

Bulletin 18



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

CercleS *Bulletin*, Issue No. 18 (Summer 2004)
ISSN 1608-9170. © CercleS 2004

CercleS *Bulletin* is published twice a year by CercleS, the European Confederation of Language Centres in Higher Education.

Edited by CercleS Secretariat. Editorial assistance: Deirdre Creighton, Jana Fischerová & Rachel Allan. Translations by Deirdre Creighton, Aurore Finlay, Séverine Guz & Ulrike Mosig. Layout & production by Hugo O'Donnell. Printed by Eprint, Coolmine Industrial Estate, Dublin 15, Ireland.

Promoting Research in CercleS Symposium to discuss role of EU projects

The Statutes of CercleS clearly point to the importance of research in the advancement of the aims of the Confederation. Article 2 stresses the need to promote international research in foreign language learning, and the importance of exchanging the results of such research, mainly through publication.

However, as staff working in language centres well know, there are many obstacles to the development of these research and publication aims. Workloads are heavy and time is at a premium. Funding sources are difficult to identify and bidding procedures are more and more complex. The definition of pedagogical research - that which is firmly rooted in learning and teaching - is also not always recognised by university institutions for the purposes of promotion.

There are increasing signs, however, that teaching and learning issues are climbing up the priority ladder. The future of the knowledge economy is heavily dependent on the quality of educational systems and their capacity to produce a creative and skilled workforce. European higher education institutions are responding to this situation. Teaching and learning initiatives are receiving more recognition and, to differing degrees in universities across the EU, they are being encouraged and, more importantly, funded.

Language centres, with their track record of commitment to and innovation in language pedagogy are well-placed to gain from such initiatives. But language centres have to evidence their achievements in teaching and learning by scholarly means in the form of research and publication. And, for the reasons outlined above, this is not an easy undertaking

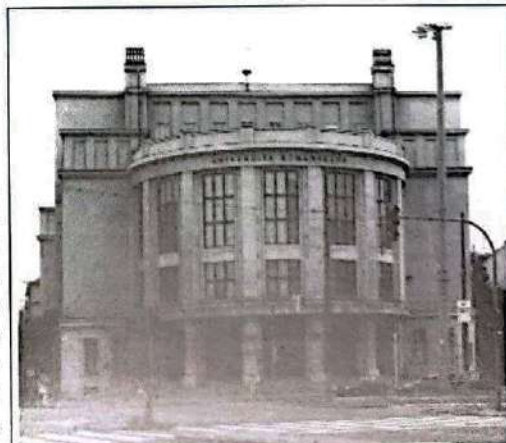
So what initiatives can be taken to

strengthen the language centre base in international language pedagogy research? One useful way of promoting such an aim is engagement in collaborative research by involvement in a broad range of projects, funded by the EU and other sources, and resulting in publication.

CercleS is already very active in this field. In recent years, we have been partners in a number of successful language learning projects. As LATE comes to an end, work is due to begin on PICTURE, another Leonardo project. Work on Lingu@net Europa Plus and TNP 3 (with the European Language Council) is also in train. All four projects have been widely featured in different issues of the CercleS Bulletin.

A symposium to discuss how projects can develop CercleS' research strategy is being held during the Bratislava conference. The agenda will cover the current programme and the challenges of initiating new projects. Coordinators and participants in existing projects will be in attendance, and all conference delegates are welcome. ■

Ed.



Comenius University, Bratislava, venue for the 8th CercleS International Conference 2004. See pages 10 & 11 for more details.

Zur Weiterführung eines internationalen Sprachressourcen-Portals: Lingu@net Europa PLUS

Ulrike Mosig

Summary

In May 2004, the *Università Ta' Malta* played host to the second meeting of the Lingu@net Europa PLUS project partners. The Lingu@net Europa PLUS project, which has grown out of the original Lingu@net Europa project, aims to develop and extend the work undertaken in the original project. Lingu@net Europa was developed over the period 1998-2001 with the support of SOCRATES funding and culminated in the development of a multilingual database providing over 1,500 links to foreign language teaching and learning materials in six different languages. Lingu@net Europa PLUS now aims to make the database accessible in 11 new languages, as well as to establish an on-line learner advice service, the 'Lingu@net Learner Zone'. It is envisaged that both the 11 new languages and the 'Lingu@net Learner Zone' will be available for use in spring 2006.

Einleitung

Im Mai dieses Jahres fand das 2. Treffen aller am Lingu@net-Europa-PLUS-Projekt beteiligten Partner statt. Gastgeber war die Universität Malta. Im CercleS Bulletin Nr. 17 berichtete Philippa Wright bereits ausführlich über Lingu@net Europa (www.linguanet-europa.org), eine mehrsprachige Datenbank, die freien Zugriff auf eine Vielzahl von Online-Links zu Lehr- und Lernmaterialien für über 45 Sprachen bietet. Lingu@net Europa soll im Rahmen des Lingu@net-Europa-PLUS-Projekts nun neuen Nutzergruppen und in neuen Sprachen zugänglich gemacht werden. Im folgenden Artikel wird genauer auf diese Weiterführung eingegangen.

Lingu@net Europa

Lingu@net Europa ist eine speziell für den Fremdsprachenunterricht entwickelte, mehrsprachige Datenbank mit über 1500 Links zu Materialien für verschiedenste europäische und außereuropäische Sprachen. 1998 aktiv ins Leben gerufen, richtet sich Lingu@net an Lehrer/-innen, Aus- und Fortbilder/-innen, Entscheidungsträger im Bildungsmanagement, Wissenschaftler/-innen und andere Berufsgruppen, die mit dem Bereich Fremdsprachenunterricht zu tun haben und in Sektoren der Schul- und Berufsbildung von der Vorschulerausbildung über die Erwachsenenbildung bis hin zum berufsbezogenen Fremdsprachenunterricht tätig sind.

Derzeitige Online-Angebote

Lingu@net Europa bietet kostenlosen Zugriff auf Online-Angebote, darunter Lehrmaterial, Veranstaltungshinweise von Organisationen und Diensteanbietern, Informationen zu Sprachpolitik, Konferenzen, Bibliographien und anderem. Zugriff besteht derzeit in 6 Sprachen. Lingu@net Europa bietet durch diese mehrsprachige Ausrichtung somit weitaus mehr Internetbenutzer/-innen Zugriff auf Informationen als vergleichbare einsprachige Angebote.

Résumé

En Mai 2004, l'Université de Malte a accueilli la deuxième réunion des partenaires du projet Lingu@net Europa PLUS. Le projet Lingu@net Europa PLUS, émanation du projet d'origine Lingu@net Europa, cherche à développer et étendre le travail entrepris dans le projet initial. Lingu@net Europa, développé entre 1998 et 2001 et financé à partir de fonds Socrate a permis la création d'une base de données multilingue fournissant plus de 1500 liens dans 6 langues différentes, dans le domaine des ressources pédagogiques pour l'apprentissage des langues étrangères. Lingu@net Europa PLUS cherche maintenant à étendre cet accès à 11 nouvelles langues et à ouvrir un service en ligne de conseils aux débutants - *The Lingu@net Learner Zone*. Ces deux nouveaux services devraient être disponibles au printemps 2006.

Qualitätssicherung

Lingu@net Europa wird von einem Konsortium europäischer und außereuropäischer Organisationen betreut, die ihre speziellen Erfahrungen in den Bereichen Pädagogik, Marketing und Informationsverbreitung, technische Entwicklung und Implementierung in das Projekt einbringen. Die in Lingu@net Europa aufgenommenen Online-Angebote werden von den Projektpartnern oder aufgrund von Nutzer-Empfehlungen nach strengen Richtlinien ausgewählt. Folgende Qualitätskriterien wurden dabei zu Grunde gelegt:

- Ist die Website was Sprache und Inhalt betrifft seriös?
- Ist die Website hinsichtlich Navigationsstruktur, Hilfsfunktionen und Design benutzerfreundlich?
- Wird die Website regelmäßig überarbeitet und aktualisiert?
- Enthält die Website keine anstößigen Inhalte oder Links zu fragwürdigen Sites?
- Stammt die Website von einer 'verlässlichen' Quelle, also von Organisationen, Einrichtungen oder Einzelanbietern, die im Sprachenbereich tätig sind und die obengenannten Bedingungen erfüllen?

Lingu@net Europa wurde nach den internationalen Standards des Klassifizierungssystems Dublin Core (siehe: www.dublincore.org) katalogisiert. Dabei wurden mehrsprachige Listen von Deskriptoren verwendet, die vom Lingu@net-Europa-Team entwickelt wurden.

Lingu@net Europa PLUS

Lingu@net Europa soll jetzt im Rahmen des Lingu@net-Europa-PLUS-Projekts erweitert werden. 2003 wurde finanzielle Unterstützung für Lingu@net Europa PLUS im Rahmen des Sokrates-Programms der Europäischen Kommission für 36 Monate genehmigt.



Beim letzten Treffen aller an Lingu@net Europa PLUS beteiligten Partner in Malta (Mai 2004) - hier vor dem Hauptgebäude der Universität, wo die Partner zu einem Online-Trainingskurs zusammenkamen. Malta feierte in dieser Woche den Anschluß an den Europäischen Verband.

Das Projekt Lingu@net Europa PLUS will Lingu@net Europa in 11 neuen Sprachen zugänglich machen und außerdem erwachsenen Lernenden in ganz Europa den Zugriff auf einschlägige und qualitativ hochwertige Websites rund um den Fremdsprachenunterricht erleichtern. Damit wird Lingu@net Europa tausenden von neuen Nutzern zugänglich gemacht.

Ziele des neuen Projekts

Das Lingu@net-Europa-PLUS-Projekt hat sich eine Reihe von Zielen gesetzt. Erstens wird Lingu@net Europa künftig in insgesamt 17 europäischen Sprachen zugänglich gemacht. Momentan steht Lingu@net in den Sprachen Englisch, Französisch, Italienisch, Niederländisch, Spanisch und Deutsch zur Verfügung. Die 11 neuen Zugangssprachen sind Bulgarisch, Dänisch, Estnisch, Finnisch, Griechisch, Isländisch, Litauisch, Maltesisch, Polnisch, Portugiesisch und Schwedisch. Zweitens wird das Angebot speziell für erwachsene Lernende erweitert.

Darüber hinaus werden Lernenden mittels der „Lingu@net Learner Zone“ Beratungsmöglichkeiten und Orientierungshilfen in allen 17 Zugangssprachen zur Verfügung gestellt. Dieses benutzerfreundliche Online-Tool wird als Teil des Projekts entwickelt und soll Lernende bei der effizienten Verwendung von Lingu@net Europa unterstützen. Die „Lingu@net Learner Zone“ wird den Richtlinien des Allgemeinen Europäischen Referenzrahmens entsprechen, die während des Europäischen Jahres der Sprachen 2001 entwickelt wurden.

Schließlich wird Lingu@net Europa durch geeignete Öffentlichkeitsarbeit und Marketingstrategien einem möglichst großen Kreis von Interessenten und Interessentinnen vorgestellt. Die „Lingu@net Learner Zone“ und die neuen Zugangssprachen werden ab Frühling 2006 verfügbar sein.

CercleS' Beteiligung

Eines von CercleS' Hauptzielen ist die Förderung der Sprachlehr- und -lernforschung auf internationalem Niveau. In diesem Zusammenhang wurde bereits Großes durch Beteiligung an internationalen Projekten geleistet. So nahm CercleS auch gern im November 2003 das Angebot an, sich an dem von CILT geleiteten und mit finanzieller Hilfe von Sokrates unterstützen Lingu@net-Europa-PLUS-Projekt zu beteiligen. CercleS Beitrag wird insbesondere darin liegen, sich das Partnernetzwerk bei der Verbreitung und Öffentlichkeitsarbeit zu Nutzen zu machen und dadurch möglichst viele Sprachenlehreinrichtungen sowie Sprachenlernende zu erreichen. Das Team von Lingu@net Europa PLUS ist jederzeit für Vorschläge dankbar, die bei der Verbesserung und Weiterentwicklung der Website helfen können.

