Bulletin 17

CercleS

Confédération Européenne des Centres de Langues de l'Enseignement Supérieur
European Confederation of Language Centres in Higher Education
Europäischer Verband der Hochschulsprachzentren

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Publication Details

Finnish Language Centres to Create a National Association
Application to be approved in Bratislava

Delegates at the CercleS conference in Paris in 2002 will recall the particularly large number of Finnish representatives attending. This important occasion afforded the ideal opportunity to explore with Finnish colleagues the possibility of establishing a national association and joining CercleS as a full member.

Until now, Finnish language centres in higher education have had associate membership status in the confederation. The first Finnish centre to join was the Helsinki University Language Centre which became a member at the 4th CercleS Conference in Dresden in September 1996. Since that date, approximately 15 language centres, spread across Finland, have joined as associate members.

The proposal by Finnish language centres to move from associate to full membership of CercleS is greatly welcomed. As is well known, Finland has a long and distinguished history in applied linguistics and second and foreign language pedagogy. In particular, Finland has made a special contribution to the European language centre movement. The first Finnish language centre was created in the mid-seventies, an era when language centres were just beginning to emerge in different European countries. The 'Language Centre for Finnish Universities' was established at the University of Jyväskylä in 1974 and its function was to act as an umbrella organisation for the whole of Finland. The creation of many other centres followed, and later the centre at Jyväskylä was to become the renowned Centre for Applied Language Studies (see article by Pirkko Forsman-Svensson in CercleS Bulletin 8, p. 3).

The process of creating a national association and becoming a full member of CercleS requires several stages. At national level, there has to be wide consultation with all parties involved. In the case of Finland, the proposal to join CercleS was discussed at the biennial Finnish Language Centre Conference - attended by some 300 participants - at the University of Tampere in March 2003. The conference programme provided for discussion between CercleS (President Gotti) and the directors of Finnish language centres. Whilst no firm decision was taken at Tampere, more consultation followed and by June 2003 the Finns had decided to proceed further and to start the process of drafting statutes.

In the run-up to the Bratislava conference, the Secretariat is working with Finnish colleagues to ensure that the procedures for founding their national association can be advanced. If all goes well, the draft statutes, as well as the name of the new association, will be approved in Bratislava in September. At present, it is proposed that approximately 17 centres will join the national network of Finnish language centres.

If the Finnish proposal to join CercleS is successful, it will bring to 11 the number of national and transnational full members of CercleS, and to 14 the number of countries involved, with Finland being the first Nordic country to join. The Finnish proposal marks another key phase in the development of our confederation, which is now well on course to being one of the leading language learning and teaching bodies in Europe. ■

Ed.

A Virtual Language Resource Centre: Lingu@net Europa

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Résumé

Lingu@net Europa est un centre de ressources sur internet, international et polyglotte, permettant d'accéder à plus de 1500 liens concernant l'apprentissage et l'enseignement de 45 langues. Élaboré depuis 1998 par un groupe d'associations universitaires, éducatives et culturelles, en Europe et au-delà, son but est de fournir un accès simple et rapide à des ressources électroniques de bonne qualité par le biais d'une interface conviviale. L'utilisateur peut rechercher des informations sur le site public, un système qui inclut une liste de diffusion, un forum de discussion et un bavardoir lingu@net afin de favoriser la discussion et l'échange d'idées.

Zusammenfassung

Lingu@net Europa ist eine mehrsprachige Datenbank, die freien Zugriff auf über 1500 Online-Links zu Lehr- und Lernmaterialien für über 45 Sprachen bietet. Lingu@net Europa wird seit 1989 von einem Konsortium europäischer und außereuropäischer Organisationen aus akademisch-pädagogischen, kulturellen, beruflichen und technischen Bereichen verwaltet und soll schnellen, benutzerfreundlichen Zugang zu qualitätsgesicherten Online-Resourcen bieten. Um die Diskussion und den Erfahrungsaustausch zu erleichtern, wurden eine Mailingliste (das Linguaforum) und ein Lingu@net Chatroom eingerichtet.

Lingu@net Europa is a multilingual resource centre on the internet which has been developed since 1998 by a consortium of academic, educational, cultural, vocational and technical organisations from Europe and further afield. It offers free access to more than 1,500 on-line resources related to the teaching and learning of over 45 foreign languages selected from throughout Europe and around the world. It also comprises an interactive dimension - users can communicate via

Lingu@net is a multilingual resource centre on the internet.

the Linguaforum or in the chatroom, where they can recommend resources to be added, make enquiries or give feedback. Lingu@net Europa can currently be accessed in English, French, German, Spanish, Italian and Dutch and is used by over 5,000 users a month - mostly teachers, lecturers, researchers, librarians and other language teaching professionals.

An opportunity . . .
The advances in information and communication technologies (ICT) in the 1990s, in particular the rise of the internet, made the dream of setting up a truly international and multilingual on-line language resource centre (LRC) a possibility. The need and potential for such a language resource centre also became obvious as resources started to be made available - sometimes exclusively - on-line, and the internet began to erase national and linguistic boundaries, at least in terms of accessing resources.

. . . and several challenges
However, this fantastic opportunity for accessing thousands of resources from around the world brought with it considerable challenges:
- The volume of information: How could one find what one wanted (quickly!) amongst the enormous number of resources available?
- Relevance: Existing search engines were unable to supply results based on important criteria such as the level of language learning, type of exercises, skills, educational sectors etc., for which a resource was relevant
- The quality of resources: Linguistic accuracy, suitability for use with students, volatility (if I set a task based on this site will it still be there

next week?)
- Language: Teachers of German from Portugal, Italy, Sweden, e.g., could all, in theory, make use of a good on-line German resource . . . but if it is produced in France and its title is in French, they might never discover its existence
- Users' ICT skills and facilities: Often users did not have the opportunity for training or access to on-line facilities in order to develop the necessary skills to search effectively - users were often put off using the internet following frustrating first attempts to find relevant resources
- Time: Busy teachers and lecturers risk wasting precious time and ending up discouraged, attempting to search for useful resources on the 'information superhighway'.

Therefore, the 'challenge' for the Lingu@net Europa team was to develop a virtual resource centre which would save time for busy users by helping them gain access to relevant, good quality on-line resources - quickly - through an easy-to-use, multilingual interface.

A multi-skilled team
To fulfil this goal, the Lingu@net Europa team brought together:
- Multilingual language teaching professionals from throughout Europe
- Information scientists with experience of on-line cataloguing
- Engineers with expertise in building on-line networks and databases for education.

What had to be done?
After needs analysis studies with potential users and a survey of available information science solutions allowing multilingual cataloguing and searching, Lingu@net Europa participants collaborated in work groups (often across different countries via e-mail) to carry out the following tasks:
- Draw up quality guidelines for selection of suitable on-line resources, and a quality control procedure for the cataloguing and inputting of resources

Planning at the first Lingu@net Europa meeting.
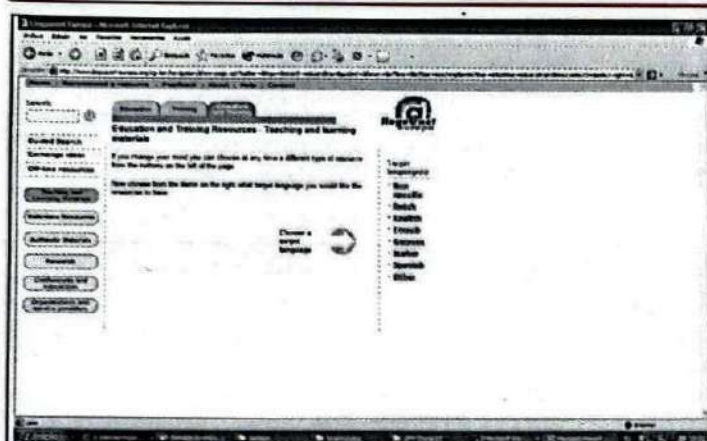
Lingu@net offers free access to teaching and learning materials related to approximately 45 foreign languages.

- Create a metadata core (based on the Dublin Core) for cataloguing / classification of resources / logging information for administrative purposes
- Compile 500+ controlled terms (which had to be: user friendly / multicultural / translatable into all six access languages)
- Design the 'look' and structure of the virtual languages resource centre
- Devise different modes for accessing resources (via free text search / guided search / browsing)
- Write and translate all public interface text (including help files, 'about', and feedback forms)
- Design and create an on-line 'workspace' for project partners (parallel to the public site)
- Create a multilingual remote inputting tool in the workspace which would allow partners to catalogue, input and publish (add) resources to Lingu@net Europa remotely via the internet
- Write detailed guidelines for inputting and train all inputting partners
- Draw up technical specifications for all of the above tasks
- Build and maintain the multilingual database of metadata underpinning Lingu@net Europa
- Integrate all the above elements
- Set in place maintenance procedures for the server / checking and updating moved resources / compiling statistics / handling feedback and enquiries.

Lingu@net Europa – the public site

Once the above steps were completed, partners could begin the task of inputting resources. These resources form the 'core' of the virtual resource centre and can be located in three different ways:

- By 'free text searching' (searching on a string of letters in the metadata about the resource)
- Via a 'guided search' (on any combination of 11 metadata fields including source and target language, level, skills, educational sector etc.)
- By 'browsing' - via a dynamic, simulated browsing structure.

All three access modes lead the user to a list of relevant resources with brief details of each (title, author, source language and target language). One click further takes the user to the full metadata about the resource - 19 fields including a description written by the inputter. A further click takes the user straight to the resource itself or back to the full list to choose a different resource.

The public space also contains an 'ideas exchange' area which includes

the Linguaforum and the Lingu@net Europa chatroom, access to information about off-line resources via a major library in each of the interface languages and access to an on-line bookstore, as well as the opportunities to give feedback and recommend resources mentioned above.

Behind the scenes

As so much of the work connected with setting up and maintaining Lingu@net Europa happens on-line, we also have an on-line project workspace for partners which contains:
- Multilingual guidelines and inputting tools
- Publishing tools
- A test area for new developments
- Project documents
- Statistics.

Looking forward

Lingu@net Europa was initially developed as a European project, over the period 1998-2001, with financial support from the European Community programmes, SOCRATES and LEONARDO. It is currently operating as a not-for-profit company supported by its members.

We have recently applied for funding (under SOCRATES, Lingua 2) to continue developing Lingu@net Europa. The plan is to open up the virtual resource centre to new users, particularly learners, to increase the number of resources and give access via 11 new European languages - i.e. to bring the number of interface languages to 17 in total. CercleS is a partner in this Lingu@net Europa PLUS project.

You are warmly invited to visit Lingu@net Europa at www.linguanet-europa.org. We hope you find it useful and we are always happy to receive recommendations of resources, feedback or comments on any aspect of our work. ■

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Notes:
1. Lingu@net Europa
   www.linguanet-europa.org

2. Dublin Core Metadata initiative
   http://dublincore.org/about/
   http://www.niso.org/international/SC4/n515.pdf

3. Details of current partners and all organisations which have taken part in the development of Lingu@net Europa can be found in the 'About' section of www.linguanet-europa.org

CercleS ELP: Experimentation in French Higher Education

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Résumé
Suite au défi, lancé au dernier Congrès de CercleS d'élargir l'expérimentation du PEL, des membres de RANACLES présentèrent un protocole expérimental pour la France. Une réunion s'est tenue à Toulouse afin d'en discuter. La réunion regroupa 35 personnes provenant de 10 institutions d'enseignement supérieur. Les séances de travail furent consacrées à une présentation du PEL, au Cadre européen commun de référence pour les langues et à l'utilisation du PEL dans l'enseignement supérieur.

