Bulletin 20

CercleS
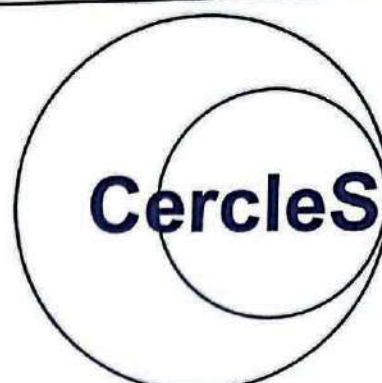
Confédération Européenne des Centres de Langues de l'Enseignement Supérieur

European Confederation of Language Centres in Higher Education

Europäischer Verband der Hochschulsprachzentren

Contents

Publication Details

Multilingualism - Multilinguisme - Mehrsprachigkeit

CercleS est une association européenne visant à améliorer les compétences linguistiques en Europe. CercleS, grâce à ses membres répartis dans dix pays européens, constitue une plate-forme idéale pour la coopération et le multilinguisme. Mais ce multilinguisme tant souhaité n'est pas encore devenu réalité puisque, ces dernières années, la langue la plus parlée et entendue lors des colloques CercleS est l'anglais. En effet, l'anglais représente de nos jours la langue de communication par excellence dans la coopération et les échanges internationaux, et de plus, c'est la langue la plus enseignée dans les centres de langues universitaires. Ainsi les participants aux colloques CercleS sont en majorité des spécialistes de l'anglais. Ne serait-il pas souhaitable que les participants francophones et germanophones s'expriment donc dans leur langue maternelle pour arriver au multilinguisme attendu par tous ?

So einfach ist es leider nicht. Französischsprachige Teilnehmer/-innen haben wiederholt geäußert, dass sie ihren Vortrag lieber auf englisch halten, um sich keine Vorwürfe bzgl. der sprachpolitischen Missionierungsarbeit der Franzosen oder gar der fremdsprachlichen Inkompetenz anhören zu müssen (vgl. den Beitrag von Pierre Frath im *Bulletin* 19). Des weiteren ziehen französisch- und deutschsprachige Referenten das Englische vor, um eine möglichst großes internationales Publikum erreichen zu können – und hier ist Englisch eben die internationale Lingua franca. Vortragende aus dem deutschsprachigen Raum würden mit einem Vortrag auf deutsch nur das deutschsprachige Publikum erreichen – und das tun sie bereits auf nationalen Tagungen; auf der CercleS-Tagung geht es ihnen darum, **nicht** das heimische Publikum anzusprechen, sondern das ausländische Publikum. Gleiches gilt für französischsprachige Vortragende.

When preparing number 20 of the CercleS Bulletin, we tried to vary the language as much as possible, but again you will find on the following pages an edition that is highly dominated by the use of English, although the three official languages of our association are Deutsch, English and Français. Most members from any country outside German- and French-speaking areas will more or less automatically choose English as their language of communication when addressing an international audience.

On the other hand, we lose an important chance of disseminating multilingualism if we do not practice it ourselves. We preach multilingualism, but we use mainly English when coming together. For the next CercleS Conference we have set up a structure which should guarantee that in each section the convenors are able to communicate in all three official languages. But now it is the task of the participants to make it a multilingual conference by giving presentations not only in English, but also in German and French.

CercleS lebt von der Zuarbeit seiner Mitglieder, CercleS repräsentiert die unterschiedlichen Gestaltungsmöglichkeiten sowie die verschieden Unterrichtskonzepte und Projektaktivitäten in den einzelnen Ländern. Zudem tendieren wir mit steigender Mitgliederzahl zum Einsatz des Englischen. Aber es liegt an uns, diese Entwicklung aufzuhalten und selbst die Mehrsprachigkeit aktiv zu leben. Für das CercleS-Executive gehört das Erreichen einer echten Mehrsprachigkeit zu den Prioritäten für die laufende Amtszeit; der Kongress in Frankfurt (Oder) wird zeigen, ob wir unserem Ziel näherkommen können. Nous invitons donc tous nos membres à vivre un vrai multilinguisme en nous envoyant leurs articles pour le *Bulletin* non seulement en anglais, mais aussi en allemand et en français, et en pratiquant un multilinguisme actif lors du prochain colloque. Ainsi nous espérons pouvoir vous présenter la prochaine édition en trois langues à parts égales et entendre les trois langues officielles non seulement lors des sessions plénières, mais aussi dans les sections, et bien d'autres langues encore lors des pauses café et dans les couloirs.   **Ed.**

Word from the President

Carol Taylor

This is the first Bulletin since the new Executive took office, and I would like to take this opportunity to thank the outgoing Executive for the magnificent job they did and for accepting to continue to work with us. The new Executive recognized right from the start that CercleS as it stands today needs a great amount of energy and input and saw in the previous Executive a wealth of competence and experience to be shared. We have therefore invited them to attend our meetings so far along with the new Executive, and a network of email communication has been kept up among this working group.

In our first Executive meeting in Padua in December 2004 we decided that the *Bulletin* would be edited jointly by Ray Satchell and Johann Fischer, while the website would remain based in Ireland, but would be managed from Tübingen by Johann Fischer. It was decided that the ELP experimentation would remain in the able hands of Mary Ruane, who would work together with the Presidency to make sure that the right steps were taken to move the project forward, both in terms of expansion of the piloting within CercleS members and of getting translations into the various European languages.

To promote greater use of the ELP among our members, we decided to apply a strategy of facilitation, in the hopes of making it easier for language centres belonging to National Associations which are CercleS members to obtain and experiment it. The ELP was sent out to all the national presidents, and the process for distribution to their members was made much more direct and simple. It was also decided that steps should be taken to encourage and facilitate the translation of the ELP into the national languages, including the organization of the Cercles ELP Translation Workshop in Padua on June 24th, 2005 (see report in this *Bulletin*).

At the beginning of September CercleS was hosted by the Language Centre of the University of Helsinki for the CERCLES Seminar, "The Common European Framework in European universities", which was an excellent opportunity to share experiences of applying the CEF in different higher education contexts and to exchange ideas on the kinds of specificity this entails. The Proceedings will soon be available on Helsinki University Language Centre's website.

The opportunity was also taken in Helsinki to hold meetings of the Executive and the Coordinating Committee. One of the important topics on the agenda was the organization of the next CercleS Conference, which will take place in Frankfurt (Oder) from the 28th to the 30th of September, 2006. Our next Executive meeting is planned for February 2 in Frankfurt (Oder), where we plan to finalize details of the organization of the Conference. Meanwhile, Thomas Vogel has been extremely busy, and seems to have everything perfectly under control.

Many thanks to Thomas for all the work he is putting into organizing our 9th CercleS International Conference. Thanks also to the new Executive and the old one, as well as to the Coordinating Committee, for the excellent job they are doing. Particular thanks go to Johann Fischer, who has taken on the immense job of Secretary General of CercleS, and to him and Ray Satchell for editing the *Bulletin*.

Best wishes to all CercleS members for a serene and productive 2006.

Carol Taylor

carol.taylor@unipd.it

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:	€ 30.00
Bratislava Conference 2004, Moravciková, Taylor & Vogel (eds)	Price:	€ 30.00
Complete set of all six Conference Proceedings	Price:	€145.00

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

Needs Analysis and Policy Making at the University of Antwerp Language Centres

Kris Van de Poel & Zoë Teuwen

Résumé

La règle la plus importante pour l'enseignement des langues au niveau universitaire est de faire correspondre les contenus et l'organisation des cours aux besoins des participants. Pour garantir ceci, il est essentiel de connaître le profil des étudiants. L'Université d'Anvers, aux Pays-Bas, a élaboré un questionnaire pour obtenir des données précises qui permet dans la suite d'accorder mieux les contenus et l'organisation des cours avec les besoins des étudiants et d'assurer la qualité de ces cours. Vous avez la possibilité de commander ce questionnaire à l'adresse suivante : centrum@ua.ac.be.

Zusammenfassung

Sprachkurse sollten inhaltlich und organisatorisch möglichst auf die Bedürfnisse der Teilnehmerinnen und Teilnehmer zugeschnitten sein. Um dies jedoch gewährleisten zu können, ist es wichtig, das Profil der Studierenden zu kennen. Die Universität Antwerpen, Niederlande, hat einen Fragebogen entwickelt, um genaue Daten zu erhalten und in Zukunft die Kurse in ihren Inhalten und Formen noch besser auf die Ansprüche der Studierenden abzustimmen und so deren Qualität zu sichern. Bei Interesse können Sie den Fragebogen unter centrum@ua.ac.be anfordern.

Introduction

Even though language centres may be involved in various activities (translation, projects, research, etc.), it goes without saying that their courses are often their main link to the outside world. If students are happy about the courses they may continue to the next level and recommend the course to others. Therefore, it is essential to offer the best possible courses to the students. In order to meet the needs of the student population it is imperative to know the exact profile of the students. It is only when the student profile is known that the language centre policymakers can make the best decisions about the organisation and content of a course.

The University of Antwerp (UA) has two language centres connected to it. They both offer language courses, but their courses are organised in different ways. The Centre for Language and Speech (CLS) is situated at Campus 'Drie Eiken', which is about 10 km from the city centre, in the green belt of Antwerp, ICTL (Interfacultair Centrum voor Toegepaste Linguïstiek) is at the City Campus, in the historical centre of Antwerp. ICTL offers courses in Dutch as a Second Language, English, French, German and Spanish. CLS teaches Dutch as a Second Language besides 30 foreign languages. ICTL's courses consist of more contact hours: generally, one level takes 90 hours, spread over 10 weeks, with contact moments three times a week, whereas CLS' courses are 45 hours for Dutch (15 weeks) and 30 hours (10 weeks) for other languages, taught one afternoon or evening a week. For Dutch CLS also offers 80-hour 3-week intensive courses.

In order to get a better insight into the complementarity or overlap existing between the two language centres and gain an in-depth understanding of the profile of the course participants at the language centres of the University of Antwerp (UA), a written questionnaire was developed and distributed among the students enrolled on language courses during spring 2003. The questionnaires were completed in class. The data are predominantly descriptive in nature and present a state of affairs at that particular moment of time, i.e. the end of the second term of the academic year 2002-2003. They are however representative for the language courses and form the scientific basis on which policy documents for post-academic/extra-curricular language teaching policies can be formulated.
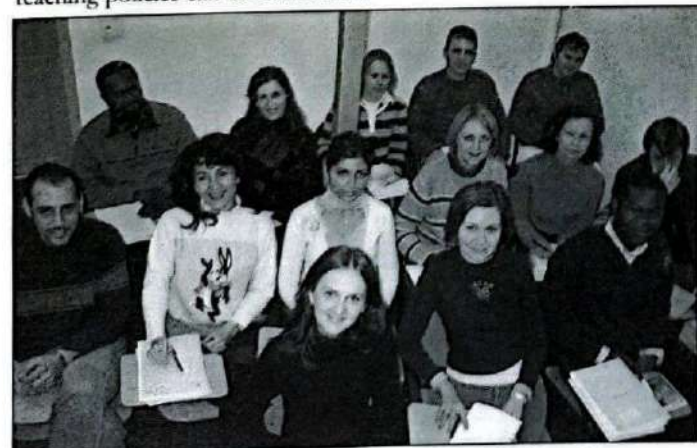
Participants in a language course at Antwerp University

Language Teaching Policies

In deciding upon the organisation and content of their courses, language centre policymakers have to observe the language centre's mission statement. One of the key aspects mentioned in the mission statement is that the courses have to meet the students' needs. In practice, the students needs and wishes are often speculated upon and not really looked into. However, it is of major importance for a language centre to ascertain that all the features of the courses they teach actually meet their students' expectations. Investigating precisely this aspect may reveal shortcomings which will enable them to adapt certain aspects of the courses even more closely to the students' needs. Because the UA language centres have made small policy changes over the years based on course evaluations of the participants and trends observed in pedagogics and didactics of foreign language teaching and learning, the need was felt to establish if their language courses still matched the students' profiles. A questionnaire was the cheapest, fairest and fastest way to find out. All course qualities were turned into questions in order to see if they met the students' needs.