Zwischenberichterstattung

Um CercleS' Mitglieder auch während der gesamten Laufzeit des Projekts mit Informationen zu versorgen, wird zweimal im Jahr ein Email-„Newsletter“ erscheinen. Der erste „Newsletter“ zu diesem Projekt wurde im Mai dieses Jahres an alle CercleS-Partner geschickt. Ein zweiter „Newsletter“ folgt Ende dieses Jahres. Auf der achten Generalversammlung aller CercleS-Mitglieder im September in Bratislava wird Lingu@net Europa PLUS zudem allen Teilnehmern in einem Kurzvortrag vorgestellt. ■

ulrike.mosig@alc.ucd.ie

Partner im Lingu@net Europa PLUS Projekt

Bulgarien:	- Evropejski centar za obuchenie i kvalifikacija
Dänemark:	- Handelshøjskolen i Århus (HHA/ASB)
Deutschland:	- Goethe-Institut (Deutschland und weltweit)
Estland:	- OÜ Miksike, SER
Finnland:	- Jyväskylän yliopisto
Frankreich:	- Association de Gestion du Réseau des Centres d'Étude des Langues des Chambres Françaises de Commerce et d'Industrie (AGERCEL) - Maison des langues - Centre International d'Études Pédagogiques
Griechenland:	- Institute for Language and Speech Processing (ILSP)
Irland (und Europa):	- Confédération Européenne des Centres de Langues de l'Enseignement Supérieur (CercleS)
Island:	- Háskóli Íslands
Litauen:	- Public Service Language Centre (VIKC)
Malta:	- Università Ta' Malta
Die Niederlande und Belgien:	- De Nederlandse Taalunie (TAALUNIE)
Österreich (und Europa):	- Europarat: Europäisches Fremdsprachenzentrum (EFSZ)
Polen:	- Fundacja Nauki Języków Obcych "Linguae Mundi"
Portugal:	- Instituto Camões
Spanien:	- Instituto Cervantes - Universidad Politécnica de Madrid, Depto. Ingeniería de Sistemas Telemáticos (DIT-UPM)
Schweden:	- Svenska institutet
Vereinigtes Königreich:	- Centre for Information on Language Teaching and Research (CILT)

Assoziierte Partner

Baskenland:	- Helduen alfabetatze eta Berreuskalduntzerako Erakkundea (HABE): Gobierno Vasco
Galicien:	- Xunta de Galicia: Consellería de Educación e Ordenación Universitaria, Dirección Xeral de Política Lingüística
Italien:	- Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa (INDIRE)
Katalonien:	- Generalitat De Catalunya, Direcció General de Política Lingüística

Weitere Informationen

Wenn Sie mehr über das Projekt Lingu@net Europa PLUS erfahren möchten, schreiben Sie bitte an:

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Centre for Information on Language Teaching and Research,
20 Bedfordbury, Covent Garden, London WC2N 4LB, UK.
Projektkoordinatorin: Philippa Wright (philippa.wright@cilt.org.uk)

[Sehen Sie auch: Bulletin 17, Seite 2]

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Language Centre Profiles: University of Bristol Language Centre

Ray Satchell

Résumé

Depuis sa fondation en 1991, le Centre de Langues de l'Université de Bristol, en vue de s'adapter à son marché et à ses étudiants, a créé une série de programmes linguistiques. Deux nouveaux directeurs ont récemment été nommés, Helen Phillips pour les Langues Etrangères Appliquées et Roger Smith pour l'Anglais Langue Etrangère. Le libre accès aux équipements pédagogiques multimédia permet aux étudiants d'optimiser leur apprentissage tandis que l'activité de recherche du centre améliore les méthodes pédagogiques adoptées sur l'ensemble des programmes.

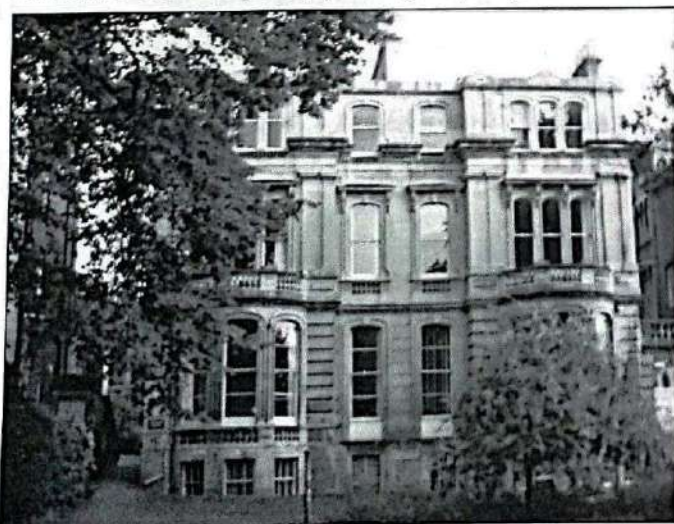
Introduction

Since its establishment in 1991, the University of Bristol Language Centre has designed and run programmes to meet the demands of an increasingly diverse international market, providing language training for specific, academic and professional purposes. English language programmes have been implemented for banking, finance, engineering, agriculture, social policy, dentistry and law. Sponsors have included the European Union, the British Council, the Swiss Ministry of Foreign Affairs and the World Bank. Overseas and continental European students across disciplines have benefited from our well-established pre-sessional and in-sessional courses in English for academic purposes, which aim to improve both study and language-related skills. The pre-sessional programme, accredited under the BALEAP quality assurance scheme, plays a major role in facilitating orientation and adjustment to a new culture in which language is central to both social survival and academic success.

As regards new technologies for language learning, the language centre's multimedia self-access language learning facility enables students to engage with the target language through a variety of communicative modes and media. Research activity is also growing, with staff currently investigating issues related to needs analysis, written academic discourse analysis, assessment, teacher training and e-learning. The results of this are reflected methodologically and pedagogically across the centre's range of language courses. In addition, the centre is one of the major International English Language Testing System (IELTS) testing centres for the region and organises information seminars on the system for university admission tutors and administrators. Language centre staff are also IELTS examiners and external examiners at the Universities of Exeter, Glasgow and Salford.

Language centre programmes and services

The language centre's 'applied foreign language operation' has been no less active over this period, providing subject-specific tuition in



The language centre is situated in a restored Victorian villa in the historic Clifton area of Bristol.

Zusammenfassung

Das Sprachenzentrum der Universität Bristol wurde 1991 gegründet und hat seither eine Reihe innovativer Sprachprogramme sowohl für den Bereich Englisch als Fremdsprache als auch für den Fremdsprachenunterricht entwickelt. Roger Smith ist neuer Leiter der Abteilung für Englisch als Fremdsprache und Helen Phillips neue Leiterin der Fremdsprachenabteilung. Aktuelle Technologicenwendungen spiegeln sich in den Multimedia-Selbstlernmöglichkeiten des Zentrums wieder, während die wachsende Forschungsarbeit der Mitarbeiter zur ständigen Entwicklung neuer Pädagogikmethoden beiträgt.

European languages to students of engineering, medicine, social sciences, law and natural sciences. The annual intake of students in this area has increased steadily to around 1,200 students per annum, showing that Bristol students recognise the cultural and employability benefits of learning a foreign language in a rapidly expanding European Union. With all faculties now offering degree programmes which incorporate a period of study abroad, the language centre has been called upon to provide students with targeted LAP and LSP accredited modules. Spanish, French, German, Italian, Japanese and Mandarin Chinese are the current options.

Through its commercial services section, the language centre provides bespoke language courses, as well as translation and interpreting services. The growing demand for these services reflects an increasing awareness in the UK business community of the need for languages in a global market. The centre is the holder of a Department of Trade and Industry Languages for Export Award for innovative curriculum design. Our current portfolio of clients includes the West of England in Europe, Brussels Office, United Bristol Healthcare Trust, the BBC, British Telecom, Wiltshire County Council, Avon and Somerset Police, Bristol City Council, IKEA, Partridge Films, Kverneland UK Ltd., the Foreign and Commonwealth Office and HM Customs and Excise.

National and international links

The centre has consolidated and strengthened its regional, national and international links and maintains active cooperation with the following organisations: The Association of University Language Centres in the UK and Eire (AULC); The British Association of Lecturers in English for Academic Purposes (BALEAP); The European Confederation of Language Centres in Higher Education (CercleS); The University Council for Modern Languages (UCML); The Subject Centre for Languages, Area Studies and Linguistics; The National Centre for Languages (CILT) and Worldwide Universities Network (WUN).

New developments

The last two years have seen the appointment of two new Deputy Directors, Helen Phillips for Applied Foreign Languages and Roger Smith for English as a Foreign Language. Roger Smith is an Executive Committee member of BALEAP, the BALEAP Treasurer and an assessor for the association's accreditation scheme. He is also a member of the English in Britain Accreditation Scheme Advisory Committee. Helen Phillips was formerly Director of the Open Language Programme at London Metropolitan University. She has taught French extensively on commercial language training programmes, including Eurostar UK, and is an author of the textbook *French Foundations 1* (Palgrave), and of *En Train de Parler*, a French language programme written for Eurostar.

There have also been new developments in all areas of language centre activity. These include:

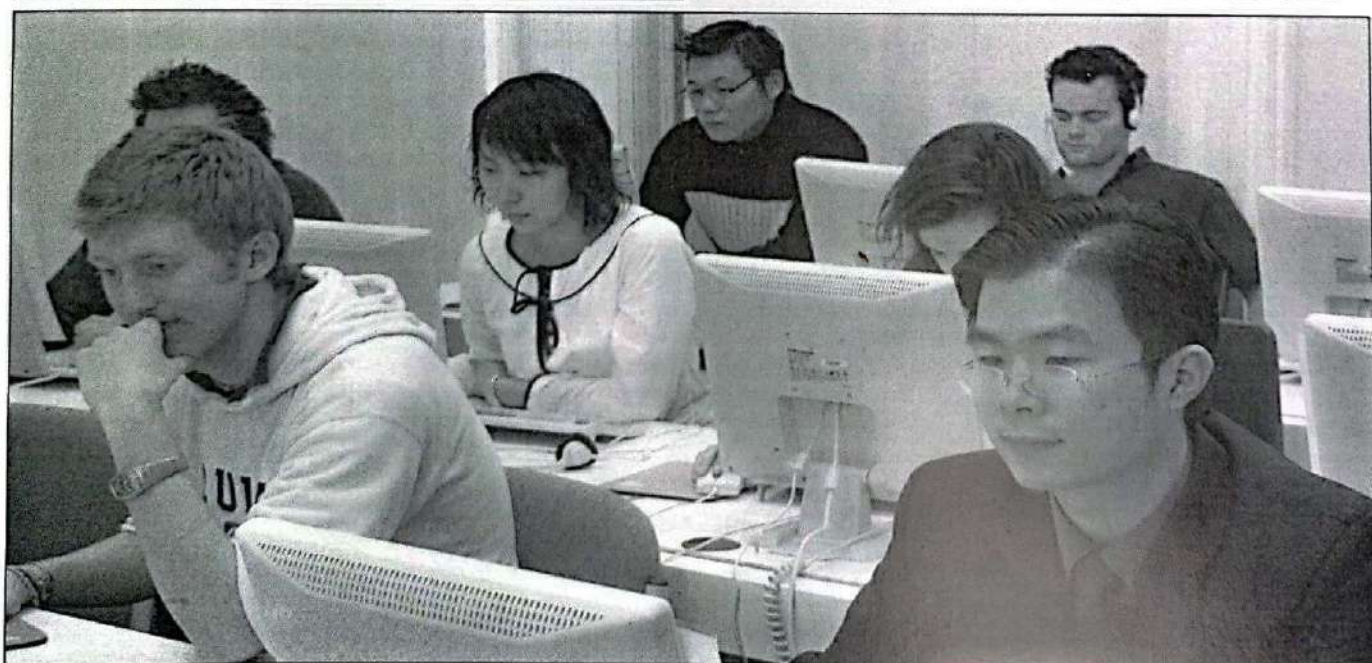
English for academic purposes: A new one-year foundation programme in English for academic purposes was piloted during 2002/3. Recruitment

greatly exceeded expectations and over 50% of the overseas students completing the programme were admitted onto University of Bristol degree programmes in the Faculties of Arts, Engineering, Social Sciences and Science. The remaining students were successfully admitted to the Universities of Bath, Cardiff, East Anglia, East London, Glasgow, Leeds and Liverpool.

