, in accordance with programme needs.

The School also provides comprehensive vocational foreign language instruction, supporting faculties such as Tourism, Engineering, Economics and Administrative Sciences, Health Sciences, Aviation and Space Sciences, Sport Sciences, and multiple vocational schools. These courses focus on discipline-specific terminology and professional communication, helping students develop field-related language skills that enhance both academic success and future employability. The linguistic diversity of the university is further supported through the teaching of German and Russian, offered as compulsory or elective courses depending on departmental requirements.

(Continued on the following page.)

Introducing some of our new associate members

All instructional processes within the School, including curriculum design, assessment practices, material development, and learning outcomes, are fully aligned with the Common European Framework of Reference for Languages (CEFR). This alignment ensures standardisation, transparency, and measurable progress across all levels of language instruction, while also enabling international comparability and supporting global academic mobility.

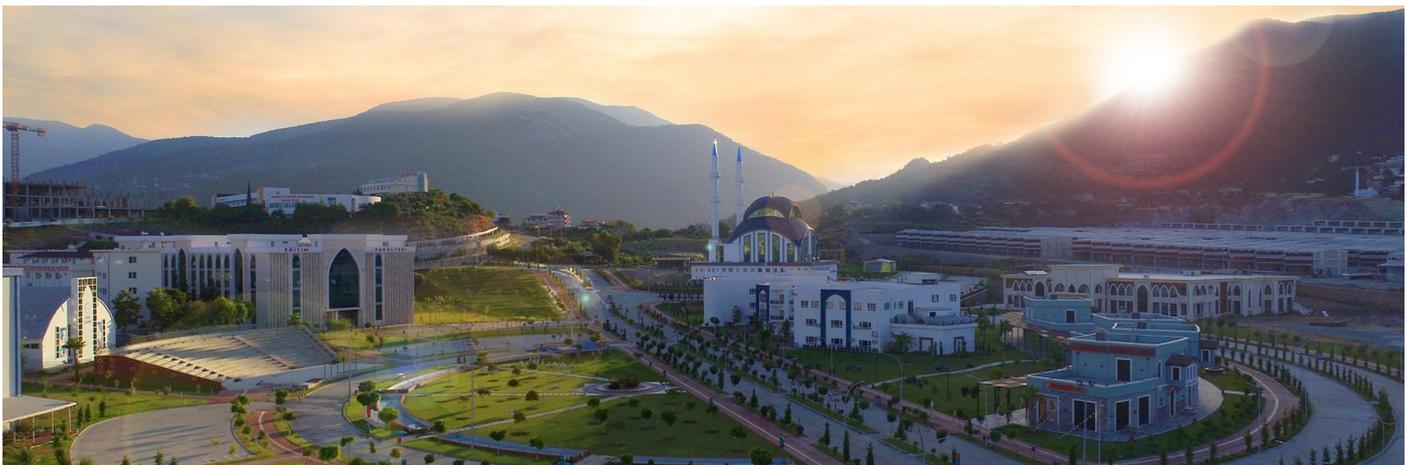


A strong emphasis on quality assurance guides all operational practices of the School of Foreign Languages. Academic and administrative procedures are continuously reviewed, documented, and improved in line with institutional policies and national standards. The School is currently engaged in the accreditation process of DEDAK (The Association for Language Education, Evaluation and Accreditation),

Türkiye's officially recognised national accreditation body for foreign language schools. This process reinforces the School's commitment to reliability, accountability, and sustainability by ensuring that all practices meet clearly defined quality benchmarks and support a culture of continuous improvement in foreign language education.

Through its broad instructional scope, CEFR-based curriculum, and ongoing commitment to national accreditation, the School of Foreign Languages plays an essential role in ALKU's mission. By equipping students with strong linguistic, academic, and professional competencies, it contributes significantly to the university's long-term vision of becoming a regionally influential and internationally connected institution.

Contribution by Associate Professor Fidel Çakmak



CercleS White Papers

As part of CercleS' commitment to strengthening our voice in the European higher education landscape, we invited interested Focus Groups to prepare White Papers that articulate CercleS' position on key issues. These documents will help us advocate effectively for university language centres across Europe.