The questionnaire was distributed at a key moment for the language centres, a moment of transition. Given that the UA would be merging in October 2003, this was an ideal moment for optimising the language courses. Furthermore, if the two language centres would be merging in the future, the questionnaire could be used both as a means to decide which distinctions should be adhered to in order to keep on catering for all our students and as a means for dealing with overlap.

The analysis of the data revealed important information about five aspects of the language courses: (1) respondents' profile, (2) choice of language centre, (3) computer-assisted language learning, (4) course duration and intensity, and (5) objectives. In the discussion below only those aspects are mentioned which will have the biggest impact on future policy decisions.

Basic Profile of the University of Antwerp Language Centres' Participants

• The majority of course participants are female, particularly for French.

• Two thirds of the students take a level 1 or a level 2 course (CEFR A).

• The majority of participants are between 20 and 35 years old. Not only regular students, but also participants from outside the university attend.

• There is an enormous diversity in nationalities and mother tongues.

• Most course participants have completed higher education, which is in fact a prerequisite for the courses.

• Most course participants work or study full time. The majority of employed people work outside the UA. People who work at the university tend to follow a course at the campus where they work.

• The group of students of Dutch as a second language have a slightly different profile. On average they are older than the students of other languages. Furthermore, there are more unemployed people or people who do not work or study in those groups.

Arguments Determining the Choice of Language Centre

The respondents' reasons for their choice of language centre can be divided into two kinds:

1. Practical reasons:
• location
• time of the classes
• the course's intensive character

2. Content-related reasons:
• obtaining a university certificate
• interesting course (recommended by a friend)
• qualified teachers
• academic method
• obtaining credits

The reasons mentioned by the students of Dutch are a bit more content-related, the students of other languages base their choice on practical reasons. This could probably be explained by the fact that students of other languages often have a full-time job or study during the day so that they have to find the ideal course set-up not to interfere with their other duties.

Computer Access

Since blended learning relies on the use of multimedia applications and often a component of distance learning can be beneficial for the learning process, some questions dealt with computer access. For Dutch as a foreign language the questionnaire showed that:
• 3/4 of the students have the opportunity to use a computer, most of them at home,
• 2/3 have an Internet connection,
• 2/3 have a CD-ROM drive.
For the other languages the following tendencies emerged:
• almost all students have the opportunity to use a computer, 4/5 of whom at home,
• 4/5 have an Internet connection,
• 4/5 have a CD-ROM drive.

The difference between the two student populations (Dutch and other languages) can be explained by the fact that more students of Dutch are unemployed, which means they have a financially weaker position. Moreover, most students of Dutch are not regular UA-students, which means they do not have access to the university computer labs.

Course Duration and Intensity

The general tendency is that participants prefer the type of course they are already taking with respect to intensity, duration as well as methodological approach.

Most respondents seem to be willing to devote more time to self-study. Given that these are university courses the rule of thumb used for day-time university courses could be applied to the evening language courses. This means that for each contact hour 3 hours should be devoted to self-study or processing.

Objectives

The questionnaire forced the students to reflect on their reasons for learning a language and the level up to which they would like to master the language. The following tendencies emerged:
Dutch:
• The students want to learn Dutch in order to live in the target language culture.
• They need to apply the skills of reading, listening and speaking at a

personal level, but writing is needed for other purposes (professional).
• The students want to reach an advanced level (proficient user) in order to lead a normal life in Flanders / Antwerp.
French:
• The students want to learn French for professional purposes (French is one of three official languages in Belgium).
• The students want to reach an upper-intermediate level (independent user).
Other languages:
• The students want to learn a foreign language to travel, or out of interest.
• Most respondents want to apply their language skills at a personal level, but also the public domain is mentioned by many respondents.
• Most students want to reach a survival level, but many students - mainly those who have prior knowledge of the language - want to reach an upper-intermediate level. (independent user)

Generally, the public domain seems to be the least needed one. As far as listening skills are concerned, mainly students of French mention the importance of the academic domain.

Summary of the results

The questionnaire shows that the language courses attract a predominantly young female audience with a full-time job or study. There is a small difference between the two language centres as far as educational level and computer access are concerned.

Most course participants engage in language learning because they want to integrate in the target culture or because they want to improve their professional and academic capacities. The personal and professional domain are central for all four skills, with an increase in the academic domain as far as listening is concerned.

There are some differences between the audiences at the two campuses, but in general the qualities of their own course are appreciated by both groups.

Conclusion

The key issue of the questionnaire was to find out what the current students of the UA-language centres are looking for in their course in order to determine the future organisation of approach to language teaching and learning.

The results confirmed the decisions made in the past. They also highlighted that the reasons why people opt for a certain language centre are not based on a (perceived) difference in quality, but rather on practical elements, such as location, duration and intensity of the course. The course diversity should be maintained in order to meet the needs of all students, i.e. more or less mobile, more or less computer literate, more or less independent, more or less free to spend time on learning, etc. Both language centres have the freedom and opportunity to offer differentiated course options, campus-dependent or not. And even after a merger this seems to be the way ahead.

The questionnaire reveals a considerable difference in the students of Dutch vis-à-vis the other foreign languages, which seems to be due to the fact that Dutch is taught as a second language (embedded in the target culture), thus attracting quite a different audience with different needs. This SL/FL trend should have a universal ring to it. Student feedback is the most valuable information which language centre policymakers can rely on in order to determine their future actions. The UA-questionnaire could be applied in other university language centres to see if these trends are repeated. You are therefore welcome to request a free copy from centrum@ua.ac.be.

kris.vandepoel@ua.ac.be

Are we trained enough for language testing?
Seminar in the Czech Republik:
Item Development for University Entrance tests
Dr. Maria Sikolová & Dr. Natasa Mocková

Résumé

En mai 2005 l'Univerzita Obrany de Brno en République tchèque a organisé un séminaire sur le « Développement des tests de niveau dans les centres de langues universitaires ». Le comité de CASALC a souligné l'importance des principes des tests de niveau et a essayé d'offrir à cette occasion une plate-forme pour nouer des contacts pour permettre la coopération entre les participants des différentes universités.

Zusammenfassung

Am 30. Mai 2005 hielt die Univerzita Obrany in Brno, Tschechische Republik, ein Seminar zum Thema „Entwicklung von Sprach- und Einstufungstests an universitären Sprachenzentren" ab. Das CASALC-Komitee legte Wert auf die Vermittlung der Grundprinzipen des Sprachtestens und wollte den Teilnehmern bei dieser Gelegenheit eine Plattform zum Knüpfen von Kontakten und zur Kooperation bieten.

There are various common problems shared by language centres in the CercleS network, but one of the perennial issues surrounds the subject of language testing and assessment. Many language teachers are regularly asked to develop or administer tests but there is hardly any targeted staff development in this area. Consequently, the newly elected CASALC committee decided to hold a seminar focused on this topic. Another reason for organizing the seminar was to give the participants an opportunity to make contacts and to establish co-operation in test item development.

As mentioned above, many language teachers generally have no theoretical background in testing. Moreover, language testing and assessment is not a subject included in any teacher-training curriculum in the Czech Republic. The content of the seminar was, therefore, aimed at highlighting some of the basic principles of language testing.

In the preparatory period of the seminar, e-questionnaires were sent out to CASALC member language centres, in order to gain information about testing in their institutions. The respondents were also asked whether they would appreciate a seminar on testing. Those who responded positively were sent a needs analysis document and eventually the theme of the seminar was formulated and a detailed programme designed.

The seminar took place on 30 May 2005 at the University of Defence in Brno. There were 16 participants from 7 different language centres and departments. The areas covered by the three invited presenters were as follows: testing techniques, test format, resources for test materials and on-line testing. During our discussions, various issues were raised. The attendees mostly appreciated the idea of future collaboration in test item development and creating a test item bank.

All the three presenters were well versed in the area of language testing, one of them having an MA in Language Testing from Lancaster University in the UK. The seminar organizers were honoured by the presence of Julie Mezera, the former Peacekeeping English Project Manager for the Czech Republic.

The seminar was the first step in launching a series of common projects for CASALC members. Possible future topics include a comparison of language teaching in Ph.D. courses at different universities, as well as searching for improvements in this area.

It is apparent that CASALC is continuing to perform its role in an effective way. It has created an invaluable discussion forum for its members and useful platform for staff development and training.

30/05/2005

Participants of the seminar

Maria.Sikolova@unob.cz

CercleS Proceedings 8:
Proceedings from the Bratislava Conference
Broadening Horizons, Expanding Networks

The Proceedings of the 8th CercleS International Conference under the title Broadening Horizons, Expanding Networks contain 25 contributions. The volume is made up of six chapters. The first presents three articles of the keynote lecturers focused on issues, stumbling blocks and lessons learned in policy, technology and networking in language learning. The other five contain a selection of articles on different aspects of and new approaches to language teaching and learning in a period of fast-moving changes in language learning in higher education. All the contributions address real problems language teachers and the language centres face and have to cope with in the period of new technologies and new needs of the students at the beginning of the 21st century.

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

Helsinki Pre-conference Workshop on CEF

Pirkko Forsman Svensson & Anu Virkkunen-Fullenwider
University of Helsinki Language Centre

Résumé

Du 1ᵉʳ au 3 septembre 2005 un séminaire CECR eut lieu à l'Université de Helsinki, directement avant la conférence sur les universités bi- et multilingues. La séminaire put accueillir plus de 100 participants. Le CECR est utilisé dans les universités finlandaises depuis 2002 et pour l'année universitaire de 2005/06 les niveaux de langue du CECR ont été introduits pour les cours de langue. Durant l'atelier, les participants ont pu échanger des expériences sur la situation actuelle mise en œuvre du CEF. Les présentations de l'atelier et de la conférence qui a suivi sont disponibles sur internet :
http://www.helsinki.fi/kksc/cef2005

Zusammenfassung

Vom 1. bis 3. September 2005 fand an der Universität von Helsinki direkt vor der Konferenz über bi- und multilinguale Universitäten ein Workshop zum GER statt, zu dem über 100 Teilnehmer kamen. Der GER wird an finnischen Universitäten offiziell seit 2002 verwendet und für das akademische Jahr 2005/06 werden die Niveaustufen des GER für Sprachkurse implementiert. Während des Workshops wurden mit Kollegen aus ganz Europa Erfahrungen über die aktuelle Situation der GER-Implementierung ausgetauscht. Die Präsentationen des Workshops und der darauf folgenden Konferenz sind im Internet unter http://www.helsinki.fi/kksc/cef2005 verfügbar.

It was in connection with the 8ᵗʰ CercleS Conference in Bratislava, September 2004, that the idea of organising a separate workshop on CEF came up. At the end of the Bratislava conference we gave the CercleS representatives a written suggestion for arranging a workshop in Finland the following year. In September of that year (1–3 September 2005) the University of Helsinki would host a conference on bi- and multilingual universities, a follow-up to the 2003 Freiburg/Fribourg event, and anticipated a number of delegates from European language centres in that connection. This being the case, we decided to link the Workshop on CEF to the University conference as a pre-conference event.

Some of the speakers during the CEF Workshop.

The Finnish university language centres had officially been preparing themselves for implementing CEF since 2002, unofficially even earlier through various language projects, e.g. DIALANG. There had been both local and national seminars and workshops. The latest national training session was offered in connection with the biannual FINELC (Network of Finnish University Language Centres) conference at the University of Joensuu, May 2005. The CEF Committee of the University of Helsinki Language Centre (HULC), which was appointed in December 2003, had been responsible for several workshops. The Committee was also instrumental in organising the CercleS Workshop on CEF in September 2005.

From the Finnish point of view, the timing was excellent because the Finnish universities had adopted the new two-cycle degree structure on 1 August 2005. In the current academic year (2005–2006) the Finnish university language centres are preliminarily implementing the CEF skills levels for language courses, e.g. indicating the starting levels. FINELC, or in other words, the staff of the Finnish language centres, have launched a joint project, LANCOM (*Language and Communication Studies in the New Degrees*), to avoid duplicating work. By working together, we have been instrumental in influencing the faculty outcomes at different universities in regard to language requirements for the new degrees.