Centre for East Asian Studies. The language centre has been a key player in establishing the new Centre for East Asian Studies (CEAS), which will combine existing research and teaching expertise in the arts and social sciences. This multidisciplinary mix will also encompass language training in Asian languages.

Teaching and Learning Awards. The centre received two University Teaching and Learning Awards, one to develop appropriate on-line resources to support the development of English native speaker student essay writing skills and the other to develop on-line resources in applied foreign languages for its portfolio of programmes for sciences, social sciences, law and engineering.

European Language Portfolio. Language for Science and Technology is a new unit for first year science students embarking on the degree programme which includes a period of study in continental Europe. The new unit is being piloted during the current academic year and is



Application of new technologies is central to students' language learning experience at the University of Bristol. The pictures show multimedia use in a Spanish for specific purposes class.

based around the European Language Portfolio. It is designed for autonomous self-directed learning accompanied by tutorial support.

E-learning projects. The language centre, with its partners, has been successful in two major bids for e-learning projects: the E-languages Project and the TellRight Project. The first is a collaborative Worldwide Universities Network (WUN) project involving on-line e-learning EAP programmes, while the second is a Languages for Medicine initiative supported by the EU Leonardo da Vinci programme.

HM Customs and Excise. As a result of our well-established portfolio of courses for the Foreign and Commonwealth Office, HM Customs and Excise approached the University Language Centre in 2001 to design and implement a range of specific language programmes related to international crime prevention.

Looking forward to future challenges

In February 2004, the centre underwent a rigorous quality assessment review. In the ensuing, extremely positive report, the review panel gave particular praise to the management of the centre for creating an atmosphere of collegiality and a culture of respect for individuals. The diverse entrepreneurial activities of the centre and the creativity, enthusiasm and commitment of all staff were also emphasised. It was pleasing to receive such a positive endorsement, and we look forward to working with our CercleS colleagues across Europe on the new initiatives and challenges of the future. ■

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Ray Satchell is Director of the University of Bristol Language Centre, former Chair of AULC, and Vice-President of CercleS.



University of
BRISTOL

Language Centre Profiles: The Centre de Langues in Luxembourg

Annalisa Rana

Résumé

Le Centre de Langues (CLL) fut créé par le Ministère de l'Éducation Luxembourgeois en 1991 afin de favoriser l'apprentissage des langues dans une société par nature multi- raciale et multilingue. CLL compte maintenant 4000 étudiants de plus de 100 nationalités différentes. En 2000, le centre a ouvert sa médiathèque et en 2003 le centre a lancé sa plate-forme d'apprentissage virtuel, COVA. En 2004, le centre doit poursuivre le développement de ses infrastructures par l'installation d'un laboratoire de langues digital.

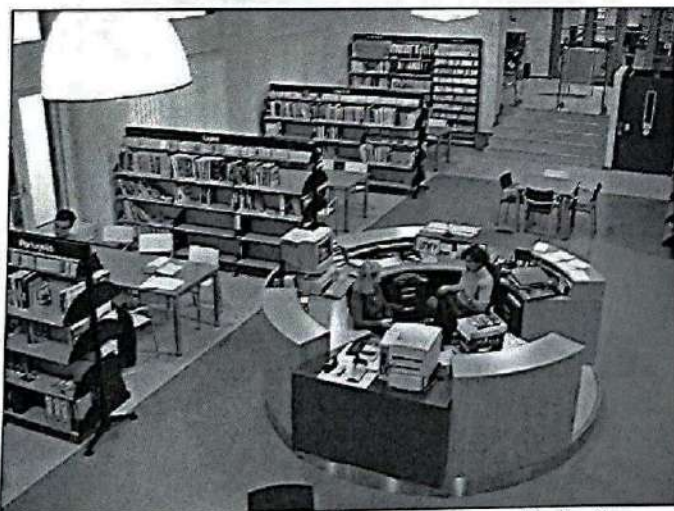
Introduction

The *Centre de Langues* (CLL) was established by the Luxembourg Ministry of Education in 1991. It was established with the aim of promoting adult language education and providing support for language learning in the highly multi-ethnic, multilingual society that is Luxembourg today. Luxembourg's population comprises, in total, 111 nationalities and Luxembourgers generally have a command of three different languages, namely, Luxembourgish, German and French.

The ethnic and linguistic diversity of the country as a whole is reflected in the CLL's student body. About 4,000 students from approximately 100 different nationalities now attend the centre. The centre's students have a diverse range of language needs and the centre offers both language courses and access to self-study resources. Facilities include its virtual learning platform, COVA, its *médiathèque* and a wide range of authentic and published materials, available both in print and in electronic form. The centre has also worked to develop its participation in international projects and has planned significant resource and technology developments for 2004.

Language learning and assessment

The *Centre de Langues* currently offers courses in eight different languages: French, German, Luxembourgish, English, Spanish, Portuguese, Italian and Dutch. LSP courses such as business English, *Deutsch für den Beruf* and *Ateliers de Phonétique* have recently been established in response to particular student needs.



A view of the CLL's *médiathèque*, helping to provide for the diverse needs of the centre's students.

Structures have recently been put in place to support autonomous language learners. Since October 2002, self-directed learning modules have been available in the languages German, French, English, Italian and Luxembourgish as an alternative to teacher-led courses. In addition, a team of language advisors has been established to assist and support students on their study paths. Conversation workshops with

Zusammenfassung

Le *Centre de Langues* (CLL) wurde 1991 vom luxemburgischen Bildungsministerium zur Unterstützung des Sprachenlehren und -lernens in einem höchst multilingualen und multi-ethnischen Land gegründet. Inzwischen besuchen 4000 Studenten von über 100 verschiedenen Nationalitäten das Sprachenzentrum. Im Jahr 2000 eröffnete CLL eine *médiathèque*, und 2003 wurde das virtuelle Sprachforum, COVA, Studenten des Zentrums zugänglich gemacht. 2004 soll nun ein digitales Sprachlabor eingerichtet werden.

native speakers of the different target languages are organised on a regular basis and, given the centre's ability to draw on a multilingual learner base, the introduction of a learners' conversation exchange scheme has proven to be very successful. A focus on learner styles and strategies is planned in the near future.

The *Centre de Langues* has been a member of ALTE for ten years and is the official examining centre for language institutes such as the *Goethe Institut*, the *Alliance Française*, ESOL and others. The *Centre de Langues* also has responsibility for testing and assessment of communicative competence in Luxembourgish.

Resources

The CLL continues to develop its resource and technology infrastructure. To date, significant developments include COVA, established in 2003, and the centre's *médiathèque*, opened in 2000, both of which are featured on these pages. The addition of a digital language laboratory is planned for 2004.

COVA: The *Centre de Langues* hosts its own cooperative virtual learning platform, COVA. COVA provides access for both students and staff to information, materials and other resources, as well as facilitating communication between the management and staff of the centre. Since September 2003, COVA has been available to students on the self-learning programme to enable them to exchange ideas and discuss their learning experiences.

Médiathèque: The *médiathèque* is situated on the ground floor of the language centre building. It has been in operation since January 2000 and offers a wide range of materials for the teaching and learning of the languages offered by the centre. It also offers access to networked computers, television, video and audio materials. As outlined above, the students of the *Centre de Langues* come from extremely varied socio-linguistic backgrounds and have different motivations for learning a language. The language learning needs, for example, of young immigrants, notably political refugees, attempting to establish themselves in Luxembourg (some of whom learn two languages simultaneously) will differ greatly from those of learners perfecting their fourth or fifth language for reasons of cultural interest. The materials and resources offered by the *médiathèque* must, therefore, address the very different needs of the various learner groups. Equally, resources must be available for all levels from sophisticated learners to false or absolute beginners, and students with low levels of literacy.

The *médiathèque* has adopted a colour-coded classification system and all materials within a particular language are categorised by level and by skill. A colour is used to identify the language (e.g. pink = English language resources). The level is denoted by one of three colours (elementary = red; intermediate = yellow; advanced = blue), while an icon is used to denote the skill.

The *médiathèque* is available to all students enrolled on courses at the centre. Although conceived as a self-access centre, the existing

LA MEDIATHEQUE

Parler Speaking	Écrire Writing	Lire Reading	Écrire Writing	Vocabulaire Vocabulary	Grammaire Grammar	Méthodes Courses	Examens Exams	Pratiquer Practice	Planifier Planify	Vidéo Video
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■■■■■■■■■■	E- ENGLISH	■■■■■■■■■■
■■■■■■■■■■	D- DEUTSCH	■■■■■■■■■■
■■■■■■■■■■	F- FRANÇAIS	■■■■■■■■■■
■■■■■■■■■■	P- PORTUGUÊS	■■■■■■■■■■
■■■■■■■■■■	N- NEDERLANDS	■■■■■■■■■■
■■■■■■■■■■	S- ESPAÑOL	■■■■■■■■■■

●	Avancé Advanced
●	Intermédiaire Intermediate
●	Élémentaire Elementary

Students refer to this chart when choosing materials in the CLL's *médiathèque*. The language and level are colour-coded, while the skill icons represent the various skills.

infrastructure has not permitted it to function on a self-access basis for all students. Work is, however, currently being undertaken to adapt materials for self-study purposes.

Computers: The *Centre de Langues*, in addition to the above resources, operates three computer rooms and provides student and teacher computing equipment for classroom use. The computer facilities are maintained by two staff members who ensure the resources are running smoothly at all times.

Materials: The centre holds a wide range of materials including authentic materials such as newspapers, magazines, novels, comic strips, films and documentaries. Published language learning materials held include course books, audio and video materials and CD and CD-ROM resources. The centre also has its own specially developed materials such as worksheets for autonomous learning, examinations and tests and test papers for examination practice.

Projects

The *Centre de Langues* participated as a network partner in the EU SOCRATES Lingua Project, Language Resource Centres (2001-3). The project brought together 16 organisations from 13 European countries in order to work together to improve support for language learning through language resource centres. Participation in the project has benefited the *Centre de Langues* primarily in stimulating professional exchange with other institutions. Cooperation with these institutions will be fostered through the LRC net portal which will remain on-line until 2005, facilitating the exchange of information and providing a discussion forum as well as access to resources.

Conclusion

With the recent foundation of a university in Luxembourg, the role and function of CLL are expected to change. It will have opportunities to establish links with departments of the university and to bid for joint projects and EU funding. CLL became an associate member of CercleS in 2002 and its director and staff members have been active in CercleS activities on many fronts. ■

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Pictured in the CLL's *médiathèque*, from left to right: Annalisa Rana (pedagogical manager), Paola Scagnetti (*médiathécaire*) & Florian Fritsch (assistant).