We currently have four white papers that were developed by the **FG Associate Members**, the **FG EMI in Higher Education**, the **FG Language Testing and Assessment**, and the **FG Language for Specific Purposes**. The **FG Leadership and Management** is finalising their document for publication, and we hope that other FGs will also contribute, such as the newly formed **FG Plurilingualism**, and the **FG ADAPT**, which focuses on special needs in language learning and teaching.

In order to make these documents easily accessible on our website, we have created a new menu item, namely [WHAT WE BELIEVE](#) | [WAS WIR GLAUBEN](#) | [EN QUOI CROYONS-NOUS ?](#), where you will find all the white papers. These documents are currently available in English only.

We are very thankful that our Focus Groups are taking such an active role in this initiative, and others, and we remind members that our FGs are always open to those interested in the topics and eager to collaborate and connect with colleagues.

Record of Meetings

Executive Committee meetings held between July and December 2025:

- ◆ 22 September 2025
- ◆ 27 October 2025
- ◆ 8 December 2025

Next Executive Committee meeting:

- ◆ 4-5 February 2026

An **Extraordinary General Meeting** was also called by the President, in accordance with the CercleS Statutes (2020), for 31 October 2025 to vote on the admission of CLUB as new full member of CercleS. The next GM will take place in Rome/online on 11 September, 2026.

The agendas and minutes of these (and previous) meetings are available in the [members' area](#) on the website.

CercleS on the web & social media



CercleS' Presence at the ECML

CercleS as a partner of the European Centre for Modern Languages (ECML) of the Council of Europe has been invited to several ECML events in Graz this year, namely, a workshop “AI in Language Education” held on 25th-26 November 2025, a colloquium on regional and minority languages [co-organised by the ECML and European Commission held on 4th December 2025](#) and the [ECML Professional Network Forum \(PNF\) meeting held on 5th December 2025](#).

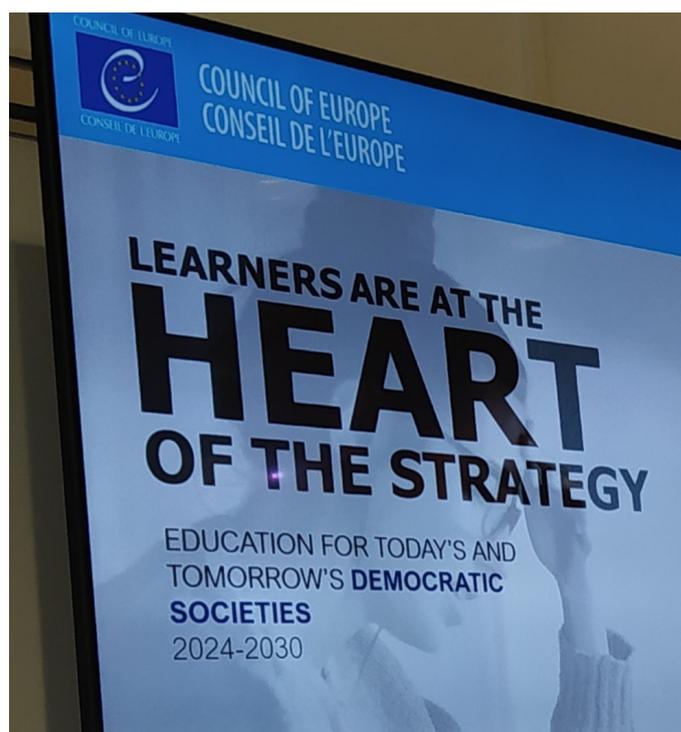
The [AI for Language Education workshop](#) explored how AI can be integrated safely, ethically and meaningfully in language education. The need for transparency in the use of AI, the risks of reinforcing cultural biases and the importance of making sure that teachers remain the primary pedagogical decision-makers, with AI serving as a supportive tool were discussed in great depth. A new Moodle course on AI training for teachers as well as more materials are being developed and will be launched in 2026 and 2027.