We were happy to receive more than 100 workshop participants, almost half of whom joined us from abroad. The weather was good, and the atmosphere was positive and inspiring, which confirmed us in our beliefs that CEF was – and is – a very important issue in European higher education. The workshop took place at HULC premises; most of the meetings and discussions as well as the reception were held in the Language Centre main building, which is to be 100 years old in 2006. The participants were also given guided tours in Aleksandria, our multi-media learning centre. At the Workshop on CEF we wanted to inform and to learn from our European colleagues Culinary delights were provided what the present situation was for.

Culinary delights were provided for.

like in Europe as to CEF implementation. Therefore, the presenters – and also the participants – were invited to provide written answers to four questions; the answers were collected by the CEF Committee to be edited for this publication. The implementation of good CEF practices will, we believe, guarantee that undergraduates at all European language centres are set transparent objectives for language skills and are assessed on an equal basis.

Since the issue of European implementation of CEF is so important, there will be a net publication. This publication consists of two sections; first, the papers that were read at the CercleS Workshop (including the report on the feedback from the four questions), and second, the papers presented by the staff of HULC at the Bi- and Multilingual Universities Conference, which succeeded the Workshop on CEF. Some of the papers have been reworked for the publication. The publication can be found at http://www.helsinki.fi/kksc/cef2005. As a number of digital photographs were taken during the workshop and the conference, a Workshop Photo Gallery has been added to the publication.

Virkkunen@kielikeskus.helsinki.fi
pirkko.forsman-svensson@helsinki.fi

The participants of the Helsinki Pre-conference Workshop on CEF (Common European Framework)

The "CEF Situation" at Different Universities
CEF Pre-Conference Workshop in Helsinki, 31 August - 1 September 2005
Anu Virkkunen-Fullenwider
University of Helsinki Language Centre

Résumé

Dans le séminaire sur le CECR des questionnaires sur l'expérience avec l'utilisation du CECR ont été évalués et discutés avec des participants de dix pays différents. Les participants avaient reçus les questionnaires avant le séminaire. L'analyse a montré que non seulement les enseignants des langues mais encore les étudiants ont peu d'expérience avec le CECR. Les enseignants des langues obtiennent leurs connaissance par des séminaires et des stages de formation continue, les étudiants sont dans la majorité mal informés. Les avantages du CECR sont les critères homogènes et transparents, les désavantages sont qu'il manque la connaissance et l'entraînement auprès des utilisateurs. C'est à ce problème qu'il faut commencer.

Zusammenfassung

In einem Workshop wurden Fragebögen über die Erfahrung mit dem GER mit Teilnehmern aus zehn Ländern ausgewertet und diskutiert. Die Fragebögen waren den Teilnehmern schon vor dem Seminar zugeschickt worden.
Bei der Auswertung ergab sich, dass sowohl Sprachlehrer als auch Studierende wenig Erfahrung mit dem GER haben. Lehrende erlangen ihr Wissen meist durch Seminare, Workshops etc., Studierende sind überwiegend schlecht informiert.
Vorteile des GER liegen in den einheitlichen und transparenten Kriterien, die Nachteile jedoch im fehlenden Wissen und Training. Genau an dieser Stelle muss angesetzt werden.

In addition to interesting presentations and a panel as well as other discussions, the participants contributed to the workshop by answering the four questions put to them by the workshop organizers. The questions had been sent in advance and they were also in the program distributed in the workshop. Both these questions and the answers given will be discussed in this paper.

Although there were not a hundred and some answers (there were more than a hundred participants), the sample is still representative in many ways. The number of countries the respondents came from was 10, with most answers—as can be expected—by Finnish university teachers. Table 1 gives the exact information. Finland was also the only country where the respondents represented technical universities (2), schools of economics (2) and universities (10). The only British and Slovakian respondents come from schools of economics, which may not give a precise picture of the situation in these countries because the business schools have clearly had much more cooperation than the other universities. The third representative of the technical universities (two from Finland) comes from the Netherlands.

Country	Number of respondents
Belgium	1
Estonia	1
Finland	14
Germany	2
Ireland	2
Italy	1
the Netherlands	3
Slovakia	1
Spain	3
the United Kingdom	1

Table 1   Countries and the number of respondents

In most countries, university language teachers have had some training in using CEF. However, some respondents point out that it has been voluntary, and the active teachers have been involved. The training has taken the form of one or more seminars, workshops or conferences; and there have been many in-house discussions and CEF groups. Further, the CEF book has been widely available and has been read by many. In addition, DIALANG and the ELP and the UNIcert®, knowledge these and using them, have been mentioned in this context.

Students, on the other hand, have had mostly a less systematic introduction to CEF. There is some printed material, some university study guides mention the CEF levels which are then used to describe the language skills in university diplomas. In addition, language teachers are expected to inform their students, especially when it comes to assessing their language competences.

The main opinion seems to be that it is too early to say anything definitive about large-scale consequences CEF may have or has had in universities. In some cases, however, changes have taken place within the university because of CEF (e.g. Italy); in others they are still to come. It is in general thought that language teachers are aware of CEF, other teachers are not.

It seems that the main concerns are very similar, as are the insights into the advantages and disadvantages. The greatest advantages are, according to the respondents, the transparency and harmonization of criteria across languages, "the same language" now spoken by teachers of various languages. The main disadvantages, on the other hand, are the lack of an LSP adaptation or even an academic adaptation of CEF, the fuzziness of descriptors, more work for no extra pay, lack of training and ignorance of CEF among the stakeholders.

So what next? It seems that the most immediate need is to get some LSP or LAP instructions for university teachers using CEF in their work. This should be a unified, international enterprise that would then automatically work for transparency and commensurability in developing and using CEF descriptors in various European universities.

Virkkunen@kielikeskus.helsinki.fi

The following link will take you to the verbatim answers and language centre proceedings from the bi- and multilingual universities conference:

http://www.helsinki.fi/kksc/Web2006/cef2005/cefstatus.html

Contact Information:
University of Helsinki Language Centre
Fabianinkatu 26 (P.O. Box 4)
00014 University of Helsinki
phone + 358 (0)9 1911
fax + 358 (0)9 19124224

Proposals to support wider distribution & use of CercleS ELP

Carol Taylor & Mary Ruane

Résumé

Dans une lettre envoyée aux présidents des Associations Nationales Carol Taylor et Mary Ruane ont soumis des propositions pour disséminer le Portfolio Européen des Langues (PEL).

Une proposition était de transmettre directement le PEL aux centres de langues. De plus, les centres de langues sont priés de définir les besoins et priorités de la traduction et d'actualiser continuellement les pages web de CercleS sur le PEL. Ainsi, le Portfolio Européen des Langues de CercleS peut être inclus dans les programmes d'enseignement des centres de langues.

Zusammenfassung

In einem Brief, der an die Präsidenten der nationalen Verbände geschickt wurde, werden verschiedene Vorschläge unterbreitet, wie das europäische Sprachportfolio von CercleS stärker bekannt gemacht werden kann.

Einer der Vorschläge war, dass es direkt an die Sprachenzentren weitergegeben wird. Außerdem werden alle Sprachenzentren aufgefordert, die Notwendigkeiten und Prioritäten bezüglich dessen Übersetzung zu definieren und die CercleS-Portfolio-Websites immer auf dem neuesten Stand zu halten.

So kann das CercleS-Portfolio in die Unterrichtsprogramme der Sprachenzentren aufgenommen werden.

Dear National Association President

Thank you for your co-operation in supporting the proposals listed below. We believe that these measures, which were agreed at a recent meeting of the new CercleS Executive, will support the wider dissemination of the ELP and assist users in its implementation. We greatly appreciate the support of National Association Presidents together with their Executive Committees in this matter.

To help advance the task of translating the ELP, there will be a CercleS ELP Translation Workshop organised at the University of Padua on 24 June 2005 addressing a variety of translation issues. The workshop is for all those who are or intend to be involved in translating the CercleS ELP and for those users of the ELP who are interested in questions regarding its translation. (Further information from carol.taylor@unipd.it or on the CercleS website at: http://www.cercles.org/txt/CercleS-ELP-Translation-Workshop.pdf).

Proposal 1 – Disseminate ELP directly to Language Centres

We ask National Associations to circulate the ELP directly to each Language Centre that is a paid-up member of CercleS. Currently, centres have to apply for the ELP by submitting a Portfolio Request Form (PRF) to the National Association ELP coordinator in charge of circulation (see CercleS Bulletin 16). Under the proposed new scheme, where the ELP is forwarded directly to each Language Centre, colleagues will find it much easier to explore the possibilities and practicalities of introducing it.

Easing access to the CercleS ELP has to be balanced with overall management of the project. For this reason, we request National Association Presidents to be vigilant in ensuring that the CercleS ELP is forwarded only to CercleS members. We also need to be kept updated about the membership and activities of the national ELP committees/groups involved in portfolio experimentation. Thank you in advance for doing this.

Proposal 2 – Identify translation needs and priorities

We ask for your support in accelerating the process of translating the ELP into a range of languages. As you know, it was agreed very early on that National Associations would take responsibility for the translation of the portfolio and to date good progress has been made on the Italian, Czech, Slovak, Spanish and Japanese versions. As the translation of the ELP into a variety of languages is essential if we are to achieve wider dissemination, we ask you to send us a proposal on how you might go about providing the translation into languages which are of interest to you in your National Association.

Proposal 3 – Update CercleS ELP Web Pages

Finally, we ask National Association members to collaborate with us in developing the CercleS ELP web pages which will promote portfolio use amongst members and provide information and guidance about implementation. To start with, we would appreciate if you would ask your members to send us bibliographical references which they have found particularly useful (we are working on a basic reading list which will be uploaded shortly), accounts of case studies which are underway or planned, links to other websites of interest, or other material which you may believe to be of use to ELP users in a university language centre context. As the CercleS ELP pages will be updated in Dublin, please send this information to Mary.Ruane@alc.ucd.ie .

Thank you again for your co-operation and support in these matters. We look forward to hearing from you regarding our proposals for action and to working with you in the months ahead to further promote and embed the CercleS ELP in Language Centre curricula and pedagogical practice throughout Europe.

Kindest regards

Carol Taylor and Mary Ruane

carol.taylor@unipd.it
mary.ruane@alc.ucd.ie

Joining CercleS?

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

CercleS Secretariat
Fachsprachenzentrum
Universität Tübingen
72070 Tübingen, Germany

Tel: +49 7071 29 77407
Fax: +49 7071 29 5105
E-mail: cercles@uni-tuebingen.de
Web: http://www.cercles.org

The CercleS ELP Translation Workshop
Padua, June 24, 2005
Carol Taylor

Résumé

Le 24 juin 2005 un séminaire sur la traduction du PEL eut lieu à l'Université de Padoue. Le séminaire fut organisé par le centre de langues de Padoue. L'aspect central était la dissémination et l'utilisation des traductions déjà disponibles du PEL CercleS en italien, tchèque et slovaque. Cependant, des traductions dans d'autres langues comme le néerlandais, l'allemand et l'espagnol par exemple doivent être préparées. Les communications traitaient différents aspects du PEL comme les techniques de traduction, le copyright, le format du fichier mais aussi le mode de dissémination et les problèmes qui y sont liés.

À la fin du séminaire les participants se sont mis d'accord sur des principes qui doivent servir comme guide pour les traductions du PEL.

Zusammenfassung

Am 24. Juni 2005 fand der Workshop zur Übersetzung des CercleS-Portfolios an der Universität Padua statt. Hauptthema war die Verbreitung und der Einsatz bereits vorhandener Übersetzungen des CercleS-Portfolios. Aber auch Übersetzungen in andere Sprachen als die bisher vorhandenen (Italienisch, Tschechisch, Slowakisch) wie etwa Niederländisch, Deutsch und Spanisch sollen gefördert werden.

In Vorträgen wurden verschiedene Aspekte des Portfolios behandelt, wie die Übersetzung selbst, Copyright, das Dateiformat aber auch die Art der Verteilung und die damit verbundenen Probleme.

Am Ende des Workshops einigten sich die Teilnehmer auf einige Grundsätze, die künftig als Leitfaden für die Portfolio-Übersetzung dienen sollen.

On the 24th of June, CercleS, in collaboration with the Language Centre of the University of Padua, held the "ELP Translation Workshop" in Aula Nievo of the historic building of the University of Padua in Via VIII Febbraio 2, beginning at 9:30 A.M. and lasting until 6:00 P.M. Its purpose was to clarify procedural issues regarding the distribution and use of the existing translations of the CercleS ELP – Italian, Czech and Slovak – and to promote the translation into the remaining European languages. Representatives had been sent by NUT, ACLES and AKS to gather information which might facilitate their task of providing translations respectively into Dutch, Spanish and German.