The *médiathèque* offers a wide range of materials for the teaching and learning of the languages offered by the centre; it has been in operation since 2000. With the recent foundation of a university in Luxembourg, the role and function of CLL are expected to develop.

Joining CercleS?

To join CercleS, contact your national association (see back page), or the

CercleS Secretariat
Applied Language Centre
University College Dublin
Belfield, Dublin 4, Ireland

Tel: +353-1-716 7921
Fax: +353-1-716 1188
E-mail: cercles@alc.ucd.ie
Web: <http://www.cercles.org>

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.

LATE Project Leads to Two New Publications

Cor Koster

LATE project coordinator

Résumé

Le projet LATE financé par le programme Leonardo da Vinci a pris fin en juin 2004 et a permis la sortie de deux nouvelles publications. La première, *A Handbook on Language Auditing* de Cor Koster cherche à donner aux formateurs et auditeurs de langues les outils nécessaires à un audit linguistique. La seconde, *European English: Texts and Exercises* de Sue Blackwell est un livre de cours destiné à des étudiants de niveau avancé en anglais qui souhaitent acquérir un anglais européen. Ce livre regroupe, sur des sujets d'actualité européens, des textes authentiques accompagnés d'exercices.

LATE project

The Leonardo da Vinci-supported project LATE (Language Audits - Tools for Europe) was initiated in November 2001 and ran for three years, ending in June 2004. The objectives of the project were twofold. It aimed firstly to develop diagnostic tools for language audits to enable enterprises to identify their language and communication needs and to plan for the necessary language training for their employees. Secondly, it planned to develop ESP language teaching materials aimed at the kind of formal English that is used in 'European documents'. With the increasing influence of Europe, organisations need to keep abreast of European rules and regulations, and have found a growing need to develop their employees' ability to read 'EU-English'. CercleS was involved in the project over this period. Its task, as a partner, was to monitor and evaluate the products and to ensure compliance with quality objectives. The participants in the project were 16 organisations (universities, teacher training colleges, SMEs and government organisations) in seven countries: the Netherlands, Hungary, Bulgaria, Greece, Great Britain, Poland and Ireland. The coordinator was Taalcentrum-VU, the Free University Language Centre, Amsterdam, the Netherlands.

The project has led recently to two new publications: a handbook on language auditing and a course book for learners of English containing a series of texts on EU affairs and accompanying exercises. A further outcome of note has been the establishment of the European Association of Professional Language Auditors (EAPLA).

Handbook on Language Auditing

A Handbook on Language Auditing by Cor Koster sets out the nature and function of a language audit. The basic question to be answered in a language audit, he asserts, is: Can an organisation deal adequately with its foreign language requirements, now and in the future? And if not, what can be done about it?

The handbook is aimed at language auditors and language trainers and provides them with the tools to carry out an audit. It also provides discussion on a wide variety of topics with which an auditor or trainer should be familiar. These include issues such as foreign language knowledge in Europe, ESP, time frames required for the acquisition of proficiency in English, the effectiveness of training in commercial language schools, the characteristics of successful and unsuccessful courses, and self-assessment and testing. Information is also included on electronic learning environments, electronic tools such as concordancers, dictionaries and translation programmes and the many tools available on the internet. Two experienced trainers share their 'tricks of the trade' in teaching English and intercultural communication with professionals. In addition, the book presents detailed accounts of a number of audits carried out in the Netherlands, Poland, Hungary and Bulgaria.

In the following section, two extracts from Chapter 3 of *A Handbook on Language Auditing*, entitled 'Areas of competence of a language auditor', are presented:

Zusammenfassung

Das von Leonardo da Vinci geförderte LATE-Projekt hat seit Abschluß im Juni zu zwei neuen Veröffentlichungen geführt. Die erste, *A Handbook on Language Auditing* von Cor Koster, dient als Anleitung für Ausbilder und Fremdsprachenlehrer zur praktischen Durchführung eines Fremdsprachen-Audits. Zwei Abschnitte davon werden nachfolgend wiedergegeben. Die zweite Veröffentlichung, *European English: Texts and Exercises* von Sue Blackwell, richtet sich an fortgeschrittene Englischlernende, die sich für die Sprache der EU interessieren, und beinhaltet authentische Artikel zu aktuellen EU-Themen, sowie textbegleitende Übungen.

First extract:

Effectiveness of commercial language training

In many cases, notably when people already have a reasonable level, it is sometimes assumed that one can improve one's proficiency significantly in one or two weeks, especially if one goes to a language institute that has glossy folders and charges high prices. Sometimes people expect that they can learn a new language from scratch in just a few months. How realistic is this? Indeed, what sort of progress can one expect when one goes to a language institute? In a paper entitled *How effective is commercial language training?* Koster (1992b) reported on an analysis of proficiency tests of 204 Dutch people before and after a course was taken at a commercial language institute, which made it possible to measure how much progress had been made in how much time. Courses varied from one to ten weeks full time; the duration of the course was always what the testing organisation (Taalcentrum-VU, the Free University Language Centre) had suggested, and courses were taken at various language schools, not at Taalcentrum-VU. An analysis of 408 tests taken by 204 adult professionals before and after a course in English, French and Spanish showed that usually (not always – the standard deviations were very high) progress was made, depending on the level they were at when they started. All the trainees already knew English at the start of the course, having studied at least 6 years of English at secondary school and having usually had quite a bit of practice in their normal work. The starting level for French was usually much lower, but all candidates had done from 4 to 6 years of French at school. In the case of Spanish, almost all trainees were beginners. Fig. 4 presents the mean gain in percentage points (i.e. the difference between the test scores before and after the course) for each week of the training period.

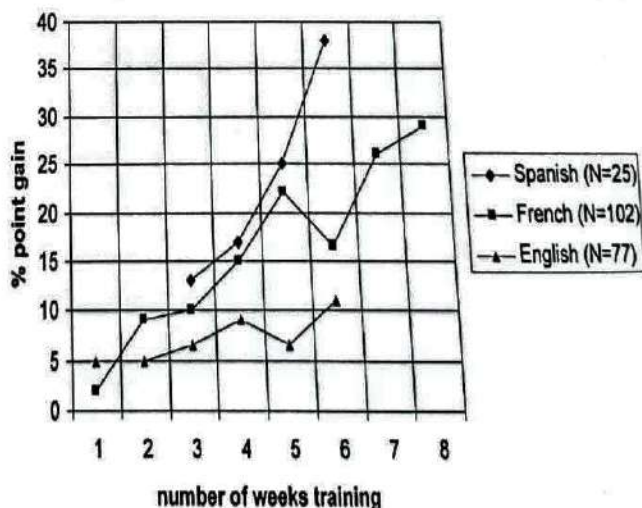


Fig. 4: Mean gain in percentage points (i.e. the difference between the test scores before and after the course) in the training period.

The 'gain' is much higher for Spanish (where most trainees started at level 0) particularly when compared to English, a language in which most people already were quite proficient. In fact, on the whole, the 'gain' was not as large as had been expected. Indeed, on average, the targeted level was not reached for either English or French. Does that mean that the training had been too short, or that the

recommendation given by the testing institute had been too optimistic? The answer is both yes and no; yes because the target was rarely reached, and no because there is always a trade-off between the amount of time required and what is feasible, money and time-wise. What it does mean is that acquiring sufficient proficiency in a language takes a very long time.

Second extract:

Effectiveness of language schools

(...) For obvious reasons, there are virtually no data about the relative merits of various language schools regarding the results of the training they provide. However, data are available for the Netherlands, at least for Dutch speakers learning English,

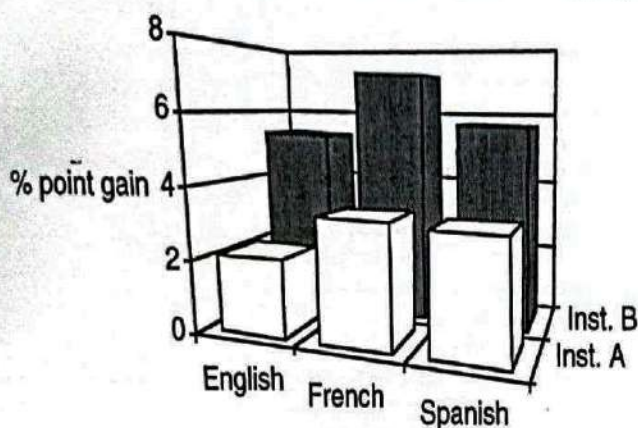


Fig. 6: Mean gain per week in percentage points for three languages at two different language institutes (A and B)

French or Spanish. In the section above entitled *How long does it take?*, we discussed Koster's (1992b) investigation of the relation between time spent on language learning and the effect of a language course. His analysis of 408 tests taken by 204 adult professionals before and after they had taken a course in either English, French or Spanish also allowed him to establish whether there was a difference between language institutes. This turned out to be the case. Some were significantly more effective than others, as the mean gain for each week at two different institutes shows (Fig. 6).

A further analysis revealed that this was probably due to the differences in the actual teaching practice between the two institutes:

A had 25 hours a week, of which 18 contact hours and 7 in the language lab.	B had 30 hours a week and no language lab.
A had experienced (i.e. rather old) trainers with full tenure.	B had young trainers, paid by the hour.
A used material that in part dated back to the late 1960s.	B used modern materials.

Institute A was informed that it had scored significantly lower than institute B. This led to a complete reorganisation of institute A.

Textbook on EU affairs

The LATE project also produced a course book for English language students dealing with EU topics, *European English: Texts and Exercises*, by Sue Blackwell. This series of texts on EU affairs and the accompanying exercises is aimed at public authorities, especially local government institutions, but also at SMEs involved in or interested in expanding business across borders. The language materials are designed to familiarise learners with the kind of formal English used in 'European documents' (country-specific or EU information material, rules and regulations, import and export requirements, tenders, applications for funding, etc.) and in the discussion of 'European issues'.

Each of the 11 units in this book is structured around three authentic texts concerning a topic of importance to the ever-expanding European Union. Topics covered by the texts relate to issues of economic and social interest and include the following: EU citizenship, sources of funding for SMEs, the implications of EU enlargement, GM crops, EU regulations on age, sex and race, and the PHARE aid programme. Unit 1 consists of an introduction to EU English, introducing students to key terminology and abbreviations.

The texts can be used with students at an intermediate and advanced level in courses such as 'European English' but are also suitable for self-study. The printed texts and exercises are supplemented by further texts and exercises on the same topics on an accompanying CD, and can be used as additional material or as material for homework or self-study. The texts are graded so that Text 1 is always the shortest and simplest and Text 3 is the longest and most technical, often an extract from an actual EU directive. Each text has exercises associated with it and the work includes a key to all exercises.

European Association of Professional Language Auditors

Among the outcomes of the LATE project is the foundation of a new international association, the European Association of Professional Language Auditors (EAPLA). Its objective is to encourage, stimulate and improve language use, especially foreign language use, in the workplace. Further information will be available at www.eapla.com.



The European Association of Professional Language Auditors (EAPLA) Executive Council, from left to right: Ivan Shotlekov (BG), Rafal Glowacz (PL), Marjatta Huhta (FI), Zsófia Radnai (HU) & Cor Koster (NL, President).

Conclusion

The forthcoming CercleS conference in Bratislava, at which this author will give a paper on LATE, will provide an opportunity to further discuss the project. A symposium entitled 'CercleS and European Projects' is scheduled for the second day of the conference at which all CercleS projects, including LATE, will be discussed. ■

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References

- Koster, C. (ed.) (2000) *A Handbook on Language Auditing*. Amsterdam: Editions De Werelt. ISBN 90-71317-18-8. Further details are provided on the LATE website, <http://www.rrbv.nl/LATE/Audits/LanguageAuditing.html>, where three chapters and the bibliography are also available.
- Blackwell, S. et al. (eds) (2004) *European English: Texts and Exercises*. Amsterdam: Editions De Werelt. ISBN 90-71317-19-6. Further information can be found at <http://www.rrbv.nl/LATE/Esp/ESP.html>

8th CercleS International Conference

University Language Centres: Broadening Horizons, Expanding Networks
Univerzita Komenského (Comenius University), 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 of *Univerzita Komenského (Comenius University)* in Bratislava.