Zusammenfassung
RANACLES-Mitglieder der Universität Toulouse nahmen die beim 7. CercleS Kongress angekündigte Herausforderung - nämlich die weitere Verbreitung des ESPs - an und stellten all jenen Institutionen in Frankreich, die Interesse an experimenteller Arbeit im Bereich des ESPs zeigten, ein Versuchsprotokoll vor. 35 Mitarbeiter von 10 Institutionen kamen am 27. Juni zu einem Treffen in Toulouse zusammen, um diese Arbeit aufzunehmen.

Introduction of ELP

Taking up the challenge set at the 7th CercleS International Conference in September 2002 to broaden the use of the ELP, Nicole Poteaux and Josiane Hay of RANACLES proposed an experimental protocol for French establishments at the national convention in Strasbourg in November 2002. With the support of the President of *Université des Sciences Sociales*, a meeting was arranged by Gail Taillefer in Toulouse for 27 June 2003 to enable interested institutions to come together to learn about the ELP, and to discuss practical aspects of broadening experimentation with the ELP.

Participants at the meeting

Thirty-five people, representing ten institutions, as well as the *Pôle Universitaire Européen* in Toulouse and the SOCRATES-LEONARDO French National Agency, participated under the skillful guidance of Rolf Schärer, General Rapporteur of the Final Report of the pilot
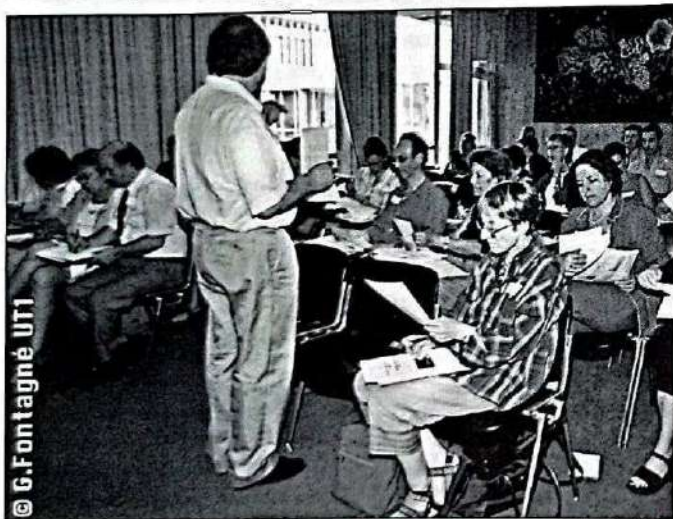
Rolf Schärer, General Rapporteur for the pilot phase of the ELP, leading the Toulouse 1 seminar.

project phase (1998-2000). The day was divided into three interactive sessions, combining theory and hands-on use of the CercleS ELP. The final session was devoted to the discussion of the research methodology to be put into place.

Portfolio presentation

To begin the meeting, Rolf Schärer presented the CercleS Portfolio, describing the reasons motivating its creation, its objectives and the principles governing its use. The three parts of the ELP were then presented along with the two main functions (pedagogic, reporting). Discussion of the latter points was particularly extensive and revolved around the key concepts of learning objectives, positive recognition of achievement and competence, self-assessment and learner responsibility. The first part of the meeting concluded with an insight into the evolution of the ELP across different versions reflecting learners' age groups and local situational differences. Rolf Schärer concluded by reminding the participants that teachers are teaching languages, not the ELP, and that the latter is a tool, not a religion.

Common European Framework of Reference for Languages

The second session concentrated on the Common European Framework of Reference for Languages, the basis of learner self-assessment. Following an introduction to the underlying principles and the three levels of competency, Rolf Schärer opened a thought-provoking debate on the difficulty of establishing such levels (and their sub-divisions) and of adapting them to widely varying contexts. The importance of the cross-language use of the self-assessment grid was emphasised. This key element forms part of numerous different ELP models and participants gained an overview of CercleS 'competitors' portfolios.

ELP in higher education

The third session was devoted to the use of the ELP in higher education. The wide variety of issues surrounding implementation of the ELP were discussed, including teacher training, monitoring, evaluation and research. Particular attention was paid to the different levels of competence, and the difficulty with their adaptation to specific contexts in higher education was emphasised. Lastly, the long-term use of ELPs was considered in light of the added value for learners, institutions and employers.

Final discussion

The final session consisted of a general 'how-to' discussion focussing on participants' research questions, possible methodological approaches, data collection and problems of interpretation. Rolf Schärer was an able advisor, drawing on his experience with preparing the pilot project Final Report. Given the diversity of contexts represented and the generally limited time allotted to students in higher education for language training, a step-by-step inductive approach was deemed preferable to a set, standard methodological structure at the outset, at any rate. Interested participants were thus to submit a clear research question (or questions) to Gail Taillefer by Autumn 2003, along with a description of the specific context and of their proposed methodology. Researchers would meet again at the RANACLES conference in Angers, 27-29 November 2003. In the interim, Tony Stenton was in the process of setting up an ELP forum on the *Toulouse 1 Département des Langues et Civilisations* web site. A progress report will be presented at the next CercleS conference in September 2004. ∎

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At the conference: Gail Taillefer (Toulouse 1), Jennifer Walski (Bordeaux 2) & Anne-Jeannette Lagarde (French Socrates/Leonardo Agency).

The CercleS ELP Pilot Project

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Résumé
Cet article décrit le projet PEL de l'université de Padoue, résultat de la coopération entre le Centre de langues et le Département d'anglais de l'université. Une centaine d'étudiants participèrent à la première phase de ce projet pilote.

Zusammenfassung
Dieser Artikel beschreibt das CercleS ESP-Projekt an der Universität Padua, das in Zusammenarbeit zwischen dem Sprachenzentrum der Universität und der Englischen Abteilung durchgeführt wurde. Ungefähr 100 Studenten/-innen beteiligten sich an der Erstphase des Pilotprojekts.

Introduction

The CercleS ELP pilot project at the University of Padua represents a collaboration between the Language Centre (*Centro Linguistico di Ateneo*), a member of CercleS/AICLU, and the English Department of the Faculty of Arts. The first phase of the project took place between December 2002 and June 2003, and was due to continue in October 2003. This initial phase involved first-year language students of English. In the academic year 2002/3 there were over 500 students enrolled on two language degree courses. The students were of varying levels of linguistic competence, ranging from A2 to B2/C1, and were divided into six groups. They had five contact hours per week, three in the classroom and two in the language laboratory. About 40 students attended these lessons regularly in the two semesters. The students who attended had the chance to take part in the pilot project, but it was not compulsory.

The project

About 100 students participated in the project. They were given the opportunity to discuss their impressions of working with the ELP at the end-of-year oral competence exam. This proved to be quite a strong incentive for lower-level students who saw it as a chance to have a more 'predictable' exam, one for which they could be more prepared. The portfolio model used was quite 'informal', consisting of the pages of the Passport, Biography and Appendix, photocopied for each student.

Teachers and roles

I am a researcher in the English Department and coordinator for the ELP piloting for the CLA. Four language teachers, each of whom taught either one or two of the six groups of students, were also involved. All the teachers were volunteers and had attended at least one workshop on the use of the portfolio. It was left entirely up to the teachers how and when they worked with the ELP, but they all offered to give students individual guidance in their office hours.

The use of technology

As some of the groups were using Computer Conferencing (First Class) in their laboratory classes and the staff use it for administrative purposes, it was decided to set up two conferences, one for students and one for teachers. The students' conference was to enable students to ask any ELP-related questions, and the teachers' conference was intended as an on-line debate about implementing the ELP.

Overall aim and observations

As this first phase of piloting was very brief, we had two main aims. One was to introduce the students to the ELP (the first-year students involved this year will be able to continue their work with it in the second and third years of their courses) and to the European Framework levels. The second objective was to see how best to integrate the ELP into university language courses. A major problem is attendance: students had often missed lessons on the ELP, and then turned up asking for more information. The prevalent opinion of both students and teachers was that the ELP needs to be closely integrated into classroom activities. There were differences in approach amongst the four teachers involved; some of them integrated the ELP very closely into their work and others treated it as an additional extra. In the groups where students had been left more to their own devices, there were requests for more classroom time to be spent on the portfolio.

Conclusions

The teachers working on the portfolio used it in different ways. In order to deal with some of the 'problems' that emerged, the following measures are proposed for the coming academic year:

- Extend contributions to the Dossier beyond written work
- Accept that, even at university level, students need to be guided in their journey towards autonomy. It is interesting to note that few students took advantage of the individual help, but asked for more time to be spent on the ELP in class
- Increase class work on the ELP. ELP-related activities should allow collaboration and comparison amongst students
- Organise a workshop for teachers at the beginning of the academic year to allow for feedback and sharing of approaches to implementing the ELP. Ensure that there is then continual dialogue between teachers. As Little and Perclová (2001) stress: 'Reflective learning requires reflective teaching'.■

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Reference

David Little & Radka Perclová (2001), *The European Language Portfolio: A Guide for Teachers and Teacher Trainers*, Council of Europe, Strasbourg.

Students' comments
Of the 115 students who filled in an end-of-year questionnaire, 102 said that their first impressions of the ELP were positive or very positive. Here are some comments:

Why did you decide to take part in the ELP project?
Because I wanted to improve my English and reach a superior level.
Because I would improve my English, and because you can speak about it on the oral exam.
I want to do Reassume and it's an important document.

Do you think that the portfolio helps to improve language competence? If so, in which way(s)?
I think indeed it does, becoming a thermometer of our knowledges.
Yes, it makes you work!
Yes, because it makes me control my level and compare with the further level.
Yes, because it helps me to organise my learning work of the language.
Penso be possa servirti per avere 'per iscritto' il mio TARGET e quindi sapere sempre a cosa posso fare riferimento.
Spinge le persone a prendere coscienza delle proprie lacune. Conoscerle è il primo passo per migliorare.

Do you have any other comments to make about the portfolio?
IT'S SUPER
It's a good idea but it needs a lot of time.
There should be much time during the lesson to do activities more regularly.
It's too much limited (only written part)
I think that the teachers' help have been very useful.
I personally think that it would be curious to compare my ELP with ones of the other students.
I think is useful if people keep using during all the university period.

Language Centre Profiles:
Technical University of Crete Language Research & Resource Centre

Anne Mckay

Résumé

Le Centre de recherche en langues de l'université technique de Crète est au coeur d'un réseau de programmes linguistiques destinés à tous les départements de l'université. Offrant des cours d'anglais et d'allemand, le Centre de langues a, depuis sa création en 1997, oeuvré pour développer un environnement favorisant l'auto-apprentissage et ainsi promouvoir l'autonomie dans l'acquisition d'une langue seconde.

