

Bulletin 28



CercleS

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

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Publication Details

CercleS *Bulletin*, Issue No. 28 (Spring 2011)
ISSN 1608-9170. © CercleS 2011

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

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Printed by: Litografia SUPERGRAFICA
Via Dante Spaggiari, 12/a, 43100 Parma, Italy

Greater visibility for CercleS

Language Learning in Higher Education - Ce sera le titre de la revue scientifique qui voit le jour et sera destinée à rendre les travaux de recherche concernant l'apprentissage des langues dans l'enseignement supérieur plus visibles et à leur donner une légitimité au niveau international. C'est une étape importante pour de nombreux membres de CercleS qui l'appelaient de leurs vœux depuis longtemps. C'est donc à nous maintenant qu'il appartient, par nos contributions, d'assurer la qualité, la diversité et l'excellence qui mèneront à une reconnaissance accrue de la recherche en didactique des langues à propos de laquelle les comités nationaux d'évaluation dans beaucoup de pays européens sont encore parfois un peu frileux. L'existence d'une version en ligne et papier est importante, la publication en ligne assurant une diffusion à un lectorat plus large et la publication papier donnant la légitimité auprès des instances d'évaluation des publications des chercheurs et la prise en compte de celles-ci dans les grilles d'évaluation quel que soit le pays concerné. Research and practice are closely intertwined and making research work more visible is the key to greater academic recognition.

Vous trouverez aussi dans ce Bulletin des comptes rendus des événements importants qui ont marqué la vie de notre confédération, en particulier le colloque international d'Helsinki de septembre dernier et le colloque LETPP organisé à la LSE, UK. Un thème les rapproche, la réaffirmation par CercleS de son attachement au multilinguisme et sa volonté de débattre avec réalisme de l'usage de l'anglais en tant que Lingua Franca afin d'anticiper les actions les plus utiles et les répercussions de l'évolution des pratiques sur nos approches de l'apprentissage et de l'enseignement des langues. In other words, plurilingualism matters and will continue to do so in CercleS circles.

Ce thème est aussi présent au cœur du rapport sur le centre finnois d'Abo Akademi et il est également intéressant de noter toute l'importance donnée aux langues en Finlande

(grande diversité, nombre d'heures consacrées, cours pour spécialistes d'autres disciplines encouragés, cours dispensés en langue étrangère et cours de langue étrangère, etc ...). L'expérience des uns permet aux autres d'envisager des adaptations, de se confronter à des idées nouvelles et de tirer les leçons des initiatives qui ont fait leurs preuves ailleurs. As usual, we invite centres to contribute to this section of the Bulletin and contributions from new CercleS associations and new members are particularly welcome.

L'initiative des groupes de travail CercleS lancée lors de la réunion de Toulouse, France, en Novembre 2009, se poursuit. Group 3, that focused on teacher training, teacher education and staff exchange suggests to use the Open University LORO repository model to encourage the creation of a CercleS repository of open access language resources. A workshop on how best to share the resources is likely to be held in autumn. The CercleS group on language policy and training will be meeting in Marseille, France in May and CercleS members are invited to contribute to a wiki. More news about the innovation focus group will be circulated via the CercleS list and a meeting in autumn is likely to take place in Madrid.

Les rencontres de Wulkow ont fait des émules en France où l'association nationale RANACLES a récemment repris l'idée. The Wulkow meetings have led to a similar initiative in France, a seminar took place in Toulouse and a second one is due to be held in Marseille in October. A report will be available on the French association website.

Que ce soit grâce aux initiatives plus ciblées des nouveaux groupes de travail, aux nombreux séminaires et colloques organisés par les membres ou grâce à la publication de sa nouvelle revue scientifique, la confédération CercleS est appelée à avoir plus de visibilité et de reconnaissance au niveau international, ce qui renforcera les dynamiques et les initiatives locales tant en matière d'innovations sur le terrain qu'en terme de recherche en didactique des langues. By being more visible, CercleS will reaffirm itself as a key player in European language learning and teaching policy.

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Word from the President

Johann Fischer

This is the first Bulletin under the new (and old) Executive, and I would like to start by thanking the CercleS Coordinating Committee for their confidence in our work and in re-electing the Executive at the CercleS Conference in September 2010. I hope that over the next two years we will reach our targets and "make a good job" to the satisfaction of our members. I received extremely positive feedback to our conference last September, both of plenary speakers and paper presentations in the various sections. Participants also enjoyed the perfect organisation by our hosts, and here I would like to thank again Ulla-Kristiina Tuomi, Director of Helsinki University Language Centre, and Jaana Fränti, who co-ordinated the organisation of the conference, but also FINELC as a whole, as they took an active role in the planning and running of the conference. I am particularly pleased about the positive reactions to the use of languages during the conference, as participants reported that the use of languages other than English was fairly balanced and that it was a successful step towards multilingualism.

Our major targets for the new Executive are the launch of the new CercleS journal, the CEFR / ELP Seminar in Groningen (Netherlands) in November 2011, the planning of the XIIth International CercleS Conference, and also the continuation of the focus group activities.

The Seminar in Groningen will be the third CEFR / ELP Seminar after those in Dublin in 2007 and in Padua in 2009. This reflects the need for workshops and seminars on this topic among language teachers in Europe in our attempt to enhance language teaching and learning at university level. Ten years after the publication of the CEFR and ten years after the launch of the CercleS ELP, this is the perfect moment to look back and analyse what we have achieved and where we have to go from here.

Our CEFR and ELP activities constitute one of the ten CercleS focus group projects, and a very successful one. The CercleS Executive has discussed the function of our focus groups in general and will soon implement a new working structure to make those groups that have not had the expected impact so far more active and more visible.

As far as the targets of the Executive are concerned, the new CercleS is certainly the biggest challenge as a new working group and new working structures have to be established. The new journal "Language Learning in Higher Education" will be a refereed online and print-on-demand journal published by Mouton De Gruyter and will be published twice a year, starting with a double issue in autumn 2011. Each CercleS member institution will receive a printed copy together with the CercleS Bulletin and will have full access to the online version, i.e. each staff member and each student of the member institution will be able to read and print articles. The fact that CercleS publications will be published by a major international publishing house will give our publications and our confederation more visibility worldwide as Mouton De Gruyter will integrate it in their marketing activities and as the articles will be listed in international indices. Most articles will probably be published in English as most international indices only take into account articles published in English, but I am pleased that we were able to come to an agreement with Mouton De Gruyter that articles in other languages are also welcome.

Ceci est le premier Bulletin du nouveau Bureau de CercleS (qui n'a d'ailleurs pas changé par rapport à l'ancien Bureau), et j'aimerais donc remercier le Comité de coordination de nous avoir accordé leur confiance et de nous avoir réélus lors du XIème Colloque International de CercleS en septembre 2010. J'espère que nous arriverons à atteindre nos objectifs et à fournir un travail qui correspond aux attentes de nos membres.

Je voudrais adresser mes profonds remerciements à nos collègues de l'Université de Helsinki et du réseau FINELC pour la parfaite organisation particulièrement à Ulla-Kristiina Tuomi et Jaana Fränti, pour leur excellent travail. Des réactions tout à fait positives m'ont été rapportées quant aux séances plénières et aux interventions dans les différentes sections mais

également quant à l'aspect multilingue du colloque, notamment le fait d'avoir utilisé des supports conçus dans une deuxième langue lors des interventions et la grande variété de langues utilisées.

Les objectifs du nouveau Bureau sont la restructuration des activités des groupes de travail de CercleS, la préparation du prochain séminaire sur le CEFR et le PEL ainsi que du colloque CercleS en 2012, et enfin le lancement de notre nouvelle revue scientifique. L'appel à communications pour le séminaire sur le CEFR et le PEL vient d'ailleurs d'être lancé et nous espérons que le séminaire qui aura lieu fin novembre 2011 à Groningen (Pays-Bas), à l'occasion de l'anniversaire des 10 ans d'existence du CEFR et du PEL de CercleS, sera de la qualité de ceux de Dublin en 2007 et de Padoue en 2009.

Le plus grand défi pour notre confédération est évidemment le lancement de la nouvelle revue de CercleS, qui sera intitulée « Language Learning in Higher Education » et qui sera publiée par Mouton De Gruyter. Cette revue renforcera la visibilité de nos publications à l'échelle mondiale et permettra à tous nos membres, chercheurs, enseignants et étudiants de nos institutions membres, de consulter et de télécharger les articles publiés en ligne. Chaque institution recevra bien sûr aussi un exemplaire de chaque revue. Je suis très heureux d'être en mesure de vous annoncer que les articles pourront être publiés non seulement en anglais mais aussi dans d'autres langues.

Anlässlich der Veröffentlichung des ersten Bulletin unter dem neuen CercleS-Vorstand möchte ich mich für das durch unsere Wiederwahl gezeigte Vertrauen unserer Mitglieder in unsere Arbeit ganz herzlich bedanken. Wir hoffen, dass wir Ihre Erwartungen erfüllen und die von uns im Rahmen unserer Wiederwahl durch den Koordinierungsausschuss während der XI. Internationalen CercleS-Tagung im September 2010 in Helsinki dargelegten Ziele erreichen werden.

Bedanken möchte ich mich hier auch ganz herzlich bei den Kolleginnen und Kollegen in Finnland, die wesentlich dazu beigetragen haben, dass die CercleS-Tagung zu einem großen Erfolg wurde. Mein besonderer Dank gilt hierbei neben dem Leitungsteam von FINELC vor allem Ulla-Kristiina Tuomi und Jaana Fränti für die hervorragende Organisation und Leitung der Tagung. Die an mich gerichteten Rückmeldungen zeigten ein äußerst positives Bild von der inhaltlichen Qualität der Plenar- und Sektionsvorträge. Desweiteren wurde gerade auch die Mehrsprachigkeit als gelungen bezeichnet, da die meisten Vorträge zweisprachig gehalten waren und eine Vielzahl von Sprachen eingesetzt wurden.

Die Ziele des neuen (und alten) Vorstands sind vor allem die Umstrukturierung der Funktionsweise unserer CercleS-Arbeitsgruppen, die Vorbereitung des nächsten Seminars zum GER und ESP 2011 sowie der nächsten CercleS-Tagung 2012 und natürlich die Veröffentlichung der neuen wissenschaftlichen Zeitschrift von CercleS. Was das Seminar zum GER und ESP anbelangt, so wurden kürzlich die erste Ankündigung und der Call for Papers für diese Veranstaltung Ende November 2011 in Groningen in den Niederlanden versandt und wir hoffen, Ihnen zur zehnjährigen Feier des GER und des CercleS-Sprachenportfolios eine Veranstaltung bieten zu können, die ebenso gelungen sein wird wie die Seminare 2007 in Dublin und 2009 in Padua.

Die größte Herausforderung ist für uns derzeit sicherlich die Herausgabe der neuen CercleS-Zeitschrift „Language Learning in Higher Education“, die im Herbst 2011 erstmals erscheinen und die CercleS-Publikationen auf internationaler Ebene sichtbarer machen soll. Während jede Mitgliedseinrichtung ein Exemplar der zweimal jährlich erscheinenden Zeitschrift erhalten wird, werden die veröffentlichten Artikel für jeden Mitarbeiter und Studierenden unserer Mitgliedseinrichtungen auch online frei zugänglich sein bzw. können heruntergeladen werden. Wichtig war mir dabei auch, dass Aufsätze nicht nur in englischer Sprache veröffentlicht werden können, auch wenn von internationalen Indizes oft nur englischsprachige Artikel registriert werden. ■

LETPP CONFERENCE (Languages in Europe: Theory, Policy and Practice)

London School of Economics, London, 14th -15th April 2010

Patricia Taylor, University of Parma, Italy

Résumé :

Le colloque LETPP, dont le thème fut « Unlocking the Gates of Languages », a eu lieu du 14 au 15 avril 2010, à la London School of Economics, Londres. Au cours du colloque, a été diffusé le « Manifeste LETPP », un document qui regroupe beaucoup d'idées évoquées au cours des discussions abordées lors du colloque. Celui-ci est disponible sur le site web suivant : www.letpp.eu/conference

Although most of Europe was coming to a standstill due to the volcanic ash crisis, the LETPP (Languages in Europe: Theory, Policy and Practice) conference still managed to go ahead full steam with two days of vibrant activities and lively discussions on many issues related to multilingualism. It was certainly a privilege to take part in such a highly-stimulating and spirited event at the London School of Economics in London from 14th -15th April 2010.