Conference themes:

N°1: The European language portfolio

Mary Ruane (Ireland), Vicky Wright (UK), Ludmila Winter Souhradová (Czech Republic)

N°2: Learner autonomy

Pirkko Forsman Svensson (Finland), Cesare Gagliardi (Italy), Maria Šikolová (Czech Republic)

N°3: Testing and certification

Carol Taylor Torsello (Italy), Štefánia Dugovičová (Slovakia)

N°4: LSP/LAP

Raija Elsinen (Finland), Michel Petit (France), Dana Hanesová (Slovakia)

N°5: E-learning and multimedia environments

Tony Stenton (France), Paul Miller (Spain), Marie Hanzlíková (Czech Republic)

N°6: Issues in management, quality and accreditation

Nick Byrne (UK), Ray Satchell (UK), Helena Šajgalíková (Slovakia)

N°7: Teacher education and development

Thomas Vogel (Germany), Bob Powell (UK), Silvia Blašková (Slovakia)

N°8: Language networks

Silvia Blašková (Slovakia)

Conference organiser:

Dr Alžbeta Moravčíková



Dr Alžbeta Moravčíková is CercleS Deputy Treasurer. She is also current President of CASALC. Since 1992, she has worked as Director of the Comenius University Language Centre in Bratislava. During the 1980s, she spent eight semesters as a visiting Fulbright lecturer in the USA. Her research and publication interests include language centre management and oral presentations in ESP.

Conference contact information:

Univerzita Komenského (Comenius University)
 Language Centre
 Laurinská 14,
 Bratislava, 811 01 (Slovakia)
 amoravcikova@rec.uniba.sk
 www.uniba.sk/websites/casajc/cercles2004

Conference organising committee:

Nick Byrne, AULC President
 Nicole Chenik, CercleS Treasurer, RANACLES
 Alžbeta Moravčíková, CercleS Deputy Treasurer, CASALC
 Mary Ruane, CercleS Secretary General, AULC
 Ray Satchell, CercleS Vice-President, AULC
 Thomas Vogel, CercleS Deputy Secretary General, AKS President



Keynote 1: Paul Sweeney, 'Seeing through technology: Lessons learned since e-school started'

Mr. Paul Sweeney has worked in the English as a Foreign Language sector for 16 years. He is now E-learning Manager for the British Council Teaching Centre network in Italy and is based in Rome. He is a regular contributor to international conferences. In recent years, his main area of interest has shifted from exploiting the possibilities of technology to exploring the issues around implementation. He currently leads a team focussing on demand for technology-enhanced learning, e-English content and delivery, and 'blended learning' models.



Keynote 2: Peter Medgyes, 'Paved with good intentions: Foreign language policy in Hungary'

Professor Peter Medgyes works as Deputy State Secretary in the Hungarian Ministry of Education. In this post, he is responsible for international relations and the promotion of foreign language education. During his long teaching and academic career he has written a number of books and articles, including *The Non-native Teacher* (Basingstoke: Macmillan, 1994; winner of the Duke of Edinburgh English Language Book Competition), *The Language Teacher* (Budapest: Corvina, 1997) and *Langbing Matters* (Cambridge: Cambridge University Press, 2002).



Keynote 3: Bernd Voss, 'Networking for Languages in Higher Education'

Professor Bernd Voss was appointed Professor of English language, literature and language teaching at the Technical University Dresden in 1993. A former President of AKS, he was CercleS Treasurer and organiser of the 1996 CercleS conference in Dresden. He is widely known for his role in spearheading UNICert®, the language learning certification and accreditation scheme in higher education. He has published widely on language processing, classroom communication, language learning and teaching, and language testing.

Proceedings

Authors will be invited to submit their papers for publication by 31 October 2004, and will then be notified of acceptance at the end of December 2004. Selected papers will be edited and published in a separate publication, entitled *University Language Centres: Broadening Horizons, Expanding Networks*.

Conference fee

The fee (€120 for members and €130 for non-members, on the conference date) covers admission to the conference, lunches and refreshments, coffee breaks and a copy of the Proceedings. Additional charges will be made for the conference dinner (€25) and cultural programme.



History of CASALC - the conference host

At the 5th CercleS conference in Bergamo in 1998, it was proposed that Slovakia and the Czech Republic establish a national association. The proposal was then considered in full at a meeting in Prague in September 1999. One of the outcomes of this meeting was that the name of the association would be CASAJC (in Czech and Slovak) and CASALC (in English). It was also agreed that three committees would be elected - a Czech and Slovak one, a Slovak one and a Czech one. A preparatory commission was established for a two-year period. It had the challenging task of preparing the national and transnational Statutes, and registering the association with the appropriate authorities. All the goals were met by the set deadline. At the 6th CercleS conference in Antwerp in 2000, the CASALC Statutes were approved. Officially, CASALC became a full member of CercleS in January 2001, and has been one of the most active members ever since.

Current Czech and Slovak CASALC Committee:

President:	Dr Alžbeta Moravčíková - Bratislava
Vice-President:	Dr Marie Hanzlíková - Praha
Secretary:	Dr Milada Pavlovová - Brno
Treasurer:	Dr Darja Daňková - Brno
Auditing members:	Dr Svatava Šimková - Bratislava Dr Irena Felixová - Nitra Mgr Zdeňka Šimková - České Budějovice

Comenius University Language Centre

Since February 2002, the CASALC Secretariat has been based in the Language Centre of Comenius University, the largest and oldest university in Slovakia, founded in Bratislava in 1919. The language centre was established in April 1992 as a new model university institute, within a framework of collaboration with Groningen University, the Netherlands. The two university language centres cooperated closely from the very beginning. One example of this cooperation was that student-teachers from Groningen served their internship in Slovakia teaching both Dutch and English. Conversely, Bratislava teachers spent time in Groningen, observing English language classes and exchanging teaching experience and study materials with their Dutch counterparts. This programme of collaboration lasted nine years. Leeds University Language Centre became a partner in April 1998. This led to joint participation in two Tempus/Phare projects which focussed on the creation of professional development materials for language teachers.

The Language Centre of Comenius University pursues a broad teaching and research programme with a strong national and international dimension. A core element in its development to date has been its commitment to cooperation with colleagues in the Czech and Slovak Republics and throughout the EU. This resulted in the decision to organise the 8th CercleS conference. Thanks to the cooperation and support of CercleS, and especially CASALC colleagues, this challenging goal is now close to successful achievement. ■

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Conference programme

Thursday 9 September

09:00-13:00	Meeting of CercleS Coordinating Committee
10:00-14:00	Registration
14:00-14:40	Opening ceremony
14:40-15:40	1st keynote address: Paul Sweeney
15:40-16:00	Coffee break
16:00-18:40	Parallel sessions (25 minute slots - paper 20 min., discussion 5 min.)
20:00	Reception - Hall of Mirrors, Primatial Palace

Friday 10 September

09:00-10:00	Parallel sessions (25 minute slots)
10:00-10:30	Coffee break
10:30-12:30	Parallel sessions (25 minute slots)
12:30-14:00	Lunch
14:00-14:45	Symposium: CercleS and European Projects
14:45-15:45	2nd keynote address: Peter Medgyes
15:45-16:15	Coffee break
16:15-17:30	CercleS General Meeting
17:30-19:00	Walking sightseeing tour of Bratislava for non-CASALC members
17:30-19:00	CASALC General Meeting
20:00	Conference dinner - Castle Restaurant, Bratislava Castle

Saturday 11 September

09:00-10:00	Parallel sessions (25 minute slots)
10:00-11:00	3rd keynote address: Bernd Voss
11:00-11:15	Coffee break
11:15-12:15	Conference reports
12:15-12:30	Closing ceremony

CercleS Coordinating Committee

The Coordinating Committee will meet before the start of the conference on Thursday 9 September. One of its main tasks will be the election of officers for the period from 1 January 2005 to 31 December 2006.

CercleS General Meeting

The General Meeting will take place on Friday afternoon.

Cultural programme

Special tours and excursions, e.g. a visit to Bratislava's palaces and museums or a tour around the Small Carpathians wine-growing region, have been arranged exclusively for the delegates and accompanying persons. (For more information see the conference web site.)

Všetkým delegátom prajeme úspešnú konferenciu a príjemný pobyt v slovenskej metropole!

Všem delegátům přejeme úspěšnou konferenci a příjemný pobyt ve slovenské metropoli!

We wish all the delegates a successful conference and a pleasant stay in the Slovak capital!

A New Look for CercleS Executive 2004-6

Mary Ruane

Cercles Secretary General

In accordance with the Statutes, elections for the CercleS Executive will take place at the Coordinating Committee Meeting on 9 September 2004, during the Bratislava conference.

As all elected CercleS officers may serve for only two consecutive terms, significant changes are expected in the composition of the new Executive which will hold office for a two-year period up to the end of 2006. A number of the current office holders are stepping down, while others, who have served one or two terms, are either seeking renewal or an alternate office. These procedures were devised by those who wrote the original Statutes some 15 years ago, and they have since worked to the benefit of CercleS. Long-serving members make way for new candidates, and new voices and faces are introduced. At the same time, continuity is maintained and the knowledge and skills base is consolidated.

Members of the 2002-4 CercleS Executive are: President, Maurizio Gotti; Secretary General, Mary Ruane; Treasurer, Nicole Chenik; Vice-President, Ray Satchell; Deputy Secretary General, Thomas Vogel; and Deputy Treasurer, Alžbeta Moravčíková. The three retiring members are Maurizio Gotti, Mary Ruane and Ray Satchell. With the departure of the Secretary General, the Secretariat will also move from Dublin.

The process of election to the Executive follows a tight procedure which is overseen by a Returning Officer. All candidates must first have received the full support of their national association. All candidacies are then vetted for suitability by the CercleS Executive Committee. Once approved, candidacy statements are circulated as widely as possible amongst members through the CercleS web and mail base.

We wish to express our thanks to Prof. Bernd Voss, former Treasurer of CercleS and AKS President, who has agreed to act as Returning Officer for the 2004 elections.

Candidacy statements have been received for the 2004-6 term of office and can be consulted on the Cercles web site at: http://www.cercles.org/cercles_98/electns/default.html. They are:

- President: Carol Taylor Torsello (AICLU)
- Secretary General: Johann Fischer (AKS)
- Treasurer: Nick Byrne (AULC) & Nicole Chenik (RANACLES)
- Vice-President: Alžbeta Moravčíková (CASALC)
- Deputy Secretary General: Thomas Vogel (AKS)
- Deputy Treasurer: No candidacy

Voting is by secret ballot (see voting rights for 2004 below) and takes place at the Coordinating Committee Meeting. The results of the elections will be notified to the General Meeting on 10 September, and the office of President will also be ratified at this meeting. ■

Membership of the Co-ordinating Committee and Voting Rights

As of July 2004. Names of Chairs are listed on back page.

		Vote/s
President	-	1
Secretary General	-	1
Treasurer	-	1
ACLES	Spain	1
AICLU	Italy	2
AKS	Germany	1
AULC	UK and Ireland	3
CASALC	Czech & Slovak Reps.	1
FHS-ELHE	Switzerland	1
NUT	Dutch-speaking Belgium and the Netherlands	1
RANACLES	France	2
	Total	15

Bratislava: Conference Venue and Cultural Capital



Pictured here is the splendid Primatial Palace (Mayor's Palace on Primatial Square), where the opening reception will be held on the evening of the first day of the CercleS conference. It was in this palace, in the Hall of Mirrors, that Napoleon signed the Pressburg Peace Treaty with Franz I, after the Battle of the Three Emperors, in 1805. A full programme of cultural and social visits to Bratislava and the surrounding area is being organised for delegates and accompanying persons (see p. 11).