Zusammenfassung

Das Sprachforschungszentrum der Technischen Universität Kreta bildet den Zentralpunkt eines Netzwerks an Sprachkursen, das alle Fakultäten der Universität unterstützt. Das Zentrum bietet Sprachkurse in Deutsch und Englisch an und hat seit seiner Gründung 1997 eine Selbstlernumgebung geschaffen, die die Lernerautonomie im Zweitsprachenerwerbsprozess fördern.

The Technical University of Crete was founded in 1977 in Chania and accepted its first students in 1984. The institution was established to provide training in new fields of engineering, to conduct cutting edge research in advanced technologies, and to develop links with Greek industry. The university comprises five departments, four of which award degrees in engineering following a five-year course of study (Departments of Production Engineering and Management, Mineral Resources Engineering, Electronic and Computer Engineering and Environmental Engineering). The Department of Sciences provides the scientific support to the curricula. The institution has a total enrollment of approximately 1,800 undergraduate and 400 graduate students. The campus is situated on a panoramic site on the peninsula of Akrotiri, covering an area of 750 acres, and is located 7km northeast of Chania. The institution also owns several historic buildings in Chania, including the former French School, which now serves as a conference centre. The Venetian complex of the Old Prisons and the Barracks today house the Rectorate and Administration Offices, while the former Army Headquarters, also a part of the Venetian complex, is currently under renovation.

The Language Research and Resource Centre

The Language Research and Resource Centre at the Technical University of Crete (KE.G.E.P.) is the focal point of a network of language programmes for all departments of the university, offering resources and instruction in both German and English to students as part of their courses of study. As it is primarily a self-access working environment, staff and instructors have, since its establishment in 1997, been developing the quality of its resources. While continuing their own evolution in response to developments in methodology and thinking surrounding learner autonomy and offering the best expertise they can to students, they have gained a heightened personal interest in their own profession.

Foreign language courses at the Technical University of Crete are mandatory. Students must successfully complete four semesters of either German or English. One meeting a week is devoted to in-class teacher-centred instruction. Students are then at liberty to exploit the resources at the centre which may be used in conjunction with or as part of the language course and which include web-based activities, paper-based worksheets focused on reading, grammar and vocabulary refinement, commercial multimedia packages, video and DVD library resources, a small lending library of fiction and an opportunity for one-to-one guidance or tutoring with an instructor. Specifically, the six resource areas that make up the centre are as follows:

- Graded self-study sheets offering practice in reading, grammar, vocabulary and writing
- Multimedia materials and
- Web sites for grammar, vocabulary, listening and reading practice
- Video tapes and DVDs used either individually on small television sets equipped with headphones or by a group on one central television
- Audio tapes for listening practice, fiction
- Classes for conversation, TOEFL, GMAT, GRE, Zertifikat Deutsch

The Library of the Technical University of Crete is situated on a panoramic site, on the peninsula of Akrotiri.

and *Zentrale Mittelstufenprüfung*, in addition to the courses designed to complement the curricula of the various departments.

Developments in testing and student evaluation

Recently, the centre received a government grant (EPEAEK) in order to develop a self-evaluation programme in the form of electronic testing; students will have access to skill building resources on and off campus. Furthermore, our web site is soon to undergo an overhaul and will include on-line notes, exercises and assignments as part of specific course work. The integration of content-based material with web search tasks constitutes a basis of our curriculum development. These activities are all part and parcel of an ongoing effort to provide students with the tools they need to work in an independent-learning work environment.

Fostering autonomy

In learning about and promoting autonomy and second language learning, we have certainly had the benefit of sharing our ideas and experiences with our colleagues from around Europe. A presentation entitled 'Autonomy and Technology in Language Teaching', given at the 13th International Symposium on Theoretical and Applied Linguistics in April 1999 at the Aristotelion University in Thessaloniki, introduced our centre to our colleagues throughout Greece. We have recently received visiting teachers and administrators from the Helsinki University of Technology, the Louis Pasteur University and from the University of Iceland, and have both organised and hosted two European events. The first was a Regional Workshop entitled 'Setting up a Language Resource Centre: Designing and Building up Resources' in cooperation with the European Centre for Modern Languages in Graz, and took place in November 2000. The second event, Regional Event 143 within the framework of the project 'Preparation of the Second Medium-Term Programme 2004-2007', was organised by the European Centre for Modern Languages, the Council of Europe and the Greek Ministry of Education, and was hosted in March 2003. Both events gave rise to an opportunity for the exchange of ideas on the subject of language teaching and opportunities for future cooperation with other centres and educators throughout Europe.

The Language Research and Resource Centre is the focal point of the language programmes at the Technical University.

In order to keep this European connection alive, we will soon implement the European Language Portfolio, as developed by CercleS for use at university level . Our immediate goals now include developing all materials in line with the guidelines set out in the Common European Framework.

It seems clear that in a world of growing communications technology we should not let our enthusiasm for technology take precedence over our focus on communication. We feel that maintaining a dynamic dialogue with language instructors is essential. At our centre, we try to keep our own reception of the world around us finely tuned. This involves sharing ideas, discussing issues and adapting ourselves to a strong multicultural and plurilingual Europe. ∎

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The Language Research and Resource Centre at the Technical University of Crete (KE.G.E.P.) is a purpose-designed self-access centre. Learners are given the facilities to work in autonomous mode, or to supplement in-class teacher-centred instruction with timetabled sessions in self-access.

Language and Communications at KTH, Stockholm

Margaretha Andolf

Résumé

L'unité des langues et de la communication de l'Institut royal de technologie, à Stockholm, a connu une évolution significative depuis sa création en 1989, se consacrant aujourd'hui à la mise en œuvre de cours de langue spécialisée pour étudiants en premier cycle d'ingénierie. Elle propose des cours d'anglais, d'allemand, de suédois, de français, d'espagnol, d'italien, de russe et de japonais, ainsi que des formations en écriture et méthodologie universitaires. Elle organise enfin des conférences et des séminaires pour doctorants.

Zusammenfassung

Die Abteilung für Sprachen und Kommunikation am Königlichen Institut für Technologie in Stockholm hat seit ihrer Gründung 1989 gewaltige Fortschritte gemacht. Heute spezialisiert man sich dort auf Fachsprachenkurse für Studenten/-innen des Ingenieurwesens in den Sprachen Englisch, Deutsch, Schwedisch, Französisch, Spanisch, Italienisch, Russisch und Japanisch. Die Abteilung bietet außerdem Doktoranden/-innen des Instituts Kurse für akademisches Schreiben sowie Seminar- und Konferenzvortragsgestaltung an.

Introduction

The Language and Communication Unit (www.language.lib.kth.se) at KTH, the Royal Institute of Technology, was established in 1989. It was conceived as a small administrative unit serving as a link between the various language departments at both Stockholm University and KTH. Two years later, with a growing interest in the development of a more international engineering education, it was felt that the students at KTH needed more specialised language training and it was decided to develop our own courses designed specifically for engineering students. In 2002, we had approximately 2,300 students and a staff of 7 full-time and up to 20 part-time teachers.

The most challenging task in setting up the new programme was, of course, finding the expert native-speaking teachers who were interested in teaching languages for specific purposes, a field that is both exciting and rapidly developing in today's world of international business and advanced technology.

Undergraduate courses

The language and communication unit currently offers elective foreign language courses in English, Swedish, German, French, Spanish, Italian, Russian and Japanese. In addition, Swedish for academic purposes is taught to Swedish students. Most courses comprise 56 hours of classroom teaching.

The English courses offered attract approximately 300 undergraduate students each year. Swedish children usually begin studying English in their fourth year of schooling and continue to learn English throughout their primary and secondary education. A pass grade in English is a prerequisite for most university studies. A vast majority of KTH students do not continue their study of English at third level. Those who do take a course with us study technical English, including report writing and oral presentation skills in a classroom environment which encourages active student participation.

German, French and Spanish courses are offered at four levels, from elementary to advanced. This is largely due to the change that the Swedish secondary school system has undergone in the last decade and which does not favour time-consuming language studies. Consequently, many students today only have English as a foreign language and must start their study of a second foreign language *ab initio*.

Our language programmes also feature cultural aspects of language acquisition as an integrated part of all courses. The elementary Japanese course combines studies of the Japanese language, life and institutions.

Finally, a large proportion of students are foreign exchange students who pursue at least one course in Swedish language during their period of study. We offer intensive Swedish summer courses to help these students prepare for their year in Sweden after which students can continue studying Swedish in the evenings during term-time.

PhD courses

A large number of KTH doctoral students publish their work in international scientific journals and almost all of them write their thesis in English. Our courses in academic writing are tailored to these specific needs and are attended by about 100 students a year. Training is also available for PhD students giving conference and seminar presentations.

Projects

The KTH Language and Communication Unit is supporting one of its teachers, Rebecca Hincks, in her pursuit of a PhD in speech technology for language learning. This work is being carried out with the speech group of KTH Department of Speech, Music and Hearing. Good speech recognition and speech synthesis offer the possibility of making computer-assisted language learning more communicative by allowing students to speak with their computers. The first phase of the PhD work tested the effectiveness of a leading commercial programme for oral training. This work is reported on in the current issue of ReCALL. [Hincks, *Speech technologies for pronunciation feedback and evaluation*, ReCALL 15 (1)]. Currently, Rebecca is studying language use in student oral presentations in the hope of developing automatic techniques for providing feedback on language quality.

An issue of concern for us is the extent to which more and more courses at KTH are being taught through English rather than Swedish. Most course literature is now in English and there is an increasing number of international undergraduate and postgraduate students at KTH. We hope to be able to find funding for research projects aimed at exploring the pedagogical impact and implications of the use of English as a medium of instruction and for research into the cross-disciplinary pedagogical development of English for specific purposes in higher education. ■

andolf@lib.kth.se
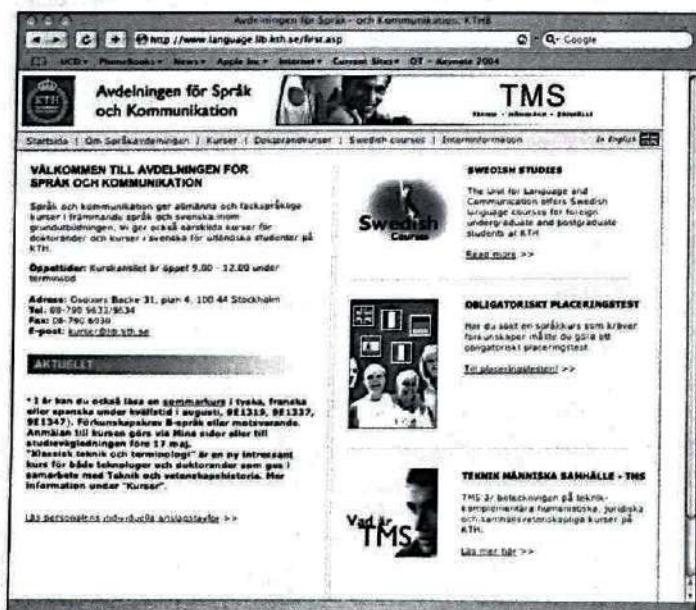
The web page of Language and Communication Unit (www.language.lib.kth.se) at KTH, Stockholm.