The conference offered the opportunity not only to listen to and enjoy the expertise of renowned plenary speakers but also the chance to actively find out more about the key issues related to multilingualism. Great emphasis and space was given to the development of ideas, thoughts and discussion.

The conference, entitled "Unlocking the Gates of Languages" was actually the third event in the development of the LETPP project, following on from two earlier seminars. The first seminar had also taken place at the LSE with the focus on the issue of social inclusion while the second event had been held at the House of Commons in London and had dealt with the many issues related to the economy and intercultural communication.

During the opening point of the conference, Nick Byrne (Director of LSE Language Centre) and Lid King (National Director for Languages) gave a brief overview of the project, establishing that a scoping document had been developed as a result of the many interesting ideas that had emerged from the previous events such as multilingual cities; language and identity; languages for the next generation; the case of English; languages and class issues; economic issues for multilingualism; education systems and how they might need to adapt to promote multilingualism and what policy bodies/governments can do. It was then established that the main aim of the conference was to focus on these key issues and to see what could be deduced, added and clarified. It was the participants' task to bring together the mass of information; decide on how best to organise the wealth of material and then plan the necessary steps to take the main issues further.

It was becoming ever more evident that the conference participants could listen to and enjoy the traditional conference events but plenty of work lay ahead for everyone over the next two days!! It was perhaps also partially thanks to such active participation and involvement of the audience that the conference was so enjoyable for all.

The interactive and active participation of the audience was also achieved thanks to the diversity of events. These included the traditional plenary sessions; a round-table; discussion sessions divided into groups to debate the key issues; multilingual practice workshops and presentations with a carousel of eight initiatives from across

Zusammenfassung:

Vom 14. bis 15. April 2010 fand an der London School of Economics (London) die LETPP Konferenz statt. Sie stand unter dem Motto „Unlocking the Gates of Languages“ (Die Tore der Sprachen Öffnen). Im Laufe der Konferenz wurde insbesondere das „LETPP Manifesto“ erstellt, ein Dokument, das die vielen Ideen und Diskussionen der Konferenz zusammenfasst. Dieses ist auf der Website der Konferenz (www.letpp.eu/conference) erhältlich.

Europe, as well as two report backs and a refreshingly innovative space for the 'student voice' represented by students from across Europe. I cannot fail to mention the highly-gifted visual artists, who were also present during the conference, creating posters full of colourful and memorable images of the key points and issues as they emerged from the speakers and discussion sessions.

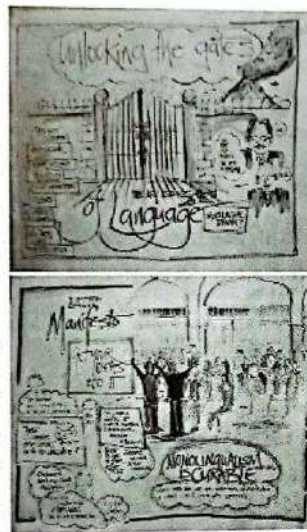
It goes without saying, however, that the success of the conference also has to be attributed to the inspiring plenary speakers Teresa Condeço, Waldemar Martyniuk, David Crystal, and Joe Lo Bianco, all of whom, together with the expert panel of the round table gave plenty of food for thought.

The first plenary speaker Teresa Condeço from the EU Commission opened the conference on the topic of 'The European Policy Context'. She immediately underlined that an important asset for Europe was its Multilingualism and that language skills were clearly a form of human capital not only for economic growth and employability but also intercultural dialogue and personal fulfilment.

Ms Condeço further stressed that a successful multilingual policy strengthened job prospects; gave citizens life chances, access to rights and services; increased mobility and opportunities and helped increase company competitiveness. Teresa Condeço also interestingly pointed out that as more and more people mastered English, it would be the second and third foreign language that would make the difference. However, in order to bring about the reality of multilingual citizens in Europe, national educational institutes had to promote language learning and provide everyone with the opportunities to learn languages throughout their lives. She also indicated the need to bear in mind that multilingualism was the bridge to understanding and promoted openness and tolerance, acceptance and appreciation of different cultures not just for the European Union but also for the globalised world.

Following on in the European Policy Context Waldemar Martyniuk, Executive Director at the European Centre for Modern Languages of the Council of Europe in Graz, illustrated in his talk how the Council of Europe had been active in language education over the past fifty years and had achieved a great deal in terms of conventions, recommendations, guidelines, documents, studies and tools. He underlined how the focal point of language learning had also changed in the last forty years from a focus on communication in foreign languages in the 1970s to a focus on the wider scope of learner use of languages with the introduction of the CEFR.

He went on to stress the need to develop a coherent educational approach to all languages and foster the notion of a language or languages in/of and for education. It had to be made clear that language or languages were necessary for both civilisation and competitiveness, contributing to or being a prerequisite for social cohesion and intercultural dialogue and democratic citizenship. He further emphasised the need to review the value of the role of languages and competencies as a core education issue and placed greater importance on the fact that adequate language competencies are



required to become educated in all subjects.

Waldemar Martynink also suggested in his talk that the multilingual dream was not running out of steam but was still at the beginning of the process. It was only now with the gradual acceptance and greater support and value for language competencies that the benefits from linguistic and cultural diversity were becoming more evident. He admitted that at times it did all seem to remain on a declarative level and mentioned projects that were happening at an educational one. He also referred to the ECML programme for 2010-2015 and the adoption of the Graz declaration on language education 2010 signed and adopted by 8 professional Associations, including CercleS.

In the afternoon, the third key note speaker David Crystal, Honorary Professor of Linguistics, University of Wales, Bangor, delivered his paper on Multilingualism and the Internet. David Crystal stressed that multilingualism could only prosper if we entered into the mindset of young people and came to terms with electronically mediated communication and its diversity and unpredictability. He insisted on the need to identify literacy no longer just with the world of print but also with the screen. It was fundamental to find the gate to attract young people, which was today the world of facebook, the web, videogames blogs, text and tweet. Even from an audiopoint of view, he explained that it was no longer face to face conversation, classroom interaction, radio, TV but a world of mobile phones, Skype, I-chat, podcasts and You Tube. It was necessary to guarantee young people a motivating internet experience and establish an attractive online multilingual presence. If we succeeded in this, there would be no need to persuade them to explore it as they would do so of their own accord.

David Crystal also noted that we were still struggling with this new pedagogy as the main issues, such as the emergence of new concepts of citizenship and social identity in the light of the Internet, had not emerged from the many discussions. It was here that new communities, linguistic in character with blogs and chatrooms, were being defined by choice of language as much as subject matter and unrelated to physical geography or political identity.

A strong online presence was the only way forward not only to hook the young but also to support minority languages and help educators with a specific interest in multilingual education to share ideas. David Crystal concluded his paper emphasising that these were the domains where gates had to be unlocked and whereby we would create the best future for language learning.

On day two of the conference Professor Joe Lo Bianco, from the University of Melbourne, gave a stimulating talk via a satellite link, entitled, "Towards a more productive language planning for Europe-Languages in Europe: theory, practice and policy". His talk began with the definition of language planning and language policy and he noted

how difficult it was to establish which came first, language policy or language planning since they were so closely interrelated, with the one often leading to the other. Joe Lo Bianco also gave an overview of some of the successful language policies around the world, emphasising that it was necessary to lead to a process for the doing or making of language policy from a citizen's up basis so that language planning or language policy could become citizen-centred rather than institution-centric. He illustrated the different levels, forms and categories that emerged within language policy-planning and pointed out that policies were most successful when they were public, explicit, comprehensive and above all implementable.

Joe Lo Bianco also raised the issue of the role of English as a vehicle of the global age, which, he stated, language planners could not ignore even if committed to multilingualism. At present two billion people were learning English and one half of the world's population were forecasted to be learning English in the near future. He also explained how the Chinese invested in English as a purely utilitarian means to enable them to deal with the rest of the world, before going on to look at the effect of Global English on language teaching policies and how English speaking societies with the neglect of language competencies actually left them at a disadvantage, leading them to forms of exclusion in different circumstances. Joe Lo Bianco concluded by giving advice on the best way to influence policy and outlining key points for bottom up language planning. He placed great emphasis on the importance of getting invited to important policy making meetings where it was necessary to be armed with documentation of language and communication problems, statistics and stories. He also stressed the need to produce public texts, influence debates, appoint champions and engage in performative modelling.

As far as Joe Lo Bianco was concerned the best place to start was without a doubt the urban cities and concluded that if the European Union were unable to produce the best multilingual policy, then nobody could!

Last but not least, the final touch to the conference was the creation of the 'LETTP Manifesto', an alternative and dynamic document with a rich and thought-provoking summary of slogans and outcomes, highlighting the many ideas and issues debated during the conferences. The manifesto is certainly worth investigating on the LETTP webpage along with the many reports, papers, conference podcasts, visual posters and pictures also available at <http://www.lettp.eu/conference>.

Many thanks to Nick Byrne, Lid King and the teams for such a well-organised, dynamic, and enjoyable conference! ■

LETTP FINAL DOCUMENT

The final document for the one year LETTP project – Languages in Europe, Theory, Policy & Practice – is now available and can be accessed at <http://www.languagescompany.com/resources.html> as well as from the LETTP website

On the Quest for Language Policy and Innovation

Retrospection of the 11th CercleS Conference in Helsinki, Finland

Thomas Dimpfl, Eberhard Karls Universität Tübingen, Germany

Résumé :

Le 11^{ème} congrès international CercleS a eu lieu à Helsinki, Finlande, du 2 au 4 septembre 2010. Le thème « Les centres de langues dans l'enseignement supérieur : politique des langues et innovation » a suscité de nombreuses contributions sur les enjeux actuels de l'enseignement des langues étrangères. Les trois conférences plénières de Lid King, Jean-Claude Bertin et Anna Mauranen ont donné lieu à des discussions animées. CercleS est attaché à la notion de multilinguisme comme en témoignent concrètement l'usage du français lors de la conférence plénière donnée par Jean-Claude Bertin ainsi que l'emploi de deux langues pour les communications et les aides visuelles. Communications et posters ont stimulé les échanges d'idées et la réflexion sur de nombreux thèmes. L'assemblée générale qui s'est tenue lors du congrès a vu la réélection du Bureau actuel avec Johann Fischer en tant que Président de CercleS. Les organisateurs ont avec succès orchestré un excellent programme qui a su donner aux participants de nombreuses occasions d'échanges professionnels et individuels très fructueux. Un congrès très réussi donc, à divers titres.

Zusammenfassung

Vom 2. bis 4. September 2010 fand in Helsinki die 11. Internationale CercleS Konferenz statt. Unter dem Titel "University Language Centres – Language Policy and Innovation" fanden zahlreiche Vorträge und Diskussionen zu aktuellen Themen in der Fremdsprachenlehre Platz. Insbesondere die Plenarvorträge von Lid King, Jean-Claude Bertin und Anna Mauranen führten zu angeregten Diskussionen. Das Thema Mehrsprachigkeit wurde hierbei durch den auf französisch gehaltenen Vortrag von Jean-Claude Bertin elegant im Programm integriert. Aber auch die Vorträge in den einzelnen Arbeitsgruppen sowie die Posterpräsentationen regten zum Gedankenaustausch an und unterstrichen das Ziel der Mehrsprachigkeit durch die Anwendung zweier verschiedener Sprachen für Vortrag und Begleitmaterial. Der offizielle Teil der Konferenz sah neben der Generalversammlung auch die Wiederwahl des Executive mit Johann Fischer als Präsident von CercleS für weitere zwei Jahre. Auch für das Rahmenprogramm und damit für Zeit für weitergehende oder private Diskussionen war gesorgt. Alles in allem war die Konferenz daher ein voller Erfolg.

It seemed that we had just left Seville, full of impressions and plans to be put into practice. The next CercleS Conference was to take place in two years' time and, was thus, still far away. However, for busy Language Centre staff, two years is a short time and we were soon booking our flights to the Nordic region of Europe. The 11th International CercleS Conference took place from 2nd to 4th September 2010 in Helsinki, Finland. The meeting title was "University Language Centres – Language Policy and Innovation", and the organizers carefully assured that the programme focussed on this topic. Three plenary lectures, individual presentations (in parallel sessions and poster presentations) and a round table discussion provided everyone with food for thought. As the conference is also an opportunity for CercleS to meet as an organization, meetings of the CercleS Executive and the Coordinating Committee (during which the elections of the new CercleS executive took place) were scheduled, as well as the General Meeting of all CercleS members. The programme was framed by musical interludes, which took place during two receptions, and the opening and the closing ceremonies of the conference. Although there was much to do and a lot to be learned, the organizers left plenty of time for personal, even private, discussion during lunch and coffee breaks, and free time in the evening. Looking back on it now, the conference was a great success. Even the weather was perfectly timed; cloudy with some rain, which helped to keep people in the lecture halls, with the sun emerging on the final day so that Helsinki could still be explored at leisure after the Conference had closed.