The colloquium ([ECML/CELV > Cooperation > Colloquium 2025: Regional and Minority Languages](#)) brought together 48 participants from 29 countries and aimed to “explore the impact of demographic changes on the vitality of Regional and Minority Languages (RMLs) and their role in secondary education in contexts where RMLs are prevalent.” It also examined new policy frameworks which are expected to shape RML instruction and investigate the factors likely to motivate newcomers to learn these languages. Despite its focus on secondary schools, it was truly relevant to the HEI Language Cen-



tres, as one of the main conclusions was the need to educate future (and current) teachers of all disciplines in language and communication skills relevant to multilingual environments, which could be a domain of Language Centres. CercleS was represented by the president, Julia Zabala, who actively supported the position of HEIs in the promotion of RMLs, and the vice-president, Libor Štěpánek, who also participated as a moderator of one of the workshops. One of the results of the CercleS presence of the colloquium is a confirmed closer collaboration between CercleS and the European Union Commission, represented by the Multilingualism Policy Officer, Anna Solé Mena.



(continued on the following page)

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At the [PNF](#) meeting, its members including CercleS, informed one another about their activities in 2025 and plans for 2026 with the aim to foster mutual collaboration.

Here are some points and links of interest:

a) ECML encouraged PNF members to:

a.1 nominate their representatives to the ECML workshops of the current programme projects;

a.2 share their main events at the [ECML International Events Calendar](#);

a.3 an exhibition "[Language education at the heart of democracy](#)" is freely downloadable, and any university or LC can use the materials to promote languages in their setting;

b) the European Commission is going to emphasise the growing usefulness of microcredentials, especially in the area of the new focus on the [Union of Skills](#);

c) EALTA, ALTE and EQUALS presented their plans for conferences and events, as well as materials and programmes they have developed, especially the [LAPP project](#), which will open its free online course on 19 January 2026; or the continuous collaboration on the [CEFR alignment good practice](#);

d) Canadian institution (OLBI) is ready to collaborate more with CercleS and other European associations, they also offer positions, e.g. currently they are seeking external applications for a [Mobility Research Chair in Bilingualism](#).



Conferences organised by individual PNF members are:

EAQUALS: 12.-14.3.2026, Madrid;

ECSPM: 19.-20.3. 2026, Saarbrücken;

ALTE: 15.-17.4. 2026, Munich;

EALTA: 9.-14.6. 2026, Siena.



Journals where we are invited to publish:

European Journal of Applied Linguistics (AILA) or Foreign Language Annals (ACTFL).

Report by Libor Štěpánek (CercleS ECML delegate)



Preliminary results of the CEFR alignment

The preliminary results of the first instalment of the alignment process, carried out in February in Valencia and focused on B2 listening and writing tasks, already indicated a strong emerging consensus across the four university certification systems participating: Acert, CertAcles, CLES and UNlcert. These early findings demonstrated that, despite the diversity of institutional and national contexts, the systems operate from a shared conceptual and methodological foundation.

The second instalment, carried out in October in Gottingen and centred on reading and speaking tasks using real recorded student performances, yielded results that closely mirrored the patterns observed in the first phase. Judges once again demonstrated alignment in their interpretations of CEFR descriptors, and blind rating procedures confirmed substantial common ground in how proficiency is operationalised. Importantly, the discussions generated throughout both instalments enabled us to compile a set of concrete recommendations for language test developers across the systems. These recommendations aim to help us deepen comparability, enrich task design, and ensure that we continue learning from each other, leveraging the strengths and specificities of each national system while grounding all decisions in solid academic principles.

Taken together, the two instalments now provide a complete and coherent comparable profile of the four university certification systems. The evidence shows that the systems share robust assessment principles and level interpretations, while also highlighting targeted areas where harmonisation could further strengthen transparency and defensibility. The alignment process has also demonstrated the value of collaborative knowledge-building within NULTE, reinforcing its potential to support high-quality, university-driven CEFR alignment and laying a strong foundation for the final validation stage.



Enrolment for CercleS training courses is now open

As part of Professional Development of staff, CercleS invites members to consider joining one of two training courses offered in 2026. These courses are designed and offered by CercleS staff members. **Registration closes on 5 January 2026.**

- The [Leadership training programme](#) is aimed specifically at Language Centre Managers and staff in leadership positions.
- The [Boost your language teaching skills training](#) course is aimed specifically at language teachers.