Language Centre Profiles:
University of Latvia Language Centre
Ludmila Secenova

Résumé

Le Centre de langues de l'université de Lettonie, situé dans la faculté d'économie et de gestion, offre aux étudiants de l'université des cours d'anglais, de français, d'allemand et de néerlandais. Depuis sa création en 1994, le centre de langues a participé à de nombreux projets et colloques internationaux, impliquant à la fois des étudiants et des membres du personnel enseignant, comme, notamment, le projet du Conseil britannique pour l'enseignement de l'anglais dans les pays baltes (ESPELL) présenté ci-dessous.

Zusammenfassung

Das Sprachenzentrum der Universität Latvia ist dem Institut für Volkswirtschaft und Management angegliedert und bietet den Student(inn)en der Universität Fachsprachenkurse in Englisch, Französisch, Deutsch und Niederländisch. Das Sprachenzentrum findet seit seiner Gründung 1994 zunehmend Beteiligung an internationalen Projekten und Konferenzen. Bemerkenswert sind die unten hervorgehobenen Resultate, die aus der Beteiligung an dem ESPELL-Projekt des Britischen Konsulats hervorgingen.

As a new associate member of the European Confederation of Language Centres in Higher Education (CercleS), we are delighted to be part of an international organisation uniting university language teachers across Europe, and are honoured by the opportunity to introduce our language centre to the readers of the Bulletin.

Languages at the University of Latvia

The University of Latvia is a major centre of higher education in Latvia, comprising 13 faculties. The University Language Centre was founded in 1994 with the objective of providing a variety of language courses to students of the university. The language centre offers mainly LSP language courses in English and German to students of the university. Students are required to take a second language as a compulsory subject in their first year of study, with most students taking English. In the second and third years of their studies, students can choose either an LSP or a general language course.

Although English is currently the dominant second language in Latvia, other foreign languages are taught by the language centre as optional courses. Apart from the more traditional languages, German and French, the language centre also offers Estonian and Dutch. The German language teaching staff have diversified with Marje Kurmis also giving lessons in her native Estonian and Brigita Salha teaching Dutch which she acquired through her participation, since 1996, in successive summer schools in Hasselt, Belgium.

Responsibility for the day to day running of the language centre falls to Associate Professor Helena Sulca, who is also involved in teaching both legal English and English for finance and accountancy.

Business English

The language centre is located at the Faculty of Economics and Management, the largest faculty at the university with an annual intake of 2,000 students across its various programmes. The provision of business English courses to the students of the faculty is important to the faculty and each year the participation of language centre academic staff at the annual IATEFL BESIG conference is supported by the Dean of the faculty, Professor Edgars Vasermanis. This forum provides teachers with the opportunity to keep abreast of developments in ESP teaching and to acquire the latest in class materials for business English.

The language centre is located at the Faculty of Economics and Management, the largest faculty at the university.

Projects and professional development

One of the most significant recent projects for the language centre has been participation in the British Council ESPELL project (English for Specific Purposes for Estonia, Latvia and Lithuania). The main aim of the project was to restructure the language centre's existing compulsory ESP course to reflect, not alone recent developments in methodology, but also the academic and professional needs of students entering a changing labour market.

The result has been the successful restructuring of the existing two-year course in business English to create a one-year intensive course combined with an optional course in English for academic purposes which students can pursue subsequently on an elective basis. The results of the project were presented by two members of the language centre, Valda Gavare and Ludmila Secenova, at the IATEFL conference in Brighton, England, in 2001.

Dutch is currently taught as a four-level elective course at the university. In 1999 and 2000 three successful students participated in an international project entitled 'Centraal - Europa en de Baltische regio:

Pictured at the conference in Brighton, from left to right: Diana Rumpite, Ludmila Secenova & Valda Gavare.

Colleagues from the University of Latvia in front of their London hotel: Ausma Liepa, Helena Sulca, Ludmila Secenova, Nadezda Krastina, Ruta Svetina, Karmena Bekere, Ingrida Kerpe & Elza Zanda.

Language Centre Profiles:
University of Latvia Language Centre (cont.)

netwerkvorming'. Nine of the university's best students in the Dutch language benefited from the opportunity to perfect their language skills at summer school courses in Belgium and the Netherlands.

The English language teachers at the language centre are members of the Latvian Association of Teachers of English (LATE) and are individual members of IATEFL WMS. LATE unites English language teachers from all over Latvia and plays a significant role in the professional development of English language teachers at national level through the organisation of workshops and conferences, the publication of a newsletter and through facilitating involvement in projects such as the Judges Project, in collaboration with the Judicial Training Centre.

Future plans

It is envisaged in future to increase activity in these areas and, in particular, to develop the centre's involvement in international educational projects for teachers and for students. Activities fostering teacher development as well as networking activities also form part of the plan for the future development of the Language Centre at the University of Latvia. ■

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Recent Publication from Maastricht Language Centre

Multilingual Approaches in University Education: Challenges and Practices.

Charles van Leeuwen & Robert Wilkinson (eds.).

Nijmegen: Uitgeverij Valkhof Pers & Maastricht: Talencentrum Universiteit Maastricht, 2003.

This book considers the issue of education in other languages at universities in the Netherlands, Switzerland, Hungary, Norway and Finland. The authors explore the ideas behind the introduction of content learning through English, the consequences for university organisation, the design of supporting language training, the training of academic and administrative staff, student achievement and the evaluation of educational outcomes. It is required reading for anyone who is involved in the implementation of another working language in higher education. The publication offers a perceptive insight into which expectations might be realistic and which unrealistic.

About the editors:
Charles van Leeuwen, PhD, is a historian and an expert in Dutch language and literature. He has worked at the universities of Utrecht, Bologna, Louvain-la-Neuve and Nijmegen, and has been Director of the Language Centre of the Universiteit Maastricht since 1999. Between 2000 and 2002 he worked on the CercleS Executive as Deputy Treasurer. E-mail: charles.vanleeuwen@languages.unimaas.nl

Robert Wilkinson works at the Language Centre of the Universiteit Maastricht, and has been closely involved with the integration of content and language since English-medium programmes first started at Maastricht in the mid-1980s. He has been concerned with languages for specific purposes (LSP) since the early 1970s, working in particular in France, Slovakia and Scotland. E-mail: b.wilkinson@languages.unimaas.nl

The book can be ordered from:
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Joining CercleS?

To join **CercleS**, contact your **National Association** (see back page), or the

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Contributions to Language Centre Profiles

If your language centre would like to contribute an article to the Language Centre Profiles, please contact the Secretariat. Contributions should be about 1,800 words and accompanying images are very welcome.

CercleS as Partner in Leonardo Project

Cor Koster
LATE project coordinator

In the previous Bulletin we reported on the role of CercleS in the Leonardo da Vinci project, Language Audits - Tools for Europe (LATE, for short). This role consists of monitoring and evaluating the teaching materials produced by the other partners, and was assigned to CercleS representative in the project, Valère Meus of Ghent University, Belgium.

LATE, with 16 participating institutions from 7 countries, was initiated in November 2001 and runs until April 2004. At this stage, about two-thirds of the way through the project, a considerable amount of material has been developed by the participants.

LATE has a dual purpose:
(1) To develop diagnostic tools for language audits that will enable enterprises, particularly public authorities and SMEs, to identify their communication needs and to plan the necessary language training courses for their employees. This includes training foreign language teachers to become language auditors.
(2) To develop ESP teaching materials that improve learners' reading skills with respect to 'EU texts', on the basis of actual audits made within the framework of the project. The texts consist of regulations, EU directives, etc.

The first objective has been largely achieved. A tool for language auditing has been developed and tried out successfully in five countries (HU, PL, BG, NL, GR). Part of it is a self-assessment. Interestingly, various countries differ substantially in the degree to which learners overestimate or underestimate their proficiency level. Training courses for prospective language auditors are in full swing. These courses - a two-day intensive course followed by a refresher course some four months later - are attended by teachers of English with an interest in teaching formal written English to people working in companies and government organisations. One of the assignments is to carry out a real language audit. Some of these audits will be published in a book on language auditing that will appear at the end of the project. The pictures accompanying this article were taken at one of these courses, viz. the one at the University of Warsaw, Poland, where 'Language Auditing' was one of the summer courses, given by Cor Koster (NL), Zsófia Radnai (HU) and Bartosz Jurczak (PL).

As to the second focus, developing ESP language teaching materials turns out to be far from easy, because of the differences in approach among the partners in the various countries. In spite of very strict guidelines, the materials submitted differed widely, and consequently required laborious adaptations by the 'editing committee', which is expected to make the material uniform. This is necessary because it is going to be published in a book which is provisionally called 'EU English', with the subtitle 'Graded Course Materials in English for Citizens of an Expanded European Union'. The book will consist of a series of lessons on the kind of English used in the EU, with each lesson being structured around graded texts ranging from newspaper articles to EU directives. The themes covered in the lesson material are topical and interesting, and at times may be controversial. They include: tobacco advertising, discrimination on grounds of age, race, gender and sexual orientation, genetically modified food, the Bosman ruling on free movement of labour, privacy, nuclear energy and nuclear waste, education.

At the 8th CercleS Conference in Bratislava, LATE will be given a slot to present its approach and its products. ∎

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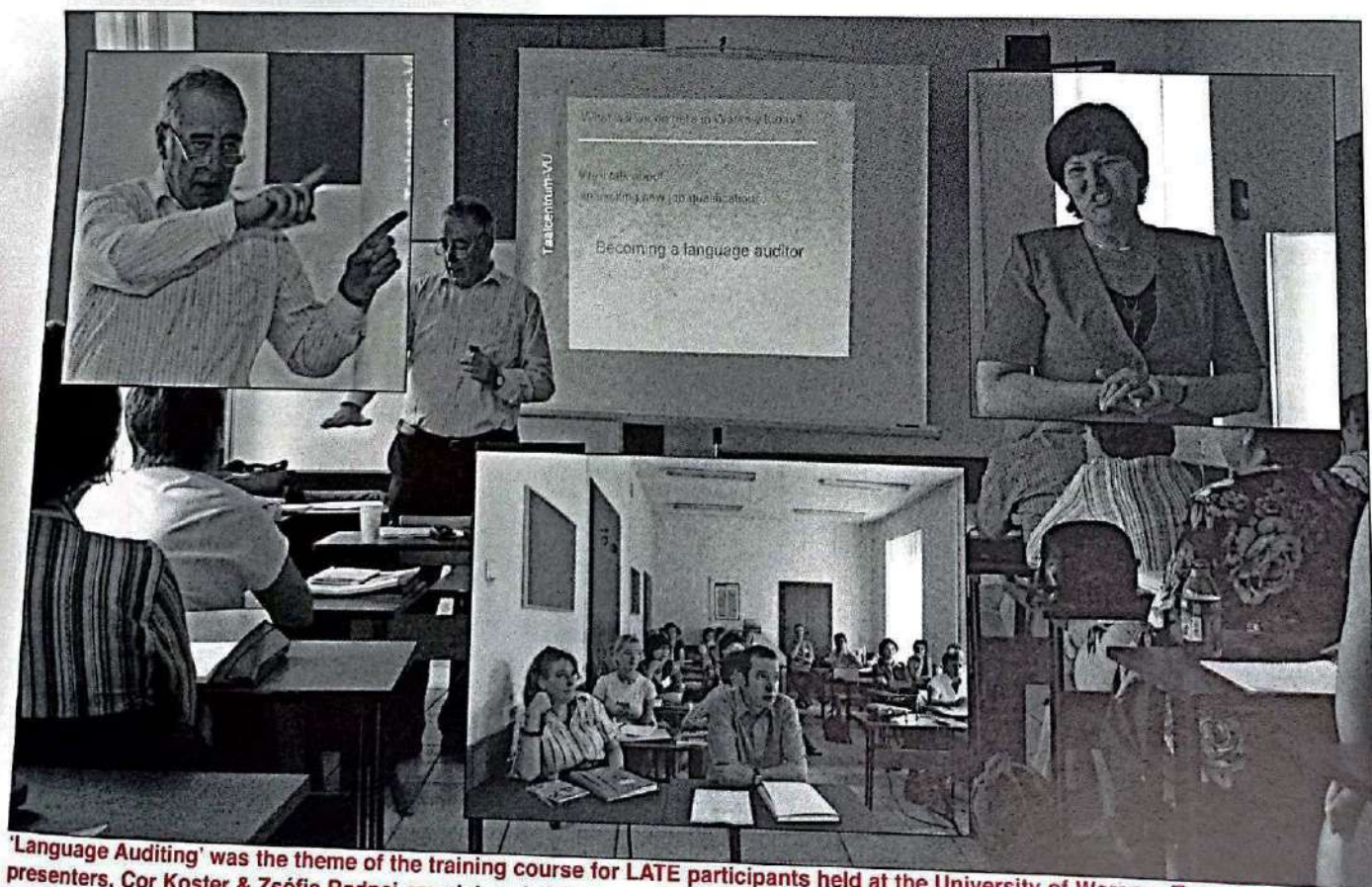
'Language Auditing' was the theme of the training course for LATE participants held at the University of Warsaw. Two of the presenters, Cor Koster & Zsófia Radnai are pictured above.