PICTURE Project

Cor Koster

PICTURE project coordinator

Background

In November of this year, a new project, PICTURE (Portfolio Intercultural Communication - Towards Using Real Experiences), supported by SOCRATES and coordinated by Cor Koster, will begin. CercleS is involved as a partner and, as such, its role in the project is 'to monitor the progress of the project, evaluate and comment on the products, and assist in the dissemination of the products in the whole of Europe through their European affiliate organisations and their members'.

Project objectives

Broadly, the objective of PICTURE is to develop a language teaching module which draws on the communication opportunities arising between language learners and other speakers of the target language which the learner may encounter. Specifically, the project aims to:

- (1) Develop a course module on aspects of intercultural communication which can be used in addition to a core course book. The module will be aimed at students from the age of 16 onwards. The module will be made available in five languages (French, German, English, Italian and Spanish) and at two levels.
- (2) Develop a questionnaire to be used by students as part of the module in order to carry out personal interviews with foreign language speakers such as tourists, visiting business people, exchange students or trainees on work placements in offices, hotels, factories or restaurants. These interviews form an integral part of the course module, with each student being required to write a report on each of the interviews carried out. The report will then form part of the student's language portfolio. It is not envisaged that interviews will necessarily be carried out with native speakers of the target language. Thus, for example, a Polish student may interview a Swedish person in English, as well as someone from the UK.

The screenshot shows a software interface with a menu bar at the top containing 'Menu', 'Voorbereiding', 'Spreekmachine', and 'Buitenschoolse opdrachten'. The main content area is divided into two columns. The left column contains a list of questions in Dutch related to a wedding, such as 'De bruiloft', 'Ilse en Dennis zijn vandaag getrouwd.', and 'Wat doet Ilse het eerst op de dag?'. The right column features a video player showing a wedding scene and a list of films including 'Een verjaardag', '7 broers en 9 zussen', and 'Voor geen goud'. At the bottom, there are buttons for 'Print tekst' and 'Tekst bij film', and a task title 'Taak Families en feesten'.

The screen dump from 'The Language Experience Route' is a part of a lesson on 'festive occasions' - here a wedding.

In order to prepare students for these interviews, PICTURE will make use of stimulus material (film sequences of actual interviews, tasks and assignments) available on CD. The approach adopted will be based on an approach known as 'The Language Experience Route', developed for Dutch as a second language by Horizon College, an institute for vocational and adult education in the Netherlands.

Towards future research

The (coded) answers to the questions posed by students in the interviews will be sent to a central location and entered onto a database. The database, which will eventually contain thousands of responses from a great many students and interviewees from all over Europe, will be available on the internet and will constitute a corpus allowing students and researchers to carry out analysis on a variety of aspects of intercultural communication in present day Europe. ■

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Ordering CercleS Proceedings

Copies of the CercleS Proceedings may now be purchased from the Secretariat.

Price list as follows:

- | | |
|--|----------------|
| • Hull Conference 1994, Aub-Buscher (ed.) | Price: €25.00 |
| • Dresden Conference 1996, Little & Voss (eds) | Price: €25.00 |
| • Bergamo Conference 1998, Bickerton & Gotti (eds) | Price: €25.00 |
| • Antwerp Conference 2000, Ruane & Meijers (eds) | Price: €25.00 |
| • Paris Conference 2002, Satchell & Chenik (eds) | Price: €25.00 |
| • Complete set of all five Conference Proceedings | Price: €105.00 |

An order form can be obtained from the CercleS web site at www.cercles.org or by contacting the Secretariat.

CercleS ELP: Some Implementation Issues

Mary Ruane

CercleS Secretary General

Launched at the 7th international conference in Paris in 2002, the CercleS ELP is now being implemented in a variety of settings throughout European higher education. The distribution system put in place by CercleS ensures that the portfolio is made available to national associations and to associate members. Distribution commenced shortly after the Paris conference and the take-up has been considerable. A research and evaluation project has been initiated to monitor and evaluate use of the ELP and to report back to members. An important stage in this project is the Bratislava conference where one of the thematic strands is dedicated to the use of the CercleS ELP.

The experience of using the CercleS portfolio in the last two years has already yielded much interesting feedback from students, teachers and other language centre personnel. Whilst user contexts vary considerably from country to country and from institution to institution, there is a high degree of commonality in reactions to aspects of its use. The ELP-related presentations at the Bratislava conference cover a broad range of themes and describe case studies of the portfolio in action. Taken as a group, they provide an interesting snapshot of how the portfolio is currently being used and some of the main issues which preoccupy those who are working with it. In what follows, we feature some of the main themes in the presentations scheduled for the conference:

1. Getting started

Most users find the initial implementation stages demanding. Many begin by setting up pilot projects or by defining a specific context for their use of the portfolio. This enables them to monitor and evaluate responses and to draw well-founded conclusions on how participation can be broadened at a later stage. Getting teams together, building cross-institutional links, sourcing funds and planning strategies are all time-consuming parts of this initial stage. But careful planning at the outset is a good foundation for future effectiveness.

2. Reporting function

There is a strong recognition in many institutions that the reporting function will be critical to the long-term successful use of the portfolio in higher education. Identifying ways of working with institutions in order to ease the process of securing recognition and validation of portfolio use is a key preoccupation. Some innovative ways of doing this will be outlined by conference contributors.

3. Fostering autonomous learning

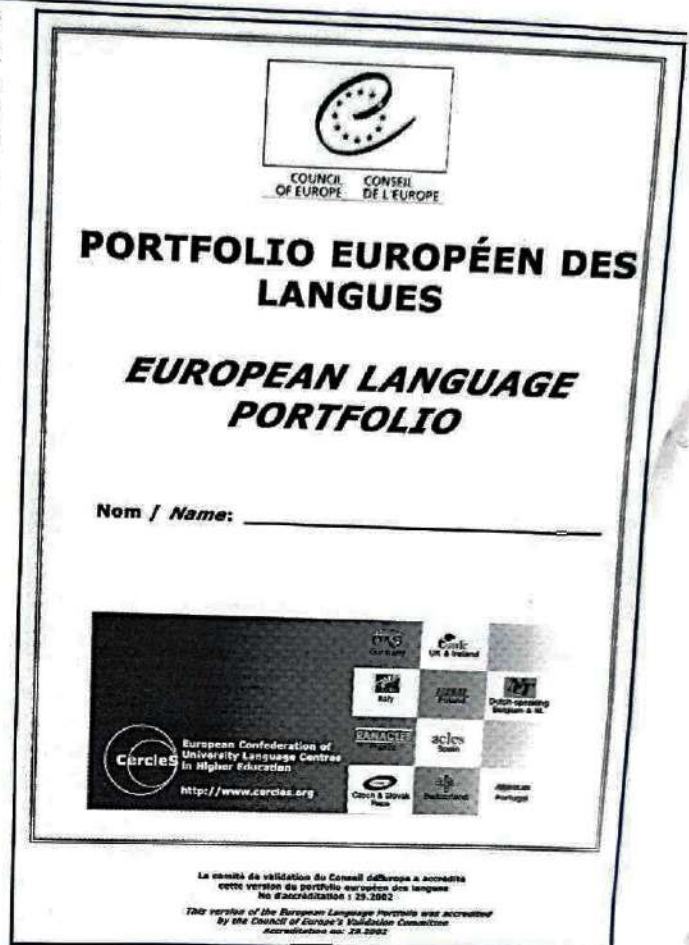
Not surprisingly, the development of autonomy is one of the biggest challenges facing users, and this is a recurring theme in many of the presentations. Militating against the development of autonomous learning are the limited number of contact hours provided for language use, and the reduced opportunities for staff development in this area.

4. Promoting multilingualism

The multilingual dimension of the ELP is one of its most appealing aspects for teachers and students alike. Among the benefits are the recognition given to minority language groups, which often find themselves marginalised in institutions, and the improved communication and dialogue amongst teachers of different language groups promoted by use of the portfolio.

5. Translation

But the multilingual dimension will work best when effective translations of the CercleS ELP are available. Although a number of translations of the portfolio have been completed, there is still much



Language centres can access the ELP by applying not to CercleS, but to the ELP committee set up by their own national association. The CercleS ELP is distributed electronically (pdf format) for local printing and photo-copying. Associate members who wish to use the ELP should contact the CercleS Secretariat.

work to be done in this area. Advice and guidance will be provided on extending the range of translations to include not just EU but also Asian languages, an area where there is a high level of interest in using the portfolio.

6. Special interest groups

Finally, a number of papers look at how the ELP can be adapted to suit learner groups which have particular needs. Examples of such learner groups include students with 'limited language learning skills', or students preparing for mobility programmes.

Concluding note

The above list of themes is only a cross-section of those which will be discussed during what promises to be a lively section of the conference. Key points for consideration will include the next stages of the work to be undertaken and how CercleS can enhance its coordinating role in the project. With all this activity, it can be said that the task of rolling out the CercleS ELP in language centres across Europe is now well and truly under way. ■

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Book Review

MLA Style Manual and Guide to Scholarly Publishing, by J. Gibaldi

William Bromwich

University of Modena, Italy

Language centres are increasingly called on to produce scholarly works, books, papers, teaching and testing materials, often in the form of electronic publications, and at times to provide editorial assistance for papers produced by faculty members across a range of disciplines. These publications include not just plain text but also tables, diagrams, multilingual glossaries, bibliographies and references to electronic sources.

The *MLA Handbook for Writers of Research Papers*, now in its sixth edition (2003), approaches these issues from the point of view of high-school and undergraduate students, whereas its stablemate, the *MLA Style Manual*, is more closely tuned to the needs of graduate students and academics, providing an in-depth treatment of the problems to be dealt with in scholarly writing.

In addition to the information that readers of style manuals have come to expect on the mechanics of writing, the *MLA Style Manual* provides an excellent section on scholarly publishing (Chapter 1), describing the various phases in the production of a manuscript, including a discussion of the underlying principles of copyediting. This is followed by useful advice on how to place a manuscript for a journal article, outlining the differences between refereed and non-refereed journals. This chapter will help to meet the need for explicit descriptions of academic practice arising from the increase in distance learning and e-learning, underlining, for example, the fact that submitting articles to more than one journal at a time ('multiple submission') is frowned upon by journal editors.

Chapter 2 consists of expert advice on legal matters (Abelman), especially the vexed question of copyright law, dealing with fair use, compilations and collective works, publishing contracts, copyright and computer networks, permissions, and concluding with a discussion of

defamation and privacy. References are given for those in need of further advice on copyright, including both print and electronic sources. The third chapter deals with traditional matters such as spelling, punctuation, hyphenation, special characters, names, capitalisation, titles, quotations, numbers and transliteration. Authors who have been the victim of errors arising from the incorrect use of automatic hyphenation programmes by typesetters will find that this matter is also dealt with. Chapters 4 and 5 provide guidelines for the preparation of scholarly manuscripts (division of the text, consistency of headings, spacing, page numbering, tables, corrections, encoding of electronic documents). Chapters 6 and 7 deal with the documentation of sources, including citation formats for materials downloaded from internet sites, and this may be useful also when writing in languages other than English. Chapter 8 provides a list of common abbreviations and proofreading symbols, while the Appendix gives an overview of other systems of documentation, with references to specialised style manuals for biology, chemistry, geology, linguistics, mathematics, medicine, physics and psychology, followed by an excellent index.