The very first topic of the Conference Programme was the meeting of the outgoing CercleS Executive on the afternoon of Wednesday, 1 September 2010. Matters discussed were, of course, the last minute details of the conference that needed attention. Officially, this was also the last meeting of the Executive in its composition as elected in Sevilla in 2008.

Thursday, 2nd September 2010

The first day of the Conference started with the meeting of the CercleS Coordinating Committee. After a short introduction of its members the committee started work, discussing a proposal of De Gruyter Mouton publishing house to setup a CercleS journal. The outgoing Executive updated the representatives of the National Associations with details concerning contractual and financial matters before a representative of De Gruyter Mouton joined the meeting to present the proposal once again. After the presentation the representative, (Jennifer Mand) had to withstand tough questioning by the Committee members. She concluded by stressing that the publishing house was very interested in setting up an academic journal in collaboration with CercleS, and with the promise to do everything to make this work.

An important event during the Coordinating Committee meeting was the election of a new Executive Board. The procedure was supervised by Alžbeta Moravčíková. As there was only one candidacy per office the elections passed quickly, and the outcome was that the members of the present executive were all re-elected for a second term in office. Johann Fischer used the opportunity to stress that the Executive in its present composition could not be re-elected in two years' time, and that therefore one should begin to consider that candidacies have to be put forward by the National Associations in the near future. A further topic of great importance was the acceptance of ReCLes, the Portuguese National Association, as a full member of CercleS. A warm welcome to our new colleagues and friends!

While the Coordinating Committee was still at work, Conference participants started to register and gather in the lecture hall of the university's main building for the opening session at 1.30 p.m. They were greeted musically by the Incanto choir, before Ulla-Majja Forsberg, First Vice-Rector of the University of Helsinki and Professor of Finno-Ugrian Language Studies started the round of welcome addresses. She briefly introduced the University of Helsinki, as well as the topic of the Conference, and drew attention to the issues of English as a lingua franca and the meaning of new media. She wished everybody a successful Conference and left the floor to Johann Fischer, the President of CercleS. The audience was pleasantly surprised when he welcomed everybody to the Conference speaking Finnish. This produced many a smile on the faces of the local organizers, as well as on the participants who now faced their first challenge of multilingualism. Johann Fischer then continued (in English) outlining the enthusiasm of FINELC, the Finnish association of Language Centres which had joined CercleS at the Bratislava Conference. The result of this collaboration led FINELC to host this very Conference in Helsinki. He stressed that languages are ever more important now due to internationalization, and that this may lead to a need for English as a lingua franca. He also stated, however, that CercleS' main priority is the enhancement of multilingualism. He thanked the University of Helsinki, FINELC and the University of Helsinki Language Centre for all their preparation work, and for hosting the Conference.

Martina Buss, the Chair of FINELC, took the floor next and also thanked the University of Helsinki Language Centre for their hard work in organising the Conference. She also briefly presented the Finnish Association's tasks and activities. Finally, Ulla-Kristina Tuomi, the Director of the Language Centre of the University of Helsinki greeted the audience and stressed that it was an honour to host this 11th CercleS Conference. She stated that the Conference's main goal was to give voice to the members of CercleS. She therefore particularly thanked the speakers and presenters for their efforts and willingness to support the Conference. With the words "Welcome to Helsinki!" she left the floor and the Conference was then set to start.

Plenary Lecture “Language Policy for 2020 – A new vision or the end of a dream”

The academic programme of the Conference started with a plenary lecture given by Lid King, the National Director for Languages in the UK. His talk questioned whether the European dream of multilingualism was running out of steam. He presented and interpreted the findings of the Languages in Europe: Theory, Policy, Practice (LETTP) project which was devoted to identifying conditions under which ideas on multilingualism might actually find their way into coherent policy and practice. He reported that in the UK, the issue of raising the standard of language mastery, breadth and balance of language knowledge, social cohesion, skills in general as well as globalisation were the main drivers behind language policy. On a European level, there was no explicit language policy besides the fact that the importance of multilingualism is stressed, for example, in the preface of the CEFR. The policies of individual member states, however, varied significantly between a centralized concept (such as in France where language learning in primary schools is centrally organized) and a “laissez faire” approach (such as in Ireland where no language policy exists at all). In this environment LETTP has identified a number of new challenges and dangers. Supposedly, a new kind of European citizenship might emerge. People who speak only one language could, thus, become a minority, and a new linguistic elite might well arise. Multilingualism might, however, be threatened by the post credit crunch crisis as national identities become more important and less money is spent on language education. The way individual language skills evolve also depends upon the way people will work in the future: flat organizational structures of multinational companies as well as international worker mobility would call for the mastery of more than one language or the emergence of a lingua franca. The impact of the internet cannot even be estimated at the moment.

After a round of applause and questions from the audience, the Conference participants proceeded to the Language Centre for the first coffee break where the issues presented by Lid King were further discussed. At 4 p.m. the first of four sets of parallel sessions started which covered the topics “Language policy and innovation”, “Putting policies into practice”, “Learning outcomes – strategies and realities”, “Personalising learning environments and networking”, “Plurilingualism and English as a Lingua Franca” and “Managing change and quality assurance”. “Current issues in LSP” was scheduled for Friday and Saturday.

Language policy and innovation

The way language is used in everyday work life at universities — both in teaching and administration — is not always clearly defined. Presentations illustrated, for example, the challenges faced when moving from a bi- to a trilingual university, as is currently the case at the Universitat Autònoma de Barcelona. Another interesting example explored the issues of the already trilingual Free University of Bozen-Bolzano which fears the narrowing of language use. In general, the increase in internationalisation and student mobility requires that specific policies are created regarding the use of languages at universities. Answers are also needed for questions as simple as how to translate country specific academic peculiarities into a different language (which, for example, led to a nomenclature project at the Universitat Autònoma de Barcelona). The session illustrated these issues as well as some possibilities of how to address them (e.g. a compulsory Dutch language test for first-year students at the Vrije Universiteit Amsterdam).

Putting policies into practice

Great steps are taken once policies are developed. However, problems often arise surrounding their implementation. This section focussed on the question of how policies can effectively be put into practice. The spectrum embraced the role of Language Centres vis-à-vis academic language departments, the possibility of using distance learning, training and

assessment of primary school teachers as well as numerous practical examples (e.g. at the University of Groningen, the University of Zurich or the Cyprus University of Technology). Exchange programmes (Erasmus, Erasmus Mundus) as well as applied language courses are further ways to implement strategies set out by policy makers.

Learning outcomes – strategies and realities

The way people learn differs with respect to age, personal environment and learning objective. The ELP and the CEFR were presented as tools to set up classroom teaching as well as strategies for lifelong learning. Furthermore, motivation was identified as a key issue to success in language learning. In order to evaluate the outcome of language learning, tests and assessments are needed. In this session different approaches were presented which included task-based language testing and an example of how to design an Italian test for native speakers of Romance languages. Furthermore, issues when teaching older learners were discussed as well as particular aspects related to the development of writing skills.

Personalising learning environments and networking

Within a changing environment and the availability of new media such as the internet, the opportunity to adapt learning to personal needs has improved significantly. Speakers presented ways to develop — *inter alia* — academic writing modules for different target groups, and stressed the importance of individual learning. The latter is of particular importance when it comes to motivating students of the “Internet Generation” and can be achieved by making use of all available media (moodle, chat rooms, videos etc.). Examples from the University of Cagliari, the Université Nancy 2 and the K.U. Leuven were presented. Even the absence of a “real” teacher was proposed within the context of chat seminars. Or he/she might be substituted by an automatic coach — called “My Pronunciation Coach” — which relies on automatic speech recognition.

Plurilingualism and English as a Lingua Franca

The most controversial topic discussed at the conference was the aspect of plurilingualism and English as a Lingua Franca. Plurilingualism is, to some extent, a natural development when immigrants are concerned, as was outlined in the case of Dublin. In the academic context, plurilingualism or multilingualism are also challenging. Whether students are even aware of their plurilingual behaviour is one question which was raised within this context. The way English may spread through Anglicisms was illustrated using the example of Italian specialised medical discourse, where until now, Latin was the Lingua Franca. How business students choose which language to learn and the impact of English postgraduate degree programmes were also discussed.

Managing change and quality assurance

Issues arising when changing the structure or attempting to improve quality in Language Centres was the main topic of this session. It was stressed that both goals cover various aspects which have to be taken into account. Examples of quality assurance at Tilburg University Language Centre (the “quality cycle”) and at the University of Groningen Language Centre were presented, as well as insights into change processes at the Taalcentrum-VU and the University of Helsinki. In order to keep quality high, regular assessments should also include feedback from students. Even more, questions about the future development of Language Centres with respect to internationalization were raised. Participants also discussed what Language Centres could learn from levels of customer service in business and industry.

Current issues in LSP

The main objective of teaching languages for specific purposes is to take into account the particular needs of learners. The way this objective translates into practice was illustrated in various presentations, for example in the “Touched

by Advertising" contest at Nebrija University, or during the implementation of the Bologna process at the Università di Bergamo. Specific aspects like communicative competence or English courses for B.Sc. Geography students were also addressed alongside more general topics, such as learning to write appropriate texts in academics or qualitative research reporting.

Reception of the Rector of the University of Helsinki

After two hours of intensive discussion and a short break, the conference participants met in the teachers' lounge of the University of Helsinki for the reception of the Rector. The First Vice-Rector Ulla-Maija Forsberg welcomed everybody for a second time and proceeded to open the buffet. This provided the opportunity for everybody to relax and consider the impressions and events of the first day, while enjoying some delicious food and drinks.

Friday, 3rd September 2010

The second day of the conference started with the second plenary lecture. To support the notion of a multilingual conference, it was held in French!

Plenary Lecture "Approche systémique de l'innovation pour l'apprentissage en Centre de Langues"

Jean-Claude Bertin, Professeur des Universités, Faculté des Affaires Internationales, Université du Havre, raised the question of unreflected use of technology in language teaching. "Tout ça, c'est pourquoi ?" was the introductory question he asked the audience. He stressed the importance of analysing the teaching process as well as the actors involved and the material available. In particular, using computers was not an end in itself but merely a means to provide what Bertin called a virtual learning space. He presented a model called "the didactic ergonomics CALL model" which allowed for the analysis of language teaching situations, taking into account the language culture, the teacher and the learner as key inputs as well as materials, tasks, and computers as intermediaries. He then dissected the model into three subsystems in order to illustrate the specific needs and opportunities of teacher and learner. He concluded that identification of roles in CALL and distance learning was needed for Language Centres.

After a coffee break, which was used as an opportunity to discuss the morning's lectures, the programme continued with the second and third set of parallel sessions. In addition to the topics covered the previous day, "Current issues in LSP" were also discussed. The first set of poster presentations also took place on Friday afternoon.

CercleS General Meeting

In the late afternoon the last official CercleS event took place – the General Meeting (see also Minutes on page 12). After the reports of the President, the Secretary General and the Treasurer, Alžbeta Moravčíková announced the outcome of the elections of the CercleS Executive.

Reception of the Mayor of Helsinki

Immediately after the General Meeting, the participants proceeded to the City Hall of Helsinki for the mayor's reception. They were welcomed by Asta Manninen, the Director of City of Helsinki Urban Facts, who welcomed everybody, and then expressed her thoughts about languages in the context of city development in Helsinki. Finally, she opened the buffet, where the conference participants were treated to salmon, reindeer pastry and other delicacies. All in all, the reception was a perfect end to an extremely successful conference day.

Saturday, 4th September 2010

Saturday morning saw the last set of parallel sessions as well as the second set of poster presentations. After a coffee break the participants reconvened in the Great Hall for the last plenary lecture and the subsequent round table discussion.

Plenary lecture "English as the lingua franca of globalised academia"

The third plenary lecture was given by Professor Anna Mauranen from the University of Helsinki and covered the issue of English as the lingua franca in Higher Education in a globalised environment. She raised three questions which she developed during her talk, and then answered before summarising her ideas and findings. The first question was how English might develop given accelerated mobility, which might allow for a faster change of the language itself. Aspects mentioned included the regularisation of verb forms (e.g. *taught*) or the levelling of dialects. With respect to time, Anna Mauranen stated that such a change was likely to take three generations with the present one being the first ELF generation. The second question concerned the status of English tomorrow and whether it might wipe out other languages. Anna Mauranen explained why she thought that this was not likely. English was in her opinion a contact language and other languages would still be needed to fulfil other functions. Furthermore, the interests of small and minority languages were perfectly compatible with one global lingua franca. However, other large languages such as French or German were likely to lose importance. The last question tackled the aspect of homogenisation versus fragmentation of English. Anna Mauranen stressed that there were both centripetal (e.g. global mobility and direct contact could lead to levelling) as well as centrifugal forces (the same mobility might introduce new influences and, thus, change). She concluded the lecture saying that the future of English was in the hands of its international speakers.