The information about dates, workload, prices, and trainers are available on the website at the links above.

FG EMI research: Invitation to complete a short survey on the use of EMI in HE

On behalf of the CercleS Focus Group EMI in Higher Education, we would like to invite you to participate in a short survey (which will take approximately 10 minutes) aimed at gathering data on the use of EMI in HE. All responses will be collected anonymously and treated with the utmost confidentiality. Please use [this link](#) to access the survey.

Semmelweis Medical Linguistics Conference (SMLC 2026)

This is a reminder that the Semmelweis Medical Linguistics Conference (SMLC 2026) will take place on 5–6 June 2026 in Budapest, Hungary (hybrid format). You can see information about the conference, including the themes and [Call for Papers here](#).

Registration for AULC Conference open (8 & 9 Jan 2026, hybrid)

The conference organisers invite members - particularly those outside the UK and Ireland - to join the hybrid AULC Conference that will take place in January 2026. More information available [here](#).

The new issue of the journal *Researching and Teaching Languages* available now

We invite members to read more about the topic of "Language learner empowerment: Theory, practice, and contexts" in issue 44.2 (2025) of the journal *Researching and Teaching Languages*.

SSH-CHES-CSUS Teacher Training Conference: Personalizing Language Instruction: Addressing Learner Diversity through Universal Design for Learning

This conference will allow participants to reflect on how emerging AI technologies can support more inclusive teaching practices, offering both conceptual insights and hands-on ideas for language instruction. More details available [here](#).

Course on Language Test Design and Validation (Jaén, Spain, 22 Jun-3 Jul 2026)

The two-week, 40-hour course seeks to cover the needs of professionals from different areas of testing with theoretical and practical sessions on test design and statistical validation. More information about the syllabus and other details are [here](#).



Would you like to present a webinar for CercleS members?

CercleS would like to bring together members from across Europe—and beyond—and really want to help members benefit from each others' expertise and knowledge. In this spirit, we would like to invite members to consider offering a webinar for the CercleS community. Perhaps you are working on an interesting project, or you would like to share some best practices, or you want to explore a particular topic. We invite you to [contact us](#) and share your ideas!

Update from the General Secretariat

Dear members,

As the year draws to a close and we move into the winter holidays, we are pleased to look back on the activity and engagement we have seen across our confederation in the past year. The Executive Committee is particularly delighted with the continued initiatives from our members, maintaining strong and important participation in various peer-to-peer exchanges such as Teachers' and Leadership Meetups, webinars, workshops and development work done by the Focus Groups, uniting language educators and directors representing a wide range of languages and cultural contexts. CercleS' commitment to professional development remained strong concerning our digital offerings as well as supporting face-to-face exchange for members. During the second half of the year, five Meetups have been organized as well as three webinars on subjects such as aligning language education and examination to the CEFR and increasing the inclusion of different transversal skills in LSP courses. Recordings from webinars can be found on CercleS YouTube channel ("CercleS organization").

The membership base of CercleS reflects the growing interest and importance of our mission. This

year has seen continued growth, including a very welcomed addition of a new Full member to the confederation at an Extraordinary General Meeting on 31 October, bringing into the network six new Institutional members representing the French-speaking Belgium. CercleS now has 396 Institutional members within 14 Full members, alongside 27 Associate Members. Two new Associate Members have joined the organization during 2025: New York University Abu Dhabi and Alanya Alaaddin Keykubat University, Turkey. We happily welcome them to our vibrant community!

CercleS now comprises 12 Focus Groups (FGs). We are particularly pleased that two new groups have recently joined — FG Plurilingualism, which has been active as a group for several years, and FG ADAPT, dedicated to promoting inclusive and accessible language education for students with specific needs. Their inclusion further strengthens our commitment to diversity, inclusion, and innovation within the CercleS community. We warmly invite members to take part in the Focus Groups, which play an important role in the organization's work. One example of the activities offered by the FGs are webinars, for instance the one on Scenario-based assess-

ment organized on 14 May by the FG Assessment and Testing. A description of each Focus Group and the coordinator's contact information are available on the CercleS website > What we do > Focus Groups.