A booklist article on style manuals in 1991 included an earlier edition of the *MLA Style Manual* among the 'big three', alongside the style guides published by the American Psychological Association and the University of Chicago Press. Language professionals in all fields will find the *MLA Style Manual* both up-to-date and particularly suited to their needs, and will be pleasantly surprised that this is a guide that lends itself to extensive reading rather than serving simply as a reference work for occasional purposes. ■

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Gibaldi, J. (1999) *MLA Style Manual and Guide to Scholarly Publishing*, Second Edition, Large Print. New York: The Modern Language Association of America. pp. i-xxviii, 1-343.

Recent Publication on Languages in Higher Education

Mary Ruane

CercleS Secretary General



A recent publication from CILT, the National Centre for Languages in the UK, entitled *Setting the Agenda for Languages in Higher Education*, addresses a number of key issues of interest to those working in languages in European higher education.

Among others, the book covers topics such as the implications of globalisation, language policy-making in the EU, curricular reform, and the need for institutional engagement in innovative language learning

projects. In the introduction, the editors highlight the increasingly mainstream role of language centres in higher education. In promoting specific and generic language skills, they have a valuable role to play in complementing and adding value to the work of all the other 'language people' in higher education.

The book's final chapter is entitled 'Developing Language Centres'. Written by Bob Powell, AULC member and Director of the Language Centre at the University of Warwick, it reviews the considerable success achieved by language centres in meeting many of the emerging needs in language learning. This success is due, in no small measure, to the capacity to adapt effectively to new economic and organisational demands and to be pedagogically innovative and proactive.

But recent success is no guarantee of future growth. Not all language centres have been successful and many face considerable resource and management pressures. In uncertain times, it is difficult to forecast the future and to predict how the delivery of language teaching in higher education will evolve. In planning their future, 'language centre people' will find Bob Powell's extensive overview of some key planning, pedagogic and organisational issues a very useful source of ideas, support and guidance. ■

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Head, D., Jones, E., Kelly, M. & Tinsley, T. (eds) (2003) *Setting the Agenda for Languages in Higher Education*. London: CILT. pp. 1-186. ISBN: 1-904243-17-7.

Report from 6th AICLU Seminar:

E-learning in university language centres

Nik Komninos

Résumé

Cette année, le sixième séminaire AICLU a eu lieu en Sicile et a traité de l'e-learning dans les Centres de Langues Universitaires. Les participants, d'origine européenne et australienne, ont discuté du rôle de la technologie dans l'apprentissage des langues, de ses avantages mais également de ses limites. Les thèmes majeurs abordés ont été: l'importance croissante de l'autonomie accordée à l'étudiant pour lui permettre d'analyser ses propres progrès et la place du suivi pédagogique qui permet d'analyser les caractéristiques d'apprentissage de l'étudiant. Le concept de l'apprentissage partagé entre la technologie et le professeur a été aussi abordé.

Zusammenfassung

Das 6. AICLU Seminar fand am 30. und 31. Oktober 2003 statt. Thema des Seminars war das e-Lernen an Hochschulsprachzentren, und Teilnehmer aus Australien, Frankreich, Deutschland, Grossbritannien und Italien versammelten sich dazu in Sizilien. Einige Projekte der italienischen Kollegen setzten sich mit der Umsetzung der Universitätenreform auseinander, nach der Studenten an italienischen Universitäten eine Fremdsprache lernen müssen. Andere Beiträge befassten sich mit den praktischen Aspekten von Technologie im Sprachunterricht sowie den Möglichkeiten des World Wide Webs.

Introduction

The spectacular landscape which surrounds the little Sicilian village of Letojanni was the backdrop to the 6th Seminar of the Association of Italian University Language Centres which took place on 30 and 31 October 2003. The seminar was hosted by the *Centro Linguistico di Ateneo dell'Università di Messina (CLAM)*, the Language Centre of the University of Messina. The seminar venue was the Hotel Olimpo, which paid due respect to the Sicilian tradition of hospitality. Ten minutes from Letojanni is an ancient theatre built by the Greeks in the 8th century. Since then, major cultural influences from the Romans, Christians, Vandals, Goths and Arabs to the Normans, French, Austrians, Spanish and, of course, the Italians, have left their mark on the region. Where better to address a topic as contemporary as 'E-learning in University Language Centres' than in a place with such a rich history?

University language centres in Italy have contributed greatly to innovation in language teaching and learning since their beginnings in the early 1970s. This has been encouraged by the growing importance of language within the formal educational structures and syllabi of Italian university departments. Moreover, language teaching policies have been increasingly centralised, consolidated and standardised, both

The dialogue between European policy and the Italian language education system has never been as fluent.

and the work of the Council of Europe in creating a formal language policy, has since been promoted by the establishment of AICLU in 1997 and by the university reform of recent years which has meant that all Italian undergraduates are required to learn a foreign language. The advantages of technology, from the use of computers and the internet to interactive didactic software, are now being harnessed by university language centres to ensure the effective implementation of policy developments.

International focus

The international focus of AICLU was reflected in this seminar with contributions from speakers from Melbourne, Australia (Uschi Felix), France (Alain Cazade), Germany (Thomas Vogel) and Britain (Charles Alderson and James Coleman). The opening addresses included contributions from Giovanni Bonanno, Director of the *Centro Linguistico di Ateneo* of Messina, Carol Taylor Torsello, President of AICLU, Giovanni Mauro, Mayor of Letojanni, and Maurizio Gotti, President of CercleS. Gaetano Silvestri, Rector of the host university, the University of Messina, was also present. His words of support for the work of CLAM made plain the importance attributed to CLAM and to the evolving role of language centres within the university framework.

Key themes

The seminar featured a number of key themes. The first of these was

the increasing importance of 'learner autonomy'. All of the presentations reflected this issue at some level, with Charles Alderson addressing the topic in a detailed manner. Learner autonomy is at the centre of current theory and of European policy and is reflected in recent projects such as DIALANG and the European Language Portfolio. The consensus amongst language teachers and policy makers alike appears to be: 'the more the student analyses his study and progress, the more efficient that study and progress will become'. The issue was discussed by contributors at various levels, with an emphasis on the need to tailor the approach to autonomy to the requirements of a particular course. The concept of 'blended learning' was one emphasised by all of the contributors on e-learning from the Italian universities. The term is used to denote the combined use of teacher and technology in the learning environment. The various presentations documented a wide disparity in the proportions of teacher versus computer time used by the different institutions. Further definition and categorisation of 'blended courses' for the benefit of students are needed, putting the individual student in a position to choose a course suitable to his or her individual preferences and needs.

The term 'blended learning' is used to denote the combined use of teacher and technology in the learning environment.

Another key theme was the issue of 'monitoring'. The use of computers as a tool for language learning support has given the teacher (and the student) an unprecedented ability to observe students' study patterns, rhythms and the time taken to complete exercises. Consequently, teachers can give more student-specific advice on personal study methods. The information also constitutes an important resource when considering student progress and assessment. A second issue under the broad heading of 'monitoring' involved the evaluation of the progress of research projects themselves. The collection of data and student feedback has been found to contribute to the assessment, evaluation and on-going improvement of projects undertaken.

Many of the contributors took a very pragmatic approach to the issue of technology in language learning and provided a practical analysis of the strengths and weaknesses of technology in the support of language learners. The consensus amongst contributors was that such analysis was an essential prerequisite to any decision to adopt computer technology as a didactic tool. Secondly, it was concluded, technology should only be used in ways which truly benefited the student by supplementing more traditional teaching methods.

E-learning projects at Italian universities

Orsola Brizio and Riccardo Gianninoni (CILTA, University of Bologna) presented the ALTAIR project. ALTAIR (*Apprendimento Linguistico Tecnicamente Avanzato Integrato in Rete*) was started in 2000/1. This project was set up to address the problem of raising the level of the entire student body of Bologna University to reach the standard necessary to pass the compulsory language exams. Key features of the approach included a preliminary questionnaire to

evaluate each candidate's linguistic history, a test and the incorporation of a student diary. The project used open source technology combined with an emphasis on cognitive methodology over a range of micro-topics addressing the four skills. ALTAIR has produced support material in French, German, Spanish and English.

Members of CLIRO, University of Bologna, *Poli Romagna*, presented the AlfaCert project. This project offers tutored courses, which, in addition to providing reference materials and level tests, affords students the opportunity to take their degree exam by means of

Students can take their degree exam by means of computer. In addition, the project illustrated a profound engagement with both the psychological and methodological aspects of students' learning. Similarly, the *Roma Tre* team presented its e-learning project, CLACSON, which offers 25-hour modular courses in English, French and Spanish at all levels from pre-intermediate to advanced.

Technology in practice

Cesare Zanca and Linda Mesch of the University of Siena showed how much could be done simply by rationalising and exploiting already existing material on the internet. While avoiding expensive and time consuming 'reinventing of the wheel', they created effective tasks using authentic material.

Thomas Vogel's contribution outlined the real versus the virtual advantages of embracing new technologies in language learning. Highlighting the rigorous defence required to support the use of technologies in the classroom in the face of economic and financial constraints, his paper asked whether approaches using technologies were legitimately to be considered merely 'the icing on the cake'.

Alain Cazade spoke of the problems which the French organisation RANACLES had to face when addressing new technologies. He candidly explained the 'can dos' and the 'can't dos' and the 'no point in doings'. In so doing, he considered the most common problems which L2 learners have to face and the new technologies which can be exploited to address these problems. Alain Cazade went on to present some of the aspects of the on-line work at Paris Dauphine University which used new technologies in original and innovative ways. For example, he demonstrated a pronunciation and intonation tool that

Innovations include a pronunciation and intonation tool which makes use of wave files. makes use of wave files, recording the student's voice and creating an image of it so that comparisons can be made with the model sample not only by sound but also by sight. Such information has proven to be invaluable and cannot be recreated in

any other medium. Significantly, it makes language learning more accessible to those with less than a natural aptitude for language acquisition.

Anthony Baldry and Patty Grunther from Pavia introduced one of the numerous short courses which they run using technology to increase the multimodal aspect of learning both inside and outside the classroom environment. They have, to date, brought over 100 groups of students from B1 to B2 or B2 to C1 level in English, French, German, Spanish, Portuguese and Hungarian. One of the strengths of this approach lies in its ability to command and maintain student interest and concentration by alternating between different media - from screen to page to projector.

James Coleman from the Open University illustrated how technology is making it all possible. Interestingly, the OU has only recently introduced pure language courses into its programme. Only with the recent development of suitable technology have such courses been considered viable in the absence of face to face interaction. Specially designed software, developed over a four year period, will now make languages a distance-learning option.

New software can make languages a distance-learning option.

Web-based technology

Uschi Felix's presentation combined theory with practice. She used classroom methods to engage her audience in the presentation of her web site, fostering an environment conducive to interaction, discussion and participation. Her ability to engage was equally evident in her web site design.

Rosemonde Gurtner's presentation addressed the issues associated with the introduction of 'autonomous learning' to students at university level and the need for a radical re-thinking of the role of the teacher or tutor, as well as of the didactic approach.

The team from Padova's CLA demonstrated original use of web technology on their teaching site CLAWEB. The site contains specially designed web sites for the learners of 11 languages, including English for specific purposes as well as general English. Their sites have recently been integrated with a tracking system, as well as with FirstClass and QuestionMark Perception.

Technology and testing

Charles Alderson addressed the issue of diagnostic language testing and gave a presentation on the web-based self-assessment system, DIALANG. This system is the only major diagnostic testing project in use at the moment, underlining the gross neglect of diagnostic testing in the past 20 years of assessment research. DIALANG constituted by far the most extensive project presented at the seminar, offering on-line diagnostic testing across all the range of levels in 14 languages.