Round table on Multilingualism

Anna Mauranen's lecture was followed by a round table discussion covering the topic of Multilingualism. It was chaired by Johann Fischer, President of CercleS. Other participants included Pierre Frath, Professor of English at the Université de Reims Champagne-Ardenne, Anje Dijk, Director of the Language Centre at the University of Groningen, and Lid King, the Languages Company, UK. Pierre Frath began the discussion by explaining his criticism of English as a lingua franca. He stated that the expansion of English was not a natural phenomenon, and that it had political and economic origins. Thus, it could be changed. Furthermore, German and English which were previously universal languages, would lose influence, an occurrence that he viewed as negative. In contrast to Pierre Frath's concerns, Lid King was very relaxed about the role of English. He disagreed with Pierre Frath in the sense that politics and economics would indeed evolve naturally. These circumstances led to English as being the lingua franca. And even if it could be changed, to what should it be changed. To French? He further stated that people are naturally multilingual and that one should rather ask how the lingua franca might enhance the learning of other languages. Subsequently, Anje Dijk reported that at Dutch universities English is already the lingua franca. She said that there had been worries about what might happen to Dutch, but that these fears had turned out to be unfounded, given that now even more students came to the Netherlands and learned Dutch. The fact that English was used in communication greatly improved the visibility of Dutch universities and was, thus, an opportunity, not a threat.

The discussion continued along these lines until about 2.15 pm when Katariina Järvinen took to the podium and started her exploration of language and emotion in music. This initiated the closing session of the conference. The first to express her thanks was Ulla-Kristina Tuomi. She thanked the CercleS Executive for choosing Helsinki as the conference venue and the University of Helsinki, the City of Helsinki and the sponsors for their support. She also thanked the scientific committee and FINELC, the participants and the speakers. She left the floor expressing her hopes that everybody had enjoyed the conference. Then Johann Fischer reflected on the past three days of intensive academic exchange. He stressed that the plenaries and papers presented were of outstanding quality and that the goal of multilingualism at the conference (two languages during presentations) was

mainly achieved. He thanked the organizers for their great work and the impressive programme which they had been able to put together. He concluded by noting his enthusiasm for the next conference, which is to be held in two years' time.

Participants then gathered for a last cup of coffee, making use of this

opportunity, to discuss ideas raised during the conference, before finally departing for flights and ferries. The conference was successful in every respect. Hopefully, suggestions made at the conference will translate into practice and in turn lead to further research and development, which might then be reported at the next CercleS conference in 2012. So be sure to have a paper ready when the call for papers reaches you! Bis dann in London! ■

Open University Flashmeeting on Language Repositories

Ana Beaven, CILTA, Università di Bologna, Italy

Sigrid Behrent, Zentrum für Sprachlehre, Universität Paderborn, Germany

Résumé :

Voici un rapport du groupe de travail 3, qui envisage une mise en commun de ressources pédagogiques.

Zusammenfassung:

Im folgenden finden Sie einen kurzen Bericht über ein Treffen der CercleS Arbeitsgruppe 3 (Aus- Fort- und Weiterbildung).

During the CercleS Focus Group Meeting held in Messina (Italy) on 14-15 May 2010, the participants of Focus Group 3 (Teacher Training, Teacher Education, Staff Exchange) decided to explore the possibility of creating a CercleS repository of language teaching materials. In the first instance we decided to contact Anna Comas-Quinn and Tita Beaven, from the Open University, who are behind the development of the LORO (Languages Open Resources Online) repository. As LORO is, for the moment, a repository of teaching materials for OU language teachers, it is organised around their specific courses, but the intention in the next year is to open it up for non-OU teachers.

LORO's aim is to make teaching materials for different languages and levels available to all users, allowing them to share their own materials with the languages community, and thus starting a culture change in the way we work (with regard to Open Educational Resources, access, transparency, quality).

Anna Comas-Quinn and Tita Beaven very kindly organised a Flashmeeting with members of Focus Group 3, in order to illustrate their experiences with LORO and offer advice on creating a CercleS repository. The issues that were dealt with primarily were technical requirements, quality, content, usage, and copyright, as well as user engagement.

The initial approach to repositories took into account only the case of "institutional repositories" with materials that fitted specific requirements, particular in terms of format. The new repositories, however, aim at being as flexible and open as possible. Indeed, research shows that if users are required to convert and reformat their materials, and fill in large amounts of metadata, they soon feel discouraged and give up.

Of course, there are already many online teaching materials, but the quality is often questionable. At the same time, the existing good materials are often difficult to locate. One way to solve this problem might be to link these valuable materials to existing repositories via RSS feeds, in order to make them more widely accessible. This may also be an interesting aspect to explore in the future: how different repositories can be linked via RSS feeds to increase their visibility. As for the issue of quality, a rating system (such as the star system used to rate films or hotels online) could offer a solution. But also the number of times the specific material has been downloaded can be used as an indicator of usefulness. The fact that LORO is targeted at language professionals also tends to guarantee a certain level of quality. And of course, teachers who know that their colleagues will be commenting on the uploaded materials might feel more inclined to produce good quality materials. Resources could also be "branded" with the name of the institution where they are produced, although this could lead to problems of attribution and copyright.

However, perhaps the greatest difficulty is that of the culture change needed to move from sharing resources among colleagues locally, to producing Open Educational Resources. For this reason, a number of steps might prove crucial: First, it is essential to understand the specific needs of the users, in order to avoid giving the impression of increasing the teachers' workload with little in

return.

Teachers need guidelines with simple and straightforward advice (such as making sure that copyright law is respected).

It is important to remember that materials can be very varied, and might include not just worksheets or lesson plans, but also photos, video or audio clips which can then be inserted into a worksheet, etc.

It is important to motivate teachers, who need to realise that investing in a good quality repository benefits them directly, by giving them access to a large number of good quality materials. However, in order to be worth visiting (and using), a repository needs to reach a critical mass. The idea of a CercleS repository in which each member institution could produce a small number of good quality materials, while at the same time benefiting from a substantial total, might be the best solution.

Users need training and support if they are to become active. Training events need to be organised, and teachers supported throughout the process. Indeed, potential contributors might be afraid of showing their materials to others, although working in a small team could partly solve this. Language professionals tend to find rating systems a very useful tool, but at the same time they might be reluctant to have their materials rated by others. These issues need to be addressed through staff development initiatives early on, if the project is to take off. However, we also need to bear in mind the 90-9-1 ratio whereby 90% of users of a repository are passive; they might browse to see what there is, but don't contribute; 9% use it intermittently, and might download some materials; while only 1% use it regularly and will also upload materials. It is therefore crucial not to force the issue. Making the production of materials for the repository compulsory will simply bring out the negative reactions which can be expected when those required to do the work are not more productive to work bottom-up rather than top-down, asking the more experienced and motivated users to support colleagues who are less confident. However, all this needs to be supported with staff development activities, which CercleS could coordinate.

Finally, a good way to motivate teachers to start populating the repository is to organize competitions where users can vote for the "best resource of the month", keep everybody informed regarding the recently uploaded materials and encouraging teachers who have found useful resources in the repository to share their experiences with colleagues.

As part of the Focus group 3 future activities, we will look into these issues and keep other CercleS members informed. We are thinking of running a workshop on sharing Open Educational Resources for languages in the autumn, and the LORO team have kindly offered to facilitate a session at such a workshop. In the meantime, if you would like to see what the LORO repository looks like, please visit loro.open.ac.uk or contact Anna Comas-Quinn at A.Comas-Quinn@open.ac.uk. ■

The CercleS Executive confirmed in office

Résumé :

Au cours du 11^{ème} Colloque International CercleS ont également eu lieu les élections du Bureau de CercleS. Johann Fischer a été ré-élu Président de CercleS. De même Marta Genís a été reconduite dans sa fonction de Vice-Présidente. Le Secrétariat Général restera en Italie, après que Gillian Mansfield a été re-élue Secrétaire Générale. Elle sera assistée par Helena Šajgalíková qui a été re-élue Secrétaire Générale adjointe. Les finances restent confiées à Anthony Stenton et Raija Elsinen qui ont été reconduits dans leurs fonctions de Trésorier et Trésorière adjointe. Les élections ont eu lieu sous la supervision de Alžbeta Moravčíková.

Zusammenfassung:

Im Laufe der 11. Internationalen CercleS-Tagung fanden auch die Neuwahlen des CercleS-Vorstands statt. Johann Fischer wurde im Amt des Präsidenten von CercleS bestätigt. Ebenso wurden Marta Genís als Vize-Präsidentin, Gillian Mansfield als Generalsekretärin und Helena Šajgalíková als stellvertretende Generalsekretärin wiedergewählt. Die Finanzen werden auch in Zukunft von Anthony Stenton und Raija Elsinen beaufsichtigt, welche in ihren Ämtern als Schatzmeister bzw. stellvertretende Schatzmeisterin bestätigt wurden. Die Wahlen fanden unter der Aufsicht von Alžbeta Moravčíková statt.

Elections to the CercleS Executive for the term 2010-12 were held at the Co-ordinating Committee meeting in Helsinki, Finland on 2nd September 2010, the first day of the 11th CercleS Conference and approved by the General Meeting on 3rd September.

In this year's elections, all the officers on the outgoing Executive board were re-elected. The composition of the new "old" CercleS Executive, is therefore as follows: Johann Fischer (AKS) President of CercleS; Gillian Mansfield (AICLU) Secretary General and Anthony Stenton (RANACLES) Treasurer. Marta Genís (ACLES) was elected Vice-President, Helena Šajgalíková (CASALC) will serve as Deputy Secretary General while Raija Elsinen (FINELC) will work as Deputy Treasurer.

The elections were supervised by Alžbeta Moravčíková, a former Vice-President of CercleS and, thus familiar with the requirements of the election process. She confirmed that the elections complied with the statutes.

On the Co-ordinating Committee, the voting rights were held according to the number of paid-up members in 2009. Based on

Candidates	Valid votes	Abstentions	Invalid votes
President			
Johann Fischer	16	1	0
Secretary General			
Gillian Mansfield	16	1	0
Treasurer			
Anthony Stenton	17	0	0
Vice-President			
Marta Genís	17	0	0
Deputy Secretary General			
Helena Šajgalíková	17	0	0
Deputy Treasurer			
Raija Elsinen	17	0	0

these figures, the member institutions of ACLES had 1 vote, AICLU 2 votes, AKS 2 votes, AULC 2 votes, CASALC 1 vote, FHS-ELHE 1 vote, FINELC 1 vote, NUT 1 vote, RANACLES 2 votes, SERMO 1 vote, VUS 1 vote. Unfortunately, the representative of VUS could not be present at the Co-ordinating Committee meeting, so that, together with the votes of the President, the Secretary General and the Treasurer, the maximum number of votes attainable was 17.