Minutes of CercleS General Meeting

Université Paris IX Dauphine, Paris
20 September 2002

The President opened the meeting at 4.00 pm. and asked for approval of the Agenda. This was given unanimously.

1. Apologies
None was recorded.

2. Minutes of the previous meeting
The minutes of the General Meeting of 16 September 2000 (as published in Bulletin 13, pp. 18-19) were approved.

3. There were no Matters Arising.

4. President's Report
The President began by welcoming Full Members ACLES and CASALC to their first General Meeting. He then reviewed the work of the Executive since taking up office in 2000. The new Secretariat had successfully overseen the transition from Plymouth to Dublin. New record and financial control systems had been established and communication with members had improved. The President paid tribute to Bernd Voss who was retiring from the Executive after lengthy service. He thanked the Executive for their contributions across a range of areas. He paid special tribute to the conference organisers - Nicole Chenik and Alain Cazade, along with colleagues from Dauphine - for the great success of the conference. He highlighted CercleS' achievement in having its version of the ELP validated by the Council of Europe, and expressed thanks to Prof. David Little for his role in bringing this about. Thanks were also expressed to Cor Koster for his work on the LATE project. Looking forward, the President confirmed that the 2004 conference would take place in Bratislava. He said that discussions with the Finnish colleagues were progressing well. He expressed the hope that Finland would achieve full membership status and would be confirmed at the 2004 conference in Bratislava.

5. Secretary's Report
In her report, the Secretary General, Mary Ruane, stated that her main aims had been fourfold: to ensure a seamless transition between the old and new Secretariats, to consolidate administrative and financial systems, to build on existing achievements (especially the CercleS ELP), and to enhance communications. These aims had by and large been achieved. Looking forward, she said that while the handover had been smooth, circumstances were changing and there were new challenges to be faced by the Secretariat. Whilst the work volume was not very large, the range of functions and services required was growing. She said that new operational models should be found and the possibility of dividing and delegating tasks should be considered. In conclusion, the Secretary General expressed warmest thanks to the President, members of the Executive and the Administrator, who had been particularly suppportive to her in her first two years in the post.

6. Treasurer's Report
The Treasurer, Bernd Voss, reported on the financial standing of the Confederation during the period of 1 August 2000 to 31 December 2002. He began by presenting the income and expenditure figures for the period, and followed with a review of their implications. He concluded with recommendations for the future.

The figures for the period of August 2000 to December 2000 (Table 1 Financial Statement Aug-Dec 2000)* revealed low expenditure for the period. This was explained by the fact that certain items of expenditure due and owing had not been discharged prior to 31 December 2000. Income from membership subscriptions for the period amounted to €6,553.63. Overall, a positive balance of €5,818.94 was recorded.

With respect to the financial statement for the period of January 2001 to December 2001, (Table 2 Financial Statement Jan-Dec 2001 below), it was noted that no income had accrued by way of grant or sponsorship for the period, and that this would need to be addressed in the future.

Table 2: Financial Statement Jan-Dec 2001

Income	Euro	Expenditure	Euro
Balance forward	5,818.94	Salary of administrator	24,340.00
Membership	18,245.71	Phone	364.93
Publications	353.65	Stationery	750.00
Advertisement	149.99	Printing (Bulletin 13)	2,112.84
Sponsorship	0.00	Production (Bulletin 13/14)	1,000.00
Grants	0.00	Printing (Proceedings)	0.00
Antwerp (Conference)	3,347.00	Production (Proceedings)	600.00
Plymouth transfer	4,044.79	Printing (Posters & flyers)	333.93
		Production (Posters & flyers)	900.00
		Postage	57.32
		Travel	962.74
		Printing & photocopying	660.18
		Services	403.13
		Internet services	230.46
Totals	**31,960.08**	**Totals**	**32,715.53**

Grand Total for 2001: -€755.45

The figures for the period of January 2002 to June 2002 (Table 3 Financial Statement Jan-June 2002 below) reflected a positive balance for the first half of 2002. This was primarily due to the fact that expenditure figures for the year would not be entered until the latter part of 2002.

Table 3: Financial Statement Jan-Jun 2002

Income	Euro	Expenditure	Euro
Membership	13,350.18	Balance forward	755.45
Publications	143.15	Salary of administrator	0.00
Advertisement	826.15	Phone	0.00
Sponsorship	0.00	Stationery	0.00
Grants	0.00	Printing (Bulletin 14)	1,891.91
Paris (Conference)	0.00	Production (Bulletin 15)	0.00
		Printing (Proceedings)	0.00
		Production (Proceedings)	0.00
		Printing (Posters & flyers)	1,094.00
		Production (Posters & flyers)	0.00
		Postage	152.47
		Travel	608.04
		Printing & photocopying	0.00
		Services	545.00
		Internet services	228.55
Totals	**14,319.48**	**Totals**	**5,275.42**

Grand Total for 2002 (up to June): +€9,044.06

Finally, Table 4 (Financial Statement July-Dec 2002)* consisted of projected figures for the period of July 2002 to December 2002, and forecast a positive balance of €2,482.74.

*For space reasons Tables 1 & 4 are not reproduced here. They were distributed to members before the General Meeting. Also for space reasons, some minor layout amendments to tables 2 & 3 have been made.

The Treasurer reported that the figures indicated that the Confederation was only just breaking even and the margin between income and expenditure was precariously narrow. CercleS needs to improve its financial situation.

To this end, the Treasurer made a number of proposals. He recommended that there be a membership drive to increase numbers, that the sale of publications should be optimised and that additional advertising revenue should be sourced. He also proposed that there should be a review of CercleS' expenditure in certain key areas. These included travel expenses, printing and administration costs. He also recommended that a general review of the organisation of the Secretariat be undertaken in order to reduce costs. Finally, he suggested that accounts should be monitored on an ongoing basis and that monthly reports should be furnished to the Treasurer.

In the discussion which followed the Treasurer's report, CercleS outgoing Deputy Treasurer and representative of NUT (Charles van Leeuwen) made a proposal concerning the draft figures for the second half of 2002. He suggested that, as the full year's figures could not be signed off, the financial report for 2002 should be carried forward to the 2004 General Meeting. In reply, the Treasurer stated that three sets of final figures (Tables 1-3) had been prepared for the meeting - August to December 2000, January to December 2001 and January to June 2002. He proposed that these should be approved. He pointed out that the projected figures in Table 4 would be submitted for approval by the Coordinating Committee at its meeting in Siena in 2003, and then again in Bratislava in 2004. The Treasurer's report was approved by the Meeting.

7. Election of Officers

The President reported on the outcome of the CercleS elections which had taken place earlier in the day at the Coordinating Committee. For the first time in the history of the Confederation, the number of candidates exceeded the number of positions available, and it was necessary to hold elections to the CercleS Executive Committee. As the Statutes and Standing Orders did not make provision for the appointment of a Returning Officer, it had been necessary to make special arrangements to appoint one. Prof. David Little had been appointed to oversee the conduct of the elections (see p. 14, Appendix A). The President thanked him and announced the results:

Office	Candidate	Full member
President	Maurizio Gotti (Bergamo)	AICLU
Vice-President	Ray Satchell (Bristol)	AULC
Secretary General	Mary Ruane (Dublin)	AULC
Deputy Sec Gen	Thomas Vogel (Frankfurt (Oder))	AKS
Treasurer	Nicole Chenik (Paris IX)	RANACLES
Deputy Treasurer	Alzbeta Moravcikova (Bratislava)	CASALC

The President thanked candidates for presenting for election and paid tribute to outgoing members, Bernd Voss (Treasurer) and Charles van Leeuwen (Deputy Treasurer), for their work on the Executive. The President was then ratified by the General Meeting.

8. Annual Subscriptions

The Coordinating Committee had proposed that the membership fee be maintained at its current level for the next two years. The Treasurer recommended that the increase should be in line with inflation but stated that such an increase need not be applied

automatically every two years.

9. Applications for membership

Iceland and Luxembourg had applied during 2002 to become new associate members of CercleS. The decision to grant them membership was ratified by the members.

10. Proposed amendments to Statutes and Standing Orders

To ensure improved governance of CercleS affairs, the President and Secretary General had circulated draft amendments to the CercleS Statutes and Standing Orders to all members. The proposals (see p. 14, Appendix B) had been brought to the Coordinating Committee and had been approved. The proposed amendments were intended to

- provide for the appointment of a Returning Officer
- allow candidates to specify a preference for a particular position on the Executive
- set out a clear system for conduct of elections.

There was wide ranging discussion of the issues involved. Concern was expressed that the Secretariat would have to receive candidacies three months in advance of the elections in order to provide time for extra candidacies to be sought in the event of a shortage of candidates. Following wide discussion of the issues, the amendments to the Standing Orders were put to a vote. The amendments were approved with one abstention. To avoid having to notify a change in the Statutes to the registered office of the Association (CercleS) in Strasbourg, it was also agreed that the amendment proposed for the Statutes, Section IV, Article 6, would be included in Standing Orders and not in the Statutes.

11. Time and place for the next General Meeting

The President stated that CercleS had received a proposal from Dr. Alzbeta Moravcikova that CASALC should host the next CercleS conference in Bratislava in 2004. This proposal had been accepted by both the Executive and the Coordinating Committees and the proposed dates were 9-11 September 2004. The President thanked Alzbeta Moravcikova and her colleagues in CASALC for work in planning the conference, which had already commenced.