Pictured at the seminar, from left to right: Maurizio Gotti, Gaetano Silvestri, Giovanni Bonanno & Carol Taylor Torsello (see p. 16).

Conclusion

The final two presentations were by Tiziana Ciasullo from Camerino and Christopher Pain from Sassari on their reflections on and experiences in the teaching of French and English, respectively. The closing discussion saw calls for a presentation of FirstClass which was arranged for the following day. Thereafter, the discussions of the previous two days continued in the rather more informal setting of the Sicilian terraces over a well deserved *aperitivo*. The significance of the work of AICLU and of this, its 6th seminar, it was agreed, lay in bringing Italian language centres and centres from around the world closer together, increasing the dialogue and exchange of ideas between them, and placing the Italian CLAs within a global context. ■

Introducing the Finnish Language Centre Network

CercleS Secretariat

Some current issues for Finnish language centres

The university language centres of Finland have, for some time now, been investigating issues surrounding enhanced cooperation with European counterparts. To this end, they are moving towards the formal establishment of a Finnish network of language centres, FINELC.

As part of this process, steps have been taken to identify the key issues for language centres in Finland and to formalise objectives, principles and structures. As reflected in the network's draft statutes, the concerns of the Finnish colleagues are threefold. They perceive, firstly, the need to strengthen European multilingualism by developing the teaching of languages and communication. Secondly, they seek to improve the opportunities for learning languages. Finally, they propose to enhance evaluation practices and quality assurance by promoting networking between language centres, making use of their common strengths, and by taking advantage of the opportunities provided by closer European cooperation.

Structures and activities of the network

The University of Tampere, where Ulla-Kristiina Tuomi is Director of the language centre, is currently acting as the coordinating university for the network. At a national level, a steering group has been established, comprising representatives from different language centres and currently chaired by Raija Elsinen (Joensuu). This group is responsible for planning and implementing the network's operations.

One of the main aspects of the network's activities is the organising of a major biannual conference. The conference is hosted by one of the member universities of FINELC and attracts some 250 language centre teachers and administrative personnel. As well as the conference, FINELC members organise regular events such as language-specific meetings or meetings for language centre administrators.

FINELC: A new member of CercleS?

At the last biannual conference of the network, held at the University of Tampere in March 2003, it was proposed that FINELC become a member of CercleS. In advance of the forthcoming CercleS conference

in Bratislava, the draft statutes are being considered. If the Finnish proposal is successful, FINELC, the national Network of University Language Centres in Finland, will be a new CercleS member.

Who are the members of FINELC?

The html page featured in the previous column gives details of all Finnish universities and their geographic locations. Of the 21 Finnish universities, 17 have a language centre (or similar institute) and all of these are members of the Finnish network. We are grateful to Pirkko Forsman-Svensson (Helsinki), Eija Adjers (Helsinki) and Ulla-Kristiina Tuomi (Tampere) for providing the information on the members of the Finnish language centre network below:

Abo Akademi, Spraktjänst

Abo Academy Language Centre

Established in 1978

Director: Jan Jylhä

jan.jylha@abo.fi

<http://www.abo.fi/sptj/>

Helsingin yliopiston kielikeskus

University of Helsinki Language Centre

Established in 1977

Director: Pirkko Forsman Svensson

pirkko.forsman-svensson@helsinki.fi

<http://www.helsinki.fi/kksc/>

Helsingin kauppakorkeakoulu, Kielten ja viestinnälaitos

Helsinki School of Economics,

Department of Languages and Communication

Established in 1911 (see Note 1b)

Director: Tuija Nikko

tuija.nikko@hkkk.fi

<http://www.hkkk.fi/>

Joensuun yliopiston kielikeskus

University of Joensuu Language Centre

Established in 1980

Director: Raija Elsinen

raija.elsinen@joensuu.fi

<http://www.joensuu.fi/kielikeskus/>

Jyväskylän yliopiston kielikeskus

University of Jyväskylä Language Centre

Established in 1977

Director: Maija Kalin

kalin@cc.jyu.fi

<http://www.jyu.fi/kielikeskus/>

Kuopion yliopiston kielikeskus

University of Kuopio Language Centre

Established in 1979

Director: Antti Hilden

antti.hilden@uku.fi

<http://www.uku.fi/laitokset/kielik/>

Lapin yliopiston kielikeskus

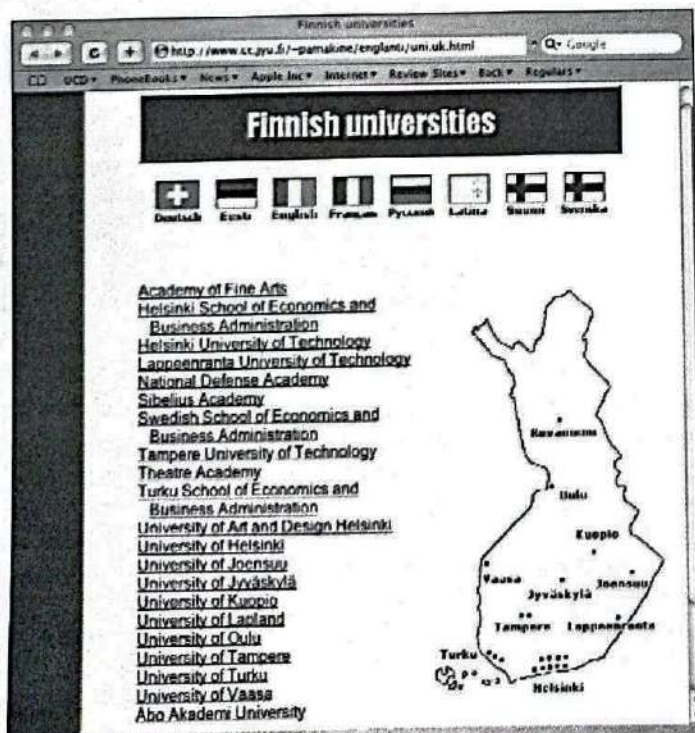
University of Lapland Language Centre

Established in 1983

Director: Heidi Strengell

heidi.strengell@urova.fi

<http://www.urova.fi/home/kike/>



<http://www.cc.jyu.fi/~pamakine/englanti/uni.uk.html>

Lappeenrannan teknillinen yliopisto, Kielikeskus
 Lappeenranta University of Technology Language Centre
 Established in 1973
 Director: Vuokko Paakkonen
 vuokko.paakkonen@lut.fi
 http://www.lut.fi/kike/

Maanpuolustuskorkeakoulu
Koulutustaidon laitos, kielen opetusryhmä
 National Defence College Language Teaching Group
 Director: Heikki Honkanen (see Note 2)
 heikki.honkanen@mil.fi
 http://www.mil.fi/ or http://www.mpkk.fi/

Oulun yliopiston kielikeskus
 University of Oulu Language Centre
 Established in 1977
 Director: Harry Anttila
 harry.anttila@oulu.fi
 http://www.oulu.fi/kielikeskus/

Svenska Handelsbögskolan
Institutionen för språk och kommunikation
 Swedish School of Economics and Business Administration
 Department of Languages and Communication
 Established in 1909 (see Note 1a)
 Director: Marika Tandefelt
 marika.tandefelt@hanken.fi
 http://www.hanken.fi/

Tampereen teknillinen yliopisto, Kielikeskus
 Tampere University of Technology Language Centre
 Established in 1980
 Director: Pentti Vanha-aho
 pentti.vanha-aho@tut.fi
 http://www.tut.fi

Tampereen yliopiston kielikeskus
 University of Tampere Language Centre
 Established in 1975
 Director: Ulla-Kristiina Tuomi
 ulla-kristiina.tuomi@uta.fi
 http://www.uta.fi/laitokset/kielikeskus/

Teknillinen korkeakoulu, Kieli- ja viestintäkeskus
 Helsinki University of Technology
 Language and Communication Centre
 Established in 1973
 Director: Maria Katajamäki
 maria.katajamaki@hut.fi
 http://www.hut.fi/Yksikot/KieVie/

Turun yliopiston kielikeskus
 University of Turku Language Centre
 Established in 1979
 Director: Vesa Vääräjä
 vesa.vaataja@utu.fi
 http://www.utu.fi/erill/kielikeskus/

Turun kauppakorkeakoulu, Kielen laitos
 Turku School of Economics and Business Administration
 Department of Languages
 Established in 1978 (see Note 1c)
 Director: Tuija Helle
 tuija.helle@tukkk.fi
 http://www.tukkk.fi/kiellet/

Vaasan yliopisto
Humanistinen tiedekunta, kielipalvelut
 University of Vaasa Language Centre
 Established in 1998
 Director: Martina Buss
 http://www.uwasa.fi/hut

Notes:

- 1 The three Schools of Economics in Helsinki and Turku have language departments instead of language centres, called either Department of Languages (Turku School of Economics and Business Administration) or Department of Languages and Communication (Helsinki School of Economics and Swedish School of Economics and Business Administration, both in Helsinki). Note also that the:
 - a) Swedish School of Economics was founded in 1909 and has given instruction in languages since then. No data is available on the year when the language department was established.
 - b) Helsinki School of Economics was founded in 1911 and has provided language instruction since then. No data is available on the year when the language department was established.
 - c) Turku School of Economics was founded in 1950 and the language department was established in 1978.
- 2 The National Defence College has a 'language teaching group' and plans to establish a language centre in the future.

Paris Conference Proceedings Available

We are pleased to announce that the Paris 2002 Proceedings, comprising papers from the 7th CercleS conference, can be ordered from CercleS Secretariat:

Satchell, R. & Chenik, N. (eds) (2004) *University Language Centres: Forging the Learning Environments of the Future*. Paris: CercleS.

Submitting Articles to the Bulletin

Members are invited to submit articles, language centres profiles, news from associations, reports on activities, book and software reviews, papers or conference reports for publication in the Bulletin.

Items for review may be written in any of the main languages of national associations affiliated to CercleS. Reviews will appear in either English, French or German.

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Acknowledgements

We wish to thank Věra Čapková, Lucy Skrabanek, Hugo O'Donnell, Jana Fischerová and Fergal Murphy for providing and installing the Czech and Slovak fonts (diacritic markers), and thus enabling us to use all the names in their correct form.

Secretariat

Forthcoming events

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

3-5 September 2004: Association for French Language Studies Conference, Aston University, Birmingham, UK. Web: www.unl.ac.uk/sals/afls/astonconf.html

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.didascal.be

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

17-19 September 2004: "Perspectives on Slavistics", Catholic University, Leuven, Belgium.
E-mail: dagmar.divjak@arts.kuleuven.ac.be Web: <http://millennium.arts.kuleuven.ac.be/>

24-25 September 2004: Postgraduate Conference in Linguistics and Language Teaching, Ankara, Turkey. Web: www.fedu.metu.edu.tr/pstgrd/

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

17-25 October 2004: "Developing Multimedia Activities for Language Learning" course, Amsterdam, The Netherlands. Web: www.amsu.edu/courses/language/lang42004.htm

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

10-12 November 2004: ALTE Meeting & Conference, "Testing the Less Widely-spoken Languages", Bilbao, Spain. Email: alte@ucles.org.uk Web: www.alte.org

10-12 November 2004: IALS, "Educating Legal English Specialists", Edinburgh, UK.
E-mail: IALS.symposium@ed.ac.uk Web: www.ials.ed.ac.uk

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

1-3 December 2004: "Current Perspectives and New Directions in Foreign Language Teaching and Learning", National University of Singapore, 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

12-15 March 2005: International OsProMil Conference on Missionary Linguistics, Hong Kong/Macau, China. E-mail: lcjames@ust.hk Web: www.hf.uio.no/kri/ospromil/index.html

19-21 May 2005: 2nd International 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.
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