The programme was opened by Carol Taylor Torsello, President of CercleS and Director of the Language Centre of the University of Padua. Mary Ruane, former Secretary General of CercleS and delegate for the ELP Project, then took the floor to introduce the day's work, speaking about "Issues in Translation and Distribution of the CercleS ELP Project". Her paper covered questions related to the translation of the text, electronic formatting and distribution, accreditation procedures and language centre and student access.

Peter Brown, of EAQUALS (The European Association for Quality Language Services), and co-author of one of the validated ELP models and specialist on ELP issues, discussed the difficult question of defining levels, whose borderlines are not always clear, and how level differentiations can be rendered in translation, but also how we can verify that our level estimations are right. In this regard, he said that although so far we have given more importance to *quantity* (how much a language user can do in terms of domains, functions, notions, situations, locations, topics and roles), now we should look more at *quality* (how well a language user can deal with the language, e.g. his degree of precision in understanding and expressing meanings). He underlined the difficulty of providing good translations across cultural contexts, and reminded those present that the CEFR was still lacking descriptors for Mediation (an area where CercleS might play a role).

Christopher Taylor
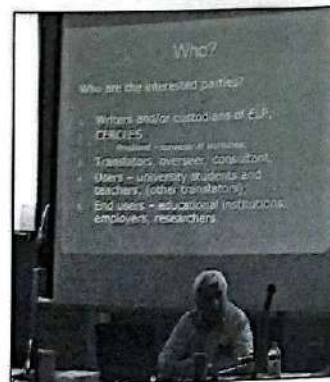
According to Peter Brown and other speakers, the use of the ELP as an instrument of language learning is a long-term process and requires that teachers negotiate a syllabus.

The three presentations that followed were by the team from the Faculty for Translators and Interpreters of the University of Trieste which was responsible for the Italian translation of the CercleS ELP: Christopher Taylor, Vice President of AICLU and Professor of English Language and Translation, who coordinated the

translation, Maurizio Viezzi, Professor of Interpretation from English to Italian, responsible for the editing of the ELP translation, and Federica Gori, a language technician at Trieste's Language Centre and in charge of the ELP implementation in Trieste, who did the basic translating. Christopher Taylor and Maurizio Viezzi presented and discussed theoretical issues which were relevant to the translation of the ELP into Italian, while Federica Gori presented a case study on the actual translation process and difficulties that were encountered and had to be overcome.

Mary Rouane

Christopher Taylor stressed the importance of the functional approach in the translation of the ELP into Italian. It is an authoritative text, brimming with content words appertaining to the field of language pedagogy which achieve autonomy as units of translation (*proficiency level, goal-setting*). The aim of the source text must be maintained by the target text, which must communicate it in the target culture. At each stage of the translation process, choices had to be made among alternative possible translations with reference to four levels of context: the lexico-grammatical context, the discourse context (specialized texts tend to adhere to the canons of their genre), situational context (academic environment) and cultural context (Italian social background). He also stated how important it is to work in a team, especially to discuss tricky cases, and to seek consultancy.

Maurizio Viezzi explained how the Trieste team applied the 4 aims of translation: 1) equivalence (equal value of the source and target text), 2) accuracy (reproducing the same meaning, not always in a literal way), 3) appropriateness (the target text should meet the reader's expectations in terms of register, vocabulary, social rules, level of formality etc.), 4) usability (the text should be unambiguous, easy to read and sound natural).

Federica Gori presented some examples of the choices adopted in the translation of the Italian version, which is student-oriented but more formal than the English version for cultural reasons. She also showed concrete examples of the translation of tricky words such as "factual information", "factual texts" etc. There was time before lunch for an ample debate on the morning's contributions.

The afternoon's work began with a brief presentation by Fiona Dalziel – Padua University's coordinator for the CercleS ELP experimentation – of this university's project, which has involved about 1000 students for 6 languages (English, French, Spanish, Italian as a second language,

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Dutch and Portuguese) and has over the past year experimented the Italian translation as well as the canonical French and English versions. Fiona Dalziel said that through ELP experimentation teachers started cooperating and negotiating their language syllabi. She also proposed to make the use of the ELP a part of the language degree courses over the three years of their duration and on into the Higher Degree courses. Silvia Blašková, representing CASALC, then took the floor to present the translations of the CercleS ELP into Czech and Slovak. These two translations are ready but they have not yet been inserted into the template. During the last academic year they were experimented by 160 students and 3 teachers in 3 higher education institutions. The ELP was incorporated into regular classes and also into their homework and was used for peer-review activities. Overall it was a positive experience, but students had difficulties in team-work activities and in self-assessment, because they were not used to taking responsibility for their own language learning.

Participants in the workshop.

Silvia Blašková said she thought the ELP should also be translated into the less widely taught languages of Hungarian, Lithuanian, Polish and Romanian. Chie Oda, University College Dublin, was the next presenter, who showed the group her translation into Japanese of the self-assessment grid and explained how she used it with her students. She, however, brought up an interesting question: if the ELP is translated and used in non European countries such as Japan and China, how can it still be considered European?

The last presentation of the day was by Gretl Senoner, of the Istituto Pedagogico Ladino in Bolzano, Italy, who talked about the existing translations of the ELP into Ladino for primary and middle schools and expressed interest in a Ladino translation of the CercleS ELP for use in universities. The ELP version used is in 4 languages (English, German, Italian and Ladino) and pays great attention to the intercultural context of the Alto Adige region. These contributions led to a discussion which paved the way to the concluding session, chaired by Carol Taylor Torsello and Mary Ruane, meant to lay out an action schedule and procedural rules for CercleS ELP translations.

The representatives for NUT (Charles van Leeuwen), AKS (Bernd Voss), and ACLES (Marta Genís and Michelle Crick, President and Secretary of the Spanish Association) agreed to provide translations into Dutch, German and Spanish respectively within 2006. Given the difficulties that translating can entail, it was suggested that the translations might be considered provisional during an experimentation period of one year. It was also suggested that a list should be made up and published on the web site of the points found problematic by the translators into each language and of the solutions proposed. It was also deemed useful that a list should be published on the web site of all the official translations that the translators might refer to (or had referred to). Further meetings on translation, with the translators into the various languages present, were also proposed, to be organized from time to time as the translations progressed.

The question of the format of the text was also discussed. Currently the CercleS ELP exists as a Word document and as a locked PDF file. AICLU was given an unlocked PDF file to use as the template in which to insert the Italian translation. Some mention was made of the possibility of using desktop publishing software such as Quark Xpress, Adobe inDesign or PageMaker rather than Word for the translations, and also of the advantages of moving toward an online version of the CercleS ELP.

Some of the participants expressed the desire that there might be a CercleS technician who would take charge of putting all the translations into the template, rather than this being the job of the translators or the National Associations. Although the advantage of concentrating the information technology competence in one person was clear, it was not clear how CercleS would be able to pay for this, given its limited budget. Also, the point was brought up that there is no unique template, as

1) each National Association, and even each Language Centre, has a personalized version of the ELP, and

2) the translated version of the ELP can

    a) replace the French version,

    b) replace the English version, or

    c) be added as a third version.

Different choices among the above three might be most advisable in different situations where the translation into a particular language is used. For example, Italian beginners of French at the University of Padua might need a French and Italian version of the ELP, whereas Italian beginners of English in the same university might need an English and Italian version, and Erasmus students from England doing a preparatory course in beginners' Italian at the University of Padua might want to use an English and Italian version, whereas those from France might prefer a French and Italian version. This leaves open the question of an Italian student beginning the study of Czech and Slovak, who, if one of the two canonical languages must be kept, might prefer a version of the ELP presenting English, Italian, Czech and Slovak all together.

The prospect of a European project for the development of the CercleS ELP for Universities was seen by all as a way of facilitating the process of translation, distribution, implementation, and experimentation, and even of the development of an online version of the CercleS ELP.

There was some discussion about whether or not it was really necessary to present the whole ELP as a multilingual document. In some cases this seemed unnecessary, yet, it was recalled by several of those present that the Council of Europe strongly proposed that the ELP be used as an instrument to bring students into contact with different languages and make them used to the idea of acting in a multilingual society. Most of those present, however, did not see how an ELP presenting three, four, or more languages all together could keep from being unwieldy. The question of validation was also discussed.

The CercleS ELP in the canonical version in English and French was validated without conditions by the Council of Europe during its fifth meeting in Strasbourg from May 15th to 16th, 2002, and this ELP was issued the accreditation number 29.2002, which is to be included on all parts of the portfolio.

Carol Taylor

The Council of Europe Committee also accepted CercleS' proposal that its full and associate members would be responsible for translations into their national language(s) if this was necessary/appropriate. The acceptance letter (dated 7 June 2002) from the Secretariat General of the Council of Europe to the President of CercleS said:

"It [the European Validation Committee] understands that the CERCLES Secretariat will approve the translations as an accurate rendering of the canonical ELP and submit the translated versions to the Council of Europe (Language Policy Division). The Council of Europe is the only body that can give the appropriate registration code for specific languages. This formality will allow the Council of Europe to have a formal register of all the language versions and to ensure that its member States are duly informed about validated models and translations. It should be noted that any changes as a result of translation will require a new validation process."

It is therefore necessary that each translation to be sent to the CercleS Secretariat for approval first be vouched for officially in writing by the Full Member or Associate Member who takes responsibility for its accuracy and its fidelity to the original French and/or English version. To this end, a model letter was produced for National Associations and Associate members to use when sending their approved translations to CercleS.

After the Workshop, Peter Brown brought up the question of copyright of the translations and of formal recognition of the translators. Johann Fischer later checked with Johanna Panthier of the Council of Europe on these questions.
The translations can be marked "© CercleS" so long as it is specified that the logo and the title, the tables taken from the CEFR, and the standard adult Language **Bernd Voss** Passport (at least the 'hard' pages, those which bear the CoE logo) are copyright of the Council of Europe. There is no problem in adding at the end of each translation a note saying "_____[e.g., German] translation by _____, _____, _____[names of translators]."

Perhaps as a very practical outcome of the meeting we can agree on a protocol for CercleS ELP translators to follow in the translation process. This protocol includes the following points:

1. CercleS ELP translations should not be undertaken spontaneously by individuals who have not been assigned the task by the National Association or, in the case of a country with no National Association, by an Associate Member. In the case of an Associate Member, or in the case of a language represented in more than one nation, CercleS should be informed of the intention to provide the translation and great care should be taken to avoid double translations for the same language.

2. All translations of the CercleS ELP should include the official version(s) of the self-assessment grid (provided it exists, i.e. can be downloaded from the CoE ELP website).

3. Translators should avail themselves of the translation into their language of the Common European Framework where this exists, and of all the existing translations into their language of the ELP. Translations into closely related languages can also help.

4. Translators should not work alone. It is important to get views of different people on the choices made. There must be expertise in the ELP and its educational use, expertise in translation, and expertise in the target language and culture. Seek consultancy from experts where possible.

5. Study both the canonical versions, the English and the French, very carefully before you begin. Also study the other CercleS translations.

6. Keep in mind that the target language text you create must be an accurate translation of all and nothing but the source text, and at the same time must fulfil the same aims as the source text in a different culture (see contributions by Christopher Taylor and Maurizio Viezzi).

7. Keep in mind that the translation must fit into the template alongside one or more other language(s), so pay attention to length and to formatting.

carol.taylor@unipd.it

GERAS (Groupe d'Etude et de Recherche en Anglais de Spécialité) :

26ᵉ Colloque du GERAS, Toulouse, 17-19 mars 2005

Gail Taillefer

Summary

The 26th GERAS Conference on the teaching of ESP at university level in Europe took place from 17th to 19th March 2005 in Toulouse. The key question was how to prepare the students for the increasing mobility within Europe. In various presentations linguistic, cultural and pedagogic issues were discussed; all these areas are strongly linked. Especially in methodology of language teaching new strategies shall be used and achievements like the CEF and the ELP shall be included into the syllabus of language centres.