The number of subscriptions to the website is also steadily increasing, with over 1300 staff member subscriptions since its launch. Our primary communication channel for keeping members updated is our monthly newsletter. If you know colleagues who are not receiving it, please invite them to subscribe via [this link](#).

Preparations for the 2026 conference in Rome are progressing steadily, with a diverse and engaging program being carefully planned. The annual gathering will provide members with a valuable opportunity to meet and reconnect with colleagues, exchange ideas, and build new connections within the organization.

The General Secretariat sends to all our members our warmest wishes for a joyful Christmas season and a bright, hopeful start to the new year.

Mia Panisse and Alessandra Fazio
Secretary General and Deputy Secretary General

Update from the General Secretariat

Chers membres,

Alors que l'année touche à sa fin et que nous entrons dans la période des fêtes de fin d'année, nous sommes heureux de revenir sur l'activité et l'engagement que nous avons constatés au sein de notre confédération au cours de l'année passée. Le Comité Exécutif est particulièrement ravi des initiatives continues de nos membres, qui maintiennent une participation forte et importante aux divers échanges entre collègues, tels que les rencontres pour enseignants et directeurs, les webinaires, les ateliers et le travail de développement réalisé par les Groupes de discussion. Ces activités rassemblent des enseignants de langues et des directeurs issus d'un large éventail de langues et de contextes culturels. L'engagement de CercleS en faveur du développement professionnel est resté solide, tant en ce qui concerne nos offres numériques que le soutien apporté aux échanges en présentiel entre membres. Au cours du second semestre, cinq rencontres ont été organisées, ainsi que trois webinaires portant sur des sujets tels que l'alignement de l'enseignement et de l'évaluation des langues sur le CECR, ou encore l'intégration accrue de compétences transversales dans les cours de LSP. Les enregistrements des webinaires sont disponibles sur la chaîne YouTube de CercleS ("CercleS organization").

La base de membres de CercleS reflète l'intérêt croissant et l'im-

portance de notre mission. Cette année a été marquée par une croissance continue, notamment avec l'ajout très apprécié d'un nouveau membre de droit à la confédération lors d'une Assemblée Générale Extraordinaire le 31 octobre, portant dans le réseau six nouveaux membres institutionnels représentant la Belgique francophone. CercleS compte désormais 396 membres institutionnels répartis au sein de 14 membres de droit (associations ou réseaux nationaux ou équivalents), auxquels s'ajoutent 27 membres associés. Deux nouveaux membres associés ont rejoint l'organisation en 2025 : New York University Abu Dhabi et Alanya Alaaddin Keykubat University, Turquie. Nous leur souhaitons la bienvenue au sein de notre communauté dynamique !

CercleS compte désormais 12 Groupes de discussion. Nous sommes particulièrement heureux d'accueillir deux nouveaux groupes : le FG Plurilinguisme, actif depuis plusieurs années, et le FG ADAPT, consacré à la promotion d'un enseignement des langues inclusif et accessible pour les étudiants ayant des besoins spécifiques. Leur intégration renforce encore notre engagement en faveur de la diversité, de l'inclusion et de l'innovation au sein de la communauté CercleS. Nous invitons chaleureusement nos membres à participer à ces groupes, qui jouent un rôle essentiel dans les activités de l'organisation. Parmi les activités proposées

par les Groupes de discussion figurent, par exemple, des webinaires — comme celui sur l'évaluation basée sur des scénarios, organisé le 14 mai par le FG Test et évaluation des langues. Une description de chaque Groupe de discussion ainsi que les coordonnées des coordinateurs sont disponibles sur le site web de CercleS > Ce que nous faisons > Groupes de discussion.

Le nombre d'abonnements au site web continue à augmenter, avec plus de 1 300 inscriptions de membres du personnel depuis son lancement. Notre principal canal de communication pour tenir les membres informés est notre bulletin mensuel. Si vous connaissez des collègues qui ne le reçoivent pas, n'hésitez pas à les inviter à s'abonner via [ce lien](#).

Les préparatifs de la conférence 2026 à Rome sont bien engagés, avec un programme soigneusement élaboré, à la fois diversifié et captivant. Ce rassemblement annuel offrira aux membres une précieuse occasion de rencontrer et retrouver leurs collègues, d'échanger des idées et de nouer de nouveaux liens au sein de l'organisation.