The next elections will take place at the 12th CercleS Conference in September 2012. The members of the Executive in its present composition will not all be eligible for another term in office. The CercleS statutes limit the number of terms in any one office to two, a limitation that affects all members of the present Executive. Furthermore, no member may serve more than eight years consecutively on the Executive board which also affects some of the present members. Therefore, CercleS needs candidacies to be brought forward by the National Associations for the next CercleS Executive. Although September 2012 may seem far ahead, everybody interested is welcome to contact his/her national association for further details. ■



The new CercleS Executive (from left to right): Helena Šajgalíková, Johann Fischer, Gillian Mansfield, Anthony Stenton, Marta Genís, Raija Elsinen

Pictures from the 11th CercleS International Conference

Images du 11^{ème} Colloque International CercleS

Bilder von der 11. Internationalen CercleS-Tagung



In the Coordinating Committee Meeting



The University's old Main Building



In the Coordinating Committee Meeting



Ulla-Kristina Tuomi
Director of the
Language Centre of the
University of Helsinki



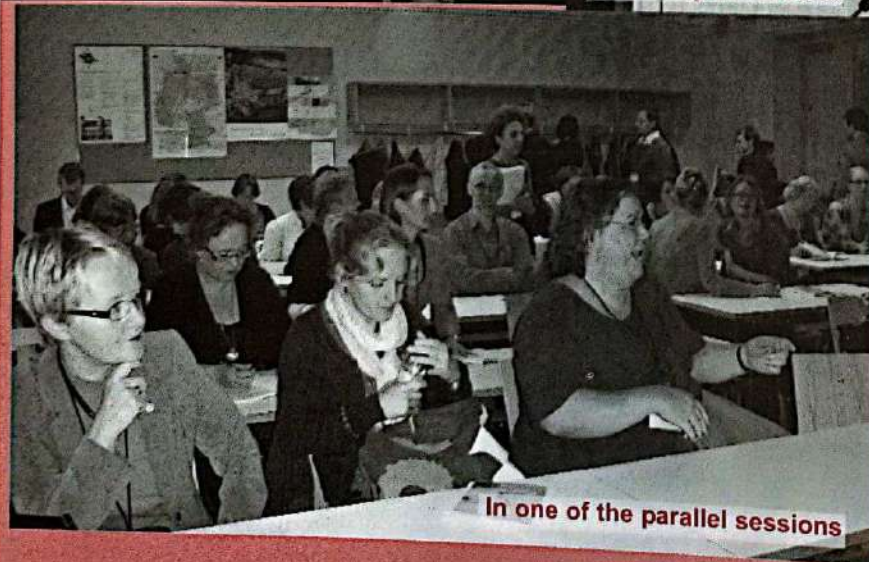
Martina Buss,
Chair of FINELC



Gillian Mansfield, Jaana Fränti, Patricia Taylor



Ulla-Maija Forsberg,
Vice-Rector of the
University of Helsinki



In one of the parallel sessions



In the poster session



The audience in a plenary lecture

Languages for all
Languages for life



Lid King



Jean-Claude Bertin



Anna Mauranen

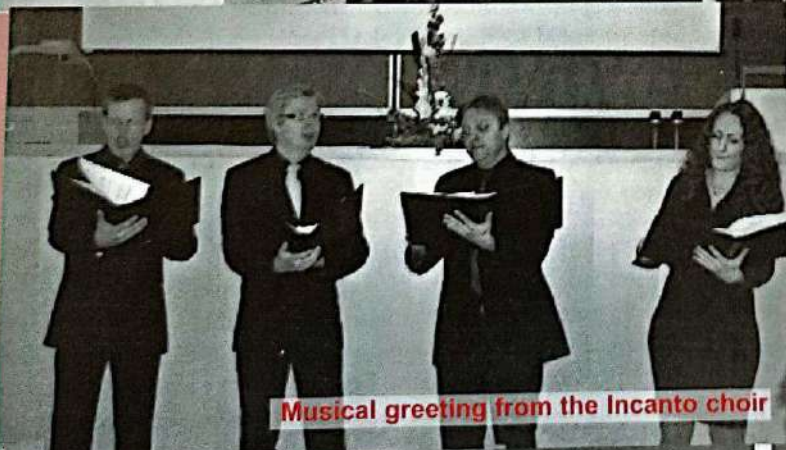


The Dome of Helsinki

In the Reception of the Rector



Johann Fischer, Gillian Mansfield and Anthony Stanton in the General Meeting



Musical greeting from the Incanto choir



Johann Fischer, Ulla-Kristiina Tuomi and Asta Manninen



Minutes of the CercleS General Meeting

3rd September 2010, Helsinki, Finland

Zusammenfassung:

Hier finden Sie das Protokoll der CercleS-Generalversammlung, welche im Rahmen der 11. Internationalen CercleS-Konferenz in Helsinki, Finnland, stattfand.

Résumé :

Voici le compte rendu de l'Assemblée Générale qui a eu lieu lors du 11^{ème} Colloque International CercleS à Helsinki, Finlande.

The President, Johann Fischer, opened the meeting at 16.15 pm. The President's report, the Secretary General's report and the Treasurer's report were distributed at the beginning of the meeting.

1. Apologies

–none

Attachment I gives a list of the CercleS members present at the Meeting.

2. Minutes of the last General Meeting, Seville, September 19th, 2008

The minutes, which had been made available in Bulletin 25, were approved as published.

3. Matters arising

– none

4. President's report

The President, Johann Fischer, presented his report for 2008-2010:

i. Introduction

Johann Fischer first explained how the the CercleS Executive 2008 to 2010 had started its work with two key activities: the handover of the General Secretariat from the University of Göttingen to the University of Parma, which had taken place between September and December 2008, and the setting up of the new CercleS Executive during the same period.

He further mentioned that at the end of the Seville Conference the new Executive had met and discussed principles for its functioning in order to guarantee the smooth running of its activities. A joint meeting of the new and the previous Executive had taken place in December 2008, and since then the CercleS Executive had been working in a regular, but also more flexible mode, with more ad hoc meetings of individual members and with an efficient use of Skype to ensure an optimum flow of information among the team.

ii. Focus groups

Johann Fischer moved on to discuss the establishment of the CercleS Focus Groups, a major activity over the past two years. He illustrated how the Executive had first worked on a structure for these Focus Groups, before sending out a call for participation, inviting CercleS members to join the Focus Groups and attend a first Focus Group meeting. The latter took place in Toulouse, France, on 19-20 November 2009, and brought together approximately 50 people from various parts of Europe. A second Focus Group meeting with approximately 40 participants was successively organised in Messina, Italy, on 14-15 May 2010.

Further details on the Focus Groups were available from the initial document sent out to all members and also on the CercleS website. Johann Fischer noted that the feedback to this initiative had been extremely positive and encouraging, in spite of time constraints and other problems, such as the volcanic ashes from Iceland, which had hindered people from attending the Focus Group meetings.

In the meantime, although the Focus Groups on "Less widely taught

and less widely spoken languages" and "Associate members" had not yet been set up and the Focus Groups activities on "Conference and event management" and "CercleS publications" had been taken care of by the CercleS Executive, the teams of Language Policy, Management of University Language Centres, Teacher Training, Teacher Education, Staff Exchange, Innovation, Language Testing, Assessment, Certification, ELP / CEFR had been working more independently and very successfully over the past ten months and had initiated activities. Some teams had also planned to meet in the course of the Helsinki Conference.

Johann Fischer hoped that this successful start of new activities would be very fruitful in the future and lead to numerous workshops, seminars, publications and well-functioning networks and to a broader involvement of numerous CercleS members. He emphasised that the aim was to make the Focus Groups become a meeting place for CercleS members, where they could share experiences, contribute actively to the initiatives and increase the quality of work by developing new models. Johann Fischer concluded that such synergies were the best means to guarantee quality assurance at all levels.

iii. Workshops and seminars

Johann Fischer reported on the past events in 2009 and 2010.

CercleS ELP / CEFR Seminar, Padua, 17-19 Sept. 2009:

CercleS successfully organised a major seminar on the CEFR and the ELP, entitled "The role of the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP) in higher education", which took place in Padua, Italy, from 17 to 19 September 2009, and brought together about 125 researchers from all parts of Europe. It was noted that the proceedings of this seminar would soon be published together with the outcomes of the first CercleS ELP Seminar, which took place in June 2007 at University College Dublin. It was added that CercleS was very grateful to Fiona Dalziel, who was mainly responsible for the organisation of this Seminar and who had successfully pushed forward, together with Mary Ruane, the activities on the CercleS ELP.

Council of Europe Workshop on CEFR / ELP, Graz, 29 Sept. – 1 Oct. 2010

The President reported that Mary Ruane and Fiona Dalziel had both taken part in the "8th European Language Portfolio Seminar (ELP)", organised by the Council of Europe, which had taken place at the ECML in Graz from 29 September to 1 October 2009, where they had presented their activities on the CercleS ELP and exchanged information on the implementation of ELPs in Europe. The seminar had shown that, similar to CercleS, other associations and networks saw a strong need in the area of teacher training in order to enhance the implementation of the ELP.

CercleS / UNICert / GULT workshop on Testing Oral Skills, Göttingen, 30-31 Oct. 2009

In co-operation with UNICert and the GULT Project, CercleS had organised a workshop on Testing Oral Skills, which had taken place at the University of Göttingen on 30 and 31 October 2009. During the plenary meetings in English and parallel sessions in English, French, German, Italian and Spanish, the participants had analysed recordings of oral exams, both published material and video-recordings of

university language examinations, and worked on models of best practice and evaluation grids. Although the workshop had been announced at a fairly short notice, it attracted more than 50 participants from all parts of Europe, which proved the great interest and the need for training activities in the area of language testing and assessment.

A follow-up of this first workshop, initially planned for autumn 2010, was under preparation, but had been moved to 2011 for personal reasons.

CASALC International Conference, 24-25 June 2010

Johann Fischer went on to report that on 24 and 25 June 2010 the CASALC International Conference "Quality Assurance of Language Programmes at European Higher Education Institutions" had taken place under the auspices of CercleS at the University of Economics in Bratislava. Its success proved the importance of the quality issue at university language centres. The quality aspect had also been a key factor at the Wulkow meetings and would be taken up at the forthcoming meeting of directors of university language centres in Frascati on 25 to 28 November 2010.

Wulkow workshops: Meetings of Directors of University Language Centres, 22-25 Jan. 2009 and 14-17 Jan. 2010

Johann Fischer then reported on two Wulkow meetings of directors of university language centres entitled "Language Learning in Higher Education in Europe: A View from the Inside" (22-25 January 2009) and "Quality Benchmarks for Language Teaching" (14-17 January 2010). These workshops, organised by the Language Centre of the European University Viadrina in Frankfurt (Oder) and Viadrina sprachen gmbh in co-operation with CercleS, had become a success story and had led to the publication of the 1st and 2nd Wulkow memorandum. A third Wulkow meeting was under preparation and would take place at the beginning of 2011.

Johann Fischer concluded that these workshop and seminar activities showed the strong need among language teaching professionals for professional development activities in general and their strong interest in CercleS activities. Over the past years, CercleS had taken an ever more active role in the organisation of and participation in workshops and seminars in order to improve the quality of work at the university language centre.

iv. Projects

Johann Fischer felt it important to underline the fact that CercleS had played an active role in project activities, mainly in the dissemination phase. Due to the large database and well-functioning email list, it reached directors of language centres, language teaching & learning specialists, as well as technical and administrative staff at a vast number of university language centres in Europe. This had indeed made CercleS an attractive partner for projects, first of all for dissemination activities, but also for the development of new products. Johann Fischer noted that CercleS had been a partner in the following projects:

PICTURE: The PICTURE Project ("Portfolio Intercultural Communication: Towards Using Real Experiences"), co-ordinated by Cor Koster had been successfully concluded in 2008/09 and the final report had since received the approval of the European Commission. CercleS had been involved in this project as a partner responsible for dissemination.

EXPLICS: Within the context of the EXPLICS Project ("Exploiting Internet case study and simulation templates"), a LINGUA 2 project funded by the European Commission between 2005 and 2009, 33 internet-based case studies and global simulation projects in eleven languages, now available for free on the internet, had been developed and could be used for teaching in class. CercleS had taken part in the

co-ordination of the project and the dissemination of its outcomes. **LETPP:** The one-year project "Languages in Europe: Theory Policy Practice", funded by the European Commission and co-ordinated by Lid King (The Languages Company) in co-operation with Nick Byrne (London School of Economics and Political Sciences), aimed to enhance multilingualism in Europe and had organised a series of workshops, seminars and conferences with the aim of developing ideas to stimulate multilingualism and to disseminate the project outcomes. In this project CercleS had been responsible for dissemination.

GULT: Within the framework of the four-year ECML project GULT the team would develop "Guidelines for task-based university LSP testing" in order to stimulate the use of a task-based approach both in teaching and testing languages at university level. CercleS members would be invited to contribute to the revision of the draft guidelines and later to disseminate the project outcomes at their institutions.

v. Academic publications

Leading on from this Johann Fischer explained that currently CercleS published the CercleS Bulletin twice a year and the Proceedings of the CercleS Conferences every second year. As previously stated, the Proceedings of the two CercleS ELP / CEFR Seminars (Dublin 2007 and Padua 2009) were under preparation by the editors.

Johann Fischer announced that following the plans of the previous President, Prof. Carol Taylor, the Executive had made efforts to launch an academic journal, and contacted various publishing houses on this matter. A proposal by DeGruyter for an online journal, which would comprise the CercleS Proceedings and other publications and which would also include the production of the (printed) CercleS Bulletin, was under discussion. He stressed that while CercleS currently enjoyed a healthy financial situation, the costs had to be analysed carefully in order to guarantee that CercleS would be able to finance such a journal in the long run and at the same time still be able to offer the same services to its members under the same or similar conditions.