Zusammenfassung

Vom 17.-19. März 2005 fand in Toulouse die 26. GERAS-Tagung zur Vermittlung englischer Fachsprachen auf Hochschulniveau im europäischen Raum statt. Die zentrale Frage hierbei war, wie die Studierenden auf die zunehmende europäische Mobilität vorbereitet werden können. In Vorträgen wurden linguistische, kulturelle und pädagogische Aspekte behandelt, die alle miteinander verknüpft sind. Vor allem bei der Didaktik sollen verstärkt neue Strategien eingesetzt werden und auch der GER und das Portfolio sollen in die Lehrpläne integriert werden.

Au moment où l'Europe s'interroge de plus en plus sur son identité politique, économique et culturelle, les travaux du 26ᵉ colloque du GERAS (17-19 mars 2005 à Toulouse) ont soulevé la question des langues-cultures de spécialité dans l'espace européen d'enseignement supérieur. Le processus de Bologne se concrétise en France, entre autres, par la réforme du LMD, qui lance plusieurs défis aux enseignants et aux chercheurs des langues de spécialité : comment préparer nos étudiants à la mobilité européenne aux niveaux linguistique, culturel et pédagogique (y compris avec les nouvelles technologies), et selon quelle(s) politique(s) linguistique(s) ? Environ 130 enseignants et chercheurs représentant cinq pays européens et au moins cinq langues en plus de l'anglais les ont abordés de manière variée dans vingt-trois communications et au cours d'une table ronde consacrée à la place – particulière ? – de l'anglais. Ces travaux offrent un reflet de l'état des lieux de l'enseignement et de la recherche en anglais de spécialité dans l'enseignement supérieur en France.

Les différents axes de réflexion sont évidemment liés entre eux. Toutefois, sur le plan *linguistique*, des questions de perspective historique de la langue de spécialité, de terminologie, de phraséologie et de rhétorique ont été traitées dans leur rapport étroit avec la *culture*. Les communications sur ce dernier thème – dont la conférence plénière du président sortant de CercleS, Maurizio GOTTI, dans un cadre juridique – ont mis en évidence la symbiose entre culture et langue.

Plusieurs travaux ont fait part de recherches empiriques et de recherches-actions destinées à traduire des réflexions théoriques dans la pratique pédagogique. A ce niveau, de nombreuses contributions de nature *didactique* ont porté sur les *nouvelles technologies* (outils de présentation scientifique, de lecture spécialisée, de lexique, de production écrite, de compréhension orale), sur des études de cas dans un contexte plurilingue et pluridisciplinaire, et sur le Portfolio européen des langues (version CercleS, adaptation électronique) utilisé en présentiel et dans un Centre de Ressources en Langues. Une matinée entière a été consacrée à des échanges concrets sur l'utilisation et l'avenir du Portfolio, notamment dans le contexte de la langue de spécialité.

La formation des enseignants à ces nouvelles manières de travailler a été également discutée, et plusieurs intervenants ont insisté sur l'importance fondamentale du soutien institutionnel en termes de politique, de budget et de ressources humaines. Réfléchissant sur le défi pour les langues de spécialité dans les universités européennes, un autre ancien président de CercleS, David LITTLE, a développé précisément ce rapport triangulaire entre politique, curriculum et pédagogie, en insistant sur le rôle que peut jouer une association comme le GERAS dans la dissémination d'outils européens tels que le *Cadre*

européen commun de référence pour les langues et le Portfolio.

D'autres communications sur le thème de la *politique institutionnelle* ont précisé les " occasions manquées " en France ces dernières années (difficile remise en cause des structures et filières existantes, polémique autour de la formation en langues des maîtres, soutien minime et confus de la certification, faible reconnaissance aux niveaux ministériel et institutionnel d'innovations pédagogiques et technologiques...), et les écueils rencontrés dans la mise en place d'enseignements disciplinaires en anglais.

Enfin, une table ronde menée par un ancien vice-président, Michel PERRIN, a ouvert la discussion sur le faible niveau en anglais constaté chez les jeunes Français dans le secondaire[1], sur la perception des besoins linguistiques des étudiants et des professionnels, sur la place de l'anglais dans le système éducatif (*lingua franca ? langue étrangère ?*) et l'esprit de son enseignement/apprentissage (vers la notion d'intelligibilité et d'autonomie des apprenants).

Le défi pour la France au sein de l'espace européen, comme pour la plupart des autres pays – chacun à son niveau –, est donc de prendre conscience des enjeux de la mobilité et de la professionnalisation pour ses étudiants. Ceci implique nécessairement une définition claire du rôle des langues et la reconnaissance de la *spécificité didactique de l'enseignement des langues aux spécialistes d'autres disciplines* (LANSAD). Cet enseignement se destine à un public très diversifié, souvent démotivé et peu autonome. En même temps, cet enseignement est dispensé par un corps professoral pas toujours suffisamment préparé par sa formation initiale à relever le défi européen, et trop peu souvent formé par la suite pour guider les étudiants dans un parcours de langue de spécialité. Là-dessus pèsent les nouveaux défis lancés par la question de la certification européenne selon le *Cadre européen commun de référence*. Le travail en réseau des Centres de Langues de CercleS aide à répondre à ces exigences en France et ailleurs, mais cette réponse demande à son tour un investissement cohérent de la part des décideurs politiques...

Notes:

[1] Bonnet, G. (Ed.) (2004). *The assessment of pupils' skills in English in eight European countries*. Paris : Ministère de l'Education Nationale. <www.eisad.ade.evaluation.fr/reva/>. Voir aussi http://www.education.gouv.fr/stateval> Note 04.01 mars.

All photos on this page courtesy of G. Fontagné UTI.

Report from the 4th National AICLU Conference:
Centro Linguistico di Ateneo, Università degli Studi di Napoli Federico II
Gillian Mansfield

Résumé

En mai 2005 l'Université Federico II de Naples a organisé le quatrième colloque national d'AICLU. Les sujets traités étaient l'expérimentation, la recherche et l'enseignement dans les centres de langues universitaires italiens. Les discours d'ouverture ont souligné l'importance de la collaboration entre recherche et enseignement dans les centres de langues. La colloque, tenu en trois sessions plénières et 50 contributions en ateliers, a permis aux 150 participants de discuter et d'échanger leurs expériences, particulièrement dans les domaines de l'autonomie de l'apprenant, enseignement assisté par ordinateur, innovation dans les méthodes d'enseignement et des TIC, tests et certification du Portfolio Européen des Langues.

Zusammenfassung

Im Mai 2005 richtete die Universität Federico II, Neapel, die 4. Nationale AICLU-Konferenz aus. Diesjährige Themen waren Experimentieren, Forschen und Lehren an italienischen Universitätssprachenzentren. Die Eröffnungsreden betonten die Bedeutsamkeit der Verbindung von Forschung und Lehrtätigkeit an Sprachenzentren. In drei Plenarsitzungen wurden Vorträge von ausländischen Gästen gehalten und 50 weitere Beiträge gaben in Arbeitsgruppen den 150 Teilnehmern Möglichkeiten zu Diskussion und Erfahrungsaustausch, besonders in den Themenbereichen autonomes Lernen, E-Learning, innovative Lehrmethoden und neue Technologien, Testen und Zertifizieren des europäischen Sprachenportfolios.

Introduction

The wonderful view along the sea front in combination with the early summer days was a temptation but we turned our backs on it all to spend an intensive and really stimulating three days in the magnificent Congress Centre of the University of Naples Federico II. This year the theme of the AICLU conference was experimentation, research and teaching in Italian University Language Centres. In addition to the three plenary sessions, the conference attracted over 50 contributions, making the three days a concrete opportunity for the more than 150 participants to exchange ideas and get an update on various ongoing projects. Indeed, in the past few years, members of AICLU have been working constantly in a number of specific areas of research: autonomous language learning, e-learning, innovation in teaching and new technologies, testing and certification to the European Language Portfolio, all of which were amply covered during the conference. Other topics of interest covered in the parallel sessions included the running of a language centre and contacts with external institutions.

The opening speeches by the Rector of the University of Naples Federico II Guido Trombetti, the President of AICLU, Maurizio Gotti, and the Director of the host Language Centre, Gabriella Di Martino, underlined the importance of maintaining a link between research and teaching in Language Centres, again confirming and encouraging the commitment of the various members of AICLU to future collaboration together. Indeed, the conference papers were all a clear indication of the amount of research being carried out alongside teaching activities in Italian University Language Centres. The fact that AICLU can now boast 47 members, over half of whom presented one or more papers, is further proof of the hive of activity now buzzing in Italy.

Plenary Sessions

There were three plenary sessions, that were spread over the three days, the first of which opened the conference. Johann Fischer (Universität Tübingen) gave an enlightening talk on his experience of teaching using global simulation, claiming that it can work at all levels of foreign language teaching and emphasising its relevance in developing negotiation strategies and problem solving. Dr. Fischer also made a fundamental distinction between the concepts of reality and illusion in the context of global simulation, concluding that it creates not only the reality of an illusion of a fictitious world that takes shape for the student, but also the creation of a reality even though it may be a little 'fictitious'.

The second plenary session was presented by Mar Cruz Piñol (University of Barcellona, who provided a comprehensive critical analysis of the wealth of teaching materials available on the Internet for students of Spanish. Mar Cruz Piñol divided her talk into three parts, the first discussing the types of materials and activities that Internet sites offer, the second her experience of exploiting the Internet as a source of authentic material to be used in and outside the classroom; and finally the Internet as a resource for the continual training and updating of teachers of a second language.

The conference was appropriately brought to a close with the final plenary session, presented by Adrian Butler from the European Centre for Modern Languages (ECML), who gave a comprehensive overview of ECML's work in the implementation of language education policies within the Council of Europe through the dissemination of good practice, innovation, training of multipliers and networks of experts. Informing participants also of ECML's involvement in the European Day of Languages on 26th September 2005, celebrating linguistic diversity, plurilingualism and lifelong language learning, Mr Butler's talk aroused a great response from various members of AICLU and the conviction that Italy to become more involved in language education within the framework of ECML.

Parallel Sessions

The parallel sessions were all well attended, some topics being present throughout the three days due to the number of contributions. Technology was a common denominator running through the sessions, and not just in those dedicated to the topic, confirming how it can be put to good use in the learning of a language. At the risk of excluding someone from the vast range of contributions, here follows a brief summary.

Innovation in teaching and new technologies
As mentioned above, it is by now standard practice for University Language Centres in Italy to carry out research as well as going about their normal teaching activities. Consequently, a number of contributions concentrated on the relationship between the two: G. Alfieri Lane (Naples) posed the problem of action-research and how teaching methodology can be improved through the teacher actually learning from his/her own experience in the classroom, while A. De Meo and M. De Santo (Naples) illustrated a multimedial support based on developing the metalinguistic competence of the student in order to support awareness in the learning process.
A great number of language centres prepare their own materials for specific or academic purposes, particularly in the context of blended learning, and with special reference to Erasmus students or students preparing for a period of study in Italy or abroad. The following gave an overview of their work, concentrating also on underlying methodology: D. Forapani (Parma) an integrated on-line course of Italian for law students, likewise M. Piantoni (Bergamo), with Italian for

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Economics students, P. Bacchelli and L. Losi (Bologna) media language, and I. Fratter (Padua) writing skills in Italian through CMC as well as S. Guth (Padua) with writing for academic purposes. Other contributions focussed on particular teaching techniques such as using a lexical approach to improve vocabulary acquisition (N. Serrago, Calabria) and (J. McCourt, Trieste) building translation skills from English to Italian through Advertising texts.

Regarding the exploitation of technology for practical use with language students, M.T. Prat Zagrebelsky (Turin) and F. Helm and M. Venuti (Naples) spoke of their experiences in using corpora based material, while S. Selvaggi and M. Venuti (Naples) discussed both the interactive potential and limitations of a Language Centre Web site. Helm and Whigham (Padua) discussed the ways of making sure computer software is used correctly as a help rather than hindrance in the learning process. Finally, E. Di Martino (Naples) examined the added value of new technologies in the context of the non-humanistic faculties, while on a more theoretical note, M. Camarra and C. Taylor (Siena) discussed the merits of creating a virtual environment and relative student empowerment.