Le Secrétariat Général adresse à tous nos membres ses vœux les plus chaleureux pour de belles fêtes de fin d'année et une nouvelle année pleine de lumière et d'espoir.

Mia Panisse et Alessandra Fazio
Secrétaire Générale et Secrétaire
Générale adjointe

Update from the Presidency

Dear colleagues,

When this Executive Committee was elected last year, we set out strategic priorities for CercleS that we planned to undertake: encour-

aging networking among our members, strengthening our presence in Europe and beyond, promoting professionalism and defending the role of language centres in higher education. These were not abstract ideas. They were concrete commitments based on the challenges you, the CercleS members, consistently voiced: diminishing institutional recognition, decreasing student numbers in languages, improving quality management in assessment, reacting to the impact of AI on pedagogy, or adapting our courses to new student realities.

After a bit more than a year, we are proud to say we have not only addressed these priorities, but we have begun shaping them into practical achievements. We have produced white papers through our Focus Groups to illustrate what CercleS believes in. We have shown that we operate following good practices in teaching and assessment that strengthen language centres, their academic value and their contribution to the European ideal of “united in diversity”. We have expanded networking possibilities, with new partner organisations, associate

members and one new full member. It is great to witness that CercleS is not shrinking, that CercleS is not stagnating, that CercleS is growing.

In the last year, we have organised and supported a number of events, such as the CercleS summer School, the alignment of NULTE exams to the CEFR and meetings of our Focus Groups, reinforcing the idea that language centres thrive not in isolation, but through connection. We have also continued to strengthen professional development, with webinars on AI, assessment, learner autonomy, CEFR alignment, etc. and training courses for teacher development or leadership training.

All of the above matters because the context in which we operate is full of paradoxes. Universities claim to be international while underfunding the very services that sustain intercultural and multilingual engagement. Yet, despite this situation, CercleS demonstrates something essential: language centres are not a cost but a cornerstone. They strengthen employability, deepen intercultural understanding, foster democratic values and encourage Europe’s linguistic richness. Together, we have shown that with coordination, vision and commitment, we can defend and develop these val-

ues effectively. And we want to go further. We would love to see CercleS as an even stronger organisation. An organisation that speaks with a unified voice within our diversity, an organisation that builds alliances and an organisation that has the authority and visibility to influence European policy. Above all, an organisation that ensures recognition of Language Centres as strategic pillars of Higher Education.

We would love to work for the future of language education, a future where languages remain central to internationalisation and cultural understanding, a future where multilingualism is understood as a democratic necessity, a future where language centres are seen for what they truly are: innovative, practical and indispensable parts of Higher Education. We are going to support all in our efforts to achieve CercleS’ goals, and with them in mind, we wish you a restful holiday period and an exciting and inspiring start of the year.

*Julia Zabala Delgado and
Libor Štěpánek
President and Vice-president*



Update from the Presidency

Milé kolegyně a milí kolegové,
Když byl minulý rok zvolen tento výkonný výbor, tak jsme si stanovili pro CercleS některé strategické priority, které jsme plánovali zrealizovat. Byla to podpora networkingu mezi našimi členy, posílení naší přítomnosti v Evropě i mimo ni, podpora profesionality a práce na zlepšení postavení jazykových center ve vysokoškolském vzdělávání. Nešlo o abstraktní myšlenky. Byly to konkrétní závazky založené na myšlenkách, jež vy, členové CercleS, opakovaně vyjadřujete: nikoli v izolaci. Z dalších aktivit lze klesající institucionální uznání, snižující se počty studentstva v jazycích, zlepšení řízení kvality v oblasti hodnocení, reakce na dopady umělé inteligence na pedagogiku nebo přizpůsobování našich kurzů nové realitě studentstva.