12. AOB

A delegate from Berlin (Hervé Ambros) voiced concerns regarding the languages used during the conference. He pointed out that three languages should have been represented but that the majority of presentations were in English. He suggested that presentations should be translated into a second language or presented by way of acetates in a second language. The President reminded the meeting that while CercleS had a multilingual policy, conference contributors could present in the language of their choice.

The President of AICLU (Carol Taylor Torsello) proposed a vote of thanks to the Executive for its work over two years. This was passed unanimously. The President then thanked the attendees for their attention and support over the period of 2000-2002.

The meeting was drawn to a close at 6.00 pm. ■

Appendix A

As elections to the CercleS Executive Committee were held for the first time, adjustments to existing procedures were found to be necessary. A draft procedure for the conduct of the elections (outlined below), based on the provisions of the Statutes and associated Standing Orders, was approved by the Coordinating Committee prior to the elections.

a) The election will take place during the Coordinating Committee meeting on Thursday 19 September in Paris IX Dauphine.

b) Given the provisions of existing Statutes and Standing Orders (circulated), the procedure outlined below is proposed for the election. Note that it is proposed to amend the Statutes and the Standing Orders at the General Meeting on Friday 20 September, to make provision for the appointment of an Election Officer and more explicit voting procedures for future elections.

c) In the present situation, the President has designated Prof. David Little as Election Officer to oversee the conduct of the 2002 CercleS election. The CercleS administrator will assist Prof. Little, as required.

d) The number of votes for each national association is determined by the number of members which it had in the year 2001. Accordingly, the number of votes will be as follows:

President	1 vote
Secretary General	1 vote
Treasurer	1 vote
ACLES/Spain	1 vote
AICLU /Italy	2 votes
AKS/Germany	1 vote
APOCLES/Portugal	1 vote
AULC/UK and Ireland	3 votes
CASALC/Czech & Slovak Republics	1 vote
FHS-ELHE/Switzerland	1 vote
LINGAL/Poland	1 vote
NUT/Dutch-speaking Belgium and the Netherlands	1 vote
RANACLES/France	2 votes
Total	17 votes

e) Each national association representative will be given voting papers according to the above. There will be at least one ballot for each position. Since there are six posts to be filled, each representative will receive six sets of voting papers; those with two or three votes will receive 12 or 18, respectively.

f) The Election Officer will announce the names of those duly nominated for election to positions on the Executive Committee and whose nominations the Executive Committee has approved. Certain candidates have expressed a wish to hold a particular position within the Executive but, under existing provisions, all candidates are eligible for all positions.

g) The order of the positions to be filled will be as follows:
1) CercleS President, 2) CercleS Secretary General, 3) CercleS Treasurer, 4) CercleS Vice-President, 5) CercleS Deputy Secretary General, 6) CercleS Deputy Treasurer.

h) Following this order, the Election Officer will announce the position to be filled and then the names of the eligible candidates.

i) Voting shall be by secret ballot. Each voter will be asked to place an X opposite the name of his or her preferred candidate. The President and Vice-President must be elected by a two-thirds majority at the first or second ballot and by a simple majority at the third ballot (two thirds of 17 = 11). The Secretary General and the Deputy Secretary General must be elected by a simple majority. The Treasurer and Deputy Treasurer must be elected by a simple majority.

j) Whoever receives the required number of votes will be deemed elected.

k) In the event of a tie, the meeting shall decide, by secret ballot and by simple majority vote, whether it wishes to decide the winner by drawing lots or by the casting vote of the President.

Appendix B

To provide for the future conduct of elections, amendments to the Statutes and Standing Orders were proposed as follows:

Items in **bold** are the proposed amendments to Standing Orders.

Election of Officers

The Executive Committee shall appoint an Election Officer (and if necessary a substitute) in advance of seeking nominations from members for positions on the Executive.

Nominations for the Executive shall be secured at least three months in advance of any General Meeting. **The nominations should specify the position(s) on the Executive Committee for which the candidate is an applicant.** Nominations from Full Members must be accompanied by personal statements from nominees (up to one page in length) regarding their qualifications for office and the ability of their institutions to support them in office.

The Secretariat shall circulate the nominations and statements as widely as possible amongst individual members of CercleS, so that local discussion on candidates can take place. Voting shall be by secret ballot at the Coordinating Committee which follows the call for nominations. The new Executive will take office within three months of their election.

Threshold for Representation on the Coordinating Committee

Full Members shall be represented on the Coordinating Committee by their chairperson for the first 30 paid-up members and by additional representatives for every 30 (or fractions of 30) additional paid-up members.

Voters will mark x opposite the name of their preferred candidate on the voting ballots. The election count will take place as stated in Articles 11, 12, 13.

The order of the positions to be filled will be as follows:

a) CercleS President
b) CercleS Secretary General
c) CercleS Treasurer
d) CercleS Vice-President
e) CercleS Deputy Secretary General
f) CercleS Deputy Treasurer

No nominee can be elected to more than one position. Therefore anyone already elected to a position is deemed to have withdrawn his/her candidacy for any subsequent ballots.

For inclusion in the Statutes - under Section IV, Article 6

Full Members have the right to raise any relevant issues relating to the conduct of CercleS by proposing an item for inclusion on the agenda of the General Meeting to the Secretariat with two months notice. ■

Towards a National Association for Finland

Pirkko Forsman-Svensson
Helsinki University Language Centre (HULC)

A short article in Bulletin 16 (by Mary Ruane) posed the question: 'A Finnish National Association?' The question had apparently been prompted by the 'particularly large number of Finnish colleagues' at the CercleS 2002 in Paris, which had not gone unnoticed. As is now well known, the 78 representatives of the Helsinki University Language Centre present were able to attend thanks to a university prize which had been awarded to the University Language Centre. (See p. 16 for more information on HULC's visit to Paris.)

As one of the three language centre directors who met with CercleS representatives (Maurizo Gotti, Ray Satchell and Mary Ruane) in Paris in 2002, and at the request of the CercleS Bulletin editor, I am delighted to be able to provide an overview of the background against which discussions have taken place. I am also happy to report that recent developments in Finland have paved the way for the establishment of a Finnish national association.

Initial discussions
The issue of creating a Finnish national association has been the subject of discussion on a number of recent occasions. The issue constituted a point on the agenda at both the winter and summer meetings of directors of Finnish language centres during the academic year 2002/3. At the meeting between CercleS management and a number of directors of Finnish language centres in Paris 2002, it was agreed that membership of CercleS would be discussed at the biennial Finnish Language Centre Conference due to take place at the University of Tampere in March 2003. It was also decided that CercleS should be represented at the conference and that the organisation should be formally presented to the attendees. 16 of Finland's 20 universities have a language centre, with teaching staff of between 20 and over 100 members.

Progress at the Tampere conference
The biennial Finnish Language Centre Conference at the University of Tampere in March 2003 was a great success, attracting approximately 300 participants (as many as the Cercles Conference 2002 in Paris). The conference programme (http://www.uta.fi/laitokset/kielikeskus/kkpaivat/engind.html) focused on current language centre activities and included discussion of a number of key issues for language centres throughout Europe. These included the Bologna process and its two-cycle degree system, the Common European Framework of Reference for Languages and the European Language Portfolio.

CercleS President Maurizio Gotti in conversation with one of the participants at the Finnish Language Centre Conference at the University of Tampere, March 2003.

In order to ensure that staff at language centres throughout Finland were fully briefed on CercleS, a plenary session of the conference was devoted to a presentation of the Confederation. The conference programme also allowed for a period for discussion between CercleS representatives present and the directors of Finnish language centres.

The plenary presentation was given by the President of the CercleS Confederation, Professor Maurizio Gotti and provided conference participants with an overview of CercleS structures, activities and objectives. Mr. Gotti subsequently participated in the meeting with the directors of the Finnish language centres. It was pointed out that not all university language centres in Finland are currently associate members of CercleS. Of concern to all were the benefits to individual language centres of full member status as opposed to associate member status. ▶

Participants at the Language Centre Conference in Tampere considered the question of a national association of Finnish language centres in higher education. Delegates were presented with an overview of CercleS structures, activities and objectives.

Developments at Helsinki University Language Centre

Pirkko Forsman-Svensson
Helsinki University Language Centre (HULC)

HULC celebrates 25 years

In 2002 HULC turned 25. In early 2003 an anniversary book *(Twenty-Five Years of Working with Languages – The University of Helsinki Language Centre as a Learner and Teacher)* was published on the internet (http://donnerwetter.kielikeskus.helsinki.fi/Juhlakirja). The preface, available also in English, is a history of HULC; the articles are in Finnish or English. A number of photos from various occasions (CercleS 2002 and the 2003 Tampere Conference) have been linked to the preface. By clicking the image within the text you can either get the picture in a larger size or more pictures with the same motif.

Accommodation upgrade for staff and students

A learning centre, Aleksandria, has been constructed on HULC's neighbouring site, with a common yard between the buildings. Aleksandria (http://www.helsinki.fi/aleksandria) will house four services of the university's central campus, i.e. the Undergraduate Library, the Educational Centre for ICT, the IT Department, and the Self-Access and Autonomous Learning (ALMS) units of HULC. The four-storey building looks very much like the Rubik Cube (http://together.myip.org.lcgallery/aleksandria.html), with its huge windows covered by green, yellow, blue and red Venetian blinds. In the academic year 2003/4 the students of the central campus have been provided with all that is needed for self-study, from library services and computer facilities with technical assistance to spaces for private and group study. Because of HULC's new spaces in Aleksandria, part of our old building has been renovated and altered into new teaching spaces and offices for teachers. In the secure knowledge of the improvements to come the LC staff endured the noise and dust ensuing from blasting work, the unopened windows and the messy yard and entrance for nearly two years.

Updated web site launched

Soon after 10 September, the opening day of the academic year, HULC's updated web pages were opened, designed in accordance with the university's new conformity guidelines. In order to ascertain a uniform official profile (image) of the University of Helsinki, which consists of four campuses and, since January 2004, eleven faculties, conformity has been implemented in graphics, logos and colours. HULC was one of the first departments to choose its colour (a shade of blue), and the colour has already been used in the printed issues of the Study Catalogue for 2003/4, the Annual Report for 2002, and the Strategic Plan for the years 2004-2006.