Autonomous language learning

Over the years, University Language Centres have increasingly focussed their attention on ways of encouraging students to take responsibility for their learning and to develop strategies by means of which they can promote lifelong learning skills. Consequently, a number of contributions gave an update on the kinds of strategies and pathways that are now being devised and suggested to learners in their quest of 'learning to learn': A. Bandini (Naples); L. Boardman, R. Castiello, P. Fortunato, L. Iorio, R. Montagna, D. Ruffolo (Naples); S. Mazzurelle, E. Ferraza, F. Chiappone (Padua) and I. Rogina, (Naples); Contributions from L. Cavaliere and F. Taboin (Naples) and R. Gurtner (Trieste) focussed particularly on the concept on guided autonomous learning, while M. Canapero and S. Cloke (Padua) concentrated on task-based activities in the LSP technology classroom.

E-learning

E-learning carried over several sessions and contained contributions on related areas: experimentation in listening skills from G. Pistillo and M. Volini (Naples) and also writing skills from M. Canapero (Padua); the development of resources in virtual learning environments (A.M. Cirillo, R. Kerr and M. Fasullo, Naples) and bridging the 'virtual gap' between student and teacher (P.G. Heithaus, Padua). Other contributions in this section were more technologically biased, discussing Learning Management Systems (F. San Vicente, V. Preti and S. Monti, Forlì), individual projects for the creation of a learning platform (M. Marangon, Padua), the integration into the virtual classroom of software for NLP (S. Romagnoli, Bologna) and experimenting with a live virtual classroom and web conferencing (F. Sabatino, Naples).

Testing and Certification

Testing and Certification is a topic that has received a lot of attention in Italian universities over the last few years in the context of a Ministerial project, entitled Campus One, hence a wealth and variety of contributions in this conference as well as past AICLU seminars. Several speakers reported on the state of their experimentation and discussed criteria for using software in their own particular projects for language testing (K. Ackersley and F. Dalziel, Padua; F. Stagno d'Alcontres, M.G. Sindoni, M. Cambria, Messina), while others focussed on testing for specific purposes (N. Komninos, Trieste; G. Ludbrook and G. Schiavinato, Venice), and others asked participants to reflect on both teacher and student attitudes to testing (M. Kies, Siena).

and to test administration (A.F. Plastino and J. Jimenez, Cosenza). Another interesting contribution gave an update on an ongoing project between secondary schools and university (N. Amorosi and O. Brizio, Bologna).

European Language Portfolio,

ELP and implementation with the Cercles version is another common area of research among AICLU members and the subject of both past and future seminars. On this occasion contributions centred round the role and relevance of the ELP in autonomous language learning (F. Gori, Trieste) and in the scientific faculties (S. Steele, Verona).

The running of a language centre

As we all know from our own experience, there are a number of problems involved in the efficient daily running of a language centre, and there were several contributions dealing with different aspects, from the organisation of its courses (T. Ciasullo and T. Quarta, Camerino, to a re-thinking and re-distribution of its workforce (A. De Biasi, Padua), quality management (A. Spanu, Pisa) and internationalisation (M.B. Vittoz). C. Zanca (Siena)· also took the opportunity to present the updated AICLU discussion forum and its objectives.

Contacts with external institutions

A fairly new area of activity within AICLU focuses on collaboration with other institutions outside the university environment. Such activity, as reported in the parallel session, ranges from teacher training (R. Spinelli, Naples), materials preparation and support (N. Vittoria, Urbino; A. Csaki, Trieste, F. Kavanagh, Naples), to collaboration with secondary schools (C. Gatti, Verona) and Military Academies (I. Franco, Naples).

Cultural aspects of language learning

Last but not least, the fact that language learning is culture bound and must be reflected in teaching materials was reinforced by A. Marteens, Naples and A. Baldry and E. Caldirola, Pavia, in a new learning platform MOODLE.

As always happens on these occasions, participants often wish they could attend two parallel sessions at the same time but have to rely on feedback from other colleagues or wait for the publication of the proceedings. The conference, which was so efficiently organised by Gabriella Di Martino and her staff, offered a precious meeting point for many teachers and researchers at which to exchange ideas on a variety of topics which AICLU has chosen to develop in collaboration, at home and abroad, with its increasing members.

View from the Conference Building on Castello dell' Oro in Borgo Marinari

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„Hochschulspezifisch – sprachübergreifend: zentrale Charakteristika des UNIcert®-Ausbildungskonzepts"
Externer UNIcert®-Workshop – 29. Oktober 2005 in Kufstein (Österreich)

Verena Hotter (Kufstein)

Summary

On October 29th, 2005, a UNIcert®-Workshop on key characteristics of the UNIcert® language training programme at university level took place at the FHS Kufstein in Austria. This workshop aimed at exchanging experiences and discussing aspects of language teaching at universities. The 70 participants attended working groups on university-specific aspects of UNIcert® level I, language training approaches and contents of language courses for students of business and economics, for engineers and natural scientists as well as for other academic disciplines. The external UNIcert® workshop ended with a plenary session and the presentation of the working group results. Further information is available on the internet at:

http://www.fh-kufstein.ac.at/allg/de/_i.php?m=news/new/20051202 9_Unicert_PR.php

Résumé

Le 29 octobre 2005 un séminaire UNIcert® sur les caractéristiques de ce programme d'enseignement des langues au niveau universitaire eut lieu à la FHS Kufstein en Autriche. Ce séminaire avait pour but l'échange d'expériences et la discussion des programmes d'enseignement des langues dans les universités allemandes et autrichiennes. Les 70 participants ont pu participer à divers groupes de travail sur les aspects universitaires du niveau UNIcert® I, les programmes et contenus des cours de langues pour étudiants en économie et gestion, pour ingénieurs et étudiants en sciences naturelles ainsi que d'autres disciplines universitaires. Le séminaire a terminé avec une séance plénière et la présentation des résultats des différents groupes de travail. Des informations supplémentaires sont disponibles sur le site web :

http://www.fh-kufstein.ac.at/allg/de/_i.php?m=news/new/2005102 9_Unicert_PR.php

Der jährlich stattfindende externe UNIcert®-Workshop fand heuer am 29. Oktober 2005 an der FHS KufsteinTirol (Österreich) statt. Der Workshop mit dem Thema „Hochschulspezifisch – sprachübergreifend: zentrale Charakteristika des UNIcert®-Ausbildungskonzepts" befasste sich mit den spezifischen Charakteristika der Sprachausbildung auf Hochschulniveau und untersuchte sprachübergreifende Ausbildungskonzepte auf den verschiedenen Stufen.

Wolfgang Mackiewicz (FU Berlin) diskutierte in seiner Keynote mit dem Titel „Europäischer Hochschulraum und Fremdsprachenunterricht an Hochschulen", inwiefern der Bologna-Prozess einen Paragidmenwechsel darstellen kann und somit den Sprachenunterricht an Hochschulen nachhaltig beeinflusst wird. Bernd Voss (TU Dresden) ging in seinen Ausführungen auf die wichtige Rolle von UNIcert® im zukünftigen europäischen Hochschulraum ein.

Die Ziele des Workshops waren der aktive Austausch von Erfahrungen und die Diskussion sprachübergreifender Konzepte für den Hochschulunterricht in Rahmen von UNIcert®. Im Mittelpunkt standen die Auseinandersetzung mit authentischen Ausbildungskonzepten und -inhalten sowie der Austausch praxisorientierter Erfahrungen. Um in den einzelnen Arbeitsgruppen auf die Bedürfnisse der Teilnehmer optimal eingehen zu können, waren diese interaktiv aufgebaut und behandelten u.a. die von den Teilnehmern zur Diskussion gestellten Beispiele. Anhand dieses Anschauungsmaterials wurden die Spezifika des UNIcert®-Ausbildungskonzepts erörtert.

Die über 70 Teilnehmer aus Deutschland, Österreich, Italien und der Schweiz konnten eine der folgenden Arbeitsgruppen (AG) wählen:

AG 1: Hochschulspezifik der UNIcert®-Stufe I
(AG-Leitung: C. Duttlinger, J. Fischer)

Die AG 1 befasste sich zunächst mit der Frage,

mit welchem Ziel die Lernenden die Ausbildungsstufe UNIcert® I besuchen. Dabei zeigte sich, dass studien- und berufsqualifizierende Aspekte nicht im Zentrum des Interesses stehen und ganz allgemein Alltagssituationen in der Fremdsprache das Hauptaugenmerk der Ausbildung auf sich ziehen. In erster Linie möchten die Lernenden auf Alltagssituationen in der Fremdsprache im Heimatland und im Zielsprachenland vorbereitet werden. Die Vorbereitung auf einen längeren Auslandsaufenthalt im Zielsprachenland spielt eine große Rolle im Unterricht, so dass Inhalte wie z.B. Wohnungssuche im Zielsprachenland ausreichende Berücksichtigung finden müssen. Dies impliziert die Behandlung bestimmter Situationen sowie bestimmter Fertigkeiten. Einen weiteren Schwerpunkt des Unterrichts stellt die ausreichende Behandlung des Schul- und Hochschulsystems sowie der jeweiligen Abschlüsse im Zielsprachenland dar, um Studierende auf ein Studium im jeweiligen Land vorzubereiten.

AG 2: Ausbildungskonzepte und -inhalte für Sprachkurse für Wirtschaftswissenschaftler (ab Stufe II)
(AG-Leitung: M. Ó Dúill)

Die AG2 untersuchte die Spezifika für UNIcert®-Kurse im Wirtschaftsbereich ab der Stufe II. Am Beispiel „Wirtschaftswortschatz" wurden die Kriterien der verschiedenen Stufen diskutiert. Studierende sind oft der Meinung, dass sie die Prüfungen bestehen können, wenn sie über einen ausreichenden Wortschatz verfügen. Diese Diskussion veranschaulicht, wie wichtig es ist, ein Sprachausbildungskonzept wie UNIcert® anzubieten, anstatt isoliert verschiedene Fähigkeiten des Sprachenlernens zu trainieren. UNIcert® zielt darauf ab, die Studierenden auf hochschulbezogene sprachliche Situationen im In- und Ausland vorzubereiten, sowie einen reibungslosen sprachlichen Berufseinstieg zu gewährleisten. Die Anwender des *Gemeinsamen Europäischen Referenzrahmens für Sprachen* (GER) sowie von UNIcert® sollten sich deshalb im Klaren sein, nach welchen Kriterien der Wortschatz ausgewählt wird.

AG 3: Ausbildungskonzepte und -inhalte für Sprachkurse für Ingenieure und Naturwissenschaftler (ab Stufe II)
(AG-Leitung: B. Amling, S. Krauße, R. Nestmann)

Grundlage für die Diskussion der AG bildeten vier Beiträge. Barbara Amling (Universität Rostock) sprach über die Gestaltung eines UNIcert® III-Kurses für Studierende der Ingenieurwissenschaften an der Universität Rostock. Sylvana Krauße (FH Nordhausen) berichtete über ihre Erfahrungen mit Korpora als Grundlage für Kurse im Bereich des *Environmental Engineering*. Monique Dorang (FH Mainz) stellte den Aufbau eines Studiengangs *Internationales Bauingenieurwesen* an der FH Mainz vor. Ralf Nestmann (Universität Leipzig) erörterte Probleme, die sich bei der Umsetzung der in der UNIcert®-Vorgabe und im GER aufgestellten Niveauanforderungen ergeben.

In der Diskussion wurde die Notwendigkeit einer engen Verbindung von (fremd)sprachlicher und fachlicher Ausbildung betont, die die Grundlage für die angestrebte Studierfähigkeit im Ausland und eine anhaltende Motivation der Studenten bildet.

Deutlich unterstrichen wurde die Rolle des Lehrenden hin zu einem studien- und lernberatendem *Facilitator*. Ein hohes Leistungsniveau ist unter Berücksichtigung einer transparenten Ausbildungsstruktur, eines klaren Zeitmanagements und einer hohen Lernerselbstverantwortung zu erreichen. Hierbei ist eine enge Zusammenarbeit mit dem jeweiligen Fachbereich von größtem Nutzen. Es wurde deutlich, dass die Frage nach dem Verhältnis von Präsenzunterricht und alternativen Lernformen von hoher Brisanz ist. Insbesondere gilt es zu klären, wie die inhaltlich-qualitative Seite selbstgesteuerter Lernprozesse zu gewährleisten ist.