He commented that the realisation of an academic CercleS journal would therefore be a major task for the new CercleS Executive.

vi. Co-operation

The President next mentioned that CercleS had become an ever more interesting partner for universities, associations, institutions, individuals and project co-ordinators, in Europe and beyond. CercleS had, for example, been contacted by a Canadian university aiming to set up a language centre and wishing to build on its experience.

An important step had also been made in 2009 when a Memorandum of Co-operation was signed between the European Centre for Modern Languages in Graz and CercleS. This co-operation was aimed at the exchange of information and expertise, the mutual participation at workshops, seminars and conferences as well as at professional development activities, and the organisation of possible joint activities. This Memorandum is valid until 2011, when the co-operation of the two partners would be evaluated at both ends.

It was hoped that this would strengthen the ties not only between CercleS and the ECML, but also the Council of Europe

vii. Perspectives

Johann Fischer announced that in his view the two main areas of activities for the next years were quality assurance and professional development. These he believed to be important in order to guarantee innovation in language teaching at university and high standards in language testing, assessment and certification.

He suggested that the CercleS Focus Groups should help in this respect and develop guidelines, models of best practice and material, which could then be used to improve the quality of CercleS work and enhance

the highest standards possible in language teaching and testing, but also in managing university language centres.

Furthermore, he stressed how important it was to stimulate multilingualism at institutions and within the confederation. The question he asked was if we as language specialists did not succeed in implementing functioning multilingual settings, who else could do so? This would require joint efforts by all CercleS members, but first of all by the new CercleS Executive and the Co-ordinating Committee.

Johann Fischer concluded that several of these points (e.g. the aspect of multilingualism) had already been mentioned in his Secretary General's report for the years 2006 to 2008. Important steps had been taken in the meantime, but time was needed to implement changes and to reach such aims.

Finally, the President expressed his thanks to everyone for their help and active support over the last two years. In particular he thanked the former president, Carol Taylor, and the previous Executive for their support as well as Gillian Mansfield and Patricia Taylor.

He extended special thanks to Ulla-Kristina Tuomi and her team for all the work and preparation carried out for the 2010 conference.

The President's report was approved without any amendments or changes.

5. Secretary General's report

The Secretary General, Gillian Mansfield, presented her report:

i. Introduction

The Secretary General began her report by pointing out that managing the General Secretariat had proved to be a demanding and challenging role and clearly without the help of a reliable assistant and student work placements, it would have been difficult to keep up the high standard of work of the former Secretary General. She added that the first year had involved generally getting to grips with all the work involved while the second year had been spent working up to the CercleS XIth conference, getting Focus Group activities off the ground and preparing for the Elections of the next Executive as well as developing partnerships with the European Centre for Modern Languages and the Languages Company.

ii. Objectives

Gillian Mansfield stressed that her own particular aim as Secretary General was to ensure that all members realised why CercleS was and should be important to them, what CercleS could do for them professionally, why they should stay in touch with CercleS. In order to achieve this goal, her main priorities had been in reinforcing the communication network between CercleS General Secretariat and members as well as working on a new Website that could offer common access and meeting points on a number of issues where members could express their own opinions and also seek help. She hoped that the new site would be up and running in the very near future.

The Secretary General also wanted to stress the fact that since the Executive members dedicated time to CercleS in an already busy workload in their home institutions, it was not always possible to respond by return of post. Furthermore, the all important multi-lingual policy of CercleS tended to slow down the process of communication. As already mentioned by Johann Fischer, one opportunity that had also been developed over the past two years was the use of Skype for communicating at a distance and she hoped that CercleS members could also be encouraged to contact the General Secretariat through this means.

iii. Daily administration

Gillian Mansfield explained that the day to day routine of the General Secretariat had revolved around a wide variety of duties and tasks which included updating the database, address labels, replying to mails, correspondence to the mailing list in the form of announcements for conferences, workshops, seminars, courses and job vacancies.

She also added that much of the work for the mandate had involved correspondence with members regarding publications, the distribution of and permission to use or translate the ELP, the setting up of a Spanish Language Scholarship, dealing with new membership requests, responding to other general enquiries, managing finances, liaising for Conference, Seminar and Focus Group organisation, editing and preparing Bulletins for printing and for the website, editing promotional literature, being present at partnership events and, last but not least, updating the website with information and events.

iv. Membership

The Secretary General reported that although there had been a decrease in membership within some National Associations in the past year and that several Associate members had declined to renew their membership with CercleS after the 5 year statutory period, other National Associations had increased in number and there had been numerous requests for Associate Membership. In fact Gillian Mansfield was pleased to announce that CercleS member institutions had nonetheless increased over the past two years and now came to a total of 338 in comparison to 306 in 2008. New membership including the application from Portuguese National Association ReCLes.pt. would be dealt with in item 11 of the agenda.

v. Finances

– to be covered by the Treasurer's report

vi. Activities

covered by the President's report

vi. Publications

The Secretary General noted that the CercleS proceedings had been reviewed in the IATEFL LASIG newsletter in their winter 2008-2009 issue.

She then reported that following on from former President Carol Taylor's wish to create a scholarly journal reflecting and distributing the high level of academic research carried out in CercleS, enquiries had been made with a number of international publishing houses to see whether they would be interested in publishing our research and reports on activities, and in what form. Response was positive. As mentioned earlier, negotiations were under way with an important international publishing house who was very willing to distribute our work on a worldwide scale, and represent us in book exhibitions at a number of conferences around the world.

As far as the Bulletin was concerned, it had taken some time to prepare Bulletin 25 due to the move of the General Secretariat to Parma. However, things were now running more smoothly, in spite of the normal difficulties to meet deadlines. Bulletin 27, containing detailed information about the Helsinki conference, was distributed just before the summer break, in time also for participants to study their survival kit in Finnish. Gillian Mansfield thanked the co-editors Nicole Chenik and Ray Satchell, with whom an efficient working routine of reviewing and correcting manuscripts had been established. Also many thanks were extended to Thomas Dimpfl for his typesetting and never failing patience over the proof-reading and last minute changes.

vii. Word from CercleS Members

Gillian Mansfield next reported that the present Executive wished to involve its members more in how CercleS should work. The General Secretariat had already put together several questionnaires, the first questionnaire concerned the way in which members liked to receive publications (Bulletins and Proceedings), in digital or paper form. Another questionnaire on staff exchanges was already in the pipeline and to be distributed shortly. She hoped that questionnaires of this kind would take a prominent position on the new CercleS website as they were clearly a means of sharing views.

viii. Final Remarks

The Secretary General concluded her report on a positive note and in praise of CercleS. Over the years, thanks not only to the work of all its former Executive Boards but also to its individual members, CercleS had come to be known as an association of excellence, with highly experienced members in all fields of Language Education. She stressed that within the confederation there was an enormous amount of research carried out where quality recurrently appeared as the key word. As previously mentioned, Johann Fischer had signed an important memorandum of cooperation with European Centre for Modern Languages and language institutions as far afield as Canada had requested that we share our expertise with them. This was proof that CercleS had clearly made its mark in the academic world and deservedly so. It was vital to continue in this direction.

Gillian Mansfield closed her report suggesting that in the coming decade, CercleS had to stand united in its policy for multilingualism so that all members could feel that they were a part of the Confederation, which could be done so by following a motto known to us all: "Unity in Diversity".

The Secretary General's report was approved without any amendments or changes.

6. Treasurer's report

The balance sheet for the year 2010 to date was illustrated to the General Meeting.

The Treasurer, Anthony Stenton, highlighted some key figures of the financial position.

The figures had been previously checked by two auditors, Michelle Crick (Madrid, Spain) and Ray Satchell (Bristol, United Kingdom), who had also sent reports confirming that the accounts were in order. The Treasurer and his Deputy had been through the balance sheets as well and were satisfied with the results.

The Treasurer Anthony Stenton illustrated that the period 2008-2009-2010 until May 31 2010 now showed a surplus of 68,864.76 euros. Within this period the CercleS accounts had been moved from the University of Göttingen (Germany) to the University of Parma (Italy). Anthony Stenton added that all CercleS finances were now administered from an account in Parma.

i. Income

The Treasurer went on to explain that the annual income totals related principally to the forward balance from the previous year and membership fees.

ii. Expenditure

As far as the expenditure was concerned, the Treasurer reported that expenditure covering administrative support, travel costs and printing and production expenses of the Bulletin in the period had been carefully controlled in spite of a considerable increase in CercleS activities outlined in the reports of the Secretary General and of the

President. With a current healthy surplus of 68,864.76 euros the project of making a prudent contribution to the costs of a publishing venture such as an online journal is perfectly feasible and may indeed constitute a source of income if successful.

Finally, the Treasurer expressed his thanks to Gillian Mansfield and Patricia Taylor at the General Secretariat in Parma for the production of the mountains of accurate documents which had made the report possible.

The Treasurer's report was approved without any amendments or changes.

7. Report on EU Projects

– covered by the President's report

8. Election of Officers

The President, Johann Fischer, asked the Elections Officer, Alžbeta Moravčíková, to give the results of the Election of Officers, which had taken place during the Co-ordinating Committee Meeting on Thursday, 2nd September, 2010 (the previous day). The election outcomes are the following:

President: Johann Fischer (AKS / Göttingen)

Vice-President: Marta Genís (ACLES / Madrid)

Secretary General: Gillian Mansfield (AICLU / Parma)

Deputy Secretary General: Helena Šajgalíková (CASALC-SK / Bratislava)

Treasurer: Anthony Stenton (RANACLES / Toulouse)

Deputy Treasurer: Raija Elsinen (FINELC / Joensuu)

Alžbeta Moravčíková then explained that according to Article 6 of the CercleS Statutes the General Meeting had to ratify the election of the President and asked all members present for their approval. The election of the President was approved by the General Meeting.

Alžbeta Moravčíková announced that the election outcome was now officially approved and confirmed and wished the Executive every success in their work for the next two years.

9. Appointment of Auditors

The president Johann Fischer announced that the Executive had agreed that a request for the 2010-2012 Auditors should be made at the General Meeting. Two members present at the General Meeting Danuta Soltyska (SERMO / Warsaw) and Maria Del Carmen Arau Ribeiro (ReCLes.pt / Guarda) offered to act as Auditors for 2012. The proposal was accepted unanimously.

10. Annual subscriptions

It was noted by Johann Fischer that the journal would have a significant cost of approximately 89 € per member (instead of the initial offer of 130.00 € per member thanks to serious negotiations regarding the proposal). However, as some of the surplus funds could be used initially to cover the costs, the proposal of the Co-ordinating Committee had been to leave the annual subscription fees at the present level (Member institutions organised in a National Association from Western or Eastern countries 100 € or 50 € respectively. Associate members from Western or Eastern countries 120 € or 50 € respectively).

The proposal was approved.

11. Applications for membership

The Secretary General reported that, since the last General meeting in 2008, there had been an application for full membership from the

Portuguese National Association ReCLes.pt.
ReCLes.pt application was approved and ReCLes.pt was welcomed as a full member of CercleS.

Gillian Mansfield also announced that CercleS had since also gained seven new Associate Members:

Language Centre, University of Cyprus, Nicosia, Cyprus (2nd member from Cyprus)

"Eurolanguage" Linguistic Center (ELG), The University of Petrosani, Romania (3rd member from Romania)

Applied Linguistic Unit Languages Department, Hochschule Liechtenstein, Liechtenstein (1st member from Liechtenstein)

Foreign Language Centre, New Bulgarian University, Sofia, Bulgaria (1st member from Bulgaria)

Language Center, South East European University, Macedonia (1st member from Macedonia)

Foreign Language Center (Centrul de Limbi Straine, C.L.S.), The University of Bucharest, Romania (4th member from Romania)

Institut Supérieur des Langues Vivantes (ISLV), Université de Liège, Belgium (1st member from Francophone Belgium)

Department of Linguistics and Scandinavian Studies, University of Oslo, Norway (1st member from Norway)

12. Time and place for the next General Meeting and Conference

It was announced that the next General Meeting would take place during the next 12th CercleS Conference. An offer to host the next CercleS conference in 2012 had been made by the London School of Economics and Political Science in London in 2012. A suggested date was 6th-8th September 2012. Confirmation of venue and dates would be made available by email to all members.

13. Proposals for seminars and other events or activities

The Secretary General reported that there were some more seminars

being planned and that she would announce more details as and when she had more information.