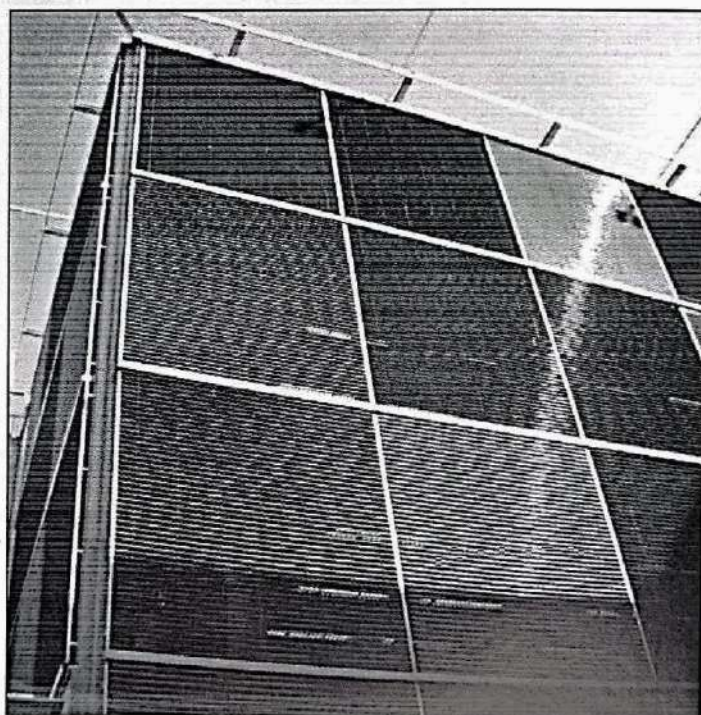**Staff reports on CercleS Paris conference**

A description of HULC's visit to Paris ('Reward Journey to University of Paris IX Dauphine') appeared in *Universitas Helsingiensis* 1/2003, the university quarterly, which can be accessed via the internet (http://www.helsinki.fi/lehdet/uh/). Many teachers wrote reports on their CercleS 2002 experience, and these have been published on HULC's web site (http://www.helsinki.fi/kksc/). Most of the reports are in Finnish or Swedish, some in English or French.

An interesting project

The Finnish Virtual Language Centre project, which is a joint enterprise of Finnish university LCs, received continued funding for 2003 from the Finnish Ministry of Education. The planning phase of the project was completed in 2002, and in early 2003 five major internet teaching projects and some smaller ones were started. The LCs will apply for continued funding to cover the universities' strategy period 2004-2006 (http://www.uta.fi/laitokset/kielikeskus/virtuaalikielikeskushanke/english/index.html).■

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Aleksandria, the new Helsinki University Learning Centre, evocative of the Rubik Cube, where HULC has acquired additional space.

Towards a National Association for Finland (cont.)

A national association by 2004?

No decisions were taken on the issue in Tampere. However, it was proposed that the matter be discussed further at the summer meeting of Finnish language centre directors, scheduled for June 2003. At the June meeting, it was unanimously decided that procedures for founding a Finnish national association would be initiated with a view to having the membership application on the agenda of CercleS spring meeting in 2004. The Chair of the Council for Finnish Language Centre Directors, together with a number of colleagues, undertook to prepare a draft constitution for a Finnish national association. It was proposed to place this item on the agenda of the meeting of language centre directors in September 2003 and to plan further action at that stage. ■

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Report from the 3rd National AICLU Conference
John Douthwaite, Mark Brady, John McCourt & Geraldine Ludbrook

Résumé

Le troisième colloque national de l'Association des centres de langues italiens (AICLU 2003) s'est tenu dans la belle ville de Trieste. La présentation du prototype d'un système de correction informatisé destiné aux universités italiennes (CERCLU) a été très appréciée. Le portfolio européen des langues a constitué le deuxième point d'intérêt. Les autres contributions ont abordé au total une dizaine de sujets divers, ainsi qu'un large panel de sous-thèmes, comprenant des développements technologiques - la mise en place d'exercices multimédia, ou la polémique concernant l'apprentissage sur internet, par exemple - aussi bien que des aspects culturels de l'acquisition des langues.

Zusammenfassung

Tagungsort der dritten nationalen Konferenz des Verbunds der italienischen Sprachenzentren (AICLU 2003) war die wunderschöne Stadt Trieste. Von besonderem Interesse war die Vorstellung des Prototyps eines computergesteuerten Prüfungssystems für italienische Universitäten (CERCLU). Das Europäische Sprachenportfolio bildete den zweiten Brennpunkt der Konferenz. Zehn weitere Hauptthemen und eine breite Palette an Nebenthemen wurden behandelt. Beiträge reichten dabei von technologischen Entwicklungen, wie zum Beispiel dem Erstellen von Multi-Media-Übungen und Vor- und Nachteilen des e-Lernens, bis hin zu den kulturellen Aspekten des Sprachenlernens.

Introduction

The beautiful city of Trieste provided an ideal physical and intellectual setting for the 3rd National Conference of the Association of Italian University Language Centres (AICLU 2003). In addition to being the city of James Joyce, it is a renowned centre of learning, boasting, among many other attributes in this domain, the first Translators' and Interpreters' School in Italy, which provided the venue for the conference in its new and well-furnished building in the centre of the city.

CLA: Powerhouses of innovation

Centri Linguistici d'Ateneo (CLA) have played an extremely important role in Italian universities for many years since Luigi Heilmann founded the first centre in Bologna in 1971. Apart from the day-to-day activity of organising language learning and teaching, in recent years two important phenomena have documented the intense research and development activity of AICLU members. First, the creation of a computerised testing system for Italian university students,

Two areas bear witness to the intense research and development activity of AICLU members: CERCLU and the ELP.

CERCLU (*Certificazione delle competenze linguistiche nelle università italiane*), bears full witness to the role of the CLA as powerhouses not only of service but also of innovation. Since it had been announced that the CERCLU prototype would be ready for presentation at the conference, participants were eager to learn of the state of the art system. Secondly, a number of CLA, notably Calabria but also Padua, Trieste, Cassino and others, have been experimenting with the European Language Portfolio and encouraging its use among students of various levels and in various faculties. Both testing and the portfolio received extensive coverage during the conference. In addition, the recent reform of the Italian university system from a four-year degree course to a three-year degree course and the obligatory introduction of foreign language study and testing in all degree courses placed an even greater burden on an already over-taxed language teaching system. This has called for further innovation, a call to which many CLA have responded: new ventures are being proposed to face the new emergency, with Bologna's ALTAIR (see below) being one of the most interesting advances.

AICLU conference

The conference consisted of four plenary sessions (regrettably two other keynote speakers, Nicole Chenik and Paola Evangelisti, were unable to attend for health reasons), one round table, 12 workshops comprising ten macro-themes and a large number of sub-topics from all possible areas of CLA activity, making up 43 papers delivered by 54 scholars from 17 universities, researchers representing a variety of faculties as well as the CLA themselves, and an encouraging number of different languages (Dutch, English, French, German, Hungarian, Italian, Spanish), and all in one and a half days! This was all the more encouraging when one considers the relatively high proportion of younger researchers in our field and the enormous enthusiasm they put into what they do.

The first two plenary talks were both on the European Language Portfolio, with special attention focussed on the CercleS version launched at the Paris conference in 2002 and presently the subject of experimentation in the national associations, including AICLU. The ELP is a central issue for language centres all over Europe, including Italy, as demonstrated by the fact that it is being introduced into many Italian schools and universities. One of the ten workshops was also devoted to this topic. The opening plenary was delivered by Mary Ruane, Secretary General of CercleS and Director of the Applied Language Centre at University College, Dublin. Given her competence in the area, her overview of the ELP project was a masterpiece of coverage and depth, yet retained concision and clarity. She spoke of the aims of the CercleS ELP project, its special features (devolved structure, minimalist format, electronic distribution, broad spectrum of uses, specific design characteristics, non-commercialisation) and the history of its development. She also stressed the need for case studies and the need to recognise different contextual uses (students abroad, autonomous learners, students with languages as subsidiary subjects, specialists, etc.). Her talk satisfied both the newcomers to the scene and the old hands - a difficult balance to strike, but an important one, given the variety of attendees at the conference. The second plenary was delivered by Peter Brown, Director of EAQUALS. Starting from astronomy (astronomers travel, need language competence and develop their own 'can-do' statements), Peter's talk was of great interest from two basic standpoints: he showed how we often look at the wrong thing when we look at the portfolio, and so guided us back to the straight and narrow, namely that the portfolio is a personal document belonging to the learner. The portfolio helps bring the learner back to the centre stage by focussing on the learner's needs and learning style. The ELP workshop which followed, together with single papers in other workshops, took up and amplified many of the points dealt with in the two introductory plenaries.

The ELP is a central issue for language centres all over Europe.

CERCLU: Prototype for standardised testing

The third plenary was delivered by Carol Taylor Torsello (President of AICLU) and Maurizio Gotti (President of CercleS). The speakers presented the impressive results of three years' hard work in developing a prototype for standardised testing in English and Italian at levels B1 and B2 which would be suitable for university students, as opposed to the more generic public, which most other institutional examinations are geared towards. The clear yet detailed description of the CERCLU project took us through from the descriptor stage to the first prototype and the modifications effected, and finally, to the latest edition, all aspects of which were presented to the audience. The project will now see the development of batteries of material which will be made available potentially to all AICLU member centres, thereby providing a cheap and efficient tool for the language testing that the new university reform requires. Two workshops, as well as single papers in other workshops, were also devoted to testing, the major issue in various papers being how to construct and administer efficient computerised

Report from the 3rd National AICLU Conference (cont.)

tests. On the construction side, this included how to design test items, the typology of items employable, student expectations, expected responses, and the interaction of expectations and responses.

The final plenary was given by Nick Byrne, President of the British/Irish Association of Language Centres (AULC) and Director of London School of Economics LC. His stimulating talk reported on the Communitec Project which is under way at LSE. This project is of great significance to all language centres because it points to significant aspects of future structure and rationale. Nick Byrne identified two main factors stimulating the development of the project: first, little government funding is going into foreign language learning and less teaching is going on at secondary level; second, British universities have to seek their own funds. Presently, the LSE Language Centre is a money earner, as most of its work is with postgraduates, the vast majority of whom are not native speakers of English. Given such a scenario, collaborative projects to face language teaching needs are a must.

> **AICLU aims to provide a cheap and efficient tool for language testing required by the university reform in Italy.**

The ALTAIR project was presented by its inventor and project head, Rema Rossini Favretti (CILTA, Bologna), in the course of two workshops. ALTAIR *(Apprendimento linguistico tecnologicamente avanzato integrato in rete)* is a fully-integrated system which aims to service the entire undergraduate population of Bologna in order to prepare students for the language tests they must all take under the reformed degree system. It offers language courses and seminars complemented by on-line autonomous learning which is available at various laboratories situated throughout the campus and caters to all faculties.

Technology advances benefit teaching

Two workshops were devoted to technology. One paper illustrated the MCA (Multimodal Corpus Authoring System), an on-line multimodal concordancer that identifies linguistic patterns in films, and the advantages such a programme offers to the linguistic analyst and for the subtitler. Another paper illustrated the specific use that had been made of a MOO (Multi-user domain Object-Oriented environment), a text-based virtual reality, how it improved student motivation, and how its use meant that language was no longer the object of the exercise but was being used as an instrument, especially for socialisation. Another paper presented the significant pedagogic advantages obtainable from employing Macromedia Flash MX for the construction of interactive multimedia exercises. Two papers were devoted to the pros and cons of e-learning, to the intellectual inadequacy of much commercial material, and to appropriate and inappropriate feedback in this type of approach.

Although the other five workshops were entitled Teaching, Learning, CLA Activities, Languages, and Cultural Aspects, the overlap was, naturally, great. Thus, the Telelingua project in Parma is a further response to the need for massive basic language learning and testing. It also teams up traditional classroom techniques with independent learning. The pros and cons of computer-mediated communication in the language laboratory was the subject of one paper. Despite the drawbacks, the positive gains are enormous. Administrative matters were also contemplated. Thus, Padua's CLA presented its experience in integrating IT into language teaching administration. Simplification, cost-effectiveness, greater information flow, ease and rapidity of use and real-time data management have led to an overall increase in the efficiency of the workings of the centre. Other papers dealt with the

day-to-day workings of the CLA, and services offered to outside 'customers', including one regional government.