Po více než roce můžeme s hrdostí prohlásit, že jsme se těmito prioritami nejen zabývali, ale že jsme je začali také proměňovat v praktické výsledky. V pracovních skupinách „Focus Groups“ jsme vytvořili dokumenty „White Papers“, které ilustrují a odrážejí přesvědčení, jež CercleS zastává. Ukázali jsme, že do výuky a hodnocení přenášíme dobrou praxi, jež jazyková centra posiluje, má pozitivní dopad na akademickou práci a je přínosem k evropskému ideálu „jednoty v

rozmanitosti“. Dále jsme rozšířili možnosti networkingu s novými partnerskými organizacemi, přijali nové přidružené členy a jednoho nového člena. Je radost sledovat, že se CercleS nezmenšuje, že ani nestagnuje, že naopak roste.

Během uplynulého roku jsme také zorganizovali a podpořili řadu akcí; například letní školu CercleS, sladování zkoušek NULTE s principy CEFRu nebo setkání našich pracovních skupin, čímž jsme posílili myšlenku, že jazyková centra prosperují skrze propojení, jmenovat posilování profesního rozvoje prostřednictvím webinářů o AI, hodnocení, autonomii studentů, sladění s CEFRem atd., nebo školení pro rozvoj vyučujících či vedení.

Vše výše uvedené má velký význam, protože kontext, v němž působíme, je plný paradoxů. Univerzity se označují za mezinárodní instituce, a přitom nedostatečně financují služby, které rozvoj interkulturního a vícejazyčného prostředí zajišťují. Navzdory této situaci CercleS dokazuje něco zásadního: jazyková centra nejsou zátěží těchto institucí, nýbrž jejich pilířem. Posilují zaměstnatelnost, prohlubují interkulturní porozumění, podporují akademickou práci a je přínosem demokratické hodnoty a umocňují jazykové bohatství Evropy.

Společně jsme ukázali, že díky koordinaci, vizím a odhodlání dokážeme tyto hodnoty účinně hájit a rozvíjet. A hodláme jít ještě dál. Rádi bychom viděli CercleS jako organizaci ještě silnější, jako organizaci, která mluví navzdory naší rozmanitosti jednotným hlasem, která buduje aliance, která si vydobyla autoritu ovlivňovat evropskou politiku, a především jako organizaci, která zajišťuje to, aby byla jazyková centra považována za jedny z strategických pilířů vysokoškolského vzdělávání.

Rádi bychom dále pracovali na budoucnosti jazykového vzdělávání, na budoucnosti, kde zůstávají jazyky středobodem internacionalizace a kulturního porozumění, kde je vícejazyčnost chápána jako demokratická nutnost a kde jsou jazyková centra viděna taková, jaká skutečně jsou, jako životně důležité, inovativní a praktické součásti vysokého školství. Rádi vás všechny budeme nadále podporovat ve snaze dosáhnout těchto cílů. Nyní nám dovoluňte popřát všem klidné svátky a úspěšný začátek nového roku plný inspirace.

*Se srdečným pozdravem,
Julia Zabala a Libor Štěpánek
Předsedkyně a místopředseda*



Update from the Treasury

Dear members,

At the latest Coordinating Committee meeting, on Friday 11th December, Julia Zabala and the Executive Committee outlined the actions that were planned for the coming year. The budget proposal below, which was approved unanimously, reflects this desire to support a wide range of actions by our members.

Our fixed costs represent roughly one third of our budget, but they include the cost of our subscription to our journal, *Language Learning in Higher Education*, which is one of the pillars of our activity. Our variable costs are where the policy for the coming year is expressed. Along with our upcoming conference in Rome, and the third edition of the Teacher Training Week, you will find

funding for several new actions which are described elsewhere. We hope they will be successful!

Please do not hesitate to get in touch with us if you have any questions, or if you need financial support in order to take part in a CercleS activity. We look forward to helping you!