14. CercleS publications

The President announced that a lot of work had been done on the proposal for a CercleS journal with the publishing house De Gruyter. He noted that Mouton De Gruyter operated worldwide and would certainly raise CercleS profile. Johann Fischer went on to explain what would be available in more detail:

a printed copy of journal, 2 issues per year in June and December with a total of 500 pages. All Seminar and Conference Proceedings would be published in the journal in the future;

access to online version of journal for each member institution with access for all staff members and students. Print options would also be made available but with limitations;

printed copy of Bulletin, 2 issues per year, sent with journal access to online version of Bulletin.

It was also pointed out that the first issue would be a special issue on the ELP with papers from the Dublin and Padua seminars, followed by the Proceedings from Helsinki. It was hoped that the Focus Groups would also find the incentive to publish their research activities in the journal.

The President also stated that there had been some discussion among members of the Executive about the format of CercleS publications:

– Should there (only) be electronic publications, possibly on the CercleS website?

– Should CercleS continue to publish the bulletin in a printed version or simply put the latest version online?

These were all questions which the next Executive would have to decide.

15. Any other business

– none

The meeting was closed at 17.45 pm. ■

Groupe de Travail Innovation, Toulouse, novembre 2009

Anthony Stenton, Lairdil, Université Toulouse I, France

Zusammenfassung:

Im nachfolgenden Artikel denkt Anthony Stenton über die Notwendigkeit von Innovationen im Sprachlehrbetrieb nach. Insbesondere die Einführung neuer Medien in die Unterrichtskultur sei von zentraler Bedeutung, was jedoch mit Kosten verbunden sei, etwa für die Anschaffung von Infrastruktur, als auch für die Weiterbildung des Lehrkörpers. Er ruft deshalb zu einer (mehrsprachigen) Diskussion über mögliche Lösungswege auf.

Lorsqu'il est question d'innovation au sein des centres de langues, soit au sens large et non seulement concernant les TICE, l'accueil est habituellement positif car elle signe l'arrivée de nouvelles stratégies d'enseignement et de gestion à la fois plus modernes, plus engageantes et plus efficaces. En termes économiques cependant, l'innovation éveille parfois davantage les soupçons des responsables budgétaires, car elle apparaît alors synonyme de dépenses supplémentaires et dépasse toutes les prévisions. Les centres de langues universitaires multiplient les

Summary:

In the following article, Anthony Stenton reflects on the necessity of innovations in the teaching of languages. He states that the introduction of new media in the classroom was of particular importance, but inevitably linked with higher expenses, for example to build new infrastructures as well as teacher training. He therefore appeals for a (plurilingual) discussion about possible solutions.

paradoxes. Nombreux sont les cours oraux de niveau avancé où le niveau de langue couramment employé oscille entre les niveaux A1 et B2. Les étudiants se rendent en classe munis de petits ordinateurs portables dont le prix est relativement abordable et qui, grâce au wifi, leur offrent une connexion de qualité vers les réseaux universitaires et les centres d'apprentissage à distance. Pour les enseignants pourtant, et ce même dans un contexte privilégié, une simple présentation Powerpoint constitue souvent un cauchemar logistique, entraînant des

délais, des frustrations, mais aussi des problèmes de connexion à distance, des interruptions et une perte de temps considérable. Dans de nombreux pays européens, la formation initiale des enseignants tourne résolument le dos aux nouvelles technologies, et demeure fidèle aux principes ethnocentriques du vingtième siècle, érigés sur des priorités de compétences de lecture et d'écriture acquises sur des supports écrits. Les conséquences d'un tel repli sont délétères, car le domaine de la perception auditive et de la parole est alors relativement déserté, et se retrouve aux mains de courageuses minorités qui, tout en étant encouragées à tenter de nouvelles expériences, demeurent rebutées par le manque relatif d'infrastructures techniques et par l'échec des projets d'apprentissage mixte qui en découlent.

Si la formation initiale des enseignants demeure archaïque et démesurément attachée à l'étude de la littérature, de la grammaire et de la traduction, et si la formation continue brille par son absence, il est peu probable que l'innovation ait lieu. Dans un tel contexte, l'introduction de l'innovation est souvent d'ores et déjà condamnée, à l'instar de la proposition de former les responsables des centres de langues. Parmi les grandes innovations qui virent le jour ces vingt dernières années, nombreuses sont celles qui passèrent inaperçues; de fait, citons à cet égard l'apprentissage multimodal en ligne, l'introduction des correcteurs d'orthographe, mais aussi celle des dictionnaires électroniques et des outils de concordance. On peut également songer à l'émergence des encyclopédies de type Wikipédia et à l'arrivée des livres électroniques, aux côtés d'autres outils nomades offrant à leurs utilisateurs la possibilité d'apprendre tout en étant à distance grâce aux messages électroniques, aux forums, aux podcasts, ainsi qu'aux activités d'études de cas basées sur l'apprentissage en tandem. Chacune de ces innovations semble avoir été intégrée sans grand émoi; elle est une évidence en soi et, en tant que telle, fait désormais partie de notre horizon virtuel commun. Par ailleurs, force est de constater que la nécessité d'une intégration à la fois rationnelle et cohérente de ces innovations est régulièrement négligée, comme l'illustre la formation des directeurs des centres de langues.

Il importe de souligner que les implications pédagogiques d'une grande part de l'innovation technique sont fréquemment sous-estimées. En effet, certains enseignants demeurent convaincus que leur formation initiale pour enseigner la langue a été quasi parfaite. Ils savent déjà « comment enseigner », aussi ne requièrent-ils rien d'autre que des techniques de presse-bouton qu'ils mettent à jour afin d'être aux faits des changements essentiels en matière d'innovation. Le fait est que la lecture électronique remet grandement en question les habitudes de lecture que nous avons acquises sur des supports papiers, or ce défi offre de nouvelles opportunités en ce qui concerne la mémorisation. En effet, la lecture électronique va bouleverser nos structures mentales grâce à la synchronisation (du texte et du son), et à l'utilisation de couleurs, d'animations et de tailles de texte différentes. En d'autres termes, ces nouvelles techniques vont profondément transformer la façon dont notre cerveau interagit et pense. Être indifférent à la révolution que constitue la lecture électronique synchronisée au son et à ses implications revient à refuser de réfléchir à la perception et à la production langagière, ce malgré les percées importantes qui ont marqué la psychologie cognitive et la neurolinguistique ces dernières années.

L'intégration réussie de ces techniques innovantes requiert de la diplomatie, mais également une attention particulière aux détails, à l'instar du jardinier qui prend soin de ses jeunes pousses. S'il est vrai que les techniques d'innovation centrées sur des projets ont été éprouvées et intégrées avec succès aux systèmes de finance européens, via notamment, des programmes tels que Socrate et Lingua, leur intégration dans l'enseignement supérieur au sein des centres de langues demande toutefois à être élargie et consolidée. Un projet n'acquiesce sa

crédibilité qu'au travers d'une analyse des besoins étendue, d'une planification cohérente, d'une évaluation intelligente et par-dessus tout, d'une période expérimentale limitée dans le temps, laquelle constitue une garantie en cas d'échec dispendieux. Cette démarche qualité implique des responsabilités réciproques dans les institutions universitaires qui accueillent les projets. L'indifférence face aux innovations réussies constitue une pratique malheureusement répandue en Europe où la plupart des universités refuse toujours de définir une politique linguistique, et estime qu'un projet linguistique réussi justifie surtout le lancement d'un nouveau projet.

Il fut un temps où, la connaissance détaillée des succès et des échecs des projets d'enseignement des langues financés par le programme Socrate imposait une visite aux archives correspondantes de Bruxelles, poussiéreuses et inaccessibles. Aujourd'hui cependant, la transparence et la couverture internet généralisée sont de mise. Les projets européens tels le projet Explics(2005-2009) portant sur des études de cas plurilinguistiques sont désormais disponibles en ligne et accompagnés d'un manuel plurilingue de 70 pages; les bénéfices apportés à la communauté d'étudiants en langues sont donc potentiellement immenses.

A l'heure où la conférence mondiale sur le climat et le réchauffement climatique ouvre ses portes à Copenhague, il pourrait être tentant d'admettre, à l'instar des propos tant implicites qu'explicites qu'ont tenu les Anglais et les Américains ces dernières années, que l'apprentissage d'une langue étrangère n'est plus une véritable priorité dans un contexte de crise mondiale. Par conséquent, l'innovation devrait donc être mise en suspens. Admettre cela serait sans doute tentant, mais fondamentalement, ce serait une erreur. La menace qui pèse aujourd'hui sur le climat mondial exige une communication internationale élargie ainsi qu'une meilleure compréhension entre chacune des nations. La course contre le temps entreprise au quotidien par les scientifiques du monde entier dans des domaines de recherche aussi essentiels que la santé, l'environnement et l'énergie réclame des infrastructures et du soutien de manière urgente et globale car il s'agit de résoudre activement, par le biais de l'enseignement plurilingue, les problèmes de communication qui minent les échanges.

Tandis que certains pourraient déplorer le fait qu'une grande partie de l'activité langagière est de nature tribale, répondant à des instincts primitifs profondément enracinés, fondés sur la préservation de soi au sein de la matrice communautaire monolingue, la réalité qui nous fait face, i.e. celle d'un monde menacé par l'homme, ébranle le bien-fondé d'une telle programmation génétique, à la fois locale et archaïque. Gens una sumus, devient le seul slogan possible. Dans un tel contexte, le plurilinguisme n'est pas tant un luxe coûteux qu'une nécessité coûteuse. Une coopération et une communication internationales plurilingues offrent davantage d'espoir durable en vue de recherches et de solutions partagées que ne le font quelques lingua franca internationales, appauvries sur le plan culturel comme sur le plan linguistique.

Pour de nombreux scientifiques, le monde actuel est comparable à une voiture fonçant à toute allure sur un mur tandis que le conducteur est occupé à consciencieusement ranger son compartiment à gants. Il est possible que les linguistes ne détiennent aucun secret quant à la manière d'éviter l'impact final; l'innovation linguistique et les centres de langues cependant, lorsqu'ils sont contrôlés et dirigés de façon responsable, ont pour but d'encourager des compétences linguistiques élargies. Il sera alors possible de discuter ensemble quant aux solutions potentielles envisageables à même de limiter les dégâts grâce à la mise en commun d'idées, donnant ainsi le jour à une réflexion intelligente, à une réflexion coopérative et bien sûr, needless to say, à une réflexion plurilingue. ■

Le Centre de Langues et de Communication d'Åbo Akademi en Finlande

Mia Panisse, Åbo Akademi, Turku, Finlande

Summary:

In the following article, Mia Panisse presents the Centre for Languages and Communication of the Åbo University in Turku, Finland. The centre was founded in 1978 and has since then been dedicated to the comprehensive education of a great part of the student body in foreign languages and intercultural competences.

Zusammenfassung:

Im folgenden Artikel präsentiert Mia Panisse das Zentrum für Fremdsprachen und Kommunikation an der Åbo Universität in Turku, Finnland. Das Zentrum wurde 1978 gegründet und widmet sich seitdem der umfassenden Ausbildung eines Großteils der Studierenden in Fremdsprachen und interkulturellen Kompetenzen.

La mission du Centre de langues et de communication

Le Centre de Langues et de Communication de l'université d'Åbo Akademi, l'unique université de langue suédoise en Finlande, a commencé ses activités en 1978 à Turku, le premier directeur du centre ayant été nommé en 1979. L'université d'Åbo Akademi a des facultés dans deux villes : Turku et Vaasa, et de ce fait le Centre de Langues a également des activités à Vaasa, située à quelque 350 km de Turku.

La mission du Centre de Langues est stipulée dans des documents divers qui définissent ses fonctions : le règlement général sur les examens universitaires, la directive concernant les langues devant faire partie de tout diplôme universitaire et la directive sur les instituts séparés au sein de l'université.

La mission du Centre de Langues et de Communication est multiple : il doit dispenser l'enseignement des langues et de la communication aux étudiants, concevoir des tests et prendre en charge le contrôle de la qualité des mémoires de maîtrise par un travail rigoureux de relecture linguistique des textes scientifiques soumis par les étudiants. L'objectif de l'enseignement des langues et de la communication est de renforcer les compétences des étudiants dans le domaine de l'enseignement des langues et de la communication multilingue et interculturelle et de fournir les outils linguistiques et interculturels nécessaires pour une mobilité effective des étudiants. Le Centre de Langues assume également la responsabilité des fonctions du comité linguistique de l'université. Selon la loi sur les universités, le personnel employé à l'université d'Åbo Akademi doit avoir une excellente maîtrise du suédois à l'oral et à l'écrit et comprendre le finnois. Il incombe au centre de veiller à ce que les paragraphes de la loi sur les compétences langagières des enseignants de l'université soient respectés.