AG 4: Ausbildungskonzepte und -inhalte für Sprachkurse für Rechtswissenschaftler (ab Stufe II)
(AG-Leitung: A. Grigor)

Aufgrund der geringen Teilnehmerzahl für diese AG konnte diese AG nicht durchgeführt werden.

AG 5: Ausbildungskonzepte und -inhalte für Sprachkurse für Allgemeinwissenschaftler (ab Stufe II)
(AG-Leitung: R. Grassmann, R. Zahn)

Im Rahmen der AG 5 wurden die Kompetenzbeschreibungen für Sprachkurse der Allgemeinwissenschaften untersucht und auf den verschiedenen Stufen analysiert. Folgende Beiträge wurden diskutiert: „Restrukturierung der ‚allgemeinsprachlichen' Ausbildung UNIcert® II in Dresden aufgrund der BA/MA-Einführung sowie einer stärkeren Orientierung nach Fertigkeiten", „Neues Modell ‚allgemeinsprachlich' UNIcert® II Spanisch in Darmstadt", „Mündliche Prüfung Englisch UNIcert® III *Facility Management* FH Kufstein", „Sprachübergreifendes Modell UNIcert® II / FAU Erlangen-Nürnberg" und „Modell / Intensivkurs ‚Hören und Sprechen' (6 SWS) DaF B1 / B2 FAU Erlangen-Nürnberg".

Im Laufe der Diskussion wurde festgestellt, dass der Übergang zwischen B1 / B2 fließend ist sowie dass es sich um ein relativ heterogenes Publikum handelt. Es ist von äußerster Wichtigkeit, die Ziele genau und klar zu definieren. Falls es nicht möglich ist, die Ziele zu erreichen, sollten die Strukturen überprüft werden. Die AG 5 diskutierte das europäische Sprachenportfolio mit seinen drei Teilen (*Sprachenpass*, *Sprachbiographie* und *Dossier*).

Der Externe UNIcert®-Workshop schloss mit einer Plenumsveranstaltung, in der die Ergebnisse der einzelnen Workshops präsentiert wurden. Weitere Informationen über den Externen UNIcert®-Workshop, die Keynote sowie die AGs sind zu finden auf der Webseite des UNIcert®-Workshops unter:

http://www.fh-kufstein.ac.at/allg/de/_i.php?m=news/new/20051029_Unicert_PR.php

Die Organisatorin Verena Hotter und Prof. Dr. Bernd Voss

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.

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.

University Studies in Finnish Language and Culture around the World

Krista Kaipainen
Programme Coordinator Council for Finnish Studies at Universities abroad (UKAN)

People who have lost their hearts to Finnish and Finland can be found all over the world. Instruction in Finnish Language and Culture is offered at more than 100 universities, in about 30 different countries in Europe, North America and Asia. There are around 200 university teachers in Finnish Language and Culture Studies and about 4,000 students have included Finnish Studies in their study programme.

There are nearly as many different reasons for studying Finnish as there are students of Finnish. For many, their interest is purely linguistic. Yet for many, the study of Finnish has been prompted by contemporary culture e.g. cinema (director Aki Kaurismäki), music (HIM, Nightwish) or sports (Formula 1, skijumpers). Some study Finnish for personal reasons, to learn the language of their ancestors, partners or friends.

University studies in Finnish Language and Culture outside Finland have been supported by the Finnish government since the 1960's through the Council for Finnish Studies at Universities abroad (UKAN). UKAN Council is an advisory board for the Centre for International Mobility (CIMO), an organisation operating under the Finnish Ministry of Education. *)

Each year CIMO sends from one to three visiting professors and about 25 visiting lecturers from Finland under bilateral agreements. CIMO announces the open positions in Finland and takes care of the pre-selection procedures. The costs for the teacher's salary are shared by CIMO and the host university. The visiting lecturers are full members of the faculty and have the rights and benefits of local lecturers. The University provides office and teaching space, necessary equipments and other support services for the lecturer.

CIMO keeps regular contact with the universities offering Finnish Studies, and its support is offered to the whole network. CIMO supports the teaching of Finnish e.g. by donating study material, literature and Finnish newspapers and magazines to the departments. Short term teaching visits by Finnish university lecturers and researchers can be arranged to complement foreign universities' teaching programmes. Finnish university students of Finnish Language and Literature can be sent for one-semester teacher trainee periods at universities abroad. Teachers from all around the world are invited to annual study days in Finland, and also regional meetings abroad are held. In addition, CIMO runs orientation courses for new teachers and supplementary courses for non-native teachers of the Finnish language.

The status and position of the Finnish Studies varies from university to university. At some universities the students may choose Finnish as their major or minor subject of a BA or MA degree, while in others Finnish is a completely optional subject. Finnish is most commonly taught in departments for Finno-Ugristics or some Finno-Ugrian language; a few universities have their own department for Fennistics. The Finnish studies is also offered in departments for General Linguistics, Scandinavian, Germanic or Slavonic - even Oriental - Philology. At some universities Finnish Studies is available at the Language Center.

Each summer CIMO offers intensive Finnish language and culture summer courses for foreign university students. The courses are arranged in cooperation with Finnish universities. The objective of these courses is to activate a student's previously acquired language skills, above all use Finnish in authentic environment. The courses host some 250 students, so that over the years thousands of students from all over the world have had this opportunity to learn Finnish in Finland. CIMO also organises a summer course on Finnish-Swedish language and culture. Every other year a seminar for students aiming to be translators is arranged in cooperation with Finnish Literature Information Centre (FILI).

The students may also apply grants for studies at Finnish universities during the academic year. The grants may be awarded for students compiling a Master's thesis in Finnish language and literature, or for postgraduate studies and research in Finnish language and literature, Finno-Ugristics, ethnology or folklore.

CIMO offers students of Finnish language and culture the opportunity to come to Finland also as trainees on a programme especially designed for them. It gives the students an opportunity to use their Finnish skills in everyday situations in an ordinary Finnish work place. Trainees are found placements in various organisations, museums, libraries, summer festivals etc. Alternatively, they can be placed in a Finnish family.

People who have studied Finnish get interesting international jobs in areas such as culture, science, education, technology and business. They work as teachers, interpreters, translators, journalists, but also as engineers, lawyers, meteorologist etc. Within EU countries, and in the EU's central administration young professionals with university degree and Finnish language skills are much in demand. – Many doors are opened to those skilled in a language spoken by relatively few people in the world.

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*) **The Centre for International Mobility CIMO**, is an organisation operating under the Finnish Ministry of Education. CIMO offers services and expertise to encourage cross cultural communication.

CIMO administers scholarship and exchange programmes and is responsible for implementing nearly all EU education, training, culture and youth programmes at national level. To support internationalisation of educational and training institutions in Finland, CIMO offers training, information, advisory services and publications. CIMO also promotes and organises international trainee exchanges.

In addition, CIMO advances teaching of Finnish language and culture in universities abroad and arranges summer courses in Finnish language and culture for international students.

CIMO was established in 1991.

Further information can be found on the Internet, CIMO's web site, www.cimo.fi, or CIMO's Discover Finland web service, http://finland.cimo.fi/, especially designed to foreign students and education professionals interested in opportunities Finland offers in higher education, practical training and youth exchange

9th CercleS International Conference
Language Centres at universities -
Crossing Bridges, Integrating Cultures
28th-30th September 2006, European University Viadrina, Frankfurt (Oder), Germany

9ième Colloque International CercleS
Les Centres de Langues dans les universités -
Jeter des ponts vers l'intégration des cultures
28 au 30 septembre 2006, Université Européenne Viadrina de Francfort-sur-Oder, Allemagne

9. Internationale CercleS-Tagung
Sprachenzentren an Hochschulen -
Brücken überschreiben, Kulturen integrieren
28.-30. September 2006, Europa-Universität Viadrina Frankfurt (Oder)

The conference is organised for CercleS by the "Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Sprachinstitute AKS e.V." ('German Association of Language Centres').

Previous CercleS conferences have been held in Bordeaux, France (Ranacles, 1992); Hull, Great Britain (DULC, 1994); Dresden, Germany (AKS, 1996); Bergamo, Italy (AICLU, 1998); Antwerp, Belgium (NUT, 2000); Paris, France (Ranacles, 2002); Bratislava, Slovakia (CASAJC, 2004).

Pre-Conference activities:
Workshops on language teaching and learning materials and on teaching methodology in individual languages (German, Spanish, English, Russian, Polish, French, less frequently taught languages, etc.)

Conference Themes:

European Language Portfolio
ICT for language learning
Intercultural learning – Intercultural mediation
Language centres reaching out: opportunities and challenges
Language centres and university disciplines / CLIL
Language testing, assessment, accreditation

Conference languages: English, French, German,

Dates and deadlines

15.01.2006	Start of conference registration
28.02.2006	Deadline for early bookers' discount
31.03.2006	Deadline for abstracts and posters
31.05.2006	Announcement of accepted papers and posters
31.05.2006	Deadline for conference registration

Conference fees

	CercleS Members	Non-members
Early bookers until 28.02.2006	60 €	70 €
Booking until 31.05.2006	90 €	100 €
At the conference	120 €	130 €

Optional conference dinner: 25 €

The registration form can be found from the 15.01.2006 on the conference website at:

http://www.sz.euv-frankfurt-o.de/index.html

or: http://www.ruhr-uni-bochum.de/aks/

or: http://www.cercles.org/

The Conference Office is open to answer queries and provide detailed information from the 15.03.2006.

Presentations
Presentations on one of the conference topics should not exceed 20 minutes. They should be held in one of the three conference languages. Overhead transparencies and handouts should be in two of the conference languages.

Abstracts
Abstracts should be sent to vogel@euv-frankfurt-o.de until 31.03.2006. They should be written in two languages. A detailed version of your abstract should be produced in one of the conference languages, and a short version should be submitted in another language which need not necessarily be one of the conference languages (for example, your native language):
Abstracts should not exceed 300 words per version. The abstracts will be assessed by the convenors of the relevant section. You will be informed whether your paper has been accepted by 31.05.2006. Chosen papers will be published in the conference proceedings. If you are interested in having your paper published, please submit the written version of your paper by 31.11.2006 to the conference organisers. Further details will be given during the conference.

Posters
An exhibition of posters is planned, presenting cross-border international projects carried out at language centres. The posters should be in at least two of the conference languages. If you are interested in giving a poster presentation, please send a summary of your project, not exceeding 300 words, by 31.04.2006 to vogel@euv-frankfurt-o.de. You will be informed by 31.05.2006 whether your poster presentation has been approved.

Contact Address - Contact - Kontaktadresse :

Dr. Thomas Vogel
Sprachenzentrum
Europa-Universität Viadrina Frankfurt (Oder)
Gr. Scharrnstr. 59
D-15230 Frankfurt (Oder)

Tel.: +49 (0) 335 5534 3711
Fax: +49 (0) 335 5534 3719
Email: vogel@euv-frankfurt-o.de

Le colloque est organisé pour CercleS par l'association allemande des centres de langues – AKS (« Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Sprachinstitute »).

Les colloques CercleS ont eu lieu jusqu'à présent dans les villes suivantes : Bordeaux, France (RANACLES, 1992), Hull, Grande-Bretagne (DULC, 1994), Dresde, Allemagne (AKS, 1996), Bergame, Italie (AICLU, 1998), Anvers, Belgique (NUT, 2000), Paris, France (RANACLES, 2002), Bratislava, Slovaquie (CASALC, 2004).

Thèmes :	Le Portfolio Européen des Langues
	Les TIC et l'apprentissage des langues
	Apprentissage interculturel – Médiation interculturelle
	Les Centres de Langues élargissent leur horizon : opportunités et défis
	Centres de Langues et matières étudiées / Enseignement d'une matière par l'intégration d'une langue étrangère
	Tests de langue, évaluation, accréditation

Ateliers précédant le colloque :

Des atelieres de travail portant sur le matériel pédagogique d'enseignement et d'apprentissage des langues ainsi que sur la didactique de langues particulières (allemand, espagnol, anglais, russe, polonais, français, langues moins enseignées, etc.) seront proposés.