Other areas were more specialised. One project was presented which aims at producing supplementary materials as a complement to university ESP courses. In an experiment at a Political Science Faculty, authentic materials were taken from the British media as material for a nine-module course comprising tutorials on text analysis and exercises to be done at home. Yet another paper scrutinised web-learning from a constructivist standpoint, showing how web pedagogy seeks to place the student in an active role at the centre of the learning process. The role of the CLA as producers of research was underscored in a project dealing with the internet in the Italian language classroom. One extremely significant experiment saw students constructing their own exams. As well as bolstering independence, such an exercise is an excellent form of meta-reflection on language, one which develops analytical and critical faculties. Tandem learning with a learner's diary was presented as a project developed jointly in the CLAs in Vienna and Padua. Finally, a number of cultural issues were tackled. The issue of language change and language variation is an important one which course designers must not ignore. A more radical fear that was expressed was

> **CLA research pushes boundaries: One extremely significant project saw students constructing their own exams.**

that 'massive' basic-level language proficiency teaching and testing risked eliminating the 'cultural' content of more 'traditional' foreign language courses with their emphasis on humanism.

Conclusion

Finally, mention must be made of the warm welcome (made considerably warmer by the breakdown of the air-conditioning system!) and the efficient, smiling service provided by Chris Taylor, Director of the Trieste CLA, and his marvellous staff, all of whom added greatly to the successful outcome of a most stimulating and highly enjoyable conference. ■
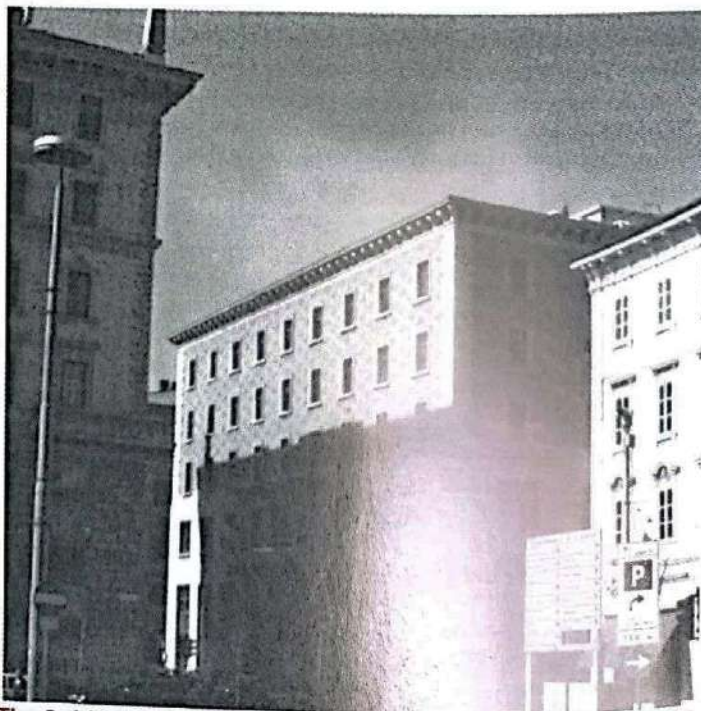
The 3rd National AICLU Conference was held at the Translators' and Interpreters' School, Trieste.

8th CercleS International Conference
University Language Centres: Broadening Horizons, Expanding Networks
University of Bratislava, 9-11 September 2004

The CercleS 2004 conference will be hosted for CercleS by CASALC (Association of Language Centres in Higher Education in the Czech and Slovak Republics) at the Language Centre, Comenius University, University of Bratislava.

Previous conferences were held in Bordeaux, France (RANACLES, 1992), Hull, GB (DULC, 1994), Dresden, Germany (AKS, 1996), Bergamo, Italy (AICLU, 1998), Antwerp, Belgium, (NUT, 2000) and Paris (RANACLES, 2002).

Themes

Papers, show and tell, and posters are invited on all subjects of concern to CercleS, and in particular on the sub-themes corresponding with the themes of workshops listed below:

Keynote speakers

Prof. Peter Medgyes	Deputy State Secretary, Ministry of Education, Hungary
Mr Paul Sweeney	E-learning Manager, British Council, Rome, Italy
Prof. Dr. Bernd Voss	Institut für Anglistik/Amerikanistik, Technische Universität Dresden, Germany

List of workshops and scientific committee

1. The European language portfolio
   Mary Ruane (Ireland), Vicky Wright (UK), Ludmila Winter Souhradova (Czech Republic)
2. Learner autonomy
   Pirkko Forsman Svensson (Finland), Cesare Gagliardi (Italy), Maria Sikolova (Czech Republic)
3. Testing and certification
   Carol Taylor (Italy), Stefania Dugovicova (Slovakia)
4. LSP/LAP
   Raija Elsinen (Finland), Michel Petit (France), Dana Hanesova (Slovakia)
5. E-learning and multimedia environments
   Tony Stenton (France), Paul Miller (Spain), Marie Hanzlikova (Czech Republic)
6. Issues in management, quality and accreditation
   Nick Byrne (UK), Ray Satchell (UK), Helena Sajgalikova (Slovakia)
7. Teacher education and development
   Thomas Vogel (Germany), Bob Powell (UK), Silvia Blaskova (Slovakia)
8. Language networks
   Silvia Blaskova (Slovakia), CASALC

Language platforms

The language platforms are intended as meeting places for teachers of different countries who teach the same foreign language. There will be platforms for teachers of English, German, Slavonic languages, French, Spanish and less widely taught languages. Teachers can share their ideas or problems and look for new partners for projects. The main idea is to maintain old and to initiate new networks for language teachers and Europe. The platforms will be organised by the national associations.

Proceedings

Authors will be invited to submit their papers for publication by 31 October 2004. Selected papers will be edited and published in a separate publication.

Deadlines

• 31 January 2004	Submission of papers. End of super early bird registration.
• 30 April 2004	Notification to successful applicants.
• 31 May 2004	End of early bird registration.
• 15 July 2004	Abstracts on-line.
• 31 October 2004	Submission of articles.
• December 2004	Publication of Proceedings. (selected papers, refereed)

Conference fee

The fee will cover admission to the conference, lunches and refreshments, coffee breaks, and a copy of the Proceedings. Additional charges will be made for the conference dinner and the cultural programme.

Fees	Members	Non Members
31 Jan	€ 60	€ 70
30 May	€ 90	€ 100
conf. date	€ 120	€ 130

Conference Secretariat

From 15 March onwards, a conference office will provide information. The information will be available on the conference web site and the CercleS web site.

Conference Dinner

The social programme at the conference will provide the participants with an opportunity to visit the historic city of Bratislava. On 10 September, at 8 pm, there will be a Conference Dinner held in the beautiful Castle Restaurant, overlooking both the old and new parts of the Slovak capital, and the river Danube. ■

Conference contact information

Organiser: Alzbeta Moravcikova
Comenius University Language Centre,
Laurinska 14, Bratislava, 811 01 (Slovakia)
amoravcikova@rec.uniba.sk

Main web site: www.uniba.sk/websites/casajc/cercles2004

For accommodation also see: www.hotel-net.sk

Information on Bratislava: www.bratislavacard.sk

More information will be available soon on the CercleS site (www.cercles.org) and also on this site.

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Web site: http://ranacles.cjb.net

Forthcoming events

31 March-3 April 2004: 5th International Conference on the Evolution of Language, Leipzig, Germany. Email: majordomo@ling.ed.ac.uk Web: www.ling.ed.ac.uk/evolang

23 April 2004: ALTE Conference, "Quality and Language Testing in Europe – Between Standardisation and Diversity", Krakow, Poland. Email: waldemar.martyniuk@uj.edu.pl Web: www.alte.org

1-4 May 2004: American Association for Applied Linguistics (AAAL) Annual Conference, Portland, Oregon. Email: aaal@primemanagement.net. Web: www.aaal.org

26-28 May 2004: TAAAL 1st International Conference, "ICT's and Autonomy Applied to Language Learning", Castello de la Plana, Spain. Email: info@uji.es Web: www.taaal.uji.es/en/

30 June-1 July 2004: School of Oriental and African Studies, "Navigating the New Landscape for Languages", London. Email: confs.direct@cilt.org.uk Web: www.cilt.org.uk/navlang

8-10 July 2004: Centre for Transnational Studies, "Language Ideologies, Policies & Practices", Southampton, UK. Email: cjb1@soton.ac.uk Web: www.lang.soton.ac.uk/lipp

1-4 September 2004: EUROCALL 2004: "TELL and CALL in the Third Millennium – Pedagogical Approaches in a Growing EU Community", Vienna, Austria. Email: eurocall@hull.co.uk Web: www.eurocall-languages.org/ecevents

4-7 September 2004: International Conference on Immersion and CLIL Education and Language Planning, "Theory and Practice Hand in Hand", Kokkola, Finland. Email: jaana.laitinen@kokkola.fi Web: www.kokkola.fi/sivistystoimi/virasto/

5-7 September 2004: 11th International CALL Conference, "Research & Development in Technology Enhanced Language Learning, Teaching and Testing", Antwerp, Belgium. Email: didascal@uia.ua.ac.be Web: www.didascalia.be

8-11 September 2004: European Second Language Association (EuroSLA), "The 14 Eurosla Conference", San Sebastian, Spain. Email: eurosla@vc.ehu.es Web: www.vc.ehu.es/eurosla2004

9-11 September 2004: 8th CercleS International Conference, "University Language Centres: Broadening Horizons, Expanding Networks", Bratislava, Slovakia. Email: amoravcikova@rec.uniba.sk Web: www.uniba.sk/websites/casajc/cercles2004

1-3 October 2004: International Association of Teachers of English as a Foreign Language (IATEFL) Hungary Conference, Szeged, Hungary. Web: www.iatefl.hu

3-5 November 2004: 5th International Conference on Languages in Audiovisual Media, "Languages and the Media", Berlin, Germany. Email: info@languages-media.com Web: www.languages-media.com

10-12 November 2004: ALTE Conference, Bilbao. Email: alte@ucles.org.uk Web: www.alte.org

19-21 November 2004: American Council on the Teaching of Foreign Languages (ACTFL), Chicago, USA. Email: headquarters@actfl.org Web: www.actfl.org

1-3 December 2004: National University of Singapore, "Current Perspectives and New Directions in Foreign Language Teaching and Learning", Singapore. Email: clasic@nus.edu.sg Web: www.fas.nus.edu.sg/cls/clasic2004

27-30 December 2004: MLA Annual Convention, Philadelphia, USA. Email: convention@mla.org Web: www.mla.org

19-21 May 2005: ALTE Conference, "Language Assessment in a Multilingual Context: Attaining Standards, Sustaining Diversity", Berlin, Germany. Email: alte@ucles.org.uk Web: www.alte.org

1-6 August 2005: Internationale Tagung der Deutschlehrerinnen und Deutschlehrer, "Begegnungssprache Deutsch: Motivation-Herausforderung-Perspektiven", Graz, Austria. Email: brigitte.sorger@kulturkontakt.or.at Web: http://www.oedaf.at ■