En 2009, l'université a adopté un programme linguistique qui précise encore plus clairement le profil du centre.

Organisation interne du Centre de langues

A partir de janvier 2010, le Centre de langues n'a plus de direction constituée, d'une part, des membres de son effectif administratif et enseignant et, de l'autre, des facultés de l'université, mais les questions relatives à son fonctionnement et à son budget sont prises en charge par le Comité qui gère les fonctions communes au Centre de Langues, au Centre universitaire d'Informatique et à la Bibliothèque universitaire.

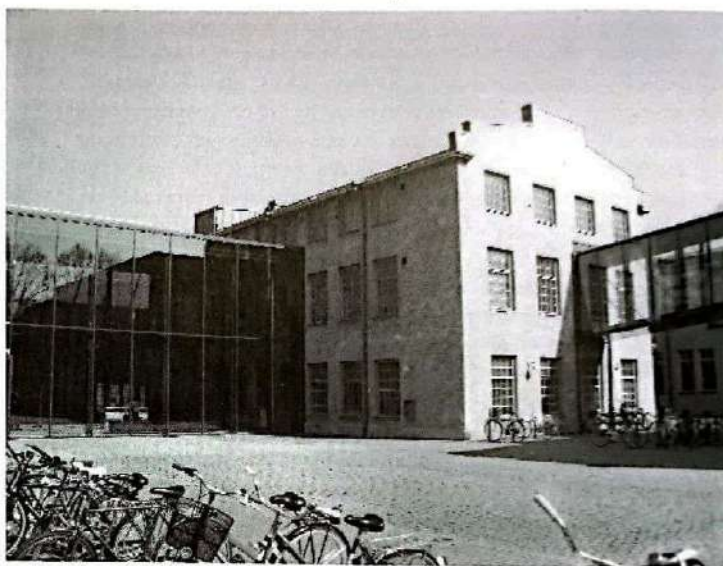
Le Centre de Langues a une section de communication chargée de l'enseignement de l'écrit académique.

Depuis peu, le Centre de Langues a également un Comité pour le développement pédagogique et un Conseil pour le développement stratégique.

Les étudiants

Sur les quelque 7000 étudiants inscrits à l'université, environ 2800 étudiants suivent les cours du centre, qui l'année universitaire 2009-2010 a dispensé plus de 5700 heures d'enseignement en présentiel. Depuis le 1^{er} janvier 2010, les anciennes facultés de l'université ont été réorganisées en 3 pôles principaux : un constitué de la Faculté des lettres

et des sciences humaines, Faculté de pédagogie et la Faculté de théologie. Le deuxième comprend la Faculté des sciences économiques et politiques et la Faculté des sciences sociales et de la Santé publique et le troisième inclut la Faculté des mathématiques et des Sciences naturelles et la Faculté de technologie.



Les langues enseignées

Les étudiants s'inscrivent aux cours par l'intermédiaire de l'espace virtuel MinPlan (MonPlan). Les langues étrangères enseignées sont : anglais, allemand, français, italien, russe, espagnol, latin et, en collaboration avec l'université finnoise de la même ville, le japonais. Les universités de la ville de Turku, c'est-à-dire Åbo Akademi et Turun Yliopisto (l'université de langue finnoise) avec la Haute Ecole commerciale de Turun Yliopisto coopèrent dans le domaine de l'enseignement des langues vivantes ce qui permet l'apprentissage du chinois, entre autres, au sein d'une autre université. Le Centre de langues coopère également avec l'Université des sciences appliquées de langue suédoise, NOVA, et réserve chaque année en coopération avec l'université ouverte un quota pour le personnel de l'université souhaitant perfectionner ses connaissances linguistiques.

Dans le domaine de l'enseignement des langues, les cours se répartissent sur quatre niveaux : niveau débutant (A1), niveau de perfectionnement (A1-A2), niveau avancé (A2-B1) et niveau spécialisé (B1-B2). Chaque étudiant doit avoir accompli un cours de niveau spécialisé, dont l'objectif est de permettre à l'étudiant d'être opérationnel à l'échelle internationale dans son domaine d'étude et de recherches. Les cours sont de durée variable, mais en règle générale les cours de langues sont dispensés à raison de 56 heures sur 14 semaines (à l'exception du niveau de spécialisation qui est de l'ordre de 48 heures).

Chaque faculté ou filière définit le nombre ainsi que le niveau souhaité des langues exigées pour le diplôme de fin d'études. La majorité des filières exigent le niveau 4 dit de spécialisation dans une langue. La filière économique exige en plus une langue de niveau 2.

L'étudiant doit avant la fin de ses études avoir validé un cours de langue de niveau spécialisé, qui sera évalué et fera partie intégrante du diplôme universitaire. La langue de spécialisation pour laquelle opte la majorité des étudiants est l'anglais qui offre des cours de langue ciblés pour répondre aux besoins des programmes des différentes filières. Ces cours se situent au niveau B2-C1 du le Cadre Européen Commun de Références. Des cours spécialisés en économie sont également offerts en allemand et en espagnol aux côtés de ceux en suédois et en finnois. Si les exigences du programme des étudiants le nécessitent, ceux-ci peuvent obtenir un crédit supplémentaire en économie dans d'autres langues en effectuant des travaux supplémentaires.

Des informations pratiques ainsi que des documents relatifs à



pratiquement tous les cours assurés au Centre de langues sont disponibles sur la plateforme d'enseignement virtuel Moodle.

Bilinguisme et internationalisation

Le caractère bilingue du pays se reflète dans la palette des cours proposés aux étudiants : le Centre de langues dispense aussi bien des cours de suédois pour les étudiants qui ont le finnois comme langue de scolarité que des cours de finnois pour les étudiants ayant effectué leur scolarité dans un établissement de langue suédoise.

Dans un contexte d'internationalisation de plus en plus accentué, le centre offre également des cours de finnois et de suédois langues étrangères pour pourvoir aux besoins du nombre croissant d'étudiants étrangers au niveau du Master (quelque 500) et les environ 200 étudiants qui sont en échange international. Les étudiants étrangers peuvent également suivre des cours d'anglais et d'écrit académique en anglais.

Les enseignants respectifs délivrent des certificats de niveau de compétences linguistiques pour les étudiants de l'université postulant pour des programmes d'échange internationaux.

Communication

Parallèlement aux cours de langue, l'enseignement des compétences communicatives et de l'écrit académique, cours obligatoires, est diversifié selon les besoins des facultés. Un programme de direction individualisée des travaux académiques en suédois et en anglais a été mis œuvre pour mieux encadrer les besoins spécifiques des apprenants.

Les crédits et le taux de participation

Les cours du Centre de langues représentent en général 5 crédits, ce qui signifie en moyenne un travail de 130 heures. Dans le calcul sont intégrés aussi bien le travail en classe que le travail en autonomie. Le modèle du calcul est le suivant : $4\text{h/semaine} \times 14 \text{ semaines} = 56\text{h}$ d'enseignement + 74 h de travail en autonomie, révision pour les examens etc. = 130h = 5 crédits. Le taux minimum de présence obligatoire au cours est en général fixé à 75%.

Personnel

Le personnel enseignant (vingt-quatre personnes) et administratif (cinq personnes) s'engagent activement à approfondir leurs compétences concernant de nouvelles techniques et méthodologies ainsi qu'à conseiller les étudiants afin qu'ils se placent au niveau approprié par rapport à leurs connaissances et à leurs compétences de départ. Les enseignants initient les étudiants à des méthodes d'auto-apprentissage et les motivent pour qu'ils poursuivent leurs efforts en dehors de l'enseignement traditionnel en classe.

Équipement

Le Centre de langues dispose de sept salles d'enseignement toutes équipées d'un vidéo-projecteur. Au besoin, l'enseignement a lieu dans les salles de la Faculté des lettres dans le complexe Arken (Arche) où se trouve également le Centre de langue.

Qualité

Pendant trois ans, de 2007 à 2009, le Centre de langues a participé à un projet national intitulé LAAKEA (Qualité, développement et évaluation concernant les études de langues, de communication et de culture pour les étudiants universitaires). Le personnel du Centre de Langues a été activement impliqué dans l'audit de l'université l'automne 2009. La qualité est assurée également par un système de notation exigeant de chaque apprenant l'acquisition d'un minimum de 60% du contenu du cours afin d'être reçu et 70% des connaissances afin de pouvoir poursuivre ses études au niveau suivant.

Évaluation

L'évaluation des compétences s'effectue par contrôle continu et examen terminal. L'évaluation de l'enseignement et l'auto-évaluation de l'étudiant sont réalisées à la fin de chaque cours grâce à un questionnaire électronique standardisé disponible sur la plateforme d'enseignement virtuel Moodle. Certains enseignants réalisent aussi une évaluation à mi-parcours dont les résultats sont intégrés dans l'enseignement en cours. L'évaluation est un des sujets traités lors des discussions annuelles sur le développement personnel et professionnel de l'enseignant ainsi que sur les projets de développement de l'enseignement. ■

Contributions to Language Centre Profiles

If your language centre would like to contribute an article to the Language Centre Profiles, please contact the General Secretariat. Contributions should be about 1,800 words and accompanying images (300 dpi) are very welcome.

Forthcoming events

ACLES (Spain)
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Web: www.sermo.org.pl

VUS (Austria)
Wilfried Wieden
Universität Salzburg
E-mail: Wilfried.Wieden@sbg.ac.at

3-5 June 2011: 1st International Conference on Language Testing and Assessment, Department of English Studies, University of Cyprus, Nicosia, Cyprus

9-11 June 2011: congrès APLIUT « L'image », IUT La Rochelle; more information: www.apliut.com

21-25 June 2011: IALLET Conference "California Dreamin': New Horizons in Language Learning Technology", University of California Irvine, USA; more information: www.iallt.org

28 June-2 July 2011: Séminaire de formation multimédia, organised by RANACLES, Université de Bretagne Sud, Vannes, France; more information www.ranacles.org

7-9 July 2011: VII Convegno AICLU "Multilinguismo, CLIL e innovazione didattica", Libera Università di Bolzano, Italy; more information: www.iclhc.org/events/vii-convegno-aiclu-multilinguismo-clil-e-innovazione-didattica

10-13 July 2011: WOLRDCALL Conference, Scottish Exhibition Centre, Glasgow, Scotland, UK; more information: www.worldcall.org

July and August 2011: Summer Teaching and Training Courses for Teachers of French as a Foreign Language, Centre for Applied Linguistics of Besançon, Franche-Comté University, Besançon (Franche-Comté), France; more information: www.formation-cla.univ-fcomte.fr/?page=affiche_formation&idd=19&idsd=81&lang=fr

31 August - 3 September 2011: EUROCALL conference "The CALL Triangle: Student, Teacher and Institution", University of Nottingham, UK; more information: www.eurocall2011.eu/eurocall/

14-15 September 2011: international conference "Foreign Language Competence as an Integral Component of a University Graduate Profile II" I, University of Defence, Brno, Czech Republic

22-24 September 2011: workshop "Interactive Methods and New Materials for Russian as a Foreign Language in Higher Education", Language Centre of the European University Viadrina, Frankfurt (Oder), Germany;

28-30 September 2011: International Conference on Language Policy and Language Teaching: "Multilingualism in Society, the World of Work, and Politics. New Challenges for Teaching at Institutes of Higher Education/Universities", Language Teaching Centre of Freiburg University, Germany; more information: www.sli-konferenz-mehrsprachigkeit.de

29 September - 1 October 2011: ECML Conference "Empowering Language Professionals Conference", Karl-Franzens University, Graz, Austria; more information: conference.ecml.at/

14-15 October 2011: Seminar "Plot me no Plots - Theatre in University Language Teaching", University of Padua, Italy; more information: www.maldura.unipd.it/theatreandlanguage/teaching/

19 November 2011: UNicert Workshop „Das Interkulturelle in der universitären Fremdsprachenausbildung", Technische Universität Braunschweig, Germany

24-26 November 2011: RANACLES conference « La grammaire et les centres de langues : une question dans tous ses états », University of Rennes 1, France; more information www.ranacles.org

24-26 November 2011: Ten years of the CEFR and the ELP CercleS Seminar "The central role of the learner in using the CEFR and the ELP", Groningen, the Netherlands; more information: lconference.webhosting.rug.nl/

1-3 March 2012: 27. AKS Arbeitstagung, Universität Mannheim, Germany; more information: www.aks-web.de ■