Langues du colloque : allemand, français, anglais

Dates :

15.1.2006:	Début des inscriptions au colloque
28.2.2006 :	Fin de la période d'inscription au tarif préférentiel
31.3.2006 :	Date limite de réception des propositions de résumés de communications et affiches
31.5.2006:	Notification aux auteurs des communications et des affiches acceptées
31.5.2006:	Date limite d'inscription au colloque

Droits d'inscription :	Membres CercleS	Non-membres
Tarif préférentiel jusqu'au 28.2.2006	60 €	70 €
Jusqu'au 31.5.2006	90	100
Inscriptions sur place	120	130

Option facultative : dîner de gala : 25 €

Vous trouverez le formulaire d'inscription à partir du 15.1.2006 sur la page web du colloque aux adresses suivantes :

http://www.sz.euv-frankfurt-o.de/index.html

ou : http://www.ruhr-uni-bochum.de/aks/

ou : http://www.cercles.org/

Le secrétariat du colloque se tient à votre disposition à partir du 15.3.2006 pour tout renseignement concernant le colloque.

Communications

Les communications sur l'un des thèmes du colloque ne devront pas excéder une durée de 20mn. Elles devront être faites dans l'une des langues du colloque. Les transparents et/ou documents distribués devront de plus être rédigés dans une des autres langues du colloque.

Propositions de communications

Les résumés peuvent être envoyés jusqu'au 31.03.2006 à l'adresse électronique vogel@euv-frankfurt-o.de. Ils devront être rédigés en deux langues. Une version détaillée de votre résumé devra être rédigée dans l'une des trois langues du colloque, un résumé plus court dans une autre langue qui ne sera pas nécessairement une langue du colloque (par exemple votre langue maternelle). Les propositions de communications ne devront pas excéder 300 mots, elles seront évaluées par les présidents respectifs des ateliers. Le comité scientifique vous informera de sa décision d'accepter ou non votre communication au plus tard le 31.05.2006. Un volume d'actes réunira des articles sélectionnés. Si vous désirez soumettre un article pour publication, vous êtes priés de l'envoyer aux organisateurs du colloque avant le 31.11.2006. Vous obtiendrez de plus amples renseignements sur la publication des actes lors du colloque.

Affiches

Il est prévu une exposition d'affiches concernant des projets internationaux réalisés au sein des Centres de Langues. Les affiches devront être rédigées dans au moins deux des langues du colloque. Si vous désirez présenter un projet, merci d'envoyer un résumé (maximum 300 mots) avant le 31.04.2006 à l'adresse électronique vogel@euv-frankfurt-o.de. Vous serez informés de l'acceptation de votre projet d'ici au 31.05.2006.

Die Tagung wird veranstaltet für CercleS vom Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Sprachinstitute AKS e.V. .

CercleS-Tagungen fanden bisher statt in: Bordeaux, Frankreich (Ranacles, 1992), Hull, Großbritannien (DULC, 1994), Dresden, Deutschland (AKS, 1996), Bergamo, Italien, (AICLU, 1998), Antwerpen, Belgien (NUT, 2000), Paris, Frankreich (Ranacles, 2002), Bratislava, Slowakei (CASAJC, 2004)

Themen:	Europäisches Sprachenportfolio
	Informations- und Kommunikationstechnologien und Fremdsprachenerwerb
	Interkulturelles Lernen – Interkulturelle Mediation
	Sprachenzentren erweitern ihr Blickfeld: Chancen und Herausforderungen
	Sprachenzentren und Studienfächer / CLIL
	Sprachtests, Assessment und Akkreditierung

Pre-Conference Aktivitäten:

Geplant sind Workshops zu Sprachlehr- und Lernmaterialien und zur Methodik und Didaktik einzelner Sprachen (Deutsch, Spanisch, Englisch, Russisch, Polnisch, Französisch, weniger häufig unterrichtete Sprachen usw.).

Konferenzsprachen: Deutsch, Englisch, Französisch

Termine:

15.1.2006	Anmeldung zur Konferenz möglich
28.2.2006	Ende des Frühbucherrabatts
31.3.2006	Deadline für Abstracts und Poster
31.5.2006	Bekanntgabe der angenommenen Beiträge und Poster
31.5.2006	Deadline zur Konferenzanmeldung

Teilnahmegebühren	CercleS-Mitglieder	Nicht-Mitglieder
Frühbucher bis 28.2.2006	60 €	70 €
Bis zum 31.5.2006	90 €	100 €
Bei Konferenzbeginn	120 €	130 €

Optionales Konferenzdinner: 25 €

Das Anmeldeformular finden Sie ab dem 15.1.2006 auf der

Konferenzwebseite. Zugang

über: http://www.sz.euv-frankfurt-o.de/index.html

oder: http://www.ruhr-uni-bochum.de/aks/

oder: http://www.cercles.org/

Das Konferenzsekretariat steht ab dem 15.3.2006 für Rückfragen und detaillierte Informationen zur Verfügung.

Vorträge

Vorträge zu einer der Konferenzthemen sollten nicht länger als 20 Minuten dauern. Sie sollten in einer der 3 Konferenzsprachen gehalten werden. Overheadfolien und/oder Handouts sollten dabei jeweils in einer 2. Konferenzsprache zur Verfügung stehen.

Abstracts

Abstracts können bis zum 31.3.2006 an vogel@euv-frankfurt-o.de geschickt werden. Sie sollten in zwei Sprachen verfasst sein. Eine ausführliche Version Ihres Abstracts sollte in einer der drei Konferenzsprachen abgefasst sein, eine Kurzfassung in einer weiteren Sprache, die nicht unbedingt Konferenzsprache sein muss (wie z.B. ggfs. Ihre Muttersprache). Abstracts sollten pro Version nicht mehr als 300 Wörter enthalten. Die Abstracts werden von den jeweiligen Leitern der Arbeitsgruppen begutachtet. Eine Entscheidung über die Annahme Ihres Beitrages erhalten Sie bis zum 31.5.2006. Ausgewählte Vorträge sind zur Veröffentlichung in der Konferenzdokumentation vorgesehen. Sollten Sie an einer Veröffentlichung interessiert sein, so reichen Sie bitte die schriftliche Version Ihres Vortrages bis zum 31.11.2006 bei den Konferenzorganisatoren ein. Nähere Informationen erhalten Sie während der Konferenz.

Poster

Geplant ist eine Ausstellung von Postern zu grenzüberschreitenden, internationalen Projekten, die an Sprachenzentren durchgeführt werden. Die Poster sollten in mindestens zwei Konferenzsprachen abgefasst sein. Sollten Sie an einer Projektpräsentation interessiert sein, so schicken Sie bis zum 31.4.2006 eine Kurzzusammenfassung Ihres Projektes, die 300 Wörter nicht überschreiten sollte, an vogel@euv-frankfurt-o.de.

CercleS National Associations

ACLES (Spain)
Marta Genís
Instituto de Lenguas Modernas, Dpto. de Lenguas
Aplicadas, Universidad Antonio de Nebrija
E-mail: mgenis@nebrija.es
Web: http://si.uab.es/suab244w/acles/acles.html

AICLU (Italy)
Maurizio Gotti
Università di Bergamo
Tel: +39 35 20 52 701
E-mail: maurizio.gotti@unibg.it
Web: http://www.aiclu.it

AKS (Germany)
Thomas Vogel
Europa Universität Viadrina
Tel +49 (0) 335 553 4710
Fax +49 (0) 335 553 4719
E-mail: vogel@euv-frankfurt-o.de
Web: http://www.ruhr-uni-bochum.de/aks/

AULC (UK and Ireland)
Pam McIntyre
Queen's University Belfast
Tel +44 (0)28 909 73418
E-mail: p.mcintyre@qub.ac.uk
Web: http://www.aulc.org/

CASALC (Czech and Slovak Republics)
Maria Sikolova
E-mail: maria.sikolova@vabo.cz
Web: http://www.casajc.sk

FHS-ELHE (Switzerland)
Michael Langner
Université de Fribourg
Tel: +41 26 497 92 04
E-mail: michael.langner@unifr.ch
Web: http://www.aal.unibe.ch/vals

FINELC (Finland)
Ulla-Kristiina Tuomi
Tampereen yliopiston kielikeskus
Tel: +358 (03) 2156463
E-mail: ulla-kristiina.tuomi@uta.fi
Web: http://www.virtuaaliyliopisto.fi/index.php?
node=vkk_etusivu_eng

NUT (Netherlands and Flanders)
Guust Meijers
Talencentrum KUB
Tel +31 (0)13 466 2569/2508
Fax +31 (0)13 466 3110
E-mail: Guust.Meijers@kub.nl
Web: http://www.taalnet.rug.ac.be/nut

RANACLES (France)
Alain Cazade
Université Paris IX - Dauphine
Tel +33 (0)1 48 94 38 43
Fax +33 (0)1 44 05 40 75
E-mail: cazade@dauphine.fr
Web: http://www.ranacles.org

Forthcoming events

16-17 February 2006: AICLU-Seminaire, Bolzano, Italy
Web: http://www.unibz.it/language/events/index.html?LanguageID=EN

2-4 March 2006: 24. Arbeitstagung des AKS „Lingua franca – Lingua academia; Mehrsprachigkeit im europäischen Hochschulraum", Universität Erlangen-Nürnberg, Germany
Web: http://www.sz.uni-erlangen.de/aks/

23-25 March 2006: GERAS "Cours et Corpus / Teaching and Corpora", Université de Bretagne du Sud, Lorient, France.
Web: http://www.univ-ubs.fr/crellic/geras2006.html

7-8 April 2006: ENLU Closing Conference, Nancy, France
Web: http://enlu.europole.u-nancy.fr/PreRegister.aspx

1 May 2006: Globalisation Challenges and Changing Education Governance in East Asia Prof. Ka-Ho Mok (Centre for East Asian Studies, University of Bristol)
Web: http://www.bristol.ac.uk/ceas/

15 May 2006: Multinational Retailers in China: Proliferating 'McJobs' or Developing Skills? Dr Jos Gamble (School of Management, Royal Holloway University of London)
Web: http://www.rhul.ac.uk/Management/

29 May 2006: Constructing Cultural China in Translation Dr Red Chan (Centre for Translation and Comparative Cultural Studies, University of Warwick)
Web: http://www2.warwick.ac.uk/fac/arts/ctccs/

1-3 June 2006: APLIUT "Norme(s) et Normalisation", Nice, France
E-mail: patricia.pegurier@unice.fr
Web: http://www.apliut.com

*28 June-1 July 2006: ICLHE Conference "Integrating Content and Language in Higher Education", Maastricht, Netherlands.
E-mail: iclhe@BU.unimaas.nl
Web: http://www.unimaas.nl/iclhe/

4-8 July 2006: RANACLES "Séminaire d'échanges de compétences multimédias en langues", Lyon, France.
E-mail: catherine.goux@ins.a-lyon.fr
Web: http://www.ranacles.org

6-7 July 2006: Subject Centre LLAS/ CILT Conference 2006 Crossing Frontiers; Languages and the International Dimension, University of Cardiff, UK
Web: http://www.llas.ac.uk/events/llaseventitem.aspx?resourceid=2406

20-22 July 2006: 18th Euro-International Systemic Functional Linguistics Conference, Gorizia, Italy
E-mail: CLA@units.it or ctaylor@units.it

24-26 Aug 2006: Conference "Multilingualism across Europe", Institute of Specialized Communication and Multilingualism at the European Research Academy (EURAC), Bolzano, Italy. E-mail: mputz@eurac.edu
Web: http://www.eurac.edu/Org/LanguageLaw/Multilingualism/index.htm
deutsch:
http://www.eurac.edu/Org/LanguageLaw/Multilingualism/Projects/tag06_1.profil_de
italiano:
http://www.eurac.edu/Org/LanguageLaw/Multilingualism/Projects/tag06_1.profil_it.htm

4-7 September 2006: EUROCALL "Integrating CALL into Study Programmes", Faculty of Sciences, University of Granada, Spain.
E-mail: Margaret.Gammell@ul.ie
Web: www.eurocall-languages.org

28-30 September 2006: 9th CercleS International Conference "Language centres at universities - Crossing Bridges, Integrating Cultures". Details see pages 18 & 19.

* CercleS members will benefit from a reduced fee (100 € discount).