Tom Grainger and Ruth Tobias
Treasurer and Deputy Treasurer

CercleS Budget Proposal 2026 - adopted 12/12/2025

Balance End 2025:		108 000,00	
Income	Budget	Expenditure	Budget
		FIXED COSTS	Details
Membership fees	41 200,00	Personnel costs	6 000,00
Full members	39 000,00	Assistant to General Secretariat	6 000,00
Associate members	2 200,00	Journal LLHE	14 000,00
Journal LLHE	3 000,00	Subscription 2026 (30€/member)	12 500,00
Editorial and admin work	1 500,00	Editorial work + copy editing	1 500
Royalty statement	1 500,00	Bank fees and payment charges	300,00
BOOST	4 000,00	Web fees and maintenance	2 250,00
		Hosting, plugins and domain	2 000,00
		Zoom license	250,00
		Total fixed costs	22 550,00
		VARIABLE COSTS	
		Total Contributions to conferences and projects	34 500,00
		Contributions to conference	16 500,00
		Fee subsidy	7 500,00
		Travel subsidies	6 000,00
		Gifts and prizes	3 000,00
		CercleS projects	17 000,00
		LinkedIn	2 000,00
		CercleS Talks	2 000,00
		Contribution to ECML project work	1 000,00
		Contribution to Focus Group meetings	2 000,00
		CercleS to Go!	2 000,00
		Professionalisation	
		Contribution to Teacher Training Week	5 000,00
		BOOST	2 000,00
		Leadership	1 000,00
		Contribution to CercleS-wide projects	1 000,00
		Scholarships	1 500,00
		Travel expenses (travel, accommodation, meals)	10 000,00
		Extraordinary/Unexpected expenses	2 000,00
		Total variable costs	48 000,00
Total income	48 200,00	Total expenses	70 550,00
Total income + surplus	156 200,00	Final Balance	85 650,00

Update from the Treasury

Liebe Mitglieder,

Auf der letzten Sitzung des Koordinierungsausschusses am Freitag, dem 11. Dezember, stellten Julia Zabala und der Vorstand die für das kommende Jahr geplanten Maßnahmen vor. Der untenstehende Haushaltsentwurf, der einstimmig angenommen wurde, spiegelt den Wunsch wider, ein breites Spektrum von Maßnahmen unserer Mitglieder zu unterstützen.

Unsere Fixkosten machen in etwa ein

Drittel unseres Budgets aus – sie beschrieben werden. Wir hoffen, dass beinhalten die Kosten für das unsere Vorschläge angenommen Abonnement unserer Zeitschrift werden!

„Language Learning in Higher Education“, die eine der Säulen unserer Tätigkeit darstellt.

Die variablen Kosten spiegeln unsere Politik für das kommende Jahr wider. Neben der bevorstehenden Konferenz in Rom und der dritten Ausgabe der Lehrerfortbildungswoche finden Sie darin Mittel für mehrere neue Maßnahmen, die an anderer Stelle

Zögern Sie bitte nicht, sich an uns zu wenden, wenn Sie Fragen haben oder finanzielle Unterstützung benötigen, um an einer CercleS-Aktivität teilzunehmen. Wir freuen uns darauf, Sie dabei zu unterstützen!

*Tom Grainger und Ruth Tobias
Schatzmeister und Stellvertretende
Schatzmeisterin*

OUR BEST WISHES TO YOU FOR THE NEW YEAR!

2026



Contact & Information

CONTACT INFORMATION

Presidency

Dr Julia Zabala Delgado / Universitat Politècnica de València, Centro de Lenguas

Camí de Vera, s/n, Edificio 4P, 46022 Valencia, Spain

tel. +34 96 387 70 00

General Secretariat

Dr Mia Panisse / Åbo Akademi University, Language Department

Tehtaankatu 2, FI-20500 Turku, Finland

Tel. +358 50 43 84 96

e-mail: generalsecretariat@cercles.org

SOCIAL MEDIA

Website: cercles.org

LinkedIn: <https://www.linkedin.com/company/cercles-europe/>

Instagram: @cerclesgeneralsecretariat

YouTube: CercleS organisation

STATISTICS & INFORMATION

Established

Strasbourg, France in 1991

Number of members

Full members: 14

Within National

Associations: 396

Associate Members: 27

Meetings

Executive Committee

Bi-monthly online

Coordinating Committee

Last meeting: 12.12.2025 (online)

Next meeting: May 2026 (online)

General Meeting

Biennially

Last general meeting: 31.10.2025

Next general meeting: 11.09.2026

Conferences

Arranged

Biennially

Next Conference

*XIX CercleS International
Conference*

Date: 10-12 September 2026

Venue: Rome, Italy

The European Confederation of Language Centres in Higher Education (CercleS) has been promoting interaction, cooperation and research between different institutions involved in language teaching since 